

# **The 20-year Impacts of Child Deworming in Kenya: Additional Domains<sup>1</sup>**

## *Pre-Analysis Plan*

**AEA RCT Title:** Experimental Evidence on Child Health and Long-run Outcomes in Kenya

**RCT ID:** AEARCTR-0001191

**Principal Investigators:** Sarah Baird (George Washington University), Joan Hamory Hicks (University of Oklahoma), Michael Kremer (Harvard University), Edward Miguel (University of California, Berkeley), and Michael Walker (University of California, Berkeley)

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**Appendix:** KLPS-4 I Module survey instrument, KLPS-3 I Module and E+ Module survey instruments

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Corresponding author: Edward Miguel (emiguel@berkeley.edu).

**Summary:** This document outlines the plan for analyzing the 20-year impacts of a randomized school deworming program in western Kenya using data from the Kenya Life Panel Survey (KLPS). This analysis complements a pre-analysis plan (Baird et al. 2017), already filed to the AEA Trial Registry, covering the 20-year consumption and labor market impacts of deworming. The analyses pre-specified here use analogous regression specifications to Baird et al. (2017), but considers a broader set of outcomes collected as part of an additional KLPS module. Both of these analyses build on that of Baird et al. (2016), which analyzed the 10-year program impacts, by bringing in two additional rounds of data (KLPS-3 and KLPS-4), which allow for the estimation of 15 and 20 year effects.

The third round of the Kenya Life Panel Survey (KLPS-3) was conducted during 2011-2014, and the fourth round of the survey (KLPS-4) launched in mid-2017 and is currently ongoing. The KLPS-4 E+ module focuses on earnings and expenditures, and outcomes and regression specifications were pre-specified in Baird et al. (2017) (also referred to as the E+ pre-analysis plan). The KLPS-4 I Module (the focus of this pre-analysis plan) was launched in September 2018. We focus on KLPS-4 outcomes – since data collection is ongoing, we have not estimated any treatment effects on this sample. We also outline how we will make use of data for these outcomes also collected in KLPS-3.

The analysis outlined here focuses on eleven domains of outcomes: (1) education, training, and human capital, (2) health and well-being, (3) migration, (4) financial participation, (5) marriage and fertility, (6) gender equity attitudes and behaviors, (7) ethnic and religious identity, (8) political behavior, (9) political attitudes, (10) time use, and (11) sleep. Our main analysis will be conducted in the cross-section using KLPS-4 to estimate the 20-year deworming impacts, though we will also bring in data from earlier KLPS rounds (when available) to increase sample size and to study the evolution of impacts over time. We plan to use analogous regression specifications to the E+ pre-analysis plan. Additional analyses will be carried out beyond those included in this document; this document is therefore not meant to be comprehensive or to preclude additional analyses.

A number of additional pre-analysis plans have been filed related to KLPS-4, which we briefly outline in this document.

# 1. Introduction

## 1.1. Summary

Improving child health can lead to long-term improvement in labor market outcomes and higher earnings (Baird et al. 2016). In addition to understanding the economic implications of childhood investments, there are many ways in which childhood interventions, and the associated earnings gains, could influence later-life behavior and attitudes. These are central questions in the development economics, yet few studies are able to rigorously estimate effects, especially in Africa, primarily due to the dearth of longitudinal datasets that track youth into adulthood.

This study builds on the work of Miguel and Kremer (2004) and Baird et al. (2016), as well as analyses of economic outcomes pre-specified in Baird et al. (2017), to provide experimental evidence on the long-run effects of improved child health on a broad range of outcomes in Africa. In particular, this project analyzes the 20-year impacts of a school-based childhood deworming program in Kenya on eleven domains -- (1) education, training, and human capital, (2) health and well-being, (3) migration, (4) financial participation, (5) marriage and fertility, (6) gender equity attitudes and behaviors, (7) ethnic and religious identity, (8) political behavior, (9) political attitudes, (10) time use, and (11) sleep -- using data from the most recent rounds of the Kenya Life Panel Survey, namely, KLPS-3, collected during 2011-2014, and the KLPS-4 I-Module, collected beginning in mid-2018 (and expected to finish in 2021).

This document lays out the specific analyses we intend to conduct for the 20-year deworming impacts evaluation along the eleven pre-specified outcome domains mentioned above. This plan captures our current thinking about analyses with this data within these domains but we anticipate carrying out some additional analyses beyond those included in this plan, so this document is not meant to be comprehensive nor to preclude additional analysis. Given the broad range of outcomes and their interest to different audiences, we expect the results to be published in multiple papers, though it is hard to know the breakdown in advance of results.

## 1.2. Experimental Design and Previous Work<sup>2</sup>

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<sup>2</sup>Much of this section is reproduced from Baird et al. (2017).

This section briefly describes the experimental design and results from analyses of earlier data collection efforts; for further details, see Miguel and Kremer (2004) and Baird et al. (2016).

Between 1998 and 2001, 75 primary schools containing nearly 30,000 children in a rural district of western Kenya were phased into a deworming treatment program known as the Primary School Deworming Program (PSDP). All children attending treatment schools received drugs twice per year to eliminate intestinal helminths. Schools were phased into the program over time, such that 25 schools were randomly selected to receive treatment starting in 1998, another 25 schools were randomly selected to receive treatment starting in 1999, and the final 25 schools began receiving treatment in 2001.

Previous work analyzed the near-term and 10-year impacts of this program. Miguel and Kremer (2004) find substantial impacts on the school attendance of treated children within 1-2 years of program launch, as well as impacts on children attending schools nearby.<sup>3</sup> In subsequent work, Baird et al. (2016) exploit the second round of a longitudinal dataset known as the Kenya Life Panel Survey (KLPS-2), which tracked a representative subset of 7,500 children with an effective tracking rate of 82.5%, in order to study the impacts of improved child health 10 years after the launch of the PSDP. The authors find evidence of increased labor supply among men and education among women, with accompanying shifts in labor market specialization, and increases in meals consumed, as well as wage earnings.

The third round of the KLPS was collected during 2011-2014. KLPS-3 attempted to locate the same representative subset of 7,500 children from PSDP schools, and achieved an effective tracking rate of 87.3%. The current data collection round, KLPS-4, seeks to locate this same sample of individuals. Data collection for the KLPS-4 E+ Module focused on economic outcomes began in September 2017, while the KLPS-4 I Module, covering the outcomes described in this plan, was launched in September 2018. In conjunction with the KLPS-4 I Module, a subset of 3-8 year-old children of KLPS respondents receive child assessments, and their caregivers are also surveyed. This allows us to estimate intergenerational effects (which are also long-term effects), but these are covered as part of Fernald et al. (2019).

### *1.3. Data Examined to Date*

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<sup>3</sup> These results were confirmed in Miguel and Kremer (2014), which utilizes updated data and corrects coding errors in the original analysis.

Data collection for the fourth round of the KLPS (KLPS-4) I-Module began in September 2018. On September 19, 2018 the research team registered a data management memo on the AEA registry, to outline who would have access to the KLPS-4 I Module data collected prior to the registration of this pre-analysis plan. This data management memo specified that all KLPS-4 I Module data collected prior to the registration of pre-analysis plans would be compiled, organized, and stored by the Busia-based field research associate, Eric Ochieng, and that Eric would only provide access to Somara Sabharwal, a Berkeley-based research assistant, so that she could aid in developing data quality checks.<sup>4</sup> Thus far, the individuals writing this pre-analysis plan have only seen summary statistics on survey data quality and respondent tracking rates, which have been used to maintain high data quality and reduce attrition. Those with data access have not had any input into this pre-analysis plan, which was developed and reviewed only by researchers on the project who have not accessed the data in any way beyond these data collection summary statistics.

As described in the next section, there are numerous papers and pre-analysis plans that cover data collected as part of KLPS-4 broadly, and the I Module specifically. Access to portions of the KLPS-4 I Module data have been provided to researchers that have filed all of the pre-analysis plans in which they are involved, but they have not received access to deworming treatment indicators, and thus have not estimated any effects related to the deworming treatment. Access to the KLPS-4 I Module data will only be provided to research team members involved in this pre-analysis plan after it is filed on the AEA RCT Registry; likewise, those involved in other pre-analysis plans will only receive treatment status indicators after this plan is filed.

#### *1.4 Relation to other pre-analysis plans covering KLPS-4 data*

The KLPS-4 activity is a complex data collection effort, with numerous pieces that will feed into multiple papers. A number of pre-analysis plans have been or will be filed covering different aspects of the activity. Many of these utilize similar specifications and build on a common experimental design. Each of these pre-analysis plans may be a stand-alone paper, or we may combine (or split) plans (or portion of plans) into a single paper. Below, we outline the other pre-analysis plans that also estimate long-term effects of the PSDP:

1. “The 20-year Economic Impacts of Child Deworming in Kenya” (Baird et al. 2017) – this

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<sup>4</sup> In November 2018, the data management plan was updated to allow Maxim Guzman to provide additional support for the Kids data quality checks.

pre-analysis plan focuses on consumption and labor market impacts of deworming collected as part of the KLPS-4 E+ Module, and does not encompass data collected as part of the KLPS4 I Module. It was filed to the AEA Trial Registry on November 8, 2017.

2. “Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya” (Fernald et al. 2019) - this pre-analysis plan studies intergenerational effects by looking at outcomes for kids of KLPS respondents, collected via surveys of primary caregivers and child assessments. It was filed to the AEA Trial Registry on March 11, 2019.
3. “The Long-term Impacts of Child Deworming in Kenya on Economic Preferences” (Alfonsi et al. 2019b) – this pre-analysis plan outlines plan for studying the impact of the deworming, vocational training and cash grant interventions on a set of fundamental economic preferences; (1) time preference, (2) decision-making under uncertainty, (3) pro-social behavior, (4) anti-social behavior, and (5) preference for truth-telling. It was filed to the AEA Trial Registry on July 11, 2019.
4. “Experimental Evidence on Determinants of Truth-Telling: The Role of Financial Incentives, Psychological Cost of Lying, Social Norms and Economic Well-Being” (Alfonsi et al. 2019a) – this pre-analysis plan studies the “mind game” experiment measuring honesty. It was filed to the AEA Trial Registry on July 11, 2019.
5. “Development and Gender Differences in Competitiveness” (Miguel et al. 2019) – this pre-analysis plan studies competitiveness for adult respondents and their children, as well as decisions by parents about child competitiveness. This pre-analysis plan was filed to the AEA Trial Registry on May 11, 2019.

In addition, there are several pre-analysis plans that make use of KLPS-4 I Module survey data, but focus less directly on measuring the effects of childhood deworming:

1. “Promoting Child Reading in Kenya: Estimating the Demand for Storybooks” (Bonds et al. 2019) - this looks at demand for, and effects of, an intervention providing subsidized storybooks for children and information on the importance of reading to parents. This pre-analysis plan was filed to the AEA Trial Registry on May 3, 2019.
2. “Understanding recall of past reproductive desires” (Mueller 2019) - the focus of this pre-analysis plan is on respondent recall of past reproductive desires, making use of

randomized and incentivized components included as part of the I Module survey. This pre-analysis plan was filed to the AEA Trial Registry on May 7, 2019.

This is not meant to preclude reporting results across different analyses, or re-arranging results into papers, as ex-ante it is difficult to know how the results will relate to one another. This is especially true for this current pre-analysis plan given the wide range of domains covered.

## **2. Analysis**

### *2.1. General Notes*

The analysis specified in this document is based on Baird et al. (2016) and builds on it in two important ways. First, the KLPS-4 I Module includes a broader set of measures that allows us to expand some of the domains that we are studying. Second, for outcomes collected as part of past rounds, the analysis will utilize the latest rounds of data (KLPS-3 and KLPS-4), and with these additional round of data, we will expand the sample of tracked individuals across rounds, and examine the evolution of outcomes over time.

This pre-analysis plan discusses the methodological approaches that will be used in the analysis, and the next section outlines the eleven families of outcomes on which the analysis will focus. The KLPS-4 I Module survey instrument and the KLPS-3 I Module and E+ survey instruments are included in the appendix to this document for reference.

### *2.2. Sample for analysis*

As described above, the KLPS sample includes a representative subset of approximately 7,500 individuals who participated in the original PSDP. Approximately 1,500 of these individuals additionally took part in a vocational training voucher and cash grant program which launched in early 2009, prior to the start of the KLPS-3 and KLPS-4 data collection rounds. Approximately three quarters (1,070) of these individuals were randomly selected to receive either vocational training vouchers or cash grants (or both). In order to focus on the impacts of the deworming treatment intervention, and not confuse findings with these other interventions, data for these 1,070 individuals will be dropped from the deworming analysis sample once these other treatments could have influenced outcomes. Specifically, those in the vocational training voucher program will be

dropped when using the KLPS-3 and KLPS-4 data, and those in the voucher program control group but cash grant treatment group will be dropped in KLPS-4 (the cash grant program was administered after KLPS-3). Because the voucher and grant winners and non-winners were selected randomly, the analysis will adjust the survey weights for individuals in the non-winner comparison group in order to maintain initial (baseline PSDP) population representativeness. This sample adjustment was not made in Baird et al. (2016), which focused on data collected prior to the launch of the vocational training voucher and cash grant interventions.<sup>5</sup>

### 2.3. *Econometric Approach for Deworming Analysis*

Our main econometric approach (Approach 1) is a cross-sectional analysis of the KLPS-4 data, which estimates the 20-year impacts of deworming. We look at two additional approaches for our primary outcomes measured in both KLPS-3 and KLPS-4: first, we estimate effects for all respondents surveyed as part of KLPS-3 or KLPS-4, making use of the most recent data available (Approach 2); second, we run cross-sectional regressions by survey round to look at the evolution of effects over time (Approach 3). In addition, for some outcomes we may pool observations from KLPS-2, KLPS-3 and KLPS-4 to estimate average deworming effects across all rounds, as in Baird et al. (2017).

#### 2.3.1 *Approach 1: KLPS-4 cross-sectional methodology*

First and foremost, we estimate the 20-year effects of deworming using KLPS-4 data, which encompasses the main set of results we seek to pre-specify here. Our main analysis (Approach 1) is based on the cross-sectional methodology in Baird et al. (2016) and serves as our main approach, as we are able to use this for all of our KLPS-4 outcomes.<sup>6</sup> The results of Approach 1 yield the average impact of deworming on outcomes roughly 20 years after a child treatment program began.

Following Baird et al. (2016), this cross-sectional approach (denoted with superscript 1) will estimate the 20-year impacts of deworming on outcomes using the following equation:

$$Y_{ij} = \alpha^{(1)} + \lambda_1^{(1)}T_j + \lambda_2^{(1)}C_j + \lambda_3^{(1)}P_j + X'_{\{ij,0\}}\beta^{(1)} + \varepsilon_{ij}^{(1)} \quad (1)$$

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<sup>5</sup> Similarly, vocational training voucher and cash grant winners are not dropped from analysis of the KLPS-2 data, as KLPS-2 data collection occurred prior to the launch of these programs, as noted above.

<sup>6</sup> In addition, as this only uses KLPS-4 data, collection of which is ongoing and has not been shared with the authors, this is the most straightforward to pre-specify (see Section 1.4 for more details).



where  $Y_{ij}$  is the outcome  $Y$  for individual  $i$  in school  $j$ ,  $T_j \in \{0,1\}$  is the assigned deworming program treatment status of the individual's primary school (defined as in Baird et al. 2016),  $C_j \in [0,1]$  is an indicator for whether the school was designated as “cost sharing” in later years of the PSDP<sup>7</sup>,  $P_j \in [0,1]$  is the treatment saturation proportion among neighboring schools within 6 km during the PSDP (explained in more detail in Baird et al. 2016),  $X_{\{ij,0\}}$  is a set of individual and school covariates, and  $\varepsilon_{ij}$  is the error term clustered at the school level. In cases where outcomes are at the child or pregnancy level, we include treatment statuses and covariates based on the KLPS respondent.

As in Baird et al. (2016), the covariates include a series of baseline school characteristics (average test score, school population size, number of primary school students within 6 km, and an indicator for the administrative zone of school), as well as baseline individual characteristics (indicators for gender and grade at the launch of the PSDP), and indicators for the month and wave of KLPS-4 survey. We will additionally include an indicator variable denoting individuals in the vocational training voucher and cash grant control group (who are included in the sample).<sup>8</sup> In cases where covariates are missing but outcomes are available, we will follow an approach based on Lin, Green and Coppock (2016): If a covariate is missing for no more than 10 percent of observations, then we will recode the covariate to the overall mean. If a covariate is missing for more than 10 percent of observations, then we will recode the covariate to the overall mean and add in indicator equal to one for observations with the missing covariate.

All regressions will be Ordinary Least Squares unless specified otherwise, and estimates will be weighted to maintain representativeness with the baseline PSDP population, taking into account the sampling for inclusion in the KLPS, the two-stage KLPS tracking methodology, and inclusion in the vocational training voucher and cash grant program. We will present results for the full sample for all outcomes, although for several outcomes we will focus primarily on trimmed samples (described in more detail below). Finally, for most domains, the analysis will be conducted on the entire sample, as well as broken out by gender.<sup>9</sup> We note exceptions to this when defining outcomes in Section 3.

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<sup>7</sup> See Baird et al. (2016) for a description of this cost-sharing experiment.

<sup>8</sup> We plan to demean covariates for ease of interpretation.

<sup>9</sup> Note that in Baird et al. (2016) we additionally examined results by age (above and below median age). That analysis, which used the KLPS-2 data, was interesting because many individuals below median baseline age were

The main hypothesis test will be a two-sided t-test on the significance of  $\lambda_1$ , the coefficient on the treatment indicator  $T_j$ , against a null hypothesis of  $\lambda_1 = 0$ . The secondary hypothesis test will be a F-test on the joint significance of the coefficients on  $T_j$ ,  $C_j$ , and  $P_j$  ( $\lambda_1, \lambda_2$ , and  $\lambda_3$ , respectively), against the null hypothesis that all three coefficients are jointly equal to zero.

### 2.3.2. Additional empirical approaches

We plan to report results from two additional approaches for our primary outcomes measured in both KLPS-3 and KLPS-4. First, in order to maximize sample size, we also consider specifications which include all respondents surveyed as part of either KLPS-3 or KLPS-4, making use of the most recent data that we have from each respondent. We denote this as Approach 2. Due to the nature of the tracking activity, there will be some respondents surveyed as part of KLPS-3 that are not surveyed in KLPS-4 or that did not provide usable data in KLPS-4.<sup>10</sup> We also bring in respondents from the vocational training voucher control group and cash grant treatment group, as these were untreated by other programs as of KLPS-3 but received the cash grant prior to KLPS-4. We expect many of the outcomes we study to be relatively stable between KLPS-3 and KLPS-4 (for instance, educational attainment). Including these respondents in the analysis may increase statistical precision.

Our specification for Approach 2 mirrors that of Approach 1, but brings in an indicator for survey round from which the data comes:

$$Y_{ij} = \alpha^{(2)} + \lambda_1^{(2)}T_j + \lambda_2^{(2)}C_j + \lambda_3^{(2)}P_j + X'_{\{ij,0\}}\beta^{(2)} + \gamma_{ij}I(KLPS3)_{ij} + \varepsilon_{ij}^{(2)} \quad (2).$$

All terms are defined as in equation (1) above, but now there is the addition of  $I(KLPS3)_{ij}$ , an indicator variable equal to 1 for observations with data coming from KLPS-3. The level of observation is the individual, and we use the most recent data available from KLPS-3 or KLPS-4 for each individual. We will handle analyses at the child or pregnancy level in the same manner as Approach 1. The same hypothesis tests will be carried out as described for Approach 1 above. We will also examine the heterogeneous effects of the treatment across gender in the same manner as Approach 1. Any outcomes that are trimmed will be trimmed by survey round.

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still in school at the time of data collection. However, by KLPS-3 and KLPS-4, we no longer expect that many respondents will still be in school, making an age analysis less important.

<sup>10</sup> For instance, if the respondent provided a “don’t know” or refused to answer a question.

Our first approach to weighting for Approach 2 will be to use the round-specific weights for each observation. These incorporate the sampling for inclusion in the KLPS, the two-stage KLPS tracking methodology in each survey round, and inclusion in the vocational training voucher and cash grant program. One potential issue with this approach is it could lead to an overweighting of intensive respondents relative to their actual shares in each survey round, and thus we may need to downweight those in the intensive sample in order to match their overall share across survey rounds. As a robustness check, we will check if our results are sensitive to this issue.

Our next approach (Approach 3) looks at the evolution of effects over time, and is the analogue of the cross-sectional analysis in Approach 1 carried out separately for each of the three survey rounds (KLPS-2, KLPS-3 and KLPS-4). This analysis will allow us to assess the evolution of treatment effects over time. When implementing Approach 3, we weight observations with their round-specific weights. This is not the main statistical analysis but will provide useful information – for instance, on either the persistence or diminution of effects over time – that the research team will relate to underlying theoretical frameworks.

For both approaches, we note that in cases where outcomes were only included in the KLPS-3 E+ Module, we will have substantially fewer observations in KLPS-3, as the E+ Module was only administered to a 15 percent subsample of KLPS-3 respondents. This smaller sample size may make it more difficult to generate precise estimates of effects, and provides another rationale for leading with the 20-year deworming impact results.

Lastly, for some outcomes we may estimate effects using the panel approach for data from KLPS-2, KLPS-3 and KLPS-4 as described in Baird et al. (2017).

#### *2.4. Heterogeneous effects*

As noted above, we estimate effects separately by gender, and will statistically test for differences by gender by interacting treatment status with an indicator for gender. In addition to gender, we will estimate heterogeneous treatment effects in the following dimensions:

- Baseline PSDP standard (grade)
- Parental educational attainment
- 1996 PSDP school's average test score

Parental educational attainment and 1996 PSDP school average test score can serve as a proxy for socioeconomic status during respondents' childhoods. We will also explore heterogeneity by above or below median Raven's scores, using test scores collected in early survey rounds.

In addition, we may conduct exploratory analyses on a number of other dimensions of heterogeneity, such as urban status.

## 2.5. Multiple Testing Adjustment

For the main coefficient estimate of interest ( $\lambda_1$  in equations 1 and 2 above for the deworming analysis), the analysis will present two sets of p-values. The first is standard "per comparison" p-values. These are appropriate for a researcher with an *a priori* interest in a specific outcome. For instance, researchers interested in the impact of deworming treatment on age at first marriage should focus directly on this p-value.

Second, the analysis will also present additional p-values that account for multiple testing. Since the analysis tests multiple hypotheses within each domain of outcomes, it is appropriate to control for the possibility that some true null hypotheses will be falsely rejected. Within each of the domains of pre-specified outcomes, the analysis will compute the False Discovery Rate (FDR) adjusted q-values (analogue to the standard p-value) that control the expected proportion of rejections that are Type I errors over the primary outcomes within a domain. We do this separately for each empirical approach (i.e. Approaches 1, 2 and 3). Specifically, the analysis will follow the approach adopted in Anderson (2008) and Casey *et al.* (2012), and the references cited therein.

As previously noted, it is difficult to know in advance how domains of outcomes will fit together into papers. If we combine multiple domains outlined in this pre-analysis plan into a single paper, we will additionally report a more conservative multiple testing correction, namely the FDR adjusted q-values across all of the primary outcomes of domains included in a single paper. We believe this is sensible as a priori we do not necessarily expect outcomes related to (say) financial participation to be of interest to the same audience (or in the same paper) as those related to (say) fertility.

A number of our outcomes are indices of multiple variables. When we report components of an index, we will also report FDR adjusted q-values across the different components of an index.

Likewise, when testing for heterogeneous effects, we will conduct an analogous multiple testing adjustment on the interaction terms for outcomes within each domain.

## *2.6. Tracking and Attrition*

The interpretation of differences between the treatment and control groups as causal effects is jeopardized if there is differential attrition across these groups. Though it is impossible (by the very nature of attrition) to fully determine if attrition behavior is correlated with outcomes of interest, the existence of balanced characteristics along a large number of observable dimensions would provide some suggestive evidence that the propensity to attrite is not strongly related to outcomes of interest.

First, we will report effective tracking rates by treatment arm, both overall and by gender. Second, we will estimate average baseline differences in terms of baseline covariates using standard two-sample t-tests between those found and not found during the KLPS-4 I Module tracking activity. These covariates include:

- Assignment to deworming treatment (groups 1 and 2) and control (group 3), directly and interacted with gender
- Gender
- Age in September 2018 (the start of Wave 1 I Module surveys)
- Baseline standard
- 1996 PSDP school's average test score
- Indicator for whether 1998 primary school is located in Budalangi division
- Population of 1998 primary school
- Total number of treatment participants who studied at primary schools within 6 km of 1998 primary school
- Total primary school students within 6 km of 1998 primary school
- 1998 test scores<sup>11</sup>
- Participation in the vocational training program
- Participation in the cash grant program

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<sup>11</sup> This test score was collected in 1998 and was part of the first-year follow-up of the deworming program. No impacts of deworming were detected. This data exists for only a (non-random) subset of parents. For more information on this test score, see Miguel and Kremer (2004).

If we observe differential rates of attrition across the treatment and control groups, we will investigate the robustness of our primary results by presenting i) estimates reweighted to account for attrition (IPW), ii) upper and lower bounds on impact estimates (Lee, 2009), as well as iii) adjustments using the techniques of Kling and Liebman (2004). In particular, for the IPW approach we will estimate and implement attrition propensity weights, first running a probit regression predicting presence in the sample with the covariates noted in this section and their interaction with treatment, and then weight outcomes by the product of the sampling weights and the inverse of this follow-up success probability. When following the Lee (2009) approach, we will present the lower and upper bound estimates trimming the tails of the distribution to generate the same observed attrition rates both treatment arms. When following Kling and Liebman (2004) we impute the missing observations to the mean within that treatment arm plus or minus 0.1 times the arm-specific standard deviation and plus or minus 0.25 times the standard deviation. For the lower bounds this amount is subtracted from the treatment and added to the control, and for the upper bounds this is reversed.

### **3. Main Outcomes**

This section defines the primary outcomes of interest for each of our eleven domains of outcomes: (1) education, training, and human capital, (2) health and well-being, (3) migration, (4) financial participation, (5) marriage and fertility, (6) gender equity attitudes and behaviors, (7) ethnic identity and religious identity, (8) political behavior, (9) political attitudes, (10) time use, and (11) sleep. Table 1 presents these outcomes and the corresponding survey questions from KLPS-4 and KLPS-3 (when available) for each different domain.

Throughout, we plan to convert monetary outcomes into USD PPP, trimming the top 1% of observations by survey round.<sup>12</sup> Note that we will also look at untrimmed values. Unless otherwise specified, our primary method of constructing indices will be mean effects, following Katz, Kling and Liebman (2001). If a primary outcome listed below is missing for more than 10 percent of observations (not including attrition), then we may not report it as a primary outcome.

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<sup>12</sup> If we combine monetary outcomes with outcomes included in Baird et al. (2017), we will follow Baird et al. (2017) in converting outcomes to 2017 USD PPP. Otherwise we will convert to 2018 USD PPP (the start of KLPS-4 I Module surveys), using the same methodology.

Likewise, if, for an indicator variable, more than 90 percent of responses take a single value, we will not include it as a primary outcome or as an index component.

We will estimate Approach 1 for all primary and secondary outcomes. In addition, for primary outcomes collected in both KLPS-3 and KLPS-4 (those with KLPS-3 survey questions in Table 1), we will also estimate Approaches 2 and 3.

### *3.1 Domain 1: Education, Training and Human Capital*

Baird et al. (2016) find evidence for increased schooling 10 years after the deworming program among both males and females, with males enrolled in more primary school and females more likely to have attended secondary school. We test whether these differences persist 15 to 20 years after the deworming intervention.

We study two primary outcomes within this family. First, we look at the highest level of academic schooling attended, measured as the number of years corresponding to the highest level of primary, secondary, college and university attended. The construction of this outcome utilizes data from KLPS-4 as well as the panel nature of previous KLPS rounds. Second, as part of the KLPS-4 I Module, we administer a module designed to measure competencies in following instructions: mathematics skills, and reading and listening comprehension. These are designed to be comparable to real-life scenarios that respondents may face. Respondents are presented with two scenarios and three questions: first, the respondent is asked to make change; second, the respondent is provided a farming scenario and asked to determine a) which scenario generates higher profits and b) the difference in profits. Our main measure of the competencies is the total number of these questions the respondent gets correct. We code cases where the respondent is unable to provide an answer or runs out of time as zero.

As secondary outcomes, we first look at additional schooling and training outcomes: the years of college / university attended, along with an indicator for having a diploma; the years of vocational training or bible school attended, and an indicator for receiving a certificate for completing vocational training or bible school; and the total years of education attended, where we add years of vocational training and bible college attended to our primary measure of the highest level of academic schooling.

Next, we look at the time taken to complete the competency questions. In addition to recording whether or not the respondent provided the correct answer, we also record the amount

of time taken to answer the questions. As a secondary outcome, we look at the mean time to answer both questions, where those that do not answer a question are set to the maximum allotted time for the question.

### *3.2 Domain 2: Health and Well-Being*

This section outlines analyses related to both physical and mental health, testing for lasting effects of a child health intervention. We look at five primary outcomes related to health and well-being; three of these were only included as part of KLPS-4.<sup>13</sup> First, we look at self-reported health status, using an indicator equal to one if the respondent reports their health status is “good” or “very good.” Second, we use the 10-question CES-D scale to assess depression, where higher values represent increased depression (and thus worse outcomes). Third, we look at self-reported happiness (this was measured for a subset of respondents in KLPS-3), coded on a 1-3 scale, with higher values representing greater happiness. Fourth, we look at life satisfaction, measured on a scale from 0 to 10 as in the World Values Survey, with higher values corresponding to greater life satisfaction. Lastly, we look at the Perceived Stress Scale, a four-question scale measuring stress levels, with higher values reflecting greater stress (and thus worse outcomes).

As secondary outcomes, we construct a sum of 23 indicators for common health symptoms that the respondent may be experiencing, where higher values represent poorer health. We also take advantage of the panel nature of the data to study an indicator for whether respondents have ever had a major health problem.

### *3.3 Domain 3: Migration*

We focus on three primary migration outcomes. First, we use an indicator equal to one if the respondent has ever lived outside of Busia County as of the time of the survey. When constructing this outcome, we make use of past KLPS survey rounds. Second, we use an indicator equal to one if the respondent has ever lived in an urban area, which we define broadly to include both towns and cities. Third, we use an indicator equal to one if the respondent has ever lived in Nairobi, Mombasa or Kampala, the three major cities closest to our study area.

### *3.4 Domain 4: Financial Participation*

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<sup>13</sup> We may recode outcomes described below so that positive treatment effects reflect improvements in health.



This family focuses on respondents' participation in both formal and informal finance. Our primary outcomes of interest are i) a formal finance participation index and ii) an informal finance participation index. The KLPS-4 survey instrument collects information on savings and credit from all households, while in KLPS-3, this was collected as part of the E+ module administered to a subset of approximately 800 respondents. Our sample for cross-sectional analyses in KLPS-4 will thus be substantially larger than the sample we can use for KLPS-3 cross-sectional analyses

The KLPS-4 formal finance index is a mean effects index of an indicator for having a savings account at a bank, an indicator for using a mobile credit product in the last 12 months, and total formal borrowing amount in the last 12 months, where by formal borrowing we mean borrowing from commercial sources (including mobile credit products). KLPS-3 did not include a specific question about the use of mobile credit products, and thus the KLPS-3 access to formal finance index excludes this variable.

The informal finance measure is constructed in the same manner for KLPS-4 and KLPS-3. We construct a mean effects index of i) an indicator for participation in a savings and credit cooperative (SACCO) or rotating savings and credit association (ROSCA); ii) the total informal borrowing amount in the last 12 months (this includes borrowing from friends, family and moneylenders); and iii) the total informal lending amount (to friends and family) in the last 12 months.

In addition to reporting results on the two indices, we will also report results on the components of each index, either in the main paper or in an appendix.

We study three secondary outcomes in this family. First, we look at an indicator for using a mobile money product. Mobile money usage can help households smooth shocks but at this point in time is quite ubiquitous in Kenya (Suri and Jack 2016), leading us to believe it is less likely for there to be treatment effects on this outcome at this point in time. Second, we look at respondents' total SACCO and ROSCA contribution amount in the last month. Third, we look at a loan-weighted interest rate on borrowing. We collect information about total loan amounts by type, as well as the interest rate on the most recent loan by type. We construct the loan-weighted interest rate on borrowing as the mean interest rate on the most recent loan by borrowing type (commercial, moneylender, family and friends), weighted by the total borrowing amount by type in the last 12 months.

### *3.5 Domain 5: Marriage and Fertility*

For this domain, our primary outcomes are for female respondents; we may report results separately for males but consider these to be of secondary interest. We have two primary outcomes for marriage and three primary outcomes for fertility.

Our first primary outcome for marriage is the age at first marriage. We consider informal marriages to be marriages; in these cases we use the age at which the respondent first began co-residing with their spouse. Here (and throughout), we seek to be as inclusive as possible when constructing ages. If we have information on year of birth, we will use this when constructing ages, but if we do not have this, we will use reported age.

Our second primary marriage outcome is a mean effects index of marriage quality. This index is composed of three variables: the respondent's age gap with their first spouse, calculated as the respondent's age minus their spouse's age, so more positive values taken to indicate higher marriage quality; the education level of the first spouse; and the first spouse's total earnings in the last month (or last month of marriage for marriages that have ended). When calculating the first spouse's earnings, we convert all amounts to constant USD PPP, adjusting for inflation.<sup>14</sup> For the marriage quality index, if any of these component variables have more than 20 percent of missing values, then we will exclude that variable from the marriage quality index. If the marriage quality index is missing for more than 20 percent of female respondents, then we will not include this as a primary outcome.

As secondary marriage outcomes, we look at the number of marriages, and the following variables (all based on the respondent's first marriage): an indicator equal to one if the respondent reported feeling "ready to marry" (versus would have rather waited), an indicator equal to one if any bride price was paid, and the amount paid (so far) in bride price, where those not paying, or agreeing to no bride price, are coded as zero. We also include an indicator for whether the respondent has ever had a co-wife in any of her marriages.

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<sup>14</sup> As noted at the beginning of this section, if we combine these data with KLPS-4 E+ outcomes, we will convert into 2017 USD PPP, following the methodology of Baird et al. (2017). Otherwise we will convert to 2018 USD PPP (the start of KLPS-4 I Module surveys), using the same methodology.

For all of our marriage outcomes, our main measures focus on the respondent's first marriage; as a robustness check, we will use measures based on the respondent's current spouse. Respondents that have not yet been married are excluded from this analysis.

For fertility, our primary outcomes are: i) age at first child, ii) number of pregnancies, and iii) a pregnancy-level indicator for miscarriage. We analyze the first two outcomes at the respondent level. When we analyze the indicator for miscarriages, we will use a probit specification to look at the miscarriage variable at the pregnancy level, with the outcome variable being an indicator equal to one for pregnancies that end in miscarriage. We include pregnancies captured as part of earlier survey rounds in this analysis as well.

As secondary fertility outcomes, we look at an indicator for pregnancies ending in either miscarriage or stillbirth, an indicator for whether the respondent has used modern birth control (condoms, pills, injectables, IUDs or coils) with a partner to prevent pregnancy in the last 12 months, and an indicator for seeking antenatal care from a hospital or clinic during a pregnancy. The miscarriage and antenatal care indicators will be analyzed at a pregnancy level, while the birth control indicator will be examined at the respondent level.

We also include several secondary outcomes related to child health. These are closely related to outcomes included in Fernald et al. (2019), which covers the KLPS-Kids data collection activity. KLPS-Kids surveys the primary caregivers of a subset of 3-8 year old children of KLPS respondents and conducts child assessments with these children. Results here may differ from those in the KLPS-Kids data as information here covers a wider range of children. With I Module data, our first child health measure is a child health index, constructed as a mean-effects index based on the respondent-reported subjective health of their child, and a reverse-coded sum of indicators for common health symptoms children can experience. We also look at an indicator for under 5 mortality, as well as indicators for school participation: for children 4 or under, we use an indicator equal to one if the child is attending an ECD program, while for children over 5, we include an indicator for those that attended school last week (or the last week school was in session).

### *3.6 Domain 6: Gender Equity Attitudes and Behaviors*

For outcomes in this section, we will report results separately by gender. Our two main outcome measures are mean effects indices from a series of questions about i) attitudes around gender roles (the gender equality index) and ii) roles in household decision making (the household

decision making index). For the gender equality index, all questions are coded as indicators equal to one if respondents (strongly) agree with statements promoting greater gender equality. For the household decision-making index, each question is coded as an indicator equal to one if the female partner has some say (either makes decision solely or jointly with spouse) in child-rearing decisions. This latter index is only constructed for respondents with children and that are either female, or have a female partner. As with other indices, as a secondary analysis, we look at the components of each index.

### *3.7 Domain 7: Ethnic and Religious Identity*

Because of the central role played by ethnic and religious identity in Kenya, we look at a set of outcomes related to ethnic and religious identity, salience and trust. We study two primary outcomes related to ethnic identity: first, the degree of importance of ethnic identity to respondents, based on a three-point scale (very important, somewhat important, not at all important). Second, we look at the degree of salience of ethnic identity. Our ethnic salience measure is based on whether respondents report that their ethnicity / language is most important to them among a range of potential identities. We look at two analogous measures of religious identity and religious salience. We measure religious importance on a three-point scale based on responses to a question on how important religion is to the respondent, with higher values coded to represent greater importance. We measure religious salience as an indicator equal to one if respondents report their religion is most important to them among a range of potential identities (ethnicity / language, class / occupation, gender, or other).

We note that the religious outcomes in this domain are closely related to work on religion using KLPS-3 by Alfonsi, Bauer, Chytilova and Miguel, and the KLPS-4 survey contains additional questions designed to explore the economics of religion in more detail. The outcomes included in this domain may also be integrated into their work.

As secondary outcomes, we look at an indicator for whether or not the respondent attended church / mosque last week. We also look at a trust index, which we calculate as the normalized sum of a series of indicators for equal to one if the respondent reports the following groups can be trusted: most people, members of one's own church/mosque, other churches / mosques, one's own tribe, and other tribes. We are interested in both the overall trust index, as well as in effects on each component of the index, as they may not move in the same direction.

### *3.8 Political Behavior*

We look at five primary outcomes related to political behavior: an indicator for voting in the previous general election,<sup>15</sup> an index of political participation in the last 12 months, an index of civic participation, and index of political knowledge, and an index of media consumption. We are interested in the components of all indices as secondary outcomes, with the exception of the political knowledge index. As an additional secondary outcome, we look at the amount of time donated to charity or to the community.

### *3.9 Political Attitudes*

We look at five primary outcomes related to political attitudes: a support for democracy index, a satisfaction index (based on workings of democracy, economic performance and questioning authority), a justifiability of political violence indicator, a support for redistribution index, and a political efficacy index. For each index, we are interested in the components of the index as secondary outcomes.

### *3.10 Time Use*

The KLPS-4 I Module measures time use in half-hour increments over the course of the previous day (starting at 6am the previous morning, moving to 6am this morning). For each half-hour block, respondents report the main activity that they were engaged with over these 30 minutes. This time use measure was also included as part of KLPS-3, but in the E+ Module rather than the I Module, so that we will have a smaller sample size when analyzing effects in KLPS-3 and in panel specifications.

We study two primary outcomes related to time use: i) hours spent in school, training or work (this includes time spent studying and attending class, agricultural work, as well as office and manual work), and ii) hours spent in domestic work and/or caregiving (including cooking, shopping, gathering water/firewood, playing with children and home repair).

As a secondary outcome, we look at the number of hours spent in leisure. We define leisure activities as the following: sleep; eat; bathe / dress; rest; visit / entertain friends; play sports; and spend time with spouse/partner.

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<sup>15</sup> For KLPS-4, we mean the August 2017 general election, not the October 2017 presidential run-off.

### *3.11 Sleep*

In addition to the time use categories above, we also examine two specific outcomes related to sleep: sleep time and sleep efficiency. Our primary measure of sleep time includes naps; as a secondary analysis, we look at night sleep only. Our main analyses is based only on Approach 1, as the current sleep questions were not included in previous KLPS rounds. However, the time use data in earlier rounds that we collect can provide some suggestive evidence on sleep as well.

### *3.12 Exploratory Analyses*

We note several dimensions of data analysis than we plan to conduct, but to consider more exploratory. First, we collect data on siblings of the current respondents. Siblings living in the same house experienced spillover benefits of the treatment (Ozier 2018). We collect data from respondents on their siblings, including the highest level of education attained, whether they ever migrated, and an estimate of their income. As data comes from respondents, rather than their siblings directly, these data are likely to be noisy (especially concerning sibling income), and thus consider this exercise to be more exploratory.

Additionally, the results of analyses included in this plan may serve as the basis for additional exploration. If we find effects on pre-specified outcomes within a particular domain, we may further explore related outcomes to make use of the rich survey data collected as part of the KLPS activity. This document is therefore not meant to be comprehensive or to preclude additional analyses.

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Table 1: Main Domains and Outcomes

Outcome	Index Components	Survey Question(s)		Notes
		KLPS-4 I Module	KLPS-3	
Domain 1: Education, Training, and Human Capital				
Primary Outcomes				
Highest level of academic schooling attended		13.1, 13.7	I Module: 8.1	Number of years corresponding to the highest level of primary, secondary, college or university schooling attended. Include information from previous KLPS rounds where necessary.
Competencies score: total number of questions correct		11.1, 11.3, 11.4	N/A	Coded as zero if unable to respond to this section or ran out of time.
Secondary Outcomes				
Years of college / university attended		13.1, 13.7	I Module: 8.1, 8.7	Include information from previous KLPS rounds where necessary.
Indicator for having a diploma		13.17	I Module: 8.17	Denotes completion of a college / university degree. Include information from previous KLPS rounds where necessary.
Years of vocational training / bible college attended		13.1, 13.7	I Module: 8.1, 8.7	Include information from previous KLPS rounds where necessary.
Indicator for having a certificate		13.17	I Module: 8.17	Denotes completion of a vocational training / bible college course. Include information from previous KLPS rounds where necessary.
Total years of education attended		13.1, 13.7	I Module: 8.1, 8.7	Highest level of academic schooling attended plus years of vocational training / bible college attended. Include information from previous KLPS rounds where necessary.
Competencies: Average time taken to complete questions		11.2, 11.5	N/A	For questions that are not answered, we set equal to the maximum time allotted for the question.
Domain 2: Health and Well-Being				
Primary Outcomes				
Indicator for self-reported health status is good or very good		16.9, 16.10	I Module: 17.13, 17.14	Coded as one if very good or good, respectively, and zero otherwise.
CES-D		20.1.a-j	N/A	Calculated by finding the sum of 10 items (excluding missing and don't know). Do not score the form if more than 2 items are missing. Any score equal to or above 10 is considered depressed. Items 20.1.e and 20.1.h are reverse coded such that higher values correspond to greater depression.
Happiness		16.1	E+ Module: 5.1	Coded so that 3=very happy, 2=somewhat happy, 1=not happy
Life satisfaction		20.2.17	N/A	Scale from 0 to 10, with higher values representing greater life satisfaction
Perceived Stress Scale		20.4.1-4	N/A	Calculated by summing across all scale items. Items 20.4.2 and 20.4.3 are reverse coded such that higher values correspond to more perceived stress.

Table 1: Main Domains and Outcomes

		Survey Question(s)		
Outcome	Index Components	KLPS-4 I Module	KLPS-3	Notes
Secondary Outcomes				
Sum of common symptoms		16.3.A-W	I Module: 17.7A-W	Calculated by summing across indicators equal to one for each symptom which the FR has experienced in the last 4 weeks.
Indicator for ever having experienced a major health problem		16.11b	I Module: 17.15b	Include information from previous KLPS rounds where necessary.
Domain 3: Migration				
Primary Outcomes				
Indicator of ever lived outside of Busia County		3.1d, 15.3d, 15.4d	I Module: 3.1d, 12.4d	Include information from previous KLPS rounds where necessary.
Indicator of ever lived urban		3.1d, 15.3d, 15.4d	I Module: 3.1d, 12.4d	Survey-defined, includes cities and towns. Include information from previous KLPS rounds where necessary.
Indicator of ever lived in Nairobi, Mombasa or Kampala		3.1d, 15.3d, 15.4d	I Module: 3.1d, 12.4d	Include information from previous KLPS rounds where necessary.
Domain 4: Financial Participation				
Primary Outcomes				
	Indicator for having a savings account	9.1	E+ Module: 3.1	
Participation in formal finance index	Indicator for using mobile credit product in the last 12 months	9.8b	N/A	
	Total formal borrowing amount (last 12 months)	9.4a	E+ Module: 3.4a	Coded as zero for those with no formal borrowing.
	Indicator for SACCO or ROSCA participation	9.2, 9.3	E+ Module: 3.2, 3.3	
Participation in informal finance index	Total informal borrowing amount (last 12 months)	9.5a, 9.6b	E+ Module: 3.5a, 3.6b	Informal borrowing is defined as borrowing from moneylenders and friends/family. Coded as zero for those with no informal borrowing.
	Total informal lending amount (last 12 months)	9.7b	E+ Module: 3.7b	Informal lending is defined as lending to friends/family. Coded as zero for those with no informal lending.
Secondary Outcomes				
Indicator for using mobile money product		9.8a	N/A	
Total SACCO / ROSCA contribution amount (last month)		9.2a, 9.3b	E+ Module: 3.2a, 3.3b	Coded as zero for those with no ROSCA or SACCO participation.
Loan-weighted interest rate on borrowing		Interest paid: 9.4c, 9.5c, 9.6d Loan amount: 9.4a, 9.5a, 9.6b	E+ Module: Interest paid: 3.4c, 3.5c, 3.6d Loan amount: 3.4a, 3.5a, 3.6b	Total interest paid on most recent loan, weighted by total loan amounts for each category.

