

# **Development and Gender Differences in Competitiveness**

## Pre-Analysis Plan

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

**RCT ID:** AEARCTR-0001191

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**Summary:** This document outlines the plan for a study of 1) how parents make competition choices for their children, and 2) the causal long-run effect of increased human capital on parental decision making in the domain of competition and gender differences in preferences for competing.

To explore these questions, we implement an incentivized competition module on parents and children (age 6-8) during the fourth round of the Kenya Life Panel Survey (KLPS-4). The competition module measures parental decision-making in the domain of competition, as well children's and parents' competitiveness preferences. To enable the study of the causal effect of higher human capital on outcomes in the competition module, we take advantage of previously implemented randomized control trials which increased long-term income and education among beneficiaries. The randomized interventions include a child health intervention, a randomized vocational education voucher program, and a randomized cash grant.

Additional analyses will be carried out beyond those included in this document; this document is therefore not meant to be comprehensive or to preclude additional analyses.

**Appendix:** KLPS-4 I Module Survey Instrument, KLPS-4 KIDS Assessments

## 1. Introduction

### 1.1. Summary

There is a large robust gender difference in the willingness to compete; women compete less than men (see Kagel and Roth (2016) for a review). The gender gap has been documented across the globe, including in developing countries such as China, India, Kenya, Malawi, and Tanzania (Gneezy et al. (2009), Zhang (2013), Flory et al. (2018)). The observed gender difference in willingness to compete is important, as it may explain the observed gender differences in education and labor market outcomes (Buser et al. (2014), Flory et al. (2015)).

In this project we study how parents make competition choices for their children in a large sample of Kenyan parents and children (aged 6-8). Throughout childhood parents make important choices which may shape children's long-term outcomes and preferences (Heckman (2006), Sacerdote (2007), Fagereng et al. (2018)). What role do parents play in contributing to the observed differences in willingness to compete between boys and girls?

To study parents' competition choices for their children, we implement an incentivized competition module on parents and children during the fourth round of the Kenya Life Panel Survey (KLPS-4). The module is designed to study parental decision-making in the domain of competition, and to elicit children's and parents' competitiveness preferences.

KLPS is a longitudinal data collection on individuals who participated in a randomized primary school deworming intervention and a randomized merit scholarship program for girls. A subset of these individuals also participated in a later randomized vocational training and cash grant intervention. A key objective for this study is to take advantage of previously implemented randomized control trials on the KLPS sample to study the causal impact of higher human capital and financial interventions on parents' choices for their children.

Our main focus will be to explore the impact of the deworming intervention. Previous research finds that this intervention had large positive impacts on the health, schooling, living standards, and labor hours and earnings of beneficiaries 10 years after treatment, with wage earnings rising 24% (Miguel and Kremer (2004), Baird et al. (2016)). The robust impacts of the treatment provide a first-stage for studying the causal effects of higher human capital on later outcomes. We will also study the impact of a randomized cash grant and vocational education program (see Hicks et al. (2015a) and Hicks et al. (2015b) for short and medium run impacts).

We also study the effect of the treatment on gender differences in parents' and children's preferences for competition. This research question is motivated by recent research which finds that gender differences in preferences correlate positively with higher income and education levels (Almås et al. (2015), Falk and Hermle (2018)).

The paper closest to this study is Tungodden (2019), which studies parents' choices for their adolescent children in the domain of competition in Norway. This study differs most significantly from Tungodden (2019) by leveraging the randomized interventions to study the causal effect of increased human capital on parents' choices for their children. The study also differs from Tungodden (2019) by studying parents' choices i) for younger children, ii) in a lower-income country with greater gender inequality, and iii) in a much larger sample.

## 1.2. The Kenya Life Panel Survey (KLPS)

In a longitudinal data collection effort known as the Kenya Life Panel Survey (KLPS), information has been collected in up to four rounds from individuals who participated in a randomized primary school deworming intervention (1998-2003) and a randomized merit scholarship program for girls (2000-2001). A subset of these individuals also participated in a later randomized vocational training and cash grant intervention (2009-2014).

The current data collection round, KLPS-4, includes the same sample of individuals that participated in the deworming program as Baird et al. (2016), which used the second (KLPS-2) survey round. KLPS-4 also includes individuals from the merit scholarship program that participated in the vocational training and cash grant intervention. The KLPS-4 data collection also creates a new dataset (which we refer to as KLPS-Kids) for a sample of children of the original health, training, and grant program participants, which can be linked with the KLPS longitudinal dataset.

The KLPS-Kids modules are designed to capture information on the biological children of KLPS respondents aged 2.5-8.5 years old as of the date of launch of the KLPS-4 I Module survey wave. For example, Wave 1 was launched in September 2018, and children who were 2.5-8.5 years old as of September 2018 are included in the wave 1 eligibility sample. For the purposes of the KLPS-Kids activity, we define two age groups: pre-school aged children (aged 3 years to 5 years 11 months old, or 36-71 months old) and school-aged children (aged 6 years to 8 years 11 months old, or 72-107 months old); only the school-aged children participate in the incentivized competition task. Up to one eligible child per age group is selected per KLPS parent for inclusion in the KLPS-Kids sample. In cases in which the adult has more than two children within an age group, children to be interviewed are randomly chosen by the survey software (SurveyCTO).

In what follows, we refer to the original KLPS respondents as “parents”, and their selected 6-8-year-old child as “children”. We note that in our definition of “parents”, we also include the original KLPS respondents who do not have a 6-8-year-old child participating in the study. In this study we use data from the KLPS-4 I Module, which contains information on the parents (including the competition module), as well as from the KLPS-Kids Module, which administers the competition module to a (randomly-selected) 6-8-year-old child of the KLPS parent. The interventions described below were administered to KLPS respondents (the parents) when they were children or adolescents; we can now look at the long-term effects of these interventions on the outcomes in the competition module.

## 1.3 Study Design

### 1.3.1. Competition module

The design of the competition module builds on the growing literature in behavioral economics for how to study gender differences in competitiveness (Niederle and Vesterlund (2007), Kagel and Roth (2016)), as well as Tungodden (2019) which studies parents’ competition choices for their children in Norway. The module elicits the three key incentivized outcomes:

1. *Parents’ competitiveness for self.* Parents are asked to throw a sandbag into a circle which is three meters away. The parent will get 5 throws and can choose between two ways of getting paid for the task: 1) 20 Kenyan Shillings (\$0.20), regardless of the number of hits; or 2) 40 Kenyan Shillings if the parent can perform at least as well as another adult which completed the task earlier. (Note, this question was asked to all the original KLPS respondents, regardless of whether they had a 6-8-year-old child participating in the study.)
2. *Children’s competitiveness for self.* Children will be asked to throw the sandbag in the circle from 2 meters away and can earn stars for their performance. The stars can be exchanged for school

supplies such as pencils, erasers and color crayons. Children can choose to do the task for: 1) one star, regardless of the number of hits; or 2) two stars if the child can perform as least as well as another child which completed the task earlier.

3. *Parents' competitiveness for their children.* After making the choice of their own pay scheme, parents with a child selected for the KLPS-Kids activity will be informed that this child will also do a related task. The parent is then given a description of the two available pay schemes for the child and is asked to choose one of them. The child will repeat the task for their parent's choice of pay scheme. (Note, this question was incentivized, as the parent's choice had real consequences for their child. As such, the question was only implemented for parents with a 6-8-year-old child in the study.)

In addition to these outcomes, we elicit several measures to the study mechanisms for competitiveness choices. These outcomes include parents' belief about their own ability, parents' risk preferences, parents' beliefs about children's competitiveness choices, children's risk preferences, and children's belief about their own ability.

### *1.3.2. Childhood health intervention: deworming*

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

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

The current data collection round, KLPS-4, includes the same sample of individuals as Baird et al. (2016), as well as a subset of the biological children of these individuals.

### *1.3.3. The randomized cash grant and vocational education program*

The vocational training and cash grant program we study, which took place during 2009- 2014, 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 individuals were participants of PSDP, and the others were participants in the Girls' Scholarship Program (GSP), a separate randomized education intervention that took place in a neighboring area. A randomly selected half of all training program applicants were awarded a vocational training voucher worth approximately 35,000 Kenyan shillings (about US \$460), an amount sufficient to fully (or almost fully) cover the tuition costs for most public or private vocational education programs in Kenya. Voucher winners attended courses during 2009-2011. In 2013 and 2014, a random half of voucher winners and voucher non-winners were given an unconditional cash grant worth Ksh 20,000 (about US \$230 at the time).

Existing work does not find much evidence of substantial labor market gains due to vocational training (Hicks et al. 2015b). Findings do suggest substantial self-employment profit gains, at least in the short run, due to unconditional cash grants (Hicks et al. 2015a).

In the present analysis, we consider voucher winners as “treated” with respect to the vocational training program if they were randomly selected to receive a voucher, and the cash grant winners as “treated” with respect to the cash grant program if they were selected to receive a grant.

#### *1.4. Data examined to date*

Data collection for the fourth round of the KLPS (KLPS-4) I Module and Kids assessments began in September 2018. On September 19, 2018 the research team registered a data management memo on the AEA registry, to outline who would have access to the KLPS-4 I Module and Kids data collected prior to the registration of all associated pre-analysis plans. This data management memo specified that all KLPS-4 I Module and Kids data collected prior to the registration of this plan would be compiled, organized, and stored by the Busia-based field research associate, Eric Ochieng, and that Eric would only provide access to Somara Sabharwal, a Berkeley-based research assistant, so that she could aid in developing data quality checks.<sup>1</sup> Thus far, the individuals writing this pre-analysis plan have only seen summary statistics on survey data quality and respondent tracking rates, which have been used to maintain high data quality and reduce attrition. Those with data access have not had any input into this pre-analysis plan, which was developed and reviewed only by researchers on the project who have not accessed the data in any way beyond these data collection summary statistics.

As described in the next section, there are numerous papers and pre-analysis plans that cover data collected as part of KLPS-4 broadly, and the I Module and Kids data specifically. After filing this pre-analysis plan, access to the KLPS-4 I Module and Kids data outlined in this pre-analysis plan will be provided to Tungodden, but we will not provide indicators for the deworming, vocational training or cash grant treatments until all the other associated KLPS-4 pre-analysis plans described below are filed on the AEA RCT Registry.

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

The KLPS-4 activity is a complex data collection effort, with numerous pieces that will feed into multiple papers. A number of pre-analysis plans have been or will be filed covering different aspects of the activity. Many of these utilize similar specifications and build on a common experimental design. Each of these pre-analysis plans may be a stand-alone paper, or we may combine multiple plans (or portion of plans) into a single paper. In particular, this pre-analysis plan is most closely related to (4), as both deal with measures of economic preferences. Below, we outline the other pre-analysis plans that also estimate long-term effects of the PSDP, including those that we currently anticipate filing:<sup>2</sup>

1. “The 20-year Economic Impacts of Child Deworming in Kenya” (Baird et al. (2017)) – this pre-analysis plan focuses on consumption and labor market impacts of deworming collected as part of the KLPS-4 E+ Module, and does not encompass data collected as part of the KLPS4 I Module. It was filed to the AEA Trial Registry on November 8, 2017.
2. “The 20-year Impacts of Child Deworming in Kenya: I Module Data” (Baird et al. (2019)) – this pre-analysis plan outlines additional families of outcomes from the I Module that will be analyzed using the same specifications as in Baird et al. (2017). This pre-analysis plan has yet to be filed.
3. “Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya” (Fernald et al. 2019) - this pre-analysis plan studies intergenerational effects by looking at outcomes

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<sup>1</sup> In November 2018, the data management plan was updated to allow Maxim Guzman to provide additional support for the Kids data quality checks.

<sup>2</sup> Note that titles for pre-analysis plans that have not yet been filed may be subject to change, though content will remain similar.

for kids of KLPS respondents, collected via surveys of primary caregivers and child assessments. It was filed to the AEA Trial Registry on March 11, 2019.<sup>3</sup>

4. “The Long-term Impacts of Child and Adolescent Investments in Kenya on Economic Preferences” (Alfonsi et al. (2019b)) – this pre-analysis plan outlines plan for studying the impact of the deworming, vocational training and cash grant interventions on a set of fundamental economic preferences; (1) time preference, (2) decision-making under uncertainty, (3) pro-social behavior, (4) anti-social behavior, and (5) preference for truth-telling. This pre-analysis plan has yet to be filed.
5. “Experimental Evidence on Determinants of Truth-Telling: The Role of Financial Incentives, Psychological Cost of Lying, Social Norms and Economic Well-Being” (Alfonsi et al. (2019a)) – this pre-analysis plan studies “mind game” experiment measuring honesty. This pre-analysis plan has yet to be filed.

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

1. “Promoting Child Reading in Kenya: Estimating the Demand for Storybooks” (Bonds et al. (2019)) - this looks at demand for, and effects of, an intervention providing subsidized storybooks for children and information on the importance of reading to parents. This pre-analysis plan was filed to the AEA Trial Registry on May 3, 2019.
2. “Understanding recall of past reproductive desires” (Mueller (2019)) - the focus of this pre-analysis plan is on respondent recall of past reproductive desires, making use of randomized and incentivized components included as part of the I Module survey. This pre-analysis plan was filed to the AEA Trial Registry on May 7, 2019.

## 2. Sample for Analysis

### 2.1. Overview: parents and children

We have two types of subjects: the “parents” (the original KLPS respondents, surveyed as part of the KLPS-4 I Module) and the “children” (surveyed as part of the KLPS-Kids assessments). KLPS-4 collects information from respondents (parents) that participated in the PSDP as well as those in the vocational training and cash grant program, regardless of whether they originally participated in the PSDP or GSP programs. We assign the program participation and treatment status of the parent to their children for the purposes of defining samples and measuring intergenerational effects.

We define several samples for analyses on the basis of the intervention parents participated in. When we refer to the *full sample*, we mean respondents that participated in any of these programs. We also define a *deworming sample*: this includes respondents that participated in the PSDP but drops observations where the parent was a beneficiary of the cash grant or the vocational education program. We do so in order to focus the present analysis on the impacts of the deworming treatment intervention. Lastly, we define the *vocational training and cash grants sample* for respondents that participated in either of these interventions.

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<sup>3</sup> This plan specifies to look at some outcomes from the competition module, which will be reported either in the paper or in the appendix of the paper. In particular, the plan specifies that it will look at will explore intergenerational impacts of the interventions including the deworming and vocational training and cash grants programs of a) parent competition choice for child, correlation between child’s choice and parents’ choice, by parent gender, child gender, and parent X child gender. b) child competition choice, by child gender. The plan also notes that additional analysis with this data will be discussed in the KLPS-4 I module pre-analysis plan.

For all analysis below, estimates will be weighted to maintain representativeness taking into account the sampling for inclusion in the KLPS, and the two-stage KLPS tracking, following Baird et al. (2016). For the deworming sample, we additionally take into consideration the inclusion in the vocational training voucher and cash grant program since voucher and grant winners are not included in the deworming sample. Because the voucher and grant winners and non-winners were selected randomly, the analysis will adjust the survey weights for individuals in the non-winner comparison group in order to maintain initial (baseline PSDP) population representativeness. This sample adjustment was not made in Baird et al. (2016), which focused on data collected prior to the launch of the vocational training voucher and cash grant interventions but is consistent with Baird et al. (2017).

Within each of the intervention samples, we can look at three samples based on type of subject: i) a parent sample, ii) a child sample, and iii) a matched parent-child sample. The parent sample includes observations for which we have competition data on the parent, regardless of whether we have competition data for the child. (This may also include adult respondents who do not have any children at all.) Similarly, the child sample includes observations for which we have competition data on the child, regardless of whether or not we have competition data for the parent. And the matched parent-child sample include only observations for which we have data on the competition task for both parents and children.

The intervention sample and subjects' samples used will vary by analysis, which we note in our description of the analyses in sections 3 and 4. For instance, if we refer to the "deworming child sample", we include all children with parents that participated in the deworming program. Likewise, the "full matched parent-child sample for parents" refers to parents that participated in either PSDP or the vocational training or cash grants intervention, for which we also have competition data for their children. In most cases, we will look at one intervention sample, and estimate results for either parents or children, as well as with the matched parent-child sample.

The competition task instructions included a comprehension test for both parents and children, to assess if the subjects understood the instructions (for children (KLPS-Kids Assessments: Section 10.3) and for parents (KLPS-4 I Module: Section 23.1, q.3)). Based on piloting work, it seemed as subjects understood the instructions well, but as added robustness check, we will also present the results with only subjects that passed the instructions.

## *2.2. Differential attrition: balance test*

We focus on potential differential attrition by child gender. Differential attrition by treatment groups will be discussed in other pre-analysis plan (see Baird et al. (2019) and Fernald et al. (2019)). A key component of the data analysis is to compare parents' choices for boys to parents' choices for girls. The comparison can be viewed as a descriptive documentation of the difference in how parents make choices of boys and girls. However, the comparison also has a causal interpretation; the effect of child gender on parents' choices. The causal interpretation relies on the assumption that parents choosing for boys are identical to parents choosing for girls. To test the extent to which this assumption is true, we will present a balance table with the covariates listed below split by child gender. To the extent to which there are significant differences, we will include controls for these variables in our analysis in section 3, where we compare parents' choices for boys to parents' choices for girls.

- Parent membership in deworming treatment (groups 1 and 2) and control (group 3), directly and interacted with gender
- Indicator for received either vocational training vouchers or cash grants (or both) Parent gender
- Age of parent at date of data collection
- Parent gender

### 3. Analysis of competition module

This section specifies the analysis which focuses on studying the competition module (and not the effect of the randomized intervention intervention). This follows closely and builds on Tungodden (2019) in Norway. For these analyses, we use the full sample of KLPS-4 respondents.

We anticipate carrying out additional analysis beyond what is included in this document; hence, this document is not intended to be comprehensive or to preclude additional analysis.

Note, for most of the outcomes and variables in the analysis we use scales as defined in the survey and we take the answers as given unless specified.

#### 3.1. Primary outcomes

We will provide a table with the following primary outcomes:

- Share of children competing (KLPS-Kids Assessments: Section 10.1.2, q.1). We show this for all children and split by child gender using the full child sample. We will also show these separately for children of age 6, 7, and 8. For all comparisons we include a p-value on the gender difference.
- Share of parents competing (KLPS-4 I Module: Section 23.2, q.1). We show this for all parents and split by parent gender using the full parent sample. For all comparisons we include a p-value on the gender difference.
- Share of parents choosing competition for their child (KLPS-4 I Module: Section 23.3, q.1). We show this for all children and split by child gender using the full matched parent-child sample. For each of these, we will show this outcome for i) all parents, ii) mothers only, and iii) fathers only. We will report p-values on for differences between mothers and fathers. We will also show these separately for children of age 6, 7, and 8 (for all parents). For all comparisons we include a p-value on the gender difference.
- Parents' belief about their child's own competition choice (KLPS-4 I Module: Section 23.3, q.2). We show this for all children and split by child gender using the full matched parent-child sample. For each of these, we will show this outcome for i) all parents, ii) mothers only, and iii) fathers only. We will report p-values on for differences between mothers and fathers. We will the outcome separately for children of age 6, 7, and 8 (for all parents). For all comparisons we include a p-value on the gender difference.
- Share of parents acting paternalistically. We define acting paternalistically as when a parent chooses differently from what they believe their child would choose for themselves (KLPS-4 I Module: Section 23.3, q.1 and KLPS-4 I Module: Section 23.3, q.2). That is, a parent acts paternalistic if he or she 1) chooses competition for the child and believes the child would choose not competition, or 2) or choose not competition for the child and believes the child would choose to compete. We show this for all children and split by child gender using the full matched parent-child sample. For each of these, we will show this outcome for i) all parents, ii) mothers only, and iii) fathers only. We will report p-values on for differences between mothers and fathers. We will also show the outcome separately for children of age 6, 7, and 8 (for all parents). For all comparisons we include a p-value on the gender difference.

