

Pre-Analysis Plan: Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya using Kenya Life Panel Survey (KLPS) Round 5 Data¹

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Summary: This document outlines the plan for analyzing a dataset collecting a second round of information on the children of individuals who had previously benefited from a randomized health, vocational education, and/or cash grant intervention. The aim of this project is to estimate the causal intergenerational effect of the parents' treatment in such interventions on their children's outcomes, including cognitive and non-cognitive skills, health, and other outcomes, using data collected as part of the fifth round of the Kenya Life Panel Survey (KLPS) in 2024-25. We also investigate if parental investments, practices and home environment are channels through which program participation leads to differential child outcomes. This document includes planned regression specifications and outcome variable definitions and descriptions. We note that we anticipate possibly carrying out further analyses beyond those included in this document; hence, this document is not intended to be comprehensive or to preclude additional or exploratory analysis.

Appendix: Kenya Life Panel Survey-Kids (KLPS-Kids) Module (Wave 1 and Wave 2), Primary Caregiver (PC) Module (Wave 1 and Wave 2), Data Management Note

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1 Introduction

1.1 Summary

This project aims to provide experimental evidence on the intergenerational returns to health, training, and cash grant interventions. The persistence of poor health and poverty across generations in low-income countries is an area of policy concern. It is plausible that particular interventions not only improve the outcomes of program recipients directly, but also benefit their children through indirect effects relating to nutrition, health status, caregiving, and parental investments. Intergenerational benefits would have major implications for the cost-effectiveness of the programs we consider in this project, as well as for the appropriate design of public policies that aim to reduce persistent social inequalities.

To investigate this question, we combine multiple randomized interventions with existing and ongoing longitudinal data. In a longitudinal effort known as the Kenya Life Panel Survey (**KLPS**), information has been collected in up to five rounds of data collection on 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 round of data collection, KLPS Round 5 (**KLPS-5**), which we focus on in this analysis, follows the subset of KLPS individuals who previously participated in either the deworming or the vocational training and cash grant programs, and the corresponding control groups.² In addition to surveying program participants as adults, KLPS-5 also conducts surveys and assessments with children (aged 7-14) of KLPS adult participants, building on child assessments first conducted as part of KLPS-4 (2018-2022, when children were 3-8 years old). Thus, KLPS-5 provides longitudinal data on both KLPS participants and their children, allowing for the estimation of intergenerational effects.

The primary analysis in this pre-analysis plan focuses on estimating the intergenerational impacts of childhood deworming for the children of the original KLPS respondents. Additionally, we will conduct secondary analyses on other interventions they received, including vocational training and cash grants provided during adolescence and early adulthood. Beyond these analyses, we are also evaluating two interventions—storybook exposure and sleep improvement strategies—targeted at their children; a separate pre-analysis plan will be published for these interventions with their children. Throughout all analyses, we leverage a comprehensive longitudinal dataset that tracks the original KLPS respondents and their children over time.

Previous results indicate that primary school deworming led to health, schooling, and labor market gains in young adulthood, even 10 years after the launch of the program (Miguel and Kremer, 2004; Baird *et al.*, 2016). Furthermore, Hamory *et al.* (2021) showed positive effects of deworming on individual living standards up to twenty years

² Individuals who participated in the merit scholarship program but did not participate in the vocational training and cash grants programs were not surveyed during the KLPS-5 survey round.

after the treatment took place. Also, Walker et al. (2023) and Duhon et al. (2024) estimate positive intergenerational effects of the deworming intervention using the KLPS-4 round of data on children: children of treated parents are more likely to survive to age 5, and have better cognitive, non-cognitive, and health outcomes during the pre-COVID period.

Although existing work does not find much evidence of substantial labor market gains due to vocational training (Hicks *et al.*, 2015c), findings do suggest substantial self-employment profit gains, at least in the short run, due to unconditional cash grants (Hicks *et al.*, 2015b). These sizable direct impacts on parents provide multiple potential channels for the intergenerational impacts on their children that we will study in the current project, although it is possible that gains for parents in unmeasured dimensions might also influence child outcomes.

The KLPS-5 data collection round establishes a new dataset, KLPS-5-Kids, which follows the same sample of children surveyed in KLPS-4 Kids³—the children of participants in the original health, training, and grant program. This dataset can be linked to both the KLPS longitudinal dataset and the KLPS-4 Kids longitudinal dataset, allowing for extended analysis over time. Building on KLPS-4, KLPS-5-Kids collects updated data on children’s health, development, education, home environment, and parental investments. To achieve this, we use a series of locally adapted cognitive and non-cognitive development assessments designed for children aged 8–10 and 11–14. Some of these instruments were previously implemented in KLPS-4 and have been adapted to fit the current age range. The dataset includes information on up to two biological children per KLPS adult (one from each age group). The KLPS-4 Kids data was collected when children were between 3 and 8 years old. In KLPS-5, we seek to survey all children selected for inclusion in the KLPS-Kids sample, regardless of whether we were able to survey them in KLPS-4. (Note that this also includes newly-identified children from KLPS respondents surveyed in KLPS-5 who were not surveyed in KLPS-4).

Despite the intellectual and policy importance of intergenerational returns to human capital and financial interventions, few studies have been able to rigorously examine this issue, especially in low-income countries due to the lack of longitudinal and multi-generational data availability. In particular, the literature on links between the health, nutrition and education of adults and their children in low-income countries is sparse, due to the paucity of datasets that track both adults and their children in these areas. Furthermore, few studies can exploit experimental variation in health status to overcome well-known methodological concerns regarding an individual’s decision to invest in their own health.⁴ This project stems from and complements the analysis on

³ For additional information about the assessments conducted in KLPS-4 in 2018–2021 and a prior pilot in 2015, see Fernald, Hicks, Kariger and Miguel (2015).

⁴ One study that combines an experimental design with long-run panel data measuring child health and nutrition and intergenerational outcomes is the famous Institute for Nutrition in Central America and Panama (INCAP) project in Guatemala (Martorell *et al.*, 1995). In randomly selected treatment villages, children (and expectant mothers) received a high energy, high protein drink, while children in the control villages received a low energy, no protein drink. In follow-up studies conducted decades after the end of the intervention, researchers found evidence of improved health, education and labor market outcomes among

KLPS-4 data pre-specified in Fernald *et al.* (2019), with results presented in Duhon *et al.* (2024).

1.2 Experimental design⁵

The randomized interventions we study took place in rural western Kenya between 1998 and 2014. The deworming intervention, known as the Primary School Deworming Program (**PSDP**), took place between 1998 and 2003. During this intervention, each of the 75 primary schools in the sample located in Busia, an agrarian district of western Kenya, was assigned to one of three groups. These groups were phased into deworming treatment in different years of the program, providing a cluster-randomized, stepped-wedge research design. Group 1 schools started receiving deworming treatment in 1998, Group 2 in 1999, and Group 3 in 2001. In 2001, half of the schools in Group 1 and Group 2 required cost-sharing contributions from parents, which substantially reduced take-up, and in 2002-2003, free deworming was provided to all schools. For more details on the PSDP and experimental design, see Miguel and Kremer (2004) and Miguel *et al.* (2014). In the present analysis, early program beneficiaries (Group 1 and Group 2 parents) will constitute the deworming treatment group, while Group 3 will constitute the control group, following the approach in Baird *et al.* (2016). Note that individuals in Group 1 and 2 schools were assigned 2.41 more years of deworming on average than Group 3 individuals (due to the staggered roll-out across Group 1 and 2 schools). We will consider children of these individuals as being “treated” if at least one parent was attending a Group 1 or Group 2 school at the time of the program launch in early 1998.

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.⁶ 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). 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

the direct beneficiaries and improved nutrition for their children (Behrman *et al.*, 2009). The INCAP study is based on a sample size of four villages (Haas *et al.*, 1995), and the follow-up surveys experienced considerable sample attrition (Donegan *et al.*, 2010).

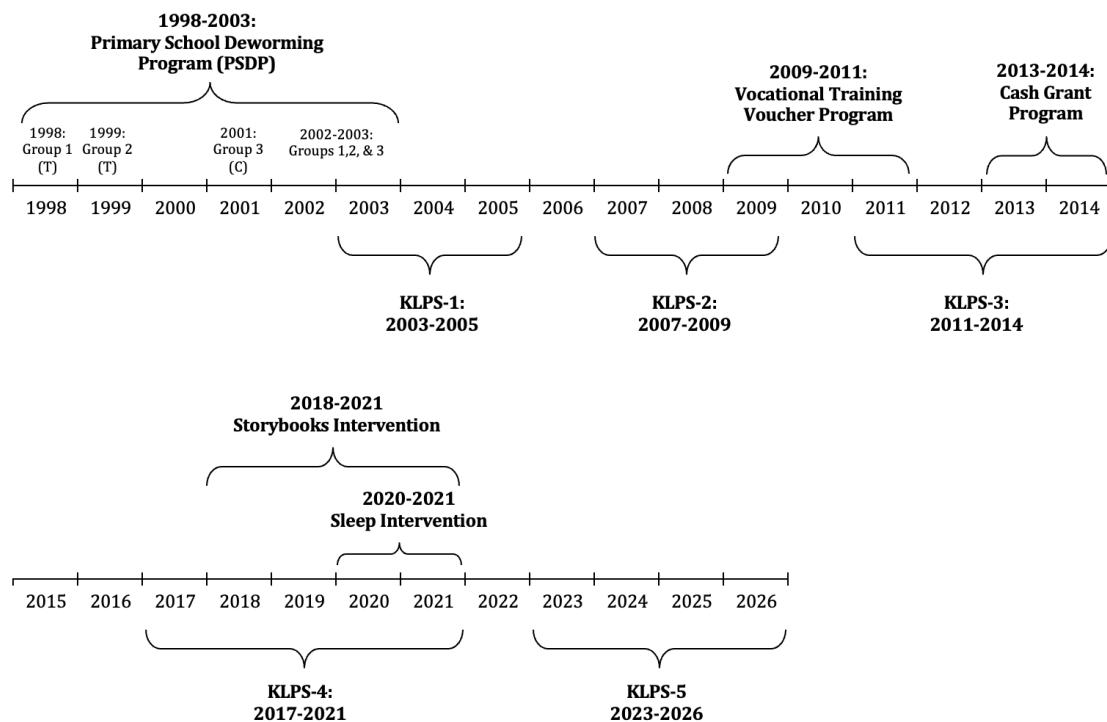
⁵ Some of this text draws from the KLPS-4 Kids pre-analysis plan (Fernald *et al.*, 2019).

⁶ We do not provide more details on this program here, as it is not analyzed separately in the proposed study. For more details on this program, see Kremer, Miguel, and Thornton (2009).

respect to the cash grant program if they were selected to receive a grant.⁷

We also implemented additional randomized interventions related to child development as part of KLPS-4. The analysis samples for the storybook and sleep interventions include eligible KLPS respondents with children in the appropriate age ranges across both waves of data collection during KLPS-4. The storybook intervention targeted parents with children aged 3-6 years across waves 1 and wave 2, while the sleep intervention focused on children aged 3-8 years in wave 2 ($n \approx 2,900$). In wave 2, both interventions used randomized assignment with 25% assigned to each treatment and 50% assigned to control. As described in detail below, for the main deworming analysis, we will include controls for these intervention assignments to account for potential effects on the outcomes of interest.

The timeline below summarizes the relevant interventions.



1.3 Data

The Kenya Life Panel Survey (**KLPS**) is a longitudinal dataset that contains educational, health, nutritional, demographic, labor market, and other information for nearly 10,000 Kenyan adults, spanning from their time in primary school up through early adulthood.

⁷ For more details on the vocational training voucher program, see Hicks et al. (2015c); for more details on the cash grant program, see Hicks et al., (2015a). As described in these references, there were two variants of the vocational education voucher, but both are considered treatment here for simplicity.

The KLPS sample comprises individuals who participated in one of two previous randomized NGO programs: one which provided deworming medication to primary school students during 1998–2003 (known as the Primary School Deworming Program, or **PSDP**; Miguel and Kremer, 2004) and one which provided merit scholarships to upper primary school girls in 2001 and 2002 (known as the Girls’ Scholarship Program, or **GSP**; Kremer, Miguel, and Thornton, 2009). An approximately 20% subset of these individuals also participated in the vocational training and cash grants programs during 2009–2014 (Hicks *et al.*, 2015b).

The fifth round of the KLPS (**KLPS-5**), focuses on the subsets of the KLPS sample who participated in the PSDP or the vocational training and cash grants intervention. KLPS-5 data collection consists of three separate visits, the second of which is currently ongoing. The first visit, conducted from January 2023 to February 2024, included the Cognitive Plus (C+) Module survey data collection, which gathered detailed economic, cognitive and health information on KLPS (adult) respondents. This activity includes KLPS adults only, and the analysis of that data has been pre-specified separately (Miguel *et al* 2023). The second visit, which began in April 2024, includes administration of the Integrated Plus (I+) Module, Primary Caregiver (PC) Module, and Kids Module; the PC and Kids modules form the main focus of this pre-analysis plan. The third visit will collect the Economic Plus (E+) Module, which will gather detailed economic information on KLPS (adult) respondents. Also, through all three visits, we are collecting the Deceased (D) Module, which collects information on deceased KLPS individuals. As a result, similar to KLPS-4, an unusual feature of the KLPS-5 data collection round is that we will be able to link a rich variety of information collected for KLPS adults across several rounds of the KLPS to cognitive and non-cognitive outcomes of their children across two data collection rounds. For each of these modules, data is collected in two representative waves.⁸

The I+ Module survey collects information on a wide range of outcomes, including KLPS adult respondents’ risk and time preferences, marriage, migration, education, fertility histories, mental health outcomes, and health status, among other measures. The primary objective of this module is to examine the long-term impacts of the PSDP and vocational training and cash grants programs on adult beneficiaries, with a separate pre-analysis plan developed specifically for this purpose. More relevant to the current pre-analysis plan, the I+ Module also identifies the biological children of KLPS adult respondents (referred to as KLPS parents) and determines whether these children qualify for inclusion in the KLPS-5-Kids sample.

⁸ At the time of registering this pre-analysis plan, data collection for Wave 2 of the I+ Module is ongoing. Wave 1 of the Kids/PC Module was launched in June 2024 and completed by January 2025, while Wave 1 of the I+ Module began in April 2024 and concluded by the end of 2024. Wave 2 of the I+ Module was launched in February 2025 and is currently underway. The two wave design allows us to make minor changes to the survey instruments and assessments half way through surveying, to improve data quality and explore additional questions. Note that this pre-analysis plan focuses on outcomes collected using the PC Module/child assessments – a separate pre-analysis plan has already been written and registered for the analysis using outcomes from the C+ Module (Miguel *et al* 2023)..

Specifically, eligibility for inclusion in the KLPS-Kids sample is based on a child's birthdate. In KLPS-4, children were eligible for the KLPS-Kids sample if they were between 2.5 and 8.5 years old at the launch of a given survey wave. For example, since Wave 1 was launched in September 2018, children who were between 2.5 and 8.5 years old as of that date were included in the Wave 1 eligibility sample. Within this sample, children were categorized into two age groups: preschool-aged children (3 years to 5 years 11 months old, or 36–71 months old) and school-aged children (6 years to 8 years 11 months old, or 72–107 months old). Each KLPS parent could have up to one child per age group selected for participation in the KLPS-Kids sample. These age group distinctions were designed to align with key educational transitions—such as the shift from preschool and kindergarten to primary school, which typically occurs between ages 5 and 7—and to ensure compatibility with the age-appropriate assessments used in the study. In cases where a KLPS parent had more than two children in the same age group, the survey software (SurveyCTO) randomly selected which child would participate.

For KLPS-5, we maintain the same eligibility criteria, and seek to survey all children surveyed in KLPS-4 plus any newly-identified eligible children (for instance children of KLPS respondents surveyed in KLPS-5 but not KLPS-4), using the same birthdates used in KLPS-4, for both the younger and older groups of children. We refer to children selected through this process as sampled children. These children are later contacted for participation in KLPS-5-Kids data collection, which consists of administering the Kids Module to each sampled child and the Primary Caregiver Module (PC Module) to the child's primary caregiver.

Although eligibility is determined based on the child's age at the start of the relevant KLPS-4 survey wave, the specific assessments administered are based on the child's actual age on the day of the assessment. If a child has not yet "aged into" or has recently "aged out of" an eligible age range, we administer the assessments for the closest eligible age. Despite careful verification of birth dates during sampling and assessments—using health cards and birth certificate records—some discrepancies may naturally arise. If, at the time of assessment, a child is found to have been mistakenly classified as eligible, we aim to replace them with a child with another biological child to the KLPS parent who meets the correct eligibility criteria. For example, if a KLPS parent has two children in the older age group (11-14 years old in KLPS-5) and one child is randomly selected, but we later determine that the selected child was actually 9 years old at the start of the wave (and therefore ineligible), we will replace the incorrectly sampled child with the correctly eligible sibling.

As previously mentioned, KLPS-5 data collection is currently ongoing. We are finalizing and registering this plan after the completion of Wave 1 of PC and Kids data collection, and prior to the launch of Wave 2 PC and Kids data collection. We anticipate a full sample of roughly 5,200 children (based on completing 2,593 kids surveys in Wave 1), though the exact number will depend both on our tracking rate and the number of children that fall within the target age range. As mentioned above, we use the typical

KLPS data collection procedure, applying a two-stage tracking methodology to compute the effective tracking rate.⁹

1.4 Analysis and data examined to date

At the time of registering this pre-analysis plan in April 2025, we have collected information on the Wave 1 sample using a tablet-based survey instrument. Data collection for Wave 2 of the KLPS-5 PC and Kids surveys has just begun. At the start of Wave 2 data collection, we will register a data management memo on the AEA registry to outline who has had access to the Wave 1 KLPS-5 Kids data collected prior to the registration of this pre-analysis plan; to date no treatment effects have been estimated on that data, and all data analysis has focused on data quality checks and cleaning. Furthermore, treatment status has not yet been linked with the raw data. Where necessary, we will combine data across previous KLPS rounds to generate complete measures for key variables (for instance, if a parent is deceased, we could still derive their implied age or other characteristics from earlier survey rounds). Access to the KLPS-5 Kids data merged with the treatment status will be granted to research team members involved in writing the pre-analysis plan only after this plan has been filed on the AEA RCT Registry. At that stage, we will access data exclusively from the KLPS-5 Kids Assessments and PC Module.

1.5 Roadmap

The remainder of this document lays out our main regression specifications and causal interpretation of impacts at the population level; planned methods of multiple hypothesis correction when interpreting individual outcome and sub-index measures; heterogeneity analysis; exploratory analysis into the channels through which the health, training and cash grants interventions may operate; the outcomes and hypotheses we intend to test regarding child outcomes and early life investments in children; and the conceptual basis upon which we create mean effects indices.

We discuss regression specifications and the interpretation of estimated coefficients as causal at the population level. If deworming, training and cash grants affect fertility, this differential fertility somewhat changes the interpretation of the results compared to a standard analysis with a pre-defined analysis population. As we explain in Section 2.7, given the previous evidence showing no differential fertility patterns between treated and control populations, we will not consider this as a relevant concern. We will focus on estimates of average differences among the next generation of children born to our program beneficiaries, which we consider the relevant effect for understanding intergenerational impacts at the population level.

In the final section, we group main outcomes in two broad categories: (a) Primary Child

⁹ For more information on the two-stage tracking procedure we employ in the main KLPS study, see Baird, Hamory, and Miguel (2008) and Baird et al (2016). Our approach is related to that used in the U.S. Moving to Opportunity evaluation project (Kling, Liebman and Katz, 2007; Orr et al., 2003).

Outcomes and (b) Child Investment Outcomes. Primary Child Outcomes include (1) Language and Cognitive Abilities, (2) Behavior & Socio-Emotional Development, (3) Subjective Health, and (4) Anthropometrics and Biomarkers. Child Investment Outcomes include (5) Home Environment Investments, (6) Schooling Enrollment and Educational Investments, (7) Food Security and Diet Quality, and (8) Caregiver-Child Relationship. We also include a description of additional outcomes that we plan to investigate.

We note that this document captures our current thinking about analysis with this data, but we anticipate carrying out some additional analyses beyond those included in this plan. As such, this plan is not meant to be an exhaustive set of all analyses we will carry out, but rather a core set of initial estimates that we anticipate will inspire further and exploratory analyses.

2 Analysis

2.1 Regression Specifications

2.1.1 Deworming sample

The main focus of analysis in this pre-analysis plan is the intergenerational impact of the deworming intervention. We will focus on intention-to-treat (ITT) estimates, for at least two reasons. First, in the three interventions we study, compliance rates are quite high, leading ITT and treatment effect on the treated (TOT) estimates to be similar. Second, with regard to the deworming intervention in particular, previous research has shown that untreated individuals within treatment communities experienced gains, complicating estimation of treatment effects on the treated within schools (Miguel and Kremer, 2004).

In the analysis pre-specified here, we consider two different samples of KLPS parents/kids to distinguish the intergenerational impacts of the deworming treatment intervention from that of the vocational training and cash grant programs. In particular, once data collection is finalized, we expect that the I+ Module sample of parents will include over 7,000 individuals, approximately 5,500 of whom participated in the PSDP, and around 2,000 of whom participated in the vocational training and cash grant interventions. We refer to the “deworming sample” as the subset of children whose parents participated in the PSDP, but were not randomly selected into the treatment group of the vocational training or cash grant interventions (so PSDP individuals who were not involved in the training/grant program, as well as PSDP individuals who were part of the training/grant program control group). (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.) Because the voucher/grant winners and non-winners were randomly selected, the analysis will adjust the survey weights for individuals in the non-winner comparison group in order to maintain initial (baseline PSDP) population representativeness. The primary deworming sample thus excludes those treated by the vocational training or cash grant interventions; as a secondary analysis, we may include these individuals in the analysis, as well as

regression covariates capturing the respective treatments.

The main specification for the deworming sample is:

$$Y_{ik} = \alpha + \beta_1 T_{ik}^{PSDP} + \beta_2 T_{ik}^{COST} + H_{ik} \theta_1 + L_{ik} \theta_2 + \varepsilon_{ik} \quad (1)$$

in which T_{ik}^{PSDP} takes value 1 if child i has a parent who attended school k in PSDP group 1 or 2 in 1998, and thus β_1 is the main coefficient of interest. T_{ik}^{COST} is an indicator that takes value one if the parent of child i was assigned to the cost-sharing treatment group, which had a much lower take-up of the deworming treatment in 2001¹⁰. Outcomes are discussed at length below.

The vector H_{ik} denotes indicators for being assigned to either the storybook or sleep intervention treatment groups. Specifically, the storybook indicator refers to those assigned to receive offers of a free or discounted storybook in wave 1, and those assigned to receive free storybooks in wave 2 (Bonds et al. 2020, Bonds et al. 2021). The sleep indicator refers to those assigned to the sleep intervention in wave 2 (Layvant et al. 2021). We will also assess the sensitivity of results to excluding individuals in the sleep and storybook intervention treatment groups.¹¹

The vector of controls L_{ik} is included to increase precision of estimated effects, and to account for variables that were used to stratify either the original PSDP randomization, or in the sampling for the KLPS sample (Bruhn and Mckenzie 2009).¹² This vector comprises an indicator for gender of interviewer; months elapsed since the start of the survey wave; a wave 2 indicator; the total density of primary school children in a 6 km radius around the parents' PSDP school in 1998; local treatment saturation within 6 km radius of 1998 PSDP school (explained in Section 2.3); an indicator for inclusion in the vocational education / cash grant sample; an indicator for KLPS parent gender; indicator for parent grade in 1998; indicator for geographic zone of parent's school in 1998; population of parent's school in 1998; and average 1996 test score of parent's PSDP

¹⁰ Please refer to Baird et al (2016) for more details on the cost-sharing intervention and the reduction in take-up with the deworming drugs.