Table 1: Main Domains and Outcomes

Survey Question(s)				
Outcome	Index Components	KLPS-4 I Module	KLPS-3	Notes
Domain 5: Marriage and Fertility				
Primary Outcomes				
Age at first marriage		18.1a	I Module: 18.1.3	Set as missing to those that have never been married. Note that we consider informal marriages to be marriages, in which case we use the age at which the respondent first began co-residing with their spouse.
Marriage quality index	Age gap with first spouse	18.5, 18.6	I Module: 18.1.3, 18.1.4	Our general principle is to use our data to calculate the age gap for as many individuals as possible, and we include information from previous KLPS rounds when necessary. We can calculate the age gap as the difference in ages at the time they began co-residing. If this is missing, for those currently residing with their spouse, we can calculate the age gap as the spouse's age from the household roster minus the respondent's age, collected as part of the KLPS-4 E+ Module. We subtract the wife's age from the husband's age, and interpret more positive values as higher-quality marriages.
	Education level of first spouse	18.25	I Module: 18.1.14	Include information from previous KLPS rounds where necessary.
	Total earnings of first spouse	18.27, 18.29	I Module: 18.15a, 18.15c	Sum of spouse's cash salary and self-employment profit in the last month (or last month while married), converted into constant USD PPP. Include information from previous KLPS rounds where necessary.
	Age at first child	2.2, 19.11	I Module: 18.2.8	Calculated as the year the child was born minus the year the FR was born. Include information from previous KLPS rounds where necessary.
Number of pregnancies		19.2	I Module: 18.2.2	Include information from previous KLPS rounds where necessary.
Indicator for miscarriage		19.8	I Module: 18.2.6	Outcome will be measured in a marginal probit specification where each observation is a pregnancy. Include information from previous KLPS rounds where necessary.

Table 1: Main Domains and Outcomes

Table 1: Main Domains and Outcomes				
Outcome	Index Components	Survey Question(s)		Notes
		KLPS-4 I Module	KLPS-3	
Secondary Outcomes				
Marriage				
Number of marriages		18.2	I Module: 18.1.1a	Include information from previous KLPS rounds where necessary.
Indicator for felt "ready to be married" (versus would have rather waited) for first marriage		18.8	I Module: 18.1.6	Include information from previous KLPS rounds where necessary.
Indicator for bride price paid for first marriage		18.11	I Module: 18.1.8	Include information from previous KLPS rounds where necessary.
Amount paid (so far) in bride price for first marriage		18.11b	I Module: 18.1.8b	No bride price paid coded as a zero. Include information from previous KLPS rounds where necessary.
Indicator for ever had a co-wife		18.30	I Module: 18.1.16	Indicator for having a co-wife in any marriage.Include information from previous KLPS rounds where necessary.
Fertility				
Indicator for miscarriage or stillbirth		19.8	I Module: 18.2.6	Indicator equal to one for pregnancies ending in miscarriage or stillbirth. Conducted at the pregnancy level. Include information from previous KLPS rounds where necessary.
Indicator for uses a modern method of birth control		24.9, 24.10, 24.11	KLPS-3 E+: 6.10, 6.11, 6.12	Indicator for respondent or their partners having used a modern method of birth control in the last 12 months to prevent pregnancy during the time of their sexual relationship. Modern methods of birth control include condoms (24.9), pills (24.10), and injectables, IUDs and Coils (24.11).
Indicator for seeking modern antenatal care in pregnancy		19.6	I Module: 18.2.4	By modern antenatal care, we mean care in a clinic or hospital. Conduct at the pregnancy level. Include information from previous KLPS rounds where necessary.
Child Outcomes				
Child health index		19.21, 19.20a-d	I Module: 18.2.21, 18.2.20a-d	Mean effects index of normalized values of child reported health (19.21) and reverse-coded sum of symptoms in the last seven days (19.20a-d), calculated at a child level.
Indicator for under 5 mortality		19.16a, 19.17	I Module: 18.2.13, 18.2.13a	Conducted at the child level. Include information from previous KLPS rounds when necessary.
Indicator for children 4 or under attending ECD		19.25, 19.6a	N/A	Conducted at the child level. Set as missing for children over 4.
Indicator for children over 5 attending school in the last week		19.28, 19.6a	N/A	Conducted at the child level. Set as missing for children aged 5 or under.

Table 1: Main Domains and Outcomes

Outcome	Index Components	Survey Question(s)		Notes
		KLPS-4 I Module	KLPS-3	
Domain 6: Gender Equity Attitudes and Behaviors				
Primary Outcomes				
Gender equity attitudes index	Indicator for (strongly) agree with "it is okay for a woman to be a mechanic"	8.30	I Module: 15.30	
	Indicator for (strongly) disagree with "the important decisions in the family should be made by the men of the family"	8.31	I Module: 15.31	
	Indicator for (strongly) agree with "If the wife is working outside the home, then the husband should help her with household chores."	8.32	I Module: 15.32	
	Indicator for (strongly) agree with "Women can be good politicians and should be encouraged to stand in elections."	8.46	I Module: 15.44	
	Indicator for (strongly) agree with "In our country, women should have equal rights and receive the same treatment as men do."	8.47	I Module: 15.45	
	Indicator for (strongly) agree with "No one has the right to use physical violence against anyone else", versus "A married man has a right to beat his wife if she misbehaves."	8.48	I Module: 15.46	
Household decision making index	Indicator for making decisions about children's schooling	19.50a	I Module: 18.2.23a	Indicator equal to 1 for female in the household having some say. Set as missing for those without any living children or those with no female household members.
	Indicator for making decisions about child falling sick	19.50b	I Module: 18.2.23b	Indicator equal to 1 for female in the household having some say. Set as missing for those without any living children or those with no female household members.
	Indicator for making decisions about child discipline	19.50c	I Module: 18.2.23c	Indicator equal to 1 for female in the household having some say. Set as missing for those without any living children or those with no female household members.
	Indicator for making decisions about whether to have another child	19.50d	I Module: 18.2.23d	Indicator equal to 1 for female in the household having some say. Set as missing for those without any living children or those with no female household members.

**Table 1: Main Domains and Outcomes**

Survey Question(s)				
Outcome	Index Components	KLPS-4 I Module	KLPS-3	Notes
Domain 7: Ethnic and Religious Identity				
Primary Outcomes				
Ethnic Identity	Importance of ethnic and tribal origin, using a 3-point scale (where 1=very important, 2=somewhat important, 3=not very important)	7.15	I Module: 16.15	
Ethnic Salience	Indicator for language/ethnicity is most important to identity	8.1	I Module: 15.1	
Religious Identity	Importance of religion, using a 3-point scale (where 1=very important, 2=somewhat important, 3=not very important)	7.8	I Module: 16.8	
Religious Salience	Indicator for religion is most important to identity	8.1	I Module: 15.1	
Secondary Outcomes				
Attended church / mosque last week	Indicator for attending church / mosque last week	7.10	I Module: 16.10	
Trust index	Indicator for believes most people can be trusted	8.4	I Module: 15.2	
	Indicator for trusts members of one's own tribe	8.5	I Module: 15.3	
	Indicator for trusts members of other tribes	8.6	I Module: 15.4	
	Indicator for trusts members of one's own church/mosque	8.7	I Module: 15.5	
	Indicator for trusts members of other churches/mosques	8.8	I Module: 15.6	
Domain 8: Political Behaviors				
Primary Outcomes				
Indicator for voted in most recent general election		8.17a	I Module: 15.15d	For KLPS-4, we use the August 2017 general election. For KLPS-3, we use voting in the 2013 general election.
Political Participation Index	Indicator for attendance at political rallies in the last 12 months	8.15a	I Module: 15.13a	
	Indicator for attendance at demonstrations and protests in the last 12 months	8.15b	I Module: 15.13b	
	Indicator for participation in political discussions with friends and family in the last 12 months.	8.15c	I Module: 15.13c	
	Indicator for involvement with political campaigns in the last 12 months.	8.15d	I Module: 15.13d	
Civic Participation Index	Sum of indicators for involvement in different group types	8.2a-i	N/A	
Political Knowledge Index	Share of questions about political leaders answered correctly. Don't knows are coded as incorrect.	8.18 - 8.23	I Module: 15.16 - 15.22	

Table 1: Main Domains and Outcomes

Outcome	Index Components	Survey Question(s)		Notes
		KLPS-4 I Module	KLPS-3	
Media Consumption Index	Days listened to the radio in the last week	8.9	I Module: 15.7	
	Days read newspaper in the last week	8.10	I Module: 15.8	
	Days read news source on the internet in the last week	8.13	I Module: 15.11	
	Indicator for favorite newspaper	8.14	I Module: 15.12	
<b>Secondary Outcomes</b>				
Amount of time donated to charity or community group		8.3a	N/A	Those with no time are coded as zero.
<b>Domain 9: Political Attitudes</b>				
<b>Primary Outcomes</b>				
Support for democracy index	Indicator for (strongly) disagrees with: "Only one political party should be allowed to stand for election and hold office."	8.42	I Module: 15.40	
	Indicator for agrees with "Democracy is preferable to all other forms of government."	8.24	I Module: 15.23	
	Indicator for (strongly) agrees with "We should choose our leaders in this country through regular, open and honest elections."	8.28	I Module: 15.27	
Satisfaction Index	Indicator for satisfaction with how democracy works in Kenya (very/fairly satisfied)	8.26	I Module: 15.25	
	Indicator for agrees that economy is better than 2 years ago	8.35	I Module: 15.33	
	Indicator for (strongly) agrees with "As citizens, we should be more active in questioning the actions of our leaders."	8.45	I Module: 15.43	
Justifiability of political violence	Indicator for agrees with "In our country, it is sometimes necessary to use violence in support of a just cause."	8.43	I Module: 15.41	

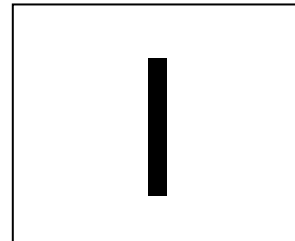
Table 1: Main Domains and Outcomes

Outcome	Index Components	Survey Question(s)		Notes
		KLPS-4 I Module	KLPS-3	
Support for redistribution index	Indicator for agrees with "The national government should take measures to reduce differences in income levels in Kenya."	8.33	N/A	
	Indicator for agrees with "Local leaders (chiefs, assistant chiefs, and village elders) should take measures to reduce differences in income levels within the village."	8.34	N/A	
	Indicator for agrees with "Households that are able to pay more should pay more for goods that benefit the whole community."	8.49	N/A	
Political efficacy index	Indicator for disagrees with "This world is run by a few people in power, and there is not much that someone like me can do about it"	8.27	<b>I Module:</b> 15.26	
	Indicator for disagrees with "Politics and government are sometimes so complicated that you can't really understand what's going on."	8.41	<b>I Module:</b> 15.39	
	Indicator for "Politics are very important to me"	8.25	<b>I Module:</b> 15.24	
<b>Domain 10: Time Use</b>				
<b>Primary Outcomes</b>				
Hours spent in school, training, or work		21 (codes 16, 22-28)	<b>E+ Module:</b> 2 (codes 16, 22-28)	Calculated by finding the sum of the relevant codes and dividing by 2. Relevant codes include: study / attend class (16), light farm work (22), heavy farm work (23), fishing or hunting (24), at work -- office / desk work (25), at work -- light manual (26), at work -- heavy manual (27), and improve land / buildings (28).
Hours spent in household and domestic tasks and/or caregiving		21 (codes 7-13)	<b>E+ Module:</b> 2 (codes 7-13)	Calculated by finding the sum of the relevant codes and dividing by 2. Relevant codes include: cook, prepare food (7), shop for family (8), clean, dust, sweep, wash dishes or clothes, ironing, other HH chores (9), fetch water, firewood (10), repairs around / on home (11), care for others: bathe, feed, look after children / sick / elderly (12), play with children, help homework (13).



Table 1: Main Domains and Outcomes

Survey Question(s)				
Outcome	Index Components	KLPS-4 I Module	KLPS-3	Notes
Secondary Outcomes				
Hours spent in leisure		21 (codes 1-3, 6, 14, 17, 18)	E+ Module: 2 (codes 1-3, 6, 14, 17, 18)	Calculated by finding the sum of the relevant codes and dividing by 2. Relevant codes include: sleep (1), eat (2), bathe, dress (3), rest, watch TV, listen to radio, read book, watch movie, watch sport, sew (6), visit / entertain friends (14), play sports (17), spend time with spouse / partner (18).
Domain 11: Sleep				
Primary Outcomes				
Sleep Time		22.1, 22.2, 22.3a, 22.4, 22.7b	N/A	Calculated as time in bed minus sleep latency minus wake after sleep onset, plus any daytime naps
Sleep Efficiency		22.1, 22.2, 22.3a, 22.4	N/A	Sleep time last night divided by time in bed last night.
Secondary Outcomes				
Night sleep time		22.1, 22.2, 22.3a, 22.4	N/A	Calculated as time in bed minus sleep latency minus wake after sleep onset



# **KENYAN LIFE PANEL SURVEY ROUND 4, WAVE 1 (KLPS4) I MODULE**

## **CONTENTS SECTION**

VERSION: SEPTEMBER 27, 2018 — ENGLISH

PUPIL ID						

## **SECTION 5. Family**

**Read:** I'd like to find out a bit more about your parents.

1a. Is your father alive?

(1=Yes, 2=No, 3=DK this person so cannot answer further questions about him, 99=DK)

**If YES or DK, skip to question 2. If "DK this person", skip to question 6a. If NO, continue.**

1b. In which year did he pass away? (9999=DK)

2. What was the highest level of education completed by your father? **Use G6 codes.**

3. What are / were your father's main occupations? **Use G9 codes.** (99=DK)

Job 1  Other:

Job 2  Other:

Job 3  Other:

4. What is / was the tribe (or mother tongue) of your father? **Use G10 codes.**  
 Other:

5. How many wives (past and present) has your father had? (1= Only one wife)

6a. Is your mother alive?

(1=Yes, 2=No, 3=DK this person so cannot answer further questions about her, 99=DK)

**If YES or DK, skip to q.7. If "DK this person", skip to the statement before q.12. If NO, continue.**

6b. In what year did she pass away? (9999=DK)

7. What was the highest level of education completed by your mother? **Use G6 codes.**

8. What are / were your mother's main occupations? **Use G9 codes.** (99=DK)

Job 1  Other:

Job 2  Other:

Job 3  Other:

9. What is / was the tribe (or mother tongue) of your mother? **FR should give the mother's original tribe, not simply the tribe of their father. Use G10 codes.**  Other:

10. Is / was she married to your father? (1=Yes, 2=No—divorced, 3=No—never).

**If YES or NO-DIVORCED, AND question 5>1, ask question 11. OTHERWISE, skip to the statement before question 12.**

11. Is / was she your father's first wife? Second? Third...? (1=1<sup>st</sup>, 2=2<sup>nd</sup>, etc)

**Read:** Now I would like to ask a few questions about your grandparents.

12. Is your paternal grandfather alive? (1=Yes, 2=No, 99=DK)

**If YES, continue. If NO or DK, skip to question 13.**

12a. How old is your paternal grandfather? **Please estimate if don't know**

(999=DK)

13. Is your paternal grandmother alive? (1=Yes, 2=No, 99=DK)

**If YES, continue. If NO or DK, skip to question 14.**

13a. How old is your paternal grandmother? **Please estimate if don't know.**

(999=DK)

14. Is your maternal grandfather alive? (1=Yes, 2=No, 99=DK)

**If YES, continue. If NO or DK, skip to question 15.**

14a. How old is your maternal grandfather? **Please estimate if don't know.**

(999=DK)

15. Is your maternal grandmother alive? (1=Yes, 2=No, 99=DK)

**If YES, continue. If NO or DK, skip to to the Read Statement before question 16.**

15a. How old is your maternal grandmother? **Please estimate if don't know.**

(999=DK)

**Read:** We would like to learn some brief information about your siblings. Please think of all of your living siblings.

16. How many living, siblings do you have?	16. First Name?	17. What is [name]'s age? <b>Prompt FR to estimate if unsure. (999=DK)</b>	18. What is [name]'s gender? <b>(1=Male, 2=Female)</b>	19. Where does this person live? 19a. Country <b>Use G1 codes.</b>	19b. specify other County <b>Use G2a codes.</b>  <b>If FR DK county (Will specify 2010 district)</b>  19b. 2010 District? <b>Use G2B codes</b>  <i>IF FR DOESN'T KNOW 2010 DISTRICT, BUT DOES KNOW AN EARLIER DISTRICT NAME, WRITE OLD DISTRICT NAME AND MAKE A COMMENT BELOW.</i>	20a. Has [name] ever been married?  (1=Yes, 2=No, 99=DK) <input type="checkbox"/> If Yes, continue, otherwise skip to Q21	20b. At what age did [name] first get married?  <b>(999=DK)</b>	21. What is [name]'s highest level of education?  <b>Use G6 codes.</b>	22. Please think of all the ways that [sibling name] earns money, and think of their wages, business profits, and agriculture profits. That is, think of the money they receive after paying for any business or agriculture expenses. What was [sibling name]'s total wages and profits in the past 12 months? <b>If unsure, FR can estimate. (999=DK)</b>
1									

2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

**There is no Section 6.1.**

## **SECTION 6.2 Risk Preferences**

**Read:** Please imagine the following situation: You can choose between a sure payment of a particular amount of money, or a draw, where you would have an equal chance of getting 900 shillings or getting nothing. We will present to you five different situations.

4a. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 240 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4q.**

**If "Sure payment", continue to 4b.**

4b. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 120 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4j.**

**If "sure payment", continue to 4c.**

4c. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 60 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4d.**

**If "sure payment", skip to 4g.**

4d. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 90 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4e.**

**If "sure payment", skip to 4f.**

4e. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 105 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4f. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 75 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4g. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 30 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4h.**

**If "sure payment", skip to question 4i.**

4h. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 45 Ksh as a sure payment?  
(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4i. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 15 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to Section 6.3.**

**If "sure payment", skip to question 4ff.**

4j. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 180 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4n.**

**If "sure payment", continue to 4k.**

4k. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 150 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4m.**

**If "sure payment", continue to 4l.**

4l. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 135 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4m. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 165 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4n. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 210 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4o.**

**If "sure payment", skip to question 4p.**

4o. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 225 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4p. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 195 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4q. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 360 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4y.**

**If "sure payment", continue to 4r.**

4r. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 300 Ksh as a sure payment?



(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4v.**

**If "sure payment", continue to 4s.**

4s.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 270 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4t.**

**If "sure payment", skip to question 4u.**

4t.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 285 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4u.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 255 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4v.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 330 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4w.**

**If "sure payment", skip to 4x.**

4w.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 345 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4x.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 315 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4y.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 420 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", skip to question 4cc.**

**If "sure payment", continue to 4z.**

4z.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 390 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**If "50/50", continue to 4aa.**

**If "sure payment", skip to question 4bb.**

4aa.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 405 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

**Skip to Section 6.3.**

4bb.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 375 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

***Skip to Section 6.3.***

4cc.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 450 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

***If "50/50", skip to question 4ee.***

***If "sure payment", continue to 4dd.***

4dd.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 435 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

***Skip to Section 6.3.***

4ee.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 465 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

***Skip to Section 6.3.***

4ff.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 0 Ksh as a sure payment?

(1=50/50, 2=Sure payment, 99=Don't Know)

### SECTION 6.3 Social Preferences 2

**Read:** Imagine the following situation: Today you and another unknown person unexpectedly received an opportunity to get 3,200 shillings each. You can decide between the following two options.

5a. What would you prefer: Each of you gets 3,200 shillings, OR you get 3,150 shillings and the other person gets 1,600 shillings?

(1=Each receives 3,200 Ksh,

2=FR receives 3,150 Ksh and other person receives 1,600 Ksh, 99=DK)

5b. Now, imagine that you know that the other person is from your ancestral home area. What would you prefer: Each of you gets 3,200 shillings, OR you get 3,150 shillings and the other person gets 1,600 shillings?

(1=Each receives 3,200 Ksh,

2=FR receives 3,150 Ksh and other person receives 1,600 Ksh, 99=DK)

5c. Now, imagine instead that you know that the other person is from other parts of Kenya, other than your ancestral home area. What would you prefer: Each of you gets 3,200 shillings, OR you get 3,150 shillings and the other person gets 1,600 shillings?

(1=Each receives 3,200 Ksh,

2=FR receives 3,150 Ksh and other person receives 1,600 Ksh, 99=DK)

**Read:** Please think about what you would do in the following situation. You are in a city you are not familiar with, and you realize you lost your way. You ask a stranger for directions. The stranger offers to walk with you and show you the way to your destination. By helping you the stranger misses an hour of work and thus loses 50 shillings in total. However, the stranger says he or she does not want any money from you. When you arrive to your destination, you can buy a gift for the stranger in a shop.

6a. Do you buy a "thank-you"- gift for the stranger? (1=Yes, 2=No, 99=DK)

**If "yes", continue. Otherwise, skip to read statement before 7a.**

6ai. How much money will you spend on the present?  Ksh

**Read:** Imagine the following situation: Today you unexpectedly received 3,200 shillings.

7a. How much of this amount would you donate to a charity?  Ksh

**(Values between 0 and 3,200 are allowed.)**

7b. How much of this amount would you donate to a charity, if you knew it was a charity helping people in your ancestral home area?  Ksh

**(Values between 0 and 3,200 are allowed.)**

7c. How much of this amount would you donate to a charity, if you knew it was a charity helping people from other parts of Kenya, other than your ancestral home area?  Ksh

**(Values between 0 and 3,200 are allowed.)**

#### **SECTION 6.4. Time Preferences**

**Read:** Suppose you were given the choice between receiving a payment today or a payment in 1 month. We will now present to you five situations. The payment today is the same in each of these situations. The payment in 1 month is different in every situation. For each of these situations we would like to know which you would choose. Please assume there is no inflation, i.e., future prices are the same as today's prices.

8a. Please consider the following: Would you rather receive 300 shillings today or 461 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***If "now", skip to question 8q.***

***If "in 1 month", continue to 8b.***

8b. Would you rather receive 300 shillings today or 376 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***If "now", skip to question 8j.***

***If "in 1 month", continue to 8c.***

8c. Would you rather receive 300 shillings today or 337 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***If "now", skip to question 8g.***

***If "in 1 month", continue to 8d.***

8d. Would you rather receive 300 shillings today or 318 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***If "now", skip to 8f.***

***If "in 1 month", continue to 8e.***

8e. Would you rather receive 300 shillings today or 309 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***Skip to Section 6.5.***

8f. Would you rather receive 300 shillings today or 328 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***Skip to Section 6.5.***

8g. Would you rather receive 300 shillings today or 356 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***If "now", continue to 8h.***

***If "in 1 month", skip to 8i.***

8h. Would you rather receive 300 shillings today or 366 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***Skip to Section 6.5.***

8i. Would you rather receive 300 shillings today or 347 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***Skip to Section 6.5.***

8j. Would you rather receive 300 shillings today or 418 shillings in 1 month? (1=Now, 2=In 1 month, 99=DK)

***If "now", skip to question 8n.***

***If "in 1 month", continue to 8k.***

8k. Would you rather receive 300 shillings today or 397 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to question 8m.**  
**If “in 1 month”, continue to 8l.**

8l. Would you rather receive 300 shillings today or 386 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8m. Would you rather receive 300 shillings today or 407 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8n. Would you rather receive 300 shillings today or 439 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to question 8p.**  
**If “in 1 month”, continue to 8o.**

8o. Would you rather receive 300 shillings today or 428 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8p. Would you rather receive 300 shillings today or 450 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8q. Would you rather receive 300 shillings today or 555 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, continue to 8r.**  
**If “in 1 month”, skip to question 8y.**

8r. Would you rather receive 300 shillings today or 605 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to question 8v.**  
**If “in 1 month”, continue to 8s.**

8s. Would you rather receive 300 shillings today or 580 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, continue to 8t.**  
**If “in 1 month”, skip to question 8u.**

8t. Would you rather receive 300 shillings today or 592 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8u. Would you rather receive 300 shillings today or 567 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8v. Would you rather receive 300 shillings today or 631 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, continue to 8w.**  
**If “in 1 month”, skip to question 8x.**

8w. Would you rather receive 300 shillings today or 644 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to 8ff.**

**If “in 1 month”, skip to Section 6.5.**

8x. Would you rather receive 300 shillings today or 618 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8y. Would you rather receive 300 shillings today or 507 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to question 8cc.**

**If “in 1 month”, continue to 8z.**

8z. Would you rather receive 300 shillings today or 484 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to question 8bb.**

**If “in 1 month”, continue to 8aa.**

8aa. Would you rather receive 300 shillings today or 473 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8bb. Would you rather receive 300 shillings today or 495 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8cc. Would you rather receive 300 shillings today or 531 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**If “now”, skip to question 8ee.**

**If “in 1 month”, continue to 8dd.**

8dd. Would you rather receive 300 shillings today or 519 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8ee. Would you rather receive 300 shillings today or 543 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

**Skip to Section 6.5.**

8ff. Would you rather receive 10 shillings today or 644 shillings in 1 month?  
(1=Now, 2=In 1 month, 99=DK)

### **SECTION 6.5. Ambiguity**

**Read:** Imagine you are going to play a game where you draw a ball out of a bag without looking. We have two bags, with 10 balls each.

**Show visual aid to help clarify the choice.**

**Read:** Look at this diagram:

In bag 1, out of 10 balls there are 4 red balls and 6 yellow balls.

In bag 2, there are also 10 balls, but the number of red and yellow balls is unknown.

You can choose a bag from which you want to draw the ball.

If you choose bag 1, to win 50 shillings you need to draw a red ball.

If you choose bag 2, to win 50 shillings you need to decide a color and draw a ball of that color.

9. Which bag would you like to choose from? (1 = Bag 1, 2 = Bag 2)

**Read:** We will now move on to the next section of the survey.

## **SECTION 10: Coin Game**

*0a. (Do not read) Is this survey being administered on tablet or on paper? (1=Tablet, 2=Paper) ☐*  
*If 1, continue. If 2, skip to next section.*

*0b. (Do not read) Is the respondent able to receive money via M-Pesa? (1=Yes, 2=No) ☐*

### **RANDOMIZATION**

**1. (Do not read) Please record result of SurveyCTO randomization here (1=Variant 1, 2=Variant 2) ☐**

***If 1, then follow the instructions for Variant 1.***

***If 2, then follow the instructions for Variant 2.***

***Read (Variant 1 AND Variant 2):*** Now you have an opportunity to win some money. On the computer screen there are five 40-shilling coins. ***Show the respondent the tablet with the coins.***

Each of them is displaying one of the two sides - either “heads” or “tails”, but at this point we do not know which coin displays which side, it is hidden. I will reveal that to you in a moment, by moving to the next screen.

Before that, I will ask you to choose in your mind whether “heads” or “tails” is the winning side. When the coins are revealed, for each coin that displays the side which you have chosen as the winning side you will receive 40 shillings.

***All:*** Are you ready we continue? (1=Yes, 2=No) ☐

***If “Yes”, continue. If “No”, skip to the next section.***

***(If respondent able to receive money via M-Pesa, read):*** The money will be paid to you by M-PESA.

***(If respondent is NOT able to receive money via M-Pesa, read):*** The money will be paid to you by another staff member

***If Variant 1:*** Now please make your choice of the winning side in your mind. Don’t tell me what you have chosen, just indicate that you made your choice by saying “We can proceed”.

***If Variant 2: Take out the paper pouch, and remove the coin in front of the respondent, and then hand the coin to the respondent. Then read:*** Now please make your choice of the winning side in your mind. Don’t tell me what you have chosen, just keep this coin in your fist with your chosen winning side facing up. Don’t show me what you have chosen, this is just for you to remember. I will turn away while you make your choice. When you are done, please indicate that you made your choice by saying “We can proceed”.



Did you understand everything? **If FR says YES to this question, then move to the next statement. If FR says NO to this question then go over the procedure again.**

**All: If the respondent by mistake says/shows what her/his choice is, say:** All right, but you should keep your winning side only in your mind, don't tell me what your choice is. So please now make the choice again, it can be the same or a different one.

Are you comfortable to proceed? (1=Yes, 2=No)

**All: Swipe to the next slide to reveal the coins. The computer displays a random draw from the following six options: 0 tails, 1 tails, 2 tails, 3 tails, 4 tails, 5 tails.**

**Variant 2 only:** Now please do not show me the coin in your hand, just check it for yourself to make sure which side you have chosen as the winning one, and put it back to this bag. I will turn away while you check it. Tell me when you are done. **Give the FR the Brown A5 envelope, and then turn away.**

**All:** You can see that there are [number of heads showing] "heads" and [number of tails showing] "tails". You win [number of heads x ksh 40] shillings if you chose "heads" as the winning side, and [number of tails x ksh 40] shillings if you chose "tails" as the winning side.

2a. Which side did you choose as the winning side? (1=Heads, 2=Tails)

**2b. How many "heads" are showing on the screen?** (0-5)

**3. How many shillings does the FR win? (0, 40, 80, 120, 160, 200)**

**If FR won 0 shillings read:** I'm sorry, you did not win this time. We will now move on to the next section of the survey.  
**Skip to next section.**

**If FR won more than 0 shillings, read:** Congratulations, you won [amount from question 3] shillings!

**(If respondent can receive money by M-Pesa, read):** You will receive this by You will receive this by M-Pesa within the next 5 business days **(If respondent is NOT able to receive money by M-Pesa, read):** If you reported at the beginning of the survey that you cannot receive funds by M-Pesa then you will receive this amount in cash at the end of the survey.

We will now move on to the next section of the survey.

## SECTION 7. Ethnicity and Religion

**Read:** Now I'd like to ask you some questions about your religion.

1. **Do not ask the following question to the FR.** What year was the last **KLPS Ethnicity and Religion** when we interviewed this respondent? **This information can be found in the OTHER INFO section of the TRACKING SHEET.**       
**Use this "year of last ethnicity and religion interview" to ask the following questions.**

2. What was your religion or denomination in January [year of last ethnicity and religion interview]? **Use G11 codes**  Other: \_\_\_\_\_

3. Since January [year of last ethnicity and religion interview], have you changed your religion or denomination? (1=Yes, 2=No)   
**If YES, fill in table starting at question 4 starting with the January [year of last ethnicity and religion interview] religion. If NO and question 2 = 21, skip to question 14. ELSE, skip to question 8.**

		Religion A	Religion B	Religion C
4. To what religion or denomination did you change immediately after [-----]? <b>Start with January [year of last interview] religion.</b>	<b>Use G11 codes</b>	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____
5. In about what month and year did you change from [-----] to [-----]?	MM/ YYYY	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>
6. Why did you change your religion or denomination? <b>List up to 3.</b>	<b>Use R1 codes</b>	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____
7. After this religion or denomination, did you change to another religion or denomination? <b>If YES, continue to next column. If NO, go to question 8.</b>	1=Yes, 2=No	<input type="text"/>	<input type="text"/>	<input type="text"/>

8. Is your religion somewhat important, very important or not very important to your life? (1=Very important; 2=Somewhat important; 3=Not very important)	<input type="text"/>
9. Do you attend church / mosque regularly? (1=Yes, 2=No)	<input type="text"/>
10. Did you attend church / mosque last week? (1=Yes, 2=No)	<input type="text"/>
11a. In the past 30 days, what is the value of cash or goods you donated to your church / mosque? <b>This should include any donations to the church coffer, for a church event, or to any church leadership, but should not include gifts to non-leadership members of the church.</b> (66=Refuses to answer)	a. <input type="text"/> b. <input type="text"/> Oth: _____
11b. <b>List currency if not Ksh. Use G12 codes.</b>	_____
12. In the past 30 days, how many hours of time, outside of regular worship or bible study, have you donated to working for, helping or organizing in your church / mosque?	<input type="text"/> hours

13. In the last 12 months, would you say you've become more religious, stayed the same or become less religious? (1=More religious, 2=Same, 3=Less religious, 99=DK)	<input type="text"/>
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14. What is your tribe (or mother tongue)? <b>Use G10 codes. Female respondents should NOT give the tribe of their husband. If FR is LUHYA, press for subtribe.</b> <input type="text"/>
15. Is your ethnic or tribal origin somewhat important, very important or not very important to your life? <b>Probe FR to think about this and choose. Try not to use 99=DK.</b> (1=Very important, 2=Somewhat important, 3=Not very important) <input type="text"/>
16. If you had to say only one, what is more important, your tribe or your nationality (i.e., Kenyan / Ugandan)? <b>Probe FR to think about this and choose. Try not to use 99=DK.</b> (1=tribe, 2=nationality) <input type="text"/>

**If respondent is currently Christian, continue. Otherwise, skip to Section 8 (Community Groups, Social Capital and Political Attitudes).**

17. In the past 12 months, have you served as a pastor? (1=Yes, 2=No, 66=Refuses to answer, 99=DK)

18. How often do you speak or pray in tongues? Would you say every day, more than once a week, once a week, at least once a month, several times a year, less often, or never?

- 1= every day
- 2=more than once a week
- 3=once a week
- 4=at least once a month
- 5=several times a year
- 6=less often
- 7=never
- 66=Refuses to answer
- 99=DK

19. When you attend religious services, how often do they include people speaking in tongues, prophesying, praying for miraculous or divine healings, or displaying physical signs of the spirit such as laughing and shaking? Would you say always, frequently, occasionally, or never?  
(1=Always, 2=Frequently, 3=Occasionally, 4=Never, 66=Refuses to answer, 99=DK)

**Read:** Have you ever:

19a. Experienced or witnessed a divine healing of an illness or injury?   
(1=Yes, 2=No, 66=Refuses to answer, 99=DK)

19b. Given or interpreted prophecy?   
(1=Yes, 2=No, 66=Refuses to answer, 99=DK)

19c. Experienced or witnessed the devil or evil spirits being driven out of a person?   
(1=Yes, 2=No, 66=Refuses to answer, 99=DK)

**Read:** Please tell me if you completely agree, mostly agree, mostly disagree or completely disagree with the following statements.

20. God will grant material prosperity to all believers who have enough faith.   
(1=Agree completely, 2=Mostly agree, 3=Mostly disagree, 4=Completely disagree,  
66=Refuses to answer, 99=DK)

21. God will grant good health and relief from sickness to believers who have enough faith.   
(1=Agree completely, 2=Mostly agree, 3=Mostly disagree, 4=Completely disagree,  
66=Refuses to answer, 99=DK)

22. Traditional religious beliefs have spiritual power.   
(1=Agree completely, 2=Mostly agree, 3=Mostly disagree, 4=Completely disagree,  
66=Refuses to answer, 99=DK)

23. Have you ever experienced or witnessed the spiritual power of traditional religious beliefs?  
(1=Yes, 2=No, 66=Refuses to answer, 99=DK)

24. Are you saved? (1=Yes, 2=No, 66=Refuses to answer, 99=DK)

25. Do you believe in afterlife? (1=Yes, 2=No, 66=Refuses to answer, 99=DK)

## SECTION 8. Community Groups, Social Capital and Political Attitudes

Now, I would like to ask you about your social activities and your views on society.

1. We have spoken to many people and they have all described themselves in different ways. Some people describe themselves in terms of their language, religion, race, gender, and others describe themselves in economic terms, such as working class, middle class, or a farmer. Besides being a Kenyan (Ugandan), which specific group do you feel you belong to first and foremost? **Do not read responses aloud. Simply allow FR to respond and code response according to which category it fits into.**  \_\_\_\_\_  
(1=Ethnicity / Language, 2=Religion, 3=Class / Occupation, 4=Gender, 5=Other (specify))

2. Are you a member of any of the following groups? (1=Yes, 2=No)

- a. a women's/men's group?
- b. a farmer / agricultural group?
- c. a youth group?
- d. a water group / well committee?
- e. a religious study group?
- f. a burial committee?
- g. a school committee or club?
- h. a sports team?
- i. another community group?  **If YES:** Describe: \_\_\_\_\_

3. In the past 12 months, have you donated time to any charity or community group?

(1=Yes, 2=No)

**If "Yes", continue. Otherwise, skip to question 4.**

- 3a. What is the total amount of time you have donated in the past 12 month?

3ai. Units (1=days, 2=hours, 3=other (specify))  Other \_\_\_\_\_

3a. Amount

**Read:** Now I would like to ask you some questions about trusting other people.

	Codes	Answer
4. Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?	1=Most people can be trusted 2=Need to be careful 99=DK	<input type="text"/>
5. In general, can you trust members of your tribe?	1=Yes, 2=No, 99=DK	<input type="text"/>
6. In general, can you trust people of other tribes?	1=Yes, 2=No, 99=DK	<input type="text"/>
7. In general, can you trust people of your church / mosque? <b>If 88, skip to question 9 .</b>	1=Yes, 2=No, 99=DK, 88=Doesn't belong to a church / mosque	<input type="text"/>
8. In general, can you trust people of other churches / mosques?	1=Yes, 2=No, 99=DK	<input type="text"/>

9. In the past 7 days, how many days did you listen to the radio? (0 to 7) <input type="text"/>	
10. In the past 7 days, how many days did you read the newspaper? (0 to 7)	<input type="text"/>

11. In the past 7 days, how many days did you watch television? (0 to 7)

12. In the past 7 days, how many days did you use the Internet? (0 to 7)

**If ZERO, skip to question 14.**

13. In the past 7 days, how many days did you read a news source on the Internet? (0 to 7)

14. What newspaper do you prefer? Choose one. (**Do NOT read responses aloud:** 0=None, 1=Taifa Leo, 2=The Daily Nation, 3=The East African Standard, 4=The Kenya Times, 5= The Standard, 6=The Star Newspaper, 7= The Nairobi News, 8= Other)

15. In the past 12 months, have you participated in any (1=Yes, 2=No)

c. discussions with friends or family about political issues

a. political rallies (in support of a particular candidate or position)

b. demonstrations, mass actions or protests

d. political campaigning activities

16. In 2017, did you participate in any (1=Yes, 2=No)

c. discussions with friends or family about political issues

a. political rallies (in support of a particular candidate or position)

b. demonstrations, mass actions or protests

d. political campaigning activities

17a. Did you vote in the presidential election in August, 2017?

(1=Yes, 2=No, 99=DK)

**IF NO:** Why not?

1= Did not have ID card with me at the time (but does own an ID card);

2= Was not near registered voting location at the time;

3= Was sick;

4= Was afraid;

5= Was not interested in voting;

7=Did not own an ID card

6= Other (specify)

17b. Did you feel worried or afraid in the weeks surrounding the presidential election in August 2017?

(1=Yes, 2=No, 99=DK)

**In this box: 1= Correct answer, 2= Incorrect Answer / No**

18. Please name the current Deputy President of Kenya for me.

**DO NOT READ: Correct answer is WILLIAM RUTO. "RUTO" is ok.**

19. Please name Kenya's current Cabinet Secretary of Education for me.

**DO NOT READ: Correct answer is GEORGE ALBERT OMORE MAGOHA . "George /Mago" is ok.**

20. Please name Kenya's current Cabinet Secretary of Health for me.

**DO NOT READ: Correct answer is Sicily Mbarire Kariuki. "Sicily/Mbarire" is ok.**

21. Please name the current President of Uganda for me.

**DO NOT READ: Correct answer is YOWERI KAGUTA MUSEVENI. "MUSEVENI" is ok.**

22. Please name the current President of Tanzania for me.

**DO NOT READ: Correct answer is JOHN MAGUFULI. "MAGUFULI" is ok.**

23. Please name the current President of the United States of America for me.

**DO NOT READ: Correct answer is DONALD TRUMP. "TRUMP" is ok.**

**If conducting survey on paper, read version 23a. Otherwise, use version randomly selected by the tablet.**

**In this box: 1= Correct answer, 2= Incorrect Answer / No**

23a) "Please name who was the Vice President of Kenya (what is now called Deputy President) in the year [year of KLPS-2 interview]?

**DO NOT READ: Correct answer is MOODY AWORI IF [YEAR OF KLPS-2 INTERVIEW=2007],**

**Correct answer is MOODY AWORI/KALONZO MUSYOKA IF [YEAR OF KLPS-2**

**INTERVIEW=2007/2008],**

**Correct answer is KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2008/2009]**

**IF PAPER SURVEY, SKIP TO Question 24**

23b) "Please name who was the Vice President of Kenya (what is now called Deputy President) in the year [year of KLPS-2 interview]? If you do correctly recall the name, we will later send you 20 KES via MPESA.

**DO NOT READ: Correct answer is MOODY AWORI IF [YEAR OF KLPS-2 INTERVIEW=2007],**

**Correct answer is MOODY AWORI/KALONZO MUSYOKA IF [YEAR OF KLPS-2**

**INTERVIEW=2007/2008],**

**Correct answer is KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2008/2009]**

23c) "Please name who was the Vice President of Kenya (what is now called Deputy President) in the year [year of KLPS-2 interview]? If you do correctly recall the name, we will later send you 40 KES via MPESA

**DO NOT READ: Correct answer is MOODY AWORI IF [YEAR OF KLPS-2 INTERVIEW=2007],**

**Correct answer is MOODY AWORI/KALONZO MUSYOKA IF [YEAR OF KLPS-2**

**INTERVIEW=2007/2008],**

**Correct answer is KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2008/2009]**

24. Which of these three statements is closest to your own opinion?

**Read statements aloud. Only one option should be chosen.**

1 = Democracy is preferable to any other kind of government.

2 = In some circumstances, a non-democratic government can be preferable.

3 = For someone like me, it doesn't matter what kind of government we have.

25. Which of these three statements is closest to your own opinion?

**Read statements aloud. Only one option should be chosen.**

1 = Politics are very important to me.

2 = I follow politics in the media but do not really care about it.

3 = Politics are irrelevant for someone like me .

26. Overall, how satisfied are you with the way democracy works in Kenya? Are you:

**Read statements aloud. Only one option should be chosen.**

1=Very satisfied  
2=Fairly satisfied  
3=Not very satisfied

4=Not at all satisfied  
**DO NOT READ** 8=Kenya is not a real democracy  
**DO NOT READ** 99=DK

**Read:** For the next several questions, you will have the following response options: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree. Please keep these in mind as we go through the next few questions. I will read a statement, and afterwards you may tell me if you agree or disagree.

27. This world is run by a few people in power, and there is not much that someone like me can do about it. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
28. We should choose our leaders in this country through regular, open and honest elections. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
29. People like me cannot get justice in this country. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
30. It is okay for a woman to be a mechanic. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
31. The important decisions in the family should be made by the men of the family. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
32. If the wife is working outside the home, then the husband should help her with household chores. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
33. The national government should take measures to reduce differences in income levels in Kenya. (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
34. Local leaders (chiefs, assistant chiefs, and village elders) should take measures to reduce differences in income levels within the village. (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
35. Compared to the economy two years ago, would you say that Kenya's current economy is much the same, better or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK)
36. Compared to the quality of government of Kenya two years ago, would you say that Kenya's current quality of government is much the same, better or worse in quality? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion)
37. Compared to two years ago, would you say that your own personal economic situation today is much the same, better, or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK)



38. In two years from now, do you think that Kenya's economy will be much the same, better than, or worse than today's economy? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK)
39. In two years from now, do you think that Kenya's quality of government will be much the same, better than, or worse than today's quality of government? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion)
40. In two years from now, do you think your own personal economic situation will be the same, better or worse?  
(1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion)

**Read:** For each of the following pairs of statements, tell me which of the following statements is closest to your view about Kenyan politics? Choose Statement A or Statement B.

41. A. Politics and government are sometimes so complicated that you can't really understand what's going on. B. I do not have problems understanding politics and government.	<p><b>Probe:</b> Do you agree very strongly?</p> <p>1 = Agree very strongly with A</p> <p>2 = Agree with A</p> <p>3 = Agree with B</p> <p>4 = Agree very strongly with B</p> <p><b>DO NOT READ</b> <b>Option 5</b></p> <p>5 = Agree with neither</p> <p>99 = Don't know</p>	<input type="text"/>
42. A. Only one political party should be allowed to stand for election and hold office. B. We need multiple parties who can stand for election and hold office.		<input type="text"/>
43. A. The use of violence is never justified in politics. B. In our country, it is sometimes necessary to use violence in support of a just cause.		<input type="text"/>
44. A. In our country, it's okay to pay a bribe to a government official to encourage them. B. It's wrong to pay a bribe to any government official.		<input type="text"/>
45. A. As citizens, we should be more active in questioning the actions of our leaders. B. In our country these days, we should show more respect for authority.		<input type="text"/>
46. A. Women can be good politicians and should be encouraged to stand in elections. B. Women should stay at home to take care of their children.		<input type="text"/>
47. A. Women have always been subject to traditional laws and customs, and should remain so. B. In our country, women should have equal rights and receive the same treatment as men do.		<input type="text"/>
48. A. A married man has a right to beat his wife if she misbehaves. B. No one has the right to use physical violence against anyone else.		<input type="text"/>
49. A. All households in a community should pay equal amounts for items that benefit the whole community. B. Households that are able to pay more should pay more for goods that benefit the whole community.		<input type="text"/>

**Read:** Remember that this survey is confidential and that the information will be used for research purposes only. **Ensure the FR's privacy for the following questions.**

50. Have you ever been arrested? (1=Yes, 2=No)   
**If YES, continue. If NO, skip to Section 9.**

51. Have you ever been imprisoned? (1=Yes, 2=No)

## **SECTION 9. Savings and Credit**

1. Do you have a savings account in a bank? (1=Yes, 2=No, 99 = DK)

2. Do you participate in a SACCO? (1=Yes, 2=No, 99 = DK)

**If YES, continue to question 2a. If NO, skip to question 3.**

2a. What was your SACCO contribution last month?