We will compare the share of children who compete with: i) the share of parents competing, ii) the share of parents' choosing competition for their child, and iii) the share of parents who believe their child wants to compete. For these comparisons p-values will be constructed by clustering on the parent-child pair. We will show these comparisons separately for children of age 6, 7, and 8. We will also show these comparisons separately for mothers and fathers.

We will also compare the gender difference in competition choices by children to i) the gender difference in choices by parents, ii) the gender difference in choices by parents for their children, iii) the gender difference in parents' beliefs about the share of sons and daughters which will compete. For all these comparisons p-values will be constructed by clustering on the parent-child pair. We will show these comparisons separately for children of age 6, 7, and 8. We will also show these comparisons separately for mothers and fathers.

### 3.2. Secondary outcomes

We will provide an overview of the following secondary outcomes for all children and split by child gender using the full child sample. We include a p-value on the gender difference.

- Mean child preferences for risk-taking (KLPS-Kids Assessments: Section 10.1.2, q.3).
- Mean performance of the child on the task in the practice round (KLPS-Kids Assessments: Section 10.1.2).
- Mean child belief about their relative ability on the task (KLPS-Kids Assessments: Section 10.1.2, q.2).
- Mean child implied probability of winning the tournament by drawing 1000 random opponents with replacement. Using performance in the practice round.
- Mean optimal competition choice: defined as whether the child would have higher expected earnings in the competition given the implied probability of winning and the performance in the practice round.

We will provide an overview of the following secondary outcomes for all parents and split by parent gender, using the full parent sample.

- Mean parent preferences for risk-taking (KLPS-4 I Module: Section 6.2).<sup>4</sup>
- Mean performance of the parent on the task in the practice round (KLPS-4 I Module: Section 23.1).
- Mean parent belief about their relative ability on the task (KLPS-4 I Module: Section 23.2, q.2).<sup>5</sup>
- Mean parent implied probability of winning the tournament by drawing 1000 random opponents with replacement. Using performance in the practice round.
- Mean optimal competition choice: defined as whether the parent would have higher expected earnings in the competition given the implied probability of winning and the performance in the practice round.
- Parents' attitudes towards competition (KLPS-4 I Module: Section 23.4, q.3).

We will provide an overview of the following secondary outcomes for all children and split by child gender using the full matched parent-child sample. We include a p-value on the gender difference.

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<sup>4</sup> The measure of risk preference is derived from a series of five interdependent hypothetical binary choices between a fixed lottery, in which the respondent can win KSh900 or zero, and varying sure payments. Each respondent starts with a choice between the lottery or a sure payment of KSh240. Choice of the lottery results in an increase of the sure amount offered in the next question, and vice versa, thereby zooming in around the respondent's certainty equivalent. In addition, the respondents who choose the sure amount in all five questions, make a choice in a sixth binary choice between the lottery and a sure payment of KSh0. The sequence of questions has 33 possible ordered outcomes. Parents' risk preference is studied in more detail in Alfonsi et al. 2019a.

<sup>5</sup> In some early competition modules this question was coded on 3-point scale, rather than a 5-point scale. We will recode the responses on the 3-point scale to 1->1, 2->3, and 3->5, and may explore alternatives.

- Mean parent belief about the child’s relative ability on the tasks (KLPS-4 I Module: Section 23.3, q.3).

We will report the following correlations (with p-values), for all children, and by child gender. This overview will be available either in the main paper or in an appendix. We use the full matched parent-child sample.

- Child competes (KLPS-Kids Assessments: Section 10.1.2, q.1) and parent competes (KLPS-4 I Module: Section 23.2, q.1).
- Child competes (KLPS-Kids Assessments: Section 10.1.2, q.1) and parent chooses competition for child (KLPS-4 I Module: Section 23.3, q.1).
- Child competes (KLPS-Kids Assessments: Section 10.1.2, q.1) and parent believes child will compete (KLPS-4 I Module: Section 23.3, q.2).
- Parent chooses competition for child (KLPS-4 I Module: Section 23.3, q.1) and parents’ belief about their child’s own competition choice (KLPS-4 I Module: Section 23.3, q.2).
- Child preferences for risk-taking (KLPS-Kids Assessments: Section 10.1.2, q.3) and parent preferences for risk-taking (KLPS-4 I Module: Section 6.1, q.1).

### 3.3. Testing for mechanisms explaining gender differences in choices

We will test for mechanisms explaining gender difference (or lack therefore) in i) children’s competitiveness choices, ii) parents’ competitiveness choices, and iii) parents’ competitiveness choices for their children. To explore these research questions, we will estimate the following specification using ordinary least squares:

$$Y_i = \alpha + \delta_1 F_i + X_i \beta + \epsilon_i \quad (1)$$

Where:

- $Y_i$  is the outcome variable.
- $F_i$  is the indicator female.  $F_i$  indicates if the child is female when considering children’s competitiveness choices and parents’ competitiveness choices for their children. And  $F_i$  indicates if the parent is female considering parents’ competitiveness choices.
- $X_i$  is a set of controls which were elicited as part of the competition module.
- $\epsilon_i$  is an error term. We use robust standard errors.

The estimated coefficient on  $\delta_1$  addresses the question of whether there is a gender difference in  $Y_i$ . The inclusion of additional control variables in  $X_i$  allows us to explore if the mechanisms for potential differences in choices.

1. Children’s competitiveness choices. We aim to explore the role of i) children’s belief about their relative ability on the task and ii) children’s preferences for risk-taking. We run Equation (1) where:

- $Y_i \in [0,1]$  indicates if the child chose to compete (KLPS-Kids Assessments: Section 10.1.2, q.1).
- $F_i \in [0,1]$  indicates if the child is female.
- $X_i$  includes:
  - Performance of the child on the task in the practice round (KLPS-Kids Assessments: Section 10.1.2). We think of this variable as a proxy of the child’s belief about their ability.
  - Child belief about their relative ability on the task (KLPS-Kids Assessments: Section 10.1.2, q.2).
  - Child preferences for risk-taking (KLPS-Kids Assessments: Section 10.1.2, q.3).

We use the full child sample for this analysis. We will also run the specification where we interact the variables in  $X_i$  with whether the child is female, to test for differential mechanisms by gender.

2. Parents' competitiveness choices. We aim to explore the role of i) parents' belief about their relative ability on the task and ii) parents' preferences for risk-taking. We run Equation (1) where:

- $Y_i \in [0,1]$  indicates if the parent chose to compete (KLPS-4 I Module: Section 23.2, q.1).
- $F_i \in [0,1]$  indicates if the parent is a female.
- $X_i$  includes:
  - Performance of the parent on the task in the practice round (KLPS-4 I Module: Section 23.1). We think of this variable as a proxy of the parent's belief about their ability.
  - Parent belief about their relative ability on the task (KLPS-4 I Module: Section 23.2, q.2).
  - Parents' preferences for risk-taking (KLPS-4 I Module: Section 6.2.)

We use the full parent sample for this analysis. We will also run the specification where we interact the variables in  $X_i$  with whether the parent is female, to test for differential mechanisms by gender.

3. Parents' competitiveness choices for their children. We aim to explore the role of i) parents' belief about their child's ability and ii) parents' own preferences risk-taking, iii) parents' beliefs about their children's competition preferences, and iv) parents' own preferences for competing. We run Equation (1) where:

- $Y_i \in [0,1]$  indicates if the parent chose to let the child compete (KLPS-4 I Module: Section 23.3, q.1).
- $F_i \in [0,1]$  indicates if the child which the parents is making a choice for is a female.
- $X_i$  includes:
  - Performance of the child on the task in the practice round (KLPS-Kids Assessments: Section 10.1.2). We think of this variable as a proxy of the parent's belief about the child's ability.
  - Parent belief about the child's relative ability on the tasks (KLPS-4 I Module: Section 23.3, q.3).
  - Parents' preferences for risk-taking (KLPS-4 I Module: Section 6.2.)
  - Parents' belief about their child's own competition choice (KLPS-4 I Module: Section 23.3, q.2).
  - Parents own preference for competing (KLPS-4 I Module: Section 23.2, q.1).
  - Parents' attitudes towards competition (KLPS-4 I Module: Section 23.4, q.3).

We use the matched parent-child sample for this analysis. We will also run the specification where we interact the variables in  $X_i$  with whether the child is female, to test for differential mechanisms by gender.

#### **4. Analysis combining competition outcomes and earlier randomized interventions**

This section specifies the analysis which focuses on exploring the effect of the randomized control trials on experimental outcomes. Our main focus is on understanding the effect of the deworming intervention on outcomes. However, we will also study the effect of the cash grant and the vocational education program.

We anticipate carrying out additional analysis beyond what is included in this document; hence, this document is not intended to be comprehensive or to preclude additional analysis.

##### *4.1 Testing for the effect of deworming*

The analysis will be based on the cross-sectional methodology in Baird et al. (2016) but focusing on different outcome variables.

Following Baird et al. (2016) and Baird et al. (2017), the cross-sectional approach will estimate the 20-year impacts of deworming on the outcome variable using the deworming sample and the following equation:

$$Y_{ij} = \alpha + \gamma_1 T_j + \gamma_2 C_j + \gamma_3 P_j + X_{\{ij,0\}}\beta + \epsilon_{ij} \quad (2)$$

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

For child outcomes, the subscript  $i$  and  $j$  will sometimes refer to the parent of the child for left hand side variables. For example,  $T_j$  is the assigned deworming program treatment status of the child’s parent’s primary school.

As in Baird et al. (2016), the covariates include a series of baseline school characteristics (average test score, school population size, number of primary school students within 6 km, and an indicator for the administrative zone of school,) as well as baseline individual characteristics (indicators for gender and grade at the launch of the PSDP), and indicators for the month and wave of KLPS-4 survey. We will additionally include an indicator variable denoting individual in the vocational training voucher and cash grant control group (who are included in the sample). The regressions will be Ordinary Least Squares unless specified otherwise, and estimates will be weighted to maintain representativeness with the baseline PSDP population, taking into account the sampling for inclusion in the KLPS, the two-stage KLPS tracking methodology, and inclusion in the vocational training voucher and cash grant program.

The main hypothesis test will be a two-sided t-test on the significance of  $\gamma_1$ , the coefficient on the treatment indicator  $T_j$ , against a null hypothesis of  $\gamma_1=0$ . The secondary hypothesis test will be an F-test on the joint significance of the coefficients on  $T_j$ ,  $C_j$ , and  $P_j$ .

#### 4.2 Testing for the effect of vocational training and cash grant

The vocational training and cash grants sample consists of individuals who previously participated in either the PSDP or the GSP and applied to participate in the vocational training voucher program. For this sample, we will estimate the following specification:

$$Y_{ij} = \alpha + \gamma_1 VOCEd_{ij} + \gamma_2 CASH_{ij} + X_{\{ij,0\}}\beta + \epsilon_{ij} \quad (3)$$

where  $Y_{ij}$  is the outcome  $Y$  for individual  $i$  in school  $j$ ,  $VOCEd_{ij} \in \{0,1\}$  takes the value one if the parent was selected to receive a vocational voucher in 2009,  $CASH_{ij} \in \{0,1\}$  takes the value one if the parent was selected to receive a cash grant in 2013/2014. The covariates  $X_{\{ij,0\}}$  include an indicator for participation in the PSDP (as opposed to the GSP) as well as a PSDP treatment assignment indicator and a GSP treatment assignment indicator; gender and baseline grade of the KLPS parent; gender of interviewer, and indicators for the month and wave of KLPS-4 survey. The regressions will be Ordinary Least Squares unless specified otherwise, and estimates will be weighted to maintain sample representativeness, taking into account the sampling for inclusion in the KLPS, and the two-stage KLPS tracking methodology.

For child outcomes, the subscript  $i$  and  $j$  will sometimes refer to the parent of the child for left hand side variables. For example,  $VOCEd_{ij}$  is one the if the child’s parents received a vocational training voucher.

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<sup>6</sup> See Baird et al. (2016) for a description of this cost-sharing experiment.

The two main hypothesis tests will be a two-sided t-test on the significance of  $\gamma_1$  and  $\gamma_2$ , the coefficient against a null hypothesis of  $\gamma_1=0$  and  $\gamma_2=0$ , respectively.

#### 4.3 Testing for differential effects by gender

A key objective is to test for differential effects by gender on the outcomes in the competition module. To test for differential effects of the deworming treatment we will run Equation (2) with interactions between the treatment and an indicator for female  $F_i$ . As in section 3.3.,  $F_i$  may refer to the parent being female or the child being female, depending on the outcome variable of interest. This will be specified when presenting the outcomes in 4.4 and 4.5. The specification is then:

$$Y_{ij} = \alpha + \gamma_1 T_j + \gamma_2 C_j + \gamma_3 P_j + \delta_1 F_i + \delta_2 F_i * T_j + \delta_3 F_i * C_j + \delta_4 F_i * P_j + X_{\{ij,0\}}\beta + \epsilon_{ij} \quad (4)$$

The main hypothesis test will be a two-sided t-test on the significance of  $\delta_2$  against a null hypothesis of  $\delta_2=0$ . The secondary hypothesis test will be an F-test on the joint significance of the coefficients on  $F_i * T_j$ ,  $F_i * C_j$  and  $F_i * P_j$ .

To test for differential effects by gender of the cash grant and the vocational education voucher we run Equation (3) where with interactions between the treatment and an indicator for female  $F_i$ . As in section 3.3.,  $F_i$  may refer to the parent being female or the child being female, depending on the outcome variable of interest. This will be specified when presenting the outcomes in 4.4 and 4.5. The specification is then:

$$Y_{ij} = \alpha + \gamma_1 VOCEd_{ij} + \gamma_2 CASH_{ij} + \delta_1 F_i + \delta_2 F_i * VOCEd_{ij} + \delta_3 F_i * CASH_{ij} + X_{\{ij,0\}}\beta + \epsilon_{ij} \quad (5)$$

The two main hypothesis tests will be a two-sided t-test on the significance of  $\delta_2$  and  $\delta_3$ , the coefficient against a null hypothesis of  $\delta_2=0$  and  $\delta_3=0$ , respectively.

#### 4.4 Outcome variables and multiple testing adjustment

We will test for three primary outcome variables using the equations specified in Sections 4.1, 4.2 and 4.3:

1. Children's competitiveness (KLPS-Kids Assessments: Section 10.1.2, q.1). The main sample for this analysis will be the child sample.  $F_i$  here refers to the gender of the child.
2. Parents competitiveness (KLPS-4 I Module: Section 23.2, q.1). The main sample for this analysis will be the parent sample.  $F_i$  here refers to the gender of the parent.
3. Parents' competitiveness for their child (KLPS-4 I Module: Section 23.3, q.1). The main sample for this analysis will be the matched parent-child sample.  $F_i$  here refers to the gender of the child.

For the main coefficient estimate of interest the analysis will present two sets of p-values. The first is standard "per comparison" p-values. These are appropriate for a researcher with an a priori interest in a specific outcome. For instance, researchers interested in the impact of deworming treatment on parents' willingness to compete should focus directly on this p-value.

Second, the analysis will also present additional p-values that account for multiple testing. 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. Specifically, the analysis will follow the approach adopted in Anderson et al (2008) and Casey et al. (2012), and the references cited therein. The analysis will carry out multiple testing adjustments and present associated q-values over the three primary outcomes separately for each of the main hypothesis tests outlined in Sections 4.1, 4.2 and 4.3.

#### *4.5 Secondary outcomes*

We here list a set of secondary outcomes which will be tested using the equations specified in Sections 4.1, 4.2 and 4.3.

We will test for the following secondary outcomes using the child sample.

- Mean child preferences for risk-taking (KLPS-Kids Assessments: Section 10.1.2, q.3).
- Mean performance of the child on the task in the practice round (KLPS-Kids Assessments: Section 10.1.2).
- Mean child belief about their relative ability on the task (KLPS-Kids Assessments: Section 10.1.2, q.2).

We will test for the following secondary outcomes using the parent sample.

- Mean parent preferences for risk-taking (KLPS-4 I Module: Section 6.2).
- Mean performance of the parent on the task in the practice round (KLPS-4 I Module: Section 23.1).
- Mean parent belief about their relative ability on the task (KLPS-4 I Module: Section 23.2, q.2).

We will test for the following secondary outcomes the matched parent-child sample.

- Mean parent belief about the child's relative ability on the tasks (KLPS-4 I Module: Section 23.3, q.3).
- Share parents acting paternalistically. We define acting paternalistically as when a parent chooses differently from what they believe their child would choose for themselves (KLPS-4 I Module: Section 23.3, q.1 and KLPS-4 I Module: Section 23.3, q.2).
- Parents' belief about their child's own competition choice (KLPS-4 I Module: Section 23.3, q.2).

#### *4.6 Mechanisms*

The discussion of mechanisms is inherently more exploratory. Conditional on the results, we will explore mechanisms for our findings in two directions. First, we will explore if treatment effects on the experimental outcomes can be decomposed by treatment effects on other experimental outcomes. For example, if treated children are more willing to compete, we would be interested in testing if this can be explained by children's ability, belief about their relative ability, or risk attitudes.

Second, we will take advantage of the rich KLPS dataset and conduct a more exploratory analysis to explore which channels the treatment impacts behavior. In particular, we will explore the role of i) rural versus urban residence, ii) income of KLPS respondent, iii) education of KLPS respondent (the parent), and vi) education of KLPS respondent's parent (the "grandparent"). We note that outcomes such as urban residence and income may be influenced by the deworming treatment, so these may not have a causal interpretation. We also note that we plan to perform a similar exploratory analysis on results from the analysis in section 3.

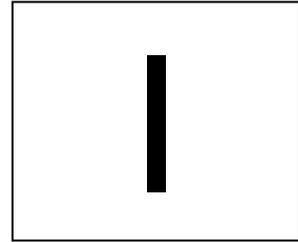
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## **Appendix**

1. KLPS-4 I Module Survey Instrument
2. KLPS-4 KIDS Assessment



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

## CONTENTS SECTION

VERSION: SEPTEMBER 27, 2018 — ENGLISH

PUPIL ID						

## **SECTION 5. Family**

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

1a. Is your father alive?