¹¹ Additionally, we will conduct a follow-up Becker-DeGroot-Marschak (BDM) exercise during KLPS-5 in wave 2 to measure revealed preferences and assess whether these interventions had long-term impacts on preferences for sleep aids and for books. After the conclusion of this BDM exercise, another round of interventions will be carried out for both the sleep promotion group and the storybooks/reading group; the impacts of these interventions will be assessed in future research and in most cases they will not affect the interpretation of the main analysis laid out in this plan (since they will typically occur at the end of the survey interview). The detailed analysis of the direct effects of the storybook and sleep interventions themselves will be specified in separate pre-analysis plans.

¹² In cases where we intend to interact regression covariates with treatment terms, we plan to include de-meansed control variables and then interact these de-meansed versions with treatment, following the broad approach in Ozler (2018b).

school.¹³ For the subset of outcome variables that are not already normalized by child age and gender (as described below), we will also include controls for child gender and age (in either three or six month bins, consistent with our approach outlined below). We will also report treatment effect estimates from specification without the additional covariates L_{ik} as a robustness check.

For analyses using the PSDP sample, we include survey weights that take into account the sampling for the KLPS and the two-stage tracking strategy of KLPS-Kids data collection, corrected for individuals in the non-winner comparison group of the vocation training and cash grant interventions, in order to maintain initial (baseline PSDP) population representativeness. We also plan to adjust these weights for total fertility of the parents, to provide a representative sample of the child generation. We will report robust standard errors clustered at the 1998 school level.

Primarily, we will estimate equation (1) breaking down the analysis for younger (7-10 years) and older children (11-14 years). Additionally, for certain analyses we will estimate results pooling all children together.

The main hypothesis test will be a two-sided t-test on the null-hypothesis that $\beta_1 = 0$. For this main hypothesis test we will also present p-values that adjust for multiple hypothesis testing; we present the details of such adjustment in section 3.1. We will also conduct an additional secondary F-test regarding the joint significance of β_1 and β_2 , which tests the null hypothesis that the set of two deworming treatment interventions (free treatment and cost-sharing) jointly had zero intergenerational impacts.

In addition to Equation (1) above, we may also follow the approach of Hamory et al. (2021) and Walker et al. (2023) and estimate effects based on the “years of assigned free deworming treatment”. This measure uses additional variation from the stepped-wedge design, assumed grade progression, and cost-sharing assignment, see Walker et al. (2023) for more details on this approach.

2.1.2 Vocational training and cash grants sample

The vocational training and cash grants sample (with approximately N=2100 participants) consists of individuals who previously participated in either the PSDP or the GSP, and applied to participate in the vocational training voucher program. As noted above, the estimation of deworming treatment effects is the primary analysis.

For this sample, we will estimate the following specification:

¹³ The vocational training intervention also included a randomly assigned information intervention, and we will include an indicator for the treatment group of this intervention as well (see Hicks *et al.*, 2015c, for more information). There were no meaningful impacts of this information intervention on vocational education attainment patterns so we do not expect it to have substantial impacts in this analysis.

$$Y_{ik} = \alpha + \gamma_1 T_{ik}^{VOCED} + \gamma_2 T_{ik}^{CASH} + H_{ik} \theta_1 + L_{ik} \theta_2 + \varepsilon_{ik} \quad (2)$$

in which T_{ik}^{VOCED} takes value one if the child's parent was selected to receive a vocational training voucher in 2009, T_{ik}^{CASH} takes value one if the child's parent was selected to receive a cash grant in 2013-2014, and γ_1 and γ_2 are the coefficients of interest that capture the intergenerational impact of the vocational training voucher and cash grant treatments, respectively. The remaining terms of equation (2) are analogous to the variables included in equation (1), but additionally 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.¹⁴ We will also include survey weights, in a similar strategy to that described in Section 2.1.1. We will report robust standard errors clustered at the 1998 school level. We will estimate equation (2) for the full age range of children, as well broken out by younger (7-10 years) and older children (11-14 years).

We may additionally choose to compare the size of treatment effects across the various interventions of interest. In the event that we choose to do so, we will pool the data, utilizing both the PSDP sample and the vocational training and cash grants sample, and run a single specification including indicators for each of the treatments and the vectors H_{ik} and L_{ik} , and then perform an F-test for equality of the key treatment coefficients.

2.1.3 Sleep and Storybook intervention samples

As previously noted, we will re-administer versions of the sleep and storybooks interventions during KLPS-5 Wave 2. A separate PAP will be published for the analysis we seek to undertake to estimate effects in these two samples.

2.2 Heterogeneity

In additional analyses beyond the main regression specification above, we will estimate heterogeneous treatment effects using interaction terms between each treatment indicator and variables of particular theoretical and conceptual interest, including:

- Gender of parent
- Gender of child
- Age of parent
- Younger versus Older Cohort of child
- Parent's 1996 PSDP school's average test score

¹⁴ Again, we cannot identify the causal impacts of the PSDP and GSP interventions in this analysis (using the vocational training and cash grants sample), since earlier PSDP or GSP treatment may have affected individual selection into applying for a vocational training voucher, but we include the treatment assignment indicators for completeness.

We are also interested in exploring other dimensions of heterogeneity, including impacts by urban versus rural residential status and by parental education level, while acknowledging that some of these are long-term deworming outcomes in their own right, complicating causal interpretation of intergenerational effects. We may also explore effects by child age at time of interview (in addition to cohort effects).

2.3 Externalities

Exposure to spillovers is captured by the treatment saturation proportion within 6 kilometers. Estimates that do not account for treatment spillovers, will be lower bounds on true overall deworming impacts (Miguel and Kremer 2004, Baird et al 2016). One issue with employing local deworming treatment rates as an explanatory variable is that it is a function of the local treatment decisions of households in the relevant local area, leading to possible endogeneity concerns if, for instance, take-up is higher in areas where people have unobservably better labor market prospects. To address these concerns we construct the local saturation measure as a function of the local coverage rate of treatment school pupils within 6 km of school j , which is exogenously determined by the experimental design, times the average take-up rate of deworming drugs when treatment was free in the entire sample. This implies that variation in the local saturation variable is driven entirely by the experimental design, with the average take-up rate serving as a useful “rescaling” to allow for a more meaningful interpretation of the magnitude of the estimated effects. We include this term in the vector of controls in equation (1). In addition, we may conduct another secondary F-test, pooling both the deworming treatment and cost-sharing indicators with the saturation externality term.

2.4 Differential Attrition at the Parent Level

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

We will estimate average baseline differences in terms of baseline parent covariates using standard two-sample t-tests between those found and not found during the KLPS-Kids tracking activity. These covariates include:

- Parent assignment to deworming treatment (groups 1 and 2) and control (group 3), directly and interacted with parent gender
- Parent assignment to vocational training voucher treatment and control, directly and interacted with parent gender

- Parent assignment to cash grant receipt and control, directly and interacted with parent gender
- Parent gender
- Parent age
- 1996 PSDP school's average test score
- Indicator for whether parent's 1998 primary school is located in Budalangi division
- Population of parent's 1998 primary school
- Total number of treatment participants who studied at primary schools within 6 km of parent's 1998 primary school
- Total primary school students within 6 km of parent's 1998 primary school
- Parent 1998 test scores¹⁵

If we observe differential rates of attrition across the treatment and control groups, and/or differential attrition across treatment and control groups as a function of individual characteristics, we will consider approaches to adjust for differential attrition and will report the resulting bounds on the main results. We plan to use Lee bounds, which trim the sample such that the share of observed individuals is equal for both groups, with all trimming of the sample being done either from above (the right tail of the outcome distribution) or from below (the left tail), to generate upper and lower bounds, respectively. See Lee (2009) for a further explanation. Beyond Lee bounds, we may also employ the latest statistical or econometric approaches to bound treatment effects in the presence of differential attrition, including any that are developed after the writing of this plan.

2.5 Differential Fertility

Deworming, vocational training, and cash grants may affect the fertility of KLPS study participants and thus censor outcomes of some children (i.e., those who are never born, or not yet born during our study period, due to intervention treatment status). Differential fertility is related to but distinct from differential attrition. Differential attrition is the result of a missing data problem that changes the analysis population across treatment arms and should be minimized whenever possible. Differential fertility may also affect average differences across treatment and control groups by changing the analysis population, but in this case there is no missing data problem: the population of the next generation of children may simply differ in size and composition across treatment groups. Since we are interested in the average characteristics of these resulting populations, it is appropriate to focus on average differences between the children of treatment versus control group parents. That is, it may be impossible to “hold fertility constant” if parent fertility and family size are channels through which outcomes are being influenced.

As suggested by Walker et al. (2023), there is no evidence of differential fertility patterns among parents who received the vocational training voucher or cash grant interventions.

¹⁵ This test score was collected in 1998 and was part of the first-year follow-up of the deworming program. No impacts of deworming were detected. This data exists for only a (non-random) subset of parents. For more information on this test score, see Miguel and Kremer (2004).

Therefore, this is not anticipated to be a concern. However, if differential fertility patterns are documented in the analysis, we will investigate them further, and will characterize how these patterns may influence the interpretation of the findings.

2.6 Leveraging the longitudinal data for additional analysis

In addition to the regression equations using KLPS-5 data outlined above, there are several exciting ways that we can make use of the longitudinal data collected in KLPS. Some of these analyses are more difficult to fully pre-specify and are thus somewhat more exploratory, but we seek to outline the current thinking on these topics.

First, we are able to combine the KLPS-5 Kids data with data collected from the same sample during KLPS-4. As depicted in Table 1, in many instances, we have collected the same outcome measures across both rounds. This will allow us to pool the data for both rounds and estimate average treatment effects across both periods. The use of data for both KLPS-4 and KLPS-5 will lead to better powered statistical analysis of the main treatment effects, and we will present these regression results for outcomes that were collected consistently in both rounds.

Second, the ability to combine the KLPS-5 Kids data with data collected from the same sample during KLPS-4 will allow for the application of panel data analysis, in order to explore changes in outcomes for kids, child development trajectories, and how household and/or environmental “shocks” occurring between KLPS-4 and KLPS-5 may have influenced child outcomes.

Third, we are also able to combine the Kids data with data on their parents, both at the time of KLPS-5 and going back to the time when the parents were in primary school (e.g. PSDP data). This will allow us to look at intergenerational correlations between adult and child outcomes in a number of dimensions, such as correlations in cognitive performance (either measured in adulthood, or for a KLPS respondent measured in childhood), economic preferences, gender attitudes, or anthropometrics.

3 Outcomes and Hypotheses

In this section we outline the primary and secondary outcomes of interest for which we will explore intergenerational impacts of the interventions including the deworming and vocational training and cash grants programs. Outcomes will be collected via two instruments, (1) a set of child assessments and surveys, and (2) the Primary Caregiver Module survey (PC Module), which is administered to the adult identified by the KLPS adult respondent as a primary caregiver of the child.¹⁶

¹⁶ During the I+ Module survey administration, KLPS adult respondents are asked to identify the primary caregiver of the child as someone who knows the child very well and spends a substantial amount of time with the child each week. In cases where the KLPS respondent (the biological parent of the child) meets these requirements, we prioritize surveying the KLPS respondent as the primary caregiver. In practice, in the majority of cases a biological parent is administered the PC module. Note that we followed the same

Table 1 summarizes the primary outcomes of interest, Table 2 describes in detail the construction of the primary outcomes of interest, and Table 3 describes additional outcomes of interest. We refer to specific test items or survey questions by the name of the survey and the section and question number. For instance “PC 3.3” refers to Primary Caregiver Module, Section 3, question 3.

The primary outcomes are nested within two broad categories of outcomes: Primary Child Outcomes, and Child Investment Outcomes. Included in Primary Child Outcomes are four families of outcomes: (1) Language and Cognitive Abilities (drawing on Language, Math & Spatial Abilities, Executive Function, and Fluid Intelligence Sub-Indices), (2) Behavior & Socio-Emotional Development (drawing on Strength and Difficulties, CES-DC, and Resilience Indexes), (3) Subjective Health, and (4) Anthropometrics and Biomarkers. Included in Child Investment Outcomes are four families of outcomes: (5) Home Environment Investments, (6) Schooling Enrollment and Educational Investments, (7) Food Security and Diet Quality, and (8) Caregiver-Child Relationship.

Each family of outcomes is constructed from items at different levels of aggregation, ranging from individual component measures to sub-indices. While theoretically interesting, due to the novelty of some of these measures, especially with respect to the rural Kenyan context, some of these groupings may prove speculative. As such, we also plan to investigate measures of index quality and coherence by examining the correlation patterns of components within each index. We may also do further exploratory research based on the eventual correlation structure of index components, for example, by adjusting the sub-indices or indices as deemed necessary and/or presenting results with alternative groupings of component measures (for example, if distinct groups of variables appear highly collinear). To make it easier to understand what the indices represent, we will present the results for all component measures individually (unless specified otherwise and most likely in an appendix) in addition to the results for each final constructed index.

The remainder of this section is structured as follows. We first explain how indices will be constructed and how we will carry out multiple testing adjustments. Second, we provide details on each of the primary outcomes in Table 1 and 2. Finally, we present additional outcomes in Table 3 that will be analyzed either in the main paper text or in an appendix.

3.1 Construction of Indices and Multiple Testing Adjustment

When an index consists of only indicator variables, the index will be the sum of the indicators. When indices contain at least one continuous variable or a count variable taking more than two values, we will use the mean effects approach: normalizing each

exercise to identify the primary caregiver of the child in KLPS-4 data collection; the primary caregiver may not necessarily be the same across both rounds.

component variable to be mean zero with unit variance within the control group, thereafter constructing the index by summing each component variable. Where appropriate (for example, for the cognitive outcomes derived from assessments), we will normalize within gender and age bands, as described below. For indices that are constructed by combining several sub-indices, we follow a similar approach: normalizing each sub-index to be mean zero with unit variance within the control group, then summing across the normalized component sub-indices to create the index. Where appropriate, index components will be re-signed so that all the directions of negative and positive outcomes are consistent across all components.

We also seek to follow best practices with respect to outcomes that have little variation as well as measures with high levels of missingness, and these practices are evolving over time. We note that we will exclude any variables that turn out to have very limited variance (for instance, an indicator variable where fewer than 1% of the sample has a value of one), as these will not contribute any meaningful information. Furthermore, if a pre-specified variable is missing more than 30% of possible observations among those with a completed PC module survey or a completed set of child assessments, we will drop it from inclusion in the index. We cannot anticipate why a particular variable will be omitted so frequently and expect such cases to be rare. However, if such events arise where the variable warrants exclusion, we will explore these reasons in the analysis. We will also incorporate any new statistical developments in this area that emerge after the writing of this plan. Finally, we will report all component measures used to create indices either in the paper or in the appendix.

For the main coefficient estimates of interest (for instance, in equation 1 above), we will present two sets of statistical significance levels. We will first present the standard “per-comparison” p-values, which provide the unconditional probabilities of a false positive. These are appropriate for a researcher with an *a priori* interest in a specific outcome. For instance, researchers interested in the effect of parent deworming on children’s height should focus directly on this p-value. Since we test multiple hypotheses (for instance, for the related but distinct outcomes listed under the first hypothesis regarding cognitive abilities), it is appropriate to control for the possibility that some true null hypotheses will be falsely rejected. Therefore, we plan to compute the False Discovery Rate (FDR) adjusted q-values that limit the expected proportion of rejections within a set of hypotheses that are Type I errors¹⁷. Thus, while a p-value is the unconditional probability of a type I error, the analogous FDR q-value is the minimum proportion of false rejections within a family that one would need to tolerate in order to reject the null hypothesis¹⁸. Specifically, we will follow the approach to FDR analysis adopted in Casey et al. (2012) and the references cited therein. In particular, we will compute three sets of FDR adjusted q-values, at different levels of aggregation. First, we will compute FDR q-values for all component measures *within* a family of outcomes that make up a sub-index (or in cases where there is no relevant sub-index, that make up a

¹⁷ When applicable, we will report several FDR q-values, if an outcome or index is included in different groupings or families.

¹⁸ In this sense, false positives are driven not only by sampling variation (the traditional interpretation of a p-value) but also by having multiple outcomes to test.

broad index); we will do this for the component measures contained in Table 1 (Primary Outcomes) and Table 3 (Additional Outcomes). Second, we will compute FDR-adjusted q-values for all sub-indices *within* a broad index; we will do this for the sub-indices contained in Table 1. Third, we will report FDR q-values *across* the set of all broad indices contained in Table 1.

3.2 Language and Cognitive Abilities

In Table 1 we specify the composition of the four sub-indices that comprise two broad indices of cognitive abilities: the Academic Cognitive Index and the Cognitive Abilities Index. The four sub-indices are (1) a Language Sub-Index, (2) a Math & Spatial Abilities Sub-Index, (3) an Executive Function Sub-Index, and (4) a Fluid Intelligence Sub-Index. The Academic Cognitive Index aims to measure language and cognitive abilities more closely related to the academic performance of the child (ie., the skills and concepts children would be learning in school) and only includes sub-indices (1) and (2). The Cognitive Abilities Index includes the four mentioned sub-indices.

Both broad indices will be constructed by normalizing and summing across the component sub-indices as described in section 3.1. The component measures are tests that have been designed specifically for assessing young children and have been locally adapted to the Kenyan context after extensive piloting. The sub-indices present theoretically motivated groupings of the tests, while the broad index is a more speculative measure of overall cognitive abilities. The sub-indices are of standalone interest and will be reported independently and in addition to the broad index (although, as we note above, we may find that the sub-indices should be combined in different ways). For the broad index, we will report the correlation structure of the individual tests as a measure of index quality and coherence. Developmental domains tend to be global or interrelated among younger children, gradually becoming more domain-specific as children age.

The Language sub-index includes the PPVT, Animal Naming, Uwezo Swahili, and Uwezo English assessments, the Math and Spatial Abilities sub-index includes the Making Change and Uwezo Math assessments, the Executive Function sub-index includes the Digit Span and PLUS-EF assessments, and the Fluid Intelligence Index includes the Raven's Assessment. We provide more detail on each of these tests in what follows.

	7-10 years	11-14 years	Language of Administration
PPVT	W1-W2		English, Kiswahili
Animal Naming	W1-W2	W1-W2	English, Kiswahili
Uwezo Swahili	W1-W2	W1-W2	Kiswahili
Uwezo English	W1-W2	W1-W2	English
Uwezo Math	W1-W2	W1-W2	English, Kiswahili
Digit Span	W1-W2	W1-W2	English, Kiswahili
PLUS-EF: Hearts & Flowers	W1-W2	W2	English, Kiswahili

Raven's	W2	W1-W2	English, Kiswahili
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For all tests we will create Z-scores by subtracting the mean and dividing by the standard deviation within the control group sample using age-gender groups (using 3-month or 6-month age bands).¹⁹ For the Z-scores, we will exclude any practice items and only consider test items. We also plan to report raw scores for each assessment, most likely in an appendix.

For the cognitive tests, we will code non-responses from children as incorrect responses, though the raw data indicates whether such responses were actually incorrect responses or simply non-responses. The table above summarizes the batteries of tests that will be administered to children on each age range (where age will be judged on the day of the assessment), as summarized by the table below.²⁰ We aim to measure language, cognitive, and executive function abilities along similar dimensions using age-appropriate assessments. All tests are administered across both age bands except for PPVT, PLUS-EF, and Raven's. Below we provide a description of each individual assessment along with details for how each will be scored. We note that in some cases the assessments have been modified from their original format to fit the Kenyan context. For most tests, trained field staff will first determine the language in which the child is most proficient (English or Kiswahili) and administer the entire test in that language, where appropriate. We summarize the assessments administered to children within each age group and language of administration in the table below.

1. **The Peabody Picture Vocabulary Test (PPVT; Dunn and Dunn, 2007).** PPVT measures receptive vocabulary. Children are presented with four images and asked to point to the image that corresponds to the word the enumerator says. We only administer sections 7-10 of the standard test. The outcome is the Z-score of the sum of correct items (not including practice items), created within gender and age bands. This assessment is administered to children aged 7-10 years. We will also report raw scores, most likely in an appendix.
2. **Animal Naming (as used in Miguel et al 2023).** The Animal Naming test is a measure of verbal fluency. The child is asked to say the names of as many animals as they can think of in 60 seconds. The score is calculated as the total number of animals that are recalled, excluding repetitions and incorrect animals (e.g. fictional characters). The test is administered to children aged 7-14 years. The outcomes are Z-scores created within gender and age bands. We will also report raw scores, most likely in an appendix.
3. **Forward and Backward Digit Span (MELQO DA subtask, UNESCO et al 2017, LASI-DAD study).** The forward and backward digit span assessments are tests of

¹⁹We primarily used 6-month age bands in analysis of KLPS-4 Kids data.

²⁰ Note that what we call age range 8-10 years old includes sampled children who have not yet “aged-in” at the time of the assessment (younger than 8 years old) and what we call age range 11-14 includes sampled children who have “aged-out” by the time of the assessment (older than 14 years 11 months). See section 1.3 for more detail on how we plan to handle these cases.

working memory. Children are asked to listen to and verbally repeat back a series of numbers in sequence. The score is correct if they repeat all numbers in the same order. Both assessments consist of two practice and two test items, and is administered to children aged 7-14 years. The outcome is the Z-score of the sum of correct items created within gender and age bands (not including practice items). We will also report raw scores, most likely in an appendix.

4. **Promoting Learning, Understanding, Self-Regulation (PLUS-EF; Obradović et al 2018).** PLUS-EF is an assessment of executive function. The PLUS-EF was developed to measure various aspects of executive function, including the capacities to attend to relevant stimuli, inhibit previously learned responses when task rules change, and demonstrate cognitive flexibility such as learning and applying new rules. The assessment is administered on tablets. Enumerators read instructions and advance each section, but children select responses on the tablet themselves. Children are challenged to respond accurately under non-negligible time pressure. We administer 1 PLUS EF task: Hearts & Flowers. The task includes a series of consecutive trials across up to three categories (in “blocks” of trials): congruent, incongruent, and mixed. Performance will be calculated separately for each of these three categories, combining a measure of performance (accuracy) on blocks of trials within each category from across the three tasks. Accuracy scores for each task are calculated as the proportion of correct responses (correct responses divided by the sum of correct and incorrect responses) conditional on a sufficient level of non-missing responses²¹. The test is administered to children aged 7-10 years in wave 1, and all children in wave 2. The outcomes are Z-scores of accuracy scores created within gender and age bands for each of the 3 categories (not including practice items). We will also report raw scores, most likely in an appendix.
5. **Uwezo Assessment Swahili (Uwezo East Africa, 2021).** Uwezo Swahili is a standardized literacy assessment developed and conducted by Twaweza East Africa to measure children's Kiswahili proficiency in Kenya and Tanzania. The test, designed at the Standard 2 level, aligns with national curricula and evaluates whether children have acquired fundamental reading and comprehension skills after two years of schooling. The assessment consists of multiple components, including tasks that require children to identify letters, read words, construct sentences, and understand short texts. It is administered to children aged 7-14 years.
As a primary outcome, we will use a continuous score following Table 4. Briefly, the standard categorical scoring method classifies children into mutually-exclusive levels based on the highest competency demonstrated (letter/sound, word, paragraph, etc.); the continuous score preserves the principle of scoring performance based on the child's highest competency, but consolidates levels into a single continuous score, and incorporates how well children perform at their highest competency. As a secondary outcome, we will present the scores in two ways: (1) a categorical score as defined in the original Uwezo guidelines, and (2) an additional measure incorporating extra exercises adapted by the KLPS team from the Usawa Agenda

²¹ To assess whether an evaluation contains a sufficient level of non-missing data for calculating an accuracy score, we will follow the standardized guidelines established in Duhon et al. (2024).

(2021), which will be introduced in Wave 2. These are our current plans, but we remain open to exploring alternative methods to best capture children's literacy abilities as new insights emerge.

Finally, all scores will be standardized as Z-scores within gender and age bands to allow for their inclusion in the main cognitive index.

6. **Uwezo Assessment English (Uwezo East Africa, 2021).** Uwezo English is a standardized assessment developed and implemented by Twaweza East Africa to measure children's English literacy proficiency in Kenya, Tanzania, and Uganda. The test is designed at the Standard 2 level, aligning with each country's curriculum, and assesses whether children have acquired foundational literacy skills after two years of schooling, as per international learning standards. The assessment consists of multiple sections, evaluating children's ability to recognize letters, read words, comprehend passages, and demonstrate basic literacy competencies. It is administered to children aged 7-14 years.