Amount:  Currency if NOT Ksh (**use G12 codes**)  Other:

3. Do you participate in a merry-go-round or ROSCA? (1=Yes, 2=No, 99 = DK)

**If YES, continue to question 3a. If NO, skip to question 4.**

3a. How many different merry-go-rounds or ROSCAs do you participate in?

3b. What is the total amount in shillings of merry-go-round / ROSCA contributions that you made last month? Ksh

Currency if NOT Ksh (**use G12 codes**)  Other:

4. In the past 12 months, have you taken any loans from a commercial bank or commercial lender, including a mobile service such as Tala, Branch, KCB-Mpesa or M-Shwari? (1=Yes, 2=No, 99 = DK)

**If YES, continue to Question 4a. If NO, skip to question 4f.**

4a. What is the total amount of loans you took from commercial banks or commercial lenders in the past 12 months?

Amount:  Currency if NOT Ksh (**use G12 codes**)  Other:

4b. What was the purpose of those loans? **Use T1 codes. List all that apply.**

Other:

4c. How much interest was charged on the most recent loan you took from a commercial bank or commercial lender? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit    Amount:  per unit of time:

4d. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date is given, fill in "77/7777".**

4e. Are you currently in default on this loan? (1=Yes, 2=No, 99 =DK)

4f. In the past 12 months, did you apply for a loan from a commercial bank or commercial lender including a mobile service such as Tala, Branch, KCB-Mpesa or M-Shwari but not get it? (1=Yes, 2=No, 99 = DK)

5. In the past 12 months, have you taken any loans from a shylock (moneylender)? (1=Yes, 2=No, 99 = DK)

**If YES, continue to question 5a. If NO, skip to question 5e.**

5a. What is the total amount of loans you took from shylocks (moneylenders) in the past ?

Amount:  Currency if NOT Ksh (use G12 codes)  Other:

- 5b. What was the purpose of those loans? **Use T1 codes. List all that apply.**  
☐ ☐ ☐ Other: \_\_\_\_\_
- 5c. How much interest was charged on the most recent loan you took from a shylock (moneylender)? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)  
**If no interest charged, fill in all three blanks with 88.**  
 Unit ☐ \_\_\_\_\_ Number: ☐ per unit of time: ☐
- 5d. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date is given, fill in "77/7777".** ☐☐☐/☐☐☐☐☐☐
- 5e. Did you ask for a (another) loan from a shylock (moneylender) in the past 12 months but not get it? (1=Yes, 2=No, 99 = DK) ☐
6. In the past 12 months, have you ever borrowed money from someone else outside your household? By borrowing, I mean that you have received money that you had to repay or will have to repay at some point in the future. (1=Yes, 2=No, 99 = DK) ☐  
**If YES, continue to question 6a. If NO, skip to question 6f.**
- 6a. What is your relationship to those people? **Use G4 codes. List up to 3 relationships, starting with the relationship of the person FR borrowed the most from. If the FR has borrowed money from more than 3 people outside the household, make a comment at the bottom of this page with the total number of individuals borrowed from. Choose codes such that, for instance, if the sender is the FR's mother, you select the code for "mother".**  
☐ ☐ ☐ Other: \_\_\_\_\_
- 6b. What is the total amount you borrowed from friends or from relatives outside your household in the past 12 months?  
 Amount: ☐ Currency if NOT Ksh (use G12 codes) ☐ Other: \_\_\_\_\_
- 6c. What was the purpose of that borrowing? **Use T1 codes. List all that apply.**  
☐ ☐ ☐ Other: \_\_\_\_\_
- 6d. How much interest was charged on the most recent loan you took from someone else outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)  
**If no interest charged, fill in all three blanks with 88.**  
 Unit ☐ \_\_\_\_\_ Number: ☐ per unit of time: ☐
- 6e. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date given, fill in "77/7777".** ☐☐☐/☐☐☐☐☐☐
- 6f. Did you ask for a (another) loan from someone else outside your household in the past 12 months but not get it? (1=Yes, 2=No, 99 = DK) ☐
7. In the past 12 months, have you ever lent money to someone outside your household? By lending, I mean that you gave money to someone that you have received back or are expecting to receive back at some point in the future. (1=Yes, 2=No, 99 = DK) ☐  
**If YES, continue to questions 7a. If NO, skip to question 7e.**

7a. What is your relationship to those people? **Use G4 Codes. List up to 3 relationships, starting with relationship of person FR lent the most money to. If the FR has lent money to more than 3 people outside the household, please make a comment at the bottom of this page with the total number of people lent to. Choose codes such that, for instance, if the sender is the FR's mother, you select the code for "mother".**    Other:

7b. What is the total amount you lent to people outside your household in the past 12 months? Amount:  Currency if NOT Ksh (use G12 codes)  Other:

7c. How much interest did you charge on the most recent loan you gave to someone outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)  
**If no interest charged, fill in all three blanks with 88.**  
 Unit    Number:  per unit of time:

7d. By when is / was this person supposed to pay back the loan? (MM/YYYY) **If no specific date given, fill in "77/7777".**

7e. Did someone ask for a loan in the past 12 months but you did not give it? (1=Yes, 2=No, 99 = DK)

**Read:** Now I would like to ask you about some mobile money and credit services.

8a. Have you used any mobile money services (such as M-Pesa, Airtel Money, Orange Money, T-cash) in the past 12 months? (1=Yes, 2=No, 99=DK)

8b. Have you used any mobile credit services (such as M-Shwari, KCB-Mpesa, MTN Banking) in the past 12 months? **By mobile credit, we mean services that allow for receiving loans via your mobile phone.** (1=Yes, 2=No, 99=DK)

**There is no question 9.**

10. Now I would like to ask you about some airtime sharing services. Have you ever heard of any of the following sharing services: Sambaza, Me2U, Easy Share, yu Share Airtime, UTL's Share Airtime, or Balance Share? (1=Yes, 2=No, 99=DK)

10a. Have you ever used any of these services? (1=Yes, 2=No, 99=DK)

11. In 4 years, what do you think your total annual income will be, including earnings from wage jobs, business profits, and farming profits? **(7777=Refuses to answer, 9999=DK)**

Amount:  Currency if NOT Ksh (use G12 codes)  Other:

12. Now I would like to ask you about your past expectations. Four years ago, what did you think your annual income would be today? Include earnings from any wage jobs, business profits, and farming profits. **(7777=Refuses to answer, 9999=DK)**

Amount:  Currency if NOT Ksh (use G12 codes)  Other:

## **SECTION 11. Competencies**

**0. Is the respondent physically disabled and unable to read, hear, and write?**

(1=Yes, 2=No)

**If “Yes”, skip to Section 12. Otherwise, continue.**

**Materials Needed: Stopwatch, paper, pencil, and sheet of paper with printed instructions for scenario B (farming scenario).**

**Read:** Now I am going to ask you a series of questions that test your abilities in a variety of areas, including following instructions, mathematics skills, and reading and listening comprehension. We will do a few story problems, where I explain various scenarios to you and ask for your answers.

**Give the respondent a pencil and the answer sheet face down to be used as scratch paper.**

**Read:** You can use this page as scratch paper – please do not flip it over. I want you to imagine that you are an entrepreneur running a business. For the purpose of this exercise, I am going to provide you with different scenarios, and wish you to give me the correct change under each scenario. If needed, you may ask me to repeat information, but please work as quickly as you can. Although we will be timing you, the most important factor is trying to get the correct answer, so take the time you need to try to answer the question correctly.

### **Scenario A: Making Change**

**Start the timer and then begin to read the question aloud. Read this part exactly as it is here, pausing for a moment after each sentence.**

Assume I am a customer coming to your stall. I buy 3 tomatoes, which cost 10 shillings each. I buy 2 bunches of onions, which cost 10 shillings each. I also buy a box of matches that costs 5 shillings. I give you a 200 shilling note. Please make my change.

**Remind the respondent that you can repeat the scenario. Keep timer running.**

1. **Amount of change given**     Ksh (9999=DK)
2. **Time taken to complete**     (MAX OF 4 MIN)

### **Scenario B: Farming Scenario**

**Give the respondent the paper with the maize selling scenario printed, a piece of paper and pencil.**

**Read:** Now I am going to explain a farming scenario and ask you a few questions about it. You can follow along on the page in front of you, and may continue to use it as scrap paper as needed.

**Start the timer, then begin to read the question aloud.**

**Remind the respondent that you can repeat the calculation or the instructions – keep the timer running.**

**Read:** In your village, a 90 kg bag of maize is selling for 3000 shillings. In a nearby village, the same bag of maize is instead selling for 3,100 shillings. You have 16 bags of maize to sell. To transport all of these, and yourself to and from the nearby community, will cost you 1,350 shillings.

3. Which one makes more profit – selling in your village, or in the nearby community? **(Keep timer running)**   
(1=selling in home village, 2=selling in nearby community, 99=won't answer)
4. How much more profit does it make?  Ksh (9999=DK)

5. ***Time taken to complete***

|\_|\_|\_|:|\_|\_|\_| (MAX OF 4 MIN)

## SECTION 12. Raven's Tests

0. **Was the respondent interviewed in KLPS-3? Note that this information can be found on the tracking sheet. (1=Yes, 2=No)** ☐

**If YES, skip to section 13.**

**If NO, continue.**

**Read:** Here is a pattern with a piece missing. Below are six pieces, choose the one that completes the pattern.

Test A		Correct?
1 (ex)	(1) (2) (3) <b>(4)</b> (5) (6)	Don't count
2 (ex)	(1) (2) (3) (4) <b>(5)</b> (6)	Don't count
3	<b>(1)</b> (2) (3) (4) (5) (6)	
4	(1) <b>(2)</b> (3) (4) (5) (6)	
Test B		Correct?
1	(1) <b>(2)</b> (3) (4) (5) (6)	
2	(1) (2) (3) (4) (5) <b>(6)</b>	
3	<b>(1)</b> (2) (3) (4) (5) (6)	
4	(1) <b>(2)</b> (3) (4) (5) (6)	
5	<b>(1)</b> (2) (3) (4) (5) (6)	
6	(1) (2) <b>(3)</b> (4) (5) (6)	

Test B (continued)		Correct?
7	(1) (2) (3) (4) <b>(5)</b> (6)	
8	(1) (2) (3) (4) (5) <b>(6)</b>	
9	(1) (2) (3) <b>(4)</b> (5) (6)	
10	(1) (2) <b>(3)</b> (4) (5) (6)	
11	(1) (2) (3) <b>(4)</b> (5) (6)	
12	(1) (2) (3) (4) <b>(5)</b> (6)	

13. **Do not ask the following question. Simply record your impressions.** Was there any disturbance during the performance of the tests? **Include presence of other people or if test takes place in a noisy area.** (1= Yes, 2= No) ☐

13a. **If YES:** Describe disturbance. \_\_\_\_\_

## SECTION 13. Schooling History

A. **Do not ask the following question to the FR.** What was the last year of a **[YEAR OF latest schooling information]** with this respondent? ***This information can be found in the OTHER INFO section of the TRACKING SHEET.***     (YYYY)

**Collect information on every year starting with the last year of schooling history interview (question A). Include ALL schooling in this table, whether primary, secondary, college or bible school, vocational training, or university.**

	1. Were you attending school at any time during [year]? (1=Yes, 2=No)  <b>If YES, continue across row. If NO, go to next row.</b>  <b>If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.</b>	2. What school did you attend in [year]?  <b>Write name of school. If more than one, take school where pupil completed the highest level of education that year.</b>  <b>If same as previous row, write "444", and skip to question 5.</b>	3. School ID?  <b>Use E1 codes</b>	4. Is this school public or private?  (1=Private, 2=Public)	5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr)  <b>Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.</b>	6. <b>If NO:</b> Why not?  <b>Use E2 codes</b>	7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify)  <b>If 1 or 2, continue to question 8.</b>  <b>If 3, 5, 6, or 7 skip to question 11.</b>  <b>If 4, skip to question 11b.</b>
(A) 1998	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(B) 1999	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(C) 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(D) 2001	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(E) 2002	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(F) 2003	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(G) 2004	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



	<p>1. Were you attending school at any time during [year]? (1=Yes, 2=No)</p> <p><i>If YES, continue across row. If NO, go to next row.</i></p> <p><i>If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.</i></p>	<p>2. What school did you attend in [year]?  <i>Write name of school. If more than one, take school where pupil completed the highest level of education that year.</i></p> <p><i>If same as previous row, write "444", and skip to question 5.</i></p>	<p>3. School ID?  <i>Use E1 codes</i></p>	<p>4. Is this school public or private?  (1=Private, 2=Public)</p>	<p>5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr)</p> <p><i>Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.</i></p>	<p>6. <i>If NO:</i> Why not?  <i>Use E2 codes</i></p>	<p>7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify)</p> <p><i>If 1 or 2, continue to question 8.</i></p> <p><i>If 3, 5, 6, or 7 skip to question 11.</i></p> <p><i>If 4, skip to question 11b.</i></p>
(H) 2005	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(I) 2006	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(J) 2007	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(K) 2008	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(L) 2009	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(M) 2010	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(N) 2011	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(O) 2012	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(P) 2013	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(Q) 2014	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(R) 2015	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	<p>1. Were you attending school at any time during [year]? (1=Yes, 2=No)</p> <p><i>If YES, continue across row. If NO, go to next row.</i></p> <p><i>If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.</i></p>	<p>2. What school did you attend in [year]?  <i>Write name of school. If more than one, take school where pupil completed the highest level of education that year.</i></p> <p><i>If same as previous row, write "444", and skip to question 5.</i></p>	<p>3. School ID?  <i>Use E1 codes</i></p>	<p>4. Is this school public or private?  (1=Private, 2=Public)</p>	<p>5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr)</p> <p><i>Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.</i></p>	<p>6. <i>If NO:</i> Why not?  <i>Use E2 codes</i></p>	<p>7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify)</p> <p><i>If 1 or 2, continue to question 8.</i></p> <p><i>If 3, 5, 6, or 7 skip to question 11.</i></p> <p><i>If 4, skip to question 11b.</i></p>
(S) 2016	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(T) 2017	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(U) 2018	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(V) 2019 (if applies)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
(W) 2020 (if applies)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Fill in this table for any years that PRIMARY (1) or SECONDARY (2) were attended. Leave all other rows blank.**

	8. What standard / form were you in during [year]?  <i>Use G6 codes</i>  <i>If more than one, take highest standard / form</i>	9. Is this the same standard / form you were in in [year before]?  (1=Yes, 2=No)	10. <i>If YES:</i> For what reason did you repeat the standard / form?  <i>Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.</i>
(A) 1998	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(B) 1999	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(C) 2000	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(D) 2001	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(E) 2002	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(F) 2003	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(G) 2004	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(H) 2005	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(I) 2006	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(J) 2007	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(K) 2008	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(L) 2009	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(M) 2010	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(N) 2011	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(O) 2012	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>
(P) 2013	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: <input type="text"/>

	8. What standard / form were you in during [year]?  <i>Use G6 codes</i>  <i>If more than one, take highest standard / form</i>	9. Is this the same standard / form you were in in [year before]?  (1=Yes, 2=No)	10. <b>If YES:</b> For what reason did you repeat the standard / form?  <i>Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.</i>
(Q) 2014	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____
(R) 2015	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____
(S) 2016	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____
(T) 2017	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____
(U) 2018	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____
(V) 2019 (if applies)	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____
(W) 2020 (if applies)	<input type="text"/>	<input type="text"/>	<input type="text"/> / <input type="text"/> If other: _____

Fill in this table for any years that COLLEGE (3), BIBLE SCHOOL (4), VOCATIONAL TRAINING SCHOOL (5), UNIVERSITY (6), or OTHER (7) were attended. Leave all other rows blank.

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (specify in FO comments)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(A) 1998	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(B) 1999	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(C) 2000	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(D) 2001	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(E) 2002	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (specify in FO comments)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(F) 2003	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(G) 2004	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(H) 2005	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(I) 2006	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(J) 2007	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(K) 2008	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (specify in FO comments)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(L) 2009	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(M) 2010	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(N) 2011	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(O) 2012	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(P) 2013	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(Q) 2014	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(R) 2015	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(S) 2016	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	iii. <input type="text"/> iv. <input type="text"/> ii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(T) 2017	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	v. <input type="text"/> vi. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(U) 2018	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	vii. <input type="text"/> viii. <input type="text"/> iv. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(V) 2019 (if applies)	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	ix. <input type="text"/> x. <input type="text"/> v. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>



	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (specify in FO comments)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(W) 2020 (if applies)	i. <input type="checkbox"/> ii. <input type="checkbox"/> iii. <input type="checkbox"/>	i. <input type="checkbox"/> ii. <input type="checkbox"/> iii. <input type="checkbox"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	xi. <input type="text"/> xii. <input type="text"/> vi. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="checkbox"/> ii. <input type="checkbox"/> iii. <input type="checkbox"/>	i. <input type="checkbox"/> ii. <input type="checkbox"/> iii. <input type="checkbox"/>	i. <input type="checkbox"/> ii. <input type="checkbox"/> iii. <input type="checkbox"/>

18. Did you attend any Secondary school? (1 = Yes, 2 = No)

**BEFORE CONTINUING TO NEXT QUESTION, BE SURE THE FIRST TABLE IN THIS SECTION HAS BEEN COMPLETED.**

**CHECK YEAR OF LATEST SCHOOLING INFORMATION IN THE TRACKING SHEET. IF THIS YEAR IS NOT BETWEEN 2011-2014 AND THERE ARE NO NEW YEARS OF SCHOOLING RECORDED ABOVE, SKIP TO SECTION 14.**

**OTHERWISE, CONTINUE.**

**If FR COMPLETED PRIMARY SCHOOL BUT NOT FORM 4, skip to question 26. If FR DID NOT COMPLETE PRIMARY SCHOOL, skip to question 27. Otherwise, continue.**

	Codes	Answer
18. In which country did you complete Form 4? <b>If KENYA or UGANDA, continue. Otherwise, skip to question 20.</b>	<b>Use G1 codes</b>	__  Other: _____
19. <b>If schooled in KENYA:</b> What was your most recent KCSE grade? <b>If schooled in UGANDA:</b> What was your most recent UCE division? (For Uganda, answer must be division I, II, III, or IV)	99=DK 88=didn't take exam 77=results not out	<b>If Kenya:</b> (A)  __  <b>Use E3 codes</b> <b>If Uganda:</b> (B) Division  __
20. Did you receive calling letters from any secondary schools? <b>If NO, skip to question 21. If YES, continue.</b>	1=Yes, 2=No	__
20a. Which schools? <b>List up to 3.</b>	<b>Use E1 codes</b>	(A)  __  Other: _____ (B)  __  Other: _____ (C)  __  Other: _____
21. In which country did you complete primary school? <b>If KENYA or UGANDA, continue. Otherwise, skip to question 22.</b>	<b>Use G1 codes</b>	__  Other: _____
21a. <b>If schooled in KENYA:</b> What was your most recent KCPE score? <b>If schooled in UGANDA:</b> What was your most recent PLE division? (For Uganda, answer must be division I, II, III or IV)	9999=DK 8888= didn't take exam 7777=results not out	<b>If Kenya:</b> (A)  __  out of (B)  __  total <b>If Uganda:</b> (C)   Division  __
22. To the best of your knowledge, what was your class position during third term last year, or the last year you were in school? <b>If FR cannot remember (or schooled in Uganda), probe for estimate. If FR still cannot estimate, use 999=Don't Know.</b>	999=DK	Position: (A)  __ __ __  out of (B)  __ __ __

## SECTION 14. School Attitudes

**Read:** In the next section, I want to know your feelings about education. I will read some sentences and then ask you whether you agree or disagree with them.

<b>Possible responses for the following questions are:</b> 1=Completely agree; 2=Agree somewhat; 3=Disagree somewhat; 4=Completely disagree.	
1. Education helped / will help me to earn money. <b>Note: This statement refers to education in general.</b>	<input type="text"/>
<b>Prompt:</b> The following statements refer to your own children. Even if you don't have children, imagine how you think you will feel if and / or when you do have children of your own.	
2. If my child were offered a good job before completing primary school, I would let him / her take the job.	<input type="text"/>
3. If my child were offered a good job before completing secondary school, I would let him / her take the job.	<input type="text"/>
4. If my daughter had the opportunity to marry before completing primary school, I would allow her to marry.	<input type="text"/>
5. If my daughter had the opportunity to marry before completing secondary school, I would allow her to marry.	<input type="text"/>
6. Thinking about the career my child will eventually have, I think that completing primary school would help him/ her achieve more income in this career.	<input type="text"/>
7. Thinking about the career my child will eventually have, I think that completing secondary school would help him/ her achieve more income in this career.	<input type="text"/>

**Read:** For each of the following pairs of statements, tell me which statement is closest to your view. Choose Statement A or Statement B.

**Possible responses (DO NOT READ Option 5 or DK):**

1 = Agree very strongly with A

2 = Agree with A

3 = Agree with B

4 = Agree very strongly with B

5 = Agree with neither

99 = Don't know

**Probe:** Do you agree very strongly?

8. A. Children can be disciplined by any adult.

B. Children should only be disciplined by their parents

9. A. Parents should never be criticized by children.

B. Children should point out when parents are wrong

## **SECTION 15. Migration**

1. **Do not ask the following question to the FR.** What was the last year of a migration interview with this respondent? ***This information can be found in the OTHER INFO section of the TRACKING SHEET.***   
**Use this “year of last Migration interview” to ask the following questions.**

2. Since January [year of last Migration interview], have you lived in any other ADMINISTRATIVE LOCATION than where you live now for more than four months? (1=Yes, 2=No)   
**If YES, continue. If NO, skip to question 9.**

3. Where were you living in January [year of last Migration interview]?

3a. Country? **Use G1 codes**  Other: \_\_\_\_\_

3b. County? **Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, ask for “district” rather than “county”. Use G2a codes.**  Other: \_\_\_\_\_

3c. **If “77=FR DK county”, ask:** 2010 District? **Use G2b codes.**  Other: \_\_\_\_\_  
**If FR doesn’t know 2010 district, but does know an earlier district name, write old district name and make a comment below.**

3d. Town / City? **Use G3a codes. Code 20=Lives in a rural area.**  Other: \_\_\_\_\_  
**If 20=LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 3g.**

3e. Location? **For FRs living in Uganda, ask for “county” rather than “location”. Use G3b codes.**  
 Other: \_\_\_\_\_

3f. Sub-location? **For FRs living in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes.**  
 Other: \_\_\_\_\_

3g. Village / Neighborhood? **Write.** (99=DK) \_\_\_\_\_

**For the following table: Fill down each column, then across. If the FR moved away and then later moved back to a previous residence, this is still considered a migration and should be recorded in the table.**

			Residence #1	Residence #2	Residence #3	Residence #4	Residence #5
4. Where did you move immediately after living in [ - ]?  <b>Start with the [year of last Migration interview] location.</b>	a) Country? <b>Use G1 codes</b>		<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	b) County? <b>Use G2a codes</b>	<b>Refer to "1992 district" if FR DK county (they are equivalent). (Uganda =district)</b>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	c) <b>If 77=DK county, ask:</b> 2010 District? <b>Use G2b codes</b>	<b>If FR DK 2010 District but knows an earlier district, write here and comment below.</b>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	d) Town / City <b>Use G3a codes</b>	<b>If NOT 20 (lives in rural area), skip to (g).</b>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	e) Location? <b>Use G3b codes</b>	<b>(Uganda = county)</b>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	f) Sub-location? <b>Use G3c codes</b>	<b>(Uganda = sub-county)</b>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	g) Village / Neighborhood		<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>	<div><div></div><div></div></div> <div></div>
	5. When did you arrive at this place?	(MM/YYYY)		<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>
6. Why did you move to this place?	<b>Use G5 codes</b> <b>List up to 3 reasons.</b>		<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>	<div><div><div></div><div></div></div><div></div></div> <div><div></div><div></div></div> <div></div>

			Residence #1	Residence #2	Residence #3	Residence #4	Residence #5
7. When you moved, whom did you live with in this place?	<b>Use G4 codes</b>	<b>List up to 3 persons.</b>	<div> <div> <div></div> <div></div> </div> <div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> </div> <div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> </div> <div> <div></div> </div> </div>	<div> <div> <div></div> <div></div> </div> <div> <div></div> </div> </div>
7a. Were any of these individuals your schoolmates from primary school?	(1=Yes, 2=No, 99=DK)		<div> <div></div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	<div> <div></div> </div>
8. After living here, did you live in any other administrative Location for at least four months?	(1=Yes, 2=No)	<b>If YES, continue to next column. If NO, go to question 9.</b>	<div> <div></div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	<div> <div></div> </div>	<div> <div></div> </div>

**Confirm that the last reported residence listed in this table matches the current residence listed in Section 3 of this survey. If not, probe the FR further about their migration history.**

9. How long do you think you will live in your current residence? (Unit: 1=days, 2=months, 3=years, 4=always) Number:  Unit:   
**If response is “always”, number should be “88”. If DK, number and unit should be “99”. If the FR is in boarding school, ask them to consider how long they will live where they are currently staying for boarding school. For FRs who are live-in house help or live-in guards, ask them how long they will remain living at their employer’s home.**

**If FR has moved since January of the year of last Migration interview, skip to question 11. Otherwise, continue.**

10. Have you ever, in your life, moved to a different ADMINISTRATIVE LOCATION? (1=Yes, 2=No)

**If “No”, skip to question 12.**

**If “Yes”, continue.**

11. Think of the last ADMINISTRATIVE LOCATION you lived before your current location. When you first moved to that place, how long did you think you would stay there?

(Units: 1=days; 2=months; 3=years; 4=always) Number:  Units:

**Continue to section 16.**

**Calculate years since the last interview: [current year] – [year last migration interview] =**

**12. [years since last migration interview] years ago, did you think you would still be living in this ADMINISTRATIVE LOCATION today?**  
 (1=Yes, 2=No)

**5 MINUTE BREAK AFTER THIS SECTION.**

**Read:** We will now take a 5 minute break before continuing with the remainder of the survey. We would like to offer you a drink in the form of juice at this time.

**Give the FR a juice. Make sure to check the time and ensure that the break is 5 minutes.**

## SECTION 16. Health and Nutrition

**The questions in this section are more personal. Please try to ensure the privacy of the FR.**

**Read:** Now I would like to ask you some questions about your health and nutrition.

1. Taking everything together, would you say you are somewhat happy, very happy or not happy?  
(1=Very happy, 2=Somewhat happy, 3=Not happy, 66= Refuses to respond, 99 = DK)

**Read:** Now I want to ask you some questions about how you are feeling right now.

- 2a. On a scale of 1-7, with 1 being sad and 7 being happy, how do you feel right now?

(66=Refuses to respond, 99=DK)

- 2b. On a scale of 1-7, with 1 being tired and 7 being alert, how do you feel right now?

(66=Refuses to respond, 99=DK)

3. I am going to read to you a list of illnesses and symptoms. Please let me know if you have experienced any of these illnesses or symptoms in the last four weeks. <b>Read options. Indicate all that apply.</b> (1=Yes, 2=No, 3=DK what that symptom / illness is)			
(A) Fever	<input type="text"/>	(M) Malaria	<input type="text"/>
(B) Persistent cough	<input type="text"/>	(N) Typhoid	<input type="text"/>
(C) Always feeling tired	<input type="text"/>	(O) Tuberculosis	<input type="text"/>
(D) Stomach pain	<input type="text"/>	(P) Sores or ulcers on the genitals	<input type="text"/>
(E) Worms	<input type="text"/>	(Q) Cholera	<input type="text"/>
(F) Blood in stool	<input type="text"/>	(R) Yellow fever	<input type="text"/>
(G) Rapid weight loss	<input type="text"/>	(S) Asthma / breathlessness at night	<input type="text"/>
(H) Frequent diarrhea	<input type="text"/>	(T) Frequent and excessive urination	<input type="text"/>
(I) Skin rash or irritation	<input type="text"/>	(U) Constant thirst / increased drinking of fluids	<input type="text"/>
(J) Open sores / boils	<input type="text"/>	(V) Diabetes	<input type="text"/>
(K) Difficulty Swallowing	<input type="text"/>	(Y) Cancer <b>If yes, specify type:</b> _____	<input type="text"/>
(L) Serious wound or injury	<input type="text"/>	(W) <b>Men only:</b> Unusual discharge from the tip of the penis.	<input type="text"/>
		(X) Anything else I have not mentioned? (1 =Yes, 2 = No,99 = DK) If yes DESCRIBE OTHER SYMPTOM: _____	

4. During the last 4 weeks, how many visits to a hospital or clinic did you make? <b>Only include visits for the FR's own medical care, not that of a family member or friend.</b> <b>If ZERO, skip to question 4b.</b>	<input type="text"/>
4a. Were your visits to 1=private hospitals / clinics, 2=public hospitals / clinics, 3=both?	<input type="text"/>
4b. During the last 4 weeks, how many visits to a traditional healer did you make?	<input type="text"/>



<p>5a. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for hospital / clinic medical care (not including medicines)? <b>Only include payment for the FR's own medical care, not that of a family member or friend. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b></p> <p>5ai. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>a. <input type="text"/>   ai. <input type="text"/>   Oth: _____</p>
<p>5b. During the last 4 weeks, how much did you pay in total (in cash or kind) for modern medicines to treat a health problem? <b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b></p> <p>5bi. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>b. <input type="text"/>   bi. <input type="text"/>   Oth: _____</p>
<p>5c. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for traditional medicines to treat a health problem? <b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt.</b></p> <p>5ci. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>c. <input type="text"/>   ci. <input type="text"/>   Oth: _____</p>
6. During the last <u>12 months</u> , have you taken any drugs for worm infections or schistosomiasis? (1=Yes, 2=No, 99 =DK)	<input type="text"/>
7. Did you sleep under a bednet last night? (1=Yes, 2=No, 99 =DK)	<input type="text"/>
8. During the last <u>4 weeks</u> , how many <u>days</u> of work or housework or school did you miss due to poor health? (0=None, 88=N/A)	<input type="text"/>
9. Would you describe your general health as very good, somewhat good, or not good? (1=Very Good, 2=Somewhat good, 3=Not good) <b>If 2 or 3, continue. OTHERWISE, skip to question 11b.</b>	<input type="text"/>
10. Would you describe your general health as good, fair, poor, or very poor? (1= Good, 2=Fair, 3=Poor, 4=Very poor)	<input type="text"/>

11a. **Do not ask the following question to the FR.** What was the last year we did a health interview with this respondent? **This information can be found in the OTHER INFO section of the TRACKING SHEET.**   
**Use this "year of last interview" to ask the following questions.**

11b. Have you experienced any major health problems that seriously affected your life or work, since January [year of last health interview]? (1=Yes, 2=No, 99 = DK)

**If YES, fill in the table starting at question 12, beginning with the most important problem. If NO, skip to question 16.**

**Fill in the table by proceeding across for question 12 and then down each column.**

	(A) Problem #1	(B) Problem #2	(C) Problem #3
12. What sort of health problem was this? <b>Use H1 codes</b>	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____
13. In what year and month did this health problem begin?	<input type="text"/> <input type="text"/> \ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> \ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> \ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

14. In what year and month was this health problem resolved? (Still bothersome=7777)	<input type="text"/>	<input type="text"/>	<input type="text"/>
15. What impact has this health problem had on your life? <b>Use H2 codes. List up to 3.</b>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>

**If another health problem applies, fill in the next column. If not, proceed to question 16.**

16. Can you dress yourself easily, with difficulty, or not at all?  
(1=Easily, 2=With difficulty, 3=Not at all)
17. If you had to walk for 1 hour, could you do it easily, with difficulty, or not at all?  
(1=Easily, 2=With difficulty, 3=Not at all)
18. If you had to walk for 15 minutes carrying a 20-liter jerrycan of water, could you do it easily, with difficulty, or not at all? (1=Easily, 2=With difficulty, 3=Not at all)

<b>Washington Group Short Set on Disability</b> 1=No-no difficulty 2=Yes-some difficulty 3=Yes-a lot of difficulty 4=Cannot do at all 66=Refuses to answer	
19. Do you have difficulty seeing, even if wearing glasses?	<input type="text"/>
20. Do you have difficulty hearing, even if using a hearing aid?	<input type="text"/>
21. Do you have difficulty walking or climbing steps?	<input type="text"/>
22. Do you have difficulty remembering or concentrating?	<input type="text"/>
23. Do you have difficulty with self-care such as washing all over or dressing?	<input type="text"/>
24. Using your usual language, do you have difficulty communicating, for example understanding or being understood?	<input type="text"/>

## SECTION 17. Crime Victimization

**Read:** Now I would like to ask if you have been the victim of a crime or an attempted crime during the past 12 months. ***If the FR answers yes to any question, continue across the row.***

	(A) <b><i>If YES:</i></b> How many times? (999=DK)	(B) How many of these cases have you reported to the police or a liguru? (999=DK)
1. During the last 12 months, has someone stolen or attempted to steal any livestock from you? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
2. During the last 12 months, has someone stolen or attempted to steal any household items? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
3. During the last 12 months, has someone stolen or attempted to steal any cash from you? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
4. During the last 12 months, has someone assaulted you without a weapon? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
5. During the last 12 months, has someone assaulted you using a weapon (such as a club, machete or gun)? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
6. During the last 12 months, have you been the victim of arson? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
7. During the last 12 months, have you been the victim of witchcraft? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
8. During the last 12 months, have you been the victim of any other crime or attempted crime? (1=Yes, 2=No) <input type="text"/>	<input type="text"/>	<input type="text"/>
8a. Describe: _____		

9. In the last 12 months, have you been somewhat worried about, very worried about, or not very worried about crime and safety in your neighbourhood?

(1=Very worried, 2=Somewhat worried, 3=Not very worried, 99=DK)

## SECTION 18. Marriage

**Please ensure the privacy of the FR for this section. If there are individuals within earshot who appear to be over age 5, please ask to speak with the FR privately.**

**Read:** Now I would like to ask you some questions about any marriages you might have had. Please remember that this survey is confidential and that the information will be used for research purposes only. Also, I understand it may be difficult or upsetting to talk about, but please remember to include marriages that may now be over.

1. Have you ever been married? (1=Yes, 2=No)

**If YES, continue. If NO, skip to Section 19.**

1a. How old were you the first time you married or began co-residing?  years

2. How many times have you been married? (99=DK)

**Add matrix of year of each marriage.**

**Check the tracking sheet for the “YEAR OF LAST MARRIAGE INTERVIEW”, which is the year we collected detailed information on children of this individual. If year=8888 (never), continue. Otherwise, skip to question 3.**

**If FR has been married only once, read:** Let’s discuss this marriage. **Then, skip to q.4.**

**If FR has been married more than once, read:** Let’s discuss these marriages, starting with the first one. **Then, skip to q.4.**

3. Now let’s focus on a shorter timeframe. Since January **[year of last marriage interview]**, have you married anyone? Do not include a marriage that began before January **[year of last marriage interview]**. (1=Yes, 2=No)

**If YES, continue. If NO and FEMALE, skip to question 21. If NO and MALE, skip to Section 19.**

**Read:** Let’s discuss this recent marriage, starting with the first one since January **[year of last marriage interview]** if there was more than one.

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
4. What is the first name of this spouse?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. How old were you (in years) when you began co-residing with <b>[name]</b> ? (99=DK) <b>If “never”, code 888.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
6. How old was <b>[name]</b> when you began co-residing? (99=DK) <b>If “never”, code 888.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. How long did you know <b>[name]</b> before you were married? (99=DK) <b>Include time even before courtship began, where applicable. Fill in days only if knew each other less than 2 months.</b>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>
8. Think back to when you got married to <b>[name]</b> . Did you feel ready to marry or would you have rather waited? (1 = Ready to be married; 2 = Would have rather waited, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. In what year did you get married to <b>[name]</b> ? (9999=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9a. Was it your decision to get married, or did someone else decide? (1=Own decision, 2=Someone else, 99=DK) <b>If “someone else”, specify all individuals with G4 codes.</b>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>
9b. Did you choose <b>[name]</b> as your spouse, or did someone else choose? (1=Own decision, 2=Someone else, 99=DK) <b>If “someone else”, specify all individuals with G4 codes.</b>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>	<input type="text"/> Someone else: (G4 codes) <input type="text"/>
10a. Would you say that your family or <b>[name]</b> 's family is better off financially? (1=Own family, 2=Spouse's family, 66=Refuses to respond, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10b. Would you say that your family or <b>[name]</b> 's family owns more land? (1=Own family, 2=Spouse's family, 66=Refuses to respond, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
11. Was a bride price paid? (1=Yes, 2=No, 99=DK) <b>If YES, continue. ELSE, skip to q.12.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11a. What was the value (in shillings) of the total agreed upon price? (99=DK) <b>If bride price was in cattle, ask the FR to estimate the total cost in shillings.</b> 11ai. <b>List currency if not Ksh. Use G12 codes.</b>	a. <input type="text"/> ai. <input type="text"/> Other: _____	a. <input type="text"/> ai. <input type="text"/> Other: _____	a. <input type="text"/> ai. <input type="text"/> Other: _____	a. <input type="text"/> ai. <input type="text"/> Other: _____	a. <input type="text"/> ai. <input type="text"/> q  Other: _____
11b. What is the value (in shillings) of the amount that has been paid so far? (99=DK) 10bi. <b>List currency if not Ksh. Use G12 codes.</b>	b. <input type="text"/> bi. <input type="text"/> Other: _____	b. <input type="text"/> bi. <input type="text"/> Other: _____	b. <input type="text"/> bi. <input type="text"/> Other: _____	b. <input type="text"/> bi. <input type="text"/> Other: _____	b. <input type="text"/> bi. <input type="text"/> Other: _____
12. What type of marriage was this? (1=Yes, 2=No, 99=DK) a. Religious                      c. Traditional b. Civil                              d. Informal	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
13. Have you ever used any form of birth control with this partner? (1=Yes, 2=No, 99=DK) <b>If "No", skip to question 17.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. Have you or [name] ever used condoms during this marriage? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15. Have you or [name] ever used pills to prevent pregnancy during this marriage? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16. What primary form of birth control have you and [name] used? (1=Condoms, 2=Pills, 3=Injectibles (eg. Depo Provera), 4=IUD (eg. Coil), 5="Safe days", 6=Herbal, 8=Other (specify))	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
17. Are you still married to this person? (1=Yes, 2=No) <b>If YES, skip to q.21. If NO, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18. Is this person still alive? (1=Yes, 2=No, 99=DK) <b>If YES/DK, skip to 20. If NO, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19. I understand it may be difficult or upsetting to talk about, but could you share with me what was the cause of [name]'s death? (66=Refuses to answer)	 <hr/> <hr/>	 <hr/> <hr/>	 <hr/> <hr/>	 <hr/> <hr/>	 <hr/> <hr/>
20. How old were you when the marriage ended? (99=DK) <b>If spouse died, enter FR age when spouse died.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
21. What is / was the tribe / mother tongue of this spouse? <b>Use G10 codes.</b>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
22. In what county was [name] born? <b>Use G2a codes. If not born in Kenya, code 88.</b>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
23a. Did this spouse attend primary school in Busia County? (1=Yes, 2=No, 99=DK) <b>If YES, skip to q23d. If NO, skip to q24. If DK, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
23b. Did this spouse attend primary school in Bunyala District, Butula District, Matayos District, Nambale District, or Samia District? (1=Yes, 2=No, 99=DK) <b>If YES, skip to q23d. If NO, continue. If DK, skip to q24.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
23c. Did this spouse attend primary school in Angurai Division, Amagoro Division, Amukura Division, or Chakol Division? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
<b>If YES, continue. If NO/DK, skip to q24.</b>					
23d. Which primary school did your spouse attend? (99=DK) <b>Use E1 codes.</b>	_	_	_	_	_
24. What is / was the religion / denomination of this spouse? (99=DK) <b>Use G11 codes</b>	_  Other:_____	_  Other:_____	_  Other:_____	_  Other:_____	_  Other:_____
25. What is / was the highest level of education this spouse has completed? (99=DK) <b>Use G6 codes.</b>	_	_	_	_	_
26. What is / was the primary occupation of this spouse (while you were married)? <b>Use G9 codes</b> (99=DK) <b>Skip to q.28 if “Student”, “No work or school”, or “Retired”. Otherwise, cont.</b>	_  _____	_  _____	_  _____	_  _____	_  _____
27. What was the amount of your spouse's <u>cash salary</u> for the last month (while you were married)? (99=DK) <b>Ask for pre-tax salary, where applicable.</b>	a.  _	a.  _	a.  _	a.  _	a.  _
27i. <b>List currency if not Ksh. Use G12 codes.</b>	ai. _  Other: _____	ai. _  Other: _____	ai. _  Other: _____	ai. _  Other: _____	ai. _  Other: _____
28. Other than in farming, is / was your spouse self-employed or running a business to earn a living (while you were married)? (1=Yes, 2=No, 99=DK) <b>If YES, continue. If NO/DK, skip to q.31.</b>	_	_	_	_	_
29. What was your spouse's total profit from this activity in the last month (while you were married)? (99=DK)	c.  _	c.  _	c.  _	c.  _	c.  _
29i. <b>List currency if not KSH. Use G12 codes.</b>	ci. _  Other: _____	ci. _  Other: _____	ci. _  Other: _____	ci. _  Other: _____	ci. _  Other: _____



	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
30. <b>If FEMALE:</b> Did you ever have a co-wife? <b>If MALE:</b> Was this a polygamous marriage? (1=Yes, 2=No, 99=DK) <b>If YES, continue. If NO/DK, skip to q.32.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30a. <b>If FEMALE:</b> How many co-wives do you have? <b>If MALE:</b> How many wives do/did you have at one time? (999=DK) <b>If ZERO, skip to q.31.</b> <b>If MALE, skip to question 31.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30b. How many of these women were married to your spouse before you married him? (999=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31. Have you been married to anyone else since this spouse? (1=Yes, 2=No) <b>If YES, continue to next column. If NO, skip to Section 19.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

32. **If FR is Female, read:** Do you have any co-wives?  
**If FR is male, read:** Is your marriage polygamous?

(1=Yes, 2=No, 99=DK)

**If YES, continue. If NO/DK, skip to Section 19.**

32a. **If FR is female:** How many co-wives do you have?  
**If FR is male:** How many wives do you have?

(999=DK)

**If FR is female, continue. If male, skip to Section 19.**

32b. How many of these women were married to your spouse before you married him?

(999=DK)

## **SECTION 19. Fertility**

**Please ensure the privacy of the FR for this section. If there are individuals within earshot who appear to be over age 5, please ask to speak with the FR privately.**

**Read:** Now I would like to ask you some questions about your fertility and any children you might have. Please remember that this survey is confidential and that the information will be used for research purposes only. Also, I understand it may be difficult or upsetting to talk about, but please remember to include pregnancies that did not end in live birth.

**If male, skip to 1b.**

**If female, check year of last KLPS round survey on tracking sheet. If not surveyed in KLPS-2 or KLPS-3, continue. Otherwise, skip to 1b.**

1a. **Only if FEMALE:** When did you experience menarche?

(MM/YYYY; 99/9999=DK; 77/7777 = has not yet experienced menarche)        /

1b. **For male FRs:** Has a sexual partner of yours ever been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?

**For female FRs:** Have you ever been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?  
(1=Yes, 2=No, 99=DK)   

**If NO or DK, skip to question 53. Otherwise, continue.**

2. **For male FRs:** How many times has a sexual partner of yours been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?

**For female FRs:** How many times have you been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?  
(99=DK)   

**If FR claims to DK, try to prompt them for how many pregnancies they do know about.**

**Check the tracking sheet for the “YEAR OF LAST FERTILITY INTERVIEW”, which is the year we collected detailed information on children of this individual.**

**If year=8888 (never), continue. Otherwise, skip to question 3.**

**Read:** Let's discuss these pregnancies, starting with the first one. **Skip to table below.**

3. **For male FRs:** Now let's focus on a shorter timeframe. Since January **[year of last fertility interview]**, how many times has a sexual partner of yours been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?

**For female FRs:** Now let's focus on a shorter timeframe. Since January **[year of last fertility interview]**, how many times have you been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?  
(99=DK)

***If FR claims to DK, try to prompt them for how many pregnancies they do know about. If they insist that they do not know, skip to Question 30.***

***Read:*** Let's discuss these recent pregnancies, starting with the first one since January ***[year of last fertility interview]***.