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

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

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

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

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

Job 1  Other:

Job 2  Other:

Job 3  Other:

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

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

6a. Is your mother alive?

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

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

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

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

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

Job 1  Other:

Job 2  Other:

Job 3  Other:

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

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

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

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

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

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

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

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

(999=DK)

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

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

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

(999=DK)

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

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

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

(999=DK)

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

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

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

2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

**There is no Section 6.1.**

## **SECTION 6.2 Risk Preferences**

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

4a. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 240 Ksh as a sure payment?

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

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

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

4b. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 120 Ksh as a sure payment?

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

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

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

4c. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 60 Ksh as a sure payment?

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

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

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

4d. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 90 Ksh as a sure payment?

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

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

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

4e. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 105 Ksh as a sure payment?

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

**Skip to Section 6.3.**

4f. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 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.**

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

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

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

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

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

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

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

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

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

## SECTION 7. Ethnicity and Religion

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

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

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

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

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

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

13. In the last 12 months, would you say you've become more religious, stayed the same or become less religious?  
(1=More religious, 2=Same, 3=Less religious, 99=DK)

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.**

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)

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)

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

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

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

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

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

**Read:** Have you ever:

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

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

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

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

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

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

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

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

**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.ii. Amount

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

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

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

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

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

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

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

14. What newspaper do you prefer? Choose one. (**Do NOT read responses aloud:** 0=None, 1=Taifa Leo, 2=The Daily Nation, 3=The East African Standard, 4=The Kenya Times, 5= The Standard, 6=The Star Newspaper, 7= The Nairobi newspaper, 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 /Magoaha" 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.		<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.	<b>Probe:</b> Do you agree very strongly?	<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.	1 = Agree very strongly with A	<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.	2 = Agree with A	<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.	3 = Agree with B	<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.	4 = Agree very strongly with B	<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.	<b>DO NOT READ</b> <b>Option 5</b> 5 = Agree with neither	<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.	99 = Don't know	<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?			Correct?
1 (ex)	(1) (2) (3) <b>(4)</b> (5) (6)	Don't count			
2 (ex)	(1) (2) (3) (4) <b>(5)</b> (6)	Don't count			
3	<b>(1)</b> (2) (3) (4) (5) (6)				
4	(1) <b>(2)</b> (3) (4) (5) (6)				
Test B		Correct?	Test B (continued)		Correct?
1	(1) <b>(2)</b> (3) (4) (5) (6)		7	(1) (2) (3) (4) <b>(5)</b> (6)	
2	(1) (2) (3) (4) (5) <b>(6)</b>		8	(1) (2) (3) (4) (5) <b>(6)</b>	
3	<b>(1)</b> (2) (3) (4) (5) (6)		9	(1) (2) (3) <b>(4)</b> (5) (6)	
4	(1) <b>(2)</b> (3) (4) (5) (6)		10	(1) (2) <b>(3)</b> (4) (5) (6)	
5	<b>(1)</b> (2) (3) (4) (5) (6)		11	(1) (2) (3) <b>(4)</b> (5) (6)	
6	(1) (2) <b>(3)</b> (4) (5) (6)		12	(1) (2) (3) (4) <b>(5)</b> (6)	

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

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

**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)	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>  <i>If same as previous row, write "444", and skip to question 5.</i>	3. School ID?  <i>Use E1 codes</i>	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)  <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>	6. <i>If NO:</i> Why not?  <i>Use E2 codes</i>	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)  <i>If 1 or 2, continue to question 8.</i>  <i>If 3, 5, 6, or 7 skip to question 11.</i>  <i>If 4, skip to question 11b.</i>
(A) 1998	<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"/>
(C) 2000	<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"/>
(E) 2002	<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"/>
(G) 2004	<input type="text"/>	_____	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

	1. Were you attending school at any time during [year]? (1=Yes, 2=No)  <i>If YES, continue across row. If NO, go to next row.</i>  <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>	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>  <i>If same as previous row, write "444", and skip to question 5.</i>	3. School ID?  <i>Use E1 codes</i>	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)  <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>	6. <i>If NO:</i> Why not?  <i>Use E2 codes</i>	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)  <i>If 1 or 2, continue to question 8.</i>  <i>If 3, 5, 6, or 7 skip to question 11.</i>  <i>If 4, skip to question 11b.</i>
(H) 2005	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(I) 2006	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(J) 2007	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(K) 2008	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(L) 2009	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(M) 2010	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(N) 2011	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(O) 2012	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(P) 2013	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(Q) 2014	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>
(R) 2015	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/>

	1. Were you attending school at any time during [year]? (1=Yes, 2=No)  <i>If YES, continue across row. If NO, go to next row.</i>  <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>	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>  <i>If same as previous row, write "444", and skip to question 5.</i>	3. School ID?  <i>Use E1 codes</i>	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)  <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>	6. <i>If NO:</i> Why not?  <i>Use E2 codes</i>	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)  <i>If 1 or 2, continue to question 8.</i>  <i>If 3, 5, 6, or 7 skip to question 11.</i>  <i>If 4, skip to question 11b.</i>
(S) 2016	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/> _____
(T) 2017	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/> _____
(U) 2018	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/> _____
(V) 2019 (if applies)	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/> _____
(W) 2020 (if applies)	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>    </u>	<input type="checkbox"/> _____

**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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(B) 1999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(C) 2000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(D) 2001	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(E) 2002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(F) 2003	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(G) 2004	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(H) 2005	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(I) 2006	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(J) 2007	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(K) 2008	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(L) 2009	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(M) 2010	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(N) 2011	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(O) 2012	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(P) 2013	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____

	8. What standard / form were you in during [year]?  <i>Use G6 codes</i>  <i>If more than one, take highest standard / form</i>	9. Is this the same standard / form you were in in [year before]?  (1=Yes, 2=No)	10. <b>If YES:</b> For what reason did you repeat the standard / form?  <i>Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.</i>
(Q) 2014	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(R) 2015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(S) 2016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(T) 2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(U) 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(V) 2019 (if applies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> If other: _____
(W) 2020 (if applies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> / <input type="checkbox"/> 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><i>Skip to q.11b if bible school.</i></p> <p>11. In what discipline(s) was this training?</p> <p><i>Use E7 codes. If other, describe in FO comments.</i></p>	<p>11b. <i>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:</i> Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><i>If YES, skip to next discipline or year.</i></p>	<p>12. For how long did you attend this training in total? <i>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).</i></p> <p>Units: 1=Day 2=Week 3=Month 4=Year</p> <p><i>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).</i></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? <i>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</i></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. <i>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</i></p>	<p>14. How did you finance this training? <i>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</i></p> <p>1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other (<i>specify in FO comments</i>)</p>	<p>15. Have you already finished the entire course? <i>Consider entire course, even if it lasted more than 1 yr.</i></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><i>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</i></p>	<p>16. Did you obtain a diploma, degree, or certificate from this training? <i>Consider entire course, even if it lasted more than 1 yr.</i></p> <p>1=Yes, 2=No</p> <p><i>If NO, skip to next discipline or year. If YES, continue.</i></p> <p><i>Note: Count a driver's license as certificate.</i></p>	<p>17. What type of diploma, degree, or certificate was it?</p> <p><i>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</i></p>
(A) 1998	i.     ii.     iii.	i.     ii.     iii.	i. Num: ___ Unit: ___ ii. Num: ___ Unit: ___ iii. Num: ___ Unit: ___	i. Ksh ___ per ___ ii. Ksh ___ per ___ iii. Ksh ___ per ___	i.         ii.         iii.	i.                 ii.                 iii.	i.         ii.         iii.	i.         ii.         iii.	i.         ii.         iii.
(B) 1999	i.         ii.         iii.	i.         ii.         iii.	i. Num: ___ Unit: ___ ii. Num: ___ Unit: ___ iii. Num: ___ Unit: ___	i. Ksh ___ per ___ ii. Ksh ___ per ___ iii. Ksh ___ per ___	i.                 ii.                 iii.	i.                 ii.                 iii.	i.         ii.         iii.	i.         ii.         iii.	i.         ii.         iii.
(C) 2000	i.         ii.         iii.	i.         ii.         iii.	i. Num: ___ Unit: ___ ii. Num: ___ Unit: ___ iii. Num: ___ Unit: ___	i. Ksh ___ per ___ ii. Ksh ___ per ___ iii. Ksh ___ per ___	i.                 ii.                 iii.	i.                 ii.                 iii.	i.         ii.         iii.	i.         ii.         iii.	i.         ii.         iii.
(D) 2001	i.         ii.         iii.	i.         ii.         iii.	i. Num: ___ Unit: ___ ii. Num: ___ Unit: ___ iii. Num: ___ Unit: ___	i. Ksh ___ per ___ ii. Ksh ___ per ___ iii. Ksh ___ per ___	i.                 ii.                 iii.	i.                 ii.                 iii.	i.         ii.         iii.	i.         ii.         iii.	i.         ii.         iii.
(E) 2002	i.         ii.         iii.	i.         ii.         iii.	i. Num: ___ Unit: ___ ii. Num: ___ Unit: ___ iii. Num: ___ Unit: ___	i. Ksh ___ per ___ ii. Ksh ___ per ___ iii. Ksh ___ per ___	i.                 ii.                 iii.	i.                 ii.                 iii.	i.         ii.         iii.	i.         ii.         iii.	i.         ii.         iii.

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

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

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

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

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.**

	<b>Codes</b>	<b>Answer</b>
18. In which country did you complete Form 4? <b>If KENYA or UGANDA, continue. Otherwise, skip to question 20.</b>	<b>Use G1 codes</b>	__  Other: _____
19. <b>If schooled in KENYA:</b> What was your most recent KCSE grade? <b>If schooled in UGANDA:</b> What was your most recent UCE division? <b>(For Uganda, answer must be division I, II, III, or IV)</b>	99=DK 88=didn't take exam 77=results not out	<b>If Kenya:</b> (A)  ____  <b>Use E3 codes</b> <b>If Uganda:</b> (B) Division  __
20. Did you receive calling letters from any secondary schools? <b>If NO, skip to question 26. If YES, continue.</b>	1=Yes, 2=No	__
20a. Which schools? <b>List up to 3.</b>	<b>Use E1 codes</b>	(A)  ____  Other: _____ (B)  ____  Other: _____ (C)  ____  Other: _____
21. In which country did you complete primary school? <b>If KENYA or UGANDA, continue. Otherwise, skip to question 22.</b>	<b>Use G1 codes</b>	__  Other: _____
21a. <b>If schooled in KENYA:</b> What was your most recent KCPE score? <b>If schooled in UGANDA:</b> What was your most recent PLE division? <b>(For Uganda, answer must be division I, II, III or IV)</b>	9999=DK 8888= didn't take exam 7777=results not out	<b>If Kenya:</b> (A)  ____  out of (B)  ____  total <b>If Uganda:</b> (C)   Division  __
22. To the best of your knowledge, what was your class position during third term last year, or the last year you were in school? <b>If FR cannot remember (or schooled in Uganda), probe for estimate. If FR still cannot estimate, use 999=Don't Know.</b>	999=DK	Position: (A)  __ _ _ _  out of (B)  __ _ _ _

## **SECTION 14. School Attitudes**

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

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

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

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

1 = Agree very strongly with A

2 = Agree with A

3 = Agree with B

4 = Agree very strongly with B

5 = Agree with neither

99 = Don't know

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

8. A. Children can be disciplined by any adult. |\_\_|

B. Children should only be disciplined by their parents

9. A. Parents should never be criticized by children. |\_\_|

B. Children should point out when parents are wrong

## **SECTION 15. Migration**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**If "No", skip to question 12.**

**If "Yes", continue.**

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

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

**Continue to section 16.**

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

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

**5 MINUTE BREAK AFTER THIS SECTION.**

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

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

**SECTION 16. Health and Nutrition**

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

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

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

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

- 2a. On a scale of 1-7, with 1 being sad and 7 being happy, how do you feel right now?  
 (66=Refuses to respond, 99=DK)
- 2b. On a scale of 1-7, with 1 being tired and 7 being alert, how do you feel right now?  
 (66=Refuses to respond, 99=DK)

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

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

<p>5a. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for hospital / clinic medical care (not including medicines)? <b>Only include payment for the FR's own medical care, not that of a family member or friend. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b></p> <p>5ai. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>a. _____ ai. _____ Oth: _____</p>
<p>5b. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for modern medicines to treat a health problem? <b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b></p> <p>5bi. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>b. _____ bi. _____ Oth: _____</p>
<p>5c. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for traditional medicines to treat a health problem? <b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt.</b></p> <p>5ci. List currency if not Ksh. <b>Use G12 codes.</b></p>	<p>c. _____ ci. _____ Oth: _____</p>
<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)</p>	<p>_____</p>
<p>7. Did you sleep under a bednet last night? (1=Yes, 2=No, 99 =DK)</p>	<p>_____</p>
<p>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)</p>	<p>_____</p>
<p>9. Would you describe your general health as very good, somewhat good, or not good? (1=Very Good, 2=Somewhat good, 3=Not good) <b>If 2 or 3, continue. OTHERWISE, skip to question 11b.</b></p>	<p>_____</p>
<p>10. Would you describe your general health as good, fair, poor, or very poor? (1= Good, 2=Fair, 3=Poor, 4=Very poor)</p>	<p>_____</p>

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
<p>12. What sort of health problem was this? <b>Use H1 codes</b></p>	<p>_____ Other: _____</p>	<p>_____ Other: _____</p>	<p>_____ Other: _____</p>
<p>13. In what year and month did this health problem begin?</p>	<p>____\N____</p>	<p>____\N____</p>	<p>____\N____</p>

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

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

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

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

**SECTION 17. Crime Victimization**

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

	(A) <b>If YES:</b> How many times? (999=DK)	(B) How many of these cases have you reported to the police or a liguru? (999=DK)
1. During the last 12 months, has someone stolen or attempted to steal any livestock from you? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. During the last 12 months, has someone stolen or attempted to steal any household items? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. During the last 12 months, has someone stolen or attempted to steal any cash from you? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. During the last 12 months, has someone assaulted you without a weapon? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. During the last 12 months, have you been the victim of arson? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. During the last 12 months, have you been the victim of witchcraft? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. During the last 12 months, have you been the victim of any other crime or attempted crime? (1=Yes, 2=No) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>				
5. How old were you (in years) when you began co-residing with <b>[name]</b> ? (99=DK) <b>If “never”, code 888.</b>	<input type="text"/>				

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
6. How old was [name] when you began co-residing? (99=DK) <b>If “never”, code 888.</b>	___	___	___	___	___
7. How long did you know [name] before you were married? (99=DK) <b>Include time even before courtship began, where applicable. Fill in days only if knew each other less than 2 months.</b>	Years ___ 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) <b>If “someone else”, specify all individuals with G4 codes.</b>	___ 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) <b>If “someone else”, specify all individuals with G4 codes.</b>	___ 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) <b>If YES, continue. ELSE, skip to q.12.</b>	<input type="text"/>				
11a. What was the value (in shillings) of the total agreed upon price? (99=DK) <b>If bride price was in cattle, ask the FR to estimate the total cost in shillings.</b> 11ai. <b>List currency if not Ksh. Use G12 codes.</b>	a. <input type="text"/> ai. <input type="text"/> Other: _____	a. <input type="text"/> ai. <input type="text"/> q   Other: _____			
11b. What is the value (in shillings) of the amount that has been paid so far? (99=DK) 10bi. <b>List currency if not Ksh. Use G12 codes.</b>	b. <input type="text"/> bi. <input type="text"/> Other: _____				
12. What type of marriage was this? (1=Yes, 2=No, 99=DK) a. Religious                      c. Traditional b. Civil                              d. Informal	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>	a. <input type="text"/> b. <input type="text"/> c. <input type="text"/> d. <input type="text"/>
13. Have you ever used any form of birth control with this partner? (1=Yes, 2=No, 99=DK) <b>If "No", skip to question 17.</b>	<input type="text"/>				
14. Have you or [name] ever used condoms during this marriage? (1=Yes, 2=No, 99=DK)	<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"/>				
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: _____				

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
17. Are you still married to this person? (1=Yes, 2=No) <b>If YES, skip to q.21. If NO, continue.</b>	<input type="checkbox"/>				
18. Is this person still alive? (1=Yes, 2=No, 99=DK) <b>If YES/DK, skip to 20. If NO, continue.</b>	<input type="checkbox"/>				
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)	_____	_____	_____	_____	_____
20. How old were you when the marriage ended? (99=DK) <b>If spouse died, enter FR age when spouse died.</b>	<input type="checkbox"/>				
21. What is / was the tribe / mother tongue of this spouse? <b>Use G10 codes.</b>	<input type="checkbox"/> Other: _____				
22. In what county was [name] born? <b>Use G2a codes. If not born in Kenya, code 88.</b>	<input type="checkbox"/> Other: _____				
23a. Did this spouse attend primary school in Busia County? (1=Yes, 2=No, 99=DK) <b>If YES, skip to q23d. If NO, skip to q24. If DK, continue.</b>	<input type="checkbox"/>				
23b. Did this spouse attend primary school in Bunyala District, Butula District, Matayos District, Nambale District, or Samia District? (1=Yes, 2=No, 99=DK) <b>If YES, skip to q23d. If NO, continue. If DK, skip to q24.</b>	<input type="checkbox"/>				
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="checkbox"/>				

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

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
30. <b>If FEMALE:</b> Did you ever have a co-wife? <b>If MALE:</b> Was this a polygamous marriage? (1=Yes, 2=No, 99=DK) <b>If YES, continue. If NO/DK, skip to q.32.</b>	<input type="text"/>				
30a. <b>If FEMALE:</b> How many co-wives do you have? <b>If MALE:</b> How many wives do/did you have at one time? (999=DK) <b>If ZERO, skip to q.33.</b> <b>If MALE, skip to question 33.</b>	<input type="text"/>				
30b. How many of these women were married to your spouse before you married him? (999=DK)	<input type="text"/>				
31. Have you been married to anyone else since this spouse? (1=Yes, 2=No) <b>If YES, continue to next column. If NO, skip to Section 19.</b>	<input type="text"/>				

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

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

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

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

(999=DK)

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

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

(999=DK)

## **SECTION 19. Fertility**

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

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

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

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

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

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

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

**For female FRs:** Have you ever been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?

(1=Yes, 2=No, 99=DK)   

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

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

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

(99=DK)   

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

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

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

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

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

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

(99=DK)

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

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

**Table (part 1)**

<b>Note: Enter twins as two separate pregnancies.</b>	<b>(A)</b>	<b>(B)</b>	<b>(C)</b>	<b>(D)</b>	<b>(E)</b>	<b>(F)</b>
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"/> <hr/>					
5. <b>If male respondent:</b> Did the mother of the baby seek antenatal care during the pregnancy? <b>If female respondent:</b> Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES, continue. OTHERWISE, skip to question 7.</b>	<input type="text"/>					
6. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify) 99= DK) <b>If care sought at multiple locations, list the most frequent location.</b>	<input type="text"/> <hr/>					
7. Is this a current pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES or DK, skip to question 29. OTHERWISE, continue.</b>	<input type="text"/>					
8. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) <b>If "1", skip to q.12 If "2", "3", or "4" continue. If "99", skip to q.29.</b>	<input type="text"/>					

