

Digital Education and Partnerships Survey: Endline - Welcome to the survey! Please answer the following questions asking about your background information.

What is your:	Name:	Age:	Combination:
Grade: Form 5 / Form 6	How many hours does it take to travel from your home to your school?		
How many siblings do you have?	What is your primary guardian's occupation?		
What is the education level of your primary guardian? No schooling / Primary / O-level / A-level / Diploma / Bachelor's / Master's or above			
How many days per week do you study math and science outside of classroom?			
How many hours per day do you study math and science outside of classroom?			

Section 1. Social Interactions: In this game, we would like you to request that you make **three** decisions, where “credits” allocated to you will be converted to cash scholarship rewards.

Throughout the game, a group of participants including yourself will **receive 0 to 20 credits** according to a **menu of possible allocations**. One participant (“Proposer”) will choose an allocation. Another participant (“Responder”) will decide whether to accept or reject the proposed allocation. If the proposal is **accepted**, all of you will receive the proposed number of credits. If the offer is **rejected**, no participant will receive any credit. In some cases, the allocation will affect an additional participant (“Bystander”). You will be shown when this is the case and how all participants will be affected by the allocations.

For **each decision**, you will be randomly matched to **different** participant(s) and your roles will be randomly assigned. **All decisions will remain anonymous. Your identities will NOT be revealed to any participant at any time before, during, or after the exercise.**

After the exercise, we will report back to you with the outcomes. Thank you.

[PROPOSER]

1. Two-player interaction game:

Arusha International Partnership is offering 10 credits, each credit worth 500 Tanzanian shillings, for the development of Village Dunia. You and the other participant serve as leaders. The Partnership has granted you the authority to allocate the credits between you and the other leader. For the town, you want to build *roads*, but the other leader wants to plant *trees*. Each unit of *road* and each unit of *tree* costs 1 credit. (The units are of equal value; the names are simply placeholders.)

Both you and the other leader can see the following menu of allocations. Please decide how you propose to allocate the following credits between yourself and Responder. Responder will decide whether to accept or reject your proposed allocation. If Responder accepts, both of you will receive the number of credits according to your proposal. If Responder rejects, both of you will receive 0.

1 credit = 500 Tanzanian shillings. **Please select ONLY one proposal to allocate:**

YOU RECEIVE:	Responder receives:	Total credits allocated:	Your decision:
0	10	10	[]
1.5	8.5	10	[]
3	7	10	[]
4	6	10	[]
5.5	4.5	10	[]
7	3	10	[]

8.5	1.5	10	[]
10	0	10	[]

2. Three-player interaction game with a social benefit:

In this interaction, you and **two** other participants serve as leaders. The third leader, called the Bystander, wants the same thing as yourself, the Proposer. Therefore, when you propose to build *roads* instead of *trees*, it benefits an additional leader, the Bystander. When an action benefits not just oneself but another person, we say the action has a social benefit. Again, for the town, you and the Bystander want to build *roads*, but the Responder wants to plant *trees*. Each unit of *road* and each unit of *tree* costs 1 credit.

Both you and the other **two** leaders see the following menu of allocations. Please decide how you propose to allocate the following credits between yourself, the Responder, and the Bystander. The Responder will decide whether to accept or reject your proposed allocation. If the Responder accepts, all three of you will receive the number of credits according to your proposal. If the Responder rejects, all three of you will receive 0.

1 credit = 500 Tanzanian shillings. **Please select ONLY one proposal to allocate:**

YOU RECEIVE:	Responder receives:	Bystander receives:	Total credits:	Your decision:
0	10	0	10	[]
1.5	8.5	1.5	11.5	[]
3	7	3	13	[]
4	6	4	14	[]
5.5	4.5	5.5	15.5	[]
7	3	7	17	[]
8.5	1.5	8.5	18.5	[]
10	0	10	20	[]

3. Three-player ultimatum game with a social cost:

In this interaction, you want to build *roads*, but the Responder and the Bystander both want *trees*. Therefore, when you propose to build *roads* instead of *trees*, it incurs a cost on the additional leader, the Bystander. When an action incurs a cost on another person, we say the action has a social cost.