Table (part 1)

<b>Note: Enter twins as two separate pregnancies.</b>	(A)	(B)	(C)	(D)	(E)	(F)
4. What was your relationship to the father / mother during the time of the pregnancy? (1= Legally married, 2= Living together but not legally married, 3= Engaged to be married, 4= Regular boyfriend or girlfriend, 5= Casual sexual partner, 6= Other (specify), 99=DK)	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
5. <b>If male respondent:</b> Did the mother of the baby seek antenatal care during the pregnancy? <b>If female respondent:</b> Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES, continue. OTHERWISE, skip to question 7.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify) 99= DK) <b>If care sought at multiple locations, list the most frequent location.</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
7. Is this a current pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES or DK, skip to question 29. OTHERWISE, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) <b>If "1", skip to q.12 If "2", "3", or "4" continue. If "99", skip to q.29.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9a. In what month and year did the pregnancy end? (99=DK) <b>Try to get at least year. Then, skip to q.29.</b>	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY
12. Was the baby born in a hospital or clinic (as opposed to at a home)? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. Was the baby a boy or girl? (1=Boy, 2=Girl, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. What is the first name of this child? <b>(DK=99) 88=NA (i.e. never named)</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9b. Was the child born pre-term? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9c. What month of the pregnancy was the child born?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16. Is this child still living? (1=Yes, 2=No, 99=DK) <b>If YES, skip to question 16a If NO or DK, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. I would like to see the child's health card in order to record his/her birthdate and weight at birth. Would it be possible to see this card right now? (1=Yes, 2=No) <b>Record NO if card is not available or does not exist.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. <b>Record child's birth month and year from health card. If not available or does not contain birthdate, ask "In what month and year was the baby born?" Try to get at least year.</b> (99=DK)	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY
11a. <b>Was birthdate information obtained from health card?</b> (1=Yes, 2=No)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. What is the first name of this child? <b>(DK=99) 88=NA (i.e. never named)</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

15. <b>Record the birthweight of the child, according to the health card. If not available, ask</b> "What was [name]'s weight at birth?" (Code 9.9 = Weight not measured at birth, 99.0 = Weight measured but FR doesn't know / cannot discern it from health card)	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> Kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg
15a. <b>Was birthweight obtained from healthcard?</b> (1=Yes, 2=No)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16a. How old is this child now? <b>Record age in years. Use 0 if &lt;1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18.</b>	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years
17. How old in years and months was <u>[name]</u> when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 29.</b>	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM
18. Has <b>[name]</b> ever received a vaccination? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19. Last night, did <b>[name]</b> sleep under a bed net? (1= Yes, 2= No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20. During the past seven days, has <b>[name]</b> experienced any of the following: (1=Yes, 2=No, 99=DK) a. Fever / malaria? b. Vomiting? c. Cough? d. Diarrhea?	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
21. Overall, would you say <b>[name]</b> 's health is very good, good, fair, poor, or very poor? (5=Very good; 4=good; 3=fair; 2=poor; 1=very poor; 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

22. Does <b>[name]</b> live with you? Meaning, does <b>[name]</b> typically sleep in your household? (1=Yes, 2=No) <b>If YES, skip to q.23. If NO, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
22a. With whom does <b>[name]</b> live? What is this person's relationship to you? <b>Record person's relationship to FR. Use G4 codes.</b> (99=DK)	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
23. Who is the primary caregiver for <b>[name]</b> during the week? <b>List up to 2 individuals. Use G4 codes. Code based on relationship with FR, not with child.</b> (99=DK)	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____
24. Is <b>[name]</b> currently enrolled in a daycare? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
25. Is <b>[name]</b> currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK) <b>If NO, continue. If YES, skip to 26b. If DK, skip to q.29.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
26a. Why is <b>[name]</b> not currently enrolled in school, including ECD, pre-school, or another school? <b>Use E2 codes.</b>	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____
26b. What grade is <b>[name]</b> currently enrolled in? <b>Use G6 codes.</b> (99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
26. Select Grade	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
27. Is this school that <b>[name]</b> is enrolled in public or private? (1=Public, 2=Private, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
27b. Does <b>[name]</b> board at this school? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28. Did <b>[name]</b> attend school last week? <b>If it is currently a holiday from school, ask about the last week before the holiday started.</b> (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<p>29. <b>For male FRs:</b> Has a sexual partner of yours been pregnant with any other children of yours (including pregnancies that are current or ended in stillbirth, miscarriage or abortion), since <b>[name]</b>?</p> <p><b>For female FRs:</b> Have you had any other pregnancies (including pregnancies that are current or ended in stillbirth, miscarriage or abortion) since <b>[name]</b>?</p> <p>(1=Yes, 2=No, 99=DK)</p> <p><b>If YES, continue to next column (note that for households with more than 6 children, this table continues with column G below). If NO or DK, skip to question 30.</b></p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Table (part 2)

<b>Note: Enter twins as two separate pregnancies.</b>	(A)	(B)	(C)	(D)	(E)	(F)
4. What was your relationship to the father / mother during the time of the pregnancy? (1= Legally married, 2= Living together but not legally married, 3= Engaged to be married, 4= Regular boyfriend or girlfriend, 5= Casual sexual partner, 6= Other (specify), 99=DK)	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
5. <b>If male respondent:</b> Did the mother of the baby seek antenatal care during the pregnancy? <b>If female respondent:</b> Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES, continue. OTHERWISE, skip to question 7.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify) 99= DK) <b>If care sought at multiple locations, list the most frequent location.</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
7. Is this a current pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES or DK, skip to question 29. OTHERWISE, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) <b>If "1", skip to q.12 If "2", "3", or "4" continue. If "99", skip to q.29.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9a. In what month and year did the pregnancy end? (99=DK) <b>Try to get at least year. Then, skip to q.29.</b>	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY
12. Was the baby born in a hospital or clinic (as opposed to at a home)? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
14. Was the baby a boy or girl? (1=Boy, 2=Girl, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. What is the first name of this child? <b>(DK=99) 88=NA (i.e. never named)</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9b. Was the child born pre-term? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9c. What month of the pregnancy was the child born?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16. Is this child still living? (1=Yes, 2=No, 99=DK) <b>If YES, skip to question 12. If NO or DK, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. I would like to see the child's health card in order to record his/her birthdate and weight at birth. Would it be possible to see this card right now? (1=Yes, 2=No) <b>Record NO if card is not available or does not exist.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. <b>Record child's birth month and year from health card. If not available or does not contain birthdate, ask "In what month and year was the baby born?" Try to get at least year.</b> (99=DK)	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY	<input type="text"/> MM/YYYY
11a. <b>Was birthdate information obtained from health card?</b> (1=Yes, 2=No)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13. What is the first name of this child? <b>(DK=99) 88=NA (i.e. never named)</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

15. <b>Record the birthweight of the child, according to the health card. If not available, ask</b> "What was [name]'s weight at birth?" (Code 9.9 = Weight not measured at birth, 99.0 = Weight measured but FR doesn't know / cannot discern it from health card)	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> Kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg	<input type="text"/> . <input type="text"/> <input type="text"/> kg
15a. <b>Was birthweight obtained from healthcard?</b> (1=Yes, 2=No)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16a. How old is this child now? <b>Record age in years. Use 0 if &lt;1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18.</b>	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years	<input type="text"/> years
17. How old in years and months was <u>[name]</u> when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 29.</b>	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM	<input type="text"/> <input type="text"/> YY/MM
18. Has <b>[name]</b> ever received a vaccination? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
19. Last night, did <b>[name]</b> sleep under a bed net? (1= Yes, 2= No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20. During the past seven days, has <b>[name]</b> experienced any of the following: (1=Yes, 2=No, 99=DK) a. Fever / malaria? b. Vomiting? c. Cough? d. Diarrhea?	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
21. Overall, would you say <b>[name]</b> 's health is very good, good, fair, poor, or very poor? (5=Very good; 4=good; 3=fair; 2=poor; 1=very poor; 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

22. Does <b>[name]</b> live with you? Meaning, does <b>[name]</b> typically sleep in your household? (1=Yes, 2=No) <b>If YES, skip to q.23. If NO, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
22a. With whom does <b>[name]</b> live? What is this person's relationship to you? <b>Record person's relationship to FR. Use G4 codes.</b> (99=DK)	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
23. Who is the primary caregiver for <b>[name]</b> during the week? <b>List up to 2 individuals. Use G4 codes. Code based on relationship with FR, not with child.</b> (99=DK)	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____
24. Is <b>[name]</b> currently enrolled in a daycare? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
25. Is <b>[name]</b> currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK) <b>If NO, continue. If YES, skip to 26b. If DK, skip to q.29.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
26a. Why is <b>[name]</b> not currently enrolled in school, including ECD, pre-school, or another school? <b>Use E2 codes.</b>	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____	<input type="text"/> _____ _____
26b. What grade is <b>[name]</b> currently enrolled in? <b>Use G6 codes.</b> (99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
27. Is this school that <b>[name]</b> is enrolled in public or private? (1=Public, 2=Private, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
27b. Does <b>[name]</b> board at this school? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28. Did <b>[name]</b> attend school last week? <b>If it is currently a holiday from school, ask about the last week before the holiday started.</b> (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

<p>29. <b>For male FRs:</b> Has a sexual partner of yours been pregnant with any other children of yours (including pregnancies that are current or ended in stillbirth, miscarriage or abortion), since <b>[name]</b>?  <b>For female FRs:</b> Have you had any other pregnancies (including pregnancies that are current or ended in stillbirth, miscarriage or abortion) since <b>[name]</b>?  (1=Yes, 2=No, 99=DK)  <b>If YES, continue to next column (note that for households with more than 6 children, this table continues with column G below). If NO or DK, skip to question 30.</b></p>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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30. **Was this respondent interviewed in KLPS Round 3? This information is indicated on the tracking sheet.** (1=Yes, 2=No)   
**If NO, continue. If YES, skip to question 49.**

31. Do you have any other biological children, born BEFORE January **[year of KLPS-3 interview]**, that we have not discussed just now? I know it may be difficult or upsetting, but please include children who are alive as well as children who were born alive but are no longer living now. (1=Yes, 2=No, 99=DK)   
**If YES, continue. If NO or DK, skip to question 49.**

32. How many other biological children, born BEFORE January **[year of KLPS-3 interview]**, do you have – whether they are currently living or not? (99=DK)   
**If FR claims not to know, prompt for how many they do know about. If FR insists they DK, skip to question 49.**

**Read:** I would like to ask just a few questions about the health and schooling of these older children. **If there is more than one:** Let's first talk about the youngest of these children born before **[year of KLPS-3 interview]**. **Proceed to question 33, and down column A.**

	(A)	(B)	(C)	(D)	(E)	(F)
33. What is the child's first name? (99=DK, 88=NA i.e. never named)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
34. Is <b>[name]</b> a boy or girl? (1=Boy, 2=Girl, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

35. What year was <b>[name]</b> born? (9999=DK) What was <b>[name]</b> 's month of birth? (99=DK)	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>	<input type="text"/> / <input type="text"/>
35a. Was <b>[child name]</b> born pre-term? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
35b. What month of the pregnancy was <b>[child name]</b> born?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
36. Is this child still living? (1=Yes, 2=No, 99=DK) <b>If NO, continue. If YES, skip to q.38. If DK, skip to q.48.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
36a. How old in years and months was <b>[name]</b> when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 48.</b>	<input type="text"/>   <input type="text"/> YY/MM	<input type="text"/>   <input type="text"/> YY/MM	<input type="text"/>   <input type="text"/> YY/MM	<input type="text"/>   <input type="text"/> YY/MM	<input type="text"/>   <input type="text"/> YY/MM	<input type="text"/>   <input type="text"/> YY/MM
38. Last night, did <b>[name]</b> sleep under a bed net? (1= Yes, 2= No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
39. During the past seven days, has <b>[name]</b> experienced any of the following: (1=Yes, 2=No, 99=DK) a. Fever / malaria? b. Vomiting? c. Cough? d. Diarrhea?	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
40. Overall, would you say <b>[name]</b> 's health is very good, good, fair, poor, or very poor? (5=Very good; 4=good; 3=fair; 2=poor; 1=very poor; 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

41. Does <b>[name]</b> live with you? Meaning, does <b>[name]</b> typically sleep in your household? (1=Yes, 2=No) <b>If YES, skip to q.42. If NO, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41a. With whom does <b>[name]</b> live? What is this person's relationship to you? <b>Record person's relationship to FR. Use G4 codes.</b> (99=DK)	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
42. Who is the primary caregiver for <b>[name]</b> during the week? (99=DK) <b>List up to two. Use G4 codes. Code based on relationship with FR, not child.</b>	<input type="text"/> / <input type="text"/> _____	<input type="text"/> / <input type="text"/> _____	<input type="text"/> / <input type="text"/> _____	<input type="text"/> / <input type="text"/> _____	<input type="text"/> / <input type="text"/> _____	<input type="text"/> / <input type="text"/> _____
43. Is <b>[name]</b> currently enrolled in a daycare? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44. Is <b>[name]</b> currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK) <b>If YES, cont. Else, skip to q.48.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44a. Why is <b>[name]</b> not currently enrolled in school, including ECD, pre-school, or another school? <b>Use E2 codes.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45. What grade is <b>[name]</b> currently enrolled in? <b>Use G6 codes.</b> (99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46. Is this school that <b>[name]</b> is enrolled in public or private? (1=Public, 2=Private, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

47. Did [name] attend school last week? <b><i>If it is currently a holiday from school, ask about the last week before the holiday started.</i></b> (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48. Do you have any other children, born before January [year of KLPS-3/KLPS-Kids interview], that we have not yet discussed? (1=Yes, 2=No, 99=DK) <b><i>If YES, continue to next column. If NO or DK, skip to q.49.</i></b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

49. Does the FR have any living, biological children?

(1=Yes, 2=No)

***If YES, continue. If NO, skip to question 51.***

50. Now think about all of your children. Who in your family usually has the final say on the following decisions about your children:

1= Respondent  
2= Spouse / partner

3= Respondent and partner jointly  
4= Someone else

5= Respondent & someone else jointly  
88= N/A

- a. Any decisions about children's schooling?  ***If no children of school age, enter 88.***
- b. What to do if a child falls sick?
- c. How children should be disciplined?
- d. Whether to have another child?

51. Have you purchased any drugs for worm infections or schistosomiasis for your children in the last year? (1= Yes, 2= No, 99=DK)

51a. ***If YES:*** How much have you spent in total on drugs for worm infections or schistosomiasis for your children in the last year?

24b. ***List currency if not KSH. Use G12 codes.***  Other:



52. Have you received any drugs for worm infections or schistosomiasis (for free) for your children in the last year? (1= Yes, 2= No, 99=DK)

**If respondent / partner HAS NEVER GIVEN (LIVE) BIRTH, ask question 53. OTHERWISE, skip to question 54.**

53. Have you ever tried for 12 months to conceive a child with a partner but have been unable to? (1=Yes, 2=No, 99=DK)

**Note: If survey is being conducted on paper, ask questions in the following order. If survey is being conducted on the tablet, 80% GET VERSION 1 (CURRENT PREFERENCES first, RECALL [Q36-Q41] second), while 20% GET VERSION 2 (RECALL Q36-Q41 first, CURRENT PREFERENCES second).**

#### **CURRENT PREFERENCES**

54. Today, if you could choose exactly, how many children do you want to have in total, including any you have now? (44=As many as possible, 99=DK)

**If 44, skip to question 57. Otherwise continue.**

55. If you were forced to choose between (Number given in Q54 + 1) and (Number given in Q54 - 1), which would you prefer? (99=DK)

57. If your partner/spouse could choose exactly, how many children would he/she want to have in total with you (including those whom you have now)?

(44=As many as possible, 99= DK)

**Read:** Now, I would like to ask you some questions about your hopes for the future, the children you would like to have, and the kind of family that you envision for yourself.

58. Do you want to have (any more) children someday? **If respondent/partner is currently pregnant, read:** This is in addition to the one you are currently expecting.

(1=Yes, soon; 2=Yes, later; 3=No, 99=DK)

**If “NO”, continue. If “yes”, skip to question 60.**

59. Do you think that you might change your mind about having additional children?

(1=Yes, 2=No, 99=DK)

#### **RECALL SUBSECTION**

60. If you could go back to the time you did not have any children and could choose exactly the number of children to have in your whole life, how many would that be? , 99=DK

**Read:** Now, think back to the year of [year of KLPS-2 interview]:

**If conducting survey on paper, read version 1. Otherwise, use version randomly selected by the tablet.**

**One option between 61a. and 61e. chosen at random (TBD: e.g. 40% control, 10% Reminder, 40% monetary incentives (20% & 20%), 10% psychological concerns)**

60a. **[Version 1]** If we had asked you back then, how many children in total would you have said you would like you or your partner to give birth to, including any who had already been born?  
(44=As many as possible, 88= I don't recall, 99=DK)

60b. **[Version 2]** When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born? Please note that we actually asked you this question back then and recorded its answer.  
(44=As many as possible, 88= I don't recall, 99=DK)

60c. **[Version 3]** When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born? Please note that we actually asked you this question back then and recorded its answer. If you remember your past answer correctly, we will transfer you 20KES via MPESA in the next 5 business days.  
(44=As many as possible, 88= I don't recall, 99=DK).

60d. **[Version 4]** When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born? Please note that we actually asked you this question back then and recorded its answer. If you remember your past answer correctly, we will transfer you 40KES via MPESA in the next 5 business days.  
(44=As many as possible, 88=I don't recall, 99=DK).

60e. **[Version 5]**: When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born)? Remember that we often have good reasons to change our mind and therefore, having a different number of children than you initially desired does not mean you are not in control of your own life. With that in mind, what answer did you provide us with back then?  
(44=As many as possible, 88=I don't recall, 99=DK)

61. You recall having wanted **[number given in Q60]** children in **[year of KLPS-2]**. Let's suppose you did not say you wanted to have **[number given in Q60]** children: What's the most likely answer you provided us with back then instead of **[number given in Q60]** children? (99=DK)

***If participated in KLPS-1 Fertility module, continue. Otherwise, skip to question 63.***

62. Think back to the year of **[year of KLPS-1 interview]**: If I had asked you back then, how many children in total would you have said you would want to have, including any who were already born?  
(44 = As many as possible, 99=DK)

63. When you were a teenager, did you want more or less number of children compared to your currently preferred number of children? (1=yes -more, 2=yes- less, 3=same, 99=DK) (1=yes, 2=no, 99=DK)

***If yes-more or yes-less , continue. Otherwise, skip to the Information Treatment Subsection.***

64. Why have you changed the ideal number of children you want to have?  
***Don't read out the options, simply check the ones given by the respondent. If they give a different reason, denote in "Other".***

1=Enjoyed children more than expected  
2=Enjoyed children less than expected  
3=My spouse wanted more children than me  
4=My spouse wanted fewer children than me  
5=Finances have worsened  
6=Finances have improved

7=All my desired children were of the same gender and I wanted at least one of the opposite gender, too  
8=I migrated and the norms are different  
9=I migrated and it was costlier to have children

10=Having children turned out being more expensive than I had thought  
11=Most of my friends/neighbors had more children than I desired  
12=Most of my friends/neighbors had fewer children than I desired  
13=The pregnancies were difficult  
14=I or my partner was in bad health  
15=I got married early  
16=My spouse died  
17=I got divorced  
18=My husband took another wife  
19=My co-wife had many children  
20=I no longer got along with spouse  
21=I decided not to get married and/or to have kids  
22=Other (specify)

Other: \_\_\_\_\_

### **NORMS, EXPECTATIONS AND BELIEFS**

65. Which number of children is most highly regarded where you currently live? Think about your village and surrounding villages (or neighborhood, if live in city).  99=DK

66. How much do you agree with the following statement on a scale of 1 to 10: the number of children we end up having is something god-given and cannot be controlled by us. **Show the respondent scale M, and demonstrate that they should select their answer using the scale.**

(1=not at all, 2, 3, 4, 5, 6, 7, 8, 9, 10=completely)

67. How many children do you expect to have in total around age 45?  
(44 = As many as possible, 99=DK)

68. How confident are you in your answer to the previous question? **Show the respondent scale N, and demonstrate that they should select their answer using the scale.**  
(1=not confident at all, 2, 3, 4, 5, 6, 7, 8, 9, 10=absolutely certain)

69a. Imagine that there is a woman in your surrounding village/ neighborhood with one daughter but no son and is currently expecting a second child. What is your best guess that this person gives birth to a son or a daughter as her second child? (1 - a lot less likely to have a son, 2 - slightly less likely to have a son, 3 - roughly equally likely to have a son or daughter, 4 - slightly more likely to have a son, 5 - a lot more likely to have a son) (99=DK)

69b. Imagine that there is a woman in your surrounding village/ neighborhood with three daughters but no son and is currently expecting a fourth child. What is your best guess that this person gives birth to a son or a daughter as her fourth child? (1 - a lot less likely to have a son, 2 - slightly less likely to have a son, 3 - roughly equally likely to have a son or daughter, 4 - slightly more likely to have a son, 5 - a lot more likely to have a son) (99=DK)

**For question 70 and 71 ask women about girls, men about boys.**

70. **If male respondent:** Imagine a typical 18-year old boy like a neighbor's child, or a nephew: How many children would you recommend this boy to have in her/his life? (99=DK)

**If female respondent:** Imagine a typical 18-year old girl like a neighbor's child, or a niece: How many children would you recommend this girl to have in her/his life? (99=DK)

71. **If male respondent:** Imagine a typical 18-year old boy like a neighbor's child, or a nephew: At what age would you recommend this boy to get married? (99=DK)

**If female respondent:** Imagine a typical 18-year old girl like a neighbor's child, or a niece: At what age would you recommend this girl to get married? (99=DK)

72a. Imagine that we asked some girls aged 18 from your surrounding village/ neighborhood who ideally would like to have either 4 or fewer children in total: how likely are they to end up having more children at age 40 than they currently desire? 1 - very unlikely, 2 - unlikely, 3 - somewhat likely, 4 - likely, 5 - very likely

72b. Imagine that we asked some boys aged 18 from your surrounding village/ neighborhood who ideally would like to have either 4 or fewer children in total: how likely are they to end up

having more children at age 40 than they currently desire? 1 - very unlikely, 2 - unlikely, 3 - somewhat likely, 4 - likely, 5 - very likely

73. How much do you agree with the following statement? There is a strong need for family planning programs providing access to contraceptives and advice for planning marriage and children in my district/ neighborhood.

(1=strongly disagree, 2=disagree, 3=disagree a little, 4=Neither disagree nor agree, 5=agree a little, 6=agree, 7=strongly agree)

### **INFORMATION TREATMENT**

***If conducting this survey on paper, skip to Section 20.1 .Otherwise continue.***

***Check the tracking sheet to see whether the respondent was surveyed in KLPS-2. If yes, enter the randomized group reported by the tablet. If no, enter C***

***Fertility Info Treatment Version:***  (Valid responses: A, B or C)

***[Randomization: 60% Version A, 40% Version B.]***

IF INFO AT KLPS-2 available, ask 42a. or 42.b – IF NOT, ask 42c. to a subset (e.g. 1000 or 500).

*Information text to appear here, 42a. to 42c. to be filled out at the end of the survey, depending on whether respondent chooses to obtain information. Note whether respondent chose one of the following: [0 – no, 1 – yes, 2 – yes, but closed eyes/avoided reading the answer]*

**65a. If VERSION A: Read:** Remember that in the year of **[year of KLPS-2]**, we asked you how many children in total you would like you or your partner to give birth to. Once we're done with the survey, you have the chance to find out what you told us back then: simply remind me after the end of the survey and you will be able to see your past answer on my tablet. I will not get to see your answer.

***Skip to Norms, Expectations, and Beliefs.***

**65b. If VERSION B: Read:** Remember that in the year of **[year of KLPS-2]**, we asked you how many children in total you would like you or your partner to give birth to. Once we're done with the survey, you have the chance to find out what you told us back then: simply remind me after the end of the survey and you will be able to see your past answer on my tablet. I will not get to see your answer. The tablet also tells me that you've been drawn in a lottery: if you do choose to remind me to see your past answer, you will be sent 20 KES via MPESA in the next 5 business days. ***Skip to Norms, Expectations, and Beliefs.***

**65c. If VERSION C: Read:** The tablet just told me that you've been drawn in a lottery: if you want to receive 20 KES via MPESA later today, simply remind me after the end of the survey and you can confirm on the tablet that you indeed want to receive those 20KES.

## SECTION 20.1. Mental Health and Well-being

### CESD

**Read:** 4. I will read out a list of some of the ways you may feel or behave. Please indicate how often you have felt this way during the past week, using the following scale.

- 1= Rarely or none of the time  
 2= Some or a little of the time  
 3= Occasionally or a moderate amount of time  
 4= All of the time  
 66= **(Do not read aloud):** Refuses to respond  
 99= **(Do not read aloud):** Don't know

**Show the respondent scale D. Demonstrate that they should select their response using the scale.**

NOTE: FOR THE REST OF THE QUESTIONS IN THIS SECTION, READ THE QUESTIONS EXACTLY AS WRITTEN. YOU MAY REPEAT ANY QUESTIONS AS MANY TIMES AS YOU'D LIKE, BUT DO NOT REPHRASE ANY QUESTION OR ADD ADDITIONAL COMMENTS OR EXPLANATIONS. IF THE FR HAS TROUBLE UNDERSTANDING THE STATEMENT, PLEASE RE-READ BUT DO NOT TRY TO EXPLAIN THE QUESTION IN A DIFFERENT MANNER.

a. In the past week, I was bothered by things that usually don't bother me	<input type="text"/>
b. In the past week, I had a problem in concentration on what I was doing	<input type="text"/>
c. In the past week, I felt depressed and troubled in my mind	<input type="text"/>
d. In the past week, I felt that everything that I did took up all my energy	<input type="text"/>
e. In the past week, I felt hopeful about the future	<input type="text"/>
f. In the past week, I felt afraid	<input type="text"/>
g. In the past week, I had difficulty in sleeping peacefully	<input type="text"/>
h. In the past week, I was happy	<input type="text"/>
i. In the past week, I felt lonely	<input type="text"/>
j. In the past week, I lacked the motivation to do anything	<input type="text"/>

**Read:** Now I would like to read some statements to you. Tell me whether you agree or disagree with each. **Show the respondent scale E. Demonstrate that they should select their response using the scale.**

5. I feel proud to show my friends or other visitors where I live.	<b>Probe:</b> Do you agree or disagree very strongly?  1 = Agree very strongly 2 = Agree 3 = Disagree 4 = Disagree very strongly <b>DO NOT READ Option 5, 66, 88, 99</b> 5 = Neither agree nor disagree 66 = Refuses to respond 88 = N/A 99 = DK	<input type="text"/>
6. I feel proud of the work that I do. <b>Even if the FR doesn't "work" in the traditional sense, ask them to consider the things that they do (school, housework, etc).</b>		<input type="text"/>
7. I feel proud of my child/children. <b>Use code "88" if FR has no children.</b>		<input type="text"/>

## Section 20.2 Big 5

**Read:** Now I will read a list of statements that may or may not apply to you. Please show me whether you agree strongly, agree a little, feel neutral/no opinion, disagree a little or disagree strongly.

**Show the respondent scale F. Demonstrate that they should select their response using the scale.**

- 1= Disagree strongly
- 2= Disagree a little
- 3= Neutral: no opinion
- 4= Agree a little
- 5= Agree strongly
- 66=(**Do not read aloud**): Refuses to respond
- 99=(**Do not read aloud**): Don't know

**For each statement, Read:** Do you Agree strongly, Agree a little, Disagree a little, Disagree Strongly or are neutral/have no opinion that the following statement describes you. **[READ STATEMENT]**

	CODE
1. Tends to be quiet.	<input type="text"/>
2. Is compassionate, has a soft heart.	<input type="text"/>
3. Tends to be disorganized.	<input type="text"/>
4. Worries a lot.	<input type="text"/>
5. Is fascinated by art, music, or literature.	<input type="text"/>
6. Is dominant, acts as a leader.	<input type="text"/>
7. Is sometimes rude to others.	<input type="text"/>
8. Has difficulty getting started on tasks.	<input type="text"/>
9. Tends to feel depressed, blue.	<input type="text"/>
10. Has little interest in abstract ideas.	<input type="text"/>
11. Is full of energy.	<input type="text"/>
12. Assumes the best about people.	<input type="text"/>
13. Is reliable, can always be counted on.	<input type="text"/>
14. Is emotionally stable, not easily upset.	<input type="text"/>
15. Is original, comes up with new ideas	<input type="text"/>

**Read:** Now I will ask some more questions about your feelings and opinions.

- 16.** Some people believe that individuals can decide their own destiny, while others think that it is impossible to escape a predetermined fate. Please tell me which comes closest to your view on this scale on which 1 means "everything in life is determined by fate" and 10 means "people shape their fate themselves." **Show the respondent scale G. Demonstrate that they should select their response using the scale.**

(1-10, 66= Refuses to respond, 99=

DK)

17. All things considered, how satisfied are you with your life as a whole these days on a scale of 1 to 10? (1= very dissatisfied...10= very satisfied) **Show the respondent scale H. Demonstrate that they should select their response using the scale.**

(1-10, 66= Refuses to respond, 99= DK)

18. How willing do you think you are to compete? From 0 (not willing to compete) to 10 (very willing to compete). **Show the respondent scale B for guidance.**

(0-10, 66= Refuses to respond, 99= DK)

### **Section 20.3. MacArthur Ladder**

**For the rest of the questions in this section, read the questions EXACTLY AS WRITTEN. You may repeat any question as many times as you'd like, but do NOT rephrase any question or add additional comments or explanations.**

**Read:** Think of a ladder as representing where people stand in their villages. At the top of the ladder are the people who have the highest standing in their village. At the bottom are the people who have the lowest standing in their village.

**Show the respondent scale I with the picture of a ladder. Demonstrate that they should select their response using the diagram.**

1. Where would you place yourself on this ladder?  
(1-10, 66=Refuses to respond, 99= DK)
2. What place on the ladder would you like to achieve in your life?   
(1-10, 66=Refuses to respond, 99= DK)

### **Section 20.4. Perceived Stress Scale 4**

**Read:** Next, I would like to ask you about your feelings and thoughts during the last month.

**Show the respondent scale J. Demonstrate that they should select their response using the scale.**

- 1=Never  
2=Almost never  
3=Sometimes  
4=Fairly often  
5=Very often  
66=(Do not read): Refuses to answer  
99=(Do not read): Don't know

1. In the last 30 days, how often have you felt that you were unable to control the important things in your life?
2. In the last 30 days, how often have you felt certain in your ability to overcome your own personal problems?
3. In the last 30 days, how often have you felt that things were going your way?
4. In the last 30 days, how often did you feel that the problems were too much for you to manage?

### **Section 20.5. Generalized Self Efficacy**

**For the rest of the questions in this section, read the questions EXACTLY AS WRITTEN. You may repeat any question as many times as you'd like, but do NOT rephrase any question or add additional comments or explanations.**

**Read:** I am now going to read statements that may apply or not apply to you. For each item, please tell me to what extent they are true for you.



Use the following scale.

**Show the respondent scale K. Demonstrate that they should select their response using the scale.**

1=Not at all true

2=Not very true

3=Somewhat true

4=Completely true

66= **(Do not read)**: Refuses to respond

99= **(Do not read)**: Don't know

1. I can always manage to solve difficult problems if I try hard enough	<input type="text"/>	<input type="text"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="text"/>	<input type="text"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="text"/>	<input type="text"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="text"/>	<input type="text"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="text"/>	<input type="text"/>
6. I can solve most problems if I invest the necessary effort.	<input type="text"/>	<input type="text"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="text"/>	<input type="text"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="text"/>	<input type="text"/>
9. If I am in trouble, I can usually think of a solution.	<input type="text"/>	<input type="text"/>
10. I can usually handle whatever comes my way.	<input type="text"/>	<input type="text"/>

### **Grit**

**Show the respondent scale L. Demonstrate that they should select their response using the scale.**

For each of the following statements, please say whether the statement describes you very much, mostly, somewhat, not much, or not at all.

11. I am a hard worker.

Is this very much like you, mostly like you, somewhat like you, not much like you, or not like you at all?

(1=Very much like you, 2=mostly like you, 3=somewhat like you, 4=not much like you, 5=not like you at all, 66= Refuses to respond, 99= Don't know)

12. I often set a goal but later choose to pursue a different one.

Is this very much like you, mostly like you, somewhat like you, not much like you, or not like you at all?

(1=Very much like you, 2=mostly like you, 3=somewhat like you, 4=not much like you, 5=not like you at all), 66= Refuses to respond, 99= Don't know)

## SECTION 21. Time Use: Activities in the Past 24 Hours

**Read:** I would now like to ask about your activities during the past 24 hours starting with yesterday at 6am up until this morning at 6am. For each half hour, you should tell me what you did during that half hour. If you had several activities, please let me know the main activity.

### Activity Codes:

<b>Personal, Family, and Social</b> 1 = Sleep 2 = Eat 3 = Bathe, dress 4 = Pray 5 = Other religious activity (e.g., study, group participation) 6 = Rest, watch TV, listen to radio, read book, watch movie, watch sport, sew 7 = Cook, prepare food 8 = Shop for family 9 = Clean, dust, sweep, wash dishes or clothes, ironing, other HH chores 10 = Fetch water, firewood 11 = Repairs around / on home 12 = Care for others: bathe, feed, look after children / sick / elderly 13 = Play with children, help homework 14 = Visit / entertain friends 15 = Participate in community activities / meetings / voluntary work	<b>Personal, Family, and Social (cont.)</b> 16 = Study / attend class 17 = Play sports 18 = Spend time with spouse / partner 19 = Other: _____ 20 = Other: _____ 21 = Other: _____  <b>Work and Travel</b> 22 = Light farm work (driving a tractor, ploughing with a tractor, pruning, bagging, hand picking, planting, shelling, sorting, bundling, fertilizing, splitting, feeding and milking animals) 23 = Heavy farm work (loading crops onto truck, pulling hand cart, digging, hoeing, ploughing with a cow, spraying, weeding, gleaning, grinding, husking, harvesting, threshing, cutting, tending and grooming animals)	<b>Work and Travel (cont.)</b> 24 = Fishing or hunting 25 = At work – office / desk work 26 = At work – light manual (non-agricultural work, such as nailing, roofing, shoemaking, tailoring, baking, doing textile factory work, sales) 27 = At work – heavy manual (non-agricultural work, such as carrying wood, cement making, sawing, digging) 28 = Improve land / buildings 29 = Travel by foot 30 = Travel by bicycle 31 = Travel by motorized means 32 = Other: _____ 33 = Other: _____ 34 = Other: _____ 35 = Other: _____  <b>36 = Same activity as previous half hour</b>
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### Notes:

- **If a person is performing house chores as a job (e.g. a housegirl), the activity is 26 “At work – light manual” or 27 “At work – heavy manual”.**
- **If a person is performing agricultural labor as a job, the activity is either 22 “Light farm work” or 23 “Heavy farm work”.**
- **If a person is fishing or hunting as a job, the activity is 24 “Fishing and Hunting”.**
- **If a student is on mid-day break from school, code what they are doing (e.g. eat, rest, study, or play sports).**
- **Once the respondent tells you when he/she goes to bed, ask him/her what time he/she got up and fill in the boxes accordingly**

**For the past day, ask:** In the past day, from \_\_\_\_ [start time] to \_\_\_\_ [end time], what were you doing?

**For today, ask:** Today, from \_\_\_\_ [start time] to \_\_\_\_ [end time], what were you doing?

	MORNING												AFTERNOON			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-13:00	13:00-13:30	13:30-14:00
Activity																
<i>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</i>																

	AFTERNOON				EVENING											
	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)
	14:00-14:30	14:30-15:00	15:00-15:30	15:30-16:00	16:00-16:30	16:30-17:00	17:00-17:30	17:30-18:00	18:00-18:30	18:30-19:00	19:00-19:30	19:30-20:00	20:00-20:30	20:30-21:00	21:00-21:30	21:30-22:00
Activity																
<i>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</i>																

	NIGHT															
	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)
	22:00-22:30	22:30-23:00	23:00-23:30	23:30-00:00	00:00-00:30	00:30-01:00	01:00-01:30	01:30-02:00	02:00-02:30	02:30-03:00	03:00-03:30	03:30-04:00	04:00-04:30	04:30-05:00	05:00-05:30	05:30-06:00
Activity																
<i>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</i>																

## **SECTION 22. Sleep Patterns: Adults**

**Read:** Now I would like to ask you some questions about your sleep.

1. What time did you go to bed last night? **Use 24 hour clock.**  :  (hour) (min)  
(99=DK, 88=Not applicable / Did not sleep)

1a. Was that earlier than, later than, or the same as your typical bedtime? (1=Earlier; 2=Later; 3=Same; 99=DK, 88=Not applicable / Did not sleep)

**If "Same", skip to question 2. Otherwise continue.**

- 1b. Over the last month what was your usual bedtime? **Use 24 hour clock.**  :  (99=DK)  
(hour) (min)

2. How long did it take you to fall asleep last night?  :  (hour) (min)  
(99=DK, 88=Not applicable / Did not sleep)

3. After falling asleep, how many times did you wake up during the night, not counting your final awakening?  (99=DK, 88=Not applicable / Did not sleep)

**If 1 or more times, continue to 3a. Otherwise, skip to 4.**

- 3a. If you woke up during the night, how long were you awake during the night in total?  
(99=DK, 88=Not applicable / Did not sleep)  (minutes)

4. What time did you wake up this morning? **Use 24 hour clock.**  :  (hour) (min)  
(99=DK, 88=Not applicable / Did not sleep)

4a. Was that earlier than, later than, or the same as your typical wake up time?  
(1=Earlier; 2=Later; 3=Same; 99=DK, 88=N/A)

**If "Same", skip to question 5. Otherwise continue.**

- 4b. Over the last month what was your usual wake up time?  :  (99=DK)  
(hour) (min)

5. How would you rate the quality of your sleep last night?  
(1=Very Poor; 2=Poor; 3=Fair; 4=Good; 5=Very Good; 99=DK, 88=N/A)

6. When you woke up for the day, how did you feel?  
(1=Very Fatigued; 2=Fatigued; 3=Fair; 4=Refreshed; 5=Very Refreshed 99=DK, 88=Not applicable / Did not sleep)

7. Did you nap yesterday? (1 = Yes; 2 = No; 99 = DK)

**If YES, continue to 7a. If NO, skip to read statement before question 8.**

- 7a. How many daytime naps did you take yesterday?  (99=DK)

- 7b. In total, how long did you nap yesterday? **Use 24 hour clock.**  :  (99=DK)  
(hour) (min)

7c. Tell me start-time and end times of any daytime naps you had yesterday **Use 24 hour clock.**:

START	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>	END	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>
START	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>	END	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>
START	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>	END	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>
START	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>	END	<input type="text"/>	<input type="text"/>	:	<input type="text"/>	<input type="text"/>

**Read:** Now think about the night before last.

8. What time did you go to bed the night before last? **Use 24 hour clock.**

(99=DK, 88=Not applicable / Did not sleep)       :   
(hour) (min)

9. What time did you wake up yesterday morning? **Use 24 hour clock.**       :

(99=DK, 88=Not applicable / Did not sleep)      (hour)      (min)

## **SECTION 23: Competition**

***For this section, any children aged 6-8 of the FR should not be present.***

### **23.1. Instructions and practice**

You will now do a task where you have the possibility of earning real money. If you earn money, you will be paid in M-Pesa within 5 business days.

**Set up the task. Draw the ring using the short rope. And measure the distance to where the person should be throwing from, using the 3-meter rope.**

The task is to throw a sandbag into a circle three meters away. You will get 5 throws. To be counted as a successful hit, the bag needs to stay inside the circle, and cannot touch the borders.

**Illustrate what counts as a successful hit and what is not a successful hit. Have the respondent practice the task. Allow 5 throws.**

**Record number of hits on practice test (5 throws):**

In the practice round, you had X successful hits. Now that you have practiced the task, you are ready to do the task with the possibility of earning money. We ask you to choose between one of two ways in which you can be paid for the task

**SHOW the illustrations for ALONE and COMPETE. And use these to explain the concepts.**

1. ALONE: you will get 20 Ksh, regardless of the number of successful hits. For example, if you get 0 successful hits, you get 20 ksh. If you get 5 successful hits, you get 20 Ksh.
2. COMPETE: you will get 40 Ksh or 0 Ksh. You will get 40 Ksh if you win over another person who did the task in Busia. You will also get 40 Ksh if you have the same as the other person. You will get 0 Ksh if you lose.

**If the subject asks questions about who the other person is, explain that the other person will be one of 10 persons, 5 women and 5 men, who already have done the task in Busia, where the task was only offered for ALONE. The computer will select randomly one of these persons to be the other person competing.**

1a. How much money do you get if you choose ALONE?

2a. How much money do you get if you choose COMPETE and win, or get the same as the other person?

2b. How much money do you get if you choose COMPETE and lose?

**If the subject gets any of the above questions wrong: Tell them the right answer, repeat the instructions and ask the questions again. If the subject also makes a mistake after hearing the instructions for a second time, indicate below that the subject did not understand the instructions, and proceed.**

3. Did the subject understand the instructions? (1=Yes, 2=No)

### **23.2 Game Play**

1. Do you want to do the task for ALONE or COMPETE?

(1= ALONE pay, 2= COMPETE, 3= Does not wish to play the game).

**If ALONE:** Let's do the task for ALONE. **Allow 5 throws.**

**If COMPETE:** Let's do the task for COMPETE. **Allow 5 throws.**

**Record number of successful hits:**

**If ALONE:** You have now completed the task and you had X successful hits.

**If COMPETE:** You have now completed the task and you had X successful hits. We will ask you some more questions before we will reveal how many successful hits the other person had.

2. Relative to others, do you think that you are better or worse at this task? **Use the scale from 1-5 to illustrate the range of answers.**

(1= Much worse, 2= Worse, 3= About the same, 4= Better, 5= Much better)

|\_\_\_\_|

### **23.3 Questions Directed at Parent About Child**

**If no children in age range 6 through 8 years old, skip to section 3. Parent payment**

**For this section, ask that the child of the parent will not be present.**

We will ask your child [child name], to do a version of the task you just did. Your child will throw the sandbag in to the circle from two meters away.

**DRAW the line where the child will throw from, to illustrate for the parent.**

Your child can earn stars which can be exchanged for color crayons, pencils and erasers which we will give to them as a gift.

One star can be exchanged for one item. Your child will get one star to begin with and can earn more stars on the task.

**Show the parent the star, the crayons, pencils and erasers.**

Before doing the task for stars, the child will get a practice round. We then ask you to choose if your child should do the task for ALONE or COMPETE.

**Show the illustrations when explaining the instructions**

1. ALONE: your child will get 1 star, regardless of the number of successful hits. For example, if your child gets 0 successful hits he/she will get 1 star. If your child gets 5 successful hits, he/she will get 1 star.
2. COMPETE: your child will get 2 stars or 0 stars. Your child will get 2 stars if he/she wins over another child of the same age who did the task in Busia. Your child will also get 2 stars if he/she has the same as the other child. Your child will get 0 stars if he/she loses.

**If the subject asks questions about who the other child is, explain that the other child will be one of 10 children, 5 girls and 5 boys, who did the task in Busia, where the task was only offered for ALONE. The computer will randomly select one of these children to be the other child to compete.**

1. Do you want your child to do the task for ALONE or COMPETE? We will not tell the child that the choice was made by you.

(1= ALONE, 2= COMPETE, 99= Does not want child to play the game) |\_\_\_\_|

2. What do you think your child would choose for him/herself?

(1= ALONE, 2= COMPETE, 99= Child will not want to play the game) |\_\_\_\_|

3. Relative to other children, do you think that your child is better or worse at this task? **Use the scale from 1-5 to illustrate the range of answers.**

(1= Much worse, 2= Worse, 3= About the same, 4= Better, 5= Much better) |\_\_\_\_|

4. Do you think it is useful to be competitive to be successful? Answer on a scale from 1-10 where 1 is "not important at all" and 10 is "very important. **Use the scale from 1-10 to illustrate the range of answers.**

|\_\_\_\_|

### **22.4. Payment parent**

**If chose ALONE:** You have earned 20 Ksh, which will be paid to you in M-Pesa within one week.

**If chose COMPETE:** The other person got X hits.

If survey being done on paper: Please enter the current time (hours: minutes):

|\_\_\_\_| : |\_\_\_\_|

Use the rightmost number (the space in bold) as the person against whom the FR is competing.  
Look up this score and record here:

Score of competition person:

**If won:** You have won or got the same, and earned 40 Ksh, which will be paid to you in M-Pesa within 5 business days.

**If lost:** You have lost and therefore did not earn any money on this task.



## **SECTION 24. Private Behavior Questionnaire**

READ: This section of the survey covers topics related to private behavior. These topics include your past and current sexual partners, birth control, Gender-Based violence as well as spiritual practices and beliefs.

As we mentioned before, one purpose of this survey is to understand how people in Kenya grow up and change in all the many aspects of their lives as they become adults. Some of these aspects are health and spiritual practices.

To ensure your privacy and confidentiality in responding to these very personal questions, I will have you read and answer the private behavior questions on the tablet, which are available in both English and Kiswahili. You will have to select the responses that are correct on the tablet. When you finish filling out the questions, just swipe to the end and hand me the tablet to finalize. If you would prefer, I can also read the questions aloud. If you choose to read the questions silently yourself, I am available to clarify anything you don't understand.

Please answer accurately and do not worry about whether there is a correct answer. Your answers will have no effect on your personal life. As I mentioned, this information is confidential, only the researchers can access the data. Thank you for your cooperation.