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

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

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

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

<b>Note: Enter twins as two separate pregnancies.</b>	<b>(A)</b>	<b>(B)</b>	<b>(C)</b>	<b>(D)</b>	<b>(E)</b>	<b>(F)</b>
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)	_  _____					
5. <b>If male respondent:</b> Did the mother of the baby seek antenatal care during the pregnancy? <b>If female respondent:</b> Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES, continue. OTHERWISE, skip to question 7.</b>	_	_	_	_	_	_
6. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify) 99= DK) <b>If care sought at multiple locations, list the most frequent location.</b>	_  _____					
7. Is this a current pregnancy? (1=Yes, 2=No, 99=DK) <b>If YES or DK, skip to question 29. OTHERWISE, continue.</b>	_	_	_	_	_	_
8. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) <b>If “1”, skip to q.12 If “2”, “3”, or “4” continue. If “99”, skip to q.29.</b>	_	_	_	_	_	_

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

15. <b>Record the birthweight of the child, according to the health card. If not available, ask</b> "What was [name]'s weight at birth?" (Code 9.9 = Weight not measured at birth, 99.0 = Weight measured but FR doesn't know / cannot discern it from health card)	<input type="text"/> . <input type="text"/> kg					
15a. <b>Was birthweight obtained from healthcard?</b> (1=Yes, 2=No)	<input type="text"/>					
16a. How old is this child now? <b>Record age in years. Use 0 if &lt;1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18.</b>	<input type="text"/> years					
17. How old in years and months was [name] when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 29.</b>	<input type="text"/> YY/MM					
18. Has [name] ever received a vaccination? (1=Yes, 2=No, 99=DK)	<input type="text"/>					
19. Last night, did [name] sleep under a bed net? (1= Yes, 2= No, 99=DK)	<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"/>					

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

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

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

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

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

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

35. What year was [name] born? (9999=DK) What was [name]'s month of birth? (99=DK)	____/____ ____	____/____ ____	____/____ ____	____/____ ____	____/____ ____	____/____ ____
35a. Was [child name] born pre-term? (1=Yes, 2=No, 99=DK)	____	____	____	____	____	____
35b. What month of the pregnancy was [child name] born?	____	____	____	____	____	____
36. Is this child still living? (1=Yes, 2=No, 99=DK) <b>If NO, continue. If YES, skip to q.38. If DK, skip to q.48.</b>	____	____	____	____	____	____
36a. How old in years and months was [name] when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 48.</b>	____ ____ YY/MM					
38. Last night, did [name] sleep under a bed net? (1= Yes, 2= No, 99=DK)	____	____	____	____	____	____
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. ____ b. ____ c. ____ d. ____					
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)	____	____	____	____	____	____

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

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

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	3= Respondent and partner jointly	5= Respondent & someone else jointly
2= Spouse / partner	4= Someone else	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 **[numer 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**

<b>CESD</b>	
<b>Read:</b> 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= <b>(Do not read aloud):</b> Refuses to respond 99= <b>(Do not read aloud):</b> Don't know	
<b>Show the respondent scale D. Demonstrate that they should select their response using the scale.</b>	
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 everthing that I did took up all my energy	<input type="text"/>
e. In the past week, I felt hopeful about the future	<input type="text"/>
f. In the past week, I felt afraid	<input type="text"/>
g. In the past week, I had difficulty in sleeping peacefully	<input type="text"/>
h. In the past week, I was happy	<input type="text"/>
i. In the past week, I felt lonely	<input type="text"/>
j. In the past week, I lacked the motivation to do anything	<input type="text"/>

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

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

**Section 20.2 Big 5**

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

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

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

**For each statement, Read:** Do you Agree 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.	[ ]
2. Is compassionate, has a soft heart.	[ ]
3. Tends to be disorganized.	[ ]
4. Worries a lot.	[ ]
5. Is fascinated by art, music, or literature.	[ ]
6. Is dominant, acts as a leader.	[ ]
7. Is sometimes rude to others.	[ ]
8. Has difficulty getting started on tasks.	[ ]
9. Tends to feel depressed, blue.	[ ]
10. Has little interest in abstract ideas.	[ ]
11. Is full of energy.	[ ]
12. Assumes the best about people.	[ ]
13. Is reliable, can always be counted on.	[ ]
14. Is emotionally stable, not easily upset.	[ ]
15. Is original, comes up with new ideas	[ ]

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

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

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

**DK)**

[ ]

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

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

[ ]

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

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

**Section 20.3. MacArthur Ladder**

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

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

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

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

**Section 20.4. Perceived Stress Scale 4**

**Read:** Next, I would like to ask you about your feelings and thoughts during the last month.  
**Show the respondent scale J. Demonstrate that they should select their response using the scale.**

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

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

**Section 20.5. Generalized Self Efficacy**

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

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

Use the following scale.

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

- 1=Not at all true
- 2=Not very true
- 3=Somewhat true
- 4=Completely true
- 66= **(Do not read)**: Refuses to respond
- 99= **(Do not read)**: Don't know

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

### **Grit**

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

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

11. I am a hard worker.

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

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

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

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

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

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

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

**Activity Codes:**

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

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

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

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

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

	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
<b>Activity</b>																
<b>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</b>																

	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
<b>Activity</b>																
<b>If activity=17, specify sport If activity =25,26, or 27, specify occup (G9 codes)</b>																

**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.**  :   
(99=DK, 88=Not applicable / Did not sleep) (hour) (min)

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?  :   
(99=DK, 88=Not applicable / Did not sleep) (hour) (min)

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.**  :   
(99=DK, 88=Not applicable / Did not sleep) (hour) (min)

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? \_\_\_\_\_

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***Now fill out the "Survey Refusal Sheet" and skip to Section 7 after the 5 min break.***

0b. ***Do not ask this question out loud.*** Did the respondent answer the sexual behavior questionnaire himself / herself? (1=Yes, 2=No)

**IF PRIVATE BEHAVIOR SECTION HAS BEEN DONE ON PAPER:**

**REMEMBER TO PLACE THE COMPLETED SECTION IN A SEALED ENVELOPE AND FOLLOW ALL APPROPRIATE PROTOCOL TO MAINTAIN CONFIDENTIALITY AND COMPLY WITH HUMAN SUBJECT RULES.**

## Section 25. Conclusion

**Read:** Thank you for your time. Please give me just a moment as I wrap up the survey.

**Please make a note if you believe that the information given to you is suspicious:**

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**Do not read the questions in this box aloud. Simply record your own impressions.**

0a. Did the respondent terminate the survey early? (1=Yes, 2=No)

**If YES, continue. If NO, skip to question 1.**

0b. Why did the respondent terminate the survey early?  \_\_\_\_\_  
1 = Temporary stop only – Wishes to continue survey at a later time. **See “Temporary Stop Instructions” below.**

2 = Tired

3 = Too busy, does not have time

4 = Offended at question

5 = Suspicious of FO / survey intent / IPA

6 = Does not feel like continuing survey

7 = Other (eleza)

**Temporary Stop Instructions: You have indicated that the FR wishes to continue the survey in the future. Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.**

1. Time end interview: (24 hr clock)  :

**2. How was the respondent's skill in speaking and understanding Kiswahili?**

1 = Displayed no problems speaking or understanding Kiswahili

2 = Displayed a little difficulty speaking or understanding Kiswahili

3 = Displayed moderate difficulty speaking or understanding Kiswahili

4 = Displayed serious problems speaking or understanding Kiswahili

**3. Who among the following answered questions in this module? (Indicate all that apply 1=Yes, 2=No)**

A). Focus respondent

B). Focus respondent's parents

C). Focus respondent's sibling(s)

D). Focus respondent's spouse(s)

E). Focus respondent's other relatives

F). Focus respondent's other household members who are not relatives

4. Did the respondent become tired or impatient during the survey?  
(1= Not at all, 2=Somewhat tired/impatient, 3=Very tired/impatient)

5. How reliable do you think the information in this survey is?  
(1= Very reliable, 2=Somewhat reliable, 3= Not at all)

**5a. If SOMEWHAT or NOT RELIABLE: Why?** \_\_\_\_\_

6a. Is this interview being performed at the respondent's current residence, place of work, or school?

(1=Yes, 2=No)

**If YES, continue. If NO, skip to read end statement.**

6b. Please record a GPS reading now.

(i) Elevation m

(ii) N / S (Circle one) |o|||

(iii) E / W (Circle one) |o||

**If FERTILITY VERSION A or B:**

7a. Has the respondent reminded you to see their KLPS-2 answers? (1=Yes, 2=No)

**If NO, skip to 7b. If at any time while concluding the survey, the respondent does remind you, come back and change this response to YES.**

**If YES, please hand the tablet to the respondent and instruct the respondent to swipe to see their response. Do not look at the respondent's answer.**

7ai. Did respondent appear to read the information? (0=No / closed eyes / avoided reading answer, 1=Yes)

**(Do not read)** 7b. If respondent in FERTILITY VERSION B **AND** question 7a equals 1, enter 20. Otherwise enter 0.

**IF FERTILITY VERSION C, continue. Otherwise skip to question 8.**

7c. Has the respondent reminded you about their lottery winnings from the fertility section? (1=Yes, 2=No).

*If YES, enter 20 for question 7ci. Otherwise, enter 0*

7ci. Fertility Version C winnings:

8. Enter the respondent's earnings from the following questions:

Fertility Earnings:  (total of 7b and 7ci)

Competition Earnings:  (from XX)

**Total Earnings:**  **(total of Fertility and Competition Earnings)**

**FO NOTES:**

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**If respondent has won money, continue. Otherwise, conclude survey.**

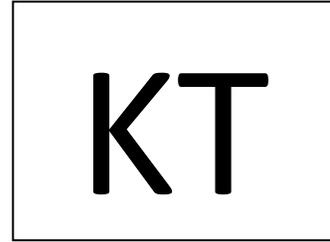
**Read:** You have won [total earnings] during our survey today.

IF FR has M-Pesa account: [add in M-Pesa instructions]

IF FR does not have M-Pesa account: [add in non-Mpesa instructions]

Time end interview: (24 hr clock)  :

Log Number: |\_\_|\_\_|\_\_|\_\_|\_\_|



# KLPS-KIDS ASSESSMENTS

VERSION: FEBRUARY 14, 2019 — ENGLISH

CHILD ID
__ __ __ __ __ __ __  --  __ __

***This assessment should be administered to the biological children selected in the I-Module and recorded in the T-Sheet in accordance with the Kids assessment manual.***

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**Test 1: PPVT**

***IF CHILD IS 5 YEARS OLD OR UNDER, ADMINISTER PPVT SETS 1 to 6.***

***IF CHILD IS 6 YEARS OLD AND ABOVE, ADMINISTER PPVT SETS 3 TO 10.***

***IF CHILD IS 6 YEARS OLD AND ABOVE, SKIP TO TEST 3: MELQO - FORWARD DIGIT SPAN,,  
OTHERWISE CONTINUE.***

**Test 2: MELQO - Mental Transformation**

*Materials: Sheet #5 Mental Transformation*

*STOP RULES: None*

Practice Trial:

In this game, we are going to look at some shapes and some pieces of shapes.

Look at these pieces (*point to set of 2 pieces*).

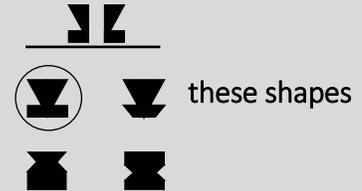
Now look at these shapes (*point to each of the 4 choices*).

If you put these pieces together (*point to set of 2 pieces*), they will make one of (*wave hand over 4 choices*).

Point to the shape the pieces make.

If correct, say **That's right. Let's try some more.**

If incorrect, point to the pieces and say, **When you put these pieces together, (*motioning with fingers and indicated pushing the pieces together*) they will make this shape (*point to correct shape*). Let's try some more.**



	Instructions	Correct Answer	Correct (1)	Incorrect (2)	Child says I don't know/ no response (99)
16a	<p>Look at these pieces (<i>point to set of 2 pieces</i>).</p> <p>Now look at these shapes (<i>point to each of the 4 choices</i>).</p> <p>If you put these pieces together (<i>point to set of 2 pieces</i>), they will make one of these shapes (<i>wave hand over 4 choices</i>).</p> <p>Point to the shape the pieces make.</p>				
16b	<p>Point to the shape (<i>point to each of the 4 choices</i>) these pieces make (<i>wave hand over set of 2 pieces</i>).</p>				
16c	<p>Point to the shape (<i>point to each of the 4 choices</i>) these pieces make (<i>wave hand over set of 2 pieces</i>).</p>				
16d	<p>Point to the shape (<i>point to each of the 4 choices</i>) these pieces make (<i>wave hand over set of 2 pieces</i>).</p>				

Log Number: |\_\_|\_\_|\_\_|\_\_|\_\_|

Test 3: MELQO - Forward Digit Span

#18 Forward Digit Span					
<p><i>Materials: None</i></p> <p><i>Other Notes: If the child makes an error, supply the correct answer on the <u>practice</u> items only.</i></p> <p><i>STOP RULES: None</i></p>					
<p><b>PRACTICE TRIAL:</b></p> <p>In this game, I am going to say a list of numbers. After you hear the numbers, I want you to repeat them after me in the same order.</p> <p>If I say 7..8, You say 7...8</p> <p>Now you try a couple. Please listen carefully.</p> <p><i>Pause for one second in between each number in the sequence. For example « 4 » [pause] « 2 ».</i></p> <p><i>Say: 4...2 Wait for child to respond. If the child makes an error, supply the correct answer. If the child answers correctly say, That's right.</i></p> <p><i>Say: 6...1...3 Wait for child to respond. If the child makes an error, supply the correct answer. If the child answers correctly say, That's right.</i></p>					
	<p><i>Okay, now let's do some more. Just listen carefully, and do your best.</i></p> <p><i>Pause for one second in between each number in the sequence</i></p>	Correct Answer	Correct (1)	Incorrect (0)	Child says I don't know/ no response (99)
18a	1...6	1...6			
18b	5...2...8	5...2...8			
18c	8...3...1...4	8...3...1...4			
18d	1...2...4...7...3	1...2...4...7...3			

***IF CHILD IS 6 YEARS OLD AND ABOVE, SKIP TO TEST 6: PLUS-EF, OTHERWISE CONTINUE.***

Test 4: Dimensional Change Card Sort (DCCS)

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**Read:** Now we are going to play other different games together.

**ENSURE YOU HAVE:**

**TWO "SORTING" BOXES WITH A SLOT FOR PLACING CARDS. ONE BOX HAS A CARD WITH A [RED LORRY] ON WHITE BACKGROUND ATTACHED TO THE FRONT SIDE. ONE BOX HAS A CARD WITH A [GREEN STAR] ON WHITE BACKGROUND ATTACHED TO THE FRONT SIDE ("MODEL CARDS").**

**PLACE THE 2 "SORTING" BOXES ON THE TABLE APPROXIMATELY 20 CM FROM CHILD'S EDGE OF TABLE AND 10 CM APART. MAKE SURE THEY ARE ANGLED THE SAME WAY. THE BOX WITH THE [RED lorry] GOES ON THE FO'S RIGHT AND THE [GREEN star] GOES ON THE FO'S LEFT.**

**COLOR GAME**

**Color Game Instructions**

**Read:** Here's a [red lorry] and here's a [green star].

We are going to play a game called color game.

In this game, the rule is, the green ones go here. **(POINTING TO BOX ON LEFT.)**

And the red ones go here. **(POINTING TO BOX ON RIGHT.)**

See, I have a green one. It goes here. **(PLACE IN BOX ON LEFT.)**

And, see, I have a red one, it goes here. **(PLACE IN BOX ON RIGHT.)**

This is the color game.

Have you understood?

Now let's play!

**Color Game Rule Check**

Oai. Can you show me where the green ones go in the color game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |\_\_|**

**If child points to box on left, read:** Very good, that's right. **Skip to question Obi.**

**If child points to box on right, read:** That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. **(POINT TO APPROPRIATE BOXES.) Then continue to question Oaii, to repeat the rule check.**

Oaii. Can you show me where the green ones go in the color game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond): |\_\_|**

**If child points to box on left, read:** Very good, that's right. **Continue to question Obi.**

**If child points to box on right, read:** That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. **(POINT TO APPROPRIATE BOXES.) Continue to question Obi.**

Obi. Can you show me where the red ones go in the color game?

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**If child points to box on right, read:** Very good, that's right. **Skip to COLOR TRIALS.**

**If child points to box on left, read:** That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. **(POINT TO APPROPRIATE BOXES.) Continue to question Obii to repeat rule check.**

Obii. Can you show me where the green ones go in the color game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**If child points to box on right, read:** Very good, that's right. **Continue to COLOR TRIALS.**

**If child points to box on left, read:** That's not right. Remember, in the color game, all the green ones go here, and all the red ones go here. **(POINT TO APPROPRIATE BOXES.) Continue to COLOR TRIALS.**

### COLOR TRIALS

#### **REMEMBER:**

- **IF THE CHILD POINTS TO THE BOX, YOU MAY SORT THE CARD FOR HIM/HER.**
- **DO NOT SAY "OKAY" IN RESPONSE TO SORT. SAY, "LET'S DO ANOTHER ONE," "LET'S DO IT AGAIN," ETC.**
- **POINT TO BOXES BY TOUCHING THE TOP WITH A FINGER.**
- **DO NOT BRING OUT THE CARD UNTIL THE RULE STATEMENT IS COMPLETE.**
- **ONCE CARD HAS BEEN PRESENTED, YOU CANNOT REPEAT THE RULE. STATE "HERE'S A \_\_\_" WHILE SIMULTANEOUSLY PRESENTING THE CARD.**
- **HOLD THE CARD ABOVE BOTH BOXES IN THE CENTER (NOT OVER ONE BOX OR THE OTHER).**

**READ:** Let's try this game!

1. If it is a green one, put it here, but if it is a red one, put it here. Here's a red one.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
2. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
3. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
4. If it is a green one, put it here, but if it is a red one, put it here. Here is a red one.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
5. If it is a green one, put it here, but if it is a red one, put it here. Here is a red one.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
6. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**CONTINUE IF CHILD GETS AT LEAST 5 OUT OF 6 CORRECT, OTHERWISE, THANK CHILD AND END THE DCCS TEST.**

### SHAPE GAME

**REMOVE CARDS FROM BOXES. REORDER FOR SHAPE GAME.**

#### Shape Game Instructions

READ: Now we're going to play a new game.

We're not going to play the color game anymore.

We're going to play a game called shape game.