Both you and the other **two** leaders see the following menu of allocations. Please decide how you propose to allocate the following credits between yourself, the Responder, and the Bystander. The Responder will decide whether to accept or reject your proposed allocation. If the Responder accepts, all three of you will receive the number of credits according to your proposal. If the Responder rejects, all three of you will receive 0.

1 credit = 500 Tanzanian shillings. **Please select ONLY one proposal to allocate:**

YOU RECEIVE:	Responder receives:	Bystander receives:	Total credits:	Your decision:
0	10	10	20	[]
1.5	8.5	8.5	18.5	[]
3	7	7	17	[]
4	6	6	16	[]
5.5	4.5	4.5	14.5	[]
7	3	3	13	[]
8.5	1.5	1.5	11.5	[]
10	0	0	10	[]

[RESPONDER]

1. Two-player interaction game screen:

Arusha International Partnership is offering 10 credits, each credit worth 500 Tanzanian shillings, for the development of Village Dunia. You and the other participant serve as leaders. The Partnership has asked the other leader to allocate the credits between you and her. For the town, you want to plant trees, but the other leader wants to build roads. Each unit of tree and each unit of road costs 1 credit.

Please decide how you would respond to each allocation that Proposer might offer to you without knowing your response in advance. At this point in time, we do not know which allocation the matched Proposer would propose. Your indicated response to Proposer's chosen allocation will determine the final allocation. If you indicate you would accept, both of you will receive the number of credits according to the Proposer's offer. If you indicate you would reject, both of you will receive 0.

1 credit = 500 Tanzanian shillings. **Please select how you would like to respond in each case:**

<i>Proposer receives:</i>	<i>YOU RECEIVE:</i>	<i>Total credits allocated:</i>	<i>You would:</i>	
			Accept	Reject
0	10	10	[]	[]
1.5	8.5	10	[]	[]
3	7	10	[]	[]
4	6	10	[]	[]
5.5	4.5	10	[]	[]
7	3	10	[]	[]
8.5	1.5	10	[]	[]
10	0	10	[]	[]

2. Three-player interaction game with a social benefit:

In this interaction, you and **two** other participants serve as leaders. The third leader, called the Bystander, wants the same thing as the Proposer. Therefore, when the Proposer propose to build *roads* instead of *trees*, it benefits an additional leader, the Bystander. When an action benefits not just oneself but another person, we say the action has a social benefit. Again, for the town, the Proposer and the Bystander want to build *roads*, but you want to plant *trees*. Each unit of *road* and each unit of *tree* costs 1 credit.

Please decide how you would respond to each allocation that Proposer might offer to you without knowing your response in advance. At this point in time, we do not know which allocation the matched Proposer would propose. Your indicated response to Proposer's chosen allocation will determine the final allocation.

If you indicated you would accept, all three of you will receive the number of credits according to the Proposer's offer. If you indicated you would reject, all three of you will receive 0.

1 credit = 500 Tanzanian shillings. **Please select how you would like to respond in each case:**

<i>Proposer receives:</i>	<i>You receive:</i>	<i>Bystander receives:</i>	<i>Total credits:</i>	<i>You would:</i>	
				Accept	Reject
0	10	0	10	[]	[]
1.5	8.5	1.5	11.5	[]	[]
3	7	3	13	[]	[]
4	6	4	14	[]	[]
5.5	4.5	5.5	15.5	[]	[]
7	3	7	17	[]	[]
8.5	1.5	8.5	18.5	[]	[]
10	0	10	20	[]	[]

3. *Three-player interaction game with a social cost:*

In this interaction, the Proposer want to build roads, but you and the Bystander both want trees. Therefore, when the Proposer proposes to build roads instead of trees, it incurs a cost on the additional leader, the Bystander. When an action incurs a cost on another person, we say the action has a social cost.

Please decide how you would respond to each allocation that Proposer might offer to you without knowing your response in advance. At this point in time, we do not know which allocation the matched Proposer would propose. Your indicated response to Proposer's chosen allocation will determine the final allocation.

If you indicated you would accept, all three of you will receive the number of credits according to the Proposer's offer. If you indicated you would reject, all three of you will receive 0.