0. Will you answer these questions? (1=Yes, 2=No) ☐

***If YES, hand FR the questionnaire to fill out and skip to question 2. If NO, prompt FR if agreeable to do this section on paper. If this is the case, change the response to yes and choose the paper option for this section in the next slide.***

0a. ***Do not ask the following question, simply record your impressions.*** Why does FR refuse to fill out the questionnaire? \_\_\_\_\_

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***Now fill out the "Survey Refusal Sheet" and skip to Section 7 after the 5 min break.***

0b. ***Do not ask this question out loud.*** Did the respondent answer the sexual behavior questionnaire himself / herself? (1=Yes, 2=No) ☐

**IF PRIVATE BEHAVIOR SECTION HAS BEEN DONE ON PAPER:**

**REMEMBER TO PLACE THE COMPLETED SECTION IN A SEALED ENVELOPE AND  
FOLLOW ALL APPROPRIATE PROTOCOL TO MAINTAIN CONFIDENTIALITY AND  
COMPLY WITH HUMAN SUBJECT RULES.**

## Section 25. Conclusion

**Read:** Thank you for your time. Please give me just a moment as I wrap up the survey.

**Please make a note if you believe that the information given to you is suspicious:**

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**Do not read the questions in this box aloud. Simply record your own impressions.**

0a. Did the respondent terminate the survey early? (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 1.**

0b. Why did the respondent terminate the survey early? ☐ \_\_\_\_\_

1 = Temporary stop only – Wishes to continue survey at a later time. **See “Temporary Stop Instructions” below.**

2 = Tired

3 = Too busy, does not have time

4 = Offended at question

5 = Suspicious of FO / survey intent / IPA

6 = Does not feel like continuing survey

7 = Other (eleza)

**Temporary Stop Instructions: You have indicated that the FR wishes to continue the survey in the future. Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.**

1. Time end interview: (24 hr clock) ☐☐ : ☐☐

**2. How was the respondent's skill in speaking and understanding Kiswahili?**

☐

1 = Displayed no problems speaking or understanding Kiswahili

2 = Displayed a little difficulty speaking or understanding Kiswahili

3 = Displayed moderate difficulty speaking or understanding Kiswahili

4 = Displayed serious problems speaking or understanding Kiswahili

**3. Who among the following answered questions in this module? (Indicate all that apply 1=Yes, 2=No)**

A). Focus respondent

B). Focus respondent's parents

C). Focus respondent's sibling(s)

D). Focus respondent's spouse(s)

E). Focus respondent's other relatives

F). Focus respondent's other household members who are not relatives ☐

**4. Did the respondent become tired or impatient during the survey?**

(1= Not at all, 2=Somewhat tired/impatient, 3=Very tired/impatient) ☐

**5. How reliable do you think the information in this survey is?**

(1= Very reliable, 2=Somewhat reliable, 3= Not at all)

☐

**5a. If SOMEWHAT or NOT RELIABLE: Why?** \_\_\_\_\_

**6a. Is this interview being performed at the respondent's current residence, place of work, or school?**

(1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to read end statement.**

**6b. Please record a GPS reading now.**

(i) Elevation

☐☐m

(ii) N / S (Circle one)

☐|o|☐|☐

(iii) E / W (Circle one)

☐|o|☐|☐

**If FERTILITY VERSION A or B:**

**7a. Has the respondent reminded you to see their KLPS-2 answers? (1=Yes, 2=No) ☐**

**If NO, skip to 7b. If at any time while concluding the survey, the respondent does remind you, come back and change this response to YES.**

**If YES, please hand the tablet to the respondent and instruct the respondent to swipe to see their response. Do not look at the respondent's answer.**

7ai. Did respondent appear to read the information? (0=No / closed eyes / avoided reading answer, 1=Yes)

**(Do not read)** 7b. If respondent in FERTILITY VERSION B **AND** question 7a equals 1, enter 20. Otherwise enter 0.

**IF FERTILITY VERSION C, continue. Otherwise skip to question 8.**

7c. Has the respondent reminded you about their lottery winnings from the fertility section? (1=Yes, 2=No).

*If YES, enter 20 for question 7ci. Otherwise, enter 0*

7ci. Fertility Version C winnings:

8. Enter the respondent's earnings from the following questions:

Fertility Earnings:  (total of 7b and 7ci)

Competition Earnings:  (from XX)

**Total Earnings:**  **(total of Fertility and Competition Earnings)**

**FO NOTES:**

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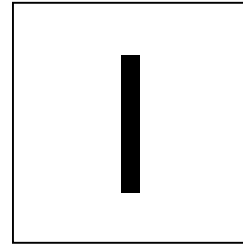
**If respondent has won money, continue. Otherwise, conclude survey.**

**Read:** You have won [total earnings] during our survey today.

IF FR has M-Pesa account: [add in M-Pesa instructions]

IF FR does not have M-Pesa account: [add in non-Mpesa instructions]

Time end interview: (24 hr clock)  :



# **KENYAN LIFE PANEL SURVEY ROUND 3, WAVE 1 (KLPS3) INTEGRATED MODULE**

## **CONTENT SECTIONS**

VERSION: MAY 8, 2013 — ENGLISH

PUPIL ID						

**NOTE: THE CONTENT PORTION OF THE I-MODULE CONTAINS NO SECTIONS 1, 2, 3, & 4.**

## **SECTION 5. Family**

**Read:** I'd like to find out a bit more about your parents.

1. **Do not ask the following question. Simply record your impressions.** Is the FR's biological father included on the household roster in Section 4 of this survey? (1=Yes, 2=No) ☐

**If YES, skip to question 4. If NO, continue.**

1a. Is your father alive?

(1=Yes, 2=No, 3=DK this person so cannot answer further questions about him, 99=DK) ☐

**If YES or DK, skip to question 2. If "DK this person", skip to question 6. If NO, continue.**

1b. In which year did he pass away? (9999=DK)

2. What was the highest level of education completed by your father? **Use G6 codes.**

3. What are / were your father's main occupations? **Use G9 codes.** (99=DK)

Job 1  Other:

Job 2  Other:

Job 3  Other:

4. What is / was the tribe (or mother tongue) of your father? **Use G10 codes.**

Other:

5. How many wives (past and present) has your father had? (1= Only one wife)

6. **Do not ask the following question. Simply record your impressions.** Is the FR's biological mother included on the household roster in Section 4 of this survey? (1=Yes, 2=No) ☐

**If YES, skip to question 9. If NO, continue.**

6a. Is your mother alive?

(1=Yes, 2=No, 3=DK this person so cannot answer further questions about her, 99=DK) ☐

**If YES or DK, skip to q.7. If "DK this person", skip to the statement before q.12. If NO, continue.**

6b. In what year did she pass away? (9999=DK)

7. What was the highest level of education completed by your mother? **Use G6 codes.**

8. What are / were your mother's main occupations? **Use G9 codes.** (99=DK)

Job 1  Other:

Job 2  Other:

Job 3  Other:

9. What is / was the tribe (or mother tongue) of your mother? **FR should give the mother's original tribe, not simply the tribe of their father. Use G10 codes.**  Other:

10. Is / was she married to your father? (1=Yes, 2=No—divorced, 3=No—never).

**If YES or NO-DIVORCED, AND question 5>1, ask question 11. OTHERWISE, skip to the statement before question 12.**

11. Is / was she your father's first wife? Second? Third...? (1=1<sup>st</sup>, 2=2<sup>nd</sup>, etc)

**Read:** Now I'd like to find out a bit more about your siblings.

12. How many siblings do you have (living or deceased) who share the same mother AND father as you? **If FR is unsure of the total number of siblings, ask him to report the number he does know, and make a remark on this question that there may be additional siblings.**   
**If ZERO, skip to the statement before question 15. Otherwise, continue.**

**Read:** Thinking of this group of siblings, please answer the following questions.

13. How many of your siblings are male?   
**If ZERO, skip to question 14. Otherwise, continue.**

13a. How many of your male siblings are older than you?

14. How many of your siblings are female?   
**If ZERO, skip to the statement before question 15. Otherwise, continue.**

14a. How many of your female siblings are older than you?

**Read:** Now I would like to ask you a few questions about your grandparents.

15. Is your paternal grandfather alive? (1=Yes, 2=No, 99=DK)   
**If YES, continue. If NO or DK, skip to question 16.**

15a. How old is your paternal grandfather? **Please estimate if don't know.** (999=DK)   
**If DK, continue. If younger than 60, skip to question 16. If 60 or older, skip to question 15c.**

15b. Is your paternal grandfather 60 or older? (1=Yes, 2=No, 99=DK)   
**If YES, continue. If NO or DK, skip to question 16.**

15c. Does your paternal grandfather receive monthly financial assistance from the Kenyan government's elderly program? (1=Yes, 2=No, 99=DK)

16. Is your paternal grandmother alive? (1=Yes, 2=No, 99=DK)   
**If YES, continue. If NO or DK, skip to question 17.**

16a. How old is your paternal grandmother? **Please estimate if don't know.** (999=DK)   
**If DK, continue. If younger than 60, skip to question 17. If 60 or older, skip to question 16c.**

16b. Is your paternal grandmother 60 or older? (1=Yes, 2=No, 99=DK)   
**If YES, continue. If NO or DK, skip to question 17.**

16c. Does your paternal grandmother receive monthly financial assistance from the Kenyan government's elderly program? (1=Yes, 2=No, 99=DK)

17. Is your maternal grandfather alive? (1=Yes, 2=No, 99=DK)   
**If YES, continue. If NO or DK, skip to question 18.**

17a. How old is your maternal grandfather? **Please estimate if don't know.** (999=DK)

***If DK, continue. If younger than 60, skip to question 18. If 60 or older, skip to question 17c.***

17b. Is your maternal grandfather 60 or older? (1=Yes, 2=No, 99=DK)

***If YES, continue. If NO or DK, skip to question 18.***

17c. Does your maternal grandfather receive monthly financial assistance from the Kenyan government's elderly program? (1=Yes, 2=No, 99=DK)

18. Is your maternal grandmother alive? (1=Yes, 2=No, 99=DK)

***If YES, continue. If NO or DK, skip to Section 6.***

18a. How old is your maternal grandmother? ***Please estimate if don't know.*** (999=DK)

***If DK, continue. If younger than 60, skip to Section 6. If 60 or older, skip to question 18c.***

18b. Is your maternal grandmother 60 or older? (1=Yes, 2=No)

***If YES, continue. If NO or DK, skip to Section 6.***

18c. Does your maternal grandmother receive monthly financial assistance from the Kenyan government's elderly program? (1=Yes, 2=No, 99=DK)



## SECTION 6. Home Characteristics and Assets

**Read:** Now I'd like to ask you some questions about your home and household. Think of your current residence / the building you eat in.

**Refer to the main house of the compound, not simbas (i.e., sleeping huts for young unmarried men). Also, we are only interested in the current residence, not (necessarily) ancestral land (even if the current residence is a rental).**

A. **Do not ask the following question to the respondent. Simply record your impressions.** Is this respondent in boarding school, live-in house help, or a live-in guard? (1=Yes, 2=No) ☐ **Recall this information was collected at the start of Section 3.**

**If YES, skip to question 13. If NO, continue.**

1. Of what material are the floors made?  
(1=Cement, 2=Mud, 3=Other (specify), 4=Tiles) ☐ Other: \_\_\_\_\_

2. Of what material is the roof made? ☐  
1=Iron / tin  
2=Grass thatch (no reeds)  
3=Grass with reeds  
4=Mud, branches  
5=Cement / concrete  
6=Palm leaves  
7=Other, describe: \_\_\_\_\_  
10=Tiles  
11=Unfinished / incomplete roof

3. Do you have electricity, from any source (including a car battery or generator)? **Include electricity from any source (power grid, solar, battery, etc). It can be intermittent (not always on).** (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 4.**

3a. What is the source of your electricity? **Prompt FR with each source. Indicate all that apply.** (1=Yes, 2=No)

1= National electricity service (i.e., Kenya – KPLC, Uganda – UEB) ☐  
2= Generator ☐  
3= Car battery ☐  
4= Solar home system ☐  
5= Other (specify) ☐ Other: \_\_\_\_\_

4. What kind of toilet facility does your household use most often?  
(1=None, 2=Latrine, 3=Toilet, 4=Other (specify), 5= Portable toilet) ☐ Other: \_\_\_\_\_

4a. **If 1, 3, 4 or 5, ask:** Do you have a latrine? (1=Yes, 2=No) ☐

5. How many separate rooms do you have in your house? **Include those separated by sheets. Do not include store rooms or toilet rooms. Include simbas as separate rooms.** ☐

6. What was your main water source in the last 7 days? (1=Pipe, 2=Well (gather), 3=Protected spring, 4=Unprotected spring, 5=Collected rainwater, 6=Lake, 7=River, 8=Borehole well, 9=Other) ☐ Other: \_\_\_\_\_

7. How many jerrycans of water (20 Litres) did your household use in total for the past 7 days? ☐

8. Has your household ever treated its water with Waterguard, Pur, LifeStraw or another chlorine treatment? (1=Yes, 2=No)  **Explain what Waterguard is if FR does not know.**

8a. **If YES:** Has your household treated its water with Waterguard, Pur, LifeStraw or another chlorine treatment in the last 7 days? (1=Yes, 2=No)

9. How much land does your household own (in acres)? **1 Hectare  $\approx$  2.5 Acres** (9999=DK)  Acres  
**If ZERO, skip to question 11. If DK, skip to question 10. OTHERWISE, continue.**

9a. How much of this land is used for agricultural purposes (in acres)? (9999=DK)  
**1 Hectare  $\approx$  2.5 Acres**  Acres

10. In the last 12 months, did you rent any of the land owned by your household to people outside of your household? (1=Yes, 2=No)   
**If NO, skip to question 11. If YES, continue.**

10a. How much of this land did you rent to people outside of your household (in acres)?  
**1 Hectare  $\approx$  2.5 Acres** (9999=DK)  Acres

10b. For how many months of the last 12 did you rent out this land?  months

10c. For how much do you rent out this land each month that it is rented? **If paid in kind, ask FR to estimate value of payment in shillings.** Amount (9999=DK):   
 Currency if NOT Kenyan shillings (use G12 codes):  Other:

11. In the last 12 months, has your household rented land from others? **If the household rents an apartment / house, but no other land, answer "NO".** (1=Yes, 2=No)   
**If NO, skip to question 12. If YES, continue.**

11a. How much land has your household rented from others in the last 12 months (in acres)? (9999=DK) **1 Hectare  $\approx$  2.5 Acres**  Acres  
**If DK, skip to question 11c. OTHERWISE, continue.**

11b. How much of this land was used for agricultural purposes (in acres)? (9999=DK)  
**1 Hectare  $\approx$  2.5 Acres**  Acres

11c. For how many months did you rent this land in the last 12 months?  months

11d. For how much did you rent this land each month that it was rented? **If paid in kind, ask FR to estimate value of payment in shillings. If FR gives an amount per "season" or other time period, clarify with them further to calculate the monthly rate.** Amount (9999=DK):   
 Currency if NOT Kenyan shillings (use G12 codes):  Other:

12. Does your household own or rent the house / apartment where you live? (1=Own, 2=Rent, 3=Company housing, 4=Government Housing, 5=Other(specify) )   
**If RENT, continue. OTHERWISE, skip to question 13.**

12a. How much in shillings does your household pay for rent each month for this house / apartment? Amount (9999=DK):   
 Currency if NOT Kenyan shillings (use G12 codes):  Other:

12b. Does the house / apartment rest on land (greater than 0.25 acres) that you use for agricultural purposes? (1=Yes, 2=No) ☐

**If NO, skip to question 13. If YES, continue.**

12c. How much of this land was used for agricultural purposes (in acres)? (9999=DK) **Do not include land in this count that was already discussed in the previous question on "rented land".** 1 Hectare  $\approx$  2.5 Acres  Acres

13. In the past 12 months, were you displaced from your home due to natural disaster (e.g. floods)? (1=Yes, 2=No) **For FRs in boarding school, consider school their home. For FRs who are live-in house help or live-in guards, consider their place of work to be their home.** ☐

**If NO and FR is NOT in boarding school/live-in house help/live-in guards, skip to the statement before question 14. If NO and FR is in boarding school/live-in house help/live-in guards, skip to question 13c. If YES, continue.**

13a. What was the disaster? (1=Floods, 2=Drought, 3=Other (specify), 4=Fire)

☐ Other:

13b. When did this disaster take place? (DD/MM/YYYY) / /

**If FR doesn't know exact day or occurred for longer than a day, try to give month and year of start of disaster, at least. 99=DK month or day, 9999=DK year.**

**If FR is NOT in boarding school/live-in house help/live-in guards, skip to the statement before question 14. OTHERWISE, continue.**

13c. Have you ever treated your water with Waterguard, Pur, LifeStraw or another chlorine treatment? (1=Yes, 2=No) ☐ **Explain what Waterguard is if FR does not know.**

13d. **If YES:** Have you treated your water with Waterguard, Pur, LifeStraw or another chlorine treatment in the last 7 days? (1=Yes, 2=No) ☐

**Read:** Now I'd like to ask you about some of the things your household owns.

14. How many of the following items does your household own?

**Count all items in the current residence, plus anything the FR owns that is in another location. If the FR is in boarding school, count all items with them, plus items they personally own at their parents' home. Count an FR in boarding school as a 1-person household. If the FR is live-in house help or a live-in guard, count all items they own and have with them at their employer's home, plus items they own that are at another location.**

ITEM	QTY OWN (99=DK)	ITEM	QTY OWN (99=DK)
(A) Bicycle	<input type="text"/>	(O) Television	<input type="text"/>
(B) Motorcycle / scooter	<input type="text"/>	(P) Computer	<input type="text"/>
(C) Car / truck	<input type="text"/>	(Q) Landline phone	<input type="text"/>
(D) Kerosene stove	<input type="text"/>	(R) Mobile phone	<input type="text"/>

(E) Radio / cassette player / CD player	__	(S) Car battery <b>Probe: Do not include batteries that are in a car.</b>	__
(F) Sewing machine	__	(T) Motor boat	__
(G) Kerosene lantern	__	(U) Other boat (not incl motor boat)	__
(H) Bed	__	(V) Cattle	__
(I) Mattress	__	(W) Goat	__
(J) Bednet	__	(X) Sheep	__
(K) Hoe	__	(Y) Chicken	__
(L) Sofa pieces (all kinds)	__	(Z) Pig	__
(M) Clock or watch	__	(AA) Solar panel	__
(N) Electric iron	__	(BB) Generator	__

15. In the last seven days, how many hours have you spent doing household chores for your household? **Prompt: Household chores include activities such as cleaning, dusting, sweeping, washing dishes or clothes, ironing, collecting water, slashing, etc. Do not include time spent on childcare.** |\_\_| hours

16. In total, how many people have performed household chores for your household over the last seven days? **Include both household members and non-household members, and the FR, if applicable. Recall that FRs who are in boarding school should be considered a 1-person household for this question and the remaining questions in this section. FRs who are live-in house help or live-in guards should be considered 1-person households unless they have a spouse or dependent living with them (in which case you should include these individuals as well).** |\_\_|

**If the responses to questions 15 and 16 are BOTH ZERO, skip to Section 7.1. Otherwise, continue.**

17. In the last seven days, how many hours did members of your household – not including you – spend doing household chores for your household? **Include anyone who lives in the household, “eats from the same pot” and spends 4 nights or more in an average week sleeping in your home even if they are live-in domestic help. Recall that FRs in boarding school should be considered 1-person households. FRs who are live-in house help or live-in guards should be considered 1-person households also unless they have a spouse or dependent living with them (in which case you should include these individuals as well). If the FR lives alone, list “0”.**

|\_\_| hours

18. In the last seven days, how many hours did workers from outside the household (such as hired maids who do not live with you) spend doing household chores? |\_\_| hours

**If ZERO, skip to Section 7.1. Otherwise, continue.**

19. In the last seven days, how much have you spent in total (including cash and in-kind payments) on people from outside the household assisting with household chores? **If payment is in kind, ask to estimate in shillings.** Amount (99=DK): |\_\_\_\_|

Currency if NOT Kenyan shillings (**use G12 codes**): |\_\_| Other: \_\_\_\_\_

## **SECTION 7.1. Sentence Reading**

**Read:** For this part of the survey, I am going to ask you to answer some questions about reading and arithmetic. **Show the FR the example sentences on the exam.**

**Read:** This paper has a list of sentences. Some of the statements are TRUE and some are FALSE. You are required to read them as fast as possible. If the statement is TRUE, mark (✓) inside the box. If the sentence is FALSE, mark (X) inside the box.

**Read:** Let's work on an example together. Please read the first statement.

**Example:** Pupils will read the first statement, which is TRUE. Then the investigator will show that the mark (✓) should be put for TRUE sentences. Pupils will read the second sentence, which is FALSE. The investigator will show that the mark (X) should be put for FALSE sentences. Pupils will read the third FALSE statement. They will be asked which mark is to be indicated inside the box (X). Pupils will read the fourth TRUE sentence. They will be asked which mark is to be indicated inside the box (✓).

**Make sure FR understands the exercise before proceeding.**

**Read:** This exercise will be timed. You will have 4 minutes to complete as many sentences as you can. We do not expect you to finish all of them, so do not feel upset if you do not complete the exercise. Are you ready to begin?

1. **Do not ask the following question. Simply record your impressions.** Does the FR refuse to participate in the sentence reading test? (1=Yes, 2=No) |\_\_\_|

**If NO, skip to "TEST INSTRUCTIONS". If YES, continue.**

1a. **Do not ask the following question, simply record your impressions.** Why does FR refuse to participate in the test?

---

**Now fill out the "Survey Refusal Sheet" and skip to Section 7.2.**

**TEST INSTRUCTIONS:** Fill out box on the first (introductory) page of the "Sentence Reading" exam. Then, give test to FR and start timer. When timer goes off, collect test from FR and place in manila envelope of information to enter back at office.

2. **Do not ask the following questions. Simply record your impressions.** Was there any disturbance during the performance of the test? **Include presence of other people or if test takes place in a noisy area.** (1= Yes, 2= No) |\_\_\_|

2a. **If YES:** Describe disturbance. \_\_\_\_\_

## **SECTION 7.2. Arithmetic**

**Read:** This is a mathematics test that I would like you to undertake. The test consists of addition, subtraction, multiplication and division questions.

**Make sure FR understands the exercise.**

**Read:** I would like you to attempt all questions starting with the addition questions. If you cannot answer a question, leave it and continue with the following question. You will have 10 minutes to complete as many questions as you can. We do not expect you to finish all of them, so do not feel upset if you do not complete the entire sheet. Are you ready to begin?

1. **Do not ask the following question, simply record your impressions.** Does the FR refuse to participate in the arithmetic test? (1=Yes, 2=No) ☐

**If NO, skip to TEST INSTRUCTIONS. If YES, continue.**

1a. **Do not ask the following question, simply record your impressions.** Why does FR refuse to participate in the test?

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**Now fill out the “Survey Refusal Sheet” and skip to Section 7.3.**

**TEST INSTRUCTIONS:** Fill out box on the first (introductory) page of the “Math Test”. Then, give test to FR and start timer. When timer goes off, collect test from FR and place in manila envelope of information to enter back at office.

2. **While the respondent is taking the Math Test, this may be a good time to take a GPS reading outside. Do not ask the following questions, simply record your impressions.**

2a. Is this interview being performed at the respondent’s current residence, place of work, or school? (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 3.**

2b. Is this a good time to take a GPS reading? **When answering this question, take into consideration the safety of the area you are in, and what protocol dictates you should do with your netbook while you are taking the GPS reading.**

(1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 3.**

2c. Record the GPS reading here.

(i) Elevation m

(ii) N / S (Circle one) °.

(iii) E / W (Circle one) °.

3. **Do not ask the following questions. Simply record your impressions.** Was there any disturbance during the performance of the test? **Include presence of other people or if test takes place in a noisy area.** (1= Yes, 2= No) ☐

3a. **If YES:** Describe disturbance.

---

### SECTION 7.3. Raven's Tests

**A. Do not ask the following question, simply record your impressions.** Was the respondent surveyed in KLPS Round 2 (this information is in the Other Info section of the Tracking Sheet)?  
(1=Yes, 2=No)    ☐

**If YES, skip to Section 8.1. If NO, continue to administer test.**

**Read:** And now for the last short test I would like to give you. Here is a pattern with a piece missing. Below are six pieces, choose the one that completes the pattern.

Test A		Correct?			
1 (ex)	(1) (2) (3) <b>(4)</b> (5) (6)	Don't count			
2 (ex)	(1) (2) (3) (4) <b>(5)</b> (6)	Don't count			
3	<b>(1)</b> (2) (3) (4) (5) (6)				
4	(1) <b>(2)</b> (3) (4) (5) (6)				
Test B		Correct?	Test B (continued)		Correct?
1	(1) <b>(2)</b> (3) (4) (5) (6)		7	(1) (2) (3) (4) <b>(5)</b> (6)	
2	(1) (2) (3) (4) (5) <b>(6)</b>		8	(1) (2) (3) (4) (5) <b>(6)</b>	
3	<b>(1)</b> (2) (3) (4) (5) (6)		9	(1) (2) (3) <b>(4)</b> (5) (6)	
4	(1) <b>(2)</b> (3) (4) (5) (6)		10	(1) (2) <b>(3)</b> (4) (5) (6)	
5	<b>(1)</b> (2) (3) (4) (5) (6)		11	(1) (2) (3) <b>(4)</b> (5) (6)	
6	(1) (2) <b>(3)</b> (4) (5) (6)		12	(1) (2) (3) (4) <b>(5)</b> (6)	

13. **Do not ask the following question. Simply record your impressions.** Was there any disturbance during the performance of the tests? **Include presence of other people or if test takes place in a noisy area.** (1= Yes, 2= No)    ☐

13a. **If YES:** Describe disturbance. \_\_\_\_\_

-----**BREAK**-----

**At this time, give the FR a five minute break, along with a snack.**

## SECTION 8.1. Schooling History

A. **Do not ask the following question to the FR.** What was the last year we interviewed this respondent? ***This information can be found in the OTHER INFO section of the TRACKING SHEET.*** |\_|\_|\_|\_| (YYYY)

**Collect information on every year starting with the last year this respondent was surveyed (question A). Include ALL schooling in this table, whether primary, secondary, college or bible school, vocational training, or university.**

	1. Were you attending school at any time during [year]? (1=Yes, 2=No)  <b>If YES, continue across row. If NO, go to next row.</b>  <b>If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.</b>	2. What school did you attend in [year]?  <b>Write name of school. If more than one, take school where pupil completed the highest level of education that year.</b>  <b>If same as previous row, write "444", and skip to question 5.</b>	3. School ID?  <b>Use E1 codes</b>	4. Is this school public or private?  (1=Private, 2=Public)	5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr)  <b>Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.</b>	6. <b>If NO:</b> Why not?  <b>Use E2 codes</b>	7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify)  <b>If 1 or 2, continue to question 8.</b>  <b>If 3, 5, 6, or 7 skip to question 11.</b>  <b>If 4, skip to question 11b.</b>
(A) 1998	_	_____	_	_	_	_ _ _ _	_
(B) 1999	_	_____	_	_	_	_ _ _ _	_
(C) 2000	_	_____	_	_	_	_ _ _ _	_
(D) 2001	_	_____	_	_	_	_ _ _ _	_
(E) 2002	_	_____	_	_	_	_ _ _ _	_
(F) 2003	_	_____	_	_	_	_ _ _ _	_



	<p>1. Were you attending school at any time during [year]? (1=Yes, 2=No)</p> <p><b>If YES, continue across row. If NO, go to next row.</b></p> <p><b>If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.</b></p>	<p>2. What school did you attend in [year]?  <b>Write name of school. If more than one, take school where pupil completed the highest level of education that year.</b></p> <p><b>If same as previous row, write "444", and skip to question 5.</b></p>	<p>3. School ID?  <b>Use E1 codes</b></p>	<p>4. Is this school public or private?  (1=Private, 2=Public)</p>	<p>5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr)</p> <p><b>Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.</b></p>	<p>6. <b>If NO:</b> Why not?  <b>Use E2 codes</b></p>	<p>7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify)</p> <p><b>If 1 or 2, continue to question 8.</b></p> <p><b>If 3, 5, 6, or 7 skip to question 11.</b></p> <p><b>If 4, skip to question 11b.</b></p>
(G) 2004	_	_____	_	_	_	_ _ _	_
(H) 2005	_	_____	_	_	_	_ _ _	_
(I) 2006	_	_____	_	_	_	_ _ _	_
(J) 2007	_	_____	_	_	_	_ _ _	_
(K) 2008	_	_____	_	_	_	_ _ _	_
(L) 2009	_	_____	_	_	_	_ _ _	_
(M) 2010	_	_____	_	_	_	_ _ _	_
(N) 2011	_	_____	_	_	_	_ _ _	_
(O) 2012	_	_____	_	_	_	_ _ _	_

	<p>1. Were you attending school at any time during [year]? (1=Yes, 2=No)</p> <p><b>If YES, continue across row. If NO, go to next row.</b></p> <p><b>If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.</b></p>	<p>2. What school did you attend in [year]?  <b>Write name of school. If more than one, take school where pupil completed the highest level of education that year.</b></p> <p><b>If same as previous row, write "444", and skip to question 5.</b></p>	<p>3. School ID?  <b>Use E1 codes</b></p>	<p>4. Is this school public or private?  (1=Private, 2=Public)</p>	<p>5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr)</p> <p><b>Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.</b></p>	<p>6. <b>If NO:</b> Why not?  <b>Use E2 codes</b></p>	<p>7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify)</p> <p><b>If 1 or 2, continue to question 8.</b></p> <p><b>If 3, 5, 6, or 7 skip to question 11.</b></p> <p><b>If 4, skip to question 11b.</b></p>
(P) 2013	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>
(Q) 2014 (if apply)	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>
(R) 2015 (if apply)	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>	<div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	<div> <div></div> <div></div> </div>

**Fill in this table for any years that PRIMARY (1) or SECONDARY (2) were attended. Leave all other rows blank.**

	8. What standard / form were you during [year]?  <b>Use G6 codes</b>  <b>If more than one, take highest standard / form</b>	9. Is this the same standard / form you were in in [year before]?  (1=Yes, 2=No)	10. <b>If YES:</b> For what reason did you repeat the standard / form?  <b>Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.</b>
(A) 1998	_	_	_ / _  If other: _____
(B) 1999	_	_	_ / _  If other: _____
(C) 2000	_	_	_ / _  If other: _____
(D) 2001	_	_	_ / _  If other: _____
(E) 2002	_	_	_ / _  If other: _____
(F) 2003	_	_	_ / _  If other: _____
(G) 2004	_	_	_ / _  If other: _____
(H) 2005	_	_	_ / _  If other: _____
(I) 2006	_	_	_ / _  If other: _____
(J) 2007	_	_	_ / _  If other: _____
(K) 2008	_	_	_ / _  If other: _____
(L) 2009	_	_	_ / _  If other: _____
(M) 2010	_	_	_ / _  If other: _____
(N) 2011	_	_	_ / _  If other: _____
(O) 2012	_	_	_ / _  If other: _____

	<p>8. What standard / form were you during [year]?</p> <p><b>Use G6 codes</b></p> <p><b><i>If more than one, take highest standard / form</i></b></p>	<p>9. Is this the same standard / form you were in in [year before]?</p> <p>(1=Yes, 2=No)</p>	<p>10. <b><i>If YES:</i></b> For what reason did you repeat the standard / form?</p> <p><b><i>Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.</i></b></p>
(P) 2013	__	__	__ / __  If other: _____
(Q) 2014	__	__	__ / __  If other: _____
(R) 2015	__	__	__ / __  If other: _____

Fill in this table for any years that COLLEGE (3) BIBLE SCHOOL (4), VOCATIONAL TRAINING SCHOOL (5), UNIVERSITY (6), or OTHER (7) were attended. Leave all other rows blank.

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discip-line(s) was this training ?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discip-line or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURREN-TLY ENROLL-ED, skip to next discip-line or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(A) 1998	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(B) 1999	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training ?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(C) 2000	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(D) 2001	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training ?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(E) 2002	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(F) 2003	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(G) 2004	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(H) 2005	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>



	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training ?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(I) 2006	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(J) 2007	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(K) 2008	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(L) 2009	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training ?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<i>specify in FO comments</i>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(M) 2010	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(N) 2011	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training ?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(O) 2012	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(P) 2013	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

	<p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p>	<p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</b> Is this the same school and course you described when we spoke about last year / a previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p>	<p>12. For how long did you attend this training in total?</p> <p><b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p>	<p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training?</p> <p><b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)</p>	<p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p>	<p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<b>specify in FO comments</b>)</p>	<p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current -ly enrolled</p> <p><b>If NO or CURRENTLY ENROLLED, skip to next discipline or year.</b></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p>
(Q) 2014 (if apply)	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>
(R) 2015 (if apply)	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. Num: <input type="text"/> Unit: <input type="text"/> ii. Num: <input type="text"/> Unit: <input type="text"/> iii. Num: <input type="text"/> Unit: <input type="text"/>	i. Ksh <input type="text"/> per <input type="text"/> ii. Ksh <input type="text"/> per <input type="text"/> iii. Ksh <input type="text"/> per <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> i. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>	i. <input type="text"/> ii. <input type="text"/> iii. <input type="text"/>

**BEFORE CONTINUING TO NEXT QUESTION, BE SURE THE FIRST TABLE IN THIS SECTION HAS BEEN COMPLETED.**

**IF FR NEVER ATTENDED SECONDARY SCHOOL, skip to question 22. IF FR ATTENDED SECONDARY SCHOOL, continue.**

18. Did you ever attend a mixed secondary school? (1=Yes, 2=No)

**If NO, skip to question 20. If YES, continue.**

19. Did you ever attend a single-sex secondary school? (1=Yes, 2=No)

20. Did you ever board (live) at secondary school? (1=Yes, 2=No)

**If NO, skip to the instructions before question 22. If YES, continue.**

21. Were you ever a day-scholar at secondary school? (1=Yes, 2=No)

**If COMPLETED FORM 4, skip to question 23. If CURRENTLY IN SECONDARY SCHOOL, skip to question 25. If CURRENTLY IN PRIMARY SCHOOL, skip to question 27. If DID NOT FINISH FORM 4 AND IS NOT IN SCHOOL, continue.**

22. Why did you not continue with your schooling? **List up to 3. Use E2 codes.**

A) Reason 1:  Other:

B) Reason 2:  Other:

C) Reason 3:  Other:

**If FR COMPLETED PRIMARY SCHOOL BUT NOT FORM 4, skip to question 25. If FR DID NOT COMPLETE PRIMARY SCHOOL, skip to question 27. Otherwise, continue.**

	Codes	Answer
23. In which country did you complete Form 4? <b>If KENYA or UGANDA, continue. Otherwise, skip to question 25.</b>	<b>Use G1 codes</b>	<input type="text"/> Other: <input type="text"/>
24. <b>If schooled in KENYA:</b> What was your most recent KCSE grade? <b>If schooled in UGANDA:</b> What was your most recent UCE division? <b>(For Uganda, answer must be division I, II, III, or IV)</b>	99=DK 88=didn't take exam 77=results not out	<b>If Kenya:</b> (A) <input type="text"/> <b>Use E3 codes</b> <b>If Uganda:</b> (B) Division <input type="text"/>
25. Did you receive calling letters from any secondary schools? <b>If NO, skip to question 26. If YES, continue.</b>	1=Yes, 2=No	<input type="text"/>
25a. Which schools? <b>List up to 3.</b>	<b>Use E1 codes</b>	(A) <input type="text"/> Other: <input type="text"/> (B) <input type="text"/> Other: <input type="text"/> (C) <input type="text"/> Other: <input type="text"/>

26. In which country did you complete primary school? <b>If KENYA or UGANDA, continue. Otherwise, skip to question 27.</b>	<b>Use G1 codes</b>	__  Other: _____
26a. <b>If schooled in KENYA:</b> What was your most recent KCPE score? <b>If schooled in UGANDA:</b> What was your most recent PLE division? <b>(For Uganda, answer must be division I, II, III or IV)</b>	9999=DK 8888= didn't take exam 7777=results not out	<b>If Kenya:</b> (A)  __  out of (B)  __  total <b>If Uganda:</b> (C) / Division  __
27. To the best of your knowledge, what was your class position during third term last year (or: the last year you were in school)? <b>If FR cannot remember (or schooled in Uganda), probe for estimate. If FR still cannot estimate, use 999=Don't Know.</b>	999=DK	Position: (A)  __  out of (B)  __

**Check tracking sheet to determine whether individual was part of the Vocational Training Project (under Program Info section). See "Voucher Treatment" entry. If he / she was part of the PUBLIC-ONLY or UNRESTRICTED GROUP on the project, continue. If he / she was part of the NO VOUCHER GROUP, skip to question 29. Otherwise, skip to question 39.**

28. Did we award you a voucher? (1=Yes, 2=No) |\_\_|

29. Did you attend vocational education training? (1=Yes, 2=No) |\_\_|  
**If YES, skip to question 30. If NO, continue.**

29a. Why not? **Use E5 codes** |\_\_| Other: \_\_\_\_\_  
**Skip to question 39.**

30. If you could go back in time to the date when you enrolled in this vocational training institution, would you enroll in the same institution or a different one? **If FR enrolled in multiple institutions, ask them to consider the first one.** (1=Same, 2=Different) |\_\_|  
**If SAME, skip to question 33. If DIFFERENT, continue.**

31. What institution would you choose? **Use E1 codes** |\_\_| Other: \_\_\_\_\_

31a. **If Voc-Ed Voucher Treatment (on Program Info section of Tracking Sheet) is PUBLIC-ONLY and the school named in question 31 is not public, ask:** What public institution would you choose? **Use E1 codes**  
|\_\_| Other: \_\_\_\_\_

32. Why would you choose a different institution? **Use E8 codes** |\_\_| / |\_\_| / |\_\_| / |\_\_|  
Other: \_\_\_\_\_

33. If you could go back in time to the date when you enrolled in this course, would you enroll in the same course or a different one? (1=Same, 2=Different) ☐ **If FR took multiple courses, ask them to consider the first one.**

**If SAME, skip to question 36. If DIFFERENT, continue.**

34. What course would you choose? **Use E7 codes** ☐ Other: \_\_\_\_\_

35. Why would you choose a different course? **Use E9 codes** ☐ ☐ ☐ ☐  
Other: \_\_\_\_\_

36. On a typical day, how many minutes does / did it take you to get to school from where you normally stay / stayed? ☐ minutes

37. On a typical day, what mode(s) of transportation do / did you use? ☐ / ☐ / ☐ / ☐  
Other: \_\_\_\_\_  
1=Walking 5=Taxi  
2=Boda 6=None  
3=Own bike 7=Other (specify)  
4=Matatu

38. On a typical day, how much do / did you spend on transportation? (99=DK) ☐  
Currency if NOT Kenyan shillings (**use G12 codes**): ☐ Other: \_\_\_\_\_

39. Do you think you might ever seek (additional) education of any sort? (1=Yes, 2=No) ☐  
**If YES, continue. If NO, skip to question 40.**

39a. What type of education? (1=Primary school, 2=Secondary school, 3=Vocational training, 4=College or University, 5=Other (specify)) ☐ Other: \_\_\_\_\_  
**If VOCATIONAL TRAINING, COLLEGE OR UNIVERSITY, continue. OTHERWISE, skip to question 40.**

39b. In what course / field? **Use E7 codes.** ☐ Other: \_\_\_\_\_

40. Did you ever receive any other training that we haven't talked about yet? **Probe:** Such as informal training somewhere? **If yes and there are multiple other trainings, ask the FR to discuss the training that is most important to them.** (1=Yes, 2=No) ☐  
**If YES, continue. If NO, skip to Section 8.2.**

40a. What was this training for? (**i.e., tailoring**) \_\_\_\_\_

40b. Where did it take place? (**i.e., FR's aunt's tailoring shop**) \_\_\_\_\_

40c. In what year(s) did it take place? (**i.e., 2007-2008**) \_\_\_\_\_

40d. How long did it last? (**i.e. 6 months**) \_\_\_\_\_

40e. How much was paid for this training? **Prompt for Ksh amount for entire training.**  
\_\_\_\_\_



## SECTION 8.2. School Attitudes

**Read:** In the next section, I want to know your feelings about education. I will read some sentences and then ask you whether you agree or disagree with them.

<b>Possible responses for the following questions are:</b> 1=Completely agree; 2=Agree somewhat; 3=Disagree somewhat; 4=Completely disagree.	
1. Education helped / will help me to earn money. <b>Note: This statement refers to education in general.</b>	__
2. Children learn a lot more in private primary schools than in public primary schools today. <b>Note: This statement refers to children in general, not necessarily the FR's own children.</b>	__
<b>Prompt:</b> The following statements refer to your own children. Even if you don't have children, imagine how you think you will feel if and / or when you do have children of your own.	
3. If my child were offered a good job before completing primary school, I would let him / her take it.	__
4. If my daughter had the opportunity to marry before completing primary school, I would allow her.	__

5. What is the highest level of schooling that you would like your children to achieve? |\_\_|

**FR should consider this question even if he / she does not yet have any children.**

1= Some primary school

5= College

2= Complete primary school

6= University

3= Some secondary school

7= A degree higher than college or university

4= Complete secondary school

6. Of course it is impossible to know the future, but realistically, what is the highest level of schooling you think any of your children will reach? |\_\_|

**FR should consider this question even if he / she does not yet have any children.**

1= Some primary school

7= A degree higher than college or university

2= Complete primary school

99=DK (should only be used if FR doesn't have children yet and refuses to estimate)

3= Some secondary school

4= Complete secondary school

5= College

6= University

**Read:** For each of the following pairs of statements, tell me which statement is closest to your view. Choose Statement A or Statement B.

**Possible responses:**

1 = Agree very strongly with A

**DO NOT READ Option 5 or DK:**

2 = Agree with A

5 = Agree with neither

3 = Agree with B

99 = Don't know

4 = Agree very strongly with B

**Probe:** Do you agree very strongly?

7. A. Children can be disciplined by any adult. |\_\_|  
B. Children should only be disciplined by their parents
8. A. Parents should never be criticized by children. |\_\_|  
B. Children should point out when parents are wrong.

### **SECTION 8.3. Vocational Education Attitudes**

**A. Do not ask the following question, simply record your impressions.** Was the respondent part of the vocational training project sample (this information is in the Program Info section of the Tracking Sheet)? (1=Yes, 2=No) ☐

**If NO, skip to Section 9.1. If YES, continue.**

**Read:** Now I would like to ask you some questions about earnings and education. When I refer to vocational and technical training, I mean both traditional industrial trades taught at local polytechnics like mechanics, tailoring, building, driving, computer, hairdressing and beauty, secretarial, etc. and any other trade specific trainings that are not normally offered at local polytechnics, like business administration and storekeeping.

1. Think of people of your age in this community who HAVE NOT finished secondary school and HAVE NOT attended vocational training. Out of 10 in your community, how many do you think have a job? (999=DK)

**If ZERO, skip to question 2.**

1a. Of those who have a job, how much do you think they earn on average in a month?

Amount (99=DK):

Currency if NOT Kenyan shillings (**use G12 codes**):  Other:

2. Now think of people of your age in this community who HAVE NOT finished secondary school but HAVE attended vocational training. Out of 10 in your community, how many do you think have a job? (999=DK)

**If ZERO, skip to question 3.**

2a. Of those who have a job, how much do you think they earn on average in a month?

Amount (99=DK):

Currency if NOT Kenyan shillings (**use G12 codes**):  Other:

3. Now think of people of your age in this community who HAVE finished secondary school but HAVE NOT attended vocational training. Out of 10 in your community, how many do you think have a job? (999=DK)

**If ZERO, skip to the directions and statement before question 4.**

3a. Of those who have a job, how much do you think they earn on average in a month?

Amount (99=DK):

Currency if NOT Kenyan shillings (**use G12 codes**):  Other:

**Check "Voucher Treatment" entry on tracking sheet. If FR was part of the PUBLIC-ONLY or UNRESTRICTED GROUP on the project AND attended a vocational training institution (which was asked about in Section 8.1), continue. Otherwise, skip to Section 9.1.**

**Read:** Now I would like to ask you a few questions about any internships, attachments or jobs you found with assistance from your vocational training institution.

4. Did your vocational training institution attempt to organize an internship or attachment for you? (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 5.**

4a. Did you participate in an internship / attachment organized by your vocational training institution? (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 5.**

4b. How many hours did you spend at this internship / attachment in total? **If FR participated in more than one attachment, ask about the most recent one. If FR is still working at this attachment, ask how many hours have been spent there so far.**  hours

4c. Did you obtain paid employment at this place where you performed the internship / attachment after you finished your vocational training course? (1=Yes, 2=No, 3=Haven't yet finished course / attachment) ☐

**If NO, continue. If YES or HAVEN'T YET FINISHED COURSE / ATTACHMENT, skip to Section 9.1.**

4d. Did your vocational training institution attempt to help you to find paid employment elsewhere after you completed your training? (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to Section 9.1.**

4e. Did you work at a job arranged by your vocational training institution after you completed your training? (1=Yes, 2=No) ☐

**Skip to Section 9.1.**

5. Did your vocational training institution attempt to help you to find paid employment after you completed your training? (1=Yes, 2=No, 3=Haven't yet completed training) ☐

**If YES, continue. If NO or HAVEN'T YET COMPLETED TRAINING, skip to Section 9.1.**

5a. Did you work at a job arranged by your vocational training institution after you completed your training? (1=Yes, 2=No) ☐

## SECTION 9.1. Farming and Agriculture

**Read:** We would now like to discuss the agricultural or pastoral activities that you and other members of your household perform.

