

Understanding Recall of Past Reproductive Desires

*Pre-Analysis Plan**

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Summary: This document outlines the plan for analyzing how individuals (in their early to mid-30s) recall their reproductive desires from ca. 10 years ago. The goal of this project is to contribute general insights into recall and learning by assessing how accurately individuals recall their initial desires and for what reasons they might not be able to or choose not to recall past reproductive desires. To study this, I combine data on the recall of past reproductive desires from the current, fourth survey round of a long-running Kenyan panel with information on respondents' actual past reproductive desires from the second survey round, and make use of two key survey experiments: first, varying monetary incentives and statements when asking respondents to recall and second, offering respondents to find out their past reproductive desires and varying whether they are offered monetary incentives for doing so.

This paper pre-specifies a core set of reduced-form analyses around respondents' recall performance to judge key patterns in recall performance and potential reasons behind these. These estimates will serve as a starting point for building a structural model in order to quantify some of the determinants of recall and to judge the appropriateness of different models of poor recall. A second, more exploratory contribution of this paper is to examine potential impacts of poor recall of past reproductive desires, on domains such as individual beliefs and intergenerational transmission.

This document defines outcome and explanatory variables and includes planned regression specifications alongside hypotheses and tests to be conducted for the reduced-form analyses, and lays out my current thinking on the structural model. It is challenging to pre-specify all of the analyses that would be needed to inform a structural model, so I intend to conduct additional analyses beyond those included in this document; hence, this document is not intended to be comprehensive nor to preclude additional or exploratory analyses.

Appendix: Data management memo, KLPS-4 survey instrument.

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1 Introduction

In many cases, people have been found to hold desirable beliefs rather than perfectly accurate ones, staying persistently over-optimistic or not learning about their biases for example. Given the extent of feedback we receive over the course of life, researchers have pointed out that deliberation and motivated reasoning might be behind this pattern (Kunda (1990), Bénabou and Tirole (2002)). When facing new information, they tend to update in asymmetric ways (Eil and Rao (2011), Mobius et al. (2011)). A recent paper by Zimmermann (2017) suggests that selective memory plays a role explaining this asymmetry, although it leaves open whether participants did asymmetrically forget or suppress undesired information.

While many papers in the literature rely on lab experiments around information about one’s IQ, this project extends research to the field, examining recall of past reproductive desires from roughly 10 years ago. In a currently unpublished paper, Mueller et al. (2019) show that recall of past reproductive desires (namely, one’s desired number of children ca. 3 years ago) is poor and asymmetric: those who increased their desired number of children are significantly less likely to recall than those who lowered their desired number. Throughout the paper, reproductive desires are indicated by the answer to the following question (which was typically asked in Swahili): “Today, if you could choose exactly, how many children in total would you like yourself or your partner to give birth to (including those who have already been born)?” Answers to this question across survey rounds 2 and 4 are used to construct most independent and control variables and introduced in Table 1. When discussing recall, I mean the answer to the following question asked in survey round 4: “Now think back to the year of (year of second round interview). 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?” Different measures of recall based on this question serve as outcome variables and are described in detail in Table 2.

By examining respondents’ ability to recall their past reproductive desires ca. 10 years ago, this paper seeks to answer several questions: first, what explains the overall poor and asymmetric recall performance of past reproductive desires? In particular, how important are psychological factors such as motivated reasoning (potentially driven by social or self-image concerns about being consistent, in control of one’s life or not to be cruel towards one “undesired” children) and “retrospection bias”, i.e. the tendency to have trouble imagining one ever had different preferences?² Second, are memories asymmetrically forgotten or suppressed?

In order to answer these questions, this paper makes use of a long running panel study in Kenya, combining data on past reproductive desires from previous survey rounds more than 10 years ago with an experimental survey design in the current survey round to systematically examine recall of past reproductive desires. The experimental survey design is explained in detail in figure 1. Two key survey experiments are the following: first, the “Recall Version Experiment” varying how respondents are asked to recall their past reproductive desires, for example providing monetary incentives to recall, reminding respondents that we do know their past answer or providing statements stressing that it is normal to have changed one’s reproductive desires. Second, the “Information Offer Experiment”, in which respondents are offered to find out about their past reproductive desires, and this offer is either coupled with monetary incentives or not.

²We imagine retrospection bias to be the equivalent of “projection bias” (Loewenstein et al. (2003)) when recalling past preferences rather than forecasting future preferences.

To better understand recall behavior and quantify some of its components, the ultimate goal of this paper is to estimate a structural model of recall in order to quantify some of the determinants of recall and find out which (qualitative) model is most appropriate. For this purpose, this pre-analysis plan outlines reduced form regressions, some of which are of inherent interest and show how recall might work, while others provide auxiliary insights (to be used in the structural model).

This document therefore follows the following approach to examine recall performance: first, is recall performance poor and asymmetric? Second, are memories suppressed or forgotten? Third, what potential reasons are behind these patterns? Analyzing differential recall behavior across groups with or without potential psychological concerns (e.g. those with vs. those without excess fertility), the effect of incentives on recall and potential treatment heterogeneities across such groups will help shed light on these questions. The empirical analysis of these question is organized around the following five Null Hypotheses:

1. Recall performance is perfect.
2. Recall performance is symmetric.
3. Recall is imperfect and asymmetric, because those memories are forgotten.
4. a) (Social- and/or self-) image concerns do not matter for imperfect and asymmetric recall.
b) Self-image concerns play no role.
5. Retrospection bias does not affect the recall of past reproductive desires.

Beyond these questions and hypotheses, this paper also asks, what are potential repercussions of poor recall? Is it associated with inadequate learning about one’s own and other’s likelihood of having “undesired” children? Do the same image concerns that are potentially behind poor recall also bias the advice people give to the next generation and thus contribute to cultural persistence when it comes to persistently high fertility norms? Intergenerational transmission has been widely studied (Bisin and Verdier (2000), Bisin and Verdier (2001), Fernández and Fogli (2006), Fernández and Fogli (2009), Dohmen et al. (2012)), as has cultural persistence, but the mechanisms behind both are still insufficiently understood. Hence, this paper is also an attempt to examine whether image concerns, motivated reasoning and biased recall constitute one explanation for intergenerational and cultural persistence. Finally, as people may hold desirable beliefs for affective reasons, how does recall matter for mental health? Anderson and Levy (2009) point out, for many people “forgetting is their goal, and remembering, the human frailty.” Lastly, this paper therefore examines the association between recall and mental health. The impact of respondents’ life paths and their recollection of these will be tested in two main Null Hypotheses on potential repercussions of recall, hypotheses 6 and 7:

6. Conditional on past reproductive desires, beliefs, expectations and recommendations do not depend on one’s life path, i.e. whether one has experienced excess fertility or not or whether one has changed reproductive desires and in what direction.
7. Conditional on having experienced excess fertility, those who recall this do not differ from those who do not in terms of their beliefs, expectations and recommendations. (They may judge excess fertility as more likely for example, for themselves as well as for others.)

All Null Hypotheses are listed in Table 6, together with details on how they are going to be tested, which dependent and independent variables will be used in which specification and further notes about the sample for analysis. This table serves as the main summary of the core analyses outlined throughout this pre-analysis plan and should give a sufficient overview together with the additional exhibits in this document. Hypotheses 1 through 7 and related tests are described and motivated in further detail in sections 3.1 and 3.2. While the key experimental survey components are introduced in Figure 1, Tables 3 and 4 provide intuition on how performance in these survey components will be used to interpret which concerns might be driving recall performance. When comparing groups with potential “psychological costs” and those without, it is useful to think of grouping respondents into groups of respondents with excess fertility (compared to reproductive desires in survey round 2) and those without.³ Information on variables used in the different analyses is contained in Table 1 (main independent variables around reproductive desires), Table 2 (recall) and Table 5 (repercussions of recall). The econometric approach and specifications are detailed and motivated in section 2.2.

While these are the key pieces of information that can be combined to get an overview of the analyses laid out in this pre-analysis plan (and summarized in Table 6), further details are delineated throughout this document: after first introducing the Kenyan Life Panel Survey (KLPS), I describe the recall module embedded in the fourth survey round of the KLPS, its experimental design and the main sample for analysis. Section 2 introduces the empirical approach including the main specifications, a note on multiple testing adjustment and further notes on survey weights and controls. Section 3 contains descriptions of all analyses for hypotheses 1 through 7 and intuition for the relevant tests. In section 4, I provide a brief motivation for the structural analysis based on the results from these core analyses.

1.1 Data: the Kenyan Life Panel Survey (KLPS)

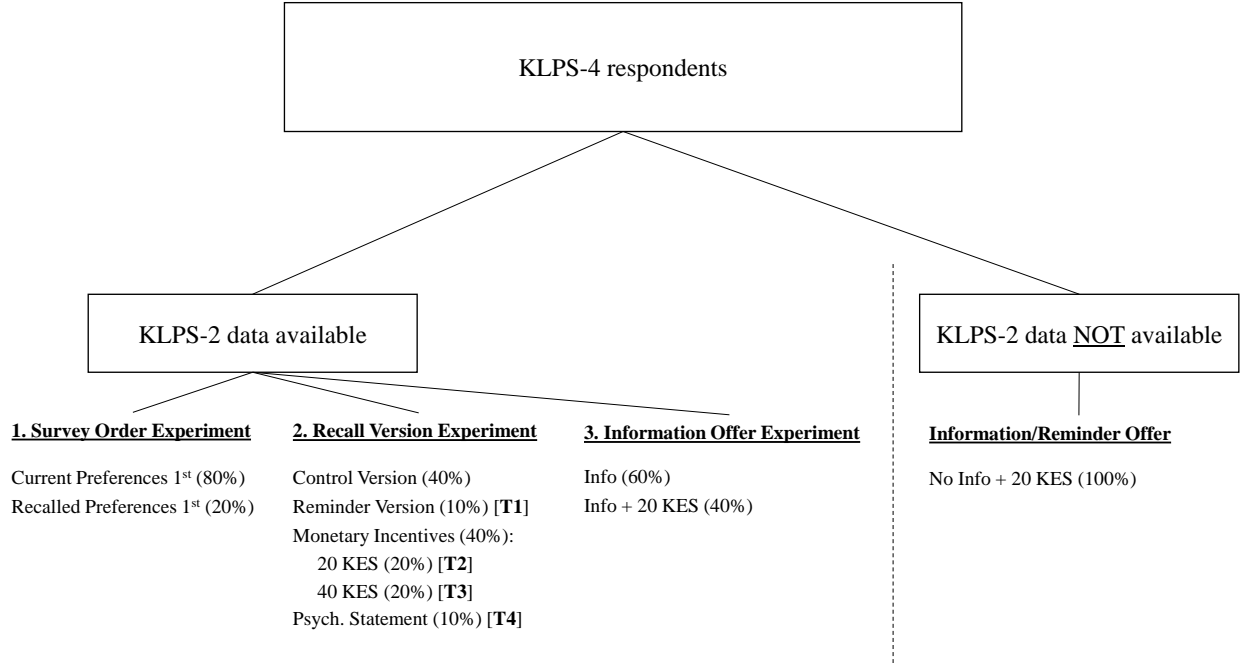
This section introduces the Kenyan Life Panel Survey before the next subsection describes the recall module added to the fourth survey round and the experimental survey components this project will use. This “recall module” is embedded in the fourth survey round of the Kenyan Life Panel Survey (KLPS) and makes use of existing data from previous survey rounds, especially survey round 2, conducted from 2007 to 2009. The Kenyan Life Panel Survey is a longitudinal dataset that contains educational, health, nutritional, demographic, labor market, and other information for nearly 10,000 Kenyan adults, spanning from their time in primary school up through adulthood.

The KLPS sample comprises individuals who participated in one of two previous randomized NGO programs: one providing deworming medication to primary school students during 1998-2003 (known as the Primary School Deworming Program, or PSDP; see Miguel and Kremer (2004) for the initial study of this de-worming program) as well as a second program which provided merit scholarships to upper primary school girls in 2001 and 2002 (known as the Girls’ Scholarship Program, or GSP; see Kremer et al. (2009)).⁴ Note that girls participating in the GSP were not

³Section 2.2.1 contains more details on possible groups with and without concerns. In practice, which groups will be used will be determined empirically. See section 2.2.1 for more details.

⁴After both of these studies, an additional vocational training and cash grant program was conducted using participants of both earlier studies. It took place during 2009-2014 and included 2,163 adolescents and young adults ranging from roughly 17 to 28 years of age who applied for vocational education tuition vouchers. Approximately 70% of these were participants of PSDP, and the others were participants in the GSP.

Figure 1: Experimental Design: Randomized Survey Components



Notes: With respect to past reproductive desires, there are three main experimental components which are randomized independently of each other. First, the survey order is randomized (“Survey Order Experiment”) such that one group is first asked about current preferences before they are asked to recall past desires. For the second group, this order is reversed. The percentages behind experimental conditions specifies the share of respondents in this experimental condition. Second, for the key recall question on past reproductive desires at survey round 2, different versions are asked and subject to randomization. The control version simply asks respondents what reproductive desires they would have stated in round 2. The reminder version (Treatment 1) explicitly reminds respondents that we asked them this question in round 2. The psychological statement (Treatment 4) adds to the control version that it is normal to change one’s desires or to end up wanting more children than initially desired. Under monetary incentives (low and high, Treatments 2 and 3), respondents are paid when they correctly recall their past desires. This randomization is termed the “Recall Version Experiment”. Finally, respondents are offered to find out about their past reproductive desires, either without any additional incentives or with additional monetary incentives. Those without KLPS-2 data are offered only monetary incentives to remind the field officer at the end of the survey, without obtaining any additional information. The key assumption is that these respondents behave in the same way KLPS-2 respondents would were they offered money without any additional information. Moreover, if KLPS-2 data is not available, respondents are only asked about current preferences, but not at all about past preferences. Moreover, we also ask a more neutral recall question on Kenya’s vice-president at the time of the second round survey that is coupled with high monetary incentives of 40KES for 10% and low monetary incentives of 20KES for 30% of the sample. 60% receive no incentives. Randomization is again independent of all other experimental components.

part of the second survey round (KLPS-2) of the KLPS, the past survey round mainly used for the analysis in this project. Consequently, this project will focus only on participants of the PSDP initially surveyed in KLPS-2 and again for the current survey round (KLPS-4). The second survey round (KLPS-2) 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 launching the Primary School Deworming Program (PSDP). We expect that at least 4,000 respondents will be interviewed for the current survey round (KLPS-4) that were also interviewed in KLPS-2. This group forms the key sample of interest.

The current data collection round, KLPS-4, focuses on the subsets of the KLPS sample who participated in the PSDP or the vocational training and cash grant interventions. The I Module, one part of the KLPS-4 round, was launched in September 2018 and collects information on a wide range of outcomes, including measures related to fertility, parenting, individual health and migration. The main purpose of the I Module is to study the longer term impacts of the PSDP and vocational training and cash grants programs on now-adult beneficiaries, and a separate pre-analysis plan is being written for that purpose.⁵

1.2 The Recall Module and its Experimental Design

For the purpose of this research project, the survey also contains several questions around reproductive desires and their recall to help answer the questions introduced above - tables 1, 2 and 5 detail these; some of these questions are subject to experimental manipulations: experimentally varied versions, incentives or placements. These components are presented and explained in further detail in figure 1. Henceforth, I will refer to this addition to the survey as “the recall module”.

Two key components are what figure 1 terms the “Recall Version Experiment” and the “Information Offer Experiment”. In the “Recall Version Experiment”, respondents are asked to recall how many children they would have desired in the year of their KLPS-2 interview. The exact version of this question is subject to randomization between 5 different versions. 40% of respondents are simply asked the question at is, without any additional statements or incentives. 10% of respondents are told that we actually do know their past answer (“Treatment 1” [T1]). 40% of respondents are given monetary incentives for remembering correctly - 20% are promised 20KES (T2), another 20% 40KES (T3). Finally, 10% of respondents are told that it is normal to change one’s desires or to end up wanting more children than initially desired (T4). This question is asked to all respondents who participated in KLPS-2.