As a primary outcome, we will use a continuous score following Table 4. As a secondary outcome, we will present the scores in two ways: (1) a categorical score as defined in the original Uwezo guidelines, and (2) an additional measure incorporating extra exercises adapted by the KLPS team from the Usawa Agenda (2021), which will be introduced in Wave 2. These are our current plans, but we remain open to exploring alternative methods to best capture children's literacy abilities as new insights emerge.

Finally, all scores will be standardized as Z-scores within gender and age bands to allow for their inclusion in the main cognitive index.

7. **Uwezo Math Assessment (Uwezo East Africa, 2021).** Uwezo Math is a standardized numeracy assessment developed and implemented by Twaweza East Africa to evaluate children's mathematical competencies in Kenya, Tanzania, and Uganda. The test is based on the Standard 2 level curriculum and assesses whether children have acquired foundational numeracy skills after two years of schooling. The assessment includes tasks such as number recognition, basic arithmetic operations, and problem-solving exercises. It is administered to children aged 7-14 years to measure their ability to apply early mathematical concepts. The KLPS team introduced an additional level, Division+, which consists of more challenging division problems following the same test format. This additional section was developed to ensure sufficient variation among the highest-performing children in the sample.

As a primary outcome, we will use a continuous score following Table 4, which includes the Division+ results. As secondary outcomes, we will present the scores in two ways: (1) a categorical score as defined in the original Uwezo guidelines, and (2) an alternative continuous score based on Table 4, incorporating both Division+ and an additional "making change" exercise. The "making change" task, also administered to KLPS adult respondents, provides a real-world measure of children's division abilities. It gives the child a scenario where they must make change for a 1000 Ksh note with 200 Ksh notes. They are scored based on whether they provide the correct answer (indicator variable).

With Wave 2, we will introduce an additional secondary outcome that incorporates the extra numeracy exercises developed by Usawa Agenda (2021). These are our current plans, but we remain open to exploring alternative methods to best capture children's mathematical abilities as new insights emerge.

Finally, all scores will be standardized as Z-scores within gender and age bands to allow for their inclusion in the main cognitive index.

8. **Raven's Standard Progressive Matrices (Raven et al. 1998).** The Raven's Test measures fluid intelligence and abstract reasoning. We used the same set of 17 questions that are used in other HCAP studies. The score is the sum of all correct answers. The test is administered to children aged 11-14 years in wave 1, and all children in wave 2. The outcomes are Z-scores created within gender and age bands. We will also report raw scores, most likely in an appendix.

We will also combine cognitive data from KLPS respondents with the data from the kids assessments to look at intergenerational correlations. In some instances (with Raven's, animal naming and select items of the digit span assessments), the same assessments will have been administered to parents and their children.

3.3 Behavior and Socio-Emotional Development

In Table 1 we specify the components of three indices measuring Behavior and Socio-Emotional Development. The three indices are (1) Strength and Difficulties Index, (2) CESD-DC Index, and (3) Resilience Index. The component measures are tests that have been designed for assessing young children and have been locally adapted to the Kenyan context after extensive piloting. The Strength and Difficulties Index is composed of two sub-indices that are of standalone interest and will be reported independently and in addition to the broad index, the Total Difficulties Score and the Prosocial Scale.

For all tests we will create Z-scores by subtracting the mean and dividing by the standard deviation within the control group sample using age-gender groups (using 3-month age bands if sufficient sample size within 3-month bands allows, or aggregating to 6-month age bands otherwise). We also plan to report raw scores for each assessment, most likely in an appendix.

Below we provide a description of each individual assessment along with details for how each will be scored. We note that in some cases the assessments have been modified from their original format to fit the Kenyan context.

1. **Strengths and Difficulties Questionnaires (SDQ).** We administer the age-specific SDQ to the primary caregiver of each child to assess children's socio-emotional development (PC 6.1-6.25; SDQ; Goodman, 1997). Standard outcomes constructed from the SDQ include the Emotional Symptoms, Conduct Problems, Hyperactive, Peer Problems, and Prosocial Scales, as well as the Total Difficulties Score. Each of these scales and their components are described in more detail in Table 2. Note that for each of these measures (aside from the

Prosocial Scale), lower values indicate positive outcomes and greater values indicate negative outcomes in keeping with the literature. Depending on the paper, presentation, or audience, we may occasionally choose to reverse the measures so that lower values indicate negative outcomes while greater values indicate positive outcomes for ease of interpretation. Since this would represent a departure from the typical presentation of these measures in the literature, we will clearly specify and indicate when we choose to present these measures in this way.

In addition to studying the standard outcomes constructed from the SDQ, we also construct the Strengths and Difficulties Index by normalizing and summing the component sub-indices within gender-age bands and relative to the control group using the procedure described in section 3.1. The Strengths and Difficulties Index is a more speculative measure of child behavior, which includes all components of the Total Difficulties Score (reverse-signed so that lower values indicate negative outcomes and greater values indicate positive outcomes) and also the Prosocial Scale. For the broad index we will report the correlation structure of the components as a measure of index quality. For this family of outcomes, we plan to report each of the sub-indices and the broad index, but will not report outcomes for each of the individual 25 component questions.

2. **Center for Epidemiological Studies Depression Scale for Children (CES-DC, Barkmann et al 2008).** We construct the CES-DC Index by administering the CES-DC, a 20-item instrument measuring self-reported depressive symptoms in children and adolescents (Kids 2.2). Panel A of Table 2 shows the 20 items of the Scale. The index is made by summing the items on a scale ranging from 0 (rarely or none of the time) to 3 (all of the time). Items 4, 8, 12, and 16 score in the opposite order. Note that for the final index, lower values indicate positive outcomes and greater values indicate negative outcomes in keeping with the literature. Depending on the paper, presentation, or audience, we may choose to reverse the index so that lower values indicate negative outcomes while greater values indicate positive outcomes for ease of interpretation. Since this would represent a departure from the typical presentation of this measure in the literature, we will clearly specify and indicate when we choose to present the index in this way. We will also report an indicator for exhibiting symptoms consistent with depression, using a cutoff score of 16 (on a scale from 0 to 60). While we plan to report the final index, we will not report effects for each of the individual components. The test is administered to children aged 11-14 years.
3. **Child and Youth Resilience Measure (CYRM, Resilience Research Centre 2022).** We construct the Resilience Index by administering an adapted version of the CYRM. The CYRM is an instrument that measures self-reported social-ecological resilience in children and adolescents (Kids 2.6). Panel A of Table 2 shows the 11 items we administered. The index is made by summing the items on a scale ranging from 1 (not at all) to 5 (a lot). Note that for the final index, lower values indicate negative outcomes and greater values indicate

positive outcomes. While we plan to report the final index, we will not report effects for each of the individual components. The test is administered to children aged 11-14 years.

3.4 Subjective Health

We will present four individual subjective health measures (as reported by the primary caregiver) and one broad index. We describe each measure below:

1. **No sickness in the past seven days.** Indicator equals one if the caregiver indicates that the child has not experienced fever, malaria, vomiting, cough, diarrhea, or any other infection in the past seven days (PC 3.6).
2. **Overall child health.** Five point scale that asks caregiver to rate child health on a scale from 1-5 where a higher score indicates better health (PC 3.7).
3. **No serious health problems since birth.** Indicator (PC 3.8).
4. **No disability.** The no disability indicator is based on the caregiver's answer to the following 10 difficulties questions, used by the World Health Organization (WHO) as a severe disability screener (Durkin et al., 1995). If answers to all 10 questions indicate that the child has no difficulties, then the indicator takes the value of one. While we plan to report the final index, we will not report effects for each of the individual components.
 - a. Child had serious delays in learning to walk compared to other children²² (PC 3.9, PC 3.9a)
 - b. Child has difficulty seeing (PC 3.10)
 - c. Child has difficulty hearing (PC 3.11)
 - d. Child does not understand the caregiver (PC 3.12).
 - e. Child has difficulty moving or weakness or stiffness in arms and legs (PC 3.13).
 - f. Child has seizures (PC 3.14).
 - g. Child has lower learning ability than other children (PC 3.15).
 - h. Child cannot speak or communicate (PC 3.16).
 - i. Child has speech impediments (PC 3.17).
 - j. Child appears cognitively delayed, or delayed in language²³ (PC 3.18).
5. **Subjective Health Index.** The Subjective Health Index will be created from outcomes described in 1-4, by normalizing and summing the four components (three indicators and one index) as described in section 3.1. For this outcome we will report the correlation structure of the components as a measure of index quality.

²² For clarification, we separately ask parents whether the child was able to walk by age 2.

²³ If uncertain, parents are asked whether the child could speak by age two (a “no” response) or could not speak by age two (a “yes” response).

3.5 Anthropometrics and Biomarkers

Stunting. We will define stunting prevalence using the height measure collected at the conclusion of the Kids Module. We will define the prevalence of stunting as an indicator measuring if the child's Height for Age z-score (HAZ) is below 2 standard deviations according to the WHO growth standards (WHO 2006) . (As a secondary outcome, we will also examine the HAZ score as a continuous measure.)

Anemia. We plan to measure anemia prevalence using the haemoglobin (Hb) measure collected at the conclusion of the Kids Module. Here we will focus on an indicator for at least mild anemia, using the cutoffs defined in WHO (2024). (As a secondary outcome, we will also examine the child's Hb as a continuous measure.)

3.6 Home Environment Investments

To measure home environment investments, we will present six individual measures and one broad index, a modified version of the Family Care Indicators (FCI) (Hamadani et al. 2010) These measures (and associated scoring) were adapted from Kariger et al. (2012), Hamadani et al. (2010), Özler et al. (2018), Bradley et al. (2001), Prado et al. (2016) and UNICEF (2015). For consistency, we use the same index construction as in KLPS-4. If we find low rates of participation in some activities (perhaps due to certain items being less age-appropriate for the younger or older groups), we may drop these from the indices. We describe each measure below:

1. **Household Books.** Reported number of books of all types (PC 5A.1c) minus the number of picture or storybooks (PC 5A.1d), the number of e-books the child has access to (5A.1di), and the number of children's textbooks (5A.1e), which are included as part of the “Varieties of Play Materials” Index. Note that when we combine this into the modified FCI index below, we treat this as an indicator for whether the household has any books (again excluding picture and storybooks).
2. **Magazines and Newspapers.** Sum of indicators over the following items:
 - a. Newspapers, magazines, pamphlets, or brochures at home (PC 5A.1f)
 - b. Pictures, posters, calendars, or other type of artwork on the walls at home (PC 5A.1g)
3. **Varieties of Play Materials Index:** Sum of indicators over the following items:
 - a. Music player or radio at home (PC 5A.1a).
 - b. Musical instruments at home (PC 5A.1.b).
 - c. Paper and pen or art supplies at home (PC 5A.1h).
 - d. Number of storybooks or picture books at home (PC 5A.1d), converted to an indicator for having any storybooks or picture books at home.
 - e. Number of e-books (including textbooks, children's books, storybooks or picture books) (PC 5A.1di)

- f. Number of children's textbooks (PC 5A.1e)
 - g. Plays games of strategy (ludo, checkers, chess, video/phone games (PC 5A.1j).
 - h. Child makes toys (PC 5A.1i).
4. **Play Activities:** Sum of indicators over the following items²⁴ (which will be reported in an appendix):
- a. Caregiver reads books to or looks at books with child (PC 5A.12a)
 - b. Caregiver tells stories to child (PC 5A.12b)
 - c. Caregiver sings songs or plays instruments with child (PC 5A.12c)
 - d. Caregiver plays with child (PC 5A.12d)
 - e. Caregiver constructs objects or art with child (PC 5A.12e)
 - f. Caregiver names, counts, or draws things with child (PC 5A.12f)
 - g. Caregiver helps child with homework (PC 5A.12g)
 - h. Caregiver talks with child about what he/she is learning in school (PC 5A.12h)
 - i. Caregiver teaches child vocabulary words in English or Swahili (PC 5A.12i)
 - j. Caregiver teaches child vocabulary words in local language (PC 5A.12j)
 - k. Caregiver plays sports or other physical activity with child (PC 5A.12k)
 - l. Caregiver takes child on a fun outing (PC 5A.12l)
5. **Number of storybooks or picture books at home** (PC 5A.1d)
6. **Modified Family Care Indicators (FCI) Index.** The Modified Family Care Indicators Index will be created by taking the sum of an indicator for whether the household has any books (from index 1) and the sum of indices 2 to 4. We do not include the number of storybooks in this overall index, as an indicator for having any story or picture books features in the “Varieties of play materials” index. For this outcome we will report the correlation structure of the components as a measure of index quality.

3.7 School Enrollment and Educational Investments

1. **School Enrollment and Educational Investments Index.** We plan to present an index constructed as the sum of normalized averages over the following outcomes related to age-appropriate schooling enrollment, attendance, and other educational investment outcomes.
- a. Indicator for child currently enrolled in school, including ECD, pre-school, primary school, or other school (PC 5B.1)
 - b. Indicator for child attended school last week (PC 5B.1d)
 - c. Number of days child attended school last week, conditional on attendance (PC 5B.1di)
 - d. Cost of schooling last month, actual paid by household (PC 5B.1eii)

²⁴ For all items, “caregiver” refers to either the caregiver him/herself or another household member above the age of 15.

- e. Cost of educational expenses (fees, uniforms, school supplies, transportation, or other), actual paid by household (PC 5B.1eiv)
- f. Indicator for child private school enrollment (PC 5B.1b)

We note that in KLPS-4, rates of child enrollment and attendance were quite high; these rates may be even higher in KLPS-5 as younger children have reached primary school age. If we find that over 95% of any of these indicator variables are equal to one, we may exclude these from our index due to the lack of variation. We also note that the addition of the private school enrollment indicator differs from KLPS-4, and if in some cases we prefer a consistent measure with KLPS-4 we may drop this variable.

3.8 Food Security and Diet Quality

1. **Food Security Index.** We plan to present an index constructed as the sum of the following indicators measuring food security for the child reported both by the PC or the kid.
 - a. Indicator for whether the child had at least three meals the day before (PC 3.19)
 - b. Indicator for whether the child had at least one meal that included meat or fish the day before (PC 3.20)
 - c. Indicator for whether the child went to sleep hungry at least one day in the last week (PC 3.21)
 - d. Indicator for whether the child was worried they would run out of food during the past month (Kids 3.1a)
 - e. Indicator for whether the child skipped a meal during the past month (Kids 3.1b)
 - f. Indicator for whether the child went without eating a whole day during the past month (Kids 3.1c)
2. **Modified GDQS.** We plan to present a modified version of the Global Diet Quality Score (Bromage et al. 2021). In the Kids Module, we gathered information on the number of days over the previous week that the child consumed different food groups. Table 5 shows the different food groups for which we gathered the information. This list was adapted from the original GDQS list to be suitable for the Kenyan context after extensive piloting. Of the total 21 food groups, 15 are healthy food groups, 5 are unhealthy food groups, and 1 is unhealthy when consumed in excessive amounts. We will construct the modified GDQS by assigning points according to the frequency of consumption. For healthy food groups, the point values are as follows: 0 days (0 points), 1 day (1 point), 2-4 days (2 points), and 5-7 days (3 points). For unhealthy food groups, the scoring will be reversed. Specifically for red meat (unhealthy when consumed in excessive amounts), the scoring will be: 0 days (0 points), 1 day (1 point), 2-4 days (2 points), and 5-7 days (0 points).

3.9 Caregiver-Child Relationship

1. **Caregiver-Child Relationship Index (CPRS-SF, Driscoll and Pianta 2011).** We construct the Caregiver-Child Relationship Index by administering the short version of the CPRS. The CPRS is an instrument where PCs self-report their perceptions of their relationships with their children (PC 7). Panel B of Table 2 shows the 15 items we administered. Out of the 15 items, 8 measure conflict levels, while the remaining 7 measure closeness levels. A Conflict and a Closeness scale can be created summing the items on a scale ranging from 1 (definitely does not apply) to 5 (definitively applies). We construct a unique index by summing the 15 items, switching the direction of the Conflict items so that a higher Scale indicates a better relationship between the PC and the child. While we plan to report the final index, we may not report effects for each of the individual components.

3.10 Additional Secondary Outcomes

Table 3 summarizes additional outcomes that may be included in a paper with the main analyses above, or may go into separate papers. These sets of outcomes can be viewed as additional families, and thus some Additional outcomes include the following:

1. **Early Life Health Investments.** We will present two individual measures and one broad index related to early life health investments. We describe each measure below:
 - a. **Vaccination Index.** Sum of indicators over the following items. While we plan to report the final index, we will not report effects for each of the individual vaccination components.
 - i. Indicator for having received BCG vaccination (PC 3.3a).
 - ii. Indicator for having received polio vaccination (PC 3.3b).
 - iii. Indicator for having received DPT vaccination (PC 3.3c).
 - iv. Indicator for having received measles vaccination (PC 3.3d).
 - v. Indicator for having received yellow fever vaccination (PC 3.3e).
 - vi. Indicator for having received a second dose of measles vaccination (PC 3.3f).
 - vii. Indicator for having received HPV vaccination (PC 3.3g).
 - viii. Indicator for having received COVID-19 vaccination (PC 3.3h).
 - b. **Parasitic Prevention Index.** Sum of indicators over the following items (which will be reported in an appendix):
 - i. Indicator for child slept under a bed net last night (PC 3.4).
 - ii. Indicator for child dewormed in past 12 months (PC 3.5).
 - c. **Early Life Health Investments Index.²⁵** The Early Life Health Investments Index will be created from outcomes 1 and 2 (both sub-indices), by normalizing and summing the two component sub-indices following the

²⁵ We retain the name for consistency with KLPS-4, even though some individuals have entered adolescence.

procedure described in section 3.1. For this outcome we will report the correlation structure of the components as a measure of index quality.

2. **Any Vaccination.** Related to parental investments in child, we will also present:
 - a. An indicator for any vaccination (maximum of indicators, PC 3.3a-3.3h). We expect little variation in this measure, with nearly all children reported to receive at least one vaccination.
 - b. An indicator for received any other vaccination (PC 3.3i)
3. **Child Discipline Strategies.** We will present two individual measures and one broad index related to parent- or caregiver-reported child discipline strategies used with the child. These outcomes were drawn from Sadowski et al. (2004), UNICEF (2010), and UNICEF (2015). As a secondary measure, we will also report a (nonstandard) measure of parental engagement in any discipline techniques. Table 3 shows the composition of each measure, which we describe below:
 - a. Positive Discipline Techniques Index. Sum of indicators with higher values indicating higher reported use of positive discipline techniques.
 - b. Negative Discipline Techniques Index. Sum of indicators with higher values indicating higher reported use of negative discipline techniques.
 - c. Child Discipline Strategies Index. Index based on measures a and b, constructed by normalizing and summing across component outcomes. Note that the Negative Discipline Techniques sub-index will be re-signed in construction of the overall Child Discipline Strategies Index so that positive indicates “no adults have used the particular negative discipline technique”. For this outcome we will report the correlation structure of the components as a measure of index quality.
 - d. Secondary discipline strategies index: Index based on measures a and b, constructed by normalizing and summing across component outcomes without re-signing these components.
4. **Economic Preferences.** We will present four individual measures related to child economic preferences, adapted from List et al. (2021) and other relevant literature. These experiments were extensively tested and adapted, eventually using cups of different colors and pencils as aids to facilitate understanding and engagement. Incentives were structured to be incentive-compatible, except for the time preferences experiment, which was non-incentivized due to concerns about credibility in delayed prize distribution. School supplies served as the rewards, ensuring cultural relevance. Following List et al. (2021), Brocas and Carrillo (2021), and Chowdhury et al. (2022), incentives were designed around the concept of duka (local shop) exchanges to align with children's real-world experiences.
 - a. **Time Preferences (Kids 4.1).** Adapted from Chowdhury et al. (2022), this experiment measures children's willingness to delay gratification. Due to concerns about credibility in delayed reward distribution, this experiment was conducted in a non-incentivized manner.

- b. **Social Preferences (Kids 4.2).** Adapted from Chowdhury et al. (2022) and the dictator game, this experiment measures children's generosity and fairness in resource allocation. Due to logistical challenges in managing tablets, this experiment was conducted in a non-private manner, though piloting indicated no significant differences in outcomes.
- c. **Risk Preferences (Kids 4.3).** Adapted from Andreoni et al. (2020), this experiment assesses children's willingness to take risks.
- d. **Ambiguity Preferences (Kids 4.4).** Adapted from the KLPS-4 I-Module survey, this experiment captures children's tolerance for uncertainty in decision-making.

For each of these measures, we construct z-scores to standardize the outcomes and facilitate comparison across different economic preference domains, following the approach used in KLPS-4 I-Module survey.

As we have collected similar data for KLPS respondents (parents), in addition to studying treatment effects we will also estimate intergenerational correlations in these preference measures.

- 5. **Gender Attitudes.** We construct the Gender Attitudes Index from five questions measuring levels of agreement of the children with five statements related to gender (Kids 2.11). Table 3 shows the 5 questions we administered. The index is made by summing the items on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). Note that for the final index, higher values indicate more egalitarian gender views.

As we have collected similar data for KLPS respondents (parents), in addition to studying treatment effects we will also estimate intergenerational correlations in these preference measures.

- 6. **Caregiver Mental Health Index.** We administer the Center for Epidemiologic Studies Depression Scale-Short Form (CESD-10; Andersen et al 1994) to construct the Caregiver Mental Health Index (PC 2.7). For cases where the primary caregiver is the KLPS respondent, this information will be collected in the I+ Module and will not be collected again in the PC module. The index is made by summing the following items reported on a scale ranging from 1 (rarely or none of the time) to 4 (all of the time). Where necessary, responses will be recorded so that positive responses are scored (1) and negative responses are scored (4). Note that for the final index, lower values indicate positive outcomes and greater values indicate negative outcomes in keeping with the literature. Depending on the paper, presentation, or audience, we may choose to reverse the index so that lower values indicate negative outcomes while greater values indicate positive outcomes for ease of interpretation. Since this would represent a departure from the typical presentation of this measure in the literature, we will clearly specify and indicate when we choose to present the index in this way.

While we plan to report the final index, we will not report effects for each of the individual components. We will also report an indicator for exhibiting symptoms consistent with depression, using a cutoff score of 20 (on a scale from 10 to 40; equivalent to a 10 on a scale from 0 to 30 as is common in the literature). In the analysis of this data, we will include an indicator variable for whether this was collected as part of the I module (as opposed to the PC module) as an additional regression covariate.

- a. In the past week, caregiver was bothered by things that usually do not bother him/her (PC 2.7.1).
 - b. In the past week, caregiver had a problem concentrating on what he/she was doing (PC 2.7.2).
 - c. In the past week, caregiver felt depressed or troubled in his/her mind (PC 2.7.3).
 - d. In the past week, caregiver felt that everything he/she did took up all his/her energy (PC 2.7.4).
 - e. In the past week, caregiver felt helpful about the future (PC 2.7.5).
 - f. In the past week, caregiver felt afraid (PC 2.7.6).
 - g. In the past week, caregiver had difficulty sleeping peacefully (PC 2.7.7).
 - h. In the past week, caregiver felt happy (PC 2.7.8).
 - i. In the past week, caregiver felt lonely (PC 2.7.9).
 - j. In the past week, caregiver lacked the motivation to do anything (PC 2.7.10).
7. **Time Use.** Estimates of child time use are calculated in one-hour increments for common activities. We plan to sum time spent on various activities across the following broad categories (and report individual items in an appendix):
- a. Unstructured leisure time
 - i. Hours spent informally playing with friends (PC 5A.3e)
 - ii. Hours spent watching TV, playing video games, etc. (PC 5A.3i)
 - b. Productive activities and/or chores
 - i. Hours spent doing chores (PC 5A.3f)
 - ii. Hours spent on family business (PC 5A.3g)
 - c. Educational activities
 - i. Hours spent in class time (PC 5A.3a)
 - ii. Hours spent reading, doing homework, or studying (PC 5A.3h)
 - d. Other time use
 - i. Hours spent going to and from school (PC 5A.3a)
 - ii. Hours spent doing a structured non-sports activity (PC 5A.3b)
 - iii. Hours spent on religious activities (PC 5A.3c)
 - iv. Hours spent on formal sports (PC 5A.3d)
 - v. Hours spent on other non-sleep activities (PC 5A.3j)
8. **Aspirations.** We plan to look at kids' educational aspirations: the academic degree the child would ultimately like to achieve (Kids 2.8.1). We will create an index with 5 possible values: 1 (primary school), 2 (some secondary school), 3 (completed secondary school), 4 (some tertiary education), 5 (completed tertiary

education).