1. Do members of your household perform any agricultural or pastoralist activities for yourselves? (1=Yes, 2=No) ☐
- Recall that FRs in boarding school count as a 1-person household. Live-in house help and live-in guards count as 1-person households unless they have a spouse or dependents living with them (in which case those individuals should also be included).**
- Fish ponds count. However, lake and river fishing are either a business (Sec. 9.2) or a job (Sec. 9.3).**
- IF YES, proceed to question 2. IF NO, skip to Section 9.2.**

**Fill in the table by proceeding across for question 2, then down each column.**

Questions	Codes	A: Current Activity #1	B: Current Activity #2	C: Current Activity #3	D: Current Activity #4
2. What are the agricultural or pastoralist activities that members of your household perform? <b>List up to 4 agricultural or pastoralist activities. Start with agriculture if the household performs it. Otherwise, start with the activity that the FR considers to be most important. "Tree planting" counts as agriculture (ignore trees that are planted solely for shade). If LIVESTOCK or POULTRY, skip to question 5. OTHERWISE, continue.</b>	1=Agriculture 2=Livestock farming 3=Poultry 4=Fish pond 5=Other (specify)	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
3. What is the total size of the land you used for this activity in the last 12 months? <b>If AGRICULTURE, continue. OTHERWISE, skip to question 5.</b>	<b>1 Hectare ≈ 2.5 Acres</b>	<input type="text"/> . <input type="text"/> acres	<input type="text"/> . <input type="text"/> acres	<input type="text"/> . <input type="text"/> acres	<input type="text"/> . <input type="text"/> Acres
4. What crops have you grown in the last 12 months? <b>List the ten most important crops if there are more than 10 total. Include both fruit bearing and non-fruit bearing trees as long as they are not planted solely for shade purposes.</b>	<b>Use F1 codes</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Other: _____ _____ _____	--	--	--

Questions	Codes	A: Current Activity #1	B: Current Activity #2	C: Current Activity #3	D: Current Activity #4
5. Are you the main decision-maker for this activity? <b>If NO, continue. If YES, go to question 6.</b>	1=Yes, 2= No	_ /	_ /	_ /	_ /
5a. What is your relationship to the main decision-maker? <b>Ex: If DM is FR's uncle, enter uncle, not nephew.</b>	<b>Use G4 codes</b>	_ / Other: _____	_ / Other: _____	_ / Other: _____	_ / Other: _____
6. Did you sell any of the output from this activity in the last 12 months? <b>If YES, continue. If NO, go to question 7.</b>	1=Yes, 2=No, 99=DK	_ /	_ /	_ /	_ /
6a. How much did you receive in total in sales from this activity during the last 12 months? <b>If agriculture, include all crops, fruits and vegetables sold.</b>	99=DK <b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  _ / Other: _____	Amount:  ____  Currency if NOT Ksh:  _ / Other: _____	Amount:  ____  Currency if NOT Ksh:  _ / Other: _____	Amount:  ____  Currency if NOT Ksh:  _ / Other: _____
<b>If the total is KSh 40,000 or more AND the answer to question 5 is YES: Don't fill in the rest of Section 9.1 for this activity. Return to question 2 and fill in any remaining columns in Section 9.1. Then skip to Section 9.2, mark "yes" for question 1 and fill in the table beginning with the KSh 40,000+ agricultural activity. OTHERWISE, continue to question 7 for this activity.</b>					
7. How many hours did you work in total in this business / activity in the last 7 days?		____  hours	____  hours	____  hours	____  hours
8. In total, how many people worked on this activity over the last 12 months? <b>Include both household members and non-household members, and the FR, if applicable.</b>	99=DK	____	____	____	____
9. How many hours did members of your household – not including you – work in this business/activity in the last 7 days?	99=DK	____  hours	____  hours	____  hours	____  hours
10. In total, how many workers from outside the household (e.g. casual workers) to work on this activity did you hire during the last 12 months? <b>Count casual workers that worked part-time as well. Count each worker once. If ZERO, skip to question 13.</b>	99=DK	_ /	_ /	_ /	_ /

Questions	Codes	A: Current Activity #1	B: Current Activity #2	C: Current Activity #3	D: Current Activity #4
11. How many hours did workers from outside the household work in this business / activity during the last 7 days?	99=DK	____  hours	____  hours	____  hours	____  hours
12. How much did you spend on salaries for workers from outside the household in this business or activity during the last 12 months? <i>If payment is in kind, ask to estimate in shillings.</i>	99=DK <b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____
13. How much did you spend on tools, machinery and animal medicine <u>for this activity</u> during the last 12 months? For example on plows, machetes, hoes, rental of tractors, etc. <i>If unsure, FR can estimate.</i>	99=DK; <b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____
14. Did you receive any instruction from an agricultural extension worker for this activity during the last 12 months?	1=Yes, 2= No	____	____	____	____

**If ANOTHER ACTIVITY was entered, return to question 2 and fill in the next column. If NOT, continue to the statement below.**

**Read:** Now I want to ask you more specifically about the crops that you mentioned earlier.

**Fill in the table by filling in any crop listed for question 4. If no crops listed, skip to Section 9.2.**

	15. Crop  <b>Use F1 codes</b>	16. During the last 12 months, how much did you produce?  (99=DK)  <b>If 0, skip to question 19. OTHERWISE, continue.</b>	17. Did you sell any of the output from this crop in the last 12 months?  <b>If YES, cont. ELSE, skip to question 19.</b>	18. During the last 12 months, how much did you sell?  <b>Try to get valuation both in amount of crop (i), and in Ksh (ii).</b>	19. In the last 12 months did you use any of the following for this crop: a. Fertilizer b. Irrigation c. Improved / hybrid seeds d. Formal agricultural insurance	20. Have you experienced any crop destruction in the past 12 months?	21. How much land (in acres) did you devote to farming this crop in the past 12 months? <b>For tree crops, count the trunks plus the area between them. If it is too difficult to estimate, enter DK.</b>	21b. In the past 12 months, did you plant any other crops on the land devoted to farming this crop? (ie, intercropping or crop rotation)  <b>Skip to next crop. If last, go to Sec. 9.2.</b>		
		AMT	UNIT <b>F7 codes</b>	(1=Yes, 2=No)	AMT	UNIT <b>F7 codes</b>	(1=Yes, 2=No)	(1=Yes, 2=No)	<b>1 Hectare ≈ 2.5 Acres</b>	(1=Yes, 2=No)
Crop 1	_	_ _	_  _____	_	i.____ ii.____	_   _01_	a.  _  c.  _  b.  _  d.  _	_	_ _ . _  acres	_
Crop 2	_	_ _	_  _____	_	i.____ ii.____	_   _01_	a.  _  c.  _  b.  _  d.  _	_	_ _ . _  acres	_
Crop 3	_	_ _	_  _____	_	i.____ ii.____	_   _01_	a.  _  c.  _  b.  _  d.  _	_	_ _ . _  acres	_
Crop 4	_	_ _	_  _____	_	i.____ ii.____	_   _01_	a.  _  c.  _  b.  _  d.  _	_	_ _ . _  acres	_
Crop 5	_	_ _	_  _____	_	i.____ ii.____	_   _01_	a.  _  c.  _  b.  _  d.  _	_	_ _ . _  acres	_
Crop 6	_	_ _	_  _____	_	i.____	_  _____	a.  _  c.  _	_	_ _ . _  acres	_

	15. Crop  <b>Use F1 codes</b>	16. During the last 12 months, how much did you produce?  (99=DK)  <b>If 0, skip to question 19. OTHERWISE, continue.</b>	17. Did you sell any of the output from this crop in the last 12 months?  <b>If YES, cont. ELSE, skip to question 19.</b>	18. During the last 12 months, how much did you sell?  <b>Try to get valuation both in amount of crop (i), and in Ksh (ii).</b>	19. In the last 12 months did you use any of the following for this crop: a. Fertilizer b. Irrigation c. Improved / hybrid seeds d. Formal agricultural insurance	20. Have you experienced any crop destruction in the past 12 months?	21. How much land (in acres) did you devote to farming this crop in the past 12 months? <b>For tree crops, count the trunks plus the area between them. If it is too difficult to estimate, enter DK.</b>	21b. In the past 12 months, did you plant any other crops on the land devoted to farming this crop? (ie, intercropping or crop rotation)  <b>Skip to next crop. If last, go to Sec. 9.2.</b>		
		AMT	UNIT <b>F7 codes</b>	(1=Yes, 2=No)	AMT	UNIT <b>F7 codes</b>	(1=Yes, 2=No)	(1=Yes, 2=No)	<b>1 Hectare ≈ 2.5 Acres</b>	(1=Yes, 2=No)
					ii. ____	<u>01</u>	b. ____ d. ____			
Crop 7	____	____	____	____	i. ____	____	a. ____ c. ____	____	____.____ acres	____
					ii. ____	<u>01</u>	b. ____ d. ____			
Crop 8	____	____	____	____	i. ____	____	a. ____ c. ____	____	____.____ acres	____
					ii. ____	<u>01</u>	b. ____ d. ____			
Crop 9	____	____	____	____	i. ____	____	a. ____ c. ____	____	____.____ acres	____
					ii. ____	<u>01</u>	b. ____ d. ____			
Crop 10	____	____	____	____	i. ____	____	a. ____ c. ____	____	____.____ acres	____
					ii. ____	<u>01</u>	b. ____ d. ____			

22. **Do not ask the following question, simply recording your impressions.** Were the monetary values given in this table on crop sales valued in Kenyan shillings? (1=Yes, 2=No) \_\_\_\_

22a. **If NO: List currency used for responses on crop sales. (use G12 codes):** \_\_\_\_ Other: \_\_\_\_\_



## SECTION 9.2. Self-Employment: Current and History

1. Other than in farming, are you currently self-employed or running a business to earn a living? (1=Yes, 2=No)

**If YES, continue. If NO, skip to question 17a.**

**Read:** Now I would like to learn about each of the current businesses you are running or the activities you are performing while self-employed, starting with your current most important self-employment position.

**Ask the FR to think of their current businesses, in either agriculture or other industries. Fill in the table by proceeding across for question 2, then down each column.**

Questions	Codes	A: Current Primary Business	B: Current Business #2	C: Current Business #3
2. In what industry is this business? <b>List for all businesses or activities.</b>	<b>Use F2 codes</b>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
3. How many hours did you work in total in this business in the last 7 days?		<input type="text"/> hours	<input type="text"/> hours	<input type="text"/> hours
4. In the last 12 months, how many months did you work in this business?		<input type="text"/> months	<input type="text"/> months	<input type="text"/> months
5. How many workers are you currently employing? <b>Do not include the FR. If NOT ZERO, continue. If ZERO, skip to question 6.</b>		<input type="text"/>	<input type="text"/>	<input type="text"/>
5a. How many of these workers live in your household?		<input type="text"/>	<input type="text"/>	<input type="text"/>
5b. In the last month, what was the total amount of salary or wages paid to all workers?	<b>For currency use G12 codes</b>	Amount: <input type="text"/> Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>	Amount: <input type="text"/> Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>	Amount: <input type="text"/> Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>
6. What were your total earnings (money in only – do not subtract any expenses) from this business in the: 6a. Last month? 6b. Last 12 months? Here we mean the amount you received from this business for sales & services provided before subtracting any expenses for payment of workers, or purchase of inputs, personal, or family items. <b>If unsure, FR can estimate.</b>	<b>For currency use G12 codes</b>	a. Amount: <input type="text"/>  Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>  b.Amount: <input type="text"/>  Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>	a. Amount: <input type="text"/>  Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>  b.Amount: <input type="text"/>  Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>	a. Amount: <input type="text"/>  Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>  b.Amount: <input type="text"/>  Currency if NOT Ksh: <input type="text"/> Other: <input type="text"/>

Questions	Codes	A: Current Primary Business	B: Current Business #2	C: Current Business #3
<p><b>Read:</b> I'd like to remind you that the data we collect here is entirely confidential, and will not be reported to the authorities.</p> <p>7. Is the business licensed with the local authority?  <b>If NO, skip to question 10. ELSE, continue.</b></p>	1=Yes, 2=No	__	__	__
<p>8. Is the business name registered with the government?  <b>If NO, skip to question 10. ELSE, cont.</b></p>	1=Yes, 2=No	__	__	__
<p>9. Is the business registered as a limited company?</p>	1=Yes, 2=No	__	__	__
<p>10. What was your total profit from this business in the:  10a. Last month?  10b. Last 12 months?  Here we mean the amount you received after paying for expenses for this business, including hired workers, money for household members who helped, purchase of goods for sale or for inputs, such as raw materials, fuel, and electricity, but before purchasing personal items for yourself or your household.  <b>If unsure, FR can estimate.</b></p>	<p><b>For currency use G12 codes</b></p>	<p>a. Amount:  ____    Currency if NOT Ksh:  __   Other: _____   b.Amount:  ____    Currency if NOT Ksh:  __   Other: _____</p>	<p>a. Amount:  ____    Currency if NOT Ksh:  __   Other: _____   b.Amount:  ____    Currency if NOT Ksh:  __   Other: _____</p>	<p>a. Amount:  ____    Currency if NOT Ksh:  __   Other: _____   b.Amount:  ____    Currency if NOT Ksh:  __   Other: _____</p>
<p>11. In what month and year did you start, purchase, or gain control of this business? <b>If unsure, FR can estimate.</b></p>	(MM/YYYY)	_ _ / _ _ _ _	_ _ / _ _ _ _	_ _ / _ _ _ _

Questions	Codes	A: Current Primary Business	B: Current Business #2	C: Current Business #3
12. How much did you have to invest in order to start, purchase or gain control of this business? <b>Include all monetary assistance that others contributed to allow FR to start this business.</b> <b>If ZERO, skip to question 14.</b>	0 = Business was inherited or transferred for free (gift) <b>For currency use G12 codes</b>	Amount:  ____   Currency if NOT Ksh:  ____  Other: _____	Amount:  ____   Currency if NOT Ksh:  ____  Other: _____	Amount:  ____   Currency if NOT Ksh:  ____  Other: _____
13. How did you obtain the resources you initially invested in this business? <b>List the main source.</b>	1= Own savings 2= Loan from relatives 3= Gift from relatives 4= Loan from friends 5= Gift from friends 6= Bank loan 7= Merry-go-round 8= SACCO 9= Other ( <b>specify</b> )	a ____  (1,2, 3, etc)  Other: _____  <b>If “2”, “3”, “4” or “5”, specify using G4 codes:</b>  b ____   Other: _____	a ____  (1,2, 3, etc)  Other: _____  <b>If “2”, “3”, “4” or “5”, specify using G4 codes:</b>  b ____   Other: _____	a ____  (1,2, 3, etc)  Other: _____  <b>If “2”, “3”, “4” or “5”, specify using G4 codes:</b>  b ____   Other: _____
14. Do you own the premises of your business? <b>If NO, cont. If YES or MY BUSINESS HAS NO PREMISES, go to question 15.</b>	1=Yes, 2=No, 3=My business has no premises <b>(ancestral home=1; for fisherman, do they own their boat?)</b>	____	____	____
14a. How much do you pay for rent per month?	<b>For currency use G12 codes</b>	Amount:  ____   Currency if NOT Ksh:  ____  Other: _____	Amount:  ____   Currency if NOT Ksh:  ____  Other: _____	Amount:  ____   Currency if NOT Ksh:  ____  Other: _____
15. Last month, how much did you spend, in this business, on: a. NSSF / Health insurance? b. Electricity and water? ( <b>from all sources</b> ) c. Insurance? ( <b>exclude health insurance since that is already captured in part a</b> ).	99 = DK <b>For currency use G12 codes</b>	a. Ksh  ____   b. Ksh  ____   c. Ksh  ____	a. Ksh  ____   b. Ksh  ____   c. Ksh  ____	a. Ksh  ____   b. Ksh  ____   c. Ksh  ____

Questions	Codes	A: Current Primary Business	B: Current Business #2	C: Current Business #3
d. Interest payments? e. Purchases of goods for resale? f. Purchases of inputs ( <i>i.e., raw materials</i> )? g. Repairs / maintenance, or rental of equipment? h. Licenses and taxes? i. Additional payments to government officials, police or other authorities in order to do business? ( <i>i.e., bribes - but don't use that word</i> ) j. Security? ( <i>monthly costs only, like guards, maintaining fences, etc</i> ) k. Other operating costs, excluding salaries, wages, and rent? (i.e. advertising, transportation)	99 = DK <b>For currency use G12 codes</b>	d. Ksh  _____  e. Ksh  _____  f. Ksh  _____  g. Ksh  _____  h. Ksh  _____  i. Ksh  _____  j. Ksh  _____  k. Ksh  _____  Currency if NOT Ksh:  _____  Other: _____	d. Ksh  _____  e. Ksh  _____  f. Ksh  _____  g. Ksh  _____  h. Ksh  _____  i. Ksh  _____  j. Ksh  _____  k. Ksh  _____  Currency if NOT Ksh:  _____  Other: _____	d. Ksh  _____  e. Ksh  _____  f. Ksh  _____  g. Ksh  _____  h. Ksh  _____  i. Ksh  _____  j. Ksh  _____  k. Ksh  _____  Currency if NOT Ksh:  _____  Other: _____
16. Have you experienced any vandalism or theft from your business in the last 12 months?	1=Yes, 2=No	a.  _____  explain: _____ b. Value of lost / damaged items: Amount:  _____  Currency if NOT Ksh  _____  Other: _____		

**If there is ANOTHER BUSINESS OR ACTIVITY, return to question 2 and fill in the next column. If NOT, skip to question 17a.**

17a. **Do not ask the following question to the FR.** What was the last year we interviewed this respondent? **This information can be found in the OTHER INFO section of the TRACKING SHEET.** |\_\_|\_\_|\_\_|\_\_| (YYYY)

17b. Since January [YEAR OF LAST INTERVIEW], have you ever closed, sold or transferred control of a business? (1=Yes, 2=No) |\_\_\_\_\_|  
**If NO, skip to question 27. If YES, continue.**

**Read:** I would like to learn about the history of businesses you have closed, sold or transferred control of since January [YEAR OF LAST INTERVIEW]. **Fill in the table by proceeding across for question 18, then down each column.**

Questions	Codes	A: Former Business #1	B: Former Business #2	C: Former Business #3
18. In what year did you most recently close, sell or transfer control of a business? <b>List relevant year for each business closed, sold or transferred.</b>	(YYYY)	_ _ _	_ _ _	_ _ _
19. Did you close, sell or transfer control of the business? <b>If SOLD, continue. If TRANSFERRED, skip to 19b. If CLOSED, skip to question 20.</b>	1 = Close 2 = Sell 3 = Transfer control (including transfer control for free)	_	_	_
19a. For what amount did you sell the business?	<b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____
19b. To whom did you transfer or sell the business?	<b>Use G4 codes</b>	_  Other: _____	_  Other: _____	_  Other: _____
20. Why did you choose to close, sell or transfer control of your business? <b>List up to 3.</b>	<b>Use F3 codes</b>	_   _ _  Other: _____	_   _ _  Other: _____	_   _ _  Other: _____
21. In what industry was this business?	<b>Use F2 codes</b>	_  Other: _____	_  Other: _____	_  Other: _____
22. In the typical month you had this business, what was the total profit, in shillings?	<b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____
23. What were your total earnings (money in only – do not subtract expenses) from this business in the typical month that you had it?	<b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____
24. What were your total costs (including wages to workers, rent, and all other costs) associated with this business in the typical month that you had it?	<b>For currency, use G12 codes.</b>	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____	Amount:  ____  Currency if NOT Ksh:  ____  Other: _____

Questions	Codes	A: Former Business #1	B: Former Business #2	C: Former Business #3
25. In the typical month, how many employees did you have in the business at any one time?		_	_	_
26. In what month and year did you start, purchase or gain control of this business?	(MM/YYYY)	_ _ / _ _ _ _	_ _ / _ _ _ _	_ _ / _ _ _ _

**If ANOTHER CLOSED / SOLD / TRANSFERRED BUSINESS entered, return to question 2 and fill in next column. If NOT, continue.**

**27. If individual is not currently running their own business, ask:** Would you want to start your own business in the next five years?  
(1=Yes, 2=No) |\_|

**If YES, continue. If NO or you did not ask this question, skip to the statement before question 28.**

**27a. Please tell me the main reasons why you have not yet started a business. Use codes provided below. List up to 3.**

|\_|\_|/|\_|\_|/|\_|\_| Other: \_\_\_\_\_

1=Lack of skills

2=Lack of certificate

3=Lack of work experience

4=Lack of formal entrepreneurial training

5=Lack of credit/start-up capital / materials

6=Lack of profitable idea

7=Lack of good business sense, or not a natural business person

8=Other (specify)

9=Pregnancy / childcare

10=In school

**27b. If “lack of credit / start up capital / materials” is listed, ask:** How much funding would you need to start your own business?

|\_|\_|\_|\_| Ksh

**27c. Now I would like to ask you about a hypothetical scenario. If you were to receive Ksh 20,000 with no conditions on how to spend that money and you did not have to pay it back, what would you do with it? Do not read possible responses, simply mark all that apply. Write any additional responses in the “other” blank.**

|\_|\_| 1 = Start a small business

|\_|\_| 2 = Buy tools

|\_|\_| 3 = Rent a shop / workspace

|\_|\_| 4 = Buy materials

|\_|\_| 5 = Pay off a loan or debt

|\_|\_| 6 = Save it

|\_|\_| 7 = Build a house

|\_|\_| 8 = Obtain training

|\_|\_| 9 = Pay school fees (for children/others)

|\_|\_| 10 = Other (specify) \_\_\_\_\_

|\_|\_| 99 = Don't know (no responses)

**Read:** Now I would like to ask you about the things which would seem to you, personally, to be the biggest problems or constraints for people owning their own businesses. Here are some of the things some people think are constraints to owning their own businesses:

- 1= Infrastructure (e.g. electricity, water, reliability of phone or internet networks)
- 2= Credit or start up capital
- 3= Finding labor
- 4= Corruption
- 5= Government policies

- 6= Lack of market
- 7= Insecurity (theft)
- 8= Other (specify)
- 10= Borrowers / customers won't pay
- 11= Poor management

28. Regardless of whether you actually own your own business, which one do you, personally, see as the biggest constraint or problem for people owning their own businesses?  **If OTHER, continue. OTHERWISE, skip to question 29.**

28a. Describe \_\_\_\_\_

29. What do you see as the second biggest constraint?  (**Do not list this as an option:** 9=no second constraint)

**If OTHER, continue. OTHERWISE, skip to question 30.**

29a. Describe \_\_\_\_\_

30. **Read:** Now I would like to know whether you agree or disagree with some statements about entrepreneurs. Remember an entrepreneur is someone who starts or runs their own business.

**Possible responses:** 1= Agree very strongly, 2= Agree somewhat, 3= Disagree somewhat, 4= Disagree very strongly

- |   |                      |
|---|----------------------|
| 30a. Entrepreneurs create jobs.                                   | <input type="text"/> |
| 30b. Entrepreneurs provide goods and services that people need.   | <input type="text"/> |
| 30c. Kenya needs more entrepreneurs.                              | <input type="text"/> |
| 30d. Entrepreneurs do more harm than good.                        | <input type="text"/> |
| 30e. Entrepreneurs are more efficient than the government.        | <input type="text"/> |
| 30f. Entrepreneurs exploit poor workers.                          | <input type="text"/> |
| 30g. Friends respect someone who started his or her own business. | <input type="text"/> |
| 30h. Kenyans are very innovative.                                 | <input type="text"/> |
| 30i. People who have built wealth are resented.                   | <input type="text"/> |

### SECTION 9.3. Employment: Current and History

1. Are you currently employed, working for pay? (1=Yes, 2=No) ☐

**If YES, skip to the statement before question 2. If NO, continue.**

1a. Are you currently working as a volunteer, intern or an attachment, with either no pay or only occasional pay? (1=Yes,2=No) ☐

**This includes working voluntarily for a relative who is not a member of the FR's household.**

**If YES, continue. If NO, skip to question 19.**

**Read:** Now I would like to learn about what jobs you currently hold, including both paid and unpaid jobs (and internships and attachments), starting with your most important position. Please do not include self-employment positions in your answer.

**Ask FR to think of all their current jobs. Fill in the table by proceeding across for question 2, then down each column.**

Questions	Codes	A: Current primary/ most important position	B: Current Position #2	C: Current Position #3
2. In what month and year did you start this job? <b>List up to 3 of the FR's current jobs. Ask FR to estimate if unsure.</b>	(MM/YYYY)	(MM/YYYY)	<input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
3. In what occupation is this work?	<b>Use G9 codes</b> (99=DK)	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
4. In what industry is this work?	<b>Use F2 codes</b>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
5. In this position, what is your employment status? <b>If had different statuses at different points in time, use most recent.</b>	<b>Use F6 codes</b>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
6. This position's working patterns could be best described as: <b>If SEASONAL, continue. OTHERWISE, skip to question 7.</b>	1 = Full time 2 = Part time 3 = Seasonal 4 = Other ( <b>specify</b> )	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>
6a. In which months did you work during the last 12 months? <b>Include all months for which the FR worked during some part of the month.</b>	1= Yes, 2= No	<input type="checkbox"/> Jan <input type="checkbox"/> Feb <input type="checkbox"/> Mar <input type="checkbox"/> Apr <input type="checkbox"/> May <input type="checkbox"/> Jun <input type="checkbox"/> Jul <input type="checkbox"/> Aug <input type="checkbox"/> Sep <input type="checkbox"/> Oct <input type="checkbox"/> Nov <input type="checkbox"/> Dec	<input type="checkbox"/> Jan <input type="checkbox"/> Feb <input type="checkbox"/> Mar <input type="checkbox"/> Apr <input type="checkbox"/> May <input type="checkbox"/> Jun <input type="checkbox"/> Jul <input type="checkbox"/> Aug <input type="checkbox"/> Sep <input type="checkbox"/> Oct <input type="checkbox"/> Nov <input type="checkbox"/> Dec	<input type="checkbox"/> Jan <input type="checkbox"/> Feb <input type="checkbox"/> Mar <input type="checkbox"/> Apr <input type="checkbox"/> May <input type="checkbox"/> Jun <input type="checkbox"/> Jul <input type="checkbox"/> Aug <input type="checkbox"/> Sep <input type="checkbox"/> Oct <input type="checkbox"/> Nov <input type="checkbox"/> Dec



Questions	Codes	A: Current primary/ most important position	B: Current Position #2	C: Current Position #3
7. How many hours did you work at this job during the last 7 days?		_  hours	_  hours	_  hours
8. What is the relationship between you and your employer? ( <b>direct supervisor if the FR works in government / organization</b> )	<b>Use G4 codes</b> (88=N/A)	_  Other: _____	_  Other: _____	_  Other: _____
9. Which ethnic group does your employer belong to? ( <b>direct supervisor if the FR works in government / organization</b> )	<b>Use G10 codes</b> (88=N/A)	_  Other: _____	_  Other: _____	_  Other: _____
10. Approximately how many other employees work at this place / business where you work? <b>Do not include FR in this count.</b>	0=no other employees; 1=1-5; 2=6-10; 3=7-20; 4=21-99; 5=100 or more; 99=DK	_	_	_
11. What is / was the amount of your <u>cash salary</u> for the last month? <b>Ask for pre-tax salary, where applicable.</b>	<b>For currency, use G12 codes</b>	Amount:  ____  Currency if NOT Ksh:  _  Other: _____	Amount:  ____  Currency if NOT Ksh:  _  Other: _____	Amount:  ____  Currency if NOT Ksh:  _  Other: _____
12. For the last month at this job, what was the total value of your: a. payment in kind in food? b. NSSF / health insurance? c. housing benefits? d. uniforms / clothing benefits? e. training allowance? f. other allowances and benefits? <b>FR can estimate if unsure.</b>	<b>For currency, use G12 codes</b>	a. Ksh  ____  b. Ksh  ____  c. Ksh  ____  d. Ksh  ____  e. Ksh  ____  f. Ksh  ____   Currency if NOT Ksh:  _  Other: _____	a. Ksh  ____  b. Ksh  ____  c. Ksh  ____  d. Ksh  ____  e. Ksh  ____  f. Ksh  ____   Currency if NOT Ksh:  _  Other: _____	a. Ksh  ____  b. Ksh  ____  c. Ksh  ____  d. Ksh  ____  e. Ksh  ____  f. Ksh  ____   Currency if NOT Ksh:  _  Other: _____
13. Did you receive any on-the-job training? <b>If YES, continue. If NO, skip to question 14.</b>	1= Yes, 2= No	_	_	_
13a. How many hours of on-the-job training did you receive in total?		_ / hours	_ / hours	_ / hours

Questions	Codes	A: Current primary/ most important position	B: Current Position #2	C: Current Position #3
14. For how many weeks were you actively looking for work before you were hired for this job? <b><i>If FR was hired immediately, or did not seek actively, put 0 weeks.</i></b>	111= Looking actively for more than one year	____  weeks	____  weeks	____  weeks
15. How did you come to learn about this job opportunity? <b><i>List up to 3.</i></b>	<b><i>Use F4 codes</i></b>	__  __  __  Other:_____  __  <b><i>Use G4 codes</i></b> <b><i>If friend / relative</i></b> Other:_____	__  __  __  Other:_____  __  <b><i>Use G4 codes</i></b> <b><i>If friend / relative</i></b> Other:_____	__  __  __  Other:_____  __  <b><i>Use G4 codes</i></b> <b><i>If friend / relative</i></b> Other:_____
16. In this job, are you a member of a labor union?	1=Yes, 2=No	____	____	____
17. In this job, have you ever participated in any strikes or lock-outs?	1=Yes, 2=No	____	____	____
18. On average, how many minutes does it take you to get to this job from where you normally stay? <b><i>Each way, not round-trip.</i></b>	88 = N/A, 0=stays at place of work (i.e., house help)	____  minutes	____  minutes	____  minutes

***If ANOTHER JOB was entered, return to question 2 and fill in the next column. If not, proceed to question 19.***

Questions	Codes	Answers
19. Are you currently looking for a job, or another job? <b><i>This includes those who are working but who are trying to find additional work. If YES, skip to question 21. If NO, continue.</i></b>	1=Yes, 2=No	____
20. Why not? <b><i>Skip to question 23.</i></b>	<b><i>Use F8 codes</i></b>	____  Other: _____
21. During the last 7 days, how many hours did you spend actively searching for jobs, applying for jobs, or in interviews? <b><i>If ZERO, skip to question 23. OTHERWISE, continue.</i></b>		____  hours



Questions	Codes	Former Job #1	Former Job #2	Former Job #3	Former Job #4
27. In what month and year did you leave this job?	(MM/YYYY) <b>Ask FR to estimate if unsure.</b> 99=DK mth, 9999=DK yr.	_ _ / _ _ _ _	_ _ / _ _ _ _	_ _ / _ _ _ _	_ _ / _ _ _ _
27a. How did you come to learn about this job opportunity? <b>List up to 3.</b>	<b>Use F4 codes</b>	_ _   _ _   _ _  Other: _____  _ _  <b>Use G4 codes</b> <b>If friend / relative</b> Other: _____	_ _   _ _   _ _  Other: _____  _ _  <b>Use G4 codes</b> <b>If friend / relative</b> Other: _____	_ _   _ _   _ _  Other: _____  _ _  <b>Use G4 codes</b> <b>If friend / relative</b> Other: _____	_ _   _ _   _ _  Other: _____  _ _  <b>Use G4 codes</b> <b>If friend / relative</b> Other: _____
28. In this position, what was your employment status?	<b>Use F6 codes</b>	_ _  Other: _____	_ _  Other: _____	_ _  Other: _____	_ _  Other: _____
29. This position's working pattern could be best described as:	1 = Full time 2 = Part time 3 = Seasonal 4 = Other ( <b>spec</b> )	_ _  Other: _____	_ _  Other: _____	_ _  Other: _____	_ _  Other: _____
30. How many hours did you work at this job during the last 7 days you were employed there?	<b>Refer to last work-week, not last 7 work days.</b> 99=DK	_ _  hours	_ _  hours	_ _  hours	_ _  hours
31. What was the relationship between you and your employer? <b>(direct supervisor if the FR worked in government / organization)</b>	<b>Use G4 codes</b>	_ _  Other: _____	_ _  Other: _____	_ _  Other: _____	_ _  Other: _____

Questions	Codes	Former Job #1	Former Job #2	Former Job #3	Former Job #4
32. What ethnic group did your employer belong to? <b>(direct supervisor if the FR worked in government / organization)</b>	<b>Use G10 codes</b> (99=DK)	_____ Other: _____	_____ Other: _____	_____ Other: _____	_____ Other: _____
33. What was the amount of your cash salary for the last month you worked at this job? <b>Ask for pre-tax salary, where applicable.</b>	<b>For currency, use G12 codes</b>	Amount: _____ Currency if NOT Ksh: _____ Other: _____	Amount: _____ Currency if NOT Ksh: _____ Other: _____	Amount: _____ Currency if NOT Ksh: _____ Other: _____	Amount: _____ Currency if NOT Ksh: _____ Other: _____
34. What was the total value of the benefits and payment in kind you received during the last month you worked at this job? <b>Do not include cash salary. Read the following prompts:</b> Like food? Or NSSF / health insurance? Or housing? Or uniforms / clothing? Or training? Or any other benefit?	99 = DK <b>For currency, use G12 codes</b>	Amount: _____ Currency if NOT Ksh: _____ Other: _____	Amount: _____ Currency if NOT Ksh: _____ Other: _____	Amount: _____ Currency if NOT Ksh: _____ Other: _____	Amount: _____ Currency if NOT Ksh: _____ Other: _____
35. Why did you leave this work?	<b>Use F5 codes</b>	_____ Other: _____	_____ Other: _____	_____ Other: _____	_____ Other: _____

**If ANOTHER PREVIOUS JOB was entered, return to question 23 and fill in the next column. If NOT, skip to Section 11.1.**

**[NOTE: THERE IS NO SECTION 10.]**

## **SECTION 11.1. Risk Questions**

**Read:** Now I would like to ask you a few questions on how you manage financial issues. Please have in mind that these are only hypothetical questions, and you will not receive any of these amounts. We are just asking to better understand how you deal with finances.

1. If you were to choose between having 5,000 Ksh for sure, or a lottery that would pay you 10,000 Ksh with a 50% probability and 0 Ksh with 50% probability, which one would you chose?  
(1=5,000 Ksh; 2=Lottery) |\_\_\_\_|

***If chose LOTTERY, skip to Section 11.2.***

2. If you were to choose between having 4,000 Ksh for sure, or a lottery that would pay you 10,000 Ksh with a 50% probability and 0 Ksh with 50% probability, which one would you chose?  
(1=4,000 Ksh; 2=Lottery) |\_\_\_\_|

***If chose LOTTERY, skip to Section 11.2.***

3. If you were to choose between having 3,000 Ksh for sure, or a lottery that would pay you 10,000 Ksh with a 50% probability and 0 Ksh with 50% probability, which one would you chose?  
(1=3,000 Ksh; 2=Lottery) |\_\_\_\_|

***If chose LOTTERY, skip to Section 11.2.***

4. If you were to choose between having 2,000 Ksh for sure, or a lottery that would pay you 10,000 Ksh with a 50% probability and 0 Ksh with 50% probability, which one would you chose?  
(1=2,000 Ksh; 2=Lottery) |\_\_\_\_|

***If chose LOTTERY, skip to Section 11.2.***

5. If you were to choose between having 1,000 Ksh for sure, or a lottery that would pay you 10,000 Ksh with a 50% probability and 0 Ksh with 50% probability, which one would you chose?  
(1=1,000 Ksh; 2=Lottery) |\_\_\_\_|

***If chose LOTTERY, skip to Section 11.2.***

6. If you were to choose between having 100 Ksh for sure, or a lottery that would pay you 10,000 Ksh with a 50% probability and 0 Ksh with 50% probability, which one would you chose?  
(1=100 Ksh; 2=Lottery) |\_\_\_\_|

## **SECTION 11.2. Ambiguity Question**

**Read:** Imagine you are going to play a game where you draw a ball out of a bag without looking. We have two bags, with 10 balls each.

**Show visual aid to help clarify the choice.**

Look at this diagram:

In bag 1, out of 10 balls there are 4 red balls and 6 yellow balls.

In bag 2, there are also 10 balls, but the number of red and yellow balls is unknown.

You can choose a bag from which you want to draw the ball.

If you choose bag 1, to win 50 shillings you need to draw a red ball.

If you choose bag 2, to win 50 shillings you need to decide a color and draw a ball of that color.

Which bag would you like to choose from? (1 = Bag 1, 2 = Bag 2) |\_\_\_\_|

## **SECTION 12. Migration**

1. **Do not ask the following question to the FR.** What was the last year we interviewed this respondent? ***This information can be found in the OTHER INFO section of the TRACKING SHEET.*** |\_\_|\_\_|\_\_|\_\_|  
**Use this “year of last interview” to ask the following questions.**

2. Since January [year of last interview], have you lived in any other ADMINISTRATIVE LOCATION than where you live now for more than four months? (1=Yes, 2=No) |\_\_|  
**If YES, continue. If NO, skip to question 9.**

3. Where were you living in January [year of last interview]?

3a. Country? **Use G1 codes** |\_\_| Other: \_\_\_\_\_

3b. County? **Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, ask for “district” rather than “county”. Use G2a codes.** |\_\_| Other: \_\_\_\_\_

3c. **If “77=FR DK county”, ask: 2010 District? Use G2b codes.** |\_\_| Other: \_\_\_\_\_  
**If FR doesn’t know 2010 district, but does know an earlier district name, write old district name and make a comment below.**

3d. Town / City? **Use G3a codes. Code 20=Lives in a rural area.** |\_\_| Other: \_\_\_\_\_  
**If 20=LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 3g.**

3e. Location? **For FRs living in Uganda, ask for “county” rather than “location”. Use G3b codes.**  
|\_\_| Other: \_\_\_\_\_

3f. Sub-location? **For FRs living in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes.**  
|\_\_| Other: \_\_\_\_\_

3g. Village / Neighborhood? **Write.** (99=DK) \_\_\_\_\_

**For the following table: Fill down each column, then across. If the FR moved away and then later moved back to a previous residence, this is still considered a migration and should be recorded in the table.**



			Residence #1	Residence #2	Residence #3	Residence #4	Residence #5
4. Where did you move immediately after living in [ - ]?  <b>Start with the [year of last interview] location.</b>	a) Country? <b>Use G1 codes</b>		<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
	b) County? <b>Use G2a codes</b>	<b>Refer to “1992 district” if FR DK county (they are equivalent). (Uganda =district)</b>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
	c) <b>If 77=DK county, ask: 2010 District? Use G2b codes</b>	<b>If FR DK 2010 District but knows an earlier district, write here and comment below.</b>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
	d) Town / City <b>Use G3a codes</b>	<b>If NOT 20 (lives in rural area), skip to (g).</b>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
	e) Location? <b>Use G3b codes</b>	<b>(Uganda = county)</b>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
	f) Sub-location? <b>Use G3c codes</b>	<b>(Uganda = sub-county)</b>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>	<u>        </u>
	g) Village / Neighborhood		<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
5. When did you arrive at this place?	(MM/YYYY)		<u>           /  </u> <u>              </u>	<u>           /  </u> <u>              </u>	<u>           /  </u> <u>              </u>	<u>           /  </u> <u>              </u>	<u>           /  </u> <u>              </u>
6. Why did you move to this place?	<b>Use G5 codes</b> <b>List <u>up to 3</u> reasons.</b>		<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>
7. When you moved, whom did you live with in this place?	<b>Use G4 codes</b>	<b>List <u>up to 3</u> persons.</b>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>	<u>                 </u> <u>                  </u>

			Residence #1	Residence #2	Residence #3	Residence #4	Residence #5
8. After living here, did you live in any other administrative Location for at least four months?	(1=Yes, 2=No)	<i>If YES, continue to next column. If NO, go to question 9.</i>	__	__	__	__	__

**Confirm that the last reported residence listed in this table matches the current residence listed in Section 3 of this survey. If not, probe the FR further about their migration history.**

9. How long do you think you will live in your current residence? (Unit: 1=days, 2=months, 3=years, 4=always) Number: |\_\_| Unit: |\_\_|  
***If response is “always”, number should be “88”. If DK, number and unit should be “99”. If the FR is in boarding school, ask them to consider how long they will live where they are currently staying for boarding school. For FRs who are live-in house help or live-in guards, ask them how long they will remain living at their employer’s home.***

**Read:** Now, I would like to ask you about relationships in which your household either receives or gives money or goods.

**Please probe well on this next question. We want ALL transfers, not just gifts.**

10. Did anyone in this household receive a gift / assistance of money or goods from someone outside the household in the last 12 months?  
***Do not include transfers from the government or employers; also do not include loans or interest payments, or goods that the household purchased. If FR is in boarding school, count gifts from parents as transfers. Remember: Boarding school students are a 1-person household, and therefore classmates are not part of the household. FRs who work as live-in house help or live-guards are also a 1-person household, unless their spouse or dependent is living with them at their employer’s home. For spouses/dependents of the FR that are living elsewhere (not at workplace of FR), any gifts sent to the FR should be counted as transfers.***  
(1=Yes, 2= No) |\_\_|

11. Did anyone in this household give or send money or goods to someone outside the household in the last 12 months?  
(1=Yes, 2=No) |\_\_|

**[NOTE: THERE IS NO SECTION 13 OR 14.]**

## SECTION 15. Community Groups, Social Capital and Political Attitudes

**Read:** So far, we have been asking you about economic activities. Now, I would like to ask you about your social activities and your views on society.

1. We have spoken to many people and they have all described themselves in different ways. Some people describe themselves in terms of their language, religion, race, gender, and others describe themselves in economic terms, such as working class, middle class, or a farmer. Besides being a Kenyan (Ugandan), which specific group do you feel you belong to first and foremost? **Do not read responses aloud. Simply allow FR to respond and code response according to which category it fits into.**

(1=Ethnicity / Language, 2=Religion, 3=Class / Occupation, 4=Gender, 5=Other (specify))

**Read:** Now I would like to ask you some questions about trusting other people.

	Codes	Answer
2. Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people?	1=Most people can be trusted 2=Need to be careful 99=DK	<input type="text"/>
3. In general, can you trust members of your tribe?	1=Yes, 2=No, 99=DK	<input type="text"/>
4. In general, can you trust people of other tribes?	1=Yes, 2=No, 99=DK	<input type="text"/>
5. In general, can you trust people of your church / mosque? <b>If 88, skip to question 7.</b>	1=Yes, 2=No, 99=DK, 88=Doesn't belong to a church / mosque	<input type="text"/>
6. In general, can you trust people of other churches / mosques?	1=Yes, 2=No, 99=DK	<input type="text"/>

7. In the past 7 days, how many days did you listen to the radio?	(0 to 7)	<input type="text"/>
8. In the past 7 days, how many days did you read the newspaper?	(0 to 7)	<input type="text"/>
9. In the past 7 days, how many days did you watch television?	(0 to 7)	<input type="text"/>
10. In the past 7 days, how many days did you use the Internet? <b>If ZERO, skip to question 12.</b>	(0 to 7)	<input type="text"/>
11. In the past 7 days, have you read a news source on the Internet?	(1=Yes, 2=No, 99=DK)	<input type="text"/>
12. What newspaper do you prefer? Choose one. ( <b>Do NOT read responses aloud:</b> 0=None, 1=Taifa Leo, 2=The Daily Nation, 3=The East African Standard, 4=The Kenya Times, 5=Other)		<input type="text"/>

13. In the past 12 months, have you participated in any (1=Yes, 2=No)
- a. political rallies (in support of a particular candidate or position)
  - b. demonstrations, mass actions or protests
  - c. discussions with friends or family about political issues
  - d. political campaigning activities

14. Did you participate in any political protests, marches, or rallies in 2007 or 2008? (1=Yes, 2=No) ☐

15a. Did you vote in the presidential election in December, 2007?  
(1=Yes, 2=No, 7=Too young to vote, 8=Old enough to vote but no ID card, 99=DK) ☐

**Check that the answer is coherent with the date of birth / age information in SECTION 2.**

**IF NO:** Why not? ☐ \_\_\_\_\_

1= Did not have ID card with me at the time (but does own an ID card);

2= Was not near registered voting location at the time;

3= Was sick;

4= Was afraid;

5= Was not interested in voting;

6= Other (specify)

15b. Did you vote in the 2010 constitutional referendum?  
(1=Yes, 2=No, 7=Too young to vote, 8=Old enough to vote, but no ID card, 99=DK) ☐

**Check that the answer is coherent with the date of birth / age information in SECTION 2.**

**IF NO:** Why not? ☐ \_\_\_\_\_

1= Did not have ID card with me at the time (but does own an ID card);

2= Was not near registered voting location at the time;

3= Was sick;

4= Was afraid;

5= Was not interested in voting;

6= Other (specify)

15c. Taking everything together, do you currently feel that the passage of the 2010 constitutional referendum was overall very good, somewhat good, neither good nor bad, bad, or very bad for Kenya? (1=Very good, 2=Somewhat good, 3=Neither good nor bad, 4=Bad, 5=Very bad) ☐

15d. Did you vote in the presidential election in 2013?  
(1=Yes, 2=No, 7=Too young to vote, 8=Old enough to vote, but no ID card, 99=DK) ☐

**IF NO:** Why not? ☐ \_\_\_\_\_

1= Did not have ID card with me at the time (but does own an ID card);

2= Was not near registered voting location at the time;

3= Was sick;

4= Was afraid;

5= Was not interested in voting;

6= Other (specify)

15e. Did you feel worried or afraid in the weeks surrounding the presidential election in 2013?  
(1=Yes, 2=No, 99=DK) ☐

15f. Do you possess a national ID card? I mean in general do you possess one, not whether or not you have it with you right now. (1=Yes, 2=No) ☐

**In this box: 1= Correct answer, 2= Incorrect Answer / No**  
**Refer to your laminated answer sheet for correct answers.**

16. Please name the current Deputy President of Kenya for me. ☐

**[there is no question 17].**

18. Please name Kenya's current Cabinet Secretary of Education for me. ☐

19. Please name Kenya's current Cabinet Secretary of Health for me.	<input type="text"/>
20. Please name the current President of Uganda for me.	<input type="text"/>
21. Please name the current President of Tanzania for me.	<input type="text"/>
22. Please name the current President of the United States of America for me.	<input type="text"/>

23. Which of these three statements is closest to your own opinion?

**Read statements aloud. Only one option should be chosen.**

- 1 = Democracy is preferable to any other kind of government.
- 2 = In some circumstances, a non-democratic government can be preferable.
- 3 = For someone like me, it doesn't matter what kind of government we have.

24. Which of these three statements is closest to your own opinion?

**Read statements aloud. Only one option should be chosen.**

- 1 = Politics are very important to me.
- 2 = I follow politics in the media but do not really care about it.
- 3 = Politics are irrelevant for someone like me .