The same subset of respondents is offered to find out about their past reproductive desires in the “Information Offer Experiment”. 60% are not given any additional incentive, whereas 40% are told they will receive an additional 20KES if they remind the field offer to tell them their past answer. The “Information Offer Experiment” is supplemented by a different version for those who did not participate in KLPS-2: they are offered 20KES simply for reminding the field officer of these 20KES at the end of the survey, but do not receive any additional information.

Finally, in “Survey Order Experiment” we randomize the order in which respondents are asked about their current and past reproductive preferences in order to examine the role of anchoring. 80% are first asked about their current preferences, whereas 20% are first asked to recall their past desires. All randomizations in “Survey Order Experiment”, the “Recall Version Experiment” and

⁵For more details on the I Module and its primary purpose, read Baird et al. (2019).

the “Information Offer Experiment” are conducted independently of each other.

1.3 Sample for analysis

Interviewing of surveys as part of KLPS-4 is split into two representative waves of both ca. 4,000 individuals.⁶ We expect that ca. 4,000 respondents will be interviewed who were also interviewed for KLPS-2. These 4,000 respondents are the key sample most of the analyses will be based on. I anticipate using data from both Waves 1 and 2, but as each wave is a representative samples, I may also present analyses based only on the wave 1 sample.

Moreover, insights from wave 1 (after registration of this pre-analysis plan), allow us to make minor changes to the survey instruments (e.g. dropping and adding questions). Should we make such changes to the recall module, I will amend the pre-analysis plan accordingly.

1.4 Data Examined to Date

Data collection for the KLPS-4 I Module began in late summer 2018 and is ongoing. On September 11, 2018, the research team using data from KLPS-4 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. The memo is part of the appendix. Access to the KLPS-4 I Module data will only be provided to me after this pre-analysis plan is filed on the AEA RCT Registry and only then will I be able to break down any data by treatment status or group status as specified in this document. Following, this document lays out the specific analyses I intend to conduct to evaluate recall performance and its potential impacts along the pre-specified outcome domains mentioned above. This plan captures my current thinking about analysis with this data within these domains, but I anticipate carrying out additional analyses beyond those included in this plan, so this document is not meant to be comprehensive nor to preclude additional analysis.

After filing this plan, I will have access to data from the fertility module (section 19), section 8 questions on recalling the past vice-president, the section 4 information on number of biological children, the information on the survey experiment treatment status as well as the take-up of the information offer (coded in “s19_61confirm” and “s19_65confirm”). In addition to these, I will be given access to data on the standard set of controls introduced in section 2.2.1, with exception of treatment indicators for the deworming, vocational training and cash grant programs (which will be shared with me once the remaining pre-analysis plans planned for KLPS-4 I Module have been filed).

2 Empirical Approach

2.1 General Notes

The analysis specified in this document will make use of the latest round of data (KLPS-4) in combination with past information from the second round of data (KLPS-2), focusing on present and past reproductive desires, the recall of these in the current survey round and further questions

⁶Wave 1 launched in September 2018 and is expected to run through the end of 2019; Wave 2 is expected to launch in 2020 and extend into 2021.

surrounding fertility. The pre-analysis plan discusses the methodological approaches I will employ in the analysis. While the main focus is on better understanding recall performance, it also outlines potential domains of outcomes that might be affected by recall and the analyses conducted for this purpose. The KLPS-4 I Module survey instrument is included in the appendix to this document for reference.

2.2 Econometric Approach

The analysis I will conduct will mostly make use of linear probability models that can be distinguished between two different outcomes of interests: first, understanding recall performance itself. Second, understanding the impact of recall performance on aspects such as expectations and beliefs around (excess) fertility, and recommendations to the next generation.

2.2.1 Recall Performance and the Reasons behind it

The main goal of this section is to improve our understanding of recall performance, both of interest in itself and in order to later structurally estimate a model of recall and quantify different components affecting recall performance. For that purpose, I mainly seek to answer the following two questions: first, what explains the asymmetric recall performance of past reproductive desires? And in particular, how important are psychological factors such as motivated reasoning (driven by social or self-image concerns) or “retrospection bias” (a form of projection bias when recalling preferences)? Second, are memories asymmetrically forgotten or asymmetrically suppressed?

The main guiding principle for reduced form regressions is therefore an interest in a) the effect of experimental manipulations [see specification 1], b) differences in recall behavior between those with and without potential psychological concerns (henceforth “groups”, denoted by vector \mathbf{G}) [see specification 2] and heterogeneous treatment effects on such groups [see specification 3].

These groups (represented by a vector G) can represent different groups with potentially very different psychological concerns: those who had stable desires and are on track to reach their desired fertility should not have very strong concerns. Individuals who lowered their desires could be concerned about being inconsistent, whereas those who increased desires (but without excess fertility as judged against the benchmark of round 2 reproductive desires) might additionally worry about not being fully in control of their life. Those with excess fertility could worry about these two concerns, even more so than the other groups, and in addition about being cruel to those children who could be considered “undesired”.

Hypothesis 2 as defined in table 6 will include indicators for all these different groups (based on groups formed on the basis of indicators $I(\Delta x)$ and $I(\Delta RF)$ in table 1) in order to test how recall performance compares across these different groups. This will be taken as input for judging whether to use all these groups in the remaining analyses (for hypotheses 3 to 7) or to focus on one of the following two: first, those with or without excess fertility. Second, those who increased their desires against those that did not.⁷ For simplicity of notation, table 6 assumes that there will be two groups, one with and one without concerns. Given this simplifying assumption, let γ_C represent the coefficient for the group with concerns for the rest of this document.⁸

⁷Those who did not increase desires could furthermore be distinguished into those who lowered desires and those with stable desires.

⁸Should more than 1 group with concerns be carried through, instead of γ_C , the tests would be for all components

For these purposes, the econometric approach will mainly consist of the following three approaches to be tailored to the exact question at hand:

$$y_i = \alpha_0 + \mathbf{B}^T \mathbf{T} + \mathbf{\Delta}^T \mathbf{X} + \epsilon_i \quad (1)$$

$$y_i = \alpha_0 + \mathbf{\Gamma}^T \mathbf{G} + \mathbf{\Delta}^T \mathbf{X} + \epsilon_i \quad (2)$$

$$y_i = \alpha_0 + \mathbf{B}^T \mathbf{T} + \mathbf{\Gamma}^T \mathbf{G} + \mathbf{\Omega}^T (\mathbf{T} \times \mathbf{G}) + \mathbf{\Delta}^T \mathbf{X} + \epsilon_i \quad (3)$$

The outcome y_i stands for a measure of recall performance (correct recall, relative recall (recall direction or recall of excess/ sub-fertility) or recall zero change) or represents take-up of the information offer. Table 2 specifies these variables further and explains how they are constructed. Table 6 specifies which outcomes will be considered for specific hypotheses. T is a vector of different treatments (see the experiments in Figure 1) depending on the question being analyzed: in the Recall Version Experiments, there are for example 5 different versions of the questions and thus, 4 treatments. $T \times G$ denotes the interaction term of treatments and groups. Finally, X is a vector of controls specific to each application. For the core set of analyses, the “standard” set of controls includes an indicator for being male (separately for the respondent and the interviewer, as well as an interaction term of these two), a wave 2 indicator as well as month of interview fixed effects, a control for participation in the voc-ed/cash grant program and treatment indicators for the deworming, vocational training and cash grant programs.⁹ For regressions under hypotheses 2 through 5 (as specified in table 6), controls also include indicators for past reproductive desires and indicators for the (absolute) magnitudes of changes (e.g. by 1, 2, 3 or 4+ children).¹⁰

Regressions 6 and 7, however, only control for indicators of past reproductive desires.

2.2.2 Repercussions of Recall

Besides understanding recall behavior itself, I am interested in what consequences poor recall has. How does it affect one’s expectations going forward, one’s beliefs surrounding (excess) fertility and intergenerational transmission, i.e. which recommendations one gives or the norms one passes on to the next generation? Finally, what role does it play for one’s mental health in terms of life satisfaction, locus of control or depression? Any potential effects we would expect depend on a) how recall itself exactly works and b) how groups (as defined above) differ in potential outcomes

of Γ (and Ω respectively). Finally, note that those with excess fertility could furthermore be broken down by those with potential reasons for having updated desires before having had additional children (such as all children being of the same gender) or not. This is not part of the core set of analyses.

⁹Note that in addition to the assigned deworming program treatment status, the standard PSDP controls include an indicator for whether the school was designated as “cost sharing” in later years of the PSDP, the treatment saturation proportion among neighboring schools within 6km during the PSDP, a set of baseline school characteristics (average test score, school population size, number of primary school students within 6km, an indicator for the administrative zone of school as well as for respondents’ grade at the launch of the PSDP. I will use these standard PSDP controls if I find significant effects of deworming on the pre-specified outcomes around recall, otherwise I will not include these controls.

¹⁰It’s possible that there are gender differences in psychological concerns, e.g. women could be more concerned about what excess fertility means for being in control of their own life than men. Such heterogeneities are not part of the core set of analyses, but will be examined under exploratory aspects.

such as their beliefs about excess fertility for example.¹¹ The analysis of recall performance outlined above and detailed below will hopefully shed light on part a), to answer part b), I will make use of the following specification:

$$y_i = \alpha_0 + \mathbf{\Gamma}^T \mathbf{G} + \mathbf{\Delta}^T \mathbf{X} + \epsilon_i \quad (4)$$

G again stands for different groups here, X is a vector of control variables including the standard set of controls defined above and indicators for one’s past desires. One exemplary analysis could tackle the following question: conditional on one’s desired number of children at survey round 2, how do respondents differ in their assessed need for family planning in their district depending on whether they have more children than initially desired or not?

The second step and of main interest for the analysis of recall performance and its consequences is to ask whether recall affects the outcomes outlined above and whether it does so differently for the different groups. This is what specification 5 aspires to:

$$y_i = \alpha_0 + \mathbf{\Gamma}^T \mathbf{G} + \mathbf{B}^T \mathbf{R} + \mathbf{\Omega}^T (\mathbf{G} \times \mathbf{R}) + \mathbf{\Delta}^T \mathbf{X} + \epsilon_i \quad (5)$$

R indicates “recall direction”, as defined depending on the groups being used. For those with or without excess fertility, it means whether respondents recall correctly whether they have more or fewer children than initially desired, whereas when distinguishing along the direction of change in desires, it would mean whether respondents correctly recall the direction into which they have changed desires.

2.3 Multiple Testing Adjustment

When focusing on results from reduced form regressions by itself, the analysis will present two sets of p-values for the main coefficient estimates of interest (as laid out in table 6). The first are standard “per comparison” p-values. These are appropriate for a researcher with an *a priori* interest in a specific outcome. For instance, when interested in whether monetary incentives increase recall, one would check whether no effect of all types of incentives can be rejected following standard p-values. Second, the analysis will present additional p-values that account for multiple testing. Since some of the analyses test multiple outcomes within each hypothesis (and within families of outcomes for repercussions of poor recall), it is appropriate to control for the possibility that some true null hypotheses will be falsely rejected.

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 in two ways. First, for hypotheses 1 through 5, it will compute these q-values based on all tests within a given hypothesis. Second, for hypotheses 6 and 7 dealing with repercussions of recall, q-values will be reported for main outcomes of a given family as defined in table 5. For example, q-values will be calculated for all analyses of hypothesis 7 for associations of recall with differences in intergenerational transmission. Specifically, the analysis will follow the approach adopted in Anderson (2008) and Casey et al. (2012), and the references cited therein.

¹¹Furthermore, it might depend on why people do or do not recall, e.g. whether those who do recall do so because they are happy with their current number, but those that do not recall are not, or whether all of them wanted to forget, but some did not manage to do so.

2.4 Further Notes

Given that data collection for KLPS follows a two-stage tracking methodology to increase the effective tracking rate, all analyses will include survey weights (for survey round 4) that take into account this two-stage tracking strategy.¹² Robust standard errors will be clustered at the 1998 school level.

Moreover, the KLPS consists of individuals who participated in a randomized primary school deworming intervention (1998-2003). A subset of these individuals also participated in a later randomized vocational training and cash grant intervention (2009-2014). All regressions will thus include indicators of treatment. In case any of these treatments turn out to have had significant effects on fertility patterns, this could affect recall patterns across treatment groups. Baird et al. (2016) for example showed that the deworming treatment reduced miscarriages, which might affect recall itself. Impacts of these treatments are not the focus of this pre-analysis plan, but will be explored further if strong effects are found.

3 Analyses

This section describes several main hypotheses (formulated as null-hypothesis to be rejected) and how they can be tested. Table 6 summarizes these hypotheses, the specific tests to be conducted, dependent variables considered as well as adjustments to the sample involved in analysis. For additional intuition for different components affecting both recall performance and the take-up of the information offer, refer to tables 3 and 4 respectively. Table 2 lists the dependent variables used throughout this section examining recall performance. For the main focus of those with or without potential psychological concerns, assume for simplicity that respondents are grouped into two groups (e.g. based on excess fertility). This allows us to write tests of different behavior by those with concerns as $\gamma_C = 0$.

3.1 Recall Performance

HYPOTHESIS 1 *Recall performance is perfect.*

HYPOTHESIS 2 *Recall performance is symmetric.*

First, I need to document whether recall performance is poor and asymmetric. For that purpose, run specification 2, for all different groups defined above. Outcome variables will be correct recall and recall zero change for both groups and the appropriate measure of “relative recall”. Considering those without (or with weak) potential psychological concerns the control groups, the main hypotheses are the following: first, recall performance for all groups is imperfect (i.e. shares recalling are significantly lower than 1). Second, recall performance is asymmetric: the groups with potential psychological concerns have worse recall performance. Hence, I will conduct two-sided t-tests for the components of Γ in specification 2. The results to this exercise imply whether the

¹²For more information on the two-stage tracking procedure that is employed in the main KLPS study, see Baird et al. (n.d.) and Baird et al. (2016). The approach is related to that used in the U.S. Moving to Opportunity evaluation project (Kling et al. (2007)). Also note that survey weights will not be adjusted to maintain the population representativeness of the population in KLPS-2.

Table 1: Recall Performance: Independent & Control Variables

| Variable | Construction |
|---|---|
| Fertility Desires (x) (Indicators $I(x)$) | <i>s19_54howmany (Q54)</i> , specifies the Desired Number of Children Round 4 (x_4). Let x_2 denote Desires in Round 2. |
| Change in Desires (Rd 2 to 4) (Δx) (Indicators $I(\Delta x)$) | $x_4 - x_2$. This forms the basis for indicator variables of having increased desires (if $x_4 - x_2 > 0$), lowered desires ($x_4 - x_2 < 0$) or having had stable desires ($x_4 = x_2$). |
| Magnitude of Change ($ \Delta x $) (Indicators $I(\Delta x)$) | $ x_4 - x_2 $, also used to form indicators for having changed desires by j children ($ x_4 - x_2 = j$). |
| Number of Children (Alive) | <i>s4_1children</i> . Define number of children (alive) at round 4 as f_4 , and in any given round t by f_t . |
| Relative Fertility (RF) (Indicators $I(\Delta RF)$) | $f_4 - x_2$, also used to form indicators of having excess fertility ($f_4 > x_2$) or not, subfertility ($f_4 < x_2$), or having exactly achieved desired fertility ($f_4 = x_2$). |

Notes: Words written in *italics* indicate the variable name (question number in the fertility section) from the survey questionnaire. If only one variable is stated, it can be directly inferred from an answer in the survey. Otherwise, the right column describes how the variable is being constructed.

following section will only examine the reasons why recall performance is poor or also why it is asymmetric.