In this game, the rule is, the stars go here. **(POINTING TO THE BOX ON THE LEFT)**

And the lorrys go here. **(POINTING TO THE BOX ON THE RIGHT).**

This is the shape game.

Have you understood?

Let's play!

#### Shape Rule Check

Oai. Can you show me where the stars go in the shape game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**If child points to box on left, read:** Very good, that's right. **Skip to question Obi.**

**If child points to box on right, read:** That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. **(POINT TO APPROPRIATE BOXES.) Then continue to question Oaii, to repeat the rule check.**

Oaii. Can you show me where the stars go in the shape game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**If child points to box on left, read:** Very good, that's right. **Continue to question Obi.**

**If child points to box on right, read:** That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. **(POINT TO APPROPRIATE BOXES.) Continue to question Obi.**

Obi. Can you show me where the lorrys go in the shape game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**If child points to box on right, read:** Very good, that's right. **Skip to SHAPE TRIALS.**

**If child points to box on left, read:** That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. **(POINT TO APPROPRIATE BOXES.) Then continue to question Obii, to repeat the rule check.**

Obii. Can you show me where the lorrys go in the shape game?

**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**If child points to box on right, read:** Very good, that's right. **Continue to SHAPE TRIALS.**

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**If child points to box on left, read:** That's not right. Remember, in the shape game, all the stars go here, and all the lorrys go here. **(POINT TO APPROPRIATE BOXES.) Continue to SHAPE TRIALS.**

### SHAPE TRIALS

#### **REMEMBER:**

- **IF THE CHILD POINTS TO THE BOX, YOU MAY SORT THE CARD FOR HIM/HER.**
- **DO NOT SAY "OKAY" IN RESPONSE TO SORT. SAY, "LET'S DO ANOTHER ONE," "LET'S DO IT AGAIN," ETC.**
- **POINT TO BOXES BY TOUCHING THE TOP WITH A FINGER.**
- **DO NOT BRING OUT THE CARD UNTIL THE RULE STATEMENT IS COMPLETE.**
- **ONCE CARD HAS BEEN PRESENTED, YOU CANNOT REPEAT THE RULE. STATE "HERE'S A \_\_\_" WHILE SIMULTANEOUSLY PRESENTING THE CARD.**
- **HOLD THE CARD ABOVE BOTH BOXES IN THE CENTER (NOT OVER ONE BOX OR THE OTHER).**

**READ:** Let's try this game!

1. If it is a star, put it here, but if it is a lorry put it here. Here's a lorry.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
2. If it is a star, put it here, but if it is a lorry put it here. Here is a star.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
3. If it is a star, put it here, but if it is a lorry put it here. Here is a lorry.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
4. If it is a star, put it here, but if it is a lorry put it here. Here is a lorry.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
5. If it is a star, put it here, but if it is a lorry put it here. Here is a star.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|
6. If it is a star, put it here, but if it is a lorry put it here. Here is a star.  
**Placed in (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_|

**Read:** Great job!

**PUT AWAY ALL BOXES AND CARDS.**

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**Test 5: MDAT - LANGUAGE / HEARING**

**21. Child knows actions of objects.**

**Put out the CUP, PENCIL, THREAD, FORK, TORCH, NAIL, SCISSORS and WICK. Ask:**

**21a. ENG:** Which one is for drinking?

**KIS:** Ipi ni ya kunywa?

**SAM:** esiriena esia khwekhonyera ong'wa?

**LUO:** Mane mar modho?

**21a. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**21b. ENG:** Which one is for writing?

**KIS:** Ipi ni ya kuandika?

**SAM:** Esiriena esia khwekhonyera okhwandika?

**LUO:** Mane mar ndiko?

**21b. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**21c. ENG:** Which one is for sewing?

**KIS:** Gani ni ya kushonea?

**SAM:** Esiriena esia khwekhonyera osona?

**LUO:** Mane mar kuoyo?

**21c. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**21d. ENG:** Which one is for eating?

**KIS:** Gani ni ya kula?

**SAM:** Esiriena esia khwekhonyera okhuria?

**LUO:** Mane mar chiemo?

**21d. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**21e. ENG:** Which one is for cutting?

**KIS:** Gani ni ya kukata?

**SAM:** Esiriena esia khwekhonyera okhenga?

**LUO:** Mane mar ng'ado?

**21e. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**Score each item as a PASS if child can point to or name the correct item.**

**23. Child can NAME objects.**

**Lay out the 14 objects listed below. PUT AWAY CUP AND PENCIL from question 21.**

**Point to each object and ask:**

**ENG:** What is this?

**KIS:** Hii ni nini?

**SAM:** Sino ni sii?

**LUO:** Ma en ang'o?

**Indicate those that the child is able to name:**

**INDICATE 88 IF CHILD REFUSES TO SPEAK.**

	<b>ENG:</b>	<b>KIS:</b>	<b>SAM:</b>	<b>LUO:</b>	
a.	soap	sabuni	esabuni	sabun	<b>22a. 0=NO, 1=YES, 88=N/A</b>
b.	nail	msumari	msumari	musumwal	<b>22b. 0=NO, 1=YES, 88=N/A</b>
c.	comb	kichana	esichanuo	kichanu	<b>22c. 0=NO, 1=YES, 88=N/A</b>
d.	scissors	makasi	makasi	makas	<b>22d. 0=NO, 1=YES, 88=N/A</b>
e.	torch	tochi	itochi	toch	<b>22e. 0=NO, 1=YES, 88=N/A</b>
f.	safety pin	kipini	esipini	kipino	<b>22f. 0=NO, 1=YES, 88=N/A</b>
g.	candle	msumaa	musuma	msumaa	<b>22g. 0=NO, 1=YES, 88=N/A</b>
h.	thread	uzi	ovuusi	usi	<b>22h. 0=NO, 1=YES, 88=N/A</b>
i.	mirror	kioo	ikiyoo	kioo	<b>22i. 0=NO, 1=YES, 88=N/A</b>
j.	sieve	kichungi	esichungo	rachungi	<b>22j. 0=NO, 1=YES, 88=N/A</b>
k.	fork	uma	euma	uma	<b>22k. 0=NO, 1=YES, 88=N/A</b>
l.	wick	kitambi	olutambi	kitambi	<b>22l. 0=NO, 1=YES, 88=N/A</b>
m.	watch	saa	esa	saa	<b>22m. 0=NO, 1=YES, 88=N/A</b>
n.	funnel	kichoteo	efaneli	nyang'wara	<b>22n. 0=NO, 1=YES, 88=N/A</b>

**22. Child can IDENTIFY objects that you name.**

**With the same 14 objects in front of the child, ask the child to point to the objects as you name them. Say:**

**ENG:** Point to the \_\_\_\_\_.

**KIS:** Onyesha \_\_\_\_\_.

**SAM:** Ekesa \_\_\_\_\_.

**LUO:** Siemna \_\_\_\_\_.

**Indicate those that the child is able to point to:**

	<b>ENG:</b>	<b>KIS:</b>	<b>SAM:</b>	<b>LUO:</b>	
a.	soap	sabuni	Esabuni	sabun	<b>22a. 0=NO, 1=YES, 88=N/A</b>
b.	nail	msumari	msumari	musumwal	<b>22b. 0=NO, 1=YES, 88=N/A</b>
c.	comb	kichana	esichanuo	kichanu	<b>22c. 0=NO, 1=YES, 88=N/A</b>
d.	scissors	makasi	Makasi	makas	<b>22d. 0=NO, 1=YES, 88=N/A</b>
e.	torch	tochi	Itochi	toch	<b>22e. 0=NO, 1=YES, 88=N/A</b>
f.	safety pin	kipini	Esipini	kipino	<b>22f. 0=NO, 1=YES, 88=N/A</b>
g.	candle	msumaa	Musuma	msumaa	<b>22g. 0=NO, 1=YES, 88=N/A</b>
h.	thread	uzi	Ovuusi	usi	<b>22h. 0=NO, 1=YES, 88=N/A</b>
i.	mirror	kioo	Ikiyoo	kioo	<b>22i. 0=NO, 1=YES, 88=N/A</b>
j.	sieve	kichungi	esichungo	rachungi	<b>22j. 0=NO, 1=YES, 88=N/A</b>
k.	fork	uma	euma	uma	<b>22k. 0=NO, 1=YES, 88=N/A</b>
l.	wick	kitambi	olutambi	kitambi	<b>22l. 0=NO, 1=YES, 88=N/A</b>
m.	watch	saa	esa	saa	<b>22m. 0=NO, 1=YES, 88=N/A</b>
n.	funnel	kichoteo	efaneli	nyang'wara	<b>22n. 0=NO, 1=YES, 88=N/A</b>

**26. Child is able to tell you the use of objects.**

**Do NOT point to any of the items. Indicate 88 if child refuses to speak. Ask:**

**26a. ENG:** What do you do with soap?

**KIS:** Wewe hufanya nini na sabuni?

**SAM:** Khukhoreranga sina esabuni?

**LUO:** Itimo ga ang'o gi sabun?

**26a. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**26b. ENG:** What do you do with a wick?

**KIS:** Wewe hufanya nini na utambi?

**SAM:** khukhoreranga sina olutambi?

**LUO:** Itimo ga ang'o gi kitambi?

**26b. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**26c. ENG:** What do you do with a watch?

**KIS:** Wewe hufanya nini na saa?

**SAM:**Khukhoreranga sina esaa?

**LUO:** Itimo ga ang'o gi saa?

**26c. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**26d. ENG:** What do you do with a torch?

**KIS:** Wewe hufanya nini na tochi?

**SAM:** Khukhoreranga sina itochi?

**LUO:** Itimo ga ang'o gi toch?

**26d. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**26e. ENG:** What do you do with matches?

**KIS:** Wewe hufanya nini na kiberiti?

**SAM:** Khukhoreranga sina esiberiti?

**LUO:** Itimo ga ang'o gi kiberit?

**26e. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**Score each item as a PASS if child can correctly state the use of the object, using a verb.**

**25. Child is able to follow a 3 stage command.**

**Put away everything except the spoon and cup.**

**Say:**

**ENG:** Listen carefully now. I want you to pay close attention to what I am saying. I am going to ask you to do 3 things. I want you to do these 3 things just as I say. Are you ready? OK, good. Here we go: Put the spoon in the cup, touch your nose and pat your head.

**KIS:** Sasa, sikiliza kwa makini. Nataka uwe makini kwa yale ninayosema. Nitakuuliza ufanye vitu vitatu. Nataka ufanye hivi vitu vitatu kama nitakavyo sema. Uko tayari? Sawa, vizuri. Tunaendelea: weka kijiko ndani ya kikombe, shika mapua yako, na shika kichwa chako.

**SAM:** Tekeresia ebilai. Ndakha otekeresie ebilai khuesia ndi obola. Njookhuteba okhole ebindu bidatu. Ndakha okhole ebindu bidatu bino ngalu mbola. Ori tiyari? sawa, bilayi. Khakhukhole: Ta esijiko mu sikombe, dira amolu kao manu ukude khu mtwe.

**LUO:** Koro winja malong'o. Adwaro ni mondo iwinj maber gima awacho. Adhi penji mondo idwok gik moko adek. Adwaro ni mondo itim gikmoko adek gi mana kaka awacho. Iikori? Kare, ber. Wachako: ket kijiko ei okombe, mak umi gi wiyi.

**Child can try only once. Do NOT give further instruction after the child has started to carry out the commands.**

**You can encourage the**

**child by saying:**

**ENG:** Go on. **OR** Good. Keep going.

**KIS:** Endelea. **OR** Sawa endelea.

**SAM:** Chiririra. **OR** Nebilayi. Chiririra.

**LUO:** Dhi nyime. **OR** Ber. Thi nyime.

**Score a PASS if child is able to carry out all 3 actions in succession (in the right order).**

**25. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**24. Child is able to categorize things.**

**Indicate 88 if child refuses to speak. Say:**

**ENG:** Tell me as many foods as you can think of.

**KIS:** Niambie vyakula vingi uwezavyo kufikiria.

**SAM:** Mborere ebiakhuria ebingi nga oluonyala okhupara.

**LUO:** Nyisa chiemo mangeny moloyo minyalo paro.

**TALLY all of the foods mentioned. Each food must be distinct. That is, child CANNOT receive credit for saying "fruit" and "mango."**

**Child CAN receive credit for saying "papaya" and "mango."**

**You can prompt up to 3 times. If the child does not mention at least 5 distinct foods, say:**

**ENG:** Good. Now tell me some animals that you know.

**KIS:** Vizuri. Sasa nieleze baadhi ya wanyama unaowajua.

**SAM:** Nebilayi lano mborere Echisolo echia wamanya.

**LUO:** Kare. Koro nyisa le moko ma ing'eyo.

**TALLY each animal mentioned. You can prompt up to three times.**

**Score a PASS if the child can name at least 5 foods OR 5 animals.**

**24. PASS: 0 = NO**

**1 = YES, knows 5 distinct foods OR animals**

**88 = N/A**

**28. Child knows questions relating to the understanding of certain concepts.**

**Indicate 88 if child refuses to speak. Ask:**

**28a. ENG:** What do you do when you are hungry?

**KIS:** Wewe hufanya nini unapo hisi njaa?

**SAM:** Okholanga sina injala niikhuluma?

**LUO:** Itimo ga ang’o ka kech kayi?

**28a. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**28b. ENG:** What do you do when you are tired?

**KIS:** Wewe hufanya nini unapo hisi uchovu?

**SAM:** Okholanga sina nojong’ere?

**LUO:** Itimo ga ang’o ka iol?

**28b. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**28c. ENG:** What do you do when you are cold?

**KIS:** Wewe hufanya nini unapo hisi baridi?

**SAM:** Okholanga sina noburira imboo?

**LUO:** itimo ga ang’o ka iwinjo koyo?

**28c. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**Acceptable answers include “eat,” “sleep/rest,” and “put on a jacket or sweater” or “go inside the house” or “go by the fire.” If child responds, for example, “I go to the store to get food,” prompt the child by saying, “I see. And then what do you do?”**

**Score a PASS on each item if child can answer correctly.**

**29. Child understands adjectives.**

**Ask:**

**29a. ENG:** Which goes faster, a bicycle or a motorbike?

**KIS:** Gani inaenda mbio zaidi baisikeli ama pikipiki?

**SAM:** Esiri sichichanga embiro sana? Endika kose pikipiki?

**LUO:** Mane maringo matek ndiga koso apiko?

**29a. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**29b. ENG:** Which is bigger, a goat or a cow?

**KIS:** Gani kubwa zaidi, mbuzi au ng'ombe?

**SAM:** Esiriena esikhongo mno embusi kose engombe?

**LUO:** Mane ma duong', diel koso dhiang?

**29b. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**Score a PASS on each item if child answers correctly.**

**31. Child can understand prepositions and follow related tasks.**

**Get out the CONTAINER, CUP and a BOTTLE TOP. Place the cup upside down in front of the child. Give the child the bottle top.**

**Say:**

**Take out the cup, empty container, and 1 bottle top.**

- 31a. ENG:** Put the bottle top under the container.  
**KIS:** Weka pekee chini ya containa.  
**SAM:** Ta epeke asi wa econtaina.  
**LUO:** Ket pekle e bwo kasuku.
- 31b. ENG:** Put it on the cup.  
**KIS:** Iweke juu ya kikombe.  
**SAM:** Ite akulu wa esikombe.  
**LUO:** Kete e wi kikombe.
- 31c. ENG:** Put it next to the container.  
**KIS:** Iweke karibu na kontaina.  
**SAM:** Ite ambi nende esikombe.  
**LUO:** Kete but kasuku.
- 31d. ENG:** Put the bottle top between the container and the cup.  
**KIS:** Weka pekee katikati ya containa na kikombe.  
**SAM:** Ta epeke katikati ya containa nende esikombe.  
**LUO:** Ket pekle kind kikombe gi kasuku.
- 31e. ENG:** Put it behind the cup.  
**KIS:** Iweke nyuma ya kikombe.  
**SAM:** Ite inyuma wa esikombe.  
**LUO:** Kete tok kikombe.

**31a. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**31b. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**31c. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**31d. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**31e. PASS: 0 = NO**  
**1 = YES**  
**88 = N/A**

**Score a PASS on each item if child completes it correctly.**

**32. Child understands the concept of opposites.**

**Indicate 88 if child refuses to speak. Say:**

**ENG:** I want you to help me finish some sentences. If a man is big, a baby is \_\_\_\_\_.  
Nataka unisaidie kumaliza sentensi. Kama mwanaume ni mkubwa, mtoto ni

**KIS:** \_\_\_\_\_.

**SAM** Ndakha ukhonye omaririsia sentensi chino. Omusacha nari mukhongo, omwana  
: ni \_\_\_\_\_.

**LUO:** Adwa ni ikonya tieko andike moko. Ka dichuo duong' ,nyathi\_\_\_\_\_.

**If the child says "small," "little," or something similar continue to question 32a (below). If the child does not understand, say:**

**ENG:** Let's try another one: An ant is small, but an elephant is \_\_\_\_\_.

**KIS:** Wacha tujaribu nyengine: Siafu ni ndogo, lakini ndovu ni \_\_\_\_\_.

**SAM** Kha khuteme eindi: endukusi ni endidi, enjofi ni \_\_\_\_\_.

:

**LUO:** Watem moro: ochunglo tin, to liech \_\_\_\_\_.

**If the child STILL does not understand, discontinue and mark FAIL for each item. If the child understands, say:**

**32a. ENG:** Good! Let's try some more. If the sun comes up in the day, the stars comes out  
at \_\_\_\_\_.

**KIS:** Vizuri! Wacha tujaribu zingine. Ikiwa jua hutoka mchana, nyota hutoka saa \_\_\_\_\_.

**SAM** Nebilayi! Kha khuteme echindi khandi. Omubasu nikutula esidete, eninginingi  
: chitula \_\_\_\_\_.

**LUO:** Kare! Watem moko. Ka chieng biro odiochieng, sulwe biro \_\_\_\_\_.

**32a. PASS: 0 = NO**

**1 = YES**

**88 =**

**N/A**

**32b. ENG:** During the day we are awake, at night we are \_\_\_\_.

**KIS:** Wakati wa mchana tuko macho, usiku tuko \_\_\_\_\_.

**SAM** esidete khumoka, esiro khu

:

**LUO:** Ka odio chieng waneno, otieno wa \_\_\_\_\_.

**32b. PASS: 0 = NO**

**1 = YES**

**88 =**

**N/A**

**32c. ENG:** If you cry when you are sad, you smile when you are \_\_\_\_.

**KIS:** Ikiwa unalia kama umehuzunika, unatabasamu ukiwa \_\_\_\_\_.

**SAM** Ni khurira nikhusinyikhe, ocekha ni \_\_\_\_\_.

:

**LUO:** Ki inywak ka isin, ibuongjo ka \_\_\_\_\_.

**32c. PASS: 0 = NO**

**1 = YES**

**88 =**

**N/A**

**32. (Continued)**

**32d. ENG:** The stove is hot, ice is \_\_\_\_\_.

**KIS:** Stovu ni moto, barafu ni \_\_\_\_\_.

**SAM** Erijiko niribarire, ebarafu \_\_\_\_\_.

:

**LUO:** Stof liet, baraf \_\_\_\_\_.

**32d. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**32e. ENG:** You walk on the road, you swim in the \_\_\_\_\_.