1 credit = 500 Tanzanian shillings. **Please select how you would like to respond in each case:**

<i>Proposer receives:</i>	<i>YOU RECEIVE:</i>	<i>Bystander receives:</i>	<i>Total credits allocated:</i>	<i>If Proposer made this offer, you would:</i>	
				Accept	Reject
0	10	10	20	[]	[]
1.5	8.5	8.5	18.5	[]	[]
3	7	7	17	[]	[]
4	6	6	16	[]	[]
5.5	4.5	4.5	14.5	[]	[]
7	3	3	13	[]	[]
8.5	1.5	1.5	11.5	[]	[]
10	0	0	10	[]	[]

1. *Two-player interaction game screen:*

How many Responders out of 100 do you think would ACCEPT each of the following proposed allocations? Please enter your expectation for each proposal.

Proposer receives	Responder receives	Total credits	How many Responders out of 100 would ACCEPT this proposal?
0	10	10	
1.5	8.5	10	
3	7	10	
4	6	10	
5.5	4.5	10	
7	3	10	
8.5	1.5	10	
10	0	10	

2. *Three-player interaction game with a social benefit:*

How many Responders out of 100 would ACCEPT each of the following proposed allocations? Please enter your expectation for each proposal.

Proposer receives	Responder receives	Bystander receives	Total credits	How many Responders out of 100 would ACCEPT this proposal?
0	10	0	10	
1.5	8.5	1.5	11.5	
3	7	3	13	
4	6	4	14	
5.5	4.5	5.5	15.5	
7	3	7	17	
8.5	1.5	8.5	18.5	
10	0	10	20	

3. *Three-player interaction game with a social cost:*

How many Responders out of 100 would ACCEPT each of the following proposed allocations? Please enter your expectation for each proposal.

Proposer receives	Responder receives	Bystander receives	Total credits	How many Responders out of 100 would ACCEPT this proposal?
0	10	10	20	
1.5	8.5	8.5	18.5	
3	7	7	17	
4	6	6	16	
5.5	4.5	4.5	14.5	
7	3	3	13	
8.5	1.5	1.5	11.5	
10	0	0	10	

Free Response

Would you like to explain why you made some or all of the decisions you made in the social interaction exercise [optional]?
Were there any parts of the game that were confusing or unclear to you [optional]?

Section 2: Charity/Equity Exercise

Next are three questions that ask you to allocate or donate resources. In this exercise, you receive additional credits on top of those determined above. These additional credits have real-life charitable giving implications.

2.1	We are giving you 10 extra credits. You can choose how much to keep yourself or donate to a healthy young brother or sister in a poor household in need of education support. You can choose not to give and keep all 10 credits for yourself if you want. How many credits would you like to give?						
[0]	[1.5]	[3]	[4]	[5.5]	[7]	[8.5]	[10]
2.2	Now, we would like to ask you to choose between two extra giving options to support additional young children from poor households in need of education support. Which option would you like?						
[] Option 1: Support one child with 12 credits and another child with 0 credit.				[] Option 2: Support two children with 4 credits and 4 credits each.			
2.3	We are giving you 10 extra credits. You can choose how much to keep for yourself or donate to a young brother or sister with disability in a poor household in need of education support. You can choose not to give and keep all 10 credits for yourself if you want. How many credits would you like to give?						
[0]	[1.5]	[3]	[4]	[5.5]	[7]	[8.5]	[10]

Refresher:

Thank you very much for your responses. Soon, we will report back your allocations and share your scholarship rewards in an envelope equivalent in value to your credits.

Additionally, we will report back to you if you were a Bystander in an exercise, and we will send you cash in an envelope that corresponds to your resulting credits.

Section: Interaction-related Psychosocial Well-being

Next are questions that ask your feelings about the outcomes of each interaction on the previous Partnerships survey. Please refer to outcomes as indicated on your Credit Slip.