3.1.1 Mechanisms of Interest

Conditional on recall being imperfect and potentially asymmetric, what are the reasons behind this? I examine this in two steps, where the analyses in the second step largely depend on the findings of the first step: first, are memories rather suppressed or forgotten, both overall and asymmetrically? Second, are poor and asymmetric recall performance driven by psychological factors? Of interest here are motivated reasoning and retrospection bias. If psychological motivations seem to play a role, are respondents concerned about social or self-image, or both?¹³

1st step - Suppressed vs. Forgotten Memories

HYPOTHESIS 3 *Recall is imperfect and asymmetric, because those memories are forgotten.*

Two elements are key in trying to answer this question: firstly, does the probability of recall react to any incentives, be it reminders, monetary incentives or the psychological statement? If it does react to incentives at all or if it does so for any sub-group, this would be a sign that memories are not completely forgotten. Hence, the first test will be an F-Test on all four coefficients in **B** from

¹³And at last, what might they be concerned about: is it a desire for consistency, being in control of one's own life, or avoiding to be cruel towards potentially undesired children?

Table 2: Recall Performance: Outcomes

| Variable | Construction | Hypotheses |
|---------------------------------|--|------------|
| Recalled Desires | <i>s19_60howmany</i> (<i>Q60a-e</i>) , one’s recalled desires in round 4 for round 2. 5 different conditions (control (40%), reminder (10%), monetary (low, 20KES & high, 40KES) (each 20%), psych. statement (10%)). See Figure 1. Denote answer by $\hat{x}_{2 4}^R$. | - |
| Correct Recall (CR) | Indicator if $s19_60howmany = x_2$, i.e. if recall is equal to actual answer in survey round 2 (<i>s17_2_14totalchildren</i>). | 1,2,3,4 |
| Recall Direction (RD) | Indicator if $sgn(x_4 - \hat{x}_{2 4}^R) = sgn(x_4 - x_2)$: when respondents get right that they have lowered, increased or had stable desires | 1,2,3,4,5 |
| Recall 0 Change (R0) | Setting one’s recalled equal to one’s current desires ($\hat{x}_{2 4}^R = x_4$ or $\hat{x}_{2 4}^R - x_4 = 0$) | 2,5 |
| Recall Relative Fertility (RRF) | Indicator if $sgn(f_4 - \hat{x}_{2 4}^R) = sgn(f_4 - x_2)$, i.e. when correctly recall excess fertility, sub-fertility or having exactly achieved one’s past desires. f_t indicates one’s number of children in survey round t . | 2,3,4 |
| Recall Effort (RE) | <i>s19_recallend</i> - <i>s19_recallstart</i> , measured in seconds | - |
| Information Take-Up (IT) | <i>s19_61confirm</i> (information) to those with information from round 2 & <i>s19_65confirm</i> (neutral) to those without information from round 2. The information treatment comes in 2 versions, without incentives (60%) and with a 20 KES incentive (40%), see figure 1. | 3,4,5 |
| VP Correct Recall | <i>s8_23a(b,c)vpresident</i> , 3 conditions: control (60%), monetary low (30%, 20 KES) and high (10%, 40 KES) | - |
| VP Recall Effort | <i>s8_vprecallend</i> - <i>s8_vprecallstart</i> , measured in seconds | - |

Notes: Words written in *italics* indicate the variable name (question number in the fertility section) from the survey questionnaire. If only one variable is stated, it can be directly inferred from an answer in the survey. Otherwise, the right column describes how the variable is being constructed. Note that the variables “recalled desires”, CR and RD can also be constructed for a secondary recall question: “You recall having wanted (*Recalled Desires*) children in the year (*year of KLPS-2*). Let’s suppose you did not say you wanted to have (*Recalled Desires*) children: What’s the most likely answer you provided us with back then instead of (*Recalled Desires*) children?” This secondary measure is not part of the core analyses, but might yield interesting insights into respondents’ willingness to assume lower or higher past reproductive desires. Until December 2018, this variable called on actual past desires rather than *Recalled Desires* and can only be used from then on. If respondents realized this, it might have reduced the value of the information offer. Between December 2018 and April 2019, respondents were given their answer to the recall question rather than their past answer in the information offer. Until April 2019, respondents were only paid for correct recall if they reminded the field officer of the information offer, and between December 2018 and April 2019, all of these respondents were paid independent of their answer. Again, if respondents realized these issues and communicated with each other, these issues might have reduced the values of the information offer and the monetary recall incentives. I will formally test whether information take-up and recall performance suffered from these issues and only work with data without these issues if there are significant differences.

Table 3: **Past Reproductive Desires: Components of Recall**

| Exp. Condition (Exp 2) | No psychological costs | Psychological costs | Difference |
|---------------------------------------|-------------------------|--|---------------------|
| Control | | Private (C^P) & Social (C^S) (-) | C^P & C^S |
| Reminder (T1) | Lying Aversion [LA] (+) | LA (+), C^P (-) | C^P |
| Money (low) (T2) | LA (+), Money (low)(+) | LA (+), Money (low)(+), C^P (-) | C^P |
| Money (high) (T3) | LA (+), Money (high)(+) | LA (+), Money (high)(+), C^P (-) | C^P |
| Psych Statement (T4) | | $\gamma(C^P + C^S)$ (-) | $\gamma(C^P + C^S)$ |
| Differences between conditions | | | |
| Control vs. Reminder | LA | LA & C^S | |
| Control vs. Money | LA, Money | LA, Money & C^S | |
| Control vs. Psych St. | - | $(1 - \gamma)(C^P + C^S)$ | |
| Reminder vs. Money | Money | Money | |

Notes: Effort(-) is always active. A “+” indicates a component that should increase recall, a “-” indicates components that should decrease recall. Due to the different framing under the reminder and monetary conditions, respondents who are aware that they are not telling the truth should have increased costs of doing so. If they are averse to lying, this should improve recall. However, the different framing can have other, unexpected effects. For simplicity, this table assumes that groups are based on excess fertility or not and hence, projection bias is active on both sides as long as they have changed desires. Anchoring through the survey structure [Survey Order Experiment (Exp 1)] is independent of the experimental condition [Recall Version Experiment] and can be analyzed separately. C^P & C^S denote private & social psychological costs. They are marked in red as they are the outcomes of main interest.

specification 1 being equal to zero, with outcome variables being correct recall and the appropriate version of recall direction. If the null-hypothesis is not rejected, we may have to dig deeper and conduct equivalent tests but involving all sub-groups and hence, following specification 3. With potential heterogeneous effects for different groups, the hypothesis of interest to be tested by an F-test will be whether all $B + \Omega$ -combinations are equal to zero.

Secondly, for those who do not recall their past desires, is the uptake of the information offer asymmetric across groups? This can be tested by specification 2 with information uptake as outcome variable. The null-hypothesis of no asymmetries would be tested in an F-test of all Γ -coefficients being equal to zero. If it is rejected, this is another sign against forgotten memories.¹⁴

2nd step - when memories suppressed The main point of this paragraph is to examine psychological reasons behind a potentially poor and asymmetric recall performance. This requires to rule out alternative explanations behind poor and/or asymmetric recall, which is the focus of subsection 3.1.2. For ways to examine the importance of anchoring through the survey structure, recall effort costs and general differences between those with and without concerns, please refer to the auxiliary analyses mentioned in subsection 3.1.2.

HYPOTHESIS 4

¹⁴Note that these tests are designed to see whether all memories have been forgotten or whether some are suppressed. It is possible that some memories can be recovered, while others have been forgotten. Assessing the extent of asymmetric recall performance at monetary incentives can yield further interesting insights on this aspect. If recall performance is asymmetric even at monetary incentives (especially when they are high), this could be a sign that either incentives are not enough to offset psychological costs or that this difference in shares has indeed forgotten.

Table 4: **Information Offer: Components**

| Experimental Condition | No psychological costs | Psychological costs | Difference |
|---------------------------------|------------------------|-----------------------------|------------|
| Control | Value of Info (v) | v , C^P | C^P |
| Money | v , Money (+) | v , Money (+) & C^P (-) | C^P |
| No info, money only | Money (+) | Money (+) | - |
| Differences between conditions | | | |
| Control vs. Money | Money | Money | |
| Money vs. 'no info, money only' | v | v , C^P | |

Note: Effort costs of remembering to remind the field offer (-) is active for all cells. Projection bias should not play a role in information take-up. A “+” indicates a component that should increase uptake, a “-” indicates components that should decrease uptake.

- a (Social- and/or self-) image concerns do not matter for imperfect and asymmetric recall.*
b Self-image concerns play no role.

To address the question whether any psychological factors matter, I first lay out how to identify potential psychological costs before assessing the importance of retrospection bias. For this purpose, I start with any psychological costs before trying to distinguish to what extent these concern social or self-image.

First of all, under the “control condition” of the “Recall Version Experiment”, those with potential concerns should be worse at recall than those without.¹⁵ Under psychological concerns, recall performance should be asymmetric for the control version of the recall question, see Table 3. Testing for $\gamma = 0$ with outcomes being correct recall and recall direction will tell us whether to reject the hypothesis of no asymmetries. If the psychological statement helps alleviating psychological costs to some extent and those labelled as having no psychological costs indeed have none, one would furthermore expect the treatment effect of the psychological statement (compared to the control) to be stronger for the group with potential concerns than the one without (see row “Control vs. Psych St.” in Table 3). Focusing the analysis to the control and the psychological statement conditions, this can be tested using a two-sided t-test of $\omega_4 = 0$ in specification 3.

The next question is whether respondents are rather concerned about their social image (or how they are being perceived by their interviewer) or their self-image. For social image concerns to play a dominant role, the treatment effect of the “reminder treatment” compared to the control group should be stronger for those with concerns than for those without concerns, as can be tested with a two-sided t-test of $\omega = 0$ in specification 3 (see row “Control vs. Reminder” in Table 3).¹⁶

For self-image concerns, we should observe asymmetric recall performance for the reminder condition and the monetary conditions, at least as long as not all concerns are “priced away” (as illustrated by the difference C^P for columns 2-5 in Table 3).¹⁷ The hypothesis of no asymmetric recall

¹⁵Controlling for the magnitude of changes in desires or the deviation of one’s current number of children from one’s initially desired number in specification 2

¹⁶An issue is that the reminder and the monetary incentives conditions change the framing of the question quite a bit, something we cannot control for. The question might be perceived as a testing question. Having the reminder condition allows us to filter out the pure framing effect for the monetary incentives conditions.

¹⁷Outcomes are correct recall and a version of recall direction. Note that while asymmetric recall performance under low monetary incentives is more likely than under high monetary incentives, asymmetric recall under high monetary incentives would be a stronger sign for strong psychological concerns.

performance (due to self-image concerns) can be tested by running specification 3, and focusing on an F-Test of all the elements of $\gamma + \omega$ for the reminder and monetary conditions being equal to zero (i.e. $\gamma_C + \omega_1 = \gamma_C + \omega_2 = \gamma_C + \omega_3 = 0$). If the monetary incentives are found to improve recall, under self-image concerns the effect of the monetary treatments (compared to the reminder condition) could be stronger for those with concerns than those without concerns.¹⁸ This can be tested by an F-test of $\omega_2 = \omega_3 = 0$ in specification 3.

The same logic applies to the information offer: under self-image concerns, one would expect an asymmetry at no incentives (row 1 of Table 4) and potentially still under monetary incentives (row 2 of Table 4) as well as differential impacts of the monetary treatment on those with concerns (with the same qualifier applying as above). Running specification 3 with the take-up of information as outcome variable, this means testing $\gamma = 0$ and $\gamma + \omega = 0$ (for asymmetries) as well as $\omega = 0$ (for differential impact of the treatment for those with potential concerns).

Moreover, if monetary incentives do improve recall for those with potential self-image concerns, we should find the following patterns for those with concerns: conditional on not remembering, the probability of information take-up is lower for those not recalling under high monetary incentives than those not remembering under low monetary incentives, which is lower than for those under the reminder condition. This can be tested using specification 1, information take-up as outcome variable and restricting the sample to all those individuals with potential concerns who did not remember (correct recall or recall direction). Given potential power concerns, a simple test would be an F-Test for all components of \mathbf{B} (of treatment groups from the recall question) being equal to zero and $b_1 = b_2 = b_3$.

HYPOTHESIS 5 *Retrospection bias does not negatively affect the recall of past reproductive desires.*

Finally, how much does retrospection bias shape poor recall performance (rather than potential image concerns)? Under retrospection bias and no image concerns, the only asymmetry in correct recall and recall direction should be between those who have changed desires against those who have not, but other than that not between those with and without potential concerns. Similarly, under retrospection bias and no self-image concerns, there should be no asymmetries in information take-up conditional on not recalling (i.e. we would expect $\gamma_C = 0$).¹⁹ Moreover, correctly recalling the direction should become more likely the higher the absolute magnitude of changes in desires, while recalling zero change should become less likely. Under no image concerns, it should equally do so for those with and without concerns, whereas in addition to image concerns, this pattern might hold for those without concerns, but not for those with concerns. The impact of the magnitude of change requires a new specification:²⁰

$$y_i = \sum_{j=1}^3 \gamma_j 1(\text{Magnitude Change} = j) + \sum_{j=1}^3 \omega_j 1(\text{Magnitude Change} = j) \times G + \epsilon_i \quad (6)$$

¹⁸Even under self-image concerns, it is possible that this is not true. Finding this pattern is therefore suggestive evidence for potential self-image concerns, but we cannot rule out self-image concerns by not finding such a pattern.

¹⁹Accordingly, for retrospection bias under these conditions, we would expect to reject that those who changed desires perform equivalently to those with stable desires. Also, we would expect not to reject equal take-up of the information offer (conditional on recalling).

²⁰An alternative specification examining the different slopes of the magnitudes of changes would be the following: $y_i = \alpha + \beta G + \gamma \text{Magnitude Change} + \omega \text{Magnitude Change} \times G + \epsilon_i$, also restricting the sample to those who have changed desires.

2nd step - when memories forgotten The focus of most analyses is on the case of memories being suppressed, since when memories are forgotten, recall should not react to any treatments. In this case, therefore, the main emphasis would be on understanding differential forgetting and hence documenting asymmetries in recall depending on differences in potential psychological concerns, such as excess fertility, the number of “undesired children” and potential reasons for additional children such as all desired children being of one gender, or the lack of any identifiable obvious reason. Using the time elapsed since having moved from being classified as “without potential concerns” to “with potential concerns” might furthermore provide insights into potential mechanisms of forgetting undesirable memories.

3.1.2 Other Mechanisms

There are a few other reasons that may give rise to similar patterns of poor and asymmetric recall and could explain how recall behavior reacts to different treatments. Following, I outline how some evidence will help shed light on some of these. First, recall could be poor and anchored at current desires due to explicit anchoring through the survey structure of first asking about current reproductive desires and then about past reproductive desires. To examine how severe this anchoring is, we randomized the order in which respondents were asked about current and past reproductive desires, with 80% asked about current desires first (anchoring) and 20% asked about past desires first (no anchoring).²¹ The cleanest test is to examine whether no anchoring increases the share of correct recall in specification 1, as judged by a two-sided t-test of $b = 0$.²²

One argument against asymmetric recall reflecting some active concerns might be that those with potential concerns are generally worse at recall. For that argument to be valid, recall would still have to be asymmetric even at high monetary incentives and should not react much to incentives for those with potential concerns. One further way to test this is using the vice-president recall question and seeing whether γ is significantly different from zero in specification 2, when controlling for whether a respondent knew the answer at the time or not.²³ When comparing performance on the reproductive recall questions to remembering the vice-president, the most appropriate comparison

²¹This experimental variation can be used in various ways, but keep in mind that the treatment of no anchoring may have also affected current desires (through reverse anchoring if people are concerned about consistency).