9. **Competition.** We plan to look at caregiver and child beliefs about the importance of competing and how competitive caregivers view themselves, their children, and how children view themselves. We will look at how competitiveness compares across rounds (comparing similar responses in KLPS-4 with measures from KLPS-5) and across genders. We plan to examine the following:
 - a. KLPS focal respondent beliefs about the importance of being competitive for success in life, on a scale from 1 (not important at all) to 10 (very important) (I-Module 14.1)
 - b. Caregiver beliefs about the importance of being competitive for success in life, in general (PC.5c.4) and for their child specifically (3.5c.6), each on a scale from 1 (not important at all) to 10 (very important).
 - c. Caregiver beliefs about how competitive they consider themselves to be (PC.5c.5) and how competitive they consider their child to be (PC.5c.7), each on a scale from 1 (not competitive at all) to 10 (very competitive).
 - d. Child beliefs about the importance of being competitive (on a scale from 1 to 10 as above) (Kids 4.8) and how competitive they consider themselves to be (on a scale from 1 to 10 as above) (Kids 4.9).
10. **Parental beliefs.** We plan to look at parental beliefs related to child academic performance relative to other children of the same age at present, and in the future. We plan to example the following:
 - a. Indicators for whether parents report believing their child is an average, better than average, or below average student (PC.5B.8).
 - b. Relative ranking (1 to 10) compared to other children of the same age on the assessments in math, Swahili, English, and overall (PC.5B.9a-d).
 - c. Indicators for whether parents report believing their child scored above average, average, or below average on the KCPE, KPSEA (Kenya) or PLE (Uganda), if already taken (PC.5B.12).
 - d. Anticipated score (PC.5B.13a-b), and indicators for whether parents report believing their child will score above average, average, or below average on the KCPE, KPSEA (Kenya) or PLE (Uganda), if not already taken (PC.5B.14).
 - e. Indicators for whether parents report strongly agreeing that they understand their child's ability; receive information about their child's performance; believe their own choices, actions, and effort will determine how well the child will do in school and in life; believe their child's ability and effort will determine how well the child will do; believe external factors will determine how well the child will do (PC.5B.15i-iv).
11. **Child academic self-concept and beliefs about performance.** We plan to look at child academic self-concept (general, and within subject areas) and beliefs about performance. We plan to examine the following:

- a. Measures of general academic self-concept (Kids 2.18.4), and academic self-concept in mathematics, English, and Swahili (Kids 2.18.1-3) (Marsh, 1990²⁶), including both indicators for reporting that statements about being good at math, English, Swahili, or all school subjects are “very true,” and constructing a mean effects index across subjects.
- b. As our primary analysis, indicators for believing above average, average, or below average compared to other children of the same age (Kids 2.18.6). In a secondary analysis, the same indicators compared to other female/male children of the same age (Kids 2.18.7 and Kids 2.18.8).
- c. In exploratory analysis, we will analyze the correlation between beliefs across generations (parent-child); parent and child beliefs by socioeconomic status (household earnings, parent educational attainment, urban status); and parent and child beliefs across domains (language, math) and by child gender; and changes in parental beliefs over time (KLPS-4 versus KLPS-5; wave 2 only).

12. Anthropometrics and Biomarkers. We plan to look at several other measures:

- a. Height for Age (HAZ) continuous z-score.
- b. Weight for Age (WAZ) continuous z-score.
- c. BMI percentile: We will construct the BMI percentile outcome by using the height and weight measures collected at the conclusion of the Kids Module. We will construct the BMI percentile age and gender using the CDC guidelines, growth charts, and programs in CDC (2025).
- d. Blood pressure (BP), the outcomes will be an indicator for being at least pre-hypertensive, and an indicator for being in the hypertensive category (National High Blood Pressure Education Program Working Group on High Blood Pressure in Children and Adolescents, 2005).
- e. Haemoglobin (Hb) continuous measure.

4. Exploratory Analysis

1. **Going beyond mean effects.** Estimation of distributions of outcomes are of interest in this type of study as an additional piece of exploratory data analysis. We will non-parametrically estimate the distributions of outcomes separately for the treatment and control groups, for each of the three interventions, using kernel estimation techniques and will present these results for the main outcome indices. If we find suggestive graphical evidence of differences in the distributions, we will also report quantile regression results to better characterize the magnitude and statistical significance of these differential effects across the distribution.
2. **Interactions across interventions.** In an extension of regression specifications

²⁶ See also

<https://www.acu.edu.au/research-and-enterprise/our-research-institutes/institute-for-positive-psychology-and-education/our-research/research-instruments>

(1) and (2) described above, we will also examine the effect of assignment to multiple treatment groups (a set of double interactions and one triple interaction). The interactions between the PSDP and GSP treatment indicators with the vocational training and cash grant treatment indicators may not necessarily have a causal interpretation due to potential selection into the vocational training and cash grants sample. Moreover, we do not expect our study design to have sufficient statistical power to generate precise estimates for many of these interaction terms (particularly for the smaller samples involved in the vocational training and cash grants program interactions), and hence such analyses should be considered suggestive rather than definitive. The patterns that emerge will likely stimulate further exploratory analysis using the dataset.

3. **Occupational aspirations.** We plan to explore deworming and other program impacts on occupational aspirations among kids, and explore variation and correlations with other characteristics.
4. **Health Related Habits.** We plan to construct an index measuring children's habits related to health and analyze its variation across treatment and control. This index will be created using three sub-indexes: the modified GDQS diet quality score (discussed above), the Physical Activities Z-Score (Kids 2.4), and the Sleep time Z-Score (Kids 2.3).

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Tables

See attached Table 1, Table 2, Table 3, Table 4 and Table 5.

Appendix

See attached copies of Kenya Life Panel Survey-Kids (KLPS-Kids) Module, Primary Caregiver (PC) Module, and Data Management Note

Table 1: Primary Outcomes

Individual Outcomes	Age Range	Sub-Index	Broad Index
Panel A: Primary Child Outcomes			
Language and Cognitive Abilities			
Peabody Picture Vocabulary Test Z-Score	8-10 years		
Animal Naming Z-Score	8-14 years		
Uwezo Swahili Augmented Z-Score	8-14 years	Language Index+	
Uwezo English Augmented Z-Score	8-14 years		
Uwezo Math Augmented Z-Score	8-14 years	Math and Spatial Abilities Index+	Academic Cognitive Index+ & Cognitive Abilities Index
Digit Span Z-Score	8-14 years		
PLUS-EF Hearts & Flowers Z-Score: Congruent Task	8-14 years*		Executive Function Index
PLUS-EF Hearts & Flowers Z-Score: Incongruent Task	8-14 years*		
PLUS-EF Hearts & Flowers Z-Score: Mixed Task	8-14 years*		
Raven's Test Z-Score	8-14 years*	Fluid Intelligence Index	
Behavior and Socio-Emotional Development			
Emotional Symptoms Scale	8-14 years		
Conduct Problems Scale	8-14 years		Total Difficulties Score**
Hyperactive Scale	8-14 years		Strengths and Difficulties Index
Peer Problems Scale	8-14 years		
Prosocial Scale	8-14 years	Prosocial Scale	
CES-DC Scale	11-14 years	CES-DC Scale	CES-DC Index
Resilience Scale	11-14 years	Resilience Scale	Resilience Index
Subjective Health			
No sickness in past seven days			
Overall child health			Subjective Health Index
No serious health problems since birth			
No disability indicator			
Anthropometrics & Biomarkers			
Stunting		Stunting Prevalence	
Anemia		Anemia Status	
Panel B: Child Investment Outcomes			
Home Environment Investments			
Household books			
Magazines or newspapers			
Sources of play materials			Modified Family Care Indicators (FCI) Index
Varieties of play materials			
Play activities			
Number of picture or storybooks			
Schooling Enrollment and Educational Investments			
School Enrollment and Educational Investments Index		School Enrollment and Educational Investments Index	
Food Security & Diet Quality			
Food Security Index		Food Security Index	
Modified GDQS		Modified GDQS score	
Caregiver-Child Relationship			
Caregiver-Child Relationship Index		Caregiver-Child Relationship Index	

Notes:

1. Age ranges are reported for assessments that vary by child age. If ages are not specified, the outcome is collected for all children
2. * The PLUS-EF test was only administered to children 8-10 years old in Wave 1, while the Raven's test was only administered to children 11-14 years old in Wave 1.
3. ** indicates components where the direction will be resigned for internal consistency in construction of the index (higher values reflect positive outcomes, lower values reflect negative outcomes).
4. + For Language and Cognitive Abilities, we defined two broad indices: the first, Academic Cognitive Index, includes the results of the Language Index and Math and Spatial Abilities Index. The second, Cognitive Abilities Index, includes Language Index, Math and Spatial Abilities Index, Executive Function Index, and Fluid Intelligence Index.
5. Items in green indicate that the same assessments were administered in KLPS-4. Items in yellow were also administered in KLPS-4, but the KLPS-5 version has some modifications.

Table 2: Construction of Primary Outcomes

Outcome	Aggregation Method	Question Number KLPS-4	Question Number KLPS-5	Question Description
Panel A: Primary Child Outcomes				
Behavior and Socio-Emotional Development				
Emotional Symptoms Scale+	Sum	PC 6.3	PC 6.3	Often complains of headaches, stomach-aches, or sickness
		PC 6.8	PC 6.8	Many worries or often seems worried
		PC 6.13	PC 6.13	Often unhappy, depressed or tearful
		PC 6.16	PC 6.16	Nervous or clingy in new situations, easily loses confidence
		PC 6.24	PC 6.24	Many fears, easily scared
Conduct Problems Scale+	Sum	PC 6.5	PC 6.5	Often loses temper
		PC 6.7	PC 6.7	**Generally well behaved, usually does what adults request
		PC 6.12	PC 6.12	Often fights with other children or bullies them
		PC 6.18	PC 6.18	Age 3 or younger: Often argumentative with adults Age 4 or older: Often lies or cheats
		PC 6.22	PC 6.22	Age 3 or younger: Can be spiteful to others Age 4 or older: Steals from home, school or elsewhere
Hyperactive Scale+	Sum	PC 6.2	PC 6.2	Restless, overactive, cannot stay still for long
		PC 6.10	PC 6.10	Constantly fidgeting or squirming
		PC 6.15	PC 6.15	Easily distracted, concentration wanders
		PC 6.21	PC 6.21	**Age 3 or younger: Can stop and think things out before acting **Age 4 or older: Thinks things out before acting
		PC 6.25	PC 6.25	**Good attention span, sees work through to the end
Peer Problems Scale+	Sum	PC 6.6	PC 6.6	Rather solitary, prefers to play alone
		PC 6.11	PC 6.11	**Has at least one good friend
		PC 6.14	PC 6.14	**Generally liked by other children
		PC 6.19	PC 6.19	Picked on or bullied by other children
		PC 6.23	PC 6.23	Gets along better with adults than with other children
Prosocial Scale+	Sum	PC 6.1	PC 6.1	Considerate of other people's feelings
		PC 6.4	PC 6.4	Shares readily with other children, for example toys, treats, pencils
		PC 6.9	PC 6.9	Helpful if someone is hurt, upset or feeling ill
		PC 6.17	PC 6.17	Kind to younger children
		PC 6.20	PC 6.20	Often offers to help others (parents, teachers, other children)
CES-DC Scale+	Sum	Kids 2.2.1		Felt bothered by things
		Kids 2.2.2		Felt like not eating
		Kids 2.2.3		Felt you were not happy
		Kids 2.2.4		**Felt good as other kids
		Kids 2.2.5		Felt that you could not pay attention
		Kids 2.2.6		Felt down and unhappy
		Kids 2.2.7		Felt to be too tired to do things
		Kids 2.2.8		**Felt that something good was going to happen
		Kids 2.2.9		Felt that things did not work out
		Kids 2.2.10		Felt scared
		Kids 2.2.11		Felt your sleep was restless
		Kids 2.2.12		**Felt happy
		Kids 2.2.13		Felt more quiet
		Kids 2.2.14		Felt lonely
Resilience Scale+	Sum	Kids 2.2.15		Felt that other kids were not friendly
		Kids 2.2.16		**Felt you had a good time
		Kids 2.2.17		Felt like crying
		Kids 2.2.18		Felt sad
		Kids 2.2.19		Felt people disliked you
		Kids 2.2.20		Felt hard to get started on things
		Kids 2.6.1		I have people I want to be like
		Kids 2.6.2		Getting an education is important to me
		Kids 2.6.3		My parents/caregivers know a lot about me
		Kids 2.6.4		I try to finish activities that I start
		Kids 2.6.5		I can fix things that don't go my way without hurting anyone

Subjective Health		
No disability Indicator  Max	PC 3.9	PC 3.9
	PC 3.10	PC 3.10
	PC 3.11	Difficulty seeing
	PC 3.13	Difficulty hearing
	PC 3.14	PC 3.13
	PC 3.12	Difficulty moving. Weakness or stiffness in arms and legs.
	PC 3.15	Has seizures
	PC 3.16	Child does not understand caregiver
	PC 3.17	Child has lower learning ability than other children
	PC 3.18	Child cannot speak or communicate
	PC 3.19	Speech impediments
	PC 3.20	Cognitively delayed, or delayed in language

Notes:

1. We will report all questions in an appendix, with both naive p-values and multiple testing corrected FDR q-values.

2. Items in yellow were also administered in KLPS-4, but the KLPS-5 version has some modifications.

3.  indicates that individual components will not be reported separately.

4. ** indicates components where the direction will be resigned for internal consistency in construction of the index (higher values reflect **negative** outcomes, lower values reflect **positive** outcomes, in keeping with the literature).

Table 2: Construction of Primary Outcomes (continued)

Outcome	Aggregation Method	Question Number KLPS-4	Question Number KLPS-5	Question Description
Panel B: Child Investment Outcomes				
Home Environment Investments				
Household Books	Sum	PC 5.1c	PC 5A.1c	Reported number of books (all types) at home, subtracting off number of picture or storybooks (5A.1d), the number of e-books the child has access to (5A.1di), and the number of children's textbooks (5A.1e). We convert this to an indicator for any household books (excluding picture or storybooks) when constructing the modified FCI measure.
Magazines and Newspapers	Sum	PC 5.1e PC 5.1f	PC 5A.1f PC 5A.1g	Newspapers, magazines, pamphlets, or brochures at home Pictures, posters, etc
Sources of Play Materials	Sum	PC 5.2a PC 5.2b	PC 5A.1a PC 5A.1b PC 5A.1h	Plays with homemade toys Plays with toys from a shop or manufactured toys Music player or radio at home Musical instruments at home Paper and pen or art supplies at home
		PC 5.1a PC 5.1b PC 5.1g PC 5.1di	PC 5A.1a PC 5A.1b PC 5A.1h PC 5A.1d	Number of storybooks or picturebooks at home, converted to indicator for any story or picture books Number of e-books (including textbooks, children's books, storybooks or picture books)
		PC 5.1e PC 5.1i PC 5.1h	PC 5A.1e PC 5A.1j PC 5A.1i	Number of children's textbooks Plays games of strategy (ludo, checkers, chess, video/phone games) Child makes toys (balls, dolls, etc)
		PC 5.4a PC 5.4b PC 5.4c PC 5.4d PC 5.4e	PC 5A.12a PC 5A.12b PC 5A.12c PC 5A.12d PC 5A.12e	Caregiver reads books to or looks at books with child Caregiver/HH member tells stories to child Caregiver/HH member sings songs/plays instruments with child Caregiver/HH member plays with child Caregiver/HH member constructs objects or art with child
		PC 5.4f PC 5.4g PC 5.4h PC 5.4i PC 5.4j PC 5.4k PC 5.4l	PC 5A.12f PC 5A.12g PC 5A.12h PC 5A.12i PC 5A.12j PC 5A.12k PC 5A.12l	Caregiver names, counts, or draws things with child Caregiver helps child with homework Caregiver talks with child about what learning in school Caregiver teaches vocabulary words in English or Swahili Caregiver teaches vocabulary words in local language Caregiver/HH member plays sports or other physical activity with child Caregiver/HH member takes child on a fun outing
Schooling Enrollment and Educational Investments				
School Enrollment and Educational Investments Index	Normalized Average	PC 5.6	PC 5B.1	KLPS-4: Child currently enrolled in school, including ECD, pre-school, primary school, or other school KLPS-5: Child currently enrolled in school, primary school, or other school
		PC 5.6a		Child ever enrolled in school, including ECD, pre-school, primary school, or other school
		PC 5.7d	PC 5B.1d	Child attended school last week
		PC 5.7di	PC 5B.1di	Number of days child attended last week
		PC 5.eii	PC 5B.1eii	Cost of schooling last month, actual paid by household
		PC 5.9a		Cost of daycare last month, actual paid by household
		PC 5B.1eiv		Cost of educational expenses (fees, uniforms, school supplies, transportation, or other), actual paid by household
Food Security				
Food Security Index	Sum	PC 3.19		** Indicator for whether the child had at least three meals yesterday
		PC 3.20		** Indicator for whether the child had at least one meal that included meat or fish the day before
		PC 3.21		Indicator for whether the child went to sleep hungry at least one day in the last week
		Kids 3.1a		Child worried they would run out of food past month
		Kids 3.1b		Child skipped a meal past month
		Kids 3.1c		Child went without eating a whole day past month
Diet Quality				
Modified GDQS	Sum	Kids 3.2a		Leafy vegetables with 4 petals
		Kids 3.2b		Leafy vegetables with vitamin A nutrients
		Kids 3.2c		Other dark orange fruits/vegetables rich in vitamin A
		Kids 3.2d		Other vegetables
		Kids 3.2e		Whole citrus fruits
		Kids 3.2f		Other fruits
		Kids 3.2g		Poultry
		Kids 3.2h		Meat
		Kids 3.2i		Fish
		Kids 3.2j		**Processed Meat
		Kids 3.2k		Eggs

Table 2: Construction of Primary Outcomes (continued)

Outcome	Aggregation Method	Question Number KLPS-4	Question Number KLPS-5	Question Description
		Kids 3.2l		Dairy products
		Kids 3.2m		Beans/Peas/Lentils/Cowpeas/Bambara Nuts/Others
		Kids 3.2n		Nuts and seeds
		Kids 3.2o		**Grains and baked foods
		Kids 3.2p		Bread/Millet/Brown rice/Brown ugali
		Kids 3.2q		Root crops
		Kids 3.2r		Vegetable oils
		Kids 3.2s		**Sweet snacks and ice cream
		Kids 3.2t		**Fried foods outside the home
		Kids 3.2u		**Sugar-sweetened beverages
Caregiver-Child Relationship				
Caregiver-Child Relationship Index	Sum	PC 7.1		PC shares an affectionate, warm relationship with child.
		PC 7.2		**Child and PC always seem to be struggling with each other.
		PC 7.3		If upset, child will seek comfort from PC.
		PC 7.4		**Child is uncomfortable with physical affection or touch from PC
		PC 7.5		Child values his/her relationship with PC.
		PC 7.6		When PC praises child, he/she beams with pride.
		PC 7.7		Child spontaneously shares information about himself/herself.
		PC 7.8		**Child easily becomes angry at PC.
		PC 7.9		It is easy for PC to be in tune with what the child is feeling.
		PC 7.10		**Child remains angry or is resistant after being disciplined.
		PC 7.11		**Dealing with child drains PC's energy.
		PC 7.12		**When child is in a bad mood, PC knows they're in for a long and difficult day.
		PC 7.13		**Child's feelings toward PC can be unpredictable or can change suddenly.
		PC 7.14		**Child is sneaky or manipulative with PC.
		PC 7.15		Child openly shares his/her feelings and experience with PC.

Notes:

1. We will report all questions in an appendix, with both naive p-values and multiple testing corrected FDR q-values.
2. Items in yellow were also administered in KLPS-4, but the KLPS-5 version has some modifications.
3. **+** indicates that individual components will not be reported separately.
4. ****** indicates components where the direction will be resigned for internal consistency in the construction of the index

Table 3: Additional Outcomes

Question Number KLPS-4	Question Number KLPS-5	Outcome Description	Index
Language and Cognitive Abilities			
		Uwezo Level Score	
		Uwezo+ Augmented Score	
Parental Investments			
PC 3.3	PC 3.3	Received any vaccination	
Early Life Health Investments			
PC 3.3a	PC 3.3a	Received BCG vaccination	
PC 3.3b	PC 3.3b	Received polio vaccination	
PC 3.3c	PC 3.3c	Received DPT vaccination	
PC 3.3d	PC 3.3d	Received measles vaccination - 1st dose	
PC 3.3e	PC 3.3e	Received yellow fever vaccination	
PC 3.3f	PC 3.3f	Received measles vaccination - 2nd dose	
PC 3.3g	PC 3.3g	Received HPV vaccination	
PC 3.3h	PC 3.3h	Received COVID-19 vaccination	
PC 3.4	PC 3.4	Slept under bed net last night	
PC 3.5	PC 3.5	Dewormed in past 12 months	
Child Discipline Strategies			
PC 5.5a	PC 5A.13a	In past month, an adult took away privileges or grounded	
PC 5.5b	PC 5A.13b	In past month, an adult explained wrong behavior to child	
PC 5.5d	PC 5A.13d	In past month, adult gave misbehaving child alternate activity	Positive discipline techniques index
PC 5.5c	PC 5A.13c	In past month, an adult has yelled at child	
PC 5.5e	PC 5A.13e	In past month, an adult has called the child names	
PC 5.5f	PC 5A.13f	In past month, an adult has hit the child	Negative discipline techniques index
Economic Preferences			
Kids 4.1		Time Preferences Z-Score	
Kids 4.2		Pro-Sociality Preferences Z-Score	
Kids 4.3		Risk Preferences Z-Score	
Kids 4.4		Ambiguity Preferences Z-Score	
Gender Attitudes			
Kids 2.11.1		It is okay for a woman to be a mechanic.	
Kids 2.11.2		**The important decisions in the family should be made by the men of the family.	
Kids 2.11.3		If the wife is working outside the home, then the husband should help her with household chores.	
Kids 2.11.3a		Girls and boys have equal opportunities to get a secondary education	
Kids 2.11.3b		Women and men have equal opportunities to get a job that pays a wage or salary	Gender Attitudes Index
Caregiver Mental Health (CESD)			
<i>In the past week:</i>			
PC 2.7a	PC 2.7.1	Caregiver was bothered by things that usually do not bother him/her	
PC 2.7b	PC 2.7.2	Caregiver had a problem concentrating on what he/she was doing	
PC 2.7c	PC 2.7.3	Caregiver felt depressed and troubled	
PC 2.7d	PC 2.7.4	Caregiver felt that everything he/she did took up all his/her energy	
PC 2.7e	PC 2.7.5	**Caregiver felt hopeful about the future	
PC 2.7f	PC 2.7.6	Caregiver felt afraid	
PC 2.7g	PC 2.7.7	Caregiver had difficulty sleeping peacefully	
PC 2.7h	PC 2.7.8	**Caregiver was happy	
PC 2.7i	PC 2.7.9	Caregiver felt lonely	
PC 2.7j	PC 2.7.10	Caregiver lacked the motivation to do anything	
Time Use			
PC 5.3f	PC 5A.3e	Hours spent informally playing with friends	
PC 5.3j	PC 5A.3i	Hours spent watching, playing video games, etc.	Unstructured Leisure
PC 5.3g	PC 5A.3f	Hours spent doing chores	
PC 5.3h	PC 5A.3g	Hours spent on family business	Productive Activities/Chores
PC 5.3a		Hours spent at school, pre-school, day care	

PC 5A.3	Hours spent in class time	Educational Activities
PC 5.3i	PC 5A.3h	Hours spent reading, doing homework, or studying
PC 5.3b	PC 5A.3a	Hours spent going to and from school
PC 5.3c	PC 5A.3b	Hours spent doing a structured non-sports activity
PC 5.3d	PC 5A.3c	Hours spent on religious activities
PC 5.3e	PC 5A.3d	Hours spent on formal sports
PC 5.3k	PC 5A.3j	Hours spent on other non-sleep activities
Aspirations		Other
Kids 2.8.1		Educational Aspirations
Competition		
I.23.4.3	I.14.1	KLPS focal respondent beliefs about the importance of competing
	PC.5c.4	Caregiver beliefs about the importance of competing
	PC.5c.5	How competitive caregivers consider themselves to be
	PC.5c.6	Caregiver beliefs about the importance of their child competing
	PC.5c.7	How competitive caregivers consider their child to be
	Kids 4.8	Child beliefs about the importance of competing
	Kids 4.9	How competitive children consider themselves to be
Parental beliefs		
	PC 5B.8	Parents believe their child is an average, better than average, or below average student
	PC 5B.9a-d	Relative ranking (1 to 10) compared to other children of the same age on the assessments in math, Swahili, English, and overall
	PC 5B.12	Parents believe that their child scored above average, average, or below average on the KCPE, KPSEA (Kenya), or PLE (Uganda), if already taken
	PC 5B.13a-b	Score the parents anticipate their children will get on the KCPE, KPSEA (Kenya) or PLE (Uganda), if not already taken
	PC 5B.14	Parents believe that their child will score above average, average, or below average on the KCPE, KPSEA (Kenya) or PLE (Uganda), if not already taken
	PC 5B.15i	Parents agree that they understand their child's ability
	PC 5B.15ii	Parents receive information about their child's performance; believe their child's ability and effort will determine how well the child will do
	PC 5B.15iii	Parents believe their own choices, actions, and effort will determine how well the child will do in school and in life
	PC 5B.15iv	Parents believe external factors will determine how well the child will do
Child academic self-concept and beliefs about performance.		
	Kids 2.18.4	General academic self-concept
	Kids 2.18.1-3	Academic self-concept in mathematics, English, and Swahili
	Kids 2.18.6	Indicators for children believing they are above average, average, or below average compared to other children of the same age
	Kids 2.18.7-2.18.8	In a secondary analysis, the same indicators compared to other female/male children of the same age
Anthropometrics and biomarkers		
Height	Kids 5.1	Height for Age (HAZ)
Weight	Kids 5.2	Weight for Age (WAZ)
BMI		BMI Percentile
Blood pressure	Kids 5.3	Pre-hypertensive and hypertensive indicators
Hemoglobin	Kids 5.4	Continuous score

Notes:

1. Center for Epidemiologic Studies Depression Scale (CESD) will be collected as part of the I-Module for cases where the caregiver is the KLPS focus respondent.
2. We will report all questions in an appendix, with both naive p-values and multiple testing corrected FDR q-values.
3. **+** indicates that individual components will not be reported separately.
4. ****** indicates components where the direction will be resigned for internal consistency in construction of the index (higher values reflect negative outcomes, lower values reflect positive outcomes, in keeping with the literature).