1	For this question, please refer to the outcome of Game 1 shown on the slip, where the role you played is shown <u>underlined</u> . How did you feel about this interaction and the outcome?					
[] Very upset	[] Upset	[] Slightly upset	[] Neutral	[] Slightly satisfied	[] Satisfied	[] Very satisfied
2	Please refer to the outcome of Game 2, where the role you played is shown <u>underlined</u> . How did you feel about this interaction and the outcome?					
[] Very upset	[] Upset	[] Slightly upset	[] Neutral	[] Slightly satisfied	[] Satisfied	[] Very satisfied

3	Please refer to the outcome of Game 3 shown on the slip, where the role you played is shown <u>underlined</u> . How did you feel about this interaction and the outcome?					
<input type="checkbox"/> Very upset	<input type="checkbox"/> Upset	<input type="checkbox"/> Slightly upset	<input type="checkbox"/> Neutral	<input type="checkbox"/> Slightly satisfied	<input type="checkbox"/> Satisfied	<input type="checkbox"/> Very satisfied
Would you like to explain what about the interaction(s) made you feel this way [optional]?						

Section 3: Social Interactions

Next are questions about your social behavior and preferences. Please let us know to what extent you agree.

3.1	"If there is a small amount of pilau prepared for family dinner, I will try to take most of it to my plate."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.2	"When my friend needs help with her homework, I am willing to spend my time to help her."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.3	I think: "People don't need to be fair in order to live a good life."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.4	"What makes a good life is not determined by being fair, but by keeping the most benefit to oneself."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.5	"One's own happiness is separate from the happiness of others."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.6	"Incomes should be made more equal even if it discourages individual effort."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.7	"It is fair to tax rich people at a higher rate than ordinary people in order to help pay for government programs to benefit the poor people."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.8	"Children with disabilities should be given equal opportunity to access, learn, and progress in common schools."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.9	"The school and government recognize the importance of giving children with disabilities equal opportunity to access, learn, and progress in common schools."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.10	"The school and government are making investments to improve the opportunities for children with disabilities to access, learn and progress in common schools."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.11	"Inclusion of students with disabilities in the classroom will require significant resources and retraining of teachers."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

3.12	"Inclusion of students with disabilities in the classroom will help students be more open-minded about people in different circumstances."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.13	"Inclusion of students with disabilities will NOT help students without disabilities be more open-minded."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.14	"I would NOT mind if a student with disabilities sits next to me."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
3.15	"I would stand with a student with disabilities who is being teased."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

Section 4: Psychosocial Wellbeing

Next are questions and statements that are about your psychosocial wellbeing.

4.1	How often do you feel angry?					
<input type="checkbox"/> Every day	<input type="checkbox"/> Once in 2 or 3 days	<input type="checkbox"/> Once in a week	<input type="checkbox"/> Once in 15 days	<input type="checkbox"/> Once in a month	<input type="checkbox"/> Rarely	
4.2	How often do you feel annoyed?					
<input type="checkbox"/> Every day	<input type="checkbox"/> Once in 2 or 3 days	<input type="checkbox"/> Once in a week	<input type="checkbox"/> Once in 15 days	<input type="checkbox"/> Once in a month	<input type="checkbox"/> Rarely	
4.3	How often do you feel lonely?					
<input type="checkbox"/> Every day	<input type="checkbox"/> Once in 2 or 3 days	<input type="checkbox"/> Once in a week	<input type="checkbox"/> Once in 15 days	<input type="checkbox"/> Once in a month	<input type="checkbox"/> Rarely	
4.4	How often do you feel jealous of others?					
<input type="checkbox"/> Every day	<input type="checkbox"/> Once in 2 or 3 days	<input type="checkbox"/> Once in a week	<input type="checkbox"/> Once in 15 days	<input type="checkbox"/> Once in a month	<input type="checkbox"/> Rarely	
4.5	How often do you feel difficulty concentrating on your studies?					
<input type="checkbox"/> Every day	<input type="checkbox"/> Once in 2 or 3 days	<input type="checkbox"/> Once in a week	<input type="checkbox"/> Once in 15 days	<input type="checkbox"/> Once in a month	<input type="checkbox"/> Rarely	
4.6	How often do you worry about your future?					
<input type="checkbox"/> Every day	<input type="checkbox"/> Once in 2 or 3 days	<input type="checkbox"/> Once in a week	<input type="checkbox"/> Once in 15 days	<input type="checkbox"/> Once in a month	<input type="checkbox"/> Rarely	
4.7	In the last month, how often have you been upset because something unexpected happened?					
<input type="checkbox"/> Never	<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Fairly often	<input type="checkbox"/> Very often		
4.8	In the last month, how often have you felt you were unable to control important things in your life?					
<input type="checkbox"/> Never	<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Fairly often	<input type="checkbox"/> Very often		
4.9	In the last month, how often have you felt nervous or stressed?					
<input type="checkbox"/> Never	<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Fairly often	<input type="checkbox"/> Very often		
4.10	In the last month, how often have you felt that things were going your way?					
<input type="checkbox"/> Never	<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Fairly often	<input type="checkbox"/> Very often		
4.11	In the last month, how often have you been able to control annoyances in your life?					
<input type="checkbox"/> Never	<input type="checkbox"/> Almost never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Fairly often	<input type="checkbox"/> Very often		