**32e. PASS: 0 = NO**

Log Number: |\_\_\_|\_\_\_|\_\_\_|\_\_\_|\_\_\_|

**KIS:** Unatembea barabarani, unaogolea \_\_\_\_.

**SAM** Okenda khu barabara, osoga \_\_\_\_.

:

**LUO:** Iwuotho e ndara, igo abal e \_\_\_\_.

**1 = YES**

**88 =**

**N/A**

**Score a PASS on each item if child answers correctly.**

**35., 34. AND 33. Child knows quantities.**

**Line up 12 blocks in a row in front of the child, and say:**

**ENG:** Can you tell me how many blocks are here? Count them for me.

**KIS:** Unaweza niambia blocks ngapi ziko hapa? Nihasabie.

**SAM:** Onyala khumborera blocks chinga chiri ano? Chivale.

**LUO:** Inyalo nyisa ni block adi manitie ka? Kwan na.

**Child MUST be able to correctly count objects, and is not assigning numbers incorrectly to objects (i.e, repeating numbers, counting out of order, etc.).**

**35. Score as a PASS if child can correctly count 10 or more.**

**35. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**34. Score as a PASS if child can correctly count 5 or more.**

**34. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**33. Score as a PASS if child can correctly count 3 or more.**

**33. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**33a. In what language did the child count the blocks?**

|\_\_| |\_\_\_\_\_

1=English

2=KiSwahili

3=Samia

4=Luo

5=Other (specify)

**46. Child can pass ONE block. Say:**

**ENG:** Good. Now, I want you to put 1 block here.

**KIS:** Sawa. Sasa nataka uweke block 1 hapa.

**SAM:** Ebilayi. Nano ndakha ote block 1 ano.

**LUO:** Ber. Koro, adwa ni iket block 1 ka.

**Score as a PASS if child moves ONE block only.**

**46. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**47. Replace block. Now see if child can pass THREE blocks.**

**Say:**

**ENG:** Good. Now, I want you to put 3 blocks here.

**KIS:** Sawa. Sasa nataka uweke block 3 hapa.

**SAM:** Ebilayi. Nano ndakha ote blocks 3 ano.

**LUO:** Ber. Koro, adwa ni iket block 3 ka.

**Score as a PASS if child moves THREE blocks only.**

**47. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**48. Replace blocks. Now see if child can pass FIVE blocks.**

**Say:**

**ENG:** Good. Now, I want you to put 5 blocks here.

**KIS:** Sawa. Sasa nataka uweke block 5 hapa.

**SAM:** Ebilayi. Nano ndakha ote blocks 5 ano.

**LUO:** Ber. Koro, adwa ni iket block 5 ka.

**Score as a PASS if child moves FIVE blocks only.**

**48. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

**37. Child can name the color red.**

**Point to RED circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

**Score as PASS if child correctly names color.**

<p><b>37. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**38. Child can name the color blue.**

**Point to BLUE circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

**Score as PASS if child correctly names color.**

<p><b>38. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**43. Names three or more letters in first name.**

**Write child's first name in large, capital letters on a piece of paper. Point to each letter and say:**

**ENG:** Tell me this letter.

**KIS:** Niambie hii herufi.

**SAM:** Mborere ino ni leta si?

**LUO:** Nyisa leta ni.

**Score PASS if child correctly names 3 or more.**

<p><b>43. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**39. Child can name the color yellow.**

**Point to YELLOW circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

**Score as PASS if child correctly names color.**

<p><b>39. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**40. Child can name the color green.**

**Point to GREEN circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

**Score as PASS if child correctly names color.**

<p><b>40. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**42. Names two or more letters in first name.**

**Score PASS if child correctly names 2 or more.**

<p><b>42. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**41. Names one or more letters in first name.**

**Score PASS if child correctly names 1 or more.**

<p><b>41. PASS: 0 = NO</b>  <b>1 = YES</b>  <b>88 = N/A</b></p>
---

**Instructions for FO: Before submitting this test booklet at the IPAK office, please ensure that the test is fully filled out (including indicating "88" for all items after the test was stopped). Indicate here when that has been done.**

100. Score sheet is complete: (1=Yes, 2=No) |\_\_\_|

**IF CHILD IS BELOW 6 YEARS OLD, END THE TEST AND THANK THE CHILD, OTHERWISE CONTINUE.**

Log Number: |\_\_|\_\_|\_\_|\_\_|\_\_|

**Test 6: PLUS – EF**

**NOTE: THIS TEST IS ADMINISTERED TO CHILDREN WHO ARE 6 YEARS OLD AND ABOVE.**

**THIS IS AN ANDROID-BASED TEST THAT SHOULD BE ADMINISTRED SEPERATELY**

**ONCE DONE WITH THE TEST, MOVE TO TEST 7**

**Early Grade Reading Assessment: Protocol**

**KLPS4-KIDS**

**SWAHILI**

---

**General Instructions**

*It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly.*

## Sehemu ya Kwanza: Ufahamu Wa Sauti Za Herufi

Muonyeshe mwanafunzi orodha ya herufi iliyomo katika kijitabu cha mwanafunzi. Kisha sema ifuatavyo:

**Karatasi hii ina herufi mbali mbali. Tafadhali zitamke sauti za herufi zote unazozijua.**

**Kwa mfano, sauti ya herufi hii [kisha mwonyeshe herufi o] ni “/o/”**

**Hebu tufanye mazoezi: Nitamkie sauti ya herufi hii [mwonyeshe herufi N]:**

*Iwapo jawabu la mwanafunzi ni sahihi, sema : Vyema, sauti ya herufi hii ni “/n/”*

*Iwapo jawabu la mwanafunzi sio sahihi, sema: Sauti ya herufi hii ni “/n/”*

**Sasa, hebu jaribu sauti nyingine za herufi: Hebu nitamkie sauti ya herufi hii [mwonyeshe herufi m]:**

*Iwapo jawabu la mwanafunzi ni sahihi, sema: Vyema, sauti ya herufi hii ni “/m/”*

*Iwapo jawabu la mwanafunzi sio sahihi, sema: Sauti ya herufi hii ni “/m/” Je,*

**umeelewa unavyopaswa kufanya?**

**Nikisema “Anza”, tafadhali zitamke sauti za herufi hizi haraka iwezenavyo lakini kwa makini. Nitamkie sauti za herufi, kuanzia hapa kisha kuendelea hivi. [Elekeza kidole chako katika herufi ya kwanza katika mstari wa juu baada ya mfano kisha uendelee hadi mwisho wa mstari huo]. Nitanyamaza nikusikilize. Uko tayari? Anza.**



Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo herufi ya kwanza. Fuatiliza kusoma kwake ukitumia penseli kisha utie alama ya mkwaju (/) katika kila herufi ambayo hakuweza kuitamka. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambapo alijisahihisha, tia alama ya duara (O) kwa herufi hiyo kisha uendelee. **Unapaswa kukimya**, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mwelekeze katika herufi inayofuata kisha umwambie

**“Tafadhali endelea .”** Kisha utie alama ya kuonyesha hakupata jibu sahihi.

**BAADA YA SEKUNDE 60 SEMA, “Acha kusoma.” Halafu tia alama ya mabano ( / ) katika herufi ya mwisho aliyosoma.**

**Kanuni ya kusitisha kusoma mapema:** Iwapo mwanafunzi hatapata jawabu sahihi hata moja katika mstari wa kwanza, hata kwa kujikosoa, sema **“Asante !”** Sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu kisha uendelee na sehemu inayofuata.

Mifano:

	o	N								
	1	2	3	4	5	6	7	8	9	10
t	a	e	S		M	a	N	u	S	n
i	W	n	a		u	l	p	i	k	z
ny	u	A	p	ch	b	A	th	o	n	
i	O	p	e	a	gh	u	n	w	i	
E	z	ng'	n		T	A	K	m	ch	i
a	u	d	dh		V	l	i	z	M	e
sh	i	l	u	h	a	R	p	v	f	
k	U	N	g		A	L	u	O	s	f
y	n	B	R	k	n	D	gh	t	K	
m	o	h	gh		G	y	a	i	A	l

Muda uliosalia katika saa ya kupima kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE) :

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza.

## Sehemu ya Pili: Ufahamu Wa Silabi

Mwonyeshe mwanafunzi orodha ya silabi iliyomo katika kijitabu cha mwanafunzi. Kisha sema ifuatavyo:

**Karatasi hii ina silabi mbali mbali. Tafadhali zitamke silabi zote unazozijua.**

**Kwa mfano, silabi hii [kisha mwonyeshe silabi 'ya'] ni "ya"**

**Hebu tufanye mazoezi: Nitamkie silabi hii [mwonyeshe silabi 'si']:**

Iwapo jawabu la mwanafunzi ni sahihi, sema: **Vyema, silabi hii ni "si"**

Iwapo jawabu la mwanafunzi sio sahihi, sema: **Silabi hii ni "si"**

**Sasa, hebu jaribu silabi nyingine: nitamkie silabi hii [mwonyeshe silabi 'fu']:**

Iwapo jawabu la mwanafunzi ni sahihi, sema: **Vyema, silabi hii ni "fu."**

Iwapo jawabu la mwanafunzi sio sahihi, sema: **Silabi hii ni "fu."**

**Je, umeelewa unavyopaswa kufanya?**

**Nikisema "Anza", tafadhali zitamke silabi hizi haraka iwezenavyo lakini kwa makini. Nitamkie silabi, kuanzia hapa kisha kuendelea hivi. [Elekeza kidole chako katika silabi ya kwanza katika mstari wa juu baada ya mfano kisha uendelee hadi mwisho wa mstari huo]. Nitanyamaza nikusikilize. Uko tayari? Anza.**



Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo silabi ya kwanza. Fuatiliza kusoma kwake ukitumia penseli kisha utie alama ya mkwaju (/) katika kila silabi ambayo hakuweza kuitamka. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambalo alijisahihisha, tia alama ya duara (O) kwa silabi hiyo kisha uendele. **Unapaswa kukimya**, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mwelekeze kwa silabi inayofuata kisha umwambie **"Tafadhali endelea."** Kisha utie alama ya kuonyesha hakupata jibu sahihi.

**BAADA YA SEKUNDE 60 SEMA, "Acha kusoma" Halafu tia alama ya mabano ( / ) katika silabi ya mwisho aliyosoma.**

**Kanuni ya kusitisha kusoma mapema:** Iwapo mwanafunzi hatapata jawabu sahihi hata moja katika mstari wote wa juu, hata kwa kujikosoa, sema **"Asante !"**, sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu na uendele na shughuli inayofuata.

Mifano:

ya si fu

1	2	3	4	5	6	7	8	9	10	
na	de	ma	di	ra	vi	aa	zu	we	ndi	(10)
ne	za	do	bwa	bi	ho	he	ku	su	ngi	(20)
mba	ti	mi	wi	mwa	la	re	so	po	du	(30)
tu	ka	shi	mu	cho	ji	ua	hi	ru	yo	(40)
le	fi	zi	se	ye	nde	ni	fa	ha	mwe	(50)
sha	mo	ke	ju	vu	nye	me	te	o	da	(60)
he	ja	ba	nyu	pe	ngu	bu	mbi	yu	cha	(70)
nu	ko	li	sa	pa	ya	si	no	nzi	che	(80)
nda	fu	msi	ga	au	mto	ri	nga	to	be	(90)
mbe	ii	gu	go	wa	zo	ki	nya	pi	je	(100)

Muda uliosalia katika saa ya kupima kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE) :

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza.

## Sehemu ya Tatu: Kutambua Maneno ya Kubuni

Muonyeshe mwanafunzi orodha ya maneno ya kubuni iliyomo ndani ya kijitabu cha mwanafunzi, halafu sema,

**Karatasi hii ina maneno yaliyobuniwa. Ningependa usome maneno yote unayoweza. Kwa mfano, neno hili la kubuni ni: “ buza”**

**Hebu tufanye mazoezi: tafadhali lisome neno hili [mwonyeshe neno “zefu”]**

[Iwapo mwanafunzi atasema “zefu”, mwambie]: **“Vizuri sana : “zefu”**

[Iwapo mwanafunzi hakusoma neno “zefu” vizuri, mwambie]: **Neno hili la kubuni ni “zefu.”**

**Sasa, hebu jaribu neno lingine la kubuni: Tafadhali soma neno lifuatalo mwonyeshe neno: “sharu”.**

[Iwapo mwanafunzi atasema “sharu”, mwambie]: **“Vizuri sana : “sharu”**

[Iwapo mwanafunzi hakusoma neno “sharu” vizuri, mwambie]: **Neno hili la kubuni ni “sharu.”**

**Nikisema “Anza”, yasome maneno haraka iwezekanavyo lakini kwa makini. Yasome maneno kutoka upande wa kushoto kuelekea upande wa kulia wa ukurasa huu, ukianzia mstari wa kwanza. Nitakimya nikusikilize, isipokuwa wakati unapohitaji usaidizi. Je, umeelewa jinsi unavyopaswa kufanya? Uko tayari? Anza.**



Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo neno la kwanza. Fuatiliza kusoma kwake ukitumia penseli hukua ukitia alama ya mkwaju (/) katika kila neno ambalo hakusoma sahihi. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Iwapo ulikuwa umemkosoa mwanafunzi katika jibu ambalo alijisahihisha, tia alama ya duara (O) kwa neno hilo kisha uendelee. **Unapaswa kukimya**, isipokuwa wakati unampa mwanafunzi majibu, ifuatavyo: Iwapo mwanafunzi anasita kwa muda wa sekunde 3, mwelekeze katika neno linalofuata kisha umwambie **“Tafadhali endelea.”** Kwa kila neno unalomsomea mwanafunzi, tia alama ya kuonyesha hakupata jibu sahihi.

**BAADA YA SEKUNDE 60 SEMA, “Acha kusoma.” Halafu tia alama ya mabano (/) katika neno la mwisho alilosoma.**

**Kanuni ya kusitisha kusoma mapema:** Iwapo mwanafunzi hakusoma vilivyo maneno yote katika mstari wa kwanza, sema **“Asante !”**, sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu na uendelee na sehemu inayofuata.

Mifano:	buza	zefu	sharu	
1	2	3	4	5
mapa	nyuza	mwela	nziki	gazu (5)
ngute	gowe	vube	honzi	howe (10)
choyu	hefa	shifi	ndweku	ndami (15)
yota	regu	vicha	kine	leye (20)
dusu	msino	rime	chena	mbeta (25)
chuso	mtozo	toko	bwara	sharu (30)
riki	kabe	kuvi	sine	ngiso (35)
nepu	fipe	josa	rubwa	vili (40)
ripi	nzinga	zefu	hungu	mwate (45)
ndise	kenzi	mtofi	kengu	ndaho (50)

Muda uliosalia katika saa ya kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE):

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza.


**Sehemu ya Nne: Kutambua Maneno Halisi na ya Kubuni**

Muonyeshe mwanafunzi orodha ya maneno halisi na ya kubuni iliyomo ndani ya kijitabu cha mwanafunzi, halafu sema,

**Karatasi hii ina maneno yaliyo na maana (maneno halisi) na yasiyo na maana (maneno ya kubuni) . Ningependa usome maneno yote unayoweza kisha unieleze ikiwa neno ulilolisoma lina maana au halina maana. Kwa mfano, neno hili ni: “bino”, hili neno halina maana.**

**Hebu tufanye mazoezi: tafadhali lisome neno hili [mwonyeshe neno “paka”]**

[Iwapo mwanafunzi atasoma na kusema “lina maana”, mwambie]: **“Vizuri sana : “neno paka lina maana”**

[Iwapo mwanafunzi hakusoma vizuri au kusema “halina maana”, mwambie]: **Neno hili ni “paka” na lina maana.**

**Sasa, hebu jaribu neno lingine: Tafadhali soma neno lifuatalo mwonyeshe neno: “nyoki”.**

[Iwapo mwanafunzi atasoma na kusema “halina maana”, mwambie]: **“Vizuri sana : “halina maana”**

[Iwapo mwanafunzi hakusoma vizuri au kusema “lina maana”, mwambie]: **Neno hili ni “nyoki” na halina maana.**

**Nikisema “Anza”, yasome maneno haraka iwezekanavyo lakini kwa makini huku unieleza iwapo yana maana au la. Nitakimya nikusikilize. Je, umelewa jinsi unavyopaswa kufanya? Uko tayari? Anza.**

**Unapaswa kukimya, Iwapo mwanafunzi anasita kwa muda wa sekunde 5, mwelekeze kwa neno linalofuata kisha umwambie “Tafadhali endelea.”**Kwa kila neno asilolisoma mwanafunzi, tia alama ya kutojibu.

Mfano	bino	paka	nyoki
nen	Jibu sahihi	Jibu lisilosahihi	Kutojibu
uko [halisi]			
vyalu [buni]			
nundu [halisi]			
jana [halisi]			
puku [buni]			
hidi [buni]			
kinga [halisi]			
twiga [halisi]			
komu [halisi]			
damu [halisi]			
siwi [buni]			
ngazi [halisi]			
jutu [buni]			
tobu [buni]			
raha [halisi]			
kundi [halisi]			
wiba [buni]			
chuchu [buni]			
nyonya [halisi]			
bivi [buni]			

## Sehemu ya Tano (a): Kusoma Hadithi kwa Sauti

Muonyeshe mwanafunzi hadithi iliyomo katika kijitabu cha mwanafunzi. Halafu sema hivi,

**Hii hapa ni hadithi fupi. Ngingependa uisome kwa sauti, haraka izekanavyo lakini kwa makini. Ukimaliza kuisoma, nitakuuliza maswali kuhusu yale uliyosoma. Je, umeelewa jinsi unavyopaswa kufanya? Nikisema “Anza,” isome hadithi vizuri kadri ya uwezo wako. Nitanyamaza nikusilikilize. Uko tayari? Anza.**

 Anzisha saa ya kupimia kasi pindi mwanafunzi asomapo neno la kwanza. Fuatilia kusoma kwake ukitumia penseli hukuukitie alama ya mkwaju (/) katika kila neno ambalo hakusoma vilivyo. Iwapo, mwanafunzi anajisahihisha, jibu hilo ni sahihi. Unapaswa kukimya. Iwapo i mwanafunzi atasita kwa muda wa sekunde, mwelekeze kwa neno linalofuata kwa kumwambia “**Tafadhali endelea.**” Kwa kila neno unalomsomea mwanafunzi, tia alama ya kuonyesha hakupata jibu sahihi.