Table 4: Uwezo Scoring

Individual Tests	Performance measure	Performance level	Normalized Score	Normalized Score Range
Panel A: Uwezo English and Swahili				
Letters	Number of correct tasks	0-1	0	
		2-3	1	
		4-5	2	
Words	Number of correct tasks	0-1	0	
		2-3	1	
		4-5	2	
		5+	0	0-8
Paragraph	Number of mistakes	3-4	1	
		0-2	2	
		5+	0	
Story	Number of mistakes	3-4	1	
		0-2	2	
Panel B: Uwezo Math				
Count and Match	Number of correct tasks	0-1	0	
		2-3	1	
		4-5	2	
Number Recognition	Number of correct tasks	0-1	0	
		2-3	1	
		4-5	2	
Which is Greater	Number of correct tasks	0-1	0	
		2-3	1	
		4-5	2	
Addition	Number of correct tasks	0	0	
		1	1	
		2-3	2	
Subtraction	Number of correct tasks	0	0	0-16
		1	1	
		2-3	2	
Multiplication	Number of correct tasks	0	0	
		1	1	
		2-3	2	
Division	Number of correct tasks	0	0	
		1	1	
		2-3	2	
Division+	Number of correct tasks	0	0	
		1	1	
		2-3	2	

Notes:

1. The normalized score of 2 indicates that the child reached the respective level in the Uwezo test.
2. In the Uwezo English and Swahili tests, the kid starts with the Paragraph task. In the Uwezo Math test, the child starts with the Subtraction test. According to their performance they will move upwards or downward. Once they reach the competence level at one individual test, they will not continue moving downward.

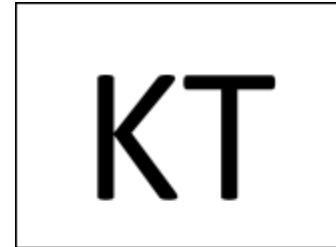
Table 5: Modified GDQS Categories

GDQS	Modified GDQS - KLPSS Kids
Dark-green leafy vegetables	Leafy vegetables with 4 petals
Deep-orange fruits	
Deep-orange vegetables	Leafy vegetables with vitamin A nutrients
Deep-orange tubers	Other dark orange fruits/vegetables rich in vitamin A
White roots and tubers	Root crops
Cruciferous vegetables	
Other vegetables	Other vegetables
Citrus fruits	Whole citrus fruits
Other fruits	Other fruits
Fish and shellfish	Fish
Poultry and game meat	Poultry
Red meat	Meat
Processed meat	Processed Meat
Legumes	Beans/Peas/Lentils/Cowpeas/Bambara Nuts/Others
Nuts and seeds	Nuts and seeds
Low-fat dairy	Dairy products
High-fat dairy	
Eggs	Eggs
Whole grains	Bread/Millet/Brown rice/Brown ugali
Refined grains and baked goods	Grains and baked foods
Sugar-sweetened beverages	Sugar-sweetened beverages
Juice	
Sweets and ice cream	Sweet snacks and ice cream
Purchased deep fried foods	Fried foods outside the home
Liquid oils	Vegetable oils

Notes:

1. Items in green indicate healthy food groups (higher consumption gets more points), items in red indicate unhealthy food groups (lower consumption gets more points), and items in yellow indicate food groups that are unhealthy when consumed in excessive amounts.

Log Number: |____|____|____|____|____|



**KLPS5-KIDS
ASSESSMENTS
Visit 2 - Wave 1**

VERSION: MAY 10, 2024

CHILD ID
____ ____ ____ ____ ____ ____ ____ -- ____ ____

Log Number: |____|____|____|____|____|

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SECTION 1: COGNITION

SECTION 1.1: ANIMAL NAMING

I am going to give you a category, and I want you to name, as fast as you can, all of the things that belong in that category. For example, if I say '**list of foods**' you could say **kale, meat or mango**. Can you please name other foods?

Nitakupa kitengo, na nitataka utaje jina, haraka uwezavyo, vitu vyote vilivyo katika kitengo hicho. Kwa mfano, nikisema 'aina za vyakula' unaweza kusema sukumawiki, nyama au maembe. Je, unaweza kutaja aina zingine za vyakula?

[ENUMERATOR NOTE]: WAIT FOR THE SUBJECT TO GIVE TWO WORDS. IF THE SUBJECT SUCCEEDS, INDICATE THAT THE RESPONSES WERE CORRECT AND PROCEED TO THE TEST ITSELF. IF THE SUBJECT GIVES AN INAPPROPRIATE WORD OR REPLY, CORRECT THE RESPONSE AND REPEAT THE INSTRUCTIONS. IF IT BECOMES CLEAR THAT THE SUBJECT STILL DOES NOT UNDERSTAND THE INSTRUCTION, TERMINATE THIS TASK AND EXPLAIN WHY THIS IS SO. AFTER YOU ARE SATISFIED THAT THE SUBJECT UNDERSTANDS THE TASK, AND HAS GIVEN TWO WORDS LIST OF FOODS, PROCEED.

That's fine. I want you to name things that belong to another category, '**animals**'. I want you to think about all the many different kinds of animals you know. Think of any kinds of animals in the air, on land, in the water, in the forest, all the different animals. Now I would like you to tell me the names of as many animals as you can. You will only have one minute to do this. I repeat, you only have one minute to say as many animals as you can. Are you ready? Let's begin.

Hiyo ni sawa. Nataka utaje vitu ambavyo ni vya kitengo kingine, 'wanyama'. Nataka ufikirie kuhusu aina nyingi za wanyama unaowajua. Fikiria aina yoyote ya wanyama wa angani, wa ardhini, wa majini, wa msituni, wanyama wote tofauti. Sasa ningependa uniambie majina ya wanyama wengi tofauti kadri uwezavyo. Utakuwa na dakika moja ya kufanya hivyo. Narudia, utakuwa na dakika moja kutaja wanyama wengi uwezavyo.

[ENUMERATOR NOTE]: BEGIN TIMER. ALLOW ONE MINUTE PRECISELY. IF THE SUBJECT STOPS BEFORE THE END OF THE TIME, ENCOURAGE THEM TO TRY TO FIND MORE WORDS. IF THEY ARE SILENT FOR 15 SECONDS REPEAT THE BASIC INSTRUCTION ('I WANT YOU TO TELL ME ALL THE ANIMALS YOU CAN THINK OF'). NO EXTENSION ON THE TIME LIMIT IS MADE IN THE EVENT THAT THE INSTRUCTION HAS TO BE REPEATED.

[DO NOT READ]: ENTER THE NUMBER OF CORRECT ANIMAL NAMED

[ENUMERATOR NOTE]: ANY MEMBER OF THE ANIMAL KINGDOM, REAL OR MYTHICAL IS SCORED CORRECT, EXCEPT REPETITIONS AND PROPER NOUNS. SPECIFICALLY, EACH OF THE

Log Number: |____|____|____|____|____|

FOLLOWING GETS CREDIT: A SPECIES NAME AND ANY 9 ACCOMPANYING BREEDS WITHIN THE SPECIES; MALE, FEMALE AND INFANT NAMES WITHIN THE SPECIES. If you are not sure whether something is an animal, count it as correct. PLEASE NOTE THAT BIRDS AND FISH COUNT AS CORRECT.

1. **[DO NOT READ]:** ENTER THE NUMBER OF CORRECT ANIMALS NAMED
2. **[DO NOT READ]:** ENTER THE NUMBER OF INCORRECT ANIMALS NAMED
3. **[DO NOT READ]:** ENTER THE NUMBER OF REPETITIONS
4. **[DO NOT READ]:** Was there any animal chart within the survey administration environment and the FR was referring to it during this exercise?
5. **[DO NOT READ]:** Were there animals present/visible during this task?
6. **[DO NOT READ]:** WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT?

IF CHILD IS BETWEEN 8-10 YEARS OLD CONTINUE, OTHERWISE SKIP TO LITERACY, READING, COMPREHENSION

SECTION 1.2: PPVT

This assessment should be administered to the biological children selected age 8-10 years recorded in the T-Sheet in accordance with the Kids assessment manual.

Log Number: |_____|_____|_____|_____|____|

Test 1: PPVT

INSTRUCTIONS

Circle the answer the respondent gives (1,2,3,4, or NR). Start with the training set. Give neutral feedback for each response: "OK," "Hmm." Remind the child to use the Pencil to point to the pictures.

ENUMERATOR NOTE: CHILD CAN TAKE 10 SECONDS TO RESPOND. AFTER THAT, ENCOURAGE THE CHILD TO GUESS. SAY, "Try one. Point to the one you think it might be"

TRAINING ITEMS

(Final answer by child) ***Sum the total number of training items PASSED.***

A1	Mtoto	mwana	hyathi	1	2	3	4	NR
A2	gari	motoka	gari	1	2	3	4	NR
A3	samaki	eng'eni	rech	1	2	3	4	NR
A4	peremende	Switi	tamtam	1	2	3	4	NR
B1	kulia	Khurira	yuak	1	2	3	4	NR
B2	kuosha	Khuosia	luoko	1	2	3	4	NR
B3	kukaa	Khwikhala	bet	1	2	3	4	NR
B4	kujificha	Khwekisa	pondo	1	2	3	4	NR

Child failed 5 or more training items Skip to the NEXT ASSESSMENT --(NR= No Response)

SET 7

73	kupiga mbizi	Okhwebaya	nimo	1	2	3	4	NR
74	mbweha	libwe	mbweha	1	2	3	4	NR
75	kisiwa	Esikinga	chula	1	2	3	4	NR
76	kutoboa	Ofudula	ticho	1	2	3	4	NR
77	firimbi	efirimbi	firimbi	1	2	3	4	NR
78	saa	Ebikha	saa	1	2	3	4	NR
79	fundi wa stima	Fundi we sitima	fundi stima	1	2	3	4	NR
80	fremu	Efuremu	frame	1	2	3	4	NR
81	ajali	ajali	ajali	1	2	3	4	NR
	kulukulu/bata							
82	mzinga	ekulukulu	kulukulu	1	2	3	4	NR
83	kuchokoza	ochokosia	kinyo	1	2	3	4	NR
84	parachut	Eparachuti	parachut	1	2	3	4	NR

SET 8

85	kuvuruta	Okhwesa	ywayo	1	2	3	4	NR
86	mizizi	Emisi	tie yien	1	2	3	4	NR

Log Number: |_____|_____|_____|_____|____|

87	kugawana	Okabana	pogruok	1	2	3	4	NR
88	mzinga	Omusinga	od kich	1	2	3	4	NR
89	gita	Egita	gita	1	2	3	4	NR
90	kuogopa	okhutia	luor	1	2	3	4	NR
91	ambulance	ambulance	ambulance	1	2	3	4	NR
92	majimaji	Amachimachi	machalo pipi	1	2	3	4	NR
93	mazoezi	mazoezi	orako	1	2	3	4	NR
94	kobe	Ekhudu	opuk	1	2	3	4	NR
95	huzuni	osinyikha	kuyo	1	2	3	4	NR
96	racket	Eraketi	racket	1	2	3	4	NR

SET 9

97	swara	embongo	mwanda	1	2	3	4	NR
98	kupiga hesabu	ukhube esabu	timo kwano	1	2	3	4	NR
99	jozi	epea	pair	1	2	3	4	NR
100	kushona	Osona	chwecho	1	2	3	4	NR
101	kombora	Ekombora	kombora	1	2	3	4	NR
102	pembe	Ekona	angle	1	2	3	4	NR
103	taya	Olusaya	chock lemb	1	2	3	4	NR
104	cliff	cliff	cliff	1	2	3	4	NR
105	gwaragwara	Esimanya/Esigwara/Esiakalo	gwar gwar	1	2	3	4	NR
106	tundu la pua	Esiolu	ludhum	1	2	3	4	NR
107	ngiri	engiri	njiri	1	2	3	4	NR
108	dira	ekompasi	compass	1	2	3	4	NR

SET 10

109	pedali	Epedoli	pedal	1	2	3	4	NR
110	kupakia	khupakira	pango	1	2	3	4	NR
111	kuwasili	Okhwola	chopo	1	2	3	4	NR
112	piramidi	Epiramidi	piramid	1	2	3	4	NR
113	bonde	mudoma/olukoba	gode ga aore	1	2	3	4	NR
114	signal	signal	signal/ranyisi	1	2	3	4	NR
115	ya uwongo	Eyobubacha	miriambo	1	2	3	4	NR
116	ufuo	Olukuku	dho nam	1	2	3	4	NR
117	isiyo na hewa	Ebweremo emiuya	ofuongre	1	2	3	4	NR
118	kupiga sandpaper	Okhuruda	rudho sandpaper	1	2	3	4	NR
119	salamu	Okhesia	mosruok	1	2	3	4	NR

Log Number: |_____|_____|_____|_____|____|

120	furushi la maua	Esifurusia sia maua	chokruok mar maua	1	2	3	4	NR
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SECTION 1.3: LITERACY, READING AND COMPREHENSION

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 1.3.1: Uwezo Swahili

THE NEXT TEST IS THE SWAHILI ASSESSMENT

MATERIALS NEEDED: UWEZO SWAHILI BOOKLET.

[DO NOT READ]: SHOW THE CHILD THE PARAGRAPHS ON PAGE 1. LET THE CHILD CHOOSE ANY OF THE 2 PARAGRAPHS AND READ

[READ]: Hapa kuna aya mbili. Nataka uchague aya moja na uisome kwa sauti. Tafadhalii elekeza kwa aya ambayo ungependa kusoma.

1. **[DO NOT READ]** WHICH PARAGRAPH DID THE CHILD START READING? |_____|

1= Paragraph 1 | 2= Paragraph 2

[DO NOT READ:] 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."

Paragraph 1: [READ]: Tafadhalii anza kusoma.

Paragraph 1	1= Correct 2= Incorrect 666= No response
Rehema	
ni	
mtoto	
wake	
Ali.	
Rehema	
anasoma	
darasa	
la	
tatu.	
Anasoma	
katika	
Shule	
ya	
Hekima.	
Walimu	
wake	

Log Number: |____|____|____|____|____|

wana	
bidii	
sana.	

Paragraph 2: [READ]: Tafadhali anza kusoma.

Paragraph 2	1= Correct 2= Incorrect 666= No response
Maweni	
vijana	
husifika	
sana.	
Wao	
hupasua	
mawe	
ya	
ujenzi.	
Wao	
hupata	
pesa	
sana.	
Watu	
tofauti	
huja	
kununua	
mawe.	

(If the child reads the paragraph, take him/her to the STORY if not skip to WORDS)

[DO NOT READ]: SHOW THE CHILD THE STORY ON PAGE 2.

[READ]: Hapa kuna hadithi fupi. Nataka uisome kwa sauti, haraka lakini kwa makini. Ukimaliza nitakuuliza maswali kuhusu ulichosoma. Je, unaelewa unachopaswa kufanya? Ninaposema “anza,” soma hadithi uwezavyo. nitanyamaza na kukusikiliza. Uko tayari? Anza.

[DO NOT READ] 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.”

Story 1	1= Correct 2= Incorrect 666= No response
Mwalimu	
Mulei	
aliingia	
darasani	

Log Number: |_____|_____|_____|_____|____|

akiwa	
na	
furaha.	
Alitusalimia	
nasi	
tukajibu	
kwa	
furaha.	
Baada	
ya	
muda	
mfupi,	
aliniomba	
nifute	
ubao.	
Mwalimu	
alisema	
tutasoma	
faida	
za	
miti.	
Kwanza,	
alituongoza	
nje	
kutazama	
miti.	
Tulirudi	
darasani	
pamoja	
kwa	
mafunzo	
zaidi.	
Mwalimu	
alitueleza	
kuwa	
miti	
husaidia	
mazingira	

Log Number: |____|____|____|____|____|

yetu.	
Mwalimu	
alituuliza	
faida	
zaidi	
za	
miti.	
Bila	
kusita,	
nilisimama	
na	
kumweleza	
faida	
mbili.	
Kwanza	
miti	
husaidia	
kupatikana	
kwa	
mvua	
na	
maji.	
Pili,	
miti	
hutupa	
chakula.	
Mwalimu	
wetu	
alifurahi	
sana	
na	
kunipongeza.	

1. [READ]: Mwalimu anaitwa nani?

DID THE CHILD ANSWER CORRECTLY? |____| 1 = Correct | 2 = Incorrect | 666 = No response

Log Number: |____|____|____|____|____|

ENUMERATOR NOTE: 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.

[DO NOT READ]: CORRECT ANSWER IS MWALIMU MULEI

2. **[READ]:** Kwa nini mwalimu alimpongeza mwanafunzi?

[DO NOT READ]: DID THE CHILD ANSWER CORRECTLY? |____|

1= Correct | 2 = Incorrect | 666 = No response

[ENUMERATOR NOTE]: REMOVE the passage 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.

[DO NOT READ]: CORRECT ANSWER IS MWALIMU ALIULIZA FAIDA MBILI ZA MITI/ NILISIMAMA NA KUMWELEZA FAIDA MBILI ZA MITI

(If the child cannot read the paragraph, skip to the MANENO)

[DO NOT READ]: SHOW THE CHILD THE WORDS ON PAGE 3.

[READ]: Hapa kuna orodha ya maneno. Nataka uchagua maneno matano na uyasoma kwa sauti.

[READ]: Tafadhalii elekeza maneno unapoyasema.

[DO NOT READ:] Stop when the child has attempted five words. 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."

Maneno	1= Correct 2= Incorrect 666= No response
goti	
paa	
kinu	
kobe	
rinda	
tai	
teke	
choo	
pato	
kuku	

(If the child cannot read words, skip to the SILABI)

[DO NOT READ]: SHOW THE CHILD THE SYLLABLES ON PAGE 4.

[READ]: Hapa kuna orodha ya silabi. Ninataka uchague herufi tano na ujisome kwa sauti.

[READ]: Tafadhalii elekeza maneno unapoyasema.

Log Number: |____|____|____|____|____|

[DO NOT READ]: Stop when the child has attempted five syllables. 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."

Silabi	1= Correct 2= Incorrect 666= No response
po	
ya	
gi	
ku	
da	
vo	
su	
te	
we	
fi	

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES _____

Section 1.3.2: Uwezo Assessment English

THE NEXT TEST IS THE ENGLISH ASSESSMENT.

MATERIALS NEEDED: UWEZO ENGLISH BOOKLET.

[DO NOT READ]: SHOW THE CHILD THE PARAGRAPHS ON PAGE 1. LET THE CHILD CHOOSE ANY OF THE 2 PARAGRAPHS AND READ

[READ]: Here are two paragraphs. I want you to choose one paragraph and read it out loud. Please point to the paragraph you would like to read.

[DO NOT READ]: 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."

1. **[DO NOT READ]:** WHICH PARAGRAPH DID THE CHILD POINT TO? |____|

1 = Paragraph 1 | 2 = Paragraph 2

Paragraph 1: [READ] Please start reading.

Paragraph 1	1= Correct 2= Incorrect 666= No response
Our	
school	
has	
many	
trees.	

Log Number: |____|____|____|____|____|

There	
is	
one	
big	
mango	
tree.	
The	
tree	
is	
behind	
the	
office.	
It	
gives	
us	
many	
fruits.	

Paragraph 2: [READ] Please start reading.

[DO NOT READ]: 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."

Paragraph 2	1= Correct 2= Incorrect 666= No response
We	
have	
a	
dog	
at	
home.	
She	
has	
a	
puppy.	
She	
gave	
birth	
to	
it	
yesterday.	

Log Number: |____|____|____|____|____|

I	
named	
the	
puppy.	
Rambo.	

(If the child reads the paragraph, take him/her to the STORY if not skip to WORDS)

[DO NOT READ]: SHOW THE CHILD THE STORY ON PAGE 2.

[READ]: 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.

[DO NOT READ]: 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."

Story	1= Correct 2= Incorrect 666= No response
Long	
ago	
there	
lived	
a	
hyena	
and	
a	
dog.	
They	
lived	
in	
the	
middle	
of	
the	
forest.	
The	
two	
were	
close	
friends.	
The	

Log Number: |_____|_____|_____|_____|____|

dog	
was	
very	
hardworking	
and	
brave.	
He	
planted	
all	
types	
of	
fruits.	
Hyena	
on	
the	
other	
hand	
was	
lazy.	
He	
kept	
stealing	
the	
fruits	
from	
the	
farm.	
The	
dog	
was	
very	
unhappy.	
One	
day	
he	
decided	
to	
lay	

Log Number: |____|____|____|____|____|

a	
trap.	
He	
wanted	
to	
teach	
the	
thief	
a	
lesson.	
He	
dug	
a	
big	
hole	
in	
his	
farm.	
He	
covered	
the	
hole	
with	
leaves.	
Hyena	
came	
to	
steal	
and	
fell	
in	
the	
hole.	
He	
broke	
two	
of	
his	

Log Number: |____|____|____|____|____|

legs.	
That	
is	
why	
hyena	
limps	
to	
this	
day.	