Section 5: STEM interest

Next are six statements that you may agree or disagree with regarding your own interest in Science, Technology, Engineering, and Mathematics field, which will be shortened as STEM during the survey.

5.1	"I would like to spend extra time in addition to school, studying subjects related to STEM."					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

5.2	“I hope to pursue an advanced education or training to gain specialized knowledge in STEM subjects.”					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
5.3	“I hope to pursue my career in STEM.”					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
5.4	“I aspire to be a leader or one of the best in STEM fields.”					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
5.5	“I feel STEM subjects are useful to my life.”					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
5.6	“I feel STEM subjects are useful to society in general.”					
<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

Section 6: Gender Attitude

Next are five statements that are about your gender attitude.

6.1	“Going to university is more important for a boy than for a girl.”			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	
6.2	“Girls, compared to boys, have similar ability to write programming codes or solve mathematical problems.”			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	
6.3	“Men make better scientists or engineers than women do.”			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	
6.4	“Men should work outside home, and women should stay home and be a good homemaker.”			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	
6.5	“It is normal that men teach/coach/manage women in academic/professional environments.”			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	

Section 7: Blood Donation

7.1	Did you give blood this year? (Please note: giving blood is not required.)	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.2	How many times did you give blood this year?	

Section 8: Social Attitude

Next are three statements that are about your personal feelings and behavior.

8.1	I feel little concern for others.			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	
8.2	I often insult people.			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	
8.3	I take time out to help others.			
<input type="checkbox"/> Never true of/to me	<input type="checkbox"/> Slightly true of/to me	<input type="checkbox"/> Mostly true of/to me	<input type="checkbox"/> Very true of/to me	

Section 9: Digital Exposure

Next are questions about your usage of and exposure to the Internet and social media.

9.1	Do you own a smartphone at home?					<input type="checkbox"/> Yes <input type="checkbox"/> No	
9.2	Do you use social media (e.g., WhatsApp, Instagram, Facebook, YouTube, TikTok)?					<input type="checkbox"/> Yes <input type="checkbox"/> No	
9.3	When you are at home, how many days per week do you use the Internet?						
9.4	When you are at home, how many hours per day do you use the Internet?						
9.5	“There have been times when I was constantly thinking about using social media and chatting apps.”						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
9.6	You took a hilarious picture of a kid at school. If you share it, you will get lots of likes and shares. What do you do?						
	<input type="checkbox"/> Upload and make it visible to the public and tag her but be sure to say something nice about her.		<input type="checkbox"/> Upload it but don't tag her so it doesn't affect her profile.		<input type="checkbox"/> Upload it so that only your closest friends can see.		<input type="checkbox"/> Ask her if you can share the photo with your friends.
9.7	“I am careful about the security of what I post online.”						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
9.8	“My parents and teachers talk to me about how to decide if online information can be trusted or not.”						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

(AA) Digital Education and Partnerships Survey: Endline – Section Z.

What is your:	Name:	Grade: Form 5 / Form 6
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In this last section of the survey, we again give you 10 extra credits that you can use or keep for yourselves! This section is about four C++ and Scratch programs you may have seen: the C++ Compiler, C++ Calculator, Scratch Adiah, and Scratch Barika programs.