**Baada ya sekunde 60 sema, “Acha kusoma.” Halafu tia alama ya mabano ( ) katika neno la mwisho alilosoma.**

**Kanuni ya kusitisha kusoma mapema:** Iwapo mwanafunzi hakusoma vilivyo maneno yote katika mstari wa kwanza, sema “**Asante !**”, sitisha shughuli hii, kisha utie alama katika kisanduku kilicho chini ya ukurasa huu na uendelee na sehemu inayofuata.

## Sehemu ya Tano (b). Ufahamu Wa Hadithi

Baada ya kukamilika kwa sekunde 60 au Iwapo mwanafunzi atamaliza kusoma hadithi, **IONDOE hadithi kutoka mbele ya mwanafunzi**, kisha uulize swali la kwanza hapa chini.

Mpe mwanafunzi hadi sekunde 15 alijibu swali, tia alama mwafaka kulingana na jibu lake, halafu uendelee katika swali linalofuata.

Soma maswali ya kila mstari hadi katika mabano yanayoonyesha mahala mwanafunzi alikomea kusoma.

HADITHI 1: Katana		MASWALI	JIBU SAHIHI	JIBU LISILOSAAHIHI	KUTOJIBU
Katana anaishi katika kijiji cha Busia.	6	<b>Katana anaishi wapi?</b> [Busia, katika kijiji cha Busia]			
Busia kunaishi watu wengi. Wezi wamekuwa wakivamia wanakijiji wa Busia	16	<b>Ni nani wamevamia wanakijiji wa Busia?</b> [Wezi]			
na kuwasumbua sana.Kamau ambaye ni chifu wa kijiji cha Busia amewapa wezi onyo kali. Amesema wezi watashikwa.	34	<b>Chifu amesema wezi watafanyiwa nini?</b> [Wataashikwa]			
Wakipatikana na hatia wezi watafungwa jela	40	<b>Wezi watafanyiwa nini wakipatikana na hatia?</b> [Wafungwa/watafungwa jela/watafungwajela kwa muda mrefu sana]			
kwa muda mrefu sana. Chifu amewaambia wanakijiji watoe habari kwa polisi.Wakifanya hivyo itakuwa ni rahisi kuwashika wezi wote kijijini.	60	<b>Je, unafikiri wezi wanaiba nini kwa kijiji nini?</b> [mifugo, vitu shambani / nyumbani Any relevant answer]			

Muda uliosalia katika saa ya kasi kufikia mwisho wa kusoma (idadi ya SEKUNDE):

Tia alama katika kisanduku hiki iwapo shughuli ya kusoma ilisitishwa kwa sababu mwanafunzi hakupata jawabu sahihi katika mstari wa kwanza.


**Sehemu ya Sita (a): Hadithi ya Kusikiliza**

*Muonyeshe mwanafunzi hadithi iliyomo katika kijitabu chako. Halafu sema hivi,*

**Hii hapa ni hadithi fupi. Nitaisoma kwa sauti. Nitaisoma mara moja tu. Halafu nitakuuliza maswali. Tafadhali sikiliza kwa makini kisha ujaribu kujibu maswali. Je, umeelewa jinsi unavyopaswa kufanya? Uko tayari? Naanza.**

**Sehemu ya Sita (b). Ufahamu wa Hadithi ya Kusikiliza**

*Baada ya kusoma hadithi, muulize mwanafunzi maswali. Mpe mwanafunzi hadi sekunde 15 alijibu swali, tia alama mwafaka kulingana na jibu lake, halafu uendelee katika swali linalofuata. Soma maswali ya kila mstari hadi mwisho.*

*Sehemu hii haitapimwa muda.*

<b>HADITHI 2: Hamisi</b>	<b>MASWALI</b>	<b>JIBU SAHIHI</b>	<b>JIBU LISILOSAAHIHI</b>	<b>KUTOJIBU</b>
Hamisi ni kijana wa umri wa miaka saba. Yeye yuko darasa la pili. Rafiki yake Hamisi anaitwa Majusa. Hamisi na Majusa wanapenda kuogelea mto Kata. Leo kumenyesha sana. Wazazi wao wamewaonya wasiogele. Leo Hamisi na Majusa wamebaki nyumbani. Hawaendi kuogelea	<b>Hamisi ako na umri wa miaka ngapi ?</b> [ saba, miaka saba ]			
	<b>Rafiki yake Hamisi anaitwa nani ?</b> [ Majusa ]			
	<b>Hamisi na rafiki yake wanapenda kufanya nini ?</b> [ Kuogelea/kuogelea mtoni Kata ]			
	<b>Kwa nini wazazi wao wamewaonya wasiogele ?</b> [ Kwa sababu kumenyesha, Kwa sababu ya mvua ]			
	<b>Unafikiri Hamisi na Majusa wanafanya nini nyumbani ?</b> [ Wanacheza, wanatazama runinga/televisheni, wamepumzika, n.k ]			

**IF CHILD IS BELOW 7 YEARS OLD, SKIP TO TEST 9: EARLY GRADE READING ASSESSMENT (EGRA) – MATHEMATICS, OTHERWISE CONTINUE.**

**Early Grade Reading Assessment: Protocol**

**KLPS4-KIDS**

**ENGLISH**

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**General Instructions**

*It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child (see example below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read **ONLY** the sections in boxes aloud slowly and clearly.*

### Section 5a. Oral passage reading

Show the child the story in the student stimuli booklet. Say,

Here is a short story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. Do you understand what you are to do? When I say “begin,” read the story as best as you can. I will keep quiet & listen to you. Ready? Begin.



Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, unless the child hesitates for 3 seconds, in which case, point to the next word and say “**Please go on.**” Mark the word not read by the child as incorrect.

At 60 seconds, say “**Stop.**” Mark the final word read with a bracket ( ] ).

**Early stop rule:** If the child reads no words correctly on the first line, say “**Thank you!**”, discontinue this exercise, check the box at the bottom of the page, and go on to the next exercise.

### Section 5b. Reading comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, **REMOVE the passage from in front of the child**, and ask the first question below.

Give the child at most 15 seconds to answer the question, mark the child’s response, and move to the next question.

Read the questions for each line up to the bracket showing where the child stopped reading.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can.

Story 3: Sara’s Cat		QUESTIONS	CORRECT RESPONSE	INCORRECT RESPONSE	NO RESPONSE
Sara had a big cat.	1	Who had a cat? [Sara]			
The big cat was black. Sara and the cat liked to play.	17	What did Sara and the cat like to do? [Play]			
One day Sara came home from school. She looked for the big cat but it was not at home. Sara was sad.	39	Why was Sara sad? [The cat was not at home]			
After a while the cat came back. Sara gave the cat some milk.	52	What did Sara give the cat? [Milk]			
The big cat was happy and slept on her lap. Sara was happy too.	66	Why do you think Sara was happy[she found the cat, Any reasonable answer]			

Time remaining on stopwatch at completion (number of SECONDS) :

Check this box if the exercise was discontinued because the child had no correct answers in the first line


**Test 9: Early Grade Reading Assessment (EGRA) – Mathematics**

**Early Grade Reading Assessment: Protocol**

**KLPS4-KIDS**

**MATHEMATICS**

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General Instructions

*It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child. The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud, slowly and clearly.*

Task 1: Number Identification - EXERCISE		 Sheet 1	 60 seconds (Timed)																				
	<p> Here are some numbers. I want you to point to each number and tell me what the number is. I am going to time you and will tell you when to start and when to stop.</p> <p><i>Kiswahili: Hapa pana nambari kadhaa. Nataka uonyeshe kila nambari kwa kidole na uniambie ni nambari gani. Nitakuhesabia muda na nitakueleza wakati wa kuanza na wakumaliza.</i></p> <p>- <b>[Point to the first number] Start here. [Glide hand from left to right]. Are you ready? . . . Start.</b></p> <p><i>Kiswahili: [Onyesha nambari ya kwanza kwa kidole] Anza hapa. [Teleza mkono kutoka upande wa kushoto hadi wa kulia]. Uko tayari?... Anza.</i></p> <p>- <b>What number is this?</b></p> <p><i>Kiswahili: Hii ni nambari gani?</i></p>		<p> (Stop)</p> <ul style="list-style-type: none"> <li>• If the time runs out (60 seconds), Tablet will turn red.</li> </ul> <p> (Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on a number for <b><u>5 SECONDS</u></b>, mark as wrong then prompt pupil to move on.</li> </ul>																				
	<p>Mark on the Tablet if incorrect or no response Put a bracket ( ] ) on the Tablet after the last number is read</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>2</td><td>9</td><td>0</td><td>17</td><td>23</td></tr> <tr> <td>31</td><td>55</td><td>49</td><td>11</td><td>20</td></tr> <tr> <td>95</td><td>73</td><td>46</td><td>87</td><td>64</td></tr> <tr> <td>121</td><td>403</td><td>300</td><td>711</td><td>919</td></tr> </tbody> </table>	2	9	0	17	23	31	55	49	11	20	95	73	46	87	64	121	403	300	711	919		
2	9	0	17	23																			
31	55	49	11	20																			
95	73	46	87	64																			
121	403	300	711	919																			

<b>Task 2: Number Discrimination - PRACTICE</b>	<b>Sheet 2A</b>	<b>x</b> (Not Timed)
<p><b>P1:</b></p> <p> <b>Look at these numbers. Tell me which number is bigger.</b>  <i>Kiswahili: Tazama nambari hizi. Niambie ni nambari gani kubwa?</i>  <div style="text-align: center; margin: 5px 0;">8    4</div> </p> <p>✓  <b>That's correct, 8 is bigger. Let's do another one.</b>  <i>Kiswahili: Sahihi! 8 ndio kubwa. Tujaribu nyingine.</i></p> <p>x  <b>The bigger number is 8. [Point to 8]: This is 8. [Point to 4]: This is 4. 8 is bigger than 4. Let's do another one.</b>  <i>Kiswahili : Nambari kubwa ni 8. [elekeza kidole kwa kwa 8]. Hii ni 8. . [elekeza kidole kwa 4]. Hii ni 4. '8' ni kubwa kuliko '4'. Tujaribu nyingine.</i></p>		
<p><b>P2:</b></p> <p> <b>Look at these numbers. Tell me which number is bigger.</b>  <i>Kiswahili: Tazama nambari hizi. Niambie ni nambari gani kubwa?</i>  <div style="text-align: center; margin: 5px 0;">12    22</div> </p> <p>✓  <b>That's right, 22 is bigger. Let's continue.</b>  <i>Kiswahili: Hiyo ni sahihi, 22 ni kubwa. Ebu tuendele.</i></p> <p>x  <b>The bigger number is 22. [Point to 22]: This number is 22. [Point to 12]: This is 12. 22 is bigger than 12. Let's continue.</b>  <i>Kiswahili : Nambari kubwa ni 22. [Elekeza kidole kwa 22]. Hii ni 12. [Elekeza kidole kwa 12]. 22 ni kubwa kuliko 12. Ebu tuendele.</i></p>		

<b>Task 2: Number Discrimination - EXERCISE</b>	<b>Sheets 2B1 &amp; 2B2</b>	<b>x</b> (Not Timed)																																																		
<p> <b>Look at these numbers. Tell me which number is bigger.</b>  <i>Kiswahili: Tazama nambari hizi. Nieleze ni nambari gani kubwa kuliko nyingine. Point and say [Repeat for each item]</i></p>																																																				
<p>Mark on the Tablet if incorrect or no response</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>7</td><td>2</td><td>7</td><td>*1*</td><td>*0*</td><td>91</td><td>81</td><td>91</td><td>*1*</td><td>*0*</td></tr> <tr> <td>16</td><td>23</td><td>23</td><td>*1*</td><td>*0*</td><td>325</td><td>620</td><td>620</td><td>*1*</td><td>*0*</td></tr> <tr> <td>51</td><td>15</td><td>51</td><td>*1*</td><td>*0*</td><td>864</td><td>963</td><td>963</td><td>*1*</td><td>*0*</td></tr> <tr> <td>88</td><td>78</td><td>88</td><td>*1*</td><td>*0*</td><td>419</td><td>219</td><td>419</td><td>*1*</td><td>*0*</td></tr> <tr> <td>32</td><td>42</td><td>42</td><td>*1*</td><td>*0*</td><td>681</td><td>981</td><td>981</td><td>*1*</td><td>*0*</td></tr> </table>			7	2	7	*1*	*0*	91	81	91	*1*	*0*	16	23	23	*1*	*0*	325	620	620	*1*	*0*	51	15	51	*1*	*0*	864	963	963	*1*	*0*	88	78	88	*1*	*0*	419	219	419	*1*	*0*	32	42	42	*1*	*0*	681	981	981	*1*	*0*
7	2	7	*1*	*0*	91	81	91	*1*	*0*																																											
16	23	23	*1*	*0*	325	620	620	*1*	*0*																																											
51	15	51	*1*	*0*	864	963	963	*1*	*0*																																											
88	78	88	*1*	*0*	419	219	419	*1*	*0*																																											
32	42	42	*1*	*0*	681	981	981	*1*	*0*																																											
<p>(Stop)</p> <ul style="list-style-type: none"> <li>• If the child makes 4 successive errors, the Tablet will turn red</li> </ul> <p>(Move on)</p> <ul style="list-style-type: none"> <li>• If the child doesn't respond after <b>5 SECONDS</b>, mark as <span style="background-color: black; color: black;">██████████</span> wrong then prompt pupil to move on.</li> </ul>																																																				

## Task 3: Missing number - PRACTICE

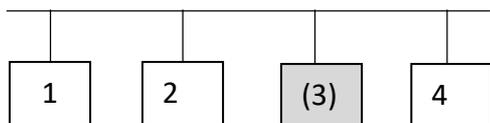
Sheet 3A

(Not Timed)

P1:

Here are some numbers. 1, 2, dash, 4, what number goes here?

*Kiswahili: Hapa pana nambari kadhaa. 1, 2, pengo, 4. Ni nambari gani itaenda hapa?*



✓ That's correct, 3. Let's do another example.

*Kiswahili: Hiyo ni sahihi, 3! Tujaribu mfano mwingine.*

✗ The number three goes here. Say the numbers with me. [Point to each number] 1, 2, 3, 4. 3 goes here. Let's do another example.

*Kiswahili: Nambari 3 itawekwa hapa. Tuseme nambari hizi pamoja.*

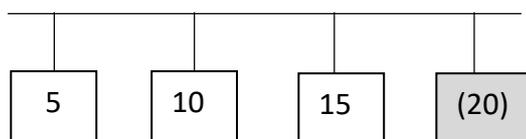
[Elekeza kidole kwa kila nambari]. 1, 2, 3, 4. Nambari 3 itawekwa hapa.

*Tujaribu mfano mwingine.*

P2:

Here are some numbers. 5, 10, 15, dash, what number goes here?

*Kiswahili: Hapa pana nambari kadhaa: 5, 10, 15, pengo. Ni nambari gani itaenda hapa?*



✓ That's correct, 20. Let's do some more.

*Hiyo ni sahihi, 20! Tujaribu mifano zaidi.*

✗ The number 20 goes here. Say the numbers with me. [Point to each number] 5, 10, 15, 20. 20 goes here. Let's do some more.

*Kiswahili: Nambari 20 itawekwa hapa. Tuseme nambari hizi pamoja*

*[elekeza kidole kwa kila nambari]. 5, 10, 15, 20. 20 inawekwa hapa.*

*Tujaribu mifano zaidi.*

Task 3: Missing number - EXERCISE	Sheets 3B1 & 3B2	⌚ (Not Timed)											
<p>👂 Here are some more numbers. <i>[Point to the box]</i> ... What number goes here?                      Kiswahili: Hapa pana nambari zaidi. <i>[Point to the box]</i> ... Ni nambari gani itaenda hapa?  <b>[Repeat for each item]</b></p>		<p>(Stop)</p> <ul style="list-style-type: none"> <li>• If the child gets 4 successive errors</li> </ul> <p>➡ (Move on)</p> <ul style="list-style-type: none"> <li>• If the child doesn't respond after <b>5 SECONDS</b>, mark as wrong then prompt pupil to move on.</li> </ul>											
Mark on the Tablet if incorrect or no response													
<p>1</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">3</td> <td style="border: 1px solid black; width: 25px; height: 25px;">4</td> <td style="border: 1px solid black; width: 25px; height: 25px;">5</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(6)</td> </tr> </table>	3	4	5	(6)	<p>6</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">10</td> <td style="border: 1px solid black; width: 25px; height: 25px;">623</td> <td style="border: 1px solid black; width: 25px; height: 25px;">624</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(625)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">626</td> </tr> </table>	10	623	624	(625)	626	<table style="width: 100%; text-align: right; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> </tr> </table>	1	0
3	4	5	(6)										
10	623	624	(625)	626									
1	0												
<p>2</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">12</td> <td style="border: 1px solid black; width: 25px; height: 25px;">13</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(14)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">15</td> </tr> </table>	12	13	(14)	15	<p>7</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">10</td> <td style="border: 1px solid black; width: 25px; height: 25px;">68</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(66)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">64</td> <td style="border: 1px solid black; width: 25px; height: 25px;">62</td> </tr> </table>	10	68	(66)	64	62	<table style="width: 100%; text-align: right; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> </tr> </table>	1	0
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<p>3</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">30</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(40)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">50</td> <td style="border: 1px solid black; width: 25px; height: 25px;">60</td> </tr> </table>	30	(40)	50	60	<p>8</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">10</td> <td style="border: 1px solid black; width: 25px; height: 25px;">75</td> <td style="border: 1px solid black; width: 25px; height: 25px;">80</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(85)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">90</td> </tr> </table>	10	75	80	(85)	90	<table style="width: 100%; text-align: right; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> </tr> </table>	1	0
30	(40)	50	60										
10	75	80	(85)	90									
1	0												
<p>4</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(200)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">300</td> <td style="border: 1px solid black; width: 25px; height: 25px;">400</td> <td style="border: 1px solid black; width: 25px; height: 25px;">500</td> </tr> </table>	(200)	300	400	500	<p>9</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">10</td> <td style="border: 1px solid black; width: 25px; height: 25px;">450</td> <td style="border: 1px solid black; width: 25px; height: 25px;">440</td> <td style="border: 1px solid black; width: 25px; height: 25px;">430</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(420)</td> </tr> </table>	10	450	440	430	(420)	<table style="width: 100%; text-align: right; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> </tr> </table>	1	0
(200)	300	400	500										
10	450	440	430	(420)									
1	0												
<p>5</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">2</td> <td style="border: 1px solid black; width: 25px; height: 25px;">4</td> <td style="border: 1px solid black; width: 25px; height: 25px;">6</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(8)</td> </tr> </table>	2	4	6	(8)	<p>10</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">10</td> <td style="border: 1px solid black; width: 25px; height: 25px;">9</td> <td style="border: 1px solid black; width: 25px; height: 25px;">14</td> <td style="border: 1px solid black; width: 25px; height: 25px; background-color: #cccccc;">(19)</td> <td style="border: 1px solid black; width: 25px; height: 25px;">24</td> </tr> </table>	10	9	14	(19)	24	<table style="width: 100%; text-align: right; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; width: 25px; height: 25px;">1</td> <td style="border: 1px solid black; width: 25px; height: 25px;">0</td> </tr> </table>	1	0
2	4	6	(8)										
10	9	14	(19)	24									
1	0												