ENUMERATOR NOTE: 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.

1. **[READ]:** Where did the hyena and the dog live?

[DO NOT READ] CORRECT ANSWER IS *IN THE FOREST*

[DO NOT READ]: DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No response

2. Why did the hyena fall into the hole?

[DO NOT READ] CORRECT ANSWER IS *Because the dog laid a trap. Or because the hole was covered with leaves. Or because the hole was hidden. Or because he could not see the hole.*

[DO NOT READ]: DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No response

(If the child cannot read the paragraph, skip to the WORDS)

[DO NOT READ]: SHOW THE CHILD THE WORDS ON PAGE 3.

[READ]: Here is a list of words. I want you to choose five words and read them out loud. Please point to the words as you say them.

[DO NOT READ]: Stop when the child has attempted five words. 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."

Words	1= Correct 2= Incorrect 666= No response
boy	
dock	
ship	
legs	
foot	
ball	
rat	
jug	

Log Number: |____|____|____|____|____|

class	
face	

(If the child cannot read words, skip to the LETTERS)

[DO NOT READ]: SHOW THE CHILD THE LETTERS ON PAGE 4.

[READ]: Here is a list of letters of the English alphabet. I want you to choose five letters and read them out loud. Please tell me the **NAMES** of the letters. Please point to the letters as you say them.

[DO NOT READ]: Stop when the child has attempted five letters. 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."

Letters	1= Correct 2= Incorrect 666= No response
i	
d	
p	
c	
f	
k	
m	
z	
a	
r	

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES

Section 1.3.3: Uwezo Assessment Math

THE NEXT TEST IS THE MATHEMATICS ASSESSMENT.

MATERIALS NEEDED: UWEZO MATHEMATICS BOOKLET.

1. Subtraction

[DO NOT READ]: SHOW THE CHILD THE SUBTRACTION PROBLEMS ON PAGE 1.

[READ]: Here are some subtraction exercises. I want you to choose three of these subtraction exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kutoa. Nataka uchague mazoezi matatu kati ya haya ya kutoa na ukamilishe. Tafadhalu onyesha kwa kila zoezi kabla ya kulitatua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

Log Number: | ____ | ____ | ____ | ____ | ____ |

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1= Correct 2= Incorrect 666= Did not complete
89 - 40 = (49)	
63 - 32 = (31)	
55 - 22 = (33)	
90 - 70 = (20)	
59 - 36 = (23)	
68 - 15 = (53)	
47 - 27 = (20)	
76 - 44 = (32)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

2. Multiplication

(If the child does at least TWO subtractions, continue to MULTIPLICATIONS)

[DO NOT READ]: SHOW THE CHILD THE MULTIPLICATION PROBLEMS ON PAGE 2.

[READ]: Here are some multiplication exercises. I want you to choose three of these multiplication exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kuzidisha (multiplication). Nataka uchague mazoezi matatu kati ya haya ya kuzidisha (multiplication) na ukamilishe. Tafadhalu onyesha kwa kila zoezi kabla ya kilitatua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: [ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
2 x 4 = (8)	
3 x 3 = (9)	
4 x 5 = (20)	
4 x 3 = (12)	
5 x 4 = (20)	

Log Number: |____|____|____|____|____|

5 x 2 = (10)	
3 x 2 = (6)	
2 x 5 = (10)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

3. Division

(If the child does at least TWO multiplications, continue to DIVISIONS)

[DO NOT READ]: SHOW THE CHILD THE DIVISION PROBLEMS ON PAGE 3.

[READ]: Here are some division exercises. I want you to choose three of these division exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kugawanya (division). Nataka uchague mazoezi matatu kati ya haya ya kugawanya (division) na ukamilishe. Tafadhalii onyesha kwa kila zoezi kabla ya kulitatu. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
8 / 2 = (4)	
10 / 5 = (2)	
6 / 3 = (2)	
21 / 3 = (7)	
12 / 4 = (3)	
15 / 5 = (3)	
16 / 4 = (4)	
14 / 2 = (7)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

4. Division+

Log Number: |____|____|____|____|____|

[DO NOT READ]: SHOW THE CHILD THE DIVISION+ PROBLEMS ON PAGE 8.

[READ]: Here are more division exercises. I want you to choose three of these division exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kugawanya (division). Nataka uchague mazoezi matatu kati ya haya ya kugawanya (division) na ukamilishe. Tafadhali onyesha kwa kila zoezi kabla ya kulitatua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
100 / 20 = (5)	
144 / 12 = (12)	
360 / 6 = (60)	
32 / 8 = (4)	
45 / 3 = (15)	
72 / 8 = (9)	
56 / 7 = (8)	
81 / 9 = (9)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

5. Addition

(Give these to children WHO CANNOT do at least any TWO subtraction. Let the child choose and do any THREE. At least TWO must be correct)

[DO NOT READ]: SHOW THE CHILD THE ADDITION PROBLEMS ON PAGE 4.

[READ]: Here are some additional exercises. I want you to choose three of these additional exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kuongeza (addition). Nataka uchague mazoezi matatu kati ya haya ya kuongeza (addition) na ukamilishe. Tafadhali onyesha kwa kila zoezi kabla ya kulitatua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

Log Number: | ____ | ____ | ____ | ____ | ____ |

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
26 + 13 = (39)	
54 + 30 = (84)	
33 + 44 = (77)	
80 + 10 = (90)	
12 + 55 = (67)	
61 + 27 = (88)	
23 + 14 = (37)	
72 + 25 = (97)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

6. Which is Greater

(If the child CANNOT do at least any TWO “addition sums” continue with GREATER THAN)

[DO NOT READ]: SHOW THE CHILD THE WHICH IS GREATER EXERCISE ON PAGE 5.

READ: Here are some "which is greater" exercises. Please look at these pairs of numbers. I want you to choose five pairs of numbers, and for each pair, tell me which number is greater.

READ: Hapa kuna mazoezi ya " ni gani kubwa". Tafadhali angalia hizi nambari mbili. Nataka uchague vikundi vitano vya nambari na kwa kila kikundi niambie ni nambari gani kubwa.

[DO NOT READ] Please point to each exercise before you have gotten your answer.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on. **COUNT SELF-CORRECTIONS AS CORRECT.**

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
57 and 48 (57)	
92 and 27 (92)	
23 and 19 (23)	
35 and 53 (53)	
80 and 65 (80)	
43 and 76 (76)	
34 and 71 (71)	
82 and 69 (82)	

Log Number: |____|____|____|____|____|

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

7. Number recognition

(If the child CANNOT do at least any FOUR “greater than” continue with NUMBER RECOGNITION)

[DO NOT READ]: SHOW THE CHILD THE NUMBER RECOGNITION EXERCISE ON PAGE 6.

READ: Here are some number exercises. I want you to choose five of these numbers and read them out loud. Please point to each number as you say it.

READ: Hapa pana nambari kadhaa. Nataka uchague nambari tano kati ya hizi na uziome kwa sauti. Tafadhalii onyesha kila nambari unaposoma.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on. **COUNT SELF-CORRECTIONS AS CORRECT.**

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
57	
63	
79	
14	
30	
91	
42	
85	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

8. Uwezo Count and Match

(If the child CANNOT recognize any of the FOUR numbers continue with COUNT AND MATCH)

[DO NOT READ]: SHOW THE CHILD THE COUNT AND MATCH EXERCISE ON PAGE 7.

READ: Here is another exercise. Please look at these symbols **[POINT TO THE SYMBOLS ON THE LEFT]** and these numbers **[POINT TO THE NUMBERS ON THE LEFT]**. I want you to count how

Log Number: |____|____|____|____|____|

many symbols there are, and match with the correct number. Please choose five sets of symbols to match. Please point to each exercise as you complete it.

READ: Hapa kuna zoezi lingine. Tafadhalii angalia alama hizi **[POINT TO THE SYMBOLS ON THE LEFT]** na namba hizi **[POINT TO THE NUMBERS ON THE LEFT]**. Nataka uhesabu ni alama ngapi, na ulinganishe na nambari sahihi. Tafadhalii chagua alama tano za kulinganisha. Tafadhalii onyesha kila zoezi kabla ya kulitatua.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS, prompt pupil to move on. **COUNT SELF-CORRECTIONS AS CORRECT.**

START HERE	1 = Correct 2 = Incorrect 77 = Did not complete
3 symbols (3)	
7 symbols (7)	
5 symbols (5)	
1 symbol (1)	
8 symbols (8)	
2 symbols (2)	
6 symbols (6)	
4 symbols (4)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |_____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES _____

SECTION 1.7: MAKING CHANGE

[IF KIDS IN KENYA ASK]: I will now ask you a question about making change from a 1,000 Ksh note. How many 200 Ksh notes will be given for one 1,000 Ksh note?

[IF KIDS IN UGANDA ASK]: I will now ask you a question about making change from a 1,000 Uganda note. How many 200 Uganda coins will be given for one 1,000 Uganda note?

Log Number: |____|____|____|____|____|

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy, prompt pupil to move on.

Sasa nitakuuliza swali kuhusu kupata change kutoka noti ya kshs 1000. Ni noti ngapi za shilingi 200 zitatolewa kwa noti moja ya kshs 1000?

[ENUMERATOR NOTE]: *CORRECT ANSWER IS 5 (TANO).* |____|

1 = Correct | 0 = Incorrect | 777 = Don't know/doesn't understand | 666 = Refused

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head
2 = Fingers
3 = Counters
4 = Tick marks on paper with a pencil
777 = Other (describe) _____

SECTION 1.4: FORWARD AND BACKWARD DIGIT SPAN

THE NEXT TEST IS DIGIT SPAN

[ENUMERATOR NOTES]: DIGIT SPAN NOTES:

1. IF THE CHILD MAKES AN ERROR, SUPPLY THE CORRECT ANSWER ON THE PRACTICE ITEMS ONLY.
2. PAUSE FOR ONE SECOND IN BETWEEN EACH NUMBER IN THE SEQUENCE. FOR EXAMPLE, <<1>> [PAUSE] <<2>>.
3. DO NOT REPEAT THE NUMBERS MORE THAN ONCE.
4. IF THE CHILD HESITATES FOR MORE THAN 5 SECONDS, MARK AS "NO RESPONSE" AND MOVE ON.

Section 1.4.1: Forward Digit Span

[READ]: In this game, I am going to say some numbers. I want you to say them after me. Do not start until I have finished saying the numbers.

If I say 7 ... 8, You say 7 ... 8.

[READ]: *Kwa mchezo huu, ninaenda kusema nambari. Na ninataka uzirudie vile nilivyo zisema. Usianze mpaka nitakapomaliza kusema nambari.*

Nikisema 7 ... 8, unasema 7 ... 8.

[READ]: Now you try it. Please listen carefully.

The numbers are 4 ... (PAUSE) ... 2.

[READ]: *Sasa wewe jaribu. Tafadhalii skiza kwa makini.*

Nambari ni 4 ... (PAUSE) ... 2.

1= Correct | 2= Incorrect | 77= No Response

That's right!

Log Number: |____|____|____|____|____|

Hiyo ni sawa!

That's not right. The numbers are: 4 ... 2.

Hio sio sawa. Nambari hii ni 4 ... 2.

Let's try another one. 6.. 1..3.

Wacha tujaribu nyingine. 6.. 1..3.

That's right!

Hiyo ni sawa!

That's not right. The numbers are 6...1...3.

Hio sio sawa. Nambari hii ni 6.. 1..3.

Okay, let's do some more. Just listen carefully and do your best.

Sawa, wacha tufanye zaidi. Sikiliza kwa makini, na jaribu vizuri uwezavyo.

[ENUMERATOR NOTE]: FOR EACH ITEM: READ THE NUMBERS, THEN SAY NOTHING. IF THE CHILD PAUSES, WAIT 5 SECONDS, THEN MARK AS NO RESPONSE AND CONTINUE WITH NEXT ITEM. DO NOT READ THE NUMBERS MORE THAN ONCE.

[READ]: Are you ready? I can only say the numbers one time, so listen carefully.

8 ... 3 ... 1 ... 4 DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No Response

2 1 ... 8 ... 5 ... 4 DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No Response

Section 1.4.2: Backward Digit Span

Now we are going to play another number game. I'm going to say a list of numbers and you are going to say them backwards. If I say 1 ... 2, you say 2 ... 1.

Sasa tunaenda kucheza mchezo mwingine wa number game. Naenda kutaja nambari na unaenda kuzisema zikirudi nyuma. Nikisema 1 ... 2, unasema 2 ... 1.

Now you try it. Please listen carefully. The numbers are 1 ... (PAUSE) ... 2.

Sasa wewe jaribu. Tafadhalii skiza kwa makini. Nambari ni 1 ... (PAUSE) ... 2.

DID THE CHILD ANSWER CORRECTLY? (2-1)

That's right!

Hiyo ni sawa!

That's not right. The numbers are: 1, 2. When I say them backwards, they are 2, 1.

Hio sio sawa. Nambari ni 1, 2. Nikizisema zikirudi nyuma, ni 2, 1.

Let's try another one. 4 ... (PAUSE) ... 8 ... (PAUSE) ... 3

Wacha tujaribu nyingine: 4 ... (PAUSE) ... 8 ... (PAUSE) ... 3

DID THE CHILD ANSWER CORRECTLY? (3-8-4)

That's right!

Hiyo ni sawa!

That's not right. The numbers are 4, 8, 3. When I say them backwards, they are 3, 8, 4.

Hio sio sawa. Nambari ni 4, 8, 3. Nikisema zikirudi nyuma ni 3, 8, 4.

Wacha tuendelee kwenye jaribio inayofuata.

Log Number: |____|____|____|____|____|

Okay, let's do some more. Just listen carefully and do your best.

Sawa, wacha tufanye zaidi. Sikiliza kwa makini, na jaribu vizuri uwezavyo.

[ENUMERATOR NOTE]: FOR EACH ITEM: READ THE NUMBERS, THEN SAY NOTHING. IF THE CHILD PAUSES, WAIT 5 SECONDS, THEN MARK AS NO RESPONSE AND CONTINUE WITH NEXT ITEM. DO NOT READ THE NUMBERS MORE THAN ONCE.

[READ]: Are you ready? Whatever I say, you should say it backwards. I can only say the numbers one time, so listen carefully.

[READ]: Uko tayari? Chochote ninachosema, unafaa kuisema ukirudi nyuma. Nitasema nambari mara moja tu, kwa hivyo sikiliza kwa makini.

[READ]: Whatever I say, you should say it backwards. 7 ... 4 ... 2.

[READ]: Chochote ninachosema, unapaswa kusema nyuma. 7 ... 4 ... 2.

[ENUMERATOR NOTE]: Allow for self-correction.

DID THE CHILD ANSWER CORRECTLY? (2, 4, 7) |____|

1 = Correct | 2 = Incorrect | 666 = No Response

[READ]: Whatever I say, you should say it backwards. 4 ... 8 ... 2 ... 7.

[READ]: Chochote ninachosema, unafaa kuisema ukirudi nyuma. 4 ... 8 ... 2 ... 7.

[ENUMERATOR NOTE]: Allow for self-correction.

DID THE CHILD ANSWER CORRECTLY? (7, 2, 8, 4) |____|

1 = Correct | 2 = Incorrect | 666 = No Response

SECTION 1.5: RAVEN'S TEST

THE NEXT TEST IS RAVEN'S

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 11-14 YEARS.

And now for this short test I will give you a piece of paper with a pattern with a piece missing. Below are six pieces, choose the one that completes the pattern.

Na sasa kwa jaribio hili fupi nitakupa kipande cha karatasi na muundo wa kipande kinachokosekana. Chini ni vipande sita, chagua moja ambayo inakamilisha muundo.

[ENUMERATOR NOTE]: ALLOW THE RESPONDENT UP TO 30 SECONDS TO SELECT THE SHAPE THAT COMPLETES THE PATTERN. SAY "THANK YOU, LET'S MOVE ONTO THE NEXT ONE"

Test A		Correct?
1 (ex)	(1) (2) (3) (4) (5) to (6)	Don't count
2	(1) (2) (3) (4) (5) (6)	
4	(1) (2) (3) (4) (5) (6)	
5	(1) (2) (3) (4) (5) (6)	
6	(1) (2) (3) (4) (5) (6)	

Log Number: |____|____|____|____|____|

7	(1) (2) (3) (4) (5) (6)	
8	(1) (2) (3) (4) (5) (6)	
11	(1) (2) (3) (4) (5) (6)	
12	(1) (2) (3) (4) (5) (6)	
Test B		Correct?
1	(1) (2) (3) (4) (5) (6)	
2	(1) (2) (3) (4) (5) (6)	
3	(1) (2) (3) (4) (5) (6)	
4	(1) (2) (3) (4) (5) (6)	
5	(1) (2) (3) (4) (5) (6)	
6	(1) (2) (3) (4) (5) (6)	
8	(1) (2) (3) (4) (5) (6)	
10	(1) (2) (3) (4) (5) (6)	

SECTION 1.6: PLUS EF

THE NEXT TEST IS PLUS EF

PLEASE EXIT SURVEY CTO TEMPORARILY, SELECTING "SAVE CHANGES". THEN, COMPLETE THE PLUS-EF TEST. FINALLY, RETURN TO SURVEY CTO TO COMPLETE THE REMAINING TESTS.

NOTE: THIS TEST IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-10 YEARS.
THIS IS AN ANDROID-BASED TEST THAT SHOULD BE ADMINISTERED SEPARATELY

PLUS EF: Hearts & Flowers task only

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THE PLUS EF ASSESSMENT? 1= Yes | 2= No |_____|

[Ask only if YES]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES. _____

ONCE DONE WITH THE TEST, MOVE TO NON-COGNITIVE SECTION

Log Number: |____|____|____|____|____|

SECTION 2: NON COGNITIVE

SECTION 2.1: Behavioral, Socio-Emotional Development, and Mental Health

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 11-14 YEARS.

SECTION 2.2: CES-D

SOURCE:

https://www.google.com/url?q=https://www.researchgate.net/figure/Comparison-of-the-standardised-regression-coefficients-calculated-by-the-ADF-procedure_tbl1_51435536&sa=D&source=docs&ust=1706781036507626&usg=AOvVaw0ezb7JxcuPk4IpR3FIGVmV

READ: 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.

[READ]: Nitasoma orodha ya baadhi ya njia ambazo unaweza kuhisi au kutenda. Tafadhalii onyesha ni mara ngapi umejisikia hivi katika wiki iliyopita, kwa kutumia kipimo kifuatacho.

1 = Rarely or none of the time (less than 1 day)

2 = Some or a little of the time (1-2 days)

3 = Occasionally or a moderate amount of time (3-4 days)

4 = All of the time (5-7 days)

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

1 = Hakuna wakati (Chini ya siku 1)

2 = Wakati kidogo au mara chache (Siku 1-2)

3 = Mara kwa mara au wakati si mwingi/mchache (Siku 3-4)

4 = Wakati wote (Siku 5-7)

666 = (Do not read aloud): Refuses to respond

999 = (Do not read aloud): Don't know

Show the respondent scale #1. Demonstrate that they should select their response using the scale.

1. During the past week, how often did you feel bothered by things |____|

1. Katika wiki iliyopita, ni mara ngapi ulijisikia kusumbuliwa na mambo.

2. During the past week, how often did you feel like not eating |____|

2. Katika wiki iliyopita, ni mara ngapi hukujisikia kula.

3. During the past week, how often did you feel you were not happy |____|

3. Katika wiki iliyopita, ni mara ngapi ulijisikia huna furaha.

4. During the past week, how often did you feel good as other kids |____|

4. Katika wiki iliyopita, ni mara ngapi ulijiskia vizuri kama watoto wengine.

Log Number: |____|____|____|____|____|

5. During the past week, how often did you feel that you could not pay attention |____|
5. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa hukuwa makiini
6. During the past week, how often did you feel down and unhappy |____|
6. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa chini na kutokuwa na furaha.
7. During the past week, how often did you feel to be too tired to do things |____|
7. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa umechoka sana kufanya mambo.
8. During the past week, how often did you feel that something good was going to happen |____|
8. Katika wiki iliyopita, ni mara ngapi ulijisikia kwamba jambo zuri lilikuwa linaenda kutokea
9. During the past week, how often did you feel that things did not work out |____|
9. Katika wiki iliyopita, ni mara ngapi ulijisikia kwamba mambo hayakufanya vile ulivyonaka.
10. During the past week, how often did you feel scared |____|
10. Katika wiki iliyopita, ni mara ngapi ulisikia uwoga
11. During the past week, how often did you feel your sleep was restless |____|
11. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa usingizi wako haukuwa mtulivu.
12. During the past week, how often did you feel happy |____|
12. Katika wiki iliyopita, ni mara ngapi ulijisikia mwenye furaha
13. During the past week, how often did you feel more quiet |____|
13. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa mnyamavu sana.
14. During the past week, how often did you feel lonely |____|
14. Katika wiki iliyopita, ni mara ngapi ulijisikia kwamba hakuna mtu aliyejukali.
15. During the past week, how often did you feel that other Kids were not friendly |____|
15. Katika wiki iliyopita, ni mara ngapi ulijiskia kwamba watoto wengine hawakuwa wenye urafiki.
16. During the past week, how often did you feel you had a good time |____|
16. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa ulikuwa na wakati mzuri
17. During the past week, how often did you feel like crying |____|
17. Katika wiki iliyopita, ni mara ngapi ulijisikia kulia.
18. During the past week, how often did you feel sad |____|
18. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa mwenye huzuni.
19. During the past week, how often did you feel people disliked you |____|
19. Katika wiki iliyopita, ni mara ngapi ulijiskia kuwa watu hawakukupenda
20. During the past week, how often did you feel hard to get started on things |____|
20. Katika wiki iliyopita, ni mara ngapi ulisikia ugumu kuanza kufanya mambo.

SECTION 2.3: SLEEP

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

READ: Sasa ningependa kukuuliza maswali kadhaa kuhusu usingizi wako.