Please do not worry if you have not seen all four programs. Some of you have seen more lessons about these programs than others. Please answer the following questions only about the lessons you have seen.

In question **Z1**, we are interested in understanding how the lessons may have affected your experience with each of the survey games. We would like to understand how you value this effect, and we would like to give you a chance to express this value by donating some credits back to the lesson designers.

For example, some of you may think that the lessons did not affect your experience. In this case, your answer may be 0. Some of you may judge the lessons to have had a positive effect and may even be willing to donate more than 10 credits. Please cap your answers at 10 credits. Others may judge the lessons to have had a negative effect—that is, you would have rather seen a different lesson or not seen the lessons at all before playing the games. If so, you may express this disappointment by asking for more credits from the lesson designers.

Again, the following questions are only about the lessons you have seen so far regarding the C++ Compiler, C++ Calculator, Scratch Adiah, and Scratch Barika programs.

Finally, please note that some of you will be asked to answer questions **Z1** through **Z3** below now, while others will be asked to answer these questions at the end of this section. If you see questions **Z1** through **Z3** printed for you immediately below, please answer them now. If you do not see questions Z1 through Z3 printed for you immediately below, you will see them printed at the end, so please wait to answer them at the end.

Questions **Z5** through **Z10** ask you about the same programming lessons. Please let us know to what extent you agree or disagree.

	(c1)	(c2)	(c3)	(c4)	(c5)	(c6)	(c7)
Z5	"The programming lessons were difficult."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z6	"The programming lessons showed me I was good at programming."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z7	"The programming lessons promote economic growth."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z8	"The programming lessons promote equality among people."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z9	"The programming lessons informed me about what I should value for myself and others when interacting with people."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z10	"The programming lessons informed me about how to behave strategically when interacting with people."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

Questions **Z11** through **Z13** ask you about how many Responders out of 100 you think would accept or reject each proposal: specifically, how people who saw the same programming lessons you have seen would behave. If your answers are identical to your answers in previous pages, please skip this part.

Z11. *Two-player interaction game.* How many Responders out of 100 who saw the same programming lessons you have seen do you think would {ACCEPT} each proposal below?

Z11_1. Is your answer identical to your answers in previous pages? [Yes / No] If “Yes,” skip the table below.

	Proposer receives	Responder receives	Total credits	How many Responders out of 100 would {ACCEPT} this proposal?
(r1)	0	10	10	
(r2)	1.5	8.5	10	
(r3)	3	7	10	
(r4)	4	6	10	
(r5)	5.5	4.5	10	
(r6)	7	3	10	
(r7)	8.5	1.5	10	
(r8)	10	0	10	

Z12. *Three-player interaction game with social benefits.* How many Responders out of 100 who saw the same Scratch programming lessons you have seen would {ACCEPT} each proposal below?

Z12_1. Is your answer identical to your answers in previous pages? [Yes / No] If “Yes,” skip the table below.

	Proposer receives	Responder receives	Bystander receives	Total credits	How many Responders out of 100 would {ACCEPT} this proposal?
(r1)	0	10	0	10	
(r2)	1.5	8.5	1.5	11.5	
(r3)	3	7	3	13	
(r4)	4	6	4	14	
(r5)	5.5	4.5	5.5	15.5	
(r6)	7	3	7	17	
(r7)	8.5	1.5	8.5	18.5	
(r8)	10	0	10	20	

Z13. *Three-player interaction game with social costs.* How many Responders out of 100 who saw the same Scratch programming lessons you have seen would {ACCEPT} each proposal below?

Z13_1. Is your answer identical to your answers in previous pages? [Yes / No] If “Yes,” skip the table below.

	Proposer receives	Responder receives	Bystander receives	Total credits	How many Responders out of 100 would {ACCEPT} this proposal?
(r1)	0	10	10	20	
(r2)	1.5	8.5	8.5	18.5	
(r3)	3	7	7	17	
(r4)	4	6	6	16	
(r5)	5.5	4.5	4.5	14.5	
(r6)	7	3	3	13	
(r7)	8.5	1.5	1.5	11.5	

(r8)	10	0	0	10	
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Questions **Z14** through **Z16** ask you how the programming lessons may have affected how you respond to UNFAIR proposals and whether this experiencing this effect was a positive or a negative experience for you. Please let us know to what extent you agree or disagree.