²²Note that anchoring through the survey structure should be less likely for those with excess fertility, hence repeating this exercise to the restricted sample of individuals without excess fertility might yield a stronger effect of anchoring if anchoring plays an important role. Moreover, note that anchoring may also increase correct recall for those who have actually not changed desires and thus removing this anchoring might worsen recall if the share of those with stable desires is sufficiently high. To delve into this possibility further, we can exploit that conditional on respondents’ past desires, the shares of how many respondents have increased, lowered or had stable desires differ significantly. Assuming that those who desired 1, 2 or 3 children in the past are more likely to have increased desires than those with 4, 5 or 6 children, we might compare recalled desires conditional on past desires for those with anchoring and those without. A potential regression could be: $x_{i,2|4}^R = \alpha + \beta x_{i,2} + \gamma T_P + \omega x_{i,2} \times T_P + \epsilon_i$, with T_P indicating the placement treatment, i.e. no anchoring and $x_{i,2|4}^R$ recall of past desires, $x_{i,2}$ actual past desires. If anchoring plays an important role, we would expect ω to be positive and significant. Finally, we might expect that under anchoring respondents are quicker in their answer, which we can check using recall effort as outcome variable.

²³Furthermore, one may argue that you simply forget goals once you reach them. Again, if this is true, we would not expect recall to react much to incentives for respondents who have reached their desired number of children. Besides, we can see whether the asymmetry is not only present for those with excess fertility vs. those without, but also for those who increased desires vs. those who did not, restricting the sample for those who have not reached their initially desired number of children yet.

group (for overall levels of recall) will most likely be recalling the direction of change in reproductive desires.

While there is no room for help by the interviewer on the recall question, there is for the information offer. To examine whether we should be concerned about this, we can use the vice-president recall questions, for which we know whether respondents knew the answer at the time. If there is collusion, we would expect the treatment effect of monetary incentives to be bigger for those who did not know the answer in the past.²⁴

Most importantly, recall might be costly and as a consequence, improved recall due to monetary incentives would not be a sign of any psychological concerns that are offset by monetary incentives, but increased effort put into recalling due to higher incentives to do so. In order to measure effort, the survey records the number of seconds spent on the reproductive recall question. If effort is an important part of the story, we should expect two things: first, the time spent on recall questions going up with monetary incentives and second, recall performance to improve. This effect should be purest for those without potential concerns. This implies estimating specification 1 for the restricted sample of those classified without (or weakened) concerns and the following outcome variables: “recall effort”, correct recall, recall direction and recall zero change. F-Tests of all components of $B = 0$ for recall effort and measures of recall performance will tell whether effort reacts to incentives and whether recall performance does improve.²⁵

3.2 Repercussions of Recall

HYPOTHESIS 6 *Conditional on past reproductive desires, beliefs, expectations and recommendations do not depend on one’s life path, i.e. whether one has experienced excess fertility or not or whether one has changed reproductive desires and in what direction.*

HYPOTHESIS 7 *Conditional on having experienced excess fertility, those who recall this fact do not differ from those who do not in terms of their beliefs, expectations and recommendations. (They may judge excess fertility as more likely for example, for themselves as well as for others.)*

After examining recall performance as outlined above, I seek to examine whether and how recall performance is associated with the formation of beliefs and expectations through experience, the passing on of advice to the next generation and mental health. The exact analyses of interest depend on both the findings on recall behavior and its determinants as well as how different those with and without concerns differ in their beliefs mentioned in this section. For this reason, this subsection serves as a starting point to examine these questions and mainly makes use of specifications 4 and 5. Controlling for past desires, specification 4 will show whether beliefs, expectations, recommendations and aspects of mental health differ between groups. Specification 5 on the other hand, will show whether conditional on having potential concerns or not, recall affects any of these outcomes.

In table 5, I list main and secondary outcomes for three different families of outcomes. The appropriate subsections furthermore note when additional analyses to specifications 4 and 5 are of

²⁴We can furthermore estimate this treatment effect for each field officer and see whether there is a positive correlation with the treatment effect for the information treatment.

²⁵The same exact exercise can be repeated for the whole sample that was asked the vice-president question. While the question is of different nature than the reproductive recall question, the direction of the effect of monetary incentives on recall effort and recall performance will serve as another indication of how important recall effort is.

interest, or the sample is restricted in any special way. Note that the effect we might expect recall to have among others depends on whether people completely forgot memories or suppress them, and that the impact of experimental manipulations on the outcomes defined in this section does as well. For example, if past reproductive desires are suppressed, but used for one’s beliefs, beliefs would not be expected to change due to incentives for improved recall. For that reason, we do not lay out specifications of experimental manipulations on outcomes or any IV-estimation with the effect of experimental conditions on recall at the first stage at this point.

3.2.1 Expectations, Learning and Beliefs

Table 5 specifies the outcome variables, a question asked could be the following: conditional on having more children than initially desired, do those who are aware of this fact expect additional “undesired” children more often? Also note that for the outcome of “changing mind”, the sample is restricted to those who say that they do not want more children at any time, indicating whether they can imagine to change their mind or not.

3.2.2 Recommendations

The main focus here is what advice respondents would give to today’s 18-year-olds (of the same gender as them) in terms of how many children to have and when to get married. These are the two main outcomes, which I will analyze pooling both men and women and separately by gender. The outcome variables can be analyzed in their existing version or transformed into indicators whether a) respondents recommend fewer (or not more) children than they currently desire and b) respondents recommend a higher age than when they got married themselves for the first time.²⁶

The following descriptive exercise is of interest in order to understand the weight put on past and current desires when forming recommendations to the next generation:

$$y_i = \alpha_0 \text{Past Desires}_i + \alpha_1 \text{Current Desires} + \alpha_2 \text{Past D x G} + \alpha_4 \text{Current D x G} + \epsilon_i \quad (7)$$

This exercise can be conducted for different subgroups, i.e. those with and without potential concerns, which can be further refined into those who do or do not recall the direction of change.

3.2.3 Life Satisfaction and Mental Health

Finally, I will explore whether potential concerns (such as the ones coming with excess fertility) are associated with respondents’ mental health, and what role recall plays in this relationship. As Anderson and Levy (2009) point out, for many people “forgetting is their goal, and remembering, the human frailty.” As such, is recall for those with potential concerns associated with lower life satisfaction, a more deterministic outlook of life [or locus of control] as measured by “life determined by fate” rather than “you can shape fate yourself”? Additional outcomes in future may include a “perceived stress scale”, generalized perceived self-efficacy and religiosity for example.²⁷

²⁶Note that this exercise will mostly be descriptive: those recalling excess fertility might be more likely passing on a lower number than their current desires. On the other side, those recalling are maybe the ones that are happy with the current situation and thus more likely to pass on their current desires.

²⁷It may also be interesting to examine how status of “unwantedness” and recall of this affects how children are treated.

Table 5: Repercussions of Recall: Outcomes

| Family 1 - Beliefs | |
|--|--|
| Main outcomes | |
| Expected Future Fertility | $\hat{f}_{45} - f_4$, where \hat{f}_{45} is the expected number of children at age 45 (<i>s19_67howmany (Q67)</i>). |
| Ind.: Expects more Children | Indicator taking value 1 if $\hat{f}_{45} > f_4$. |
| Exp. Future “Undesired” Fertility | $\hat{f}_{45} - x_4$ |
| Ind.: Expects “undesired” Children | Indicator for $\hat{f}_{45} > x_4$ |
| Prevalence Excess Fertility (EF) | <i>s19_72a(b)more</i> , women asked about girls (<i>Q72a</i>), men . about boys (<i>Q72b</i>). |
| Ind.: High Prevalence EF | Indicator for answer above median answer for question above |
| Need Family Planning (FP) | <i>s19_73familyplanning (Q73)</i> |
| Ind.: FP Very Important | Indicator for answer above median answer for question above |
| Secondary Outcomes | |
| Confidence in Exp. Future Fertility | <i>s19_68confident (Q68)</i> |
| Number of Children God-Given | <i>s19_66godgiven (Q66)</i> , can be transformed in binary variable indicating strong support (above median) |
| Possibility of changing mind | <i>s19_59change (Q59)</i> , conditional on not wanting any more children someday (<i>s19_58more</i>) |
| Use of Contraceptives | (separate survey) |
| Local Social Norms Beliefs | <i>s19_65numbest (Q65)</i> |
| Family 2 - Intergenerational Transmission | |
| Recommended Number of Children | <i>s19_70children (Q70)</i> , asked for “typical” 18-year-old of same gender |
| Ind.: Recommends lower number | Indicator if <i>s19_70children</i> < x_4 , i.e. fewer than desires oneself |
| Recommended Age of Marriage | <i>s19_71marriageage (Q71)</i> , asked for 18-year-old of same gender |
| Ind.: Recommend Higher Age | Indicator for recommending age above own age at 1st marriage |
| Family 3 - Mental Health | |
| Main Outcomes | |
| Life Satisfaction | <i>s20_2_17satisfaction</i> |
| Ind.: High Life Satisfaction | Answer above Median for question above |
| Locus Of Control | <i>s20_2_16destiny</i> |
| Secondary Outcomes | |
| CES-D Depression Scale | Index based on <i>s20_1_cesd_1_group</i> & <i>s20_1_cesd_2_group</i> |
| Perceived Stress Scale | Index using <i>s20_4_stress_group</i> |
| Generalized Self-Efficacy | Index using <i>s20_5_selfeff_1_group</i> & <i>s20_5_selfeff_2_group</i> |
| Notes: Words in <i>Italics</i> indicate the relevant survey variable (question number in the fertility section). | |

Table 6: Null Hypotheses, Tests and Specifications

| Null Hypothesis | Dep. Var(s) | Specification | Tests | Sample |
|--|--|-----------------------------------|---|-----------------------------------|
| RECALL | | | | |
| 1 - Recall is perfect | CR, RD | | $Pr(y_i = 1) = 1$ | |
| 2 - Recall is symmetric | CR, RD/RRF, R0 | Spec. 2 | $\Gamma = 0$ | |
| 3 - Recall is imperfect & asymmetric, because memories are forgotten, not suppressed | CR, RD/RRF [CR, RD/RRF] IT | Spec. 1 [Spec. 3]* Spec. 2 | $B^T = 0$ $[B^T + \Omega^T = 0]$ $\gamma_C = 0$ | $CR/RD = 0$ |
| 4a - Image concerns do not drive imperfect and asymmetric recall | CR, RD/RRF, R0 CR, RD/RRF [CR, RD/RRF] | Spec. 3 Spec. 3 [Spec. 3]** | $\gamma_C = 0$ $\omega_4 = 0$ $[\omega_1 = 0]$ | |
| 4b - Self-image concerns play no role | CR, RD/RRF CR, RD/RRF IT | Spec. 3 Spec. 3 Spec. 3 | $\gamma_C + \omega_i = 0$ for $i = 1, 2, 3^{***}$ $\omega_2 = \omega_3 = 0$ $\gamma_C = 0, \omega = 0,$ $\gamma_C + \omega = 0$ | |
| 5- Retrospection bias does not negatively affect recall of past reproductive desires | IT RD, (1-R0) | Spec. 1 Spec. 6 | $b_1 = b_2 = b_3$ $\gamma_3 > \gamma_2 > \gamma_1$ | $CR/RD = 0$ $x_4 - x_2 \neq 0$ |
| REPERCUSSIONS | | | | |
| 6 - Cond. on past desires: beliefs, expectations & recommendations do not depend on life path | Indicators tab 5 Family 2 (tab 5) | Spec. 4 Spec. 7 | $\gamma_C = 0$ $\alpha_0 - \alpha_2 = 0$ | |
| 7 - Cond. on excess fertility: recall of it is not associated w/ beliefs, expectations & recommendations | Indicators tab 5 | Spec. 5 | $\omega = 0$ | |

Notes: This table specifies the most important hypotheses and associated tests and is based on the case when memories are suppressed. For the case of forgotten memories, different tests would apply. Unless specified, the sample is based on all individuals for whom reproductive desires are available for survey round 2. Let γ_C represent the coefficient on groups with potential psychological concerns (and γ_{NC} the equivalent for those without potential concerns). For regressions under hypotheses 1 through 5, control variables include indicators for respondents' past reproductive desires and indicators for the (absolute) magnitudes of change in addition to the standard set of controls (as defined in section 2.2.1.). Note, however, that for regression 5, the indicators for (absolute) magnitudes of change and their interaction with the indicator for the group with potential psychological concerns becomes the center of interest. Regressions under hypothesis 6 and 7 control for indicators of past reproductive desires in addition to the standard set of controls.

*: This test only applies in case the test above is not rejected. **: A significant difference here potentially represents social image concerns leading to suppressed memories, but could also reflect a change in framing of the question due to the reminder. ***: In addition, we'd expect $\omega_3 > \omega_2 > \omega_1$

4 Structural Analysis

The structural analysis will use the results from the reduced-form analysis above to inform alternative modelling choices and combine the different components in ideally one framework that will allow me to quantify different concerns and distinguish between models. Some parameters to be pinned down are for example the strength of psychological motivations (regarding self- and social image), the share of respondents following projection bias (as well as some information on its strength), how costly recall is, the value of the information offer or the cost of remembering to remind the field officer.

Key moments to identify these will come from the share of respondents correctly recalling, recalling the direction of change or recalling zero change conditional on potentially facing psychological costs or not as well as conditional on the magnitude of changes in reproductive desires. Additional moments from different experimental conditions (e.g. in the “Recall Version Experiment”) as well as the information offer will further help identify the components of interest.

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A Appendix

The appendix contains the data management memo and the survey instrument.

Note on KLPS-4 I2-Module, Primary Caregiver Module, and Kids Testing Data Management/Access and Pre-Analysis Plans

Date: September 11, 2018

We are preparing to launch data collection for Wave 1 of the 4th round of the Kenya Life Panel Survey (KLPS-4) I2-Module, Primary Caregiver (PC) Module, and Kids testing. The I2-Module is administered to the same sample of respondents as outlined in Baird et al. 2017, while the Kids testing and PC Modules will be administered to selected children of these respondents and their primary caregivers, respectively.

As of September 11, 2018, we have not filed our pre-analysis plans outlining the key research questions, outcomes, and estimating equations related to our studies on the long-run and intergenerational impacts of childhood deworming. In addition to these core research questions, the instruments include a number of additional modules designed to capture other aspects of social and economic behaviors, as well as an additional intervention encouraging reading to children.

We anticipate filing several pre-analysis plans, each centered around a research question and designed to be an individual paper or set of papers. The pre-analysis plans are under preparation by Sarah Baird, Michal Bauer, Julie Chytilová, Lia Fernald, Joan Hamory Hicks, Patricia Kariger, Michael Kremer, Isaac Mbiti, Edward Miguel, Max Mueller, Jonas Tungodden and Michael Walker, with assistance from Livia Alfonsi, Stephanie Bonds, Marina Dias, Madeline Duhon, and Daniel Kannell, and will be uploaded to the AEA RCT Registry at a future point in time, hopefully later in 2018.

These pre-analysis plans will build on the plan designed to measure the long-run economic and health effects of childhood deworming registered in November 2017 (Baird et al. 2017), and we anticipate the primary specification for the core deworming treatment effects to be the same.

Survey data will be compiled, organized, and stored by the field research associate based in Busia, Kenya. Throughout the data collection the field research associate, Eric Ochieng, with assistance from Berkeley-based research assistant Somara Sabharwal, will prepare and provide the individuals writing the pre-analysis plan with only summary statistics on survey data collection quality and respondent tracking rates. These statistics will be used to maintain high quality data and reduce attrition. No treatment effects on any outcomes of interest will be estimated in advance of filing pre-analysis plans.