1. At what time did you go to bed last night?

1. Jana usiku ulilala saa ngapi?

Use 24 hour clock. [] [] : [] [] (999=DK, 888=Not applicable / Did not sleep)

Log Number: |____|____|____|____|____|

2. At what time did you wake up this morning?

2. Umeamka saa ngapi asubuhi hii?

Use 24 hour clock. [__][__] : [__][__] (999=DK, 888=Not applicable / Did not sleep)

SECTION 2.4: PHYSICAL ACTIVITIES OF THE CHILD

B. Physical activity

code	Question	Response Option
1	<p>During the past 7 days, for how many days have you been physically active?</p> <p>NOTE: <i>Physically active is engaging in any activity that increases your heart rate and makes you get out of breath some of the time such as sports, running, walking, biking, dancing, physical education class, playing with friends, or manual labor.</i></p> <p>Katika siku saba zilizopita, umekuwa na mazoezi ya kimwili kwa siku ngapi?</p> <p>NOTE: <i>Mazoezi ya kimwili ni kushiriki katika shughuli yoyote inayoongeza mpigo ya moyo wako na kukufanya ushindwe na pumzi baadhi ya wakati kama vile michezo, kukimbia, kutembea, baiskeli, kucheza, darasa la elimu ya viungo, kucheza na marafiki au kazi ya mikono.</i></p> <p>SOURCE: (Global School Health Surveys)</p>	<p>0 = 0 days 1 = 1 day 2 = 2 days 3 = 3 days 4 = 4 days 5 = 5 days 6 = 6 days 7 = 7 days</p>
2	<p>On those days when you were physically active during the past 7 days, how many minutes were you physically active?</p> <p>Siku hizo ulipokuwa unafanya mazoezi katika siku 7 zilizopita, ulikuwa na dakika ngapi za mazoezi ya mwili?</p> <p>SOURCE: (Global School Health Surveys)</p>	<p>1 = 0 to 15 minutes per day 2 = 15 to 30 minutes per day 3 = 30 to 45 minutes per day 4 = 45 minutes to one hour per day 5 = One hour to two hours per day 6 = Two or more hours per day 999 = I do not remember 666 = I would rather not answer</p>
3	During the past 7 days, on average per day, how	1 = 0 to 15 minutes per day

Log Number: |_____|_____|_____|_____|____|

	<p>much time did you spend sitting and watching television, playing computer games, talking with friends, using your mobile phone, or doing other sitting activities?</p> <p>Katika siku 7 zilizopita, kwa kawaida kwa siku, ulitumia muda gani kukaa na kutazama televisheni, kucheza michezo ya kompyuta, kuzungumza na marafiki, kutumia simu yako ya mkononi, au kufanya shughuli zingine za kukaa?</p> <p>SOURCE: (Global School Health Surveys)</p>	<p>2 = 15 to 30 minutes per day 3 = 30 to 45 minutes per day 4 = 45 to 60 minutes to one hour per day 5 = One hour to two hours per day 6 = Two or more hours per day 999 = I do not remember 666 = I would rather not answer</p>
4	<p>Now think about doing homework, reading, and studying outside of school. During the past 7 days, on average per day, how much time did you spend doing homework, reading, and studying outside of school?</p> <p>Sasa fikiria kufanya homework, kusoma, na kusoma nje ya shule. Katika siku 7 zilizopita, kwa wastani kwa siku, ulitumia muda gani kufanya homework, kusoma na kusoma nje ya shule?</p> <p>SOURCE: Original question</p>	<p>1 = 0 to 15 minutes per day 2 = 15 to 30 minutes per day 3 = 30 to 45 minutes per day 4 = 45 to 60 minutes to one hour per day 5 = One hour to two hours per day 6 = Two or more hours per day 999 = I do not remember 666 = I would rather not answer</p>
5	<p>In the last week that you attended school, how did you get to school and back? [Select all that apply]</p> <p>Katika wiki iliyopita ulipohudhuria shule, ulifikaje shuleni na kurudi?</p> <p>SOURCE: (Global School Health Surveys)</p>	<p>1 = Walk 2 = Ride a bike 3 = Take a bus (Public) 4 = Take a bus (Private) 5 = Catch a ride with someone 6 = Take a taxi 7 = Boda boda (Motorbike) 8 = I do not go to school or work 777 = Other, specify _____</p>
6	<p>Compared to other people of your age, would you say you are physically more active, less active, or about as active?</p> <p>Ikilinganishwa na watu wengine wa rika lako, je unaweza kusema kuwa una shughuli nyingi za kimwili, una shughuli kidogo za kimwili, au karibu</p>	<p>1 = More active 2 = Less active 3 = About as active</p>

Log Number: |____|____|____|____|____|

kuwa na shughuli za kimwili sawa na watu wengine wa rika lako?	
<i>SOURCE: (National Health Interview Survey, USA)</i>	

SECTION 2.6: RESILIENCE

Source: Child and Youth Resilience Measure (CYRM): <https://cyrm.resilienceresearch.org/>.

READ: Now I will read a list of statements, and I want you to tell me what you think or feel about them, and how they relate to the thoughts and feelings that you have had.

To what extent do the sentences below describe you?

1 = Not at All

2 = A little

3 = Somewhat

4 = Quite a bit

5 = A Lot

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

Show the respondent scale #2. Demonstrate that they should select their response using the scale.

READ: Sasa nitasoma orodha ya kauli, na ninataka uniambie unachofikiri au kuhisi kuzihusu, na jinsi zinavyohusiana na mawazo na hisia ambazo umekuwa nazo.

Je, sentensi zilizo hapa chini zinakuelezea kwa kiasi gani?

1 = Hakuna Kabisa

2 = Kidogo

3 = Kiasi

4 = Kiasi Fulani

5 = Sana

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

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.

Show the respondent scale #4. Demonstrate that they should select their response using the scale.

1. I have people I want to be like. |____|

1. Nina watu ninaotaka kuwa kama wao.

Log Number: |____|____|____|____|____|

2. Getting an education is important to me. |____|

2. **Kupata elimu ni muhimu kwangu.**

3. I feel that my parent(s)/ caregiver(s) know a lot about me (for example, who my friends are, what I like to do). |____|

3. **Ninahisi kuwa mzazi/wazazi/mlezi wangu anajua mengi kunihusu (kwa mfano, marafiki zangu ni akina nani, ninachopenda kufanya).**

4. I try to finish activities that I start. |____|

4. **Ninajaribu kumaliza shughuli ninazozianza.**

5. When things don't go my way, I can fix it without hurting myself or other people (for example, without hitting others or saying nasty things). |____|

5. **Wakati mambo hayaendi kwa njia yangu, ninaweza kuyarekebisha bila kujiimiza mwenyewe au watu wengine (kwa mfano, bila kuwapiga wengine au kusema mambo machafu).**

6. I know where to go to get help. |____|

6. **Najua pa kwenda kupata msaada.**

7. I feel that I belong at my school. |____|

7. **Ninahisi kuwa mmojawapo wa shule yangu.**

8. I think my family cares about me when times are hard (for example, if I am sick or have done something wrong). |____|

8. **Nafikiri familia yangu hunijali nyakati zinapokuwa ngumu (kwa mfano, ikiwa mimi ni mgonjwa au nimefanya jambo baya).**

9. I am treated fairly. |____|

9. **Natendewa haki.**

10. I have chances to learn things that will be useful when I am older (like cooking, working, and helping others). |____|

10. **Nina nafasi ya kujifunza mambo yatakayonisaidia ninapokuwa mkubwa (kama vile kupika, kufanya kazi, na kusaidia wengine).**

11. I like the way my community celebrates things (like holidays, festivals). |____|

11. **Ninapenda jinsi jamii yangu inavyosherehekea mambo (kama sikuu, sherehe).**

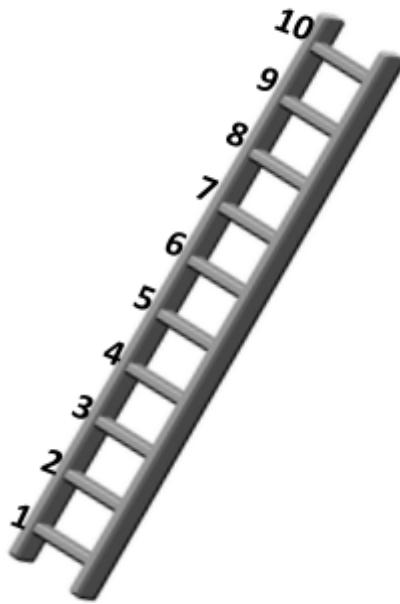
SECTION 2.7: LOCUS OF CONTROL

READ: Some people feel that they have a great deal of control over their own lives. Others feel that what they do has very little effect on what happens to them. On a scale from 1-10, with 1 being very little and 10 being complete control, how would you classify yourself?

READ: Watu wengine wanahisi kwamba wana uwezo mkubwa wa kudhibiti maisha yao wenyewe. Wengine wanahisi kwamba wanachofanya kina matokeo madogo sana juu ya yale yanayowapata. Kwa kiwango cha kutoka 1-10, na 1 ikiwa kidogo sana na 10 ikiwa udhibiti kamili, unaweza kujieka wapi?"

Show respondent picture of ladder (show card #3) and explain lowest rung being very little control, and highest rung being complete control.

Log Number: |____|____|____|____|____|



SECTION 2.8: ASPIRATIONS

1. **READ:** Imagine you had no constraints and could study for as long as you liked. What academic degree would you ultimately like to achieve? ***Prompt FR to be specific in order to code responses (Use G6 codes)*** |____|
1. **READ:** Fikiria kuwa hukuwa na vikwazo na unaweza kusoma hadi kiwango unachopenda. Je, ni kiwango kipi cha juu cha elimu ungependa kufikia?
2. What do you want to be doing when you are an adult? For instance, working in a job, caring for your own family, or running a business? ***(Use G9 codes)*** |____| Other specify: _____
2. **Unataka kufanya nini unapokuwa mtu mzima? Kwa mfano, kufanya kazi, kutunza familia yako mwenyewe, au kuendesha biashara?**

SECTION 2.11: GENDER ATTITUDES

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 if you agree or disagree.

READ: Kwa maswali kadhaa yafuatayo, utakuwa na majibu yafuatayo ya kuchagua: Nakubali kabisa, nakubali, nakubali au sikubali, haukubali, haukubali kabisa. Tafadhalii weka haya kwa mawazo tunapopitia maswali machache yanayofuata. Nitasoma sentensi na baadaye utaniambia ikiwa unakubali au haukubali.

5 = Strongly agree

Log Number: |____|____|____|____|____|

4 = Agree

3 = Neither agree or disagree

2 = Disagree

1 = Strongly disagree

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

PROBE: Do you agree/ disagree very strongly?

PROBE: Je, unakubali/ hukubaliani sana?

Show the respondent scale #4. Demonstrate that they should select their response using the scale.

1. It is okay for a woman to be a mechanic. |____|

1. Ni sawa mwanamke kuwa mekanika.

2. The important decisions in the family should be made by the men of the family. |____|

2. Maamuzi ya muhimu katika familia yanafaa kufanywa na wanaume wa familia.

3. If the wife is working outside the home, then the husband should help her with household chores. |____|

3. Kama mke anafanya kazi nje ya boma basi mume anafaa kumsaidia kazi za nyumbani.

For the following two statements, please think of the current situation in the area where you live

Kwa kauli mbili zifuatazo, tafadhalii fikiria hali ya sasa katika eneo unaloishi

3a. Girls and boys have equal opportunities to get a secondary education. |____|

3a. Wasichana na wavulana wana nafasi sawa kupata elimu ya sekondari

3b. Women and men have equal opportunities to get a job that pays a wage or salary.

|____|

3b. Wanawake na wanaume wana nafasi sawa kupata kazi ya kulipwa mshahara au malipo

SECTION 2.14: SUPPORT SYSTEM

1. Do you have any friends, who are not members of your household, that you trust, and with whom you can talk about feelings and personal matters, or call on for help? |____|

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

1. Je, una marafiki wowote, ambao si wanafamilia wako, unaowaamini, na ambao unaweza kuzungumza nao kuhusu hisia na mambo ya kibinafsi, au kuwaita kwa usaidizi?

2. Is there an adult, who is either in your household or not in your household, that you trust, and with whom you can talk about feelings and personal matters, or call on for help? |____|

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

Log Number: |____|____|____|____|____|

2. Je, una mtu mzima , ambaye ni wa familia yako ama si wa familia yako , unaomwaamini, na ambaye unaweza kuzungumza naye kuhusu hisia na mambo ya kibinagsi, au kumuita kwa usaidizi?

SECTION 2.15: VOICE

1. Do you feel that you can speak up in class when you have a comment or question? |____|
1 = Never | 2 = Rarely | 3 = Sometimes | 4 = Often | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

Show the respondent scale #5. Demonstrate that they should select their response using the scale.

1. Je, unahisi kuwa unaweza kuongea darasani unapokuwa na maoni au swal?

1 = Kamwe | 2 = Mara Chache | 3 = Wakati Mwingine | 4 = Mara Nyingine | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

2. Do you feel comfortable expressing an opinion to or disagreeing with people in your age group, such as siblings and friends? |____|

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

2. Je, unajisikia huru kutoa maoni kwa au kutokubaliana na watu wa rika yako, kama vile ndugu na marafiki?

3. Do you feel comfortable expressing an opinion to or disagreeing with people who are much older than you, such as parents and the elderly?

3. Je, unajisikia huru kutoa maoni yako au kutokubaliana na watu amba ni wakubwa zaidi yako, kama vile wazazi na wazee?

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

SECTION 2.16: IDENTITY

1. Is your religion somewhat important, very important or not very important to your life?

PROBE FR TO THINK ABOUT THIS AND CHOOSE. TRY NOT TO USE 999=DK. |____|

1 = Very important | 2 = Somewhat important | 3 = Not very important | 999 = Don't know

1. Je, dini yako ni muhimu kiasi, muhimu sana au sio muhumu sana kwa maisha yako?

2. 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 999=DK.**

|____| 1 = Tribe | 2 = Nationality | 999 = Don't Know

2. Kama ungesema moja pekee gani la muhimu zaidi, kabilo lako ama uraia wako (yaani, mkenya / mganda)?

Log Number: |____|____|____|____|____|

SECTION 2.17: POLITICAL KNOWLEDGE

1. **IF KENYA FR ASK:** Who is the current president of Kenya? |____|

1= Correct | 2= Incorrect | 999= Don't Know

1. **IF KENYA FR READ:** Rais wa sasa wa Kenya ni nani?

2. **IF UGANDA FR ASK:** Who is the current president of Uganda? |____|

1= Correct | 2= Incorrect | 999= Don't Know

2. **IF UGANDA FR READ:** Rais wa sasa wa Uganda ni nani?

SECTION 2.18: ACADEMIC SELF CONCEPT

NOTE: THESE QUESTIONS ARE ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

READ: Now I am going to ask you some questions about how you view yourself as a student. There are no right or wrong answers, so please answer honestly.

Sasa nitakuuliza baadhi ya maswali kuhusu jinsi unavyojiona kama mwanafunzi. Hakuna majibu sahihi au yasiyo sahihi, kwa hivyo tafadhali jibu kwa uaminifu.

I will now read out a set of statements. Please let me know how true you feel each statement is for you. You can choose whether a statement is not at all true, a little bit true, mostly true, or very true:

Show the respondent scale #6. Demonstrate that they should select their response using the scale.

Sasa nitasoma mkusanyiko wa taarifa. Tafadhali nijulishe jinsi unavyohisi kila taarifa ni ya kweli kwako. Unaweza kuchagua kama taarifa si kweli kabisa, ni kweli kidogo, mara nyingi ni kweli, au kweli sana

1. I am good at mathematics |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

1. **Mimi ni mzuri kwa hesabu (Mathematics)**

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

2. I am good at English |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

2. **Mimi ni mzuri katika Kiingereza (English)**

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

3. I am good at Swahili |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

3. **Mimi ni mzuri katika Kiswahili**

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

4. I am good at all school subjects |____|

Log Number: |____|____|____|____|____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

4. **Mimi ni mzuri katika masomo yote ya shule**(All school subjects)

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

5. I enjoy reading books |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

5. **Ninafurahia kusoma vitabu**

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

6. Compared to others your age, do you view yourself as an average, above average, or below average student? |____|

1 = Below Average | 2 = Average | 3 = Above Average | 999 = Don't Know

6. **Ikilinganishwa na watu wengine wa rika lako, je, unajiona kuwa mwanafunzi wa kiwango cha kati, kiwango cha juu , kiwango cha chini?**

7. Compared to girls your age, do you view yourself as an average, above average, or below average student? |____|

1 = Below Average | 2 = Average | 3 = Above Average | 999 = Don't Know

7. **Ikilinganishwa na wasichana wa umri wako, je, unajiona kuwa mwanafunzi wa kiwango cha kati, kiwango cha juu , kiwango cha chini?**

8. Compared to boys your age, do you view yourself as an average, above average, or below average student? |____|

1 = Below Average | 2 = Average | 3 = Above Average | 999 = Don't Know

8. **Ikilinganishwa na wavulana wa umri wako, je, unajiona kuwa mwanafunzi wa kiwango cha kati, kiwango cha juu , kiwango cha chini?**

SECTION 2.19: READING MOTIVATION QUESTIONS

READ: Now we want to ask you some questions about your reading. You can think about your reading, or reading by other people (like your parents or teacher), that you just listen to. Listen to each sentence and tell me whether it is a lot like you, a little like you, or not like you. There are no right or wrong answers. We only want to know how you feel about reading.

READ: Sasa tunataka kukuuliza baadhi ya maswali kuhusu usomaji wako. Unaweza kufikiria juu ya usomaji wako, au kusoma na watu wengine (kama wazazi au mwalimu wako), ambao unasikiliza tu. Sikiliza kila sentensi na uniambie kama inafanana na wewe, kidogo kama wewe, au si kama wewe. Hakuna majibu sahihi au yasiyo sahihi. Tunataka tu kujua jinsi unavyohisi kuhusu kusoma.

1. You are a good listener when someone else is reading [a story]. |____|

1 = a lot like me | 2 = a little like me | 3 = not like me

1. **Wewe ni msikilizaji mzuri wakati mtu mwengine anasoma [hadithi]**

2. You have favorite stories from books that you like to read about or listen to. |____|

1 = a lot like me | 2 = a little like me | 3 = not like me

Log Number: |____|____|____|____|____|

2. Una hadithi uzipendazo kutoka kwa vitabu ambavyo unapenda kusoma au kusikiliza.

3. You like to tell others about what you are reading/ someone has read to you. |____|

1 = a lot like me | 2 = a little like me | 3 = not like me

3. Unapenda kuwaambia wengine kuhusu kile unachosoma/ mtu amekusomea.

SECTION 2.20: READING PRACTICES QUESTIONS

1. In the last 7 days, how many days did you read at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 999 = DK) |____| days

1. Katika siku 7 zilizopita, ulisoma siku ngapi nyumbani? Hapa tunamaanisha aina yoyote ya usomaji, ikijumuisha kusoma kutoka kwenye kitabu cha hadithi, kitabu cha kiada (text books), au gazeti. USIJUMUISHE usomaji wowote uliotokea shuleni.

If 1 or more days, continue to 1a. Otherwise skip to Section 3.

1a. Now think about yesterday. Did you read yesterday? Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school. |____| 1 = Yes | 2 = No

1a. Sasa fikiria jana. Ulisoma jana? Hapa tunamaanisha aina yoyote ya usomaji, ikijumuisha kusoma kutoka kwenye kitabu cha hadithi, kitabu cha kiada, au gazeti. USIJUMUISHE usomaji wowote uliotokea shuleni.

SECTION 3: FOOD NUTRITION

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 3.1: Food security

In the past four weeks, was there a time when you were:

Katika wiki nne zilizopita, kuna wakati wewe au watu wa nyumba yako mlikuwa:

1a. Worried you would run out of food? |____|

1= Yes | 2= No | 999= (DO NOT READ aloud): Don't know

1a. Wasiwasi kwamba mtaishiwa na chakula?

1b. Skipped a meal? |____|

1= Yes | 2= No | 999= (DO NOT READ aloud): Don't know

1b. Mlikosa chakula?

1c. Went without eating for a whole day? |____|

1= Yes | 2= No | 999= (DO NOT READ aloud): Don't know

1c. Mlishinda bila kula siku nzima?

Log Number: |____|____|____|____|____|

Section 3.2: Diet quality

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi ulitumia hivi vyakula?

1. Vegetables

a. Leafy vegetables with 4 petals. E.g., Kale, Cabbage |____|

a. Mboga za majani. Kwa mfano., Sukuma Wiki, Cabbage

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

b. Leafy vegetables with vitamin A nutrients. E.g., Spinach, Pumpkin leaves, Jute Mallow |____|

b. Mboga za majani zenyenye vitamin A. Kwa mfano., Spinach, Majani ya malenge, Mrenda

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

c. Other dark orange fruits/vegetables rich in vitamin A. E.g., Carrots, Pumpkins, Yellow Sweet Potatoes, Mangoes, Papayas. |____|

c. Mboga zingine za majani zenyenye vitamin "A" na matunda. Kwa mfano., Carrot, Malenge, Viasi vitamu vya njano (yellow)-Yellow Sweet Potatoes, Maembe, Papai

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

d. Other vegetables. E.g., Okra, Tomatoes, Onions, Eggplant |____|

d. Mboga zingine. Kwa mfano., Okra, Nyanya, Vitunguu, Biringanya

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

2. Fruits

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

e. Whole citrus fruits. E.g., Orange, Lemon, Clementines |____|

e. Jamii ya machungwa. Kwa mfano., Chungwa, Limau, Ndimu, Sandara

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

f. Other fruits. E.g., Banana, Avocado, Guava, Jackfruit, Pineapple, Plums, Watermelon |____|

f. Matunda mengine. Kwa mfano., Ndizi, Avocado, Mapera, Fenesi, Nanasi, Plums, Water Melon (Tikiti Maji)

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

3. Animal source foods

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

g. Poultry. E.g., Chicken, Duck, Turkey, Guinea fowl |____|

g. Jamii ya ndege kwa mfano Kuku, Bata, Bata Mzinga, Kanga.

Log Number: |____|____|____|____|____|

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

h. Meat. E.g., Beef, Pork, Mutton |____|

h. Nyama. Kwa mfano., Nyama ya ng'ombe, Nyama ya nguruwe, Nyama ya Mbuzi na Kondoo.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

i. Fish. E.g., Dagaa, Fish |____|

i. Samaki. E.g., Omena, Fish.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

j. Processed Meat. E.g., Sausage, Bacon, Hot dog |____|

j. Nyama silizo prosesiwa. Kwa mfano., Sausage, Bacon , Hot dog.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

k. Eggs. E.g., Boiled egg, Scrambled eggs, Omelette |____|

k. Mayai. E.g., Mayai ya kuchemsha, Scrambled eggs, Omelette.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

l. Dairy products. E.g., Milk, Cheese, Yoghurt, Fermented milk |____|

l. Bidhaa za maziwa. Kwa mfano., Maziwa, Cheese, Yoghurt, Maziwa Mala.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

4. Legumes and Nuts

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita,ni kwa siku ngapi mlitumia hivi vyakula?

m. Food like. E.g., Beans, Peas, Lentils, Cowpeas, Bambara Nuts, Others |____|

m. Vyakula kama. Kwa mfan., Maheragwe, Peas (Minji), Kamande (Lentils), Kunde, Njugu Mawe (Chimbande/Bande), na zinginezo.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

n. Nuts and seeds. E.g., Cashewnut, Groundnuts (Peanuts) |____|

n. Karanga na mbegu. Kwa mfano., Korosho (Cashednuts), Njugu (Groundnuts).

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

5. Cereals, Grains and Tubers

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita,ni kwa siku ngapi mlitumia hivi vyakula?

o. Grains and baked foods. E.g., Rice, Bread, Pancakes, Noodles, Cornmeal foods (ugali) |____|

o. Vyakula kama (Baked foods). Kwa mfano., Mchele, Mkate, Pancakes, Noodles (indomie, spaghetti), Ugali wa unga wa packet.

Log Number: |____|____|____|____|____|

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

p. Food like., Brown Bread, Millet, Brown rice, Brown ugali |____|

p. **Chakula kama., Mkate ya brown, Wimbi, Mchele ya brown (Brown rice), Ugali ya brown au ya kusiaga.**

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

q. Root crops. E.g., White sweet potatoes, Arrow roots, Cassava |____|

q. **Mazao ya mizizi. Kwa mfano., Viasi vitamu (white), Nduma, Mihogo/Muhogo.**

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

6. Other foods

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: **Kwa siku saba zilizopita,ni kwa siku ngapi mlitumia hivi vyakula?**

r. Vegetable oils. E.g., Palm oil, Soy oil. |____|

r. **Mafuta yatokanayo na mimea/mafuta ya salad (vegetables oil).**

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

s. Sweet snacks and ice cream. E.g., Cake, Ice cream, Chocolate, Biscuit. |____|

s. **Vitafunio vyenye utamu na ice cream. Kwa mfano., Keki, Chocolate, Biscuit, Ice cream.**

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

t. Fried foods outside the home. E.g., Mandazi |____|

t. **Vyakula vyaa kukaanga nje ya nyumba. Kwa mfano., Mandazi.**

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

u. Sugar-sweetened beverages. E.g., Soda, Packed juices (Afya, Juice Cola) |____|

u. **Vinywaji vyaa sukari-tamu. Kwa mfano., Soda, Juice zilizopakiwa (Afya, Juice Cola).**

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

SECTION 4: ECONOMIC PREFERENCES

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 4.1: Time Preferences

[DO NOT READ] For this game, you will need two **white** cups (TODAY cup and TOMORROW cup) and 12 “normal” pencils.

Log Number: |____|____|____|____|____|

TODAY VS TOMORROW:

[DO NOT READ] Place two cups in front of the participant: the TODAY cup and the TOMORROW cup. Place two pencils in the TODAY cup and two in the TOMORROW cup.