25. Overall, how satisfied are you with the way democracy works in Kenya? Are you:

**Read statements aloud. Only one option should be chosen.**

- 1=Very satisfied
- 2=Fairly satisfied
- 3=Not very satisfied
- 4=Not at all satisfied
- DO NOT READ** 8=Kenya is not a real democracy
- DO NOT READ** 99=DK

**Read:** For the next several questions, you will have the following response options: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree. Please keep these in mind as we go through the next few questions. I will read a statement, and afterwards you may tell me if you agree or disagree.

26. This world is run by a few people in power, and there is not much that someone like me can do about it. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)

27. We should choose our leaders in this country through regular, open and honest elections. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)

28. Given the circumstances, the violence in Kenya after the December 2007 presidential election was justified. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree nor disagree, 4=Disagree, 5=Strongly disagree)

29. People like me cannot get justice in this country. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)

30. It is okay for a woman to be a mechanic. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)

31. The important decisions in the family should be made by the men of the family. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
32. If the wife is working outside the home, then the husband should help her with household chores. **Probe:** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)
33. Compared to the economy two years ago, would you say that Kenya's current economy is much the same, better or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK)
34. Compared to the quality of government two years ago, would you say that Kenya's current quality of government is much the same, better or worse in quality? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion)
35. Compared to two years ago, would you say that your own personal economic situation today is much the same, better, or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK)
36. In two years from now, do you think that Kenya's economy will be much the same, better than, or worse than today's economy? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK)
37. In two years from now, do you think that Kenya's quality of government will be much the same, better than, or worse than today's quality of government? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion)
38. In two years from now, do you think your own personal economic situation will be the same, better or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion)

**Read:** For each of the following pairs of statements, tell me which of the following statements is closest to your view about Kenyan politics? Choose Statement A or Statement B.

39. A. Politics and government are sometimes so complicated that you can't really understand what's going on. B. I do not have problems understanding politics and government.	<b>Probe:</b> Do you agree very strongly?	<input type="text"/>
40. A. Only one political party should be allowed to stand for election and hold office. B. We need multiple parties who can stand for election and hold office.	1 = Agree very strongly with A	<input type="text"/>
41. A. The use of violence is never justified in politics. B. In our country, it is sometimes necessary to use violence in support of a just cause.	2 = Agree with A 3 = Agree with B	<input type="text"/>
42. A. In our country, it's okay to pay a bribe to a government official to encourage them. B. It's wrong to pay a bribe to any government official.	4 = Agree very strongly with B	<input type="text"/>
43. A. As citizens, we should be more active in questioning the actions of our leaders. B. In our country these days, we should show more respect for authority.	<b>DO NOT READ</b> <b>Option 5</b> 5 = Agree with neither	<input type="text"/>
44. A. Women can be good politicians and should be encouraged to stand in elections. B. Women should stay at home to take care of their children.	99 = Don't know	<input type="text"/>

45. A. Women have always been subject to traditional laws and customs, and should remain so. B. In our country, women should have equal rights and receive the same treatment as men do.		<input type="text"/>
46. A. A married man has a right to beat his wife if she misbehaves. B. No one has the right to use physical violence against anyone else.		<input type="text"/>
47. A. I have control over what happens in my life. B. My actions and choices have no effect on what happens in my life.		<input type="text"/>

**Read:** Remember that this survey is confidential and that the information will be used for research purposes only. **Ensure the FR's privacy for the following questions.**

48. Have you ever been arrested? (1=Yes, 2=No)

**If YES, continue. If NO, skip to Section 16.**

49. Have you ever been imprisoned? (1=Yes, 2=No)

## SECTION 16. Ethnicity and Religion

**Read:** Now I'd like to ask you some questions about your tribe and religion.

1. **Do not ask the following question to the FR.** What was the last year we interviewed this respondent? ***This information can be found in the OTHER INFO section of the TRACKING SHEET.***   
**Use this "year of last interview" to ask the following questions.**

2. What was your religion or denomination in January [year of last interview]? **Use G11 codes**  Other: \_\_\_\_\_

3. Since January [year of last interview], have you changed your religion or denomination? (1=Yes, 2=No)

**If YES, fill in table starting at question 4 starting with the January [year of last interview] religion. If NO and question 2 = 21, skip to question 14. ELSE, skip to question 8.**

		Religion A	Religion B	Religion C
4. To what religion or denomination did you change immediately after [-----]? <b>Start with January [year of last interview] religion.</b>	<b>Use G11 codes</b>	<input type="text"/> Other: _____	<input type="text"/> Other: _____	<input type="text"/> Other: _____
5. In about what month and year did you change from [-----] to [-----]?	MM/ YYYY	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
6. Why did you change your religion or denomination? <b>List up to 3.</b>	<b>Use R1 codes</b>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Other: _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Other: _____	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> Other: _____
7. After this religion or denomination, did you change to another religion or denomination? <b>If YES, continue to next column. If NO, go to question 8.</b>	1=Yes, 2=No	<input type="text"/>	<input type="text"/>	<input type="text"/>

8. Is your religion somewhat important, very important or not very important to your life? (1=Very important; 2=Somewhat important; 3=Not very important)	<input type="text"/>
9. Do you attend church / mosque regularly? (1=Yes, 2=No)	<input type="text"/>
10. Did you attend church / mosque last week? (1=Yes, 2=No)	<input type="text"/>
11a. In the past 30 days, what is the value of cash or goods you donated to your church / mosque? <b><i>This should include any donations to the church coffer, for a church event, or to any church leadership, but should not include gifts to non-leadership members of the church.</i></b> (77=Refuses to answer)	a. <input type="text"/> b. <input type="text"/> Oth: _____
11b. <b>List currency if not Ksh. Use G12 codes.</b>	
12. In the past 30 days, how many hours of time, outside of regular worship or bible study, have you donated to working for, helping or organizing in your church / mosque?	<input type="text"/> hours
13. In the last 12 months, would you say you've 1= become more religious, 2=stayed the same or 3=become less religious?	<input type="text"/>



14. What is your tribe (or mother tongue)? <b>Use G10 codes. Female respondents should NOT give the tribe of their husband. If FR is LUHYA, press for subtribe.</b>  __  _____
15. Is your ethnic or tribal origin somewhat important, very important or not very important to your life? <b>Probe FR to think about this and choose. Try not to use 99=DK.</b> (1=Very important, 2=Somewhat important, 3=Not very important)  __  _____
16. If you had to say only one, what is more important, your tribe or your nationality (i.e., Kenyan / Ugandan)? <b>Probe FR to think about this and choose. Try not to use 99=DK.</b> (1=tribe, 2=nationality)  __  _____

## SECTION 17. Health and Nutrition

*The questions in this section are more personal. Please try to ensure the privacy of the FR.*

**Read:** Now I would like to ask you some questions about your health and nutrition. We are nearing the end of the survey. Thank you for your patience.

1. How many meals did you eat yesterday? Chai (tea) itself is not to be considered as a meal. <input type="text"/>
<b>If ZERO, skip to question 4.</b>
2. How many of these meals included meat or fish? Omena (small fish) should be included, but eggs should not. <input type="text"/>
3. How many of these meals included eggs? <input type="text"/>
4. How would you rate your appetite over the last 7 DAYS? <b>Read responses aloud.</b> <input type="text"/> (1=Very strong; 2= Somewhat strong; 3=Average; 4=Weak; 5=Very weak, not hungry at all)
5. In the last 7 DAYS, have you smoked any cigarettes? (1=Yes, 2=No) <input type="text"/>
6. In the last 7 DAYS, how many alcoholic drinks have you had? <b>If FR is unsure, ask him / her to estimate. Here we mean number of units (bottles, glasses, etc.) in total.</b> (99=DK) <input type="text"/>

7. I am going to read to you a list of illnesses and symptoms. Please let me know if you have experienced any of these illnesses or symptoms in the last four weeks. <b>Read options. Indicate all that apply.</b> (1=Yes, 2=No, 3=DK what that symptom / illness is)			
(A) Fever	<input type="text"/>	(M) Malaria	<input type="text"/>
(B) Persistent cough	<input type="text"/>	(N) Typhoid	<input type="text"/>
(C) Always feeling tired	<input type="text"/>	(O) Tuberculosis	<input type="text"/>
(D) Stomach pain	<input type="text"/>	(P) Sores or ulcers on the genitals	<input type="text"/>
(E) Worms	<input type="text"/>	(Q) Cholera	<input type="text"/>
(F) Blood in stool	<input type="text"/>	(R) Yellow fever	<input type="text"/>
(G) Rapid weight loss	<input type="text"/>	(S) Asthma / breathlessness at night	<input type="text"/>
(H) Frequent diarrhea	<input type="text"/>	(T) Frequent and excessive urination	<input type="text"/>
(I) Skin rash or irritation	<input type="text"/>	(U) Constant thirst / increased drinking of fluids	<input type="text"/>
(J) Open sores / boils	<input type="text"/>	(V) Diabetes	<input type="text"/>
(K) Difficulty Swallowing	<input type="text"/>	(W) <b>Men only:</b> Unusual discharge from the tip of the penis.	<input type="text"/>
(L) Serious wound or injury	<input type="text"/>	(X) Other (specify): _____	<input type="text"/>

8. During the last 4 weeks, how many visits to a hospital or clinic did you make? <b>Only include visits for the FR's own medical care, not that of a family member or friend.</b> <b>If ZERO, skip to question 9b.</b>	<input type="text"/>
8a. Were your visits to 1=private hospitals / clinics, 2=public hospitals / clinics, 3=both?	<input type="text"/>

<p>9a. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for hospital / clinic medical care (not including medicines)? <b>Only include payment for the FR's own medical care, not that of a family member or friend. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b></p> <p>9ai. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>a. <input type="text"/>   <input type="text"/></p> <p>ai. <input type="text"/>   Oth: <input type="text"/></p>
<p>9b. During the last 4 weeks, how much did you pay in total (in cash or kind) for modern medicines to treat a health problem? <b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b></p> <p>9bi. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>b. <input type="text"/>   <input type="text"/></p> <p>bi. <input type="text"/>   Oth: <input type="text"/></p>
<p>9c. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for traditional medicines to treat a health problem? <b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt.</b></p> <p>9ci. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>c. <input type="text"/>   <input type="text"/></p> <p>ci. <input type="text"/>   Oth: <input type="text"/></p>
10. During the last <u>12 months</u> , have you taken any drugs for worm infections or schistosomiasis? (1=Yes, 2=No)	<input type="text"/>   <input type="text"/>
11. Did you sleep under a bednet last night? (1=Yes, 2=No)	<input type="text"/>   <input type="text"/>
12. During the last <u>4 weeks</u> , how many <u>days</u> of work or housework or school did you miss due to poor health? (0=None, 88=N/A)	<input type="text"/>   <input type="text"/>
13. Would you describe your general health as very good, somewhat good, or not good? (1=Very Good, 2=Somewhat good, 3=Not good) <b>If 2 or 3, continue. OTHERWISE, skip to question 15.</b>	<input type="text"/>   <input type="text"/>
14. Would you describe your general health as good, fair, poor, or very poor? (1=Good, 2=Fair, 3=Poor, 4=Very poor)	<input type="text"/>   <input type="text"/>

15a. **Do not ask the following question to the FR.** What was the last year we interviewed this respondent? **This information can be found in the OTHER INFO section of the TRACKING SHEET.**  |  |  |  |   
**Use this "year of last interview" to ask the following questions.**

15b. Have you experienced any major health problems that seriously affected your life or work, since January [year of last interview]? (1=Yes, 2=No)  |   
**If YES, fill in the table starting at question 16, beginning with the most important problem. If NO, skip to question 20.**

**Fill in the table by proceeding across for question 16 and then down each column.**

	(A) Problem #1	(B) Problem #2	(C) Problem #3
16. What sort of health problem was this? <b>Use H1 codes</b>	<input type="text"/>   <input type="text"/> Other: <input type="text"/>	<input type="text"/>   <input type="text"/> Other: <input type="text"/>	<input type="text"/>   <input type="text"/> Other: <input type="text"/>
17. In what year did this health problem begin?	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>
18. In what year was this health problem resolved? (Still bothersome=7777)	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/>
19. What impact has this health problem had on your life? <b>Use H2 codes.</b>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/> Other: <input type="text"/>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/> Other: <input type="text"/>	<input type="text"/>   <input type="text"/>   <input type="text"/>   <input type="text"/> Other: <input type="text"/>

<b>List up to 3.</b>			
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**If another health problem was entered for question 16, fill in the next column. If not, proceed to question 20.**

20. Can you dress yourself easily, with difficulty, or not at all?  
(1=Easily, 2=With difficulty, 3=Not at all) |\_\_\_|

21. If you had to walk for 1 hour, could you do it easily, with difficulty, or not at all?  
(1=Easily, 2=With difficulty, 3=Not at all) |\_\_\_|

22. If you had to walk for 15 minutes carrying a 20-liter jerrycan of water, could you do it easily, with difficulty, or not at all? (1=Easily, 2=With difficulty, 3=Not at all) |\_\_\_|

## SECTION 18.1. Marriage

1. Have you ever been married? (1=Yes, 2=No)

**If NO, skip to question 17.**

1a. How many times have you been married? (1=Once, 2=Twice, 3=Three or more times)

**If the FR has been married more than once, ask about each marriage, starting with the first.**

	(A) First Marriage	(B) Second Marriage	(C) Third Marriage
2. What is the first name of this spouse?	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. How old were you (in years) when you began co-residing with this spouse? <b>If "never", ask for age FR married.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. How old was your spouse when you began co-residing? <b>If "never", ask for spouse's age when they married.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. How long did you know your partner before you were married? <b>Include time even before courtship began, where applicable. Fill in days only if knew each other less than 2 months.</b>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>	Years <input type="text"/> Months <input type="text"/> Days <input type="text"/>
6. Think back to when you got married to this spouse. Did you feel ready to marry or would you have rather waited? (1 = Ready to be married; 2 = Would have rather waited)	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. In what year did you get married?	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
8. Was a bride price paid? (1=Yes, 2=No) <b>If YES, continue. ELSE, skip to q.9.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8a. What was the value (in shillings) of the total agreed upon price? <b>If bride price was in cattle, ask the FR to estimate the total cost in shillings.</b> 8ai. <b>List currency if not Ksh. Use G12 codes.</b>	a. <input type="text"/> ai. <input type="text"/> Other: <input type="text"/>	a. <input type="text"/> ai. <input type="text"/> Other: <input type="text"/>	a. <input type="text"/> ai. <input type="text"/> Other: <input type="text"/>
8b. What is the value (in shillings) of the amount that has been paid so far? (99=DK) 8bi. <b>List currency if not Ksh. Use G12 codes.</b>	c. <input type="text"/> ci. <input type="text"/> Other: <input type="text"/>	c. <input type="text"/> ci. <input type="text"/> Other: <input type="text"/>	c. <input type="text"/> ci. <input type="text"/> Other: <input type="text"/>
9. What type of marriage was this? (1=Yes, 2=No) a. Religious                      c. Traditional b. Civil                              d. Informal	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
10. Are you still married to this person? (1=Yes, 2=No) <b>If YES, skip to q.11. If NO, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	(A) First Marriage	(B) Second Marriage	(C) Third Marriage
10a. Is this person still alive? (1=Yes, 2=No, 99=DK)			
10b. How old were you when the marriage ended? <b>If spouse died, enter FR age when spouse died.</b>			
11. What is / was the tribe / mother tongue of this spouse? <b>Use G10 codes</b>	 Other: _____	 Other: _____	 Other: _____
12. In which country was this spouse born? <b>Use G1 codes</b>	 Other: _____	 Other: _____	 Other: _____
12a. Did this spouse attend primary school in Busia County? (1=Yes, 2=No, 99=DK) <b>If YES, skip to q12d. If NO, skip to q13. If DK, continue.</b>			
12b. Did this spouse attend primary school in Bunyala District, Butula District, Matayos District, Nambale District, or Samia District? (1=Yes, 2=No, 99=DK) <b>If YES, skip to q12d. If NO, continue. If DK, skip to q13.</b>			
12c. Did this spouse attend primary school in Angurai Division, Amagoro Division, Amukura Division, or Chakol Division? (1=Yes, 2=No, 99=DK) <b>If YES, continue. If NO or DK, skip to q13.</b>			
12d. Which primary school did your spouse attend? <b>Use E1 codes.</b>			
13. What is / was the religion / denomination of this spouse? <b>Use G11 codes</b>	 Other: _____	 Other: _____	 Other: _____
14. What is / was the highest level of education this spouse has completed? <b>Use G6 codes</b>			
15. What is / was the primary occupation of this spouse (while you were married)? <b>Use G9 codes</b> (99=DK) <b>If 60 OR spouse is deceased OR no longer married to this spouse, skip to q.16. If wage earner, continue to q.15a. Otherwise, skip to q.15b.</b>	 _____	 _____	 _____
15a. What was the amount of your spouse's <u>cash salary</u> for the last month? (99=DK) <b>Ask for pre-tax salary, where applicable.</b>	a.	a.	a.
15ai. <b>List currency if not Ksh. Use G12 codes.</b>	ai.     Other: _____	ai.     Other: _____	ai.     Other: _____

	(A) First Marriage	(B) Second Marriage	(C) Third Marriage
15b. Other than in farming, is your spouse currently self-employed or running a business to earn a living? (1=Yes, 2=No) <b>If YES, continue. If NO, skip to q.16.</b>	__	__	__
15c. What was your spouse's total profit from this activity in the last month? (99=DK) 15ci. <b>List currency if not KSH. Use G12 codes.</b>	c.  __  ci. __  Other: _____	c.  __  ci. __  Other: _____	c.  __  ci. __  Other: _____
16. <b>If FEMALE:</b> Did you ever have a co-wife? (1=Yes, 2=No) <b>If YES, continue. If no or FR is MALE, skip to next column. If last column, skip to question 18.</b>	__	__	__
16a. How many co-wives do you have?	__	__	__
16b. How many of these women were married to your spouse before you married him?	__	__	__

**Once table is complete, skip to question 18.**

17. Now I am going to read you a list. From this list, I would like you to tell me the two most important characteristics you would look for in a future spouse. |\_\_||\_\_|

**Read list and indicate the two named most important characteristics. Probe if necessary.**

1= Physically attractive

2= Education level

3= Employment status / wealth

4= From the same home district / tribe

5= From the same religion

6= Cooking / cleaning / other domestic skills

7= Being HIV negative

8= Good personality

9= Is faithful

10= Age

11= Good morals

12= Family background

13= **Do not read aloud:** Does not plan to marry (e.g. priests)

14= Other \_\_\_\_\_

15= Other \_\_\_\_\_

18. We would like to get your view on the HIV rate in this area. If we tested 100 people from this area for HIV, how many do you think would be infected? (999=DK) |\_\_|

## SECTION 18.2. Fertility

*The questions in this section are more personal. Please try to ensure the privacy of the FR.*

**Read:** Now I would like to ask you some questions about fertility and child health. I understand it may be difficult or upsetting to talk about, but please remember to include pregnancies that did not end in live birth. Also please remember that this survey is confidential and that the information will be used for research purposes only.

**If MALE:** 1a. Has a sexual partner of yours ever been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)? (1=Yes, 2=No, 99=Don't Know)

**If YES, skip to question 2. If NO or DK, skip to question 26.**

**If FEMALE:** 1b. When did you experience menarche?

(MM/YYYY; 99/9999=DK; 77/7777 = has not yet experienced menarche)

**If FEMALE:** 1c. Have you ever been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)? (1=Yes, 2=No, 99=Don't Know)

**If YES, continue. If NO or DK, skip to question 26.**

2. How many times?

**Read:** Now I want to ask you about each pregnancy, starting with the first one.

**Begin with the first pregnancy in column A. Enter twins as two separate pregnancies**

	(A)	(B)	(C)	(D)	(E)	(F)
3. What was your relationship to the father / mother at the time of the pregnancy? (1= Legally married, 2= Living together but not legally married, 3= Engaged to be married, 4= Regular boyfriend or girlfriend, 5= Casual sexual partner, 6= Other (specify))	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
<b>If male respondent:</b> 4. (Did/has) the mother of the baby (seek/ever sought) antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>If female respondent:</b> 4. (Did/have) you (seek/ever sought) antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>If YES, continue. OTHERWISE, skip to question 5a.</b>						



5. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify)) <b>If care sought at multiple locations, list the most frequent location.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5a. <b>Is this a current pregnancy? By this we mean, is the FR or the FR's partner currently pregnant with the pregnancy we are currently discussing? If you do not know, ask:</b> Is this a current pregnancy? (1=Yes, 2=No) <b>If YES, skip to question 23. OTHERWISE, continue.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) <b>If "1", skip to question 8. If "2", "3", or "4" continue to question 7. . If "99", go to next column. If last column, go to question 23.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. In what month and year did the pregnancy end? <b>Try to get at least year.</b> <b>Go to next column. If last column, go to q.23.</b>	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY
8. In what month and year was the baby born? <b>Try to get at least year.</b>	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY	<input type="text"/> MM/YY
9. Was the baby born in a hospital or clinic (as opposed to at home)? (1=Yes, 2=No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. What is the first name of this child? (99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11. Is the baby a boy or girl? (1=Boy, 2=Girl, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12. What was the weight of the baby at birth? (Code 9.9 = Weight not measured at birth, 99.0 = Weight measured but FR DK it)	<input type="text"/> kg	<input type="text"/> kg	<input type="text"/> kg	<input type="text"/> kg	<input type="text"/> kg	<input type="text"/> kg
13. Is the child still living? (1=Yes, 2=No, 99=DK) <b>If NO, continue. If YES or DK, skip to question 14.</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
13a. How old in years and months was the child when he / she died? <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank.</b> <b>Go to next column. If last column, go to q.23.</b>	<input type="text"/> YY/MM	<input type="text"/> YY/MM	<input type="text"/> YY/MM	<input type="text"/> YY/MM	<input type="text"/> YY/MM	<input type="text"/> YY/MM

14. Has this child received a BCG vaccination against tuberculosis, that is an injection in the left arm that usually causes a scar? (1= Yes, 2= No, 3=Don't know what the vaccine is, 99=Don't know whether child has received vaccine)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
15. Has this child received a Polio vaccine, that is drops in the mouth? (1= Yes, 2= No, 3=Don't know what the vaccine is, 99=Don't know whether child has received vaccine)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
16. Has this child received a DPT vaccination, that is an injection in the thigh, sometimes at the same time as the polio drops? (1= Yes, 2= No, 3=Don't know what the vaccine is, 99=Don't know whether child has received vaccine)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
17. Has this child received an injection in the arm to prevent yellow fever? (1= Yes, 2= No, 3=Don't know what the vaccine is, 99=Don't know whether child has received vaccine)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
18. Has this child received any other vaccination? (1= Yes (specify), 2= No, 99=DK)	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>
19. Last night, did this child sleep under a bed net? (1= Yes, 2= No, 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
20. During the past seven days, has this child experienced any of the following: (1=Yes, 2=No, 99=DK) a. Fever / malaria? b. Vomiting? c. Cough? d. Diarrhea?	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
21. Overall, would you say this child's health is very good, good, fair, poor, or very poor? (5=Very good; 4=good; 3=fair; 2=poor; 1=very poor; 99=DK)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
22. Who is the primary caregiver for this child during the week? <b>Use G4 codes. Code based on relationship with respondent, not with child.</b> (99=DK)	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>	<input type="text"/> Other: <input type="text"/>

A. **Do not ask the following question. Simply record your impressions.** Does the FR have any living children? (1=Yes, 2=No)   
**If YES, continue. If NO, skip to question 26.**

23. Who in your family usually has the final say on the following decision about your child / children:

**Possible responses**

1= Respondent  
2= Spouse / partner

3= Respondent and partner jointly  
4= Someone else

5= Respondent and someone else jointly  
88= N/A

- |  |                      |  |
|--|----------------------|--|
| a. Any decisions about children's schooling? | <input type="text"/> | <b>If no children of school age, enter 88.</b> |
| b. What to do if a child falls sick?         | <input type="text"/> |  |
| c. How children should be disciplined?       | <input type="text"/> |  |
| d. Whether to have another child?            | <input type="text"/> |  |

24. Have you purchased any drugs for worm infections or schistosomiasis for your children in the last year? (1= Yes, 2= No, 99=DK)

24a. **If YES:** How much have you spent in total on drugs for worm infections or schistosomiasis for your children in the last year?

24b. **List currency if not KSH. Use G12 codes.**  Other:

25. Have you received any drugs for worm infections or schistosomiasis (for free) for your children in the last year?  
(1= Yes, 2= No, 99=DK)

26. Today, if you could choose exactly, how many children do you want to have in total (including those whom you have now)? (44=As many as possible, 99=DK)

**If respondent / partner HAS NEVER GIVEN (LIVE) BIRTH, ask question 27. OTHERWISE, skip to Section 19.**

27. Have you ever tried to conceive a child with a partner but have been unable to? (1=Yes, 2=No, 99=DK)

## **SECTION 19. Physical Measurements**

***[Note that this section is in a separate document.] [There is no Section 20.]***

## **SECTION 21. Conclusion**

***Do not read the questions in this box aloud. Simply record your own impressions.***

A. Did the respondent terminate the survey early? (1=Yes, 2=No) ☐

***If YES, continue. If NO, skip to question 1.***

B. Why did the respondent terminate the survey early? ☐ \_\_\_\_\_  
1 = Temporary stop only – Wishes to continue survey at a later time. ***See “Temporary Stop Instructions” below.***  
2 = Tired  
3 = Too busy, does not have time  
4 = Offended at question  
5 = Suspicious of FO / survey intent / IPA  
6 = Does not feel like continuing survey  
7 = Other (specify)

***Temporary Stop Instructions: You have indicated that the FR wishes to continue the survey in the future. Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.***

1. Time end interview: (24 hr clock) ☐☐ : ☐☐

2. How was the respondent's skill in speaking and understanding Kiswahili? ☐  
(1 = Displayed *no problems* speaking or understanding Kiswahili  
2 = Displayed *a little difficulty* speaking or understanding Kiswahili  
3 = Displayed *moderate* difficulty speaking or understanding Kiswahili  
4 = Displayed *serious* problems speaking or understanding Kiswahili)

3. Were any people present during all or part of this interview (other than the respondent and IPA staff)? (1 = Yes, 2 = No) ☐

3a. ***If YES:*** What is their relationship to the respondent?  
***Use G4 codes, list up to 4.*** ☐☐☐☐☐ Other: \_\_\_\_\_

4. Are you very confident, somewhat confident or not very confident in the overall quality and truthfulness of this respondent's responses? ☐  
(1=Very confident, 2=Somewhat confident, 3=Not confident)

4a. ***If SOMEWHAT or NOT CONFIDENT:*** Why? \_\_\_\_\_  
\_\_\_\_\_

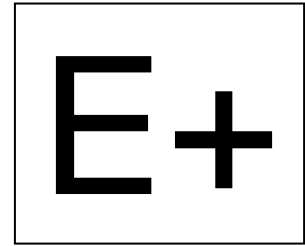
5. Did you record a GPS reading while the respondent was taking the Math Test?  
***If YES, skip to question 6. If NO, continue.*** (1=Yes, 2=No) ☐

5a. Is this interview being performed at the respondent's current residence, place of work, or

school?	(1=Yes, 2=No)  __
<b>If YES, continue. If NO, skip to question 6.</b>	
5b. Please record a GPS reading now.	
(i) Elevation	_____ m
(ii) N / S (Circle one)	__ ° __ '
(iii) E / W (Circle one)	__ ° __ '

6. **Read:** Thank you for your time.

**Before leaving the respondent, be sure to give them the KLPS Phone Number card, and ask them to flash the number listed on the card if their contact information changes.**



# **KENYAN LIFE PANEL SURVEY ROUND 3, WAVE 1 (KLPS3) E-Plus MODULE**

VERSION: OCTOBER 22, 2013 — ENGLISH

PUPIL ID						

## SECTION 1. Pre-Interview Information and Consent

***Fill in this information before the interview FROM IDENTITY SECTION OF TRACKING SHEET:***

1. Identification Number of Focus Respondent (Pupil ID):     |\_\_|\_\_|\_\_|\_\_|\_\_|\_\_|\_\_|
2. Pupil Family Name: \_\_\_\_\_
3. Pupil (a) Name 2 / (b) Name 3:     (a)\_\_\_\_\_ / (b) \_\_\_\_\_
4. Pupil Gender:                        |\_\_|     (1=Male, 2=Female)
5. Baseline Program:                  |\_\_\_\_|     **Response is either “PSDP” or “GSP”.**
6. Baseline Pupil School ID / Name:   |\_\_|\_\_|\_\_| / \_\_\_\_\_
7. Baseline Pupil Standard:           |\_\_|     **Standard should be between 2 and 7 for those in PSDP, or between 5 and 6 for those in GSP.**

8. Date of interview: (DD/MM/YYYY) |\_|\_|\_|/|\_|\_|\_|/|\_|\_|\_|\_|\_|\_|\_|
9. Time start interview: (24 hr clock) |\_|\_|\_| : |\_|\_|\_|
10. Interviewer ID: |\_|\_|\_|\_|\_|\_|\_|
- 10a. Interviewer name: (first) / (surname)

**NOTE: For Section 1 – 6 of the survey the FR should be interviewed in private. For Section 7 – 13 other household members may join the interview and help to answer questions.**

***IF FR WAS PART OF THE PSDP, Read:***

Hello, I am [name] from IPA, in (Busia Town / Nairobi). IPA is an organization that was established by the research team who formerly worked with ICS on health and education projects.

We recently conducted an interview with you, and would now like to acquire more information, particularly information related to your household's finances and expenditures. This additional information will help us further follow up on the effectiveness of the ICS deworming project that went on in your primary school beginning in 1998. As we told you in the first interview, we are following up on pupils who were enrolled in classes 2 through 7 in 1998, to help us better understand the long-term effects of ICS's work on deworming and health. Also, since we first met when you were young, we would like to know more about how people in Kenya grow up and change in all the many aspects of their lives as they become adults. Therefore, we would like to again ask you some questions about many different aspects of your life. We would like to ask you detailed questions about yourself and your family members. There will also be a section on your health, including past and present sexual behavior, but you do not have to answer any questions that make you feel uncomfortable. All answers will be kept as confidential as possible, and we do not anticipate any risks associated with participating in this survey. Any information that identifies you will be separated from your other answers, so that only our researchers will be able to track your answers back to you. We will never identify you in any report. Because this is a follow-up survey, there will be no additional assistance as a result of this survey. However, your responses will help us to determine the impact of deworming treatment programs on later-life outcomes. Furthermore, if you do decide to participate, we would like to offer you a small gift at the end of the survey. Do you have time to talk with me for approximately two and a half hours?

We would appreciate your assistance in filling out the questionnaire, but participation is voluntary and there is no need to answer any question. If you wish to end the interview at any time, you may do so. If you have any questions, please contact the IPA Office. May we have your permission to ask you some questions?

**IF FR WAS PART OF THE GSP, Read:**

Hello, I am [name] from IPA, in (Busia Town / Nairobi). IPA is an organization that was established by the research team who formerly worked with ICS on health and education projects.

We recently conducted an interview with you, and would now like to acquire more information, particularly information related to your household's finances and expenditures. This additional information will help us further follow up on the effectiveness of the ICS scholarship program that went on in primary schools in your area beginning in 2001. As we told you in the first interview, we are following up on pupils who were enrolled in schools participating in this program, and schools in surrounding areas, in 2001, to help us better understand the long-term effects of ICS's work on education. Also, since we first met when you were young, we would like to know more about how people in Kenya grow up and change in all the many aspects of their lives as they become adults. Therefore, we would like to again ask you some questions about many different aspects of your life. We would like to ask you detailed questions about yourself and your family members. There will also be a section on your health, including past and present sexual behavior, but you do not have to answer any questions that make you feel uncomfortable. All answers will be kept as confidential as possible, and we do not anticipate any risks associated with participating in this survey. Any information that identifies you will be separated from your other answers, so that only our researchers will be able to track your answers back to you. We will never identify you in any report. Because this is a follow-up survey, there will be no additional assistance as a result of this survey. However, your responses will help us to determine the impact of scholarship programs on later-life outcomes. Furthermore, if you do decide to participate, we would like to offer you a small gift at the end of the survey. Do you have time to talk with me for approximately two and a half hours?

We would appreciate your assistance in filling out the questionnaire, but participation is voluntary and there is no need to answer any question. If you wish to end the interview at any time, you may do so. If you have any questions, please contact the IPA Office. May we have your permission to ask you some questions?

11. **Write your name to indicate FR's acceptance:** \_\_\_\_\_

12. **Do not ask the following question. Simply record your impressions.** Is the respondent able to proceed with the survey? (1=Yes-FR agrees to participate; 2=No-FR refuses to participate; 3=No-FR does not refuse but is unable to participate)

☐

**If YES, skip to Section 2. If NO, continue.**

12a. **Describe your impressions of the refusal / inability to participate. Do not ask.**

☐

1 = Wants to reschedule (**skip to "Rescheduling instructions" below**)

2 = Refusal for this round only (**skip to question 12b**)

3 = Refusal for this round and any future rounds (**skip to question 12c**)

4 = Unable to survey – parent or contact refusal (**skip to "Closing Interview Statement"**)

5 = Unable to survey – spouse refusal (**skip to "Closing Interview Statement"**)

6 = Unable to survey – in prison (**end interview**)

7 = Unable to survey – mental illness / disability (**skip to question 13**)

10 = Unable to survey – other (**skip to question 12d**)



**Rescheduling instructions: Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now. End the interview.**

- 12b. **Record your impressions of why the FR refuses to participate during this survey round. If you feel comfortable doing so, you may ask the FR why:** Why don't you want to participate? **Choose up to 3 reasons.**

|\_\_\_|/|\_\_\_|/|\_\_\_| Other: \_\_\_\_\_

1 = E+ Module is too long

2 = I Module was too long, and don't want to do any more surveys

3 = FR has caregiving duties

4 = FR has to work

5 = FR does not want to disclose personal information

6 = FR is suspicious of IPA

7 = FR hasn't received (further) assistance from IPA and doesn't want to participate because of that

8 = FR just doesn't want to / no reason given

10 = Other (specify)

**Skip to "Closing Interview Statement".**

- 12c. **Record your impressions of why the FR refuses to participate during this round and any future rounds. If you feel comfortable doing so, ask:** Why don't you want to participate?

\_\_\_\_\_  
**Skip to "Closing Interview Statement".**

- 12d. **Record your impressions of why we are unable to survey the respondent during this round.**

\_\_\_\_\_  
**Read:** Thank you very much for your time. **End interview here.**

13. **Record your impressions of the FR's disability. If you feel comfortable doing so, ask the FR or the FR's caretaker:** What is his/her disability?

\_\_\_\_\_  
**The following questions collect some basic information for a FR who is mentally ill or disabled. Ask these questions of the FR or the FR's caretaker.**

13a. What is the highest level of education he/she attended? **Use G6 codes.** |\_\_\_|

13b. What is his/her occupation? **Use G9 codes.** |\_\_\_|

\_\_\_\_\_  
13c. Is he/she married? (1=Yes, 2=No) |\_\_\_|

**Read:** Thank you very much for your time. **End interview here.**

**Closing Interview Statement. Read:** Thank you very much for your time. If you change your mind and would like to participate in the interview, please contact us at the IPA office. **End interview here.**

## SECTION 2. Time Use: Activities in the Past 24 Hours

**Read:** I would now like to ask about your activities during the past 24 hours starting with yesterday at 6am up until this morning at 6am. For each half hour, you should tell me what you did during that half hour. If you had several activities, please let me know the main activity.

### Activity Codes:

<b>Personal, Family, and Social</b> 1 = Sleep 2 = Eat 3 = Bathe, dress 4 = Pray 5 = Other religious activity (e.g., study, group participation) 6 = Rest, watch TV, listen to radio, read book, watch movie, watch sport, sew 7 = Cook, prepare food 8 = Shop for family 9 = Clean, dust, sweep, wash dishes or clothes, ironing, other HH chores 10 = Fetch water, firewood 11 = Repairs around / on home 12 = Care for others: bathe, feed, look after children / sick / elderly 13 = Play with children, help homework 14 = Visit / entertain friends 15 = Participate in community activities / meetings / voluntary work	<b>Personal, Family, and Social (cont.)</b> 16 = Study / attend class 17 = Play sports 18 = Spend time with spouse / partner 19 = Other: _____ 20 = Other: _____ 21 = Other: _____  <b>Work and Travel</b> 22 = Light farm work (driving a tractor, ploughing with a tractor, pruning, bagging, hand picking, planting, shelling, sorting, bundling, fertilizing, splitting, feeding and milking animals) 23 = Heavy farm work (loading crops onto truck, pulling hand cart, digging, hoeing, ploughing with a cow, spraying, weeding, gleaning, grinding, husking, harvesting, threshing, cutting, tending and grooming animals)	<b>Work and Travel (cont.)</b> 24 = Fishing or hunting 25 = At work – office / desk work 26 = At work – light manual (non-agricultural work, such as nailing, roofing, shoemaking, tailoring, baking, doing textile factory work, sales) 27 = At work – heavy manual (non-agricultural work, such as carrying wood, cement making, sawing, digging) 28 = Improve land / buildings 29 = Travel by foot 30 = Travel by bicycle 31 = Travel by motorized means 32 = Other: _____ 33 = Other: _____ 34 = Other: _____ 35 = Other: _____  <b>36 = Same activity as previous half hour</b>
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### Notes:

- **If a person is performing house chores as a job (e.g. a housegirl), the activity is 26 “At work – light manual” or 27 “At work – heavy manual”.**
- **If a person is performing agricultural labor as a job, the activity is either 22 “Light farm work” or 23 “Heavy farm work”.**
- **If a person is fishing or hunting as a job, the activity is 24 “Fishing and Hunting”.**
- **If a student is on mid-day break from school, code what they are doing (e.g. eat, rest, study, or play sports).**
- **Once the respondent tells you when he/she goes to bed, ask him/her what time he/she got up and fill in the boxes accordingly**

**For the past day, ask:** In the past day, from \_\_\_\_ [start time] to \_\_\_\_ [end time], what were you doing?

**For today, ask:** Today, from \_\_\_\_ [start time] to \_\_\_\_ [end time], what were you doing?

	MORNING												AFTERNOON			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
	6:00-6:30	6:30-7:00	7:00-7:30	7:30-8:00	8:00-8:30	8:30-9:00	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-13:00	13:00-13:30	13:30-14:00
Activity																
<i>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</i>																

	AFTERNOON				EVENING											
	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)
	14:00-14:30	14:30-15:00	15:00-15:30	15:30-16:00	16:00-16:30	16:30-17:00	17:00-17:30	17:30-18:00	18:00-18:30	18:30-19:00	19:00-19:30	19:30-20:00	20:00-20:30	20:30-21:00	21:00-21:30	21:30-22:00
Activity																
<i>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</i>																

	NIGHT															
	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)
	22:00-22:30	22:30-23:00	23:00-23:30	23:30-00:00	00:00-00:30	00:30-01:00	01:00-01:30	01:30-02:00	02:00-02:30	02:30-03:00	03:00-03:30	03:30-04:00	04:00-04:30	04:30-05:00	05:00-05:30	05:30-06:00
Activity																
<i>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</i>																

### **SECTION 3. Savings and Credit**

1. Do you have a savings account in a bank? (1=Yes, 2=No) ☐

2. Do you participate in a SACCO? (1=Yes, 2=No) ☐

**If YES, continue to question 2a. If NO, skip to question 3.**

2a. What was your SACCO contribution last month?

Amount:  Currency if NOT Ksh (**use G12 codes**) ☐ Other:

3. Do you participate in a merry-go-round or ROSCA? (1=Yes, 2=No) ☐

**If YES, continue to question 3a. If NO, skip to question 4.**

3a. How many different merry-go-rounds or ROSCAs do you participate in?

3b. What is the total amount in shillings of merry-go-round / ROSCA contributions that you made last month? Ksh

Currency if NOT Ksh (**use G12 codes**) ☐ Other:

4. In the past 12 months, have you taken any loans from a commercial bank or commercial lender? (1=Yes, 2=No) ☐

**If YES, continue to Question 4a. If NO, skip to question 4f.**

4a. What is the total amount of loans you took from commercial banks or commercial lenders in the past 12 months?

Amount:  Currency if NOT Ksh (**use G12 codes**) ☐ Other:

4b. What was the purpose of those loans? **Use T1 codes. List all that apply.**

☐ ☐ ☐ Other:

4c. How much interest was charged on the most recent loan you took from a commercial bank or commercial lender? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit  Amount:  per unit of time:

4d. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date is given, fill in "77/7777".**

4e. Are you currently in default on this loan? (1=Yes, 2=No) ☐

4f. In the past 12 months, did you apply for a loan from a commercial bank or commercial lender but not get it? (1=Yes, 2=No) ☐

5. In the past 12 months, have you taken any loans from a shylock (moneylender)? (1=Yes, 2=No) ☐

**If YES, continue to question 5a. If NO, skip to question 5e.**

5a. What is the total amount of loans you took from shylocks (moneylenders) in the past 12 months? Amount:  Currency if NOT Ksh (use G12 codes) ☐ Other:

5b. What was the purpose of those loans? **Use T1 codes. List all that apply.**

☐ ☐ ☐ Other:

5c. How much interest was charged on the most recent loan you took from a shylock (moneylender)? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit  \_\_\_\_\_ Number:  per unit of time:

5d. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date is given, fill in "77/7777".**

5e. Did you ask for a (another) loan from a shylock (moneylender) in the past 12 months but not get it? (1=Yes, 2=No)

6. In the past 12 months, have you ever borrowed money from someone else outside your household? By borrowing, I mean that you have received money that you had to repay or will have to repay at some point in the future. (1=Yes, 2=No)

**If YES, continue to question 6a. If NO, skip to question 6f.**

6a. What is your relationship to those people? **Use G4 codes. List up to 3 relationships, starting with the relationship of the person FR borrowed the most from. If the FR has borrowed money from more than 3 people outside the household, make a comment at the bottom of this page with the total number of individuals borrowed from. Choose codes such that, for instance, if the sender is the FR's mother, you select the code for "mother".**    Other: \_\_\_\_\_

6b. What is the total amount you borrowed from friends or from relatives outside your household in the past 12 months?  
Amount:  Currency if NOT Ksh (use G12 codes)  Other: \_\_\_\_\_

6c. What was the purpose of that borrowing? **Use T1 codes. List all that apply.**    Other: \_\_\_\_\_

6d. How much interest was charged on the most recent loan you took from someone else outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)  
**If no interest charged, fill in all three blanks with 88.**

Unit  \_\_\_\_\_ Number:  per unit of time:

6e. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date given, fill in "77/7777".**

6f. Did you ask for a (another) loan from someone else outside your household in the past 12 months but not get it? (1=Yes, 2=No)

7. In the past 12 months, have you ever lent money to someone outside your household? By lending, I mean that you gave money to someone that you have received back or are expecting to receive back at some point in the future. (1=Yes, 2=No)

**If YES, continue to questions 7a. If NO, skip to question 7e.**

7a. What is your relationship to those people? **Use G4 Codes. List up to 3 relationships, starting with relationship of person FR lent the most money to. If the FR has lent money to more than 3 people outside the household, please make a comment at the bottom of this page with the total number of people lent to. Choose codes such that, for instance, if the sender is the FR's mother, you select the code for "mother".**    Other: \_\_\_\_\_

7b. What is the total amount you lent to people outside your household in the past 12 months? Amount:  Currency if NOT Ksh (use G12 codes)  Other: \_\_\_\_\_

7c. How much interest did you charge on the most recent loan you gave to someone outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit    Number:  per unit of time:

7d. By when is / was this person supposed to pay back the loan? (MM/YYYY) **If no**

**specific date given, fill in "77/7777".**

/

7e. Did someone ask for a loan in the past 12 months but you did not give it?

(1=Yes, 2=No)

8. Now I would like to ask you about some mobile banking services. Have you ever heard of any of the following mobile banking services: M-PESA, M-Shwari, Zap, Orange Money, yuCash, MTN Banking, or M-Sente?

(1=Yes, 2=No)

**If YES, continue to question 8a. If NO, skip to question 10.**

8a. How many minutes does it take you to walk to the nearest shop where you can use one of these services? (99=DK)  minutes

8b. Have you ever used any of these services? (1=Yes, 2=No)

**[There is no question 9.]**

10. Now I would like to ask you about some airtime sharing services. Have you ever heard of any of the following sharing services: Sambaza, Me2U, Easy Share, yu Share Airtime, UTL's Share Airtime, or Balance Share?

(1=Yes, 2=No)

**If YES, continue. If NO, skip to Section 4.**

10a. Have you ever used any of these services?