	(c1)	(c2)	(c3)	(c4)	(c5)	(c6)	(c7)
Z14	“The programming lessons made me more likely to accept UNFAIR proposals.”						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z15	“When I reflect on the above influence the programming lessons had on me, I become upset.”						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree
Z16	"When I reflect on the above influence the programming lessons had on me, I become happy."						
	<input type="checkbox"/> Strongly disagree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Slightly disagree	<input type="checkbox"/> Do not agree nor disagree	<input type="checkbox"/> Slightly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Strongly agree

Finally, for those of you who have answered questions **Z1** through **Z3** before, you are done. Please do not return to previous questions. Please flip your survey over and wait until others finish.

For those of you who did not see questions **Z1** through **Z3** printed before, they are printed for you below, and now is your chance to answer them. Here, again, we are interested in understanding how the programming lessons may or may not have affected your experience with each of the survey games. We would like to understand how you value this effect, and we would like to give you a chance to express this value by donating some credits back to the lesson designers.

For example, some of you may think that the lessons did not affect your experience. In this case, your answer may be 0. Some of you may judge the lessons to have had a positive effect and may even be willing to donate more than 10 credits. Please cap your answers at 10 credits. Others may judge the lessons to have had a negative effect—that is, you would have rather seen a different lesson or not seen the lessons at all before playing the games. If so, you may express this disappointment by asking for more credits from the lesson designers.

Again, the following questions are only about the lessons you have seen so far regarding the C++ Compiler, C++ Calculator, Scratch Adiah, and Scratch Barika programs.

Z1. How much are you willing to donate to express the value of the average effect the lessons have had on each of the games you have played?

(c1)	(c2)	(c3)	(c4)	(c5)	(c6)	(c7)	(c8)	(c9)	(c10)	(c11)	(c12)	(c13)	(c14)	(c15)
“The lessons negatively affected my experience. I need to receive more credits from the design team.”							“No effect”	“The lessons positively affected my experience. I am willing to donate credits to the design team.”						

[-10]	[-8.5]	[-7]	[-5.5]	[-4]	[-3]	[-1.5]	[0]	[1.5]	[3]	[4]	[5.5]	[7]	[8.5]	[10]
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In questions **Z2** and **Z3**, we would like to understand how you derived some of this value. For example, to what extent did you derive this value because the programming lessons affected your views on fairness? To what extent did you derive this value because the programming lessons otherwise affected your strategic and logical reasoning given people’s attitudes?

Z2. To what extent did you derive this value because the programming lessons affected your views on fairness?

(c1)	(c2)	(c3)	(c4)	(c5)	(c6)	(c7)	(c8)	(c9)	(c10)	(c11)	(c12)	(c13)	(c14)	(c15)
“I am disappointed in how the lessons affected my views on fairness.”							“No effect”	“I am delighted in how the lessons affected my views on fairness.”						
[-10]	[-8.5]	[-7]	[-5.5]	[-4]	[-3]	[-1.5]	[0]	[1.5]	[3]	[4]	[5.5]	[7]	[8.5]	[10]

Z3. To what extent did you derive this value because the programming lessons affected your strategic and logical reasoning given people’s attitudes?

(c1)	(c2)	(c3)	(c4)	(c5)	(c6)	(c7)	(c8)	(c9)	(c10)	(c11)	(c12)	(c13)	(c14)	(c15)
“I am disappointed in how the lessons affected my strategic and logical reasoning given people’s attitudes.”							“No effect”	“I am delighted in how the lessons affected my strategic and logical reasoning given people’s attitudes.”						
[-10]	[-8.5]	[-7]	[-5.5]	[-4]	[-3]	[-1.5]	[0]	[1.5]	[3]	[4]	[5.5]	[7]	[8.5]	[10]

Z4. [Free Response]

Would you like to add any other thoughts about the programming lessons [optional]?