Full access to the dataset will be provided to each research team member once the set of pre-analysis plans s/he has been associated with are filed on the AEA RCT Registry. Notes of when particular individuals are given access to the data will be filed as addendums to this Data Management/Access Plan until all pre-analysis plans have been filed.

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<https://www.socialscienceregistry.org/trials/728>

Michael Walker <mwwalker@berkeley.edu>
To: Michael W Walker <mwwalker@berkeley.edu>

Tue, Sep 11, 2018 at 7:11 PM

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

- Michael Walker

--

Michael Walker
mwwalker@berkeley.edu

Madeline Duhon <mduhon@berkeley.edu>
To: mwwalker@berkeley.edu

Tue, Sep 11, 2018 at 7:30 PM

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Madeline

Livia Alfonsi <livia.alfonsi@berkeley.edu>
To: mwwalker@berkeley.edu

Tue, Sep 11, 2018 at 7:57 PM

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Livia Alfonsi

Maximilian Mueller <mwmueller@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Tue, Sep 11, 2018 at 8:05 PM

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Max

Joan Hamory Hicks <jhamoryhicks@ou.edu>
To: Michael W Walker <mwwalker@berkeley.edu>

Tue, Sep 11, 2018 at 8:54 PM

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Joan Hamory Hicks

--
Joan Hamory Hicks
Assistant Professor of Economics
University of Oklahoma

Edward Andrew MIGUEL <emiguel@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Tue, Sep 11, 2018 at 9:27 PM

Hi Michael

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best
Ted

Sent from my iPhone

Stephanie Bonds <sbonds@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Tue, Sep 11, 2018 at 10:16 PM

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Stephanie

sarah baird <sarahbaird16@gmail.com>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Sep 12, 2018 at 4:23 AM

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan

Michal Bauer <michal.bauer1@gmail.com>
To: Michael Walker <mwwalker@berkeley.edu>
Cc: Julie Chytilová <julie.chytilova@fsv.cuni.cz>

Wed, Sep 12, 2018 at 5:15 AM

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Michal

Julie Chytilová <julie.chytilova@fsv.cuni.cz>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Sep 12, 2018 at 5:20 AM

Dear Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Julie

Julie Chytilova, Ph.D.
Associate Professor
Institute of Economic Studies, Faculty of Social Sciences, Charles University
[Opletalova 26, 11000 Prague 1, Czech Republic](#)
Phone: +420 222 112 322
Fax: +420 222 112 304
<http://ies.fsv.cuni.cz/en/staff/chytilova>

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Marina Dias <marina_dias@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Sep 12, 2018 at 7:36 AM

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Have a great day!

Marina

Lia C. H. Fernald <fernald@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Sep 12, 2018 at 8:55 AM

Dear Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Lia Fernald

--

Lia C. Haskin Fernald
Professor
School of Public Health, UC Berkeley
50 University Hall, MC 7358 (mail)
417J University Hall (office)
Berkeley, CA 94720-7360
(510) 643-9113
fernald@berkeley.edu

Jonas Tungodden <jonas.tungodden@gmail.com>

Wed, Sep 12, 2018 at 9:30 AM

To: Michael Walker <mwwalker@berkeley.edu>

Hi Michael,

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Thank you,
Jonas

Daniel Kannell <daniel_kannell@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Sep 12, 2018 at 9:50 AM

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Daniel Kannell

SOMARA ELIZABETH SABHARWAL <somara@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Thu, Sep 13, 2018 at 5:20 PM

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,

Somara Sabharwal

--
UC Berkeley, Class of 2019
B.A. Economics | B.A. Mathematics

Patricia Kariger <patriciakariger@gmail.com>
To: Michael Walker <mwwalker@berkeley.edu>

Thu, Sep 13, 2018 at 8:39 PM

Hi! Sorry for the delayed response.

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best, Tricia

On Thu, Sep 13, 2018 at 5:18 PM Michael Walker <mwwalker@berkeley.edu> wrote:

Hi Tricia,

Wanted to bring this back to the top of your inbox - could you sign off on the data management plan by sending the following statement back to me?

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Thanks.

Michael

--

Tricia

Isaac Mbiti <isaacmbiti@gmail.com>
To: Michael W Walker <mwwalker@berkeley.edu>

Fri, Sep 14, 2018 at 10:50 AM

I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Isaac M Mbiti

Eric Ochieng <echoieng@poverty-action.org>
To: Michael Walker <mwwalker@berkeley.edu>

Tue, Sep 18, 2018 at 9:46 PM

Hi Michael,

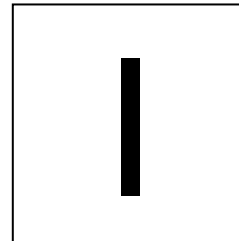
I confirm that I have read the KLPS-4 I2, PC, and Kids data management plan, dated September 11, 2018, and agree to follow the specified plan.

Best,
Eric

--

Best Regards,
[Eric Ochieng](#) | Senior Research Associate - KLPS Project | Innovations for Poverty Action - Kenya.

Mobile(Office) :+254742984643 | **Personal:**+254717927766/+254725585991
| **Skype:** eric.ochieng3



KENYAN LIFE PANEL SURVEY ROUND 4, WAVE 1 (KLPS4) INTEGRATED MODULE

IDENTIFICATION SECTIONS

VERSION: SEPTEMBER 27, 2018— 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 1 / (b) Name 2: (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) :
- 10a. Interviewer ID:
- 10b. Interviewer name: (first) _____ / (surname) _____

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 would like to interview you, to follow up on the effectiveness of the ICS deworming project that went on in your primary school beginning in 1998. 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 ask you some questions about many different aspects of your life. We would like to ask you detailed questions about yourself, your family members, and your community. 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. We expect this survey will take about 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 or concerns you may ask me now, or you can contact Esther Isokat at the IPA office in Busia Town at 0795114641 / 0721990839. She is the Project Manager for this study, and can

put you in touch with Edward Miguel at the University of California, who is in charge of the research project. I will also give you a business card at the end of this interview with Esther's contact information. If you have any questions or concerns about your rights and treatment as a research subject, you may contact the office of the Maseno University Ethical Review Committee in Kisumu at 57 351 622 ext. 3050 or muerc-secretariate@maseno.ac.ke, or UC Berkeley's Committee for the Protection of Human Subjects, at +1 510-642-7461 or subjects@berkeley.edu.

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 would like to interview you, to follow up on the effectiveness of the ICS scholarship program that went on in primary schools in your area beginning in 2001. 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 ask you some questions about many different aspects of your life. We would like to ask you detailed questions about yourself, your family members, and your community. 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. We expect this survey will take about 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 or concerns you may ask me now, or you can contact Esther Isokat at the IPA office in Busia Town at 0795114641 / 0721990839. She is the Project Manager for this study, and can put you in touch with Edward Miguel at the University of California, who is in charge of the research project. I will also give you a business card at the end of this interview with Esther's contact information. If you have any questions or concerns about your rights and treatment as a research subject, you may contact the office of the Maseno University Ethical Review Committee in Kisumu at 57 351 622 ext. 3050 or muerc-secretariate@maseno.ac.ke, or UC Berkeley's Committee for the Protection of Human Subjects, at +1 510-642-7461 or subjects@berkeley.edu.

11. May we have your permission to ask you some questions? (1=Yes, 2=No) ☐

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 = FR refusal for this round only (**skip to question 12b**)
- 3 = FR refusal for this round and any future rounds (**skip to question 12c**)
- 4 = Unable to survey – refusal by someone other than FR (**skip to question 12d**)
- 5 = Unable to survey – in prison (**skip to question 12g**)
- 6 = Unable to survey – mental illness / disability (**skip to question 13**)
- 7 = Unable to survey – deceased (**skip to question 12f**)
- 10 = Unable to survey – other (**skip to question 12f**)

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. If someone else is refusing on behalf of the FR, return to question 12a and mark "4".

- 1 = Survey is too long
 - 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)
 - 99 = FO DK / Can't determine
- |____|/|____|/|____| Other: _____

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, you may ask the FR "Why don't you want to participate?" Choose up to 3 reasons. If someone else is refusing on behalf of the FR, return to question 12a and mark "4".

- 1 = FR has been interviewed before, and is tired of IPA coming to visit
 - 2 = FR is not interested in the project/research
 - 3 = FR does not want to disclose personal information
 - 4 = FR is suspicious of IPA
 - 5 = FR hasn't received (further) assistance from IPA and doesn't want to participate because of that
 - 6 = FR just doesn't want to / no reason given
 - 10 = Other (specify)
 - 99 = FO DK / Can't determine
- |____|/|____|/|____| Other: _____

Skip to "Closing Interview Statement".

12d. What is the relationship of this person to the FR? Use G4 codes. |____|

12e. Why is this person refusing on behalf of the FR? If you feel comfortable doing so, you may ask the person "Why don't you want this person to participate?" _____

Skip to “Closing Interview Statement”.

12f. **Record your impressions of why we are unable to survey the respondent during this round. If FR is deceased, record [finish filling in instructions]**

Read: Thank you very much for your time. **End interview here.**

12g. **Record your impression, but do not ask. Is this reason we are unable to survey the respondent temporary (i.e., temporary imprisonment) or permanent (i.e., life imprisonment) such that we should never try to reach this person again?**

(1=Temporary, 2=Permanent, 99=DK)

|____|

Read: Thank you very much for your time. **End interview here.**

13. **Record your impressions of the FR’s mental illness or 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.

Read: If you don’t mind, I would like to ask you just 3 questions about this person, in order to collect some very basic information about them.

13a. What is the highest level of education he/she attended? **Use G6 codes, 99=DK** |____|

13b. What is his/her occupation? **Use G9 codes. 99=DK** |____| _____

13c. Is he/she married? (1=Yes, 2=No, 99=DK) |____|

13d. **Record your impression, but do not ask. Is this mental illness something that may be temporary (i.e., temporary ailment) or permanent (i.e., severe mental illness that won’t likely be cured) such that we should never try to reach this person again).**

(1=Temporary, 2=Permanent, 99=DK)

|____|

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. **Give the respondent a business card, and end interview here.**

SECTION 2. Confirmation of Identity

1. What is your current full name? Please spell it for me.

| | / | | / | |
(Family name) (Name 1) (Name 2)

1a. **Does this name match the “most recent name” listed in the Identity Section of the Tracking Sheet? Do not count different spellings or different orderings of the same name as different.** (1=Yes, 2=No) ☐

If YES, skip to question 2. If NO, continue.

1b. Why is your name different than the one in our records? **List up to 2 responses.** (1= Got married and took spouse’s name; 2= Took the name of another family member (not spouse); 3= Took baptismal name; 4= Took a different / additional name (not family or baptismal name); 5= Dropped Family Name; 6= Name previously misspelled, 10= Other (specify), 99=DK) | | / | | Other: _____

2. What is your date of birth? | | / | | / | | | |
(DD) (MM) (YYYY)

The date of birth information is very important. Please probe the FR if they claim to not know. Every FR should be able to approximate the year of birth at least. (99=DK day or month, 9999=DK year)

2a. **Does this year of birth match what we have listed in the Identity Section of the Tracking Sheet?** (1=Yes, 2=No, 3=Birth year is missing from tracking sheet) ☐

3. **If PSDP participant:** What primary school did you attend in Term 1 of 1998?

If GSP participant: What primary school did you attend in Term 1 of 2001?

Use E1 codes. 9999=DK. | | | | Other: _____

3a. **Is the school listed in question 3 the same as the “Baseline Primary School” listed in the Identity Section of the Tracking Sheet?** (1=Yes, 2=No) ☐

If YES or NOT LISTED ON TRACKING SHEET, skip to question 4. If NO, continue.

3b. Why is this not the same primary school we have in our records? _____

4. What is your father’s name?

| | / | | / | |
(Family name) (Name 1) (Name 2)

4a. **Is the name listed in question 4 the same as that listed in the Identity Section of the Tracking Sheet? Do not count different spellings or different orderings of the same name as different.** (1=Yes, 2=No, 3=Not listed on Tracking Sheet) ☐

If YES or NOT LISTED ON TRACKING SHEET, skip to question 5. If NO, continue.

4b. Why is this not the same name we have in our records? **List up to 2 responses.** (2= Took the name of another family member (not spouse); 3= Took baptismal name; 4= Took a different / additional name (not family or baptismal name); 5= Dropped Family Name; 6= Name previously misspelled; 10= Other (specify), 99=DK) | | / | | Other: _____

5. What is your mother’s name?

| | / | | / | |
(Family name) (Name 1) (Name 2)

5a. **Is the name listed in question 5 the same as that listed in the Identity Section of the Tracking Sheet? Do not count different spellings or different orderings of the same name as different.** (1=Yes, 2=No, 3=Not listed on Tracking Sheet) ☐

If YES or NOT LISTED ON TRACKING SHEET, skip to question 6. If NO, continue.

5b. Why is this not the same name we have in our records? **List up to 2 responses.** (1= Got married and took spouse's name; 2= Took the name of another family member (not spouse); 3= Took baptismal name; 4= Took a different / additional name (not family or baptismal name); 5= Dropped Family Name; 6=Name previously misspelled; 10= Other (specify) , 99=DK) ☐/ ☐ Other: _____

6. What is your clan? (99=DK) _____

6a. **Does this clan name match the "clan" listed in the identity section of the tracking sheet? Do not count different spellings of the same clan as different.**

(1=Yes, 2=No, 3=Not listed on Tracking Sheet) ☐

If YES, skip to question 7. If NO, continue.

6b. Why is this not the same clan we have in our records? **List up to 2 responses.**

(1= Originally not sure of the clan name; 2= Clan name previously misspelled; 3=Originally gave clan for the then guardian/care giver; 4= Other (specify) , 99=DK)

☐/ ☐ Other: _____

7. Count the number of "2"s in questions 1a, 2a, 3a, 4a, 5a, and 6a and record that number here. Note: These 6 boxes are highlighted above so they are easy to find. ☐

If the number listed in question 7 is less than or equal to 1, continue. If the number is greater than 1, reconfirm that you have the correct focus respondent before proceeding.

8. Are you suspicious that this pupil is not the same pupil that we are looking for? ☐

1 = Not at all suspicious 3 = Moderately Suspicious
2 = A bit suspicious 4 = Very suspicious

7a. If 2, 3, or 4 (suspicious): Why? _____

If VERY SUSPICIOUS, consider ending interview.

9. Where is this interview being conducted? ☐

If you are interviewing an FR who works as live-in house help or a live-in guard and you are at their place of work, please select place of work and not current residence. If you are interviewing them at their home (not the home they work in), select appropriate home.

1 = In person, at current residence (may also be biological or marital home)
2 = In person, at biological home (not current residence)
3 = In person, at marital home (not current residence)
4 = In person, at the FR's school (specify, **use E1 codes**) ☐ Other: _____
5 = In person, at the FR's work (specify name of place) _____
6 = In person, at IPA Busia office
7 = In person, at IPA Nairobi office
8 = Elsewhere (specify) _____

10. Is the interview being conducted with the interviewee alone (excepting IPA staff)?

(1=Yes, 2=No) ☐

If YES, skip to Section 3. If NO, continue.

10a. ***It is ok if other household members are around for the first several sections of this survey. However, politely ask any non-household members to leave, saying that you need to interview the FR and their household members alone. Stress that the interview is private and confidential. If there are individuals in the room who will stay there for the interview (including hh members and non-hh members), list any individuals who appear to be over the age of 5, using the G4 relationship codes.***

|_| / |_| / |_| / |_| / |_| / |_| / |_|

Other: _____ / _____ /
_____ / _____

SECTION 3. Contact Information

Read: Now I would like to make certain that we have your current address information correct.

0. Are you currently in boarding school? (1=Yes, 2=No) ☐

If NO, skip to question 0a. If YES, continue.

Read: Because you are in boarding school, I would like the current address information for the place you stay at boarding school.

Skip to question 1a.