Task 4A: Addition: Level 1 - EXERCISE	Sheets 4A	60 seconds (Timed)																				
<p><b>Here are some addition exercises [glide hand from top to bottom]. I am going to time you and will tell you when to start and when to stop. Say the answer for each question. If you don't know an answer, move to the next question. Are you ready? . . .</b></p> <p><i>Kiswahili: Hapa kuna mazoezi ya kuongezea. [Pitisha mkono kutoka juu hadi chini]. Nitakuhesabia muda na nitakuambia wakati wa kuanza na wa kumaliza. Sema jibu kwa kila swali. Kama hujui jibu, endelea na swali linalofuata. Uko Tayari? . . .</i></p> <p><b>Start here [point to the first problem].</b></p> <p><i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>		<p>(Stop)</p> <ul style="list-style-type: none"> <li>• If the time runs out (60 seconds), the Tablet will turn red.</li> </ul> <p>(Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on an item for <b>5 SECONDS</b>, mark as wrong then prompt pupil to move on.</li> </ul>																				
<p>( / ) Incorrect or no response ( ] ) After last problem attempted</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td>1 + 3 = (4)</td><td>7 + 8 = (15)</td></tr> <tr><td>2 + 3 = (5)</td><td>4 + 7 = (11)</td></tr> <tr><td>6 + 2 = (8)</td><td>7 + 5 = (12)</td></tr> <tr><td>4 + 5 = (9)</td><td>8 + 6 = (14)</td></tr> <tr><td>3 + 3 = (6)</td><td>9 + 8 = (17)</td></tr> <tr><td>8 + 1 = (9)</td><td>6 + 7 = (13)</td></tr> <tr><td>7 + 3 = (10)</td><td>8 + 8 = (16)</td></tr> <tr><td>3 + 6 = (9)</td><td>8 + 5 = (13)</td></tr> <tr><td>2 + 7 = (9)</td><td>8 + 10 = (18)</td></tr> <tr><td>9 + 1 = (10)</td><td>10 + 2 = (12)</td></tr> </tbody> </table>		1 + 3 = (4)	7 + 8 = (15)	2 + 3 = (5)	4 + 7 = (11)	6 + 2 = (8)	7 + 5 = (12)	4 + 5 = (9)	8 + 6 = (14)	3 + 3 = (6)	9 + 8 = (17)	8 + 1 = (9)	6 + 7 = (13)	7 + 3 = (10)	8 + 8 = (16)	3 + 6 = (9)	8 + 5 = (13)	2 + 7 = (9)	8 + 10 = (18)	9 + 1 = (10)	10 + 2 = (12)	
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2 + 7 = (9)	8 + 10 = (18)																					
9 + 1 = (10)	10 + 2 = (12)																					
<p>Record time left (seconds):</p>		<table border="1" style="width: 100%; height: 20px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table>																				
<p>To solve the problems, indicate the method the child used (tick all that apply):</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other ( describe) _____</p>																						

<b>Task 4B: Addition: Level 2 – EXERCISE</b>	 <b>Sheet 4B</b>	 <b>x</b> (Not Timed)
  Paper and pencil.		 (Stop)
<p> <b>Here are more addition exercises.</b>  <b>You may use this paper and pencil if you want to. But you do not have to do so.</b>  <i>Kiswahili: Hapa kuna mazoezi mengine ya kuongezea. Ukipenda, waweza kutumia hii penseli na karatasi. Lakini sio lazima.</i></p> <p><b>Start here [point to the first problem].</b>  <i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>		<ul style="list-style-type: none"> <li>• If the child did not answer any Level 1 question correctly.</li> <li>• If the child makes 4 consecutive errors.</li> </ul> <p> (Move on)</p>
<p> <u>Circle: 1 = Correct.</u>            0 = Incorrect or no response.</p> <p>12 + 7 = (19)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>17 + 8 = (25)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>18 + 11 = (29)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>22 + 37 = (59)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>38 + 26 = (64)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p>		<ul style="list-style-type: none"> <li>• If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?”</li> <li>• If a child continues to use an inefficient strategy or stops on an item <b>for 5 SECONDS.</b></li> </ul>
<p>To solve the problems, indicate the method the child used [( <input checked="" type="checkbox"/> ) tick all that apply]:</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other (  describe) _____</p>		

<b>Task 5A: Subtraction: Level 1 - - EXERCISE</b>	Sheet 5A	60 seconds (Timed)																				
<p><b>Here are some subtraction exercises [glide hand from top to bottom]. I am going to time you and will tell you when to start and when to stop. Say the answer for each question. If you don't know an answer, move to the next question. Are you ready? . . .</b></p> <p><i>Kiswahili: Hapa kuna mazoezi ya kutoa [elekeza mkono kutoka juu hadi chini]. Nitakuhesabia muda na nitakuambia wakati wa kuanza na wa kumaliza. Sema jibu kwa kila swali. Kama hujui jibu, endelea na swali linalofuata. Uko Tayari? . . .</i></p> <p><b>Start here [point to the first question].</b></p> <p><i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>	<p>(Stop)</p> <ul style="list-style-type: none"> <li>• If the time runs out (60 seconds), the Tablet will turn red.</li> </ul> <p>(Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on an item for <b>5 SECONDS</b>, mark as wrong and prompt pupil to move.</li> </ul>																					
<p>( / ) Incorrect or no response ( ) After last problem attempted</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td><math>4 - 3 = (1)</math></td><td><math>15 - 8 = (7)</math></td></tr> <tr><td><math>5 - 3 = (2)</math></td><td><math>11 - 7 = (4)</math></td></tr> <tr><td><math>8 - 2 = (6)</math></td><td><math>12 - 5 = (7)</math></td></tr> <tr><td><math>9 - 5 = (4)</math></td><td><math>14 - 6 = (8)</math></td></tr> <tr><td><math>6 - 3 = (3)</math></td><td><math>17 - 8 = (9)</math></td></tr> <tr><td><math>9 - 1 = (8)</math></td><td><math>13 - 7 = (6)</math></td></tr> <tr><td><math>10 - 3 = (7)</math></td><td><math>16 - 8 = (8)</math></td></tr> <tr><td><math>9 - 6 = (3)</math></td><td><math>13 - 5 = (8)</math></td></tr> <tr><td><math>9 - 7 = (2)</math></td><td><math>18 - 10 = (8)</math></td></tr> <tr><td><math>10 - 1 = (9)</math></td><td><math>12 - 2 = (10)</math></td></tr> </tbody> </table>	$4 - 3 = (1)$	$15 - 8 = (7)$	$5 - 3 = (2)$	$11 - 7 = (4)$	$8 - 2 = (6)$	$12 - 5 = (7)$	$9 - 5 = (4)$	$14 - 6 = (8)$	$6 - 3 = (3)$	$17 - 8 = (9)$	$9 - 1 = (8)$	$13 - 7 = (6)$	$10 - 3 = (7)$	$16 - 8 = (8)$	$9 - 6 = (3)$	$13 - 5 = (8)$	$9 - 7 = (2)$	$18 - 10 = (8)$	$10 - 1 = (9)$	$12 - 2 = (10)$		
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<p><b>Record time left (seconds):</b></p>																						
<p>To solve the problems, indicate the method the child used [( ) tick all that apply]:</p> <p>A.Solved the problems in his/her head</p> <p>B.Fingers</p> <p>C.Counters</p> <p>D. Tick marks on paper with a pencil</p> <p>E.Other ( describe) _____</p>																						

<b>Task 5B: Subtraction: Level 2 - EXERCISE</b>	 <b>Sheet 5B</b>	 <b>x</b> (Not Timed)
  Paper and pencil.		 (Stop)
<p> <b>Here are more subtraction exercises.</b>  <b>You may use this paper and pencil if you want to. You do not have to do so.</b>  <i>Kiswahili: Hapa kuna mazoezi zaidi ya kutoa. Ukipenda, unaweza Kutumia hii penseli na karatasi. Lakini sio lazima.</i></p> <p><b>Start here [point to first problem].</b>  <i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>		<ul style="list-style-type: none"> <li>• If the child did not answer any Level 1 question correctly.</li> <li>• If the child makes 4 consecutive errors.</li> </ul>
<p> <b>Circle: 1 = Correct.</b>  <b>0 = Incorrect or no response.</b></p> <p>19 – 7 = (12)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>25 – 8 = (17)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>29 – 11 = (18)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>59 – 37 = (22)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p> <p>64 – 26 = (38)      <input type="checkbox"/> *1*   <input type="checkbox"/> *0*</p>		<p> (Move on)</p> <ul style="list-style-type: none"> <li>• If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?”</li> <li>• If a child continues to use an inefficient strategy or stops on an item for <b><u>5 SECONDS.</u></b></li> </ul>
<p>To solve the problems, indicate the method the child used [( <input type="checkbox"/> ) tick all that apply]:</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other (  describe) _____</p>		

Task 6: Word Problems - PRACTICE	 (No stimuli Sheet)	 (Not Timed)
<p>  Counters, paper and pencil.</p>		
<p> <b>I have some questions that I am going to read to you. You will work them out and tell me the answer. Here are some objects to help you. You can use them if you need them, but you don't have to use them. Listen very carefully to each question. If you want me to repeat the question, please ask me to do so. Okay, let's get started.</b></p> <p><i>Kiswahili: Hapa nina maswali ambayo nitakusomea uyafanye. Utazifanya na kuniambia jibu. Hapa pana vifaa kadhaa vya kukusaidia. Ukitaka, waweza kuvitumia lakini sio lazima uvitumie. Sikiliza kila swali kwa makini. Ukitaka nirudie swali, niko tayari kufanya hivyo. Sawa! Hebu tuanze.</i></p> <p> <b>There are three children in the matatu. One child gets out of the matatu.</b></p> <p><b>How many children are left in the matatu? Kiswahili:</b>  <i>Kuna watoto watatu ndani ya matatu. Mtoto mmoja akatoka nje ya matatu.</i>  <i>Je, ni watoto wangapi wamebaki ndani ya matatu?</i></p> <p>✓  <b>That's right. There are two children left in the matatu. Let's do some more.</b></p> <p><i>Kiswahili: Hiyo ni sahihi; watoto wawili wamebaki ndani ya matatu. Hebu tufanye mazoezi zaidi.</i></p> <p>✗  <b>Imagine these counters are children [point to counters]. Count out three children. These children are in the matatu. One child gets out of the matatu. Using the counters, show me one child getting out of the matatu. How many children are left in the matatu? That's right. There are two children left in the matatu. Let's do some more.</b></p> <p><i>Kiswahili: Chukulia hivi vihesabio ni watoto [elekeza kidole kwa vihesabio]. Hesabu watoto watatu. Hawa watoto wako ndani ya matatu. Mtoto mmoja anatoka nje ya matatu. Ukitumia vihesabio, nionyeshe mtoto mmoja akitoka nje ya matatu. Je, ni watoto wangapi wamebaki ndani ya matatu? Hiyo ni sahihi; watoto wawili wamebaki ndani ya matatu. Hebu tufanye mazoezi zaidi</i></p>		

Task 6: Word Problems - EXERCISE		(No stimuli Sheet)	(Not Timed)
Counters, paper and pencil.			
<p><b>Now I have some more exercises for you.</b>  <i>Kiswahili: Sasa nina mazoezi zaidi kwako.</i></p>		<p>(Stop)</p> <ul style="list-style-type: none"> <li>If the child gets 4 successive errors</li> </ul> <p>(Move on)</p> <ul style="list-style-type: none"> <li>If a child stops on an item for <b>5 SECONDS.</b> (and does not attempt to use counters, fingers, paper, or pencil)</li> </ul>	
<p><b>Exercise 1</b></p> <p>There are 3 children in a house. [<i>pause and check</i>]            4 more children go into the house. [<i>pause and check</i>]            How many children are in the house altogether?</p> <p><i>Kiswahili: Kuna watoto 3 ndani ya nyumba. [pumziko]. Watoto wengine 4 wanaingia ndani ya nyumba. [pumziko]. Je, sasa ni watoto wangapi wako ndani ya nyumba kwa jumla?</i></p>	<p>Correct answer: 7</p> <p><b>Circle one:</b></p> <p><input type="checkbox"/> *1* Correct  <input type="checkbox"/> *0* Incorrect</p>	<p><b>Comment:</b> The “[<i>pause and checks</i>]” in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, “<b>Do you understand?</b>” “<b>Je, unaelewa?</b>”</p>	
<p><b>Exercise 2</b></p> <p>There are 7 children in the house. [<i>pause and check</i>]            3 are boys. The others are girls. [<i>pause and check</i>]            How many girls are in the house?</p> <p><i>Kiswahili: Kuna watoto 7 ndani ya nyumba. [pumziko]. 3 ni wavulana. Wengine ni wasichana. [pumziko]. Je, ni wasichana wangapi wako ndani ya nyumba?</i></p>	<p>Correct answer: 4</p> <p><b>Circle one</b> :</p> <p><input type="checkbox"/> *1* Correct  <input type="checkbox"/> *0* Incorrect</p>		
<p><b>Exercise 3</b></p> <p>There are 4 children in John’s house. [<i>pause and check</i>]            There are 7 children in Mary’s house. [<i>pause and check</i>]            How many more children must go into John’s house so that it has the same number of children as Mary’s house?</p> <p><i>Kiswahili: Kuna watoto 4 kwa nyumba ya John. [pumziko]. Kuna watoto 7 kwa nyumba ya Mary. [pumziko]. Je, ni watoto wangapi wengine wanafaa kuingia kwa nyumba ya John ili idadi ya watoto iwe sawa na idadi ya watoto waliomo kwa nyumba ya Mary?</i></p>	<p>Correct answer: 3</p> <p><b>Circle one:</b></p> <p><input type="checkbox"/> *1* Correct  <input type="checkbox"/> *0* Incorrect</p>		

<p>🧠 There are some children in a house. 4 more children go into the house. [<i>pause and check</i>] Now there are 9 children in the house. [<i>pause and check</i>] How many children were in the house at the beginning?</p> <p><b>Kiswahili:</b> <i>Kuna watoto kadhaa ndani ya nyumba. Watoto wengine 4 wanaingia kwa nyumba. [pumziko]. Sasa kuna watoto 9 ndani ya nyumba. [pumziko]. Je, ni watoto wangapi walikuwa ndani ya nyumba mwanzoni?</i></p>	<p>Correct answer: 5</p> <p><b>Circle one:</b> _____</p> <p><input type="checkbox"/> *1* Correct <input type="checkbox"/> *0* Incorrect</p>	<p>🛑 (Stop)</p> <ul style="list-style-type: none"> <li>• If the child gets 4 successive errors</li> </ul> <p>➡ (Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on an item for for <b>5 SECONDS.</b> (and does not attempt to use counters, fingers, paper, or pencil)</li> </ul>
<p><u>Exercise 5</u></p> <p>🧠 There are 12 sweets. [<i>pause and check</i>] 3 children share the sweets equally. [<i>pause and check</i>] How many sweets does each child get?</p> <p><b>Kiswahili:</b> <i>Kuna peremende 12. [pumziko]. Watoto 3 wanagawana peremende zile kwa kiasi sawa. [pumziko]. Je, kila mtoto anapata peremende ngapi?</i></p>	<p>Correct answer: 4</p> <p><b>Circle one:</b> _____</p> <p><input type="checkbox"/> *1* Correct <input type="checkbox"/> *0* Incorrect</p>	<p><b>Comment:</b> The “[<i>pause and checks</i>]” in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, “<b>Do you understand?</b>” “<b>Je, unaelewa?</b>”</p>
<p>To solve the problems, indicate the method the child used [( <input checked="" type="checkbox"/> ) tick all that apply]:</p> <p><input type="checkbox"/> Solved the problems in his/her head <input type="checkbox"/> Fingers <input type="checkbox"/> Counters <input type="checkbox"/> Tick marks on paper with a pencil <input type="checkbox"/> Other (  describe) _____</p>		

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

### Test 10: Competition – Beadbag Toss

#### Instructions for Children

You will now do a task which is to throw a sandbag into a circle two 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. Let's now practice the task.

**Surveyor illustrates what counts as a successful hit and what is not a successful hit.**

**Record number of hits on practice test (5 throws)**

|\_\_|

**Give child one star and show the child the stars, crayons, pencils and erasers.**

You will now do the task again. This time, you can get stars for where you have the possibility of earning stars which can be exchanged for color crayons, pencils and erasers.

You will be given one star to start with and can get more stars on the task. One star can be exchanged for one item.

**Give the child the one star the child gets to start with.**

**Show the illustrations when explaining the instructions**

1. ALONE: you will get 1 star, regardless of the number of successful hits. For example, if you get 0 successful hits you will get 1 star. If you get 5 successful hits, you will get 1 star.
2. COMPETE: you will get 2 stars or 0 stars. You will get 2 stars if you win over another child of the same age who did the task in Busia. You will also get 2 stars if you get the same as the other child. You will get 0 stars if you lose.

**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 select randomly one of these children to be the other child competing.**

1a. How many stars do you get if you choose ALONE?

|\_\_|

2a. How many stars do you get if you choose COMPETE and win, or get the same as the other person?

|\_\_|

2b. How many stars do you get if you choose COMPETE and lose?

|\_\_|

Log Number: |\_\_| |\_\_| |\_\_| |\_\_| |\_\_|

**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.**

**Did the subject understand the instructions? (1=Yes, 2=No)**

|\_\_|

### **10.1 Game Play**

#### **10.1.2 Children's choice**

1. Do you want to do the task for ALONE or COMPETE?

(1= ALONE pay, 2= COMPETE, 99= Does not want 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:**

|\_\_|

You have now completed the task and you had X successful hits.

2. Relative to other children, 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) |\_\_|

3. Please tell me, in general, do you like to do activities where there is a chance that things will go well, but also a chance that things will not go well? **Use the scale from 1-5 to illustrate the range of answers.**

(1= Very much dislike, 2= Dislike, 3= Neither dislike or like, 4= Like, 5= Very much like)  
|\_\_|

**If chose ALONE:** You have earned 1 star.

**If chose COMPETE:** Your competitor got X hits.

**If won:** You have won, and earned 2 stars.

**If lost:** You have lost to your competitor and therefore did not earn any stars on this task.

Log Number: |\_\_|\_\_|\_\_|\_\_|\_\_|

### **10.1.2 Parents' choice**

**Do NOT inform the child that this is the choice of the parent.**

You will now do the task for a second time. This time you will do it for ALONE (COMPETE).

**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 chose ALONE:** You have earned 1 star.

**If chose COMPETE:** Your competitor got X hits.

**If won:** You have won, and earned 2 stars.

**If lost:** You have lost to your competitor and therefore did not earn any stars on this task.

**Child get to exchange stars for school supplies. Note, child should have stars from first task, second task, plus one star which was given to start with.**