(1=Yes, 2=No)

#### **SECTION 4. Interaction with Other NGOs and Government Programs**

**Read:** We would now like to learn if you have recently benefitted from any NGO, CBO, church or government assistance programs. Specifically, we want to learn about assistance programs where you have received a good or service directly. By assistance program, I mean any program, including things like receiving food, medication, bednets, condoms, fertilizer, chlorine, education or training, agricultural extension services, healthcare, or money for a specific purpose. **Do not include the IPA vocational training project here, but do include other ICS/IPA programs.**

**Here we want programs in which the FR received something directly, such as money, food, extension services, or a job. We do not want to include Free Primary Education, or education subsidies that go directly to the school and not to the individual. If there are more than 7 programs, collect information on the 7 most recent programs.**

		(A) In the past 12 months, have you received assistance or a job from ... ? (1=Yes, 2=No)	(B) What is the name of the program or group offering this assistance?	(C) Please describe this program. For instance, what type of assistance was provided? If money, what was it to be used for?	(D) What was the monetary value of this assistance? Please estimate if you are unsure.
1.	Constituency Development Fund (CDF)?  <b>If receiving assistance from more than one CDF program, list the names of and describe all programs. In (D), add monetary value to get total.</b>	<div style="text-align: center;"> _ </div> <b>If NO, skip to next row.</b>	<b>Write "77" if program is CDF.</b>  _____	_____ _____ _____ _____ _____ _____	Amount:  _____   Currency if NOT Ksh:  _  Other: _____

		(A) In the past 12 months, have you received assistance or a job from ... ? (1=Yes, 2=No)	(B) What is the name of the program or group offering this assistance?	(C) Please describe this program. For instance, what type of assistance was provided? If money, what was it to be used for?	(D) What was the monetary value of this assistance? Please estimate if you are unsure.
2.	Kazi KWA Vijana? <b>For question (A), ask about EVER rather than just last 12 months.</b> <b>If received assistance from more than one KKV program, list the names of and describe all programs. In (D), add monetary value to get total.</b>	<b>Question should be:</b> Did you ever receive assistance or a job from Kazi Kwa Vijana?   _   <b>If NO, skip to next row.</b>	<b>Write "77" if program is Kazi Kwa Vijana.</b>  _____	<b>Note: Include type of job for KKV.</b> _____ _____ _____ _____ _____ _____	<b>Note: Include salary received for KKV.</b>  Amount:  _____   Currency if NOT Ksh:  _  Other: _____
3i.	Any other government, NGO, CBO, or church assistance program, including one offered by IPA or ICS?	_   <b>If NO, skip to Section 5. If YES, continue.</b>	_____	_____ _____ _____ _____ _____ _____	Amount:  _____   Currency if NOT Ksh:  _  Other: _____
3ii.	Any other government, NGO, CBO, or church assistance program, including one offered by IPA or ICS?	_   <b>If NO, skip to Section 5. If YES, continue.</b>	_____	_____ _____ _____ _____ _____ _____	Amount:  _____   Currency if NOT Ksh:  _  Other: _____



		(A) In the past 12 months, have you received assistance or a job from ... ? (1=Yes, 2=No)	(B) What is the name of the program or group offering this assistance?	(C) Please describe this program. For instance, what type of assistance was provided? If money, what was it to be used for?	(D) What was the monetary value of this assistance? Please estimate if you are unsure.
3iii.	Any other government, NGO, CBO, or church assistance program, including one offered by IPA or ICS?	<input type="checkbox"/> <b>If NO, skip to Section 5. If YES, continue.</b>	_____	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Amount: <input type="text"/> Currency if NOT Ksh: <input type="text"/> Other: _____
3iv.	Any other government, NGO, CBO, or church assistance program, including one offered by IPA or ICS?	<input type="checkbox"/> <b>If NO, skip to Section 5. If YES, continue.</b>	_____	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Amount: <input type="text"/> Currency if NOT Ksh: <input type="text"/> Other: _____
3v.	Any other government, NGO, CBO, or church assistance program, including one offered by IPA or ICS?	<input type="checkbox"/> <b>If NO, skip to Section 5. If YES, continue.</b>	_____	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Amount: <input type="text"/> Currency if NOT Ksh: <input type="text"/> Other: _____

## SECTION 5. Mental Health and Well-being

1. Taking everything together, would you say you are somewhat happy, very happy or not happy? (1=Very happy, 2=Somewhat happy, 3=Not happy, 99 = DK)

**Read:** Now I want to ask you some questions about how you were feeling yesterday.

- 1A. Did you experience any of the following feelings for much of the day yesterday?

- |                    |               |                      |
|--------------------|---------------|----------------------|
| 1a. Enjoyment?     | (1=Yes, 2=No) | <input type="text"/> |
| 1b. Physical pain? | (1=Yes, 2=No) | <input type="text"/> |
| 1c. Worry?         | (1=Yes, 2=No) | <input type="text"/> |
| 1d. Sadness?       | (1=Yes, 2=No) | <input type="text"/> |
| 1e. Stress?        | (1=Yes, 2=No) | <input type="text"/> |
| 1f. Anger?         | (1=Yes, 2=No) | <input type="text"/> |
| 1g. Happiness?     | (1=Yes, 2=No) | <input type="text"/> |

**Read:** Now I want to ask you some questions about how you have felt in general over the past month.

2. How much of the time during the past month have you been a very nervous person?	<b>Read responses aloud.</b>	<input type="text"/>
3. How much of the time during the past month have you felt calm and peaceful?	All of the time.....1	<input type="text"/>
4. How much of the time during the past month have you felt very sad?	Most of the time.....2	<input type="text"/>
5. How much of the time during the past month have you been a happy person?	A good bit of the time.....3	<input type="text"/>
6. How much of the time during the past month have you felt so sad that nothing could cheer you up?	Some of the time.....4	<input type="text"/>
	A little of the time.....5	<input type="text"/>
	None of the time.....6	<input type="text"/>

**Read:** Now I would like to read some statements to you. Tell me whether you agree or disagree with each.

7. I feel proud to show my friends or other visitors where I live.	<b>Probe:</b> Do you agree or disagree very strongly?	<input type="text"/>
8. I feel proud of the work that I do. <b>Even if the FR doesn't "work" in the traditional sense, ask them to consider the things that they do (school, housework, etc).</b>	1 = Agree very strongly	<input type="text"/>
9. I feel proud of my child/children. <b>Use code "88" if FR has no children.</b>	2 = Agree	<input type="text"/>
10. I believe that if I try hard, I can improve my situation in life.	3 = Disagree	<input type="text"/>
11. I like to make plans for my future work.	4 = Disagree very strongly	<input type="text"/>
12. I am very shy.	<b>DO NOT READ</b>	<input type="text"/>
13. I like to meet new people.	<b>Option 5</b>	<input type="text"/>
14. I like to do the same thing every day.	5 = Neither agree nor disagree	<input type="text"/>
15. I like to think about better solutions to challenges.	88 = N/A 99 = DK	<input type="text"/>

## **SECTION 6. Sexual Behavior Questionnaire**

**Read:** This section of the survey covers topics related to sexual behavior. These topics include your past and current sexual partners, HIV and other sexually transmitted infections, and the use of contraceptives to avoid pregnancy.

As we mentioned before, one purpose of this survey is to understand how people in Kenya grow up and change in all the many aspects of their lives as they become adults. One of these aspects is health. Because HIV and other sexually transmitted infections are important health issues in Kenya, we would like to ask you some questions about this topic.

To ensure your privacy and confidentiality in responding to these very personal questions, I will have you read and answer the sexual behavior questions, which are available in both English and Kiswahili, to yourself. You will have to mark the boxes that are correct on the answer sheet. When you finish filling out the question sheet, you will fold it and place it in a sealed envelope.

If you would prefer, I can also read the questions aloud. If you choose to read the questions silently yourself, I am available to clarify anything you don't understand.

Please answer accurately and do not worry about whether there is a correct answer. Your answers will have no effect on your personal life. As I mentioned, this information is confidential, only the researchers can access the data. Thank you for your cooperation.

1. Will you answer these questions? (1=Yes, 2=No) ☐

***If YES, hand FR the questionnaire to fill out and skip to question 2. If NO, continue.***

1a. ***Do not ask the following question, simply record your impressions.*** Why does FR refuse to fill out the questionnaire? \_\_\_\_\_

---

***Now fill out the "Survey Refusal Sheet" and skip to Section 7 after the 5 min break.***

2. ***Do not ask this question out loud.*** Did the respondent answer the sexual behavior questionnaire himself / herself? (1=Yes, 2=No) ☐

**5 MINUTE BREAK AFTER THIS SECTION.**

**REMEMBER TO PLACE THE COMPLETED SECTION IN A SEALED ENVELOPE AND FOLLOW ALL APPROPRIATE PROTOCOL TO MAINTAIN CONFIDENTIALITY AND COMPLY WITH HUMAN SUBJECT RULES.**

**For the following sections 7 – 13, you may want to consult other household members and ask them to join the interview.**

## **SECTION 7. Transfers**

**Read:** Now, I would like to ask you about relationships in which your household either receives or gives money or goods. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. By the individuals in your household, I mean those who “eat from the same pot” and spend 4 nights or days (or more) in an average week sleeping in your home.

**If FR is in boarding school, read:** We consider boarding school students to be a 1-person household, therefore classmates and parents should not be included as part of your household.

**If FR is a live-in guard or live-in house help, read:** We consider live-in house help and live-in guards to be a 1-person household, unless you have a spouse or dependent(s) living with you. Your employer or employer’s family should not be considered part of your household. Spouses or dependents living elsewhere should also not be considered part of your household.

**Please probe well on this next question. We want ALL transfers, not just gifts.**

1. Did anyone in this household receive a gift / assistance of money or goods from someone outside the household in the last 12 months? **Do not include transfers from the government or employers; also do not include loans or interest payments, or goods that the household purchased. If FR is in boarding school count gifts from parents as transfers.**

(1=Yes, 2= No)                      |\_\_|

**If YES, continue. If NO, skip to question 10.**

**For the next set of questions, please group together transfers that come from the same sender (or individuals in the same household) and are meant for the same receiver, in one “transfer relationship.” If there are more than 4 transfer relationships, list only the ones that provided the largest amount of money or goods.**

**Read:** Consider the [1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> / ...] relationship in which your household received a gift of money or goods from someone outside the household in the past 12 months. **Fill in the table by proceeding across for question 2 and then down each column.**

	Transfer relation #1	Transfer relation #2	Transfer relation #3	Transfer relation #4
2. What is your relationship to the sender? <b>Use G4 codes. For instance, if the sender is the FR’s mother, select the code for “mother”.</b>	__  _____	__  _____	__  _____	__  _____
2a. How old is the sender? <b>If don’t know, please estimate.</b> (999=DK)	__	__	__	__

	Transfer relation #1	Transfer relation #2	Transfer relation #3	Transfer relation #4
3. Was it money or goods that your household received? (1=Money,2=Goods,3=Both) <b>If MONEY, ask questions 3a – 3b. If GOODS, ask questions 3c – 3d. If BOTH, ask questions 3a – 3d. Do not include transport or Mpesa fees.</b> 3a. What was the amount of the most recent <u>cash</u> transfer? (99=D/K) 3b. How were the funds transferred? <b>Use T2 codes</b> 3c. What was the value of most recent transfer of <u>goods</u> ? 3d. What goods were given to you? <b>List.</b> 3e. <b>List currency of responses if not Ksh. Use G12 codes.</b>	__  a. KSh ____ b.  __  ____ c. KSh ____ d. ____ ____ e.  __  Other: ____	__  a. KSh ____ b.  __  ____ c. KSh ____ d. ____ ____ e.  __  Other: ____	__  a. KSh ____ b.  __  ____ c. KSh ____ d. ____ ____ e.  __  Other: ____	__  a. KSh ____ b.  __  ____ c. KSh ____ d. ____ ____ e.  __  Other: ____
4. Where does this sender live?				
4a. Country: <b>Use G1 codes</b>	__  ____	__  ____	__  ____	__  ____
4b. County: <b>Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For senders in Uganda, ask for “district” rather than “county”. Use G2a codes.</b> <b>If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 4d.</b>	__  ____	__  ____	__  ____	__  ____
4c. 2010 District: <b>If FR doesn’t know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments below. Use G2b codes.</b>	__  ____	__  ____	__  ____	__  ____
4d. Town / city? <b>Use G3a codes. Code 20=Lives in a rural area.</b> <b>If LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 5.</b>	__  ____	__  ____	__  ____	__  ____
4e. Location? <b>For senders in Uganda, ask for “county” rather than “location”. Use G3b codes.</b>	__  ____	__  ____	__  ____	__  ____
4f. Sub-location? <b>For senders in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes.</b>	__  ____	__  ____	__  ____	__  ____
5. What was the main use of the most recent transfer of <u>money or goods</u> ? <b>List all that apply, up to 3 selections. Use T1 codes.</b>	_ _ _ _  ____	_ _ _ _  ____	_ _ _ _  ____	_ _ _ _  ____

	Transfer relation #1	Transfer relation #2	Transfer relation #3	Transfer relation #4
6a. What was the <u>total value</u> of all transfers in this relationship during the last 12 months? (If goods were sent, think how much it would cost to buy them.) <b>Do not include transport or Mpesa fees.</b>	a.Ksh _____ b. _____ Other: _____	b.Ksh _____ b. _____ Other: _____	c.Ksh _____ b. _____ Other: _____	d.Ksh _____ b. _____ Other: _____
6b. <b>List currency if not Ksh. Use G12 codes.</b>				
7. To your knowledge, have you or anyone in your household <u>ever</u> given this person a transfer in the past? (1=Yes, 2=No) <b>Only use 99=DK if FR feels they would not be aware of any transfers made. If they would be aware but haven't heard of any transfers, that's a NO.</b>	_____	_____	_____	_____

**If ANOTHER TRANSFER was entered, return to question 3 and fill in the next column. If NOT, continue.**

**If MORE THAN 4 RECEIVING TRANSFER RELATIONSHIPS, continue to question 8. OTHERWISE, skip to question 10.**

8. How many total individuals or groups of individuals did you and your household receive money from in the last 12 months? **Note that we want the total number of transfer relationships here, not the number of people (i.e., if the FR received money from an aunt and uncle who live together in the same household, that counts as 1 relationship rather than 2 relationships).** \_\_\_\_\_ individuals or groups

9. What is the total amount (including all cash transfers and the total value of transferred goods) that your household received from persons outside the household during the past 12 months, including the transfers above as well as any other transfers?  
Amount: \_\_\_\_\_ Currency if NOT Ksh (**use G12 codes**) \_\_\_\_\_ Other: \_\_\_\_\_

**FO: Please probe well on this question. We want ALL transfers, not just gifts.**

10. Did anyone in this household give or send money or goods to someone outside the household in the last 12 months? (1=Yes, 2=No) \_\_\_\_\_ **If YES, continue to question 11. If NO, skip to question 19.**

**For the next set of questions, please group together transfers that come from the same sender and are meant for the same receiver (or individuals in the same household), in one "transfer relationship." If there are more than 4 transfer relationships, list only the ones that provided the largest amount of money or goods.**

**Read:** Consider the [1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> / ...] relationship in which your household sent a gift of money or goods to someone outside the household in the past 12 months. **Fill in the table by proceeding across for Question 11 and then down each column.**

	Transfer relation #1	Transfer relation #2	Transfer relation #3	Transfer relation #4

	Transfer relation #1	Transfer relation #2	Transfer relation #3	Transfer relation #4
11. What is your relationship to the receiving household head? <b>Use G4 codes</b> <b>Note: Use household head, not receiving individual. For instance, if the receiving household head is the FR's mother, select the code for "mother".</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
11a. How old is the receiving household head? <b>If don't know, please estimate.</b> (999=DK)	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
12. Was it money or goods that your household sent? (1=Money, 2=Goods, 3=Both) <b>If MONEY, ask questions 12a – 12b. If GOODS, ask questions 12c – 12d. If BOTH, ask questions 12a – 12d.</b> <b>Do not include here transport or Mpesa fees.</b> 12a. What was the amount of the most recent <u>cash</u> transfer? (88=N/A) 12b. How were the funds transferred? <b>Use T2 codes</b> 12c. What was the value of most recent transfer of <u>goods</u> ? 12d. What were the goods that you sent? <b>List all.</b> 12e. <b>List currency if not Ksh. Use G12 codes.</b>	<input type="text"/> a. KSh _____ b. <input type="text"/> _____ c. KSh _____ d. _____ e. <input type="text"/> Other: _____	<input type="text"/> a. KSh _____ b. <input type="text"/> _____ c. KSh _____ d. _____ e. <input type="text"/> Other: _____	<input type="text"/> a. KSh _____ b. <input type="text"/> _____ c. KSh _____ d. _____ e. <input type="text"/> Other: _____	<input type="text"/> a. KSh _____ b. <input type="text"/> _____ c. KSh _____ d. _____ e. <input type="text"/> Other: _____
13. Where does the recipient live?				
13a. Country: <b>Use G1 codes</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
13b. County: <b>Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For senders in Uganda, ask for "district" rather than "county". Use G2a codes.</b> <b>If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 13d.</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
13c. 2010 District: <b>If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments below. Use G2b codes.</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____
13d. Town / city? <b>Use G3a codes. Code 20=Lives in a rural area.</b> <b>If LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 14.</b>	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____	<input type="text"/> _____

	Transfer relation #1	Transfer relation #2	Transfer relation #3	Transfer relation #4
13e. Location? <b>For senders in Uganda, ask for “county” rather than “location”. Use G3b codes.</b>	_	_	_	_
13f. Sub-location? <b>For senders in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes.</b>	_	_	_	_
14. What was the main use of the most recent transfer of <u>money or goods</u> ? <b>List all that apply, up to 3 selections. Use T1 codes.</b> (99=DK)	_ _ _	_ _ _	_ _ _	_ _ _
15a. What was the <u>total value</u> of all transfers in this relationship during the last 12 months? (if goods were sent, think how much it would cost to buy them). <b>Do not include here transport or MPESA fees.</b>	a. KSh  _ _ _  b.  _  Other:  _ _ _	a. KSh  _ _ _  b.  _  Other:  _ _ _	a. KSh  _ _ _  b.  _  Other:  _ _ _	a. KSh  _ _ _  b.  _  Other:  _ _ _
15b. <b>List currency if not Ksh. Use G12 codes.</b>	_ _ _	_ _ _	_ _ _	_ _ _
16. Have you ever received a transfer from this person in the past? (1=Yes, 2=No)	_	_	_	_

**If ANOTHER TRANSFER was entered, return to question 12 and fill in the next column. If NOT, continue.**

**If MORE THAN 4 SENDING TRANSFER RELATIONSHIPS, ask question 17. If not, skip to question 19.**

17. How many total individuals did you send money to in the last 12 months? **Note that we want the total number of transfer relationships here, not the number of people (i.e., if the FR sent money to an aunt and uncle who live together in the same household, that counts as 1 relationship rather than 2 relationships).** |\_| individuals

18. What is the total amount (including all cash transfers and the total value of transferred goods) that your household sent to persons outside the household during the past 12 months, including the transfers above as well as any other transfers?  
Amount: |\_|\_|\_| Currency if NOT Ksh (**use G12 codes**) |\_| Other: |\_|\_|\_|

19. How many additional friends or relatives asked you for money in the last 12 months, that you did NOT send money to? |\_| individuals



## SECTION 8. Economic Activities

**Note: We are interested in livestock this household owns, plus any livestock the respondent owns that is at another location.**

**Read:** For the following questions on expenditures, I would like you to consider expenditures for your household as a whole. Recall that, by your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. By the individuals in your household, I mean those who “eat from the same pot” and spend 4 nights or days (or more) in an average week sleeping in your home.

**If FR is in boarding school, read:** We consider boarding school students to be a 1-person household, therefore classmates should not be included as part of your household.

**If FR is a live-in guard or live-in house help, read:** We consider live-in house help and live-in guards to be a 1-person household, unless you have a spouse or dependent(s) living with you. Your employer or employer’s family should not be considered part of your household. Spouses or dependents living elsewhere should also not be considered part of your household.

**Note that we will use this household definition for all of the questions in the remainder of this survey.**

1. How many [LIVESTOCK] did your household purchase in the past 12 months? How much money in total did your household pay for those [LIVESTOCK]? **Ask each individually.**

	No of animals	KSh
A) Cattle	_____	_____  /=
B) Goats	_____	_____  /=
C) Sheep	_____	_____  /=
D) Chickens	_____	_____  /=
E) Ducks	_____	_____  /=
F) Donkeys	_____	_____  /=
G) Pigs	_____	_____  /=
H) Turkeys	_____	_____  /=
I) Other 1 (specify): _____	_____	_____  /=
J) Other 2 (specify): _____	_____	_____  /=

1a. **List currency of above responses if not Ksh. Use G12 codes.** |\_\_\_\_| Other: \_\_\_\_\_

2. Did your household sell any livestock in the past 12 months? (1=Yes, 2=No) |\_\_\_\_|

3. **If Yes:** How much did your household earn? |\_\_\_\_\_| /=

3a. **List currency if not Ksh. Use G12 codes.** |\_\_\_\_| Other: \_\_\_\_\_

4. In the past 12 months how much did your household spend in total on veterinary expenses?  
|\_\_\_\_\_| /=

4a. **List currency if not Ksh. Use G12 codes.** |\_\_\_\_| Other: \_\_\_\_\_

## SECTION 9. Durables

**NOTE: For the following sections 9 – 13: If the FR is a boarding school student and the ITEM (e.g. food, medicine, lamps) is already included in the tuition paid, DO NOT record it. However, if the ITEM is an additional out-of-pocket payment the FR made, record the ITEM. Purchases that are made by the boarding school (e.g. a TV) SHOULD NOT be listed.**

1. Has your household bought or spent money on any [ITEM] during the past 12 months? Has your household received gifts of any [ITEM] during the past 12 months?  <b>If YES to either, mark “1”. If NO to both, mark “2”.</b>			2. How many [ITEM] did your household acquire in the past 12 months, through gift AND purchase?	3. When was the last time your household acquired this [ITEM]?	4. Did your household purchase it, or receive it as a gift or by barter? 1=PURCHASE 2=GIFT / BARTER 3=BOTH	5. How much did your household pay for it?	6. <b>If gift / barter:</b> what was the <u>value</u> of the item?
THEN ASK Q.2-6 FOR EACH ITEM.  IF Q1 = “2” SKIP TO THE NEXT ITEM	1=YES 2=NO	CODE	QTY ACQUIRED IN PAST 12 MONTHS (ALWAYS FILL NONE=0)	MM/YY	IF “1” → Q5 IF “2” → Q6 IF “3” → Q5 THEN 6	AMOUNT(/=)	AMOUNT(/=)
Bicycles		201					
Motorcycles / scooters		202					
Cars / trucks		203					
Jiko Stoves		204					
Kerosene Stoves		205					
Torches		206					
Radios / cassette players		207					
CD players		244					
Thermos flasks		208					
Sewing machines		209					
Lamps / lanterns		210					
Hand carts		211					

1. Has your household bought or spent money on any [ITEM] during the past 12 months? Has your household received gifts of any [ITEM] during the past 12 months?  <b>If YES to either, mark "1". If NO to both, mark "2".</b>			2. How many [ITEM] did your household acquire in the past 12 months, through gift AND purchase?	3. When was the last time your household acquired this [ITEM]?	4. Did your household purchase it, or receive it as a gift or by barter? 1=PURCHASE 2=GIFT / BARTER 3=BOTH	5. How much did your household pay for it?	6. <b>If gift / barter:</b> what was the value of the item?
<b>THEN ASK Q.2-6 FOR EACH ITEM.</b> <b>IF Q1 = "2" SKIP TO THE NEXT ITEM</b>	<b>1=YES 2=NO</b>	<b>CODE</b>	<b>QTY ACQUIRED IN PAST 12 MONTHS (ALWAYS FILL NONE=0)</b>	<b>MM/YY</b>	<b>IF "1" → Q5 IF "2" → Q6 IF "3" → Q5 THEN 6</b>	<b>AMOUNT(/=)</b>	<b>AMOUNT(/=)</b>
Ox carts		212					
Ox ploughs		213					
Hoes		214					
Machetes		215					
Chairs		216					
Tables		217					
Beds		218					
Mosquito nets		219					
Mattresses		220					
Sofa pieces (all kinds)		221					
Sufuria		222					
Pots		223					
Buckets, basins		224					
Hammers		225					
Clocks, watches		226					
Suitcases/ <i>mkoba</i>		227					
Jerry cans, Water Drums		228					

1. Has your household bought or spent money on any [ITEM] during the past 12 months? Has your household received gifts of any [ITEM] during the past 12 months?  <b>If YES to either, mark "1". If NO to both, mark "2".</b>			2. How many [ITEM] did your household acquire in the past 12 months, through gift AND purchase?	3. When was the last time your household acquired this [ITEM]?	4. Did your household purchase it, or receive it as a gift or by barter? 1=PURCHASE 2=GIFT / BARTER 3=BOTH	5. How much did your household pay for it?	6. <b>If gift / barter:</b> what was the value of the item?
<b>THEN ASK Q.2-6 FOR EACH ITEM.</b> <b>IF Q1 = "2" SKIP TO THE NEXT ITEM</b>	1=YES 2=NO	CODE	<b>QTY ACQUIRED IN PAST 12 MONTHS (ALWAYS FILL NONE=0)</b>	MM/YY	<b>IF "1" → Q5 IF "2" → Q6 IF "3" → Q5 THEN 6</b>	<b>AMOUNT(/=)</b>	<b>AMOUNT(/=)</b>
Charcoal Irons		229					
Electric Irons		230					
Telephones (Landline phone)		231					
Televisions		232					
Car Batteries		233					
Motor boats		234					
Other boats		235					
Computers		236					
Generators		237					
Solar panels		238					
Fishing rods		239					
Mobile Phones and SIM cards		240					
Other durables 1 (specify): _____		241					
Other durables 2 (specify): _____		242					
Other durables 3 (specify): _____		243					

6a. List currency for purchases / gifts / barter of all durables if NOT Ksh. Use G12 code. |\_\_\_| Other: \_\_\_\_\_

## SECTION 10. Frequent Non-Food Purchases

**Read:** In the following questions, I want to ask about all purchases made for your household, regardless of which person made them. Please exclude from your answer anything purchased for processing or resale in a household enterprise. Now I am going to ask you about personal care items that you use in your home.

			PURCHASES PAST 7 DAYS	PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS	GIFTS PAST 12 MONTHS
1. Has your household bought or spent money on any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	1=YES 2=NO	CODE	AMOUNT (/=)	AMOUNT(/=)	AMOUNT (/=)
Soap to wash body (Imperial, Dettol, Sunlight)		1			
Toothpaste		2			
Vaseline or other similar lotions		3			
Household cleaning articles (Washing powder, OMO, JIK, Bleach)		4			
Matches		5			
Panadol and Aspirin		6			
Tobacco, Cigarettes or Snuff		7			

6a. **List currency for purchases / gifts of all items if NOT Ksh. Use G12 code.**  Other: \_\_\_\_\_

## SECTION 11. Non-Frequent Non-Food Purchases

**Read:** In the following questions, I want to ask about all purchases made for your household, regardless of which person made them. Please exclude from your answer anything purchased for processing or resale in a household enterprise. Now I am going to ask you about non-food consumption items that you use in your home.

			PURCHASES PAST 7 DAYS	PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS	GIFTS PAST 12 MONTHS
1. Has your household bought or spent money on or any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	1=YES 2=NO	CODE	AMOUNT (/=)	AMOUNT (/=)	AMOUNT (/=)
Linens (sheets, blankets, towels)		1			
Women's clothing, cloth, tailoring expenses and footwear		2			
Men's clothing, cloth, tailoring expenses and footwear		3			
Children's clothing, cloth, tailoring expenses and footwear		4			
Plates, cutlery, glassware		5			
Batteries (not car battery)		6			

			PURCHASES PAST 7 DAYS	PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS	GIFTS PAST 12 MONTHS
1. Has your household bought or spent money on or any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	1=YES 2=NO	CODE	AMOUNT (/=)	AMOUNT (/=)	AMOUNT (/=)
Haircuts and hairstyling		7			
Doctor, Hospital, and clinic fees		8			
Medicines (Not including Panadol, Aspirin)		9			
Health insurance (e.g. NHIF)		10			
Books, stationery, newspapers		11			
Postal expenses and telegrams		12			
Repair and maintenance of radio, stove (coal, wood, oil, gas)		13			
Bicycle, motorbike, vehicle repair, and licenses (not gasoline)		14			

			PURCHASES PAST 7 DAYS	PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS	GIFTS PAST 12 MONTHS
1. Has your household bought or spent money on or any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	1=YES 2=NO	CODE	AMOUNT (/=)	AMOUNT (/=)	AMOUNT (/=)
Home repair and improvements (i.e., mabati roof, cement floor, furniture)		15			
House Decoration (e.g., curtains, carpets, flowers)		16			
Traveling and lodging expenses (not transport)		17			
Transport expenses (Matatu, Bus)		18			
Charity, donations (including church and mosque)		19			
Local village council taxes and fees, and community group fees (e.g. water group, women's group)		20			
School fees and other education/training		21			



			PURCHASES PAST 7 DAYS	PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS	GIFTS PAST 12 MONTHS
1. Has your household bought or spent money on or any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	1=YES 2=NO	CODE	AMOUNT (/=)	AMOUNT (/=)	AMOUNT (/=)
fees					
Contributions to informal credit schemes (ROSCAs)		22			
Losses due to theft		23			
Gambling / Lottery spending		24			
Deposits to savings accounts		25			
Legal services/fees		26			
Marriages, births, other ceremonies and bride price		27			
Funeral expenses		28			
Telephone Calling card/Scratch card		29			
Internet café expenses/Internet connection charge		30			
Car/Motorcycle fuel		31			

			PURCHASES PAST 7 DAYS	PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS	GIFTS PAST 12 MONTHS
1. Has your household bought or spent money on or any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	1=YES 2=NO	CODE	AMOUNT (/=)	AMOUNT (/=)	AMOUNT (/=)
Other fishing equipments (not fishing rods/boats)		32			
Cinema, Video show		33			
House/Apartment rent		34			
Interest payment on loans		35			
Electricity expenses (from all sources)		36			
Water expenses (from all sources)		37			
Sports expenses (Gym, Athletics, Soccer Clubs e.t.c )		38			
Misc. other non-food expense ( <b>specify</b> ): 1: _____		39			
Misc. other non-food expense ( <b>specify</b> ): 2: _____		40			

			<b>PURCHASES PAST 7 DAYS</b>	<b>PURCHASES AVERAGE MONTH IN THE PAST 12 MONTHS</b>	<b>GIFTS PAST 12 MONTHS</b>
1. Has your household bought or spent money on or any [ITEM] during the past 12 months? Has your household received gifts of [ITEM] during the past 12 months? <b>If YES to either, mark "1". If NO to both, mark "2". If NO, skip to next row.</b>			2. How much did your household spend on [ITEM] in the past 7 days?	3. How much did your household spend for [ITEM] in a typical month in the past 12 months?	4. What is the value of all the [ITEM] that your household received as a gift during the past 12 months?
	<b>1=YES 2=NO</b>	<b>CODE</b>	<b>AMOUNT (/=)</b>	<b>AMOUNT (/=)</b>	<b>AMOUNT (/=)</b>
Misc. other non-food expense ( <b>specify</b> ): 3: _____		41			

4a. **List currency for purchases / gifts of all items if NOT Ksh. Use G12 code.**    |\_\_\_| Other: \_\_\_\_\_

## **SECTION 12. Daily Meal/Snack Consumption**

**Read:** Now I would like to ask you about meals eaten outside of the home.

1.	1.	2.
	How many [MEALS/ SNACKS] were eaten by all household members outside of the home during the past 7 days? For example in a hotel, or in someone else's home <b>Please try to avoid "DK"!</b>	What was the value of these [MEALS/ SNACKS] eaten outside of the home in the last 7 days? <b>Record the value of all of these meals (all sodas, not the cost per soda).</b> (DK=999)
	<b>CODE</b>	<b>NUMBER</b>
	<b>AMOUNT</b>	
a. Breakfasts	1	
b. Lunches	2	
c. Dinners / suppers	3	
d. Snacks (doughnuts, chapati, chips, crisps, samosas)	4	
e. Sodas / Bottled water	5	
f. Alcoholic drinks	6	
g. Other 1 (specify): _____	7	
h: Other 2 (specify): _____	8	
i. Other 3 (specify): _____	9	

2a. **List currency for all above meals snacks if NOT Ksh. Use G12 code.** |\_\_\_| Other: \_\_\_\_\_

## SECTION 13. Food Consumption

**Read:** In the following questions, I want to ask about all purchases made for your household, regardless of which person made them. Please exclude from your answer any food purchased for processing, livestock consumption or resale in a household enterprise. First I will ask you about staples that you eat at home. Include grains used for food or alcohol. Do not double count grain that is made into flour.

				PURCHASES IN LAST 7 DAYS		HOME PRODUCTION			MARKET PURCHASES			GIFTS		UNIT CODES 1=KENYAN SHILLINGS 2=KILO 3=GRAM 4=GOROGORO-2KG 5=DEBE-20KG 6=GUNIA-90KG 7=LITRE 8=300ML 9= 500ML 10=700ML 11=KASUKU-1KG 12=KASUKU-2KG 13=JERRY CAN/DUMU-20L 14=NUMBER 15=PACK/PACKET 16=BUNDLE 17=OTHER (DESCRIBE) 18=UGANDAN SHILLINGS
		Q1. Has your household consumed [FOOD] during the past 12 months?	Q2. Has your household grown or produced [FOOD] during the past 12 months?  IF Q1 = 2 SKIP TO NEXT ITEM	Q3. How much [FOOD] have the members of your household purchased in the last 7 days?  PROMPT FOR SHILLINGS  IF Q2 = 2 → Q6.			Q4. During the last 12 months how many months was your household consuming [FOOD] that your household grew or produced?  If "0" → Q6	Q5. During these months that your household grew or produced [FOOD], how much did your household consume in a typical week?  PROMPT FOR SHILLINGS	Q6. How many months in the past 12 months did your household purchase [FOOD]?  If "0" → Q8	Q7. How much does your household usually spend on [FOOD] in a typical week of the months that your household purchases [FOOD]?  PROMPT FOR SHILLINGS	Q8. What is the total amount of the [FOOD] consumed that your household received as a gift in the past 12 months?			
	[FOOD]	1=YES 2=NO	1=YES 2=NO		UNIT	AMT	MONTHS	UNIT	AMT	MONTHS	UNIT	AMT	UNIT	AMT
1	Maize			1										
2	Millet			2										
3	Sorghum			3										
4	Rice			4										
5	Sweet potato			5										
6	Cassava			6										
7	Irish potato			7										
8	Maize flour			8										
9	Wheat flour			9										
10	Plantains			10										
11	Other grains (specify): _____			11										

**Read:** Now I will ask you about vegetable and legumes that you eat at home.

				PURCHASES IN LAST 7 DAYS		HOME PRODUCTION			MARKET PURCHASES			GIFTS		UNIT CODES 1=KENYAN SHILLINGS 2=KILO 3=GRAM 4=GOROGORO-2KG 5=DEBE-20KG 6=GUNIA-90KG 7=LITRE 8=300ML 9= 500ML 10=700ML 11=KASUKU-1KG 12=KASUKU-2KG 13=JERRY CAN/DUMU-20L 14=NUMBER 15=PACK/PACKET 16=BUNDLE 17=OTHER (DESCRIBE) 18=UGANDAN SHILLINGS	
		Q1. Has your household consumed [FOOD] during the past 12 months?	Q2. Has your household grown or produced [FOOD] during the past 12 months?  IF Q1 = 2 SKIP TO NEXT ITEM	Q3. How much [FOOD] have the members of your household purchased in the last 7 days?  PROMPT FOR SHILLINGS  IF Q2 = 2 → Q6.	Q4. During the last 12 months how many months was your household consuming [FOOD] that your household grew or produced?  If "0" → Q6	Q5. During these months that your household grew or produced, how much did your household consume in a typical week?  PROMPT FOR SHILLINGS	Q6. How many months in the past 12 months did your household purchase [FOOD]?  IF "0" → Q8	Q7. How much does your household usually spend on [FOOD] in a typical week of the months that your household purchases [FOOD]?  PROMPT FOR SHILLINGS	Q8. What is the total amount of the [FOOD] consumed that your household received as a gift in the past 12 months?						
	[FOOD]	1=YES 2=NO	1=YES 2=NO		UNIT	AMT	MONTHS	UNIT	AMT	MONTHS	UNIT	AMT	UNIT	AMT	
12	Groundnuts			12											
13	Beans			13											
14	Cowpea leaves			14											
15	Green grams			15											
16	Tomatoes			16											
17	Onions			17											
18	Kales			18											
19	Cabbage			19											
20	Mrenda (Local Vegetable)			20											
21	Saka (Local Vegetable)			21											
22	Other Vegetable: (specify): _____			22											

**Read:** Now I will ask you about meats and dairy products that you eat at home.

				PURCHASES IN LAST 7 DAYS		HOME PRODUCTION			MARKET PURCHASES			GIFTS		
	[FOOD]	Q1. Has your household consumed [FOOD] during the past 12 months?	Q2. Has your household grown or produced [FOOD] during the past 12 months?  IF Q1 = 2 SKIP TO NEXT ITEM		Q3. How much [FOOD] have the members of your household purchased in the last 7 days?  PROMPT FOR SHILLINGS  IF Q2 = 2 → Q6.	Q4. During the last 12 months how many months was your household consuming [FOOD] that your household grew or produced?  If "0" → Q6	Q5. During these months that your household grew or produced, how much did your household consume in a typical week?  PROMPT FOR SHILLINGS	Q6. How many months in the past 12 months did your household purchase [FOOD]?  IF "0" → Q8	Q7. How much does your household usually spend on [FOOD] in a typical week of the months that your household purchases [FOOD]?  PROMPT FOR SHILLINGS	Q8. What is the total amount of the [FOOD] consumed that your household received as a gift in the past 12 months?	UNIT CODES 1=KENYAN SHILLINGS 2=KILO 3=GRAM 4=GOROGORO-2KG 5=DEBE-20KG 6=GUNIA-90KG 7=LITRE 8=300ML 9= 500ML 10=700ML 11=KASUKU-1KG 12=KASUKU-2KG 13=JERRY CAN/DUMU-20L 14=NUMBER 15=PACK/PACKET 16=BUNDLE 17=OTHER (DESCRIBE) 18=UGANDAN SHILLINGS			
		1=YES 2=NO	1=YES 2=NO		UNIT	AMT	MONTHS	UNIT	AMT	MONTHS	UNIT	AMT	UNIT	AMT
23	Beef			23										
24	Goat			24										
24a	Pork			24a										
24b	Mutton			24b										
25	Chicken, duck, poultry			25										
26	Fish			26										
27	Other meat (eg. pork, lamb): <b>(specify):</b> _____			27										
28	Eggs			28										
29	Milk (fresh, fermented)			29										

30	Milk powder			30									
30a	Other Dairy: (specify):			30a									

**Read:** Now I will ask you about other food purchases consumed at home.

				PURCHASES IN LAST 7 DAYS		HOME PRODUCTION		MARKET PURCHASES			GIFTS			
	[FOOD]	Q1. Has your household consumed [FOOD] during the past 12 months?	Q2. Has your household grown or produced [FOOD] during the past 12 months?  IF Q1 = 2 SKIP TO NEXT ITEM		Q3. How much [FOOD] have the members of your household purchased in the last 7 days?  ALWAYS PROMPT FOR SHILLINGS  IF Q2 = 2 → Q6.	Q4. During the last 12 months how many months was your household consuming [FOOD] that your household grew or produced?  If "0" → Q6	Q5. During these months that your household grew or produced, how much did your household consume in a typical week?  PROMPT FOR SHILLINGS	Q6. How many months in the past 12 months did your household purchase [FOOD]?  IF "0" → Q8	Q7. How much does your household usually spend on [FOOD] in a typical week of the months that your household purchases [FOOD]?  PROMPT FOR SHILLINGS	Q8. What is the total amount of the [FOOD] consumed that your household received as a gift in the past 12 months?	UNIT	AMT		
		1=YES 2=NO	1=YES 2=NO		UNIT	AMT	MONTHS	UNIT	AMT	MONTHS	UNIT	AMT	UNIT	AMT
31	CookingFat			31										
32	Sugar			32										
33	Salt			33										
34	Pepper			34										
34a	Other spices (ie, Royco)			34a										
35	Tea, Coffee			35										
36	Breads, biscuits, cakes			36										
37	Soda, squash			37										
38	Alcoholic drinks			38										

**UNIT CODES**  
 1=KENYAN SHILLINGS  
 2=KILO  
 3=GRAM  
 4=GOROGORO-2KG  
 5=DEBE-20KG  
 6=GUNIA-90KG  
 7=LITRE  
 8=300ML  
 9= 500ML  
 10=700ML  
 11=KASUKU-1KG  
 12=KASUKU-2KG  
 13=JERRY CAN/DUMU-20L  
 14=NUMBER  
 15=PACK/PACKET  
 16=BUNDLE  
 17=OTHER (DESCRIBE)  
 18=UGANDAN SHILLINGS



39	Other food 1: (specify):			39										
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**Read:** Now I will ask you about fruits that you eat at home.

					PURCHASES IN LAST 7 DAYS		HOME PRODUCTION			MARKET PURCHASES			GIFTS		UNIT CODES 1=KENYAN SHILLINGS 2=KILO 3=GRAM 4=GOROGORO-2KG 5=DEBE-20KG 6=GUNIA-90KG 7=LITRE 8=300ML 9= 500ML 10=700ML 11=KASUKU-1KG 12=KASUKU-2KG 13=JERRY CAN/DUMU-20L 14=NUMBER 15=PACK/PACKET 16=BUNDLE 17=OTHER (DESCRIBE) 18=UGANDAN SHILLINGS
	[FOOD]	Q1. Has your household consumed [FOOD] during the past 12 months?	Q2. Has your household grown or produced [FOOD] during the past 12 months?  IF Q1 = 2 SKIP TO NEXT ITEM		Q3. How much [FOOD] have the members of your household purchased in the last 7 days?  PROMPT FOR SHILLINGS  IF Q2 = 2 → Q6.	Q4. During the last 12 months how many months was your household consuming [FOOD] that your household grew or produced?  If "0" → Q6	Q5. During these months that your household grew or produced, how much did your household consume in a typical week?  PROMPT FOR SHILLINGS	Q6. How many months in the past 12 months did your household purchase [FOOD]?  IF "0" → Q8	Q7. How much does your household usually spend on [FOOD] in a typical week of the months that your household purchases [FOOD]?  PROMPT FOR SHILLINGS	Q8. What is the total amount of the [FOOD] consumed that your household received as a gift in the past 12 months?			UNIT	AMT	
		1=YES 2=NO	1=YES 2=NO		UNIT	AMT	MONTHS	UNIT	AMT	MONTHS	UNIT	AMT	UNIT	AMT	
40	Papaya (pawpaw)			40											
41	Water Melon			41											
42	Bananas			42											
43	Orange, other citrus			43											
44	Pineapple			44											
45	Avocado			45											
46	Mango			46											
47	Passion fruit			47											
48	Jack fruit			48											
49	Other fruits (specify):			49											

**Read:** We are almost finished with the survey. Now I will ask you about the fuels you use.

					PURCHASES IN LAST 7 DAYS		HOME PRODUCTION		MARKET PURCHASES			GIFTS		
		Q1. Has your household consumed [FUEL] during the past 12 months?	Q2. Has your household grown or produced during the past 12 months?  IF Q1 = 2 SKIP TO NEXT ITEM		Q3. How much [FUEL] have the members of your household purchased in the last 7 days?  PROMPT FOR SHILLINGS  IF Q2 = 2 → Q6.	Q4. During the last 12 months how many months was your household consuming [FUEL] that your household grew or produced?  If "0" → Q6	Q5. During these months how much did your household consume in a typical week?  PROMPT FOR SHILLINGS	Q6. How many months in the past 12 months did your household purchase [FUEL]?  IF "0" → Q8	Q7. How much does your household usually spend on [FUEL] in a typical week of the months that your household purchases [FUEL]?  PROMPT FOR SHILLINGS	Q8. What is the total amount of the [FUEL] consumed that your household received as a gift in the past 12 months?	UNIT CODES 1=KENYAN SHILLINGS 2=KILO 3=GRAM 4=GOROGORO-2KG 5=DEBE-20KG 6=GUNIA-90KG 7=LITRE 8=300ML 9= 500ML 10=700ML 11=KASUKU-1KG 12=KASUKU-2KG 13=JERRY CAN/DUMU-20L 14=NUMBER 15=PACK/PACKET 16=BUNDLE 17=OTHER (DESCRIBE) 18=UGANDAN SHILLINGS			
	[FUEL]	1=YES 2=NO	1=YES 2=NO		UNIT	AMT	MONTHS	UNIT	AMT	MONTHS	UNIT	AMT	UNIT	AMT
50	Firewood			50										
51	Charcoal			51										
52	Kerosene			52										
53	Cooking gas			53										
54	Other fuel: (specify): _____			54										

## Section 14. Conclusion

*Please make a note if you believe that the information given to you is suspicious:*

**Do not read the questions in this box aloud. Simply record your own impressions.**

A. Did the respondent terminate the survey early? (1=Yes, 2=No) ☐

**If YES, continue. If NO, skip to question 1.**

B. Why did the respondent terminate the survey early? ☐ \_\_\_\_\_

1 = Temporary stop only – Wishes to continue survey at a later time. **See “Temporary Stop Instructions” below.**

2 = Tired

3 = Too busy, does not have time

4 = Offended at question

5 = Suspicious of FO / survey intent / IPA

6 = Does not feel like continuing survey

7 = Other (specify)

**Temporary Stop Instructions: You have indicated that the FR wishes to continue the survey in the future. Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.**

1. Time end interview: (24 hr clock) ☐☐ : ☐☐

2. Who among the following answered questions in this module?

(Indicate all that apply **1=Yes, 2=No**)

A). Focus respondent ☐

B). Focus respondent's parents ☐

C). Focus respondent's sibling(s) ☐

D). Focus respondent's spouse(s) ☐

E). Focus respondent's other relatives ☐

F). Focus respondent's other household members who are not relatives ☐

3. Did the respondent become tired or impatient during the survey?  
(1= Not at all, 2=Somewhat tired/impatient, 3=Very tired/impatient) ☐

4. How reliable do you think the information in this survey is?  
(1=Not at all, 2=Somewhat reliable, 3=Very reliable) ☐

**FO NOTES:**

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5. **Read:** Thank you for your time.