0a. What is your occupation? (1=Guard or house help, 2=Other) ☐

If 1, continue to question 0b. If 2, skip to “read #1” statement below.

0b. Are you currently working as live-in house help or a live-in guard? (1=Yes, 2=No) ☐

If YES, skip to “read #2” statement below. If NO, continue to “read #1” statement.

0c. Je, kwa kawaida wewe hulala hapa, mahali ambapo sisi tuko sasa? (1=Yes, 2=No) ☐

RECORD “NO” IF INTERVIEWING AT EMPLOYER’S HOME FOR LIVE-IN HOUSEHELP OR GUARD.

If NO, skip to 1a. Otherwise, continue.

0d. Is the current location one of the three residences listed on the tracking sheet? Make sure to check both sides of the tracking sheet.

(1=Yes, 2=No) ☐

If NO, skip to 1a. Otherwise, continue.

0e. Which survey round does the matched residence come from? ☐ **Other:** _____

(1=SCY F2-Module, 2=KLPS-Kids, 3=SCY F-Module, 4=SCY R-Module, 5=KLPS-3, 6=VocEd ML-Module, 7=Voc-Ed R-Module, 8=KLPS-2, 9=GSP-A, 10=KLPS-1, 11=Other (*specify*))

Skip to question 1g.

Read #1: We want to know the place that you usually sleep, not necessarily your ancestral lands or family home.

Skip to question 1a.

Read #2: We want to know the place that you usually sleep, not necessarily your ancestral lands or family home. This should be the home you go to when you are not staying at your employer’s home.

1a. Country? **Use G1 codes.** ☐ **Other:** _____

1b. County? **Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, this is “district” rather than “county”. Use G2a codes.** ☐ **Other:** _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 1d.

1c. 2010 District? **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. Use G2b codes.**

☐ **Other:** _____

1d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.**

☐ Other: _____

If LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 1g.

1e. Location? **For FRs born in Uganda, ask for “county” rather than “location”. Use G3b codes.** ☐ Other: _____

1f. Sub-location? **For FRs born in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes.** ☐ Other: _____

1g. Village / Neighborhood? **Write.** (99=DK) _____

2. Where do you collect your mail? **Describe location where FR collects mail, or postal address.** (88=N/A, 99=DK) _____

3. Please describe the location of the home. **Provide detailed description to home, including landmarks, distance from roads and any other detailed information where relevant. If there is a PSDP or GSP school nearby, please start your directions from that school. If not, pick a location that is well known in the area to be a starting point for your directions. References to specific businesses or homes (“ask for the home of...”) should be included where possible.**

3a. **If home described here is located in Busia County (2010 Districts Busia, Samia or Bunyala), Kenya:** Which PSDP or GSP primary school is closest to the home?

Use E1 codes (888=None) ☐☐☐☐

4. Is there a phone number where I can reach you, even if you do not have your own phone?
(1=Yes, 2=No / Do not know a number) ☐

If YES, continue. If NO, probe the FR for one again. If the FR insists that there is no way to reach them by phone (or they do not know any numbers), skip to question 7.

4a. Please give me that number.

i. **If Kenyan phone number,** Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** ☐ Other: _____

B. Number: _____

4b. Whose phone is this? **Write name.** _____

4c. What is this person’s relationship to you? **Use G4 codes.** ☐ Other: _____

5. If that number isn’t working or I can’t reach you, is there another number that I can call?
(1=Yes, 2=No / Do not know a number) ☐

Probe FR for a second phone number. If NO, skip to question 7. If YES, continue.

5a. Please give me that number.

i. **If Kenyan phone number,** Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other:

B. Number:

5b. Whose phone is this? **Write name.**

5c. What is this person's relationship to you? **Use G4 codes.** Other:

6. If both of these two numbers aren't working or I can't reach you, is there another number that I can call? (1=Yes, 2=No / Do not know a number)

Probe FR for a third phone number. If NO, skip to question 7. If YES, continue.

6a. Please give me that number.

i. **If Kenyan phone number,** Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other:

B. Number:

6b. Whose phone is this? **Write name.**

6c. What is this person's relationship to you? **Use G4 codes.** Other:

7. In the future, we may want to contact you by email. Do you have an e-mail address?
(1=Yes, 2=No)

7a. **If yes:** What is it? **Write.**

8. Is there a phone number where you can receive money by M-pesa, even if the phone is not yours?
(1=Yes, 2=No)

If "no", probe the FR for one again. If the FR insists that there is no way to send them the money by M-Pesa, skip to the read statement BEFORE question 9.

If "yes", continue.

8a. Please give me that number.

i. **If Kenyan phone number,** Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other:

B. Number:

8b. Whose phone is this? **Write name.**

8c. What is this person's relationship to you? **Use G4 codes.** Other:

Skip to question 9.

Read: You may win some money during parts of the survey today, which we can send you by M-pesa. Since you do not have M-pesa, our field manager will have to pay you. Since she is busy supervising many surveys, this may result in some delays, and in some cases we will have to arrange a second visit to do the payment. If there is any way that we can M-pesa you within 5 business days, please let me know now, otherwise we will continue.

If respondent says they can use M-pesa, go back to question 8 and change to “Yes”, then continue filling out 8a, 8b, and 8c. If the respondent insists that they do not have M-pesa, continue to question 9.

9. If you are not at home, is there a place of work or school where I might be able to find you during the day? Please give me the name of that place. **If FR is working or farming at the above home, write HOME and skip to the statement before question 13. For FRs who are live-in house help or live-in guards, this should be their employer’s home.**

Read: Now I would like to gather information for this place.

9a. Country? **Use G1 codes.** Other: _____

9b. County? **Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For FRs in Uganda, this is “district” rather than “county”. Use G2a codes.** Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 9d.

9c. 2010 District? **If FR doesn’t know 2010 district, but does know an earlier district name, write old district name and make a comment below. Use G2b codes.** Other: _____

9d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.** Other: _____
If LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 9g.

9e. Location? **For FRs born in Uganda, ask for “county” rather than “location”. Use G3b codes.** Other: _____

9f. Sub-location? **For FRs born in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes.** Other: _____

9g. Village / Neighborhood? **Write.** (99=DK) _____

10. Postal Address? **Write.** (88=None, 99=DK) _____

11. Does this place of work / school have a phone number? **This includes anyone at the place of work that might have a phone number.** (1=Yes, 2=No / Do not know a number)
If YES, continue. If NO / I DON’T KNOW, skip to question 12.

i. **If Kenyan phone number,** Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other: _____

B. Number: _____

12. Please describe the location of this workplace / employer / school. **Provide detailed description to this place, including landmarks, distance from roads and any other detailed information where relevant. If there is a PSDP or GSP school nearby, please start your directions from that school. If not, pick a location that is well known in the area to be a starting point for your directions. References to specific businesses or homes (“ask for the home of...”) should be included where possible.**

Read: In case you are not at your current address, please tell us the names of two friends or family members who are sure to know where you are, and how to contact you. These should be friends or family that would stay in their current residence if you moved away.

Ask first if FR has contact(s) with phones who would know how to locate and contact the FR. If NOT, contact(s) without phones who know how to locate and contact FR are OK. Contacts should usually not be husbands, wives or children (but other relatives will often make good contacts), since these contacts often move along with the FR. We want contacts that are likely to stay in the same place when the FR moves.

13. **Do not read the following question. Simply record your impressions.** Does the respondent agree to give information on a contact? (1=Yes, 2=No) ☐ ☐
If NO, skip to Section 4. If YES, continue.

Contact #1

14. Name of contact? / /
(Family name) (Name 1) (Name 2)

15. What is this person's relationship to you? **Use G4 codes.** ☐ Other: _____

16. Does this person live with you? (1= Yes, 2= No) ☐

If YES, skip to question 20. If NO, continue.

Read: Please tell me where this person lives.

17a. Country? **Use G1 codes** ☐ Other: _____

17b. County? **Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For contacts living in Uganda, this is "district" rather than "county". Use G2a codes.** ☐ Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 17d.

17c. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in the FO Comments. Use G2b codes.**

☐ Other: _____

17d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.**

☐ Other: _____

20. Is there a phone number where I can reach this contact, even if he / she does not have his / her own phone? (1=Yes, 2=No / Do not know a number) ☐

If YES, continue. If NO, probe the FR for one again. If the FR insists that there is no way to reach the contact by phone (or they do not know any numbers), skip to the read statement before question 28.

20a. Please give me that number.

i. **If Kenyan phone number**, Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other: _____

B. Number: _____

20b. Whose phone is this? **Write name.** _____

20c. What is this person's relationship to the contact? **Use G4 codes.**
 Other: _____

21. Can you give me another phone number to reach this contact? (1=Yes, 2=No)
Probe FR for a second phone number. If YES, continue. If NO, skip to the read statement before question 28.

21a. Please give me that number.
i. **If Kenyan phone number,** Number: 0
ii. **If non-Kenyan phone number:**
A. Country of phone number: **Use G1 codes.** Other: _____
B. Number: _____

21b. Whose phone is this? **Write name.** _____

21c. What is this person's relationship to the contact? **Use G4 codes.**
 Other: _____

22. Can you give me another phone number to reach this contact? (1=Yes, 2=No)
Probe FR for a third phone number. If YES, continue. If NO, skip to the read statement before question 28.

22a. Please give me that number.
i. **If Kenyan phone number,** Number: 0
ii. **If non-Kenyan phone number:**
A. Country of phone number: **Use G1 codes.** Other: _____
B. Number: _____

22b. Whose phone is this? **Write name.** _____

22c. What is this person's relationship to the contact? **Use G4 codes.**
 Other: _____

Note: There are no questions 23-27.

Read: Now let's discuss a second contact. Again, please tell us the name of a friend or family member who is sure to know where you are, and how to contact you, if you were to move away. This should be someone that would stay in their current residence if you moved away. **Unless FR insists, it is best if Contact 2 does not share contact information (address, location, phone number, etc) with Contact 1.**

Ask first if FR has a contact with a phone who would know how to locate and contact the FR. If NOT, a contact without a phone who know how to locate and contact FR is OK. Contacts should usually not be husbands, wives or children (but other relatives will often make good contacts), since these contacts often move along with the FR. We want contacts that are likely to stay in the same place when the FR moves.

28. **Do not read the following question. Simply record your impressions.** Does the respondent agree to give information on a second contact? (1=Yes, 2=No) ☐
If NO, skip to Section 4. If YES, continue.

Contact #2

29. Name of contact? / /
(Family name) (Name 1) (Name 2)

30. What is this person's relationship to you? **Use G4 codes.** ☐ Other:

31. Does this person live with you or the previous contact? (1= Yes, with FR only, 2=Yes, with previous contact only, 3=Yes, with respondent AND previous contact, 4= No) ☐

If YES ("1", "2" or "3"), skip to question 35. If NO, continue.

Read: Please tell me where this person lives.

32a. Country? **Use G1 codes.** ☐ Other:

32b. County? **Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For contacts living in Uganda, this is "district" rather than "county". Use G2a codes.** ☐ Other:

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 32d.

32c. 2010 District? **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.**

☐ Other:

32d. Which town / city? **Use G3a codes. Code 20=Lives in a rural area.**

☐ Other:

35. Is there a phone number where I can reach this contact, even if he / she does not have his / her own phone? (1=Yes, 2=No / Do not know a number) ☐

If YES, continue. If NO, probe the FR for one again. If the FR insists that there is no way to reach the contact by phone (or they do not know any numbers), skip to Section 4.

35a. Please give me that number.

i. **If Kenyan phone number**, Number:

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** ☐ Other:

B. Number:

35b. Whose phone is this? **Write name.**

35c. What is this person's relationship to the contact? **Use G4 codes.**

☐ Other:

36. Can you give me another phone number to reach this contact? (1=Yes, 2=No) ☐
Probe FR for a second phone number. If YES, continue. If NO, skip to Section 4.

36a. Please give me that number.

i. **If Kenyan phone number**, Number:

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other: _____

B. Number: _____

36b. Whose phone is this? **Write name.** _____

36c. What is this person's relationship to the contact? **Use G4 codes.**
 Other: _____

37. Can you give me another phone number to reach this contact? (1=Yes, 2=No)
Probe FR for a third phone number. If YES, continue. If NO, skip to Section 4.

37a. Please give me that number.

i. **If Kenyan phone number**, Number: 0

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** Other: _____

B. Number: _____

37b. Whose phone is this? **Write name.** _____

37c. What is this person's relationship to the contact? **Use G4 codes.**
 Other: _____

SECTION 4: BIOLOGICAL CHILD ROSTER

Read: I would now like to find out about all your living biological children. Please include all living biological children who live with you, and any who live elsewhere

1. How many living, biological children do you have, including children who live with you and any who do not live with you?

If there is at least one living biological child, continue to question 1 and proceed across each row and then down, collecting information on each child. If there are no living biological children, skip to section 5.

| | | | | | | | | | | |
|------------------------------|----------------------|--|-------------------------------|--|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | |
| C1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | Year (YYYY): | Month (MM): | Day (DD): | | | | |

| | | | | | | | | | | | | |
|-----------------------|----------------|--|-----------------------------------|--|-------------|-----------|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | | | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C2 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |

| | | | | | | | | | | | | |
|------------------------------|----------------|--|-----------------------------------|--|-------------|-----------|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | | | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| C3 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C4 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |

| | | | | | | | | | | | | |
|------------------------------|----------------|--|-----------------------------------|--|-------------|-----------|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | | | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C5 | _____ | ____ | ____ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C6 | _____ | ____ | ____ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |

| | | | | | | | | | | | | |
|-----------------------|----------------|--|-----------------------------------|--|-------------|-----------|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | | | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C7 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |

| | | | | | | | | | | | | |
|------------------------------|----------------|--|-----------------------------------|--|-------------|-----------|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | | | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| C8 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C9 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |

| | | | | | | | | | | | | |
|------------------------------|----------------|--|-----------------------------------|--|-------------|-----------|---|---|---|--|--|---|
| | 2. First Name? | 3. Age? (In years) If under 12 months, enter 0. If under 12 months older than 10, skip to next child. | 4. Sex? 1=Male 2=Female | 5. Read: I would like to get [child name]'s exact birthdate. Can I please see his/her health card? If there is no health card, ask for a birth certificate. If the FR is sure that the birth certificate does not have the child's actual birth date, enter the information the FR believes is most correct. Enter the date of birth. YYYY / MM/ DD | | | 5b. Was the birth date obtained from the health card? 1. yes 2. No | 6. Record the birthweight of the child, according to the health card. If not available, ask "What was [child's name] weight at birth?" Record 9.9 = Weight not measured at birth. 99.0 = Weight measured but FR does not know/ cannot discern it from health card. 6. Is this child's birth date between 01/03/2016 and 01/03/2010? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) If "NO", skip to next row. | 6a. Was birth weight obtained from health card? 1. Yes 2. No | 7. Is the child's birth date between 01/03/2013 and 01/03/2016? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8. Is the child's birth date between 01/03/2010 and 31/08/2013? Note that this is automatically calculated if done on surveyCTO (1=Yes, 2=No) | 8a. Are there any other living biological children whom you have not listed? 1. yes 2 No |
| Fill in today's date: | | | | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| C10 | _____ | __ | __ | Year (YYYY): | Month (MM): | Day (DD): | | | | | | |
| | | | | 6. Child Age in Months: | | | | | | | | |

8b. **Does the FR have any living, biological children born between 01/03/2016 and 01/03/2010?**
 (1=Yes, 2=No) |__|
If YES, continue. If NO, skip to section 5.

SECTION 4A. SELECTION OF CHILDREN FOR PARTICIPATION IN STUDY:

NOTE: IF SURVEY IS DONE IN SURVEYCTO, RANDOMIZATION OF KIDS IS DONE ON SURVEYCTO.

Read: Please give me just a few minutes while I fill some information into my form.

| 30 TO 71 MONTHS ONLY | | | | | | |
|--|-------------------------|--------------------------------|--|--|---|---|
| First, list all children born between 01/03/2013 to 01/03/2016, copying information from the table above for questions 1a-4a. | | | | Then, determine participation in study: • If only 1 children listed in table, mark question 7a as “yes” for those. If >2 children listed in table, use randomization procedure described below table to choose one participant. | | |
| 1a. Child ID (two-digit # from left column of table above) | 2a. Child First Name | 3a. Child Age (in years) | 4a. Child gender (1=Male, 2=Female) | 5a. Result of die roll (1-6) <i>Write “88” if only 1 child listed in table.</i> | 6a. Result of die re-roll (1-6) <i>Use “88” if no re-roll necessary. Do not leave blank.</i> | 7a. Selected for participation in study (0=No, 1=Yes, 1 st child, 2=Yes, 2 nd child) Max of 1 child. Do not leave blank. |
| _ _ _ _ | _ _ _ _ _ _ _ | _ yrs | _ | _ _ | _ _ | _ _ |
| _ _ _ _ | _ _ _ _ _ _ _ | _ yrs | _ | _ _ | _ _ | _ _ |
| _ _ _ _ | _ _ _ _ _ _ _ | _ yrs | _ | _ _ | _ _ | _ _ |
| _ _ _ _ | _ _ _ _ _ _ _ | _ yrs | _ | _ _ | _ _ | _ _ |
| _ _ _ _ | _ _ _ _ _ _ _ | _ yrs | _ | _ _ | _ _ | _ _ |
| _ _ _ _ | _ _ _ _ _ _ _ | _ yrs | _ | _ _ | _ _ | _ _ |

DO NOT ASK THE FOLLOWING QUESTIONS. Simply record the information.

Randomization procedure: (if more than 1 child is listed in table)
 --Roll a die for each child and record results in question 5a. Indicate “yes” in question 7a for the child with the highest die results. If a tie for the highest roll, reroll the die for each tie, and record results in question 6a. Indicate “yes” in question 7a for the child with the highest die roll. There should be a maximum of 1 child selected to participate in the study.

BEFORE CONTINUING, CHECK THAT ALL CHILDREN LISTED IN TABLE ARE BORN BETWEEN 01/03/2013 AND 01/03/2016, AND NO LIVING, BIOLOGICAL CHILDREN BORN BETWEEN 01/03/2013 AND 01/03/2016 ARE MISSING. ALSO, CONFIRM YOU HAVE SELECTED A MAXIMUM OF ONE CHILD.

DO NOT ASK THE FOLLOWING QUESTIONS. Simply record the information.

72 TO 102 MONTHS ONLY

First, list all children born between 01/03/2010 to 31/08/2013, copying information for questions 1b-7b.

Then, determine participation in study:

- **If only 1 children listed in table, mark question 7b as “yes” for those. If >2 children listed in table, use randomization procedure described below table to choose one participant.**

| 1b. Child ID (two-digit # from left column of table above) | 2b. Child First Name | 3b. Child Age (in years) | 4b. Child gender (1=Male, 2=Female) | 5b. Result of die roll (1-6) Write “88” if only 1 child listed in table. | 6b. Result of die re-roll (1-6) Use “88” if no re-roll necessary. Do not leave blank. | 7b. Selected for participation in study (0=No, 1=Yes, 1 st child, 2=Yes, 2 nd child) Max of 1 child. Do not leave blank. |
|---|----------------------|---------------------------------------|--|---|--|---|
| <div><div></div><div></div><div></div></div> | | <div><div></div></div> <div>yrs</div> | | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> |
| <div><div></div><div></div><div></div></div> | | <div><div></div></div> <div>yrs</div> | | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> |
| <div><div></div><div></div><div></div></div> | | <div><div></div></div> <div>yrs</div> | | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> |
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| <div><div></div><div></div><div></div></div> | | <div><div></div></div> <div>yrs</div> | | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> |
| <div><div></div><div></div><div></div></div> | | <div><div></div></div> <div>yrs</div> | | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> | <div><div></div><div></div><div></div></div> |

Randomization procedure: (if more than 1 child is listed in table)

--Roll a die for each child and record results in question 5b. Indicate “yes” in question 7b for the child with the highest die results. If a tie for the highest roll, reroll the die for each tie, and record results in question 6b. Indicate “yes” in question 7b for the child with the highest die roll. There should be a maximum of 1 child selected to participate in the study.

BEFORE CONTINUING, CHECK THAT ALL CHILDREN LISTED IN TABLE ARE BORN BETWEEN 01/03/2010 AND 31/08/2013, AND NO LIVING, BIOLOGICAL CHILDREN BORN BETWEEN 01/03/2010 AND 31/08/2013 ARE MISSING. ALSO, CONFIRM YOU HAVE SELECTED A MAXIMUM OF ONE CHILD.

Note: For the rest of this survey, the participating children indicated in questions 7a and 7b above will be referred to as “1st PARTICIPATING CHILD” and “2nd PARTICIPATING CHILD.”

Read: Because you have (at least) one biological child born between March 1, 2016 and March 1, 2010, your child(ren) **[Name selected Under5 Child]** and **[Name selected Over5 Child]** are eligible to participate in our study.

If fr two children selected, say: These two children were randomly selected to participate in the study from your children born between March 1, 2016 and March 1, 2010.

I would also like to talk to the primary caregiver of this child (these children), if possible, if that person is not you.

I would like to invite you and your children to participate in this study. To participate in this study, we will ask you to do two things. We will ask questions about where your child(ren) live and what languages they speak. If you are the child(ren)'s primary caregiver, we will additionally ask you questions about your household, your child(ren)'s health and development, and your personal health and well-being. If you are not the child(ren)'s primary caregiver, we will ask you to refer us to that person so that we can ask them these questions. Second, we will ask you to allow your child(ren) **[Name selected Under5 Child]** and **[Name selected Over5 Child]** to participate in a series of child assessment exercises. Most of these exercises will be described as "games" to your child(ren). If you'd like, you may be present during the exercises. If you are not present, we may ask a caregiver to be present if it will make your child(ren) feel more at ease.

If 1 child selected read: The length of the interview will depend on the number and age of your children, but in general we expect it to range between one to one and a half hours.

If 2 children selected read: The length of the interview will depend on the number and age of your children, but in general we expect it to range between one to two and a half hours.

To thank the child's primary caregiver for their time and participation in the interview, we will offer a small gift after the interview.

Participation in research is completely voluntary and you have the right to decline to allow your child to participate or to withdraw you/your child(ren) at any point in this study without penalty.

There will be no cost to you for participating in this study. There is also no direct benefit to you or your child(ren) personally for taking part in this interview. Your responses will help us to determine the impact of deworming treatment programs on the outcomes of beneficiaries' children, and the cost-effectiveness of such programs.

We will keep your/your child(ren)'s study data as confidential as possible. If we publish or present results of this study, we will not use individual names or other personally identifiable information. To help protect confidentiality, any information that identifies you will be separated from your other answers. Your identifying information will be replaced with a code, so that only our researchers will be able to track your answers back to you. We plan to keep this identifying information for the foreseeable future, in case we want to conduct future studies, but we will follow the same steps we just described to keep it as confidential as possible.

8. Will you participate in this component of the study, and will you allow your child(ren) to participate in the assessments?

1=Yes-FR agrees to participate and allow all eligible children to participate

2=No-FR refuses to participate

3=No-FR does not refuse but is unable to participate) **Mark "yes" if the FR wants to participate, even if they must reschedule for a later time.**

4=Yes-FR agrees to participate and allows one eligible child but not another to participate

☐

If "1", skip to Section 5.

If NO, skip to question 9.

If "4":

8ai. Record the two-digit ID of the child the parent *ALLOWS* to participate

- 2 = Refusal for this round only (**skip to question 9a**)
3 = Refusal for this round and any future rounds (**skip to question 9a**)
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 (**Read:** Thank you very much for your time. **End interview and proceed to Section 5.**)
7 = Unable to survey – mental illness / disability (**Read:** Thank you very much for your time. **End interview and proceed to Section 5.**)
10 = Unable to survey – other (**skip to question 9c**)

doing so, you may ask the FR why: Why don't you want to participate? **Choose up to 3**

- 1 = Survey too long / doesn't have time
- 2 = FR has caregiving duties
- 3 = FR has to work
- 4 = FR doesn't want to disclose personal information
- 5 = FR is suspicious of IPA
- 6 = FR hasn't received (further) assistance from IPA
- 7 = FR doesn't want to / no reason given
- 8 = FR doesn't want his/her children involved in a study
- 10 = Other (specify)

_____|/|_____|/|_____| Other: _____
Skip to NON-PARTICIPANT STATEMENT.

future rounds. *If you feel comfortable doing so, you may ask the FR why:* Why don't you want to participate?

Skip to “Non-participant Statement”.

9c. Record your impressions of why we are unable to survey the respondent during this round.

Read: Thank you very much for your time. **Proceed to Section 5.**

Non-Participant Statement: Read: If you change your mind and would like to participate in the child component of the interview, please contact Esther Isokat at the IPA office.

If the FR refused for ANY children to participate, skip to Section 5.

Otherwise, continue.

10b. County? **Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For contacts living in Uganda, this is “district” rather than “county”. Use G2a codes.** ☐ Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 32d.

10c. 2010 District? **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.** ☐ Other: _____

10d. Which town / city? **Use G3a codes. Code 20=Lives in a rural area.**

☐ Other: _____

Do not read this aloud, just simply record your impressions: can we do the assessment now? (1=Yes, 2=No) ☐

Child 1 Appointment date of interview: (DD/MM/YYYY) / /

If there no selected Child aged Over5, skip to the “PRIMARY CAREGIVER FOR PARTICIPATING CHILD 2” otherwise continue

If there is already Child 1 selected Read: Does [Participating Child 1] usually live in the same house together with [Participating Child 2]?

If yes, Skip to the Contents sections of the I-Module, otherwise continue

Read: Are you the primary caregiver for [Participating Child 2]?

IF “YES”, skip to the I-Module Contents otherwise, continue.

Read: We would like to contact the primary caregiver to arrange an interview with him/her and [Participating Child 2]?

13. Name of primary caregiver: _____

14a. Phone number for caregiver

i. **If Kenyan phone number**, Number: _0_

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** ☐ Other: _____

B. Number: _____

14b. Whose phone is this? **Write name.** _____

15. Can you give me another phone number to reach the caregiver? (1=Yes, 2=No) ☐
Probe FR for a second phone number. If YES, continue. If NO, skip to Section 4.

15a. Please give me that number.

i. **If Kenyan phone number**, Number: _0_

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.** ☐ Other: _____

B. Number: _____

15b. Whose phone is this? **Write name.** _____

16. **Read:** Please tell me where this person lives.

16a. Country? **Use G1 codes.** ☐ Other: _____

16b. County? **Refer to “1992 district” if FR does not know county (1992 district and county are equivalent). For contacts living in Uganda, this is “district” rather than “county”. Use G2a codes.** ☐ Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 32d.

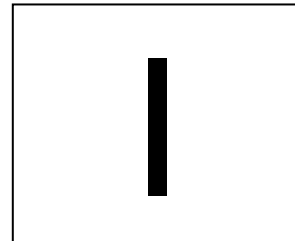
16c. 2010 District? **If FR doesn’t know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments below. Use G2b codes.**

☐ Other: _____

16d. Which town / city? **Use G3a codes. Code 20=Lives in a rural area.**

☐ Other: _____

PROCEED TO THE I CONTENTS



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=1st, 2=2nd, 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? Prompt FR to estimate if unsure. (999=DK) | 18. What is [name]'s gender? (1=Male, 2=Female) | 19. Where does this person live? 19a. Country Use G1 codes. | 19b. specify other County Use G2a codes. If FR DK county (Will specify 2010 district) 19b. 2010 District? Use G2B codes <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) _____ If Yes, continue, otherwise skip to Q21 | 20b. At what age did [name] first get married? (999=DK) | 21. What is [name]'s highest level of education? Use G6 codes. | 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? If unsure, FR can estimate. (999=DK) |
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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 125 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 12 months 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.

Variation 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 [-----]? Start with January [year of last interview] religion. | Use G11 codes | <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"/> |
| 6. Why did you change your religion or denomination? List up to 3. | Use R1 codes | <input type="text"/> <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: _____ |
| 7. After this religion or denomination, did you change to another religion or denomination? If YES, continue to next column. If NO, go to question 8. | 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? <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> (66=Refuses to answer) | a. <input type="text"/> b. <input type="text"/> Oth: _____ |
| 11b. List currency if not Ksh. Use G12 codes. | _____ |
| 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"/> |
|---|----------------------|

| |
|--|
| 14. What is your tribe (or mother tongue)? Use G10 codes. Female respondents should NOT give the tribe of their husband. If FR is LUHYA, press for subtribe. <input type="text"/> |
| 15. Is your ethnic or tribal origin somewhat important, very important or not very important to your life? Probe FR to think about this and choose. Try not to use 99=DK. (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)? Probe FR to think about this and choose. Try not to use 99=DK. (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=Completeley 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=Completeley disagree,
66=Refuses to answer, 99=DK)

22. Traditional religious beliefs have spiritual power.
(1=Agree completely, 2=Mostly agree, 3=Mostly disagree, 4=Completeley 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)

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? If 88, skip to question 9 . | 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

234a) "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>Probe: 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>DO NOT READ Option 5</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) (4) (5) (6) | Don't count | | | |
| 2 (ex) | (1) (2) (3) (4) (5) (6) | Don't count | | | |
| 3 | (1) (2) (3) (4) (5) (6) | | | | |
| 4 | (1) (2) (3) (4) (5) (6) | | | | |
| Test B | | Correct? | Test B (continued) | | Correct? |
| 1 | (1) (2) (3) (4) (5) (6) | | 7 | (1) (2) (3) (4) (5) (6) | |
| 2 | (1) (2) (3) (4) (5) (6) | | 8 | (1) (2) (3) (4) (5) (6) | |
| 3 | (1) (2) (3) (4) (5) (6) | | 9 | (1) (2) (3) (4) (5) (6) | |
| 4 | (1) (2) (3) (4) (5) (6) | | 10 | (1) (2) (3) (4) (5) (6) | |
| 5 | (1) (2) (3) (4) (5) (6) | | 11 | (1) (2) (3) (4) (5) (6) | |
| 6 | (1) (2) (3) (4) (5) (6) | | 12 | (1) (2) (3) (4) (5) (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) If YES, continue across row. If NO, go to next row. 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. | 2. What school did you attend in [year]? Write name of school. If more than one, take school where pupil completed the highest level of education that year. If same as previous row, write "444", and skip to question 5. | 3. School ID? Use E1 codes | 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) 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. | 6. If NO: Why not? Use E2 codes | 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) If 1 or 2, continue to question 8. If 3, 5, 6, or 7 skip to question 11. If 4, skip to question 11b. |
|----------|--|--|--|---|---|--|--|
| (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. If YES: 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>Skip to q.11b if bible school.</p> <p>11. In what discipline(s) was this training?</p> <p>Use E7 codes. If other, describe in FO comments.</p> | <p>11b. If this is the 1st yr or FR did not attend school in previous yrs, select "no". Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p>If YES, skip to next discipline or year.</p> | <p>12. For how long did you attend this training in total? 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).</p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p>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).</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>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</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. If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</p> | <p>14. How did you finance this training? List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</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? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No</p> <p>If NO, skip to next discipline or year. If YES, continue.</p> <p>Note: Count a driver's license as certificate.</p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</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>Skip to q.11b if bible school.</p> <p>11. In what discipline(s) was this training?</p> <p>Use E7 codes. If other, describe in FO comments.</p> | <p>11b. If this is the 1st yr or FR did not attend school in previous yrs, select "no". Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p>If YES, skip to next discipline or year.</p> | <p>12. For how long did you attend this training in total? 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).</p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p>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).</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? For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</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. If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</p> | <p>14. How did you finance this training? List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</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? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No</p> <p>If NO, skip to next discipline or year. If YES, continue.</p> <p>Note: Count a driver's license as certificate.</p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</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>Skip to q.11b if bible school.</p> <p>11. In what discipline(s) was this training?</p> <p>Use E7 codes. If other, describe in FO comments.</p> | <p>11b. If this is the 1st yr or FR did not attend school in previous yrs, select "no". Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p>If YES, skip to next discipline or year.</p> | <p>12. For how long did you attend this training in total? 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).</p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p>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).</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? For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</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. If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</p> | <p>14. How did you finance this training? List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</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? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No</p> <p>If NO, skip to next discipline or year. If YES, continue.</p> <p>Note: Count a driver's license as certificate.</p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</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>Skip to q.11b if bible school.</p> <p>11. In what discipline(s) was this training?</p> <p>Use E7 codes. If other, describe in FO comments.</p> | <p>11b. If this is the 1st yr or FR did not attend school in previous yrs, select "no". Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p>If YES, skip to next discipline or year.</p> | <p>12. For how long did you attend this training in total? 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).</p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p>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).</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? For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</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. If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</p> | <p>14. How did you finance this training? List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</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? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No</p> <p>If NO, skip to next discipline or year. If YES, continue.</p> <p>Note: Count a driver's license as certificate.</p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</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>Skip to q.11b if bible school.</p> <p>11. In what discipline(s) was this training?</p> <p>Use E7 codes. If other, describe in FO comments.</p> | <p>11b. If this is the 1st yr or FR did not attend school in previous yrs, select "no". Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p>If YES, skip to next discipline or year.</p> | <p>12. For how long did you attend this training in total? 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).</p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p>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).</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? For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</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. If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</p> | <p>14. How did you finance this training? List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</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? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? Consider entire course, even if it lasted more than 1 yr.</p> <p>1=Yes, 2=No</p> <p>If NO, skip to next discipline or year. If YES, continue.</p> <p>Note: Count a driver's license as certificate.</p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</p> |
| (W) 2020 (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"/> | 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="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"/> |

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? If KENYA or UGANDA, continue. Otherwise, skip to question 20. | Use G1 codes | __ Other: _____ |
| 19. If schooled in KENYA: What was your most recent KCSE grade? If schooled in UGANDA: 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 | If Kenya: (A) __ Use E3 codes If Uganda: (B) Division __ |
| 20. Did you receive calling letters from any secondary schools? If NO, skip to question 26. If YES, continue. | 1=Yes, 2=No | __ |
| 20a. Which schools? List up to 3. | Use E1 codes | (A) __ Other: _____ (B) __ Other: _____ (C) __ Other: _____ |
| 21. In which country did you complete primary school? If KENYA or UGANDA, continue. Otherwise, skip to question 22. | Use G1 codes | __ Other: _____ |
| 21a. If schooled in KENYA: What was your most recent KCPE score? If schooled in UGANDA: 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 | If Kenya: (A) __ out of (B) __ total If Uganda: (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? If FR cannot remember (or schooled in Uganda), probe for estimate. If FR still cannot estimate, use 999=Don't Know. | 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.

| | |
|---|----------------------|
| Possible responses for the following questions are: 1=Completely agree; 2=Agree somewhat; 3=Disagree somewhat; 4=Completely disagree. | |
| 1. Education helped / will help me to earn money. Note: This statement refers to education in general. | <input type="text"/> |
| Prompt: 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 [-]? Start with the [year of last Migration interview] location. | a) Country? Use G1 codes | | <div><div></div><div></div></div> | <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? Use G2a codes | Refer to "1992 district" if FR DK county (they are equivalent). (Uganda =district) | <div><div></div><div></div></div> | <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) If 77=DK county, ask: 2010 District? Use G2b codes | If FR DK 2010 District but knows an earlier district, write here and comment below. | <div><div></div><div></div></div> | <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 Use G3a codes | If NOT 20 (lives in rural area), skip to (g). | <div><div></div><div></div></div> | <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? Use G3b codes | (Uganda = county) | <div><div></div><div></div></div> | <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? Use G3c codes | (Uganda = sub-county) | <div><div></div><div></div></div> | <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> |
| | 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> |
| 6. Why did you move to this place? | Use G5 codes List up to 3 reasons. | | <div><div><div></div><div></div></div><div><div></div><div></div></div></div> | <div><div><div></div><div></div></div><div><div></div><div></div></div></div> | <div><div><div></div><div></div></div><div><div></div><div></div></div></div> | <div><div><div></div><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? | Use G4 codes | List up to 3 persons. | <div> <div> <div></div> <div></div> </div> <div> <div></div> </div> </div> | <div> <div> <div></div> <div></div> </div> <div> <div></div> </div> </div> | <div> <div> <div></div> <div></div> <div></div> </div> </div> | <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) | If YES, continue to next column. If NO, go to question 9. | <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. Read options. Indicate all that apply. (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 If yes, specify type: _____ | <input type="text"/> |
| (L) Serious wound or injury | <input type="text"/> | (W) Men only: 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? Only include visits for the FR's own medical care, not that of a family member or friend. If ZERO, skip to question 4b. | <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)? 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.</p> <p>5ai. List currency if not Ksh. Use G12 codes.</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? 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.</p> <p>5bi. List currency if not Ksh. Use G12 codes.</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? 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.</p> <p>5ci. List currency if not Ksh. Use G12 codes.</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) If 2 or 3, continue. OTHERWISE, skip to question 11b. | <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? Use H1 codes | <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"/> |

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

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

| | Marriage A | Marriage B | Marriage C | Marriage D | Marriage E |
|--|--|--|--|--|--|
| 11. Was a bride price paid? (1=Yes, 2=No, 99=DK) If YES, continue. ELSE, skip to q.12. | <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) If bride price was in cattle, ask the FR to estimate the total cost in shillings. 11ai. List currency if not Ksh. Use G12 codes. | 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. List currency if not Ksh. Use G12 codes. | 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) If "No", skip to question 17. | <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) If YES, skip to q.21. If NO, continue. | <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) If YES/DK, skip to 20. If NO, continue. | <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) | <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"/> |
| 20. How old were you when the marriage ended? (99=DK) If spouse died, enter FR age when spouse died. | <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? Use G10 codes. | <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? Use G2a codes. If not born in Kenya, code 88. | <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) If YES, skip to q23d. If NO, skip to q24. If DK, continue. | <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) If YES, skip to q23d. If NO, continue. If DK, skip to q24. | <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 |
|--|---------------------|---------------------|---------------------|---------------------|---------------------|
| If YES, continue. If NO/DK, skip to q24. | | | | | |
| 23d. Which primary school did your spouse attend? (99=DK) Use E1 codes. | _ | _ | _ | _ | _ |
| 24. What is / was the religion / denomination of this spouse? (99=DK) Use G11 codes | _ Other:_____ | _ Other:_____ | _ Other:_____ | _ Other:_____ | _ Other:_____ |
| 25. What is / was the highest level of education this spouse has completed? (99=DK) Use G6 codes. | _ | _ | _ | _ | _ |
| 26. What is / was the primary occupation of this spouse (while you were married)? Use G9 codes (99=DK) Skip to q.28 if “Student”, “No work or school”, or “Retired”. Otherwise, cont. | _ _____ | _ _____ | _ _____ | _ _____ | _ _____ |
| 27. What was the amount of your spouse's <u>cash salary</u> for the last month (while you were married)? (99=DK) Ask for pre-tax salary, where applicable. | a. _ | a. _ | a. _ | a. _ | a. _ |
| 27i. List currency if not Ksh. Use G12 codes. | 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) If YES, continue. If NO/DK, skip to q.31. | _ | _ | _ | _ | _ |
| 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. List currency if not KSH. Use G12 codes. | ci. _ Other: _____ | ci. _ Other: _____ | ci. _ Other: _____ | ci. _ Other: _____ | ci. _ Other: _____ |

| | Marriage A | Marriage B | Marriage C | Marriage D | Marriage E |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| 30. If FEMALE: Did you ever have a co-wife? If MALE: Was this a polygamous marriage? (1=Yes, 2=No, 99=DK) If YES, continue. If NO/DK, skip to q.32. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 30a. If FEMALE: How many co-wives do you have? If MALE: How many wives do/did you have at one time? (999=DK) If ZERO, skip to q.33. If MALE, skip to question 33. | <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) If YES, continue to next column. If NO, skip to Section 19. | <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)

| Note: Enter twins as two separate pregnancies. | (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. If male respondent: Did the mother of the baby seek antenatal care during the pregnancy? If female respondent: Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) If YES, continue. OTHERWISE, skip to question 7. | <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) If care sought at multiple locations, list the most frequent location. | <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) If YES or DK, skip to question 29. OTHERWISE, continue. | <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) If "1", skip to q.12 If "2", "3", or "4" continue. If "99", skip to q.29. | <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) Try to get at least year. Then, skip to q.29. | <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? (DK=99) 88=NA (i.e. never named) | <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) If YES, skip to question 16a If NO or DK, continue. | <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) Record NO if card is not available or does not exist. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 11. 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. (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. Was birthdate information obtained from health card? (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? (DK=99) 88=NA (i.e. never named) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

| | | | | | | |
|---|--|--|--|--|--|--|
| 15. Record the birthweight of the child, according to the health card. If not available, ask "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. Was birthweight obtained from healthcard? (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? Record age in years. Use 0 if <1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18. | <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) 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. | <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 [name] 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 [name] 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 [name] 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 [name] '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 [name] live with you? Meaning, does [name] typically sleep in your household? (1=Yes, 2=No) If YES, skip to q.23. If NO, continue. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 22a. With whom does [name] live? What is this person's relationship to you? Record person's relationship to FR. Use G4 codes. (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 [name] during the week? List up to 2 individuals. Use G4 codes. Code based on relationship with FR, not with child. (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 [name] 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 [name] currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK) If NO, continue. If YES, skip to 26b. If DK, skip to q.29. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 26a. Why is [name] not currently enrolled in school, including ECD, pre-school, or another school? Use E2 codes. | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ |
| 26b. What grade is [name] currently enrolled in? Use G6 codes. (99=DK) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 27a. Is this school that [name] 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 [name] 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 [name] attend school last week? If it is currently a holiday from school, ask about the last week before the holiday started. (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. For male FRs: 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 [name]?</p> <p>For female FRs: Have you had any other pregnancies (including pregnancies that are current or ended in stillbirth, miscarriage or abortion) since [name]?</p> <p>(1=Yes, 2=No, 99=DK)</p> <p>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.</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> |
|--|---|---|---|---|---|---|

Table (part 2)

| Note: Enter twins as two separate pregnancies. | (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. If male respondent: Did the mother of the baby seek antenatal care during the pregnancy? If female respondent: Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) If YES, continue. OTHERWISE, skip to question 7. | <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) If care sought at multiple locations, list the most frequent location. | <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) If YES or DK, skip to question 29. OTHERWISE, continue. | <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) If "1", skip to q.12 If "2", "3", or "4" continue. If "99", skip to q.29. | <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) Try to get at least year. Then, skip to q.29. | <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? (DK=99) 88=NA (i.e. never named) | <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) If YES, skip to question 12. If NO or DK, continue. | <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) Record NO if card is not available or does not exist. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 11. 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. (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. Was birthdate information obtained from health card? (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? (DK=99) 88=NA (i.e. never named) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

| | | | | | | |
|---|--|--|--|--|--|--|
| 15. Record the birthweight of the child, according to the health card. If not available, ask "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. Was birthweight obtained from healthcard? (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? Record age in years. Use 0 if <1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18. | <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) 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. | <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 [name] 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 [name] 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 [name] 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 [name] '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 [name] live with you? Meaning, does [name] typically sleep in your household? (1=Yes, 2=No) If YES, skip to q.23. If NO, continue. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 22a. With whom does [name] live? What is this person's relationship to you? Record person's relationship to FR. Use G4 codes. (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 [name] during the week? List up to 2 individuals. Use G4 codes. Code based on relationship with FR, not with child. (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 [name] 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 [name] currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK) If NO, continue. If YES, skip to 26b. If DK, skip to q.29. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 26a. Why is [name] not currently enrolled in school, including ECD, pre-school, or another school? Use E2 codes. | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ | <input type="text"/> _____ _____ |
| 26b. What grade is [name] currently enrolled in? Use G6 codes. (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 [name] 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 [name] 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 [name] attend school last week? If it is currently a holiday from school, ask about the last week before the holiday started. (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. For male FRs: 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 [name]? For female FRs: Have you had any other pregnancies (including pregnancies that are current or ended in stillbirth, miscarriage or abortion) since [name]? (1=Yes, 2=No, 99=DK) 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.</p> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

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 [name] 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 [name] born? (9999=DK) What was [name] '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"/> <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"/> |
| 35a. Was [child name] 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 [child name] 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) If NO, continue. If YES, skip to q.38. If DK, skip to q.48. | <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 [name] when he / she died? (99=DK) 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. | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YY/MM | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YY/MM | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YY/MM | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YY/MM | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YY/MM | <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> YY/MM |
| 38. Last night, did [name] 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 [name] 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 [name] '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 [name] live with you? Meaning, does [name] typically sleep in your household? (1=Yes, 2=No) If YES, skip to q.42. If NO, continue. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 41a. With whom does [name] live? What is this person's relationship to you? Record person's relationship to FR. Use G4 codes. (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 [name] during the week? (99=DK) List up to two. Use G4 codes. Code based on relationship with FR, not child. | <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 [name] 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 [name] currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK) If YES, cont. Else, skip to q.48. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 44a. Why is [name] not currently enrolled in school, including ECD, pre-school, or another school? Use E2 codes. | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 45. What grade is [name] currently enrolled in? Use G6 codes. (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 [name] 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? <i>If it is currently a holiday from school, ask about the last week before the holiday started.</i> (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) <i>If YES, continue to next column. If NO or DK, skip to q.49.</i> | <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]

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.

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.***

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. | Probe: Do you agree or disagree very strongly? <input type="text"/> <input type="text"/> 1 = Agree very strongly 2 = Agree 3 = Disagree 4 = Disagree very strongly DO NOT READ Option 5, 66, 88, 99 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. Even if the FR doesn't "work" in the traditional sense, ask them to consider the things that they do (school, housework, etc). | | <input type="text"/> |
| 7. I feel proud of my child/children. Use code "88" if FR has no children. | | <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 stongly, Agree a little, Disagree a little, Disagree Stongly 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 | | | |
| 2. If someone opposes me, I can find the means and ways to get what I want. | | | |
| 3. It is easy for me to stick to my aims and accomplish my goals. | | | |
| 4. I am confident that I could deal efficiently with unexpected events. | | | |
| 5. Thanks to my resourcefulness, I know how to handle unforeseen situations. | | | |
| 6. I can solve most problems if I invest the necessary effort. | | | |
| 7. I can remain calm when facing difficulties because I can rely on my coping abilities. | | | |
| 8. When I am confronted with a problem, I can usually find several solutions. | | | |
| 9. If I am in trouble, I can usually think of a solution. | | | |
| 10. I can usually handle whatever comes my way. | | | |

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:

| | | |
|--|---|--|
| Personal, Family, and Social 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 | Personal, Family, and Social (cont.) 16 = Study / attend class 17 = Play sports 18 = Spend time with spouse / partner 19 = Other: _____ 20 = Other: _____ 21 = Other: _____ Work and Travel 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) | Work and Travel (cont.) 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: _____ 36 = Same activity as previous half hour |
|--|---|--|

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 [] [] : [] [] | END [] [] : [] [] |
| START [] [] : [] [] | END [] [] : [] [] |
| START [] [] : [] [] | END [] [] : [] [] |
| START [] [] : [] [] | END [] [] : [] [] |

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? _____

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:

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:

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) :