[READ] We are going to play a game with two cups: the TODAY cup (*point to TODAY cup*) and the TOMORROW cup (*point to TOMORROW cup*). We will ask you to decide which cup with pencils you want. For this cup, we will pretend that you can have the pencils TODAY (*point at TODAY cup*), but for the other, we will pretend that you can have them TOMORROW (*point at TOMORROW cup*). There are no right or wrong answers. We just want you to be honest and tell me what you would actually choose if we could really give you the pencils today or tomorrow.

[READ]: Tunaenda kucheza mchezo na vikombe viwili: Kikombe cha LEO (*point to TODAY cup*) na kikombe cha KESHO (*point to TOMORROW cup*). Tutakuuliza uamue ni kikombe gani na penseli unazotaka. Kwa kikombe hiki tutajifanya kwamba unaweza kupata penseli leo (*point to TODAY cup*) lakini kwa hii ingine tutajifanya kwamba unaweza zipata kesho (*point to TOMORROW cup*). Hakuna majibu sahihi au yasiyosahihi. Tunataku tu uwe mwaminifu na uniambie nini haswa ungechagua kama tungeweza kukupa penseli leo au kesho.

[READ] Ok, now we can decide. Which cup would you want, THIS (*point to TODAY cup*) cup for today, or THIS (*TOMORROW cup*) cup for tomorrow? Remember, it's all make-believe! Ok, I'll write that down, and we'll play the next game.

[READ]: Sawa, sasa tunaweza kuamua. Unataku kikombe gani, HIKI (*point to TODAY cup*) kikombe cha leo, au HIKI (*TOMORROW cup*) kikombe cha kesho? Sawa, nitaandika hivyo, na tutacheza mchezo unaofuata.

3. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 2 tomorrow]

skip to GENERAL INSTRUCTIONS If "child" chooses "tomorrow". Otherwise, cont:

[DO NOT READ] Add an extra pencil to the TOMORROW cup. The TODAY cup should have 2 pencils, and the TOMORROW cup should have 3.

[READ] Now, which cup would you want to choose? Two pencils for TODAY (*point to TODAY cup*) or THREE pencils for TOMORROW (*point to TOMORROW cup*)? Remember, it's still just pretend.

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za LEO (*onyesha kikombe cha LEO*) au penseli TATU za KESHO (*elekeza kikombe cha KESHO*)? Kumbuka, bado ni kujifanya tu.

4. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 3 tomorrow]

skip to GENERAL INSTRUCTIONS If "child" chooses "tomorrow". Otherwise, cont:

[DO NOT READ] Add an extra pencil to the TOMORROW cup. The TODAY cup should have 2 pencils, and the TOMORROW cup should have 4.

Log Number: |_____|_____|_____|_____|____|

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **NNE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **NNE** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

5. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 4 tomorrow]

skip to GENERAL INSTRUCTIONS If "child" chooses "tomorrow". Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 5.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **FIVE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TANO** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

6. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 5 tomorrow]

skip to GENERAL INSTRUCTIONS If "child" chooses "tomorrow". Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 6.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **SIX** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **SITA** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

7. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 6 tomorrow]

skip to GENERAL INSTRUCTIONS If "child" chooses "tomorrow". Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 7.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **SEVEN** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

Log Number: |____|____|____|____|____|

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **SABA** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

8. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 7 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 8.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **EIGHT** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **NANE** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

9. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 8 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 9.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **NINE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TISA** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

10. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 9 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 10.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **TEN** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TEN** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

11. **[DO NOT READ]** Which cup did the respondent choose? [____]

Log Number: |____|____|____|____|____|

[1 = 2 today | 2 = 10 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[READ] Ok, great job. Now we’re going to put those pencils and cups away, and we will play another game.

[READ]: Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, nitaona ni mchezo gani utakao hesabiwa.

General Instructions

**The order of the games will be randomized for each participant.*

[READ] We will play three games (**show 3 with your fingers**), and you can win stars like this one (**show stars**). You can exchange these stars for different prizes in our store:

[READ]: Tutacheza michezo tatu (**show 3 with your fingers**), na unaweza kushinda nyota kama hii (**show stars**). Unaweza kubadilisha nyota hizi kwa zawadi tofauti kwenye duka letu:

Exchange rate	
	
	
	
	

Before we start, I will explain the rules of each of our games. How many stars you will win depends mainly on your choices. There are no right or wrong answers. We just want you to be honest.

In the end, you will receive a prize for only **ONE** (**show finger**) of the games. But you will not know which one until the very end of the survey. So, play each of the games carefully.

Kabla ya kuanza, nitaelezea sheria za kila mchezo wetu. Nyota utakazoshinda itategemea hasa uchaguzi wako. Hakuna majibu sahihi au yasiyo sahihi. Tunataka tu uwe mwaminifu.

Log Number: |____|____|____|____|____|

Mwishowe, utapokea zawadi kwa **MOJA** tu (*show finger*) ya michezo. Lakini hautajua ni ipi hadi mwisho wa mahojiano. Kwa hivyo, cheza kwa uangalifu kila michezo.

1. Do you get to keep all the stars or can you exchange them for prizes in our store? [____]

1. Je, utajiwekea nyota zote au unaweza kuzibadilisha kwa zawadi kwenye duka letu?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] Correct answer is "exchange them for prizes in our store".

2. Will you receive a prize for all the games you play or for only one? [____]

2. Je, utapokea zawadi kwa michezo yote unayocheza au kwa michezo mmoja pekee?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] Correct answer is "for only one"

Section 4.2: Pro-Sociality Preferences

[DO NOT READ] For this game, you will need two **black** cups, one **ME** cup and one **OTHER KID** cup, and ten "normal" pencils. Place the **ME** cup and the **OTHER CHILD** cup in front of the respondent.

[READ] In this game, each pencil is equal to one star. Here, you have to decide how to divide pencils between yourself and another child similar to you but from a different village. You will never know who exactly the other child is, and the other child will not get to know you. However, I will ensure that the other child does indeed receive the prize that corresponds to the pencils that you will give to him/her if this is the game that shall count.

You will need to decide how to divide these 10 pencils (*show and count the pencils in front of the participant. Ensure that all the pencil and the tips should be of the same colours*) between yourself (*point to **ME** cup*) and another child similar to you (*point to the **OTHER CHILD** cup*). You can divide them however you want. You can keep all the pencils for yourself, give all the pencils to the other kid, or anything in between. There is no right or wrong answer in this game, we just want you to be honest and tell us what you would actually choose.

We will walk through a few examples to demonstrate how to play this game.

Here is the first example.

[READ]: Katika michezo huu, kila penseli ni sawa na nyota moja. Hapa, unapaswa kuamua jinsi ya kugawanya penseli kati yako na mtoto mwingine sawa na wewe lakini kutoka kijiji tofauti. Huwezi kujua ni nani hasa mtoto mwingine, na mtoto mwingine hatakujuua. Hata hivyo, nitahakikisha kwamba mtoto mwingine kweli anapokea zawadi inayolingana na penseli utakazompa ikiwa huu ndio michezo utakao hesabika.

Log Number: |____|____|____|____|____|

Utahitaji kuamua jinsi ya kugawanya penseli hizi 10 (*show and count the pencils in front of the participant*) kati yako (*point to ME cup*) na mtoto mwingine sawa na wewe (*point to the OTHER CHILD cup*). Unaweza kuzigawa vile unavyotaka. Unaweza kujiwekea penseli zote, kumpa mtoto mwingine penseli zote, au kitu chochote katikati. Hakuna jibu sahihi au lisilo sahihi katika mchezo huu, tunataka tu uwe mwaminifu na utuambie ungechagua nini hasa.

Tutapitia mifano michache ili kuonyesha jinsi ya kucheza mchezo huu.

Huu hapa ni mfano wa kwanza

[DO NOT READ] Place two pencils in the **OTHER CHILD** cup and 8 in the **ME** cup.

[READ] If you want, you can give 2 pencils to the other child. Then you'll have 8 pencils for yourself.

[READ] Ikiwa unataka, unaweza kumpa mtoto mwingine penseli 2. Kisha utakuwa na penseli 8 kwako mwenyewe.

Here is another example.

Hapa kuna mfano mwingine.

[DO NOT READ] Place 5 pencils in the **OTHER CHILD** cup and 5 in the **ME** cup.

[READ] If you want, you can give 5 pencils to the other child. Then you'll have 5 pencils for yourself.

[READ] Ikiwa unataka, unaweza kumpa mtoto mwingine penseli 5. Kisha utakuwa na penseli 5 kwako mwenyewe.

Here is the last example.

Huu hapa ni mfano wa mwisho.

[DO NOT READ] Place 0 pencils in the **OTHER CHILD** cup and 10 in the **ME** cup.

[READ] If you want, you can give no pencils to the other child. Then you'll have 10 pencils for yourself.

[READ] Ikiwa unataka, unaweza kukosa kugawa penseli kwa mtoto mwingine. Halafu utakuwa na penseli 10.

Remember, you can divide the pencils however you want. There is no right or wrong answer in this game.

Kumbuka, unaweza kugawanya penseli kama unavyotaka. Hakuna jibu sahihi au lisilo sahihi katika mchezo huu.

Now, please place the number of pencils that you want for yourself in the **ME** cup and the number of pencils that you want to give the other child in the **OTHER CHILD** cup.

Log Number: |____|____|____|____|____|

Sasa, tafadhalii weka idadi ya penseli unazotaka mwenyewe **ME** kikombe na idadi ya penseli ambayo unataka kumpa mtoto mwingine katika **OTHER CHILD** kikombe.

1. **[DO NOT READ]** How many pencils did the participant allocate to themselves? [____]

97 = *Can't be assessed*

2. **[DO NOT READ]** How many pencils did the participant give the other child? [____]

97 = *Can't be assessed*

[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, I will see which game will be the one that counts.

[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, nitaona ni mchezo gani utakaohesabika.

Section 4.3: Risk Preferences

Source: [Risk preferences of children and adolescents in relation to gender, cognitive skills, soft skills, and executive functions](#)

[DO NOT READ] For this game, you will need the **blue** cup, 9 “normal” pencils, and one pencil with a **red** mark.

[READ] This game will use ten pencils and a cup. (*Show the participant the pencils and count them before them*). Of all the pencils, one pencil has a **red** mark on the bottom (*show pencil to participant*). You can't see the **red** mark on the pencil until you take it out of the cup.

You will decide how many pencils to take from the cup. You will win stars for **ALL** the pencils you take IF there is no **red** mark on those pencils, where one pencil will be equivalent to one star. But if there is a **red** mark on **ANY** pencil you take, you must return all the pencils. I need you to grab all the pencils you want to take at once.

[READ] Mchezo huu utatumia penseli kumi na kikombe. (*Show the participant the pencils and count them before them*). Kati ya penseli zote, penseli moja ina alama **nyekundu (red)** chini yake (*show pencil to participant*). Huwezi kuona alama nyekundu kwenye penseli hadi uiondoe kwenye kikombe.

Utaamua ni penseli ngapi utatoa kwenye kikombe. Utajishindia nyota kwa penseli **ZOTE** utakazochukua **IKIWA** hakutakuwa na alama yeyote **nyekundu (red)** kwenye penseli hizo, ambapo penseli moja itakuwa sawa na nyota moja. Lakini ikiwa kutakuwa na alama **nyekundu (red)** kwenye penseli **YOYOTE** utakayotoa, lazima urudishe penseli zote. Nakuhitaji utoe penseli zote unazotaka mara moja.

1. How many pencils in this cup have a red mark on it? [____]

1. Ni penseli ngapi kwenye kikombe hiki zina alama nyekundu?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

Log Number: |____|____|____|____|____|

[DO NOT READ] *Correct answer is one. If the participant made a mistake, say: "No, one pencil has a red mark, and the others do not have a red mark."*

2. If any pencil you take has a red mark on it, do you give all the pencils back to me or do you keep them? [____]

2. Ikiwa penseli yoyote unayotoa ina alama nyekundu, je unanirudishia penseli zote au unaziweka?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is "Give all the pencils back." If the participant made a mistake, say: "No, you give me back ALL the pencils you took."*

3. If none of the pencils you take has a red mark on it, do you give the pencils back to me, or do you win the pencils? [____]

3. Ikiwa penseli yoyote unayoitoa haina alama nyekundu, je, unanirudishia penseli, au unashinda penseli?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is "Win the pencils." If the participant made a mistake, say: "No, you win all the pencils you took."*

[READ] Now, you can take as many pencils as you want from the cup.

[READ] Sasa, unaweza kutoa penseli nyingi unavyotaka kutoka kwenye kikombe.

[DO NOT READ] Do not let the participant take the pencils one at a time. They need to grab them all at the same time.

[DO NOT READ] 4. How many pencils did the participant take? [____]

[1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or 97]

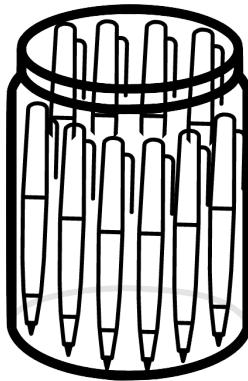
[DO NOT READ] 5. How many pencils did the participant win? [____]

[0, 1, 2, 3, 4, 5, 6, 7, 8, 9 or 97]

[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, we will see which game will be the one that counts.

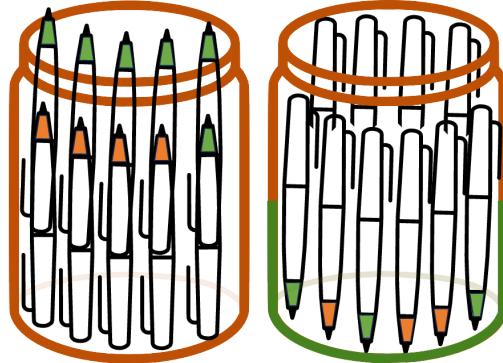
[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, tutaona ni mchezo gani utakaohesabiwa.

Log Number: |____|____|____|____|____|



Section 4.4: Ambiguity Preferences

[DO NOT READ] Place in front of the respondent an **orange** cup and an **orange+green** cup. In the **orange** cup, place 10 pencils with their points facing upward: 4 of them need to have an **orange** mark and 6 of them to have a **green** mark. In the **orange+green** cup, place 10 pencils with their points facing downward. The number of pencils with an **orange** mark in the **orange+green** cup needs to vary from survey to survey, but they always need to add up to 10. **DO NOT SHOW THE RESPONDENT HOW MANY PENCILS WITH A **GREEN** MARK ARE IN THE **ORANGE+GREEN** CUP.**



[READ] Now, let's play another game. We are going to play a game where you draw a pencil out of a cup without looking. We have two cups, with 10 pencils each. *(Count the number of pencils in each cup WITHOUT taking them out of the cups).*

In the **orange** cup, out of 10 pencils, there are 4 with an **orange** mark and 6 with a **green** mark.
In the **orange+green** cup, there are also 10 pencils, but the number of pencils with **green** or **orange** marks is unknown.

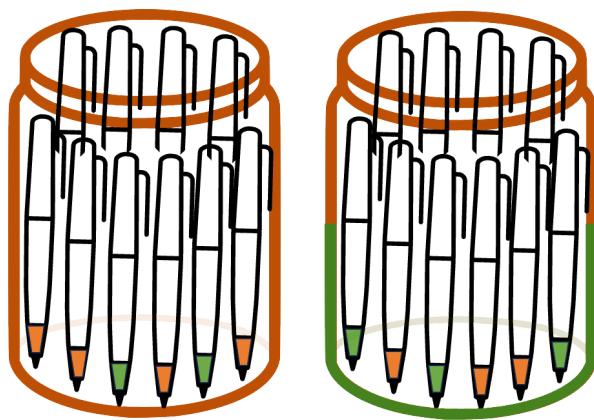
Log Number: |____|____|____|____|____|

[READ] Sasa, wacha tacheze mchezo mwengine. Tutacheza mchezo ambapo unatoa penseli kutoka kwa kikombe bila kuangalia. Tuna vikombe viwili, kila mmoja ina penseli 10. (*Count the number of pencils in each cup WITHOUT taking them out of the cups*).

Ndani ya kikombe chenye rangi ya **chungwa/orange**, kati ya penseli 10, kuna 4 yenyne alama ya **chungwa/orange** na 6 yenyne alama ya **kijani/green**.

Ndani ya kikombe cha rangi ya **chungwa/orange** na kikombe ya **kijani/green**, pia kuna penseli 10, lakini idadi ya penseli zenye alama rangi ya **chungwa/orange** au **kijani/green** haijulikani.

[DO NOT READ] Now, place the pencils in the **orange** cup with their points facing downward.



[READ]

You can choose the cup from which you want to draw ONE pencil (*show one finger*).

- If you choose the **orange** cup, to win 3 stars you need to draw a pencil with an **orange** mark.
- If you choose the **orange+green** cup, to win 3 stars, you need to decide on a color and draw a pencil with a mark of that color.

Remember, there are no right or wrong answers in this game.

[READ]

Unaweza kuchagua kikombe ambacho unataka kutoa penseli MOJA (*show one finger*).

- Ikiwa unachagua kikombe chenye rangi ya **chungwa/orange**, kushinda nyota 3 unahitaji kutoa penseli yenyne alama ya rangi ya **chungwa/orange**.
- Ikiwa unachagua kikombe chenye rangi ya **machungwa/orange** na **kijani/green**, kushinda nyota 3, unahitaji kuamua juu ya rangi na kutoa penseli iliyo na alama ya rangi hiyo.

Kumbuka, hakuna majibu sahihi au yasiyo sahihi katika mchezo huu.

2. If you choose to pick a pencil from the orange cup, which color pencil do you need to pick to win? [____]

2. Ikiwa unachagua kuchukua penseli kutoka kwa kikombe cha rangi ya machungwa, ni penseli ya rangi gani unahitaji kuchagua ili kushinda?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

Log Number: |____|____|____|____|____|

[DO NOT READ] *Correct answer is ORANGE. If the participant made a mistake, say: "No, if you choose the orange cup, you need to pick an orange pencil to win."*

3. If you choose to pick a pencil from the orange+green cup, which color pencil do you need to pick to win? [____]

3. Ikiwa unachagua kuchukua penseli kutoka kwa kikombe cha rangi ya machungwa na kijani, unahitaji kuchagua penseli gani ili kushinda?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is DEPENDS ON WHAT I DECIDE. If the participant made a mistake, say: "No, it depends on what you decide. If you decide that you want to pick an orange pencil, you win by picking an orange pencil. If you decide that you want to pick a green pencil, you win by picking a green pencil."*

4. How many stars can you win in this game? [____]

4. Je, unaweza kushinda nyota ngapi katika mchezo huu?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is 3 stars. If the participant made a mistake, say: "No, you can win 3 stars."*

5. Which cup would you like to choose from? [____]

5. Je, ungependa kuchagua kutoka kwenye kikombe kipi?

[1 = Orange cup | 2 = Orange+Green cup | 97 = Can't be assessed]

6. **[IF Q4==2]** Which color pencil would you like to pick? [____]

6. Ungependa kuchagua penseli ya rangi gani?

[1 = Green pencil | 2 = Orange pencil | 97 = Can't be assessed]

[READ] Now, you can pick ONE pencil from the cup they selected cup.

[READ] Sasa, unaweza kuchagua penseli MOJA kutoka kwa cup they selected kikombe.

7. **[IF Q5==1] [DO NOT READ]** Did the participant pick an orange pencil? [____]

[1 = Yes, the participant won | 2 = No, the participant lost | 97 = Can't be assessed]

7. **[IF Q5==2] [DO NOT READ]** Did the participant pick a green pencil? [____]

[1 = Yes, the participant won | 2 = No, the participant lost | 97 = Can't be assessed]

[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, I will see which game will be the one that counts.

[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, nitaona ni mchezo gani utakaohesabika.

Log Number: |____|____|____|____|____|

SECTION 5: ANTHROPOMETRICS

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 5.1: Height

READ: Now, with your permission, I would like to measure your child's height and weight.

READ: Sasa kwa ruhusa yako, ningependa kuchukua kipimo cha mtoto wako cha urefu na uzito.

First, I would like to measure **[child name]**'s height. To complete this measurement, I will be asking **[child name]** to take off shoes and stand up against a wall, feet together, knees straight, look straight ahead, chin tucked to chest slightly, and do not look up.

Kwanza, ningependa kupima urefu wa [child name]’s. Ili kukamilisha kipimo hiki, nitamuuliza [child name] atoe viatu na asimame na aegemee kwa ukuta, miguu ikiwa Pamoja, magoti iwe imara, angalia mbele, kidevu kiguze kifua kidogo na usiangalie juu.

1. Do not ask the following question. Simply record your impressions. Does the PC refuse to allow the child's height to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the “Survey Refusal Sheet” and skip to the read statement before question 6. If NO, continue.

Ask the PC to remove the child's shoes and have the child stand (**against a flat surface such as a wall**). Try to find a location where the ground is as even as possible. Have the child keep his/her feet flat on the floor and stand straight with their back flat against the wall, keeping their chin parallel to the floor. Place a flat straight object on the head and mark the wall. Measure the distance from the floor to the spot on the wall using the HARD tape measure. Write down the child's height in cm below and record the identification number of the tape measure.

DO NOT tell the PC the child's height unless they ask you for it. If the PC asks for the child's height, write it down on a blank piece of paper. Inform the PC that the measurements will be shared with them at the end of the survey.

1a. HEIGHT MEASUREMENT: (e.g., 156.3 cm) |_____| . |_____| cm

1b. IDENTIFICATION NUMBER OF MEASURING STICK: |____|

1c. Do not ask the following questions:

1ci. Did the child take his/her shoes off before taking the measurement? 1 = Yes | 2 = No |____|

1cii. Did the PC ask for the child's height measurement? 1 = Yes | 2 = No |____|

1ciii. **(Add Comment):** _____

Log Number: |____|____|____|____|____|

Section 5.2: Weight

READ: Now I would like to measure **[child name]**'s weight. To complete this measurement, Please have **[child name]** remove bulky clothing, remove any heavy objects from your pockets, and take off your shoes during weight measurements. Stand up and look straight ahead, like this.

READ: Sasa ningependa kupima uzito wa **[child name]**'s. Ili kukamilisha kipimo hiki, tafadhali nitamwomba **[child name]** atoe nguo nzito, atoe vitu vizito kwa mfuko wako na utoe viatu vyako wakati wa kupimwa uzito. Simama na uangalie mbele namna hii.

Place the scale on an even area of ground.

1. **Do not ask the following question. Simply record your impressions.** Does the PC refuse to allow the child's weight to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the read statement before section 5.3. If NO, continue.

Ask the PC to remove any bulky clothing or heavy objects from the child's pockets. Have the child, with shoes still removed, to stand on the scale. Measure the child's WEIGHT in kg and record it below, along with the identification number of the scale.

DO NOT tell the PC the child's weight unless they ask you for it. If the PC asks for the child's weight, write it down on a blank piece of paper. Inform the PC that the measurements will be shared with them at the end of the survey.

1a. WEIGHT MEASUREMENT: (e.g., 71.9 kg) |_____| . |_____| kg

1b. IDENTIFICATION NUMBER OF SCALE: |____|

1c. **Do not ask the following questions:**

1ci. Did the child take his/her shoes off before taking the measurement? 1 = Yes | 2 = No |____|

1cii. Did the child have any bulky clothing or have any heavy objects in his/her pockets during the measurement? 1 = Yes | 2 = No |____|

1ciii. Did the FR ask for his/her weight measurement? 1 = Yes | 2 = No |____|

1civ. (Add comment section): _____

Log Number: |____|____|____|____|____|

Section 5.3: Blood Pressure

READ: Next, we would like to take a few more physical tests. **[Child name]** may now put their shoes back on. Let's start by measuring **[child name]**'s blood pressure and pulse. I would like to take two blood pressure measures. I will ask **[child name]** to relax and remain seated and quiet, with legs uncrossed and feet flat on the floor, during the measurements. First, I will place the cuff on **[child name]**'s left arm. Once the cuff is placed appropriately on **[child name]**'s arm and we are ready to begin, I will ask **[child name]** to lay their arm on a flat surface, palm facing up, so that the center of **[child name]**'s upper arm is at the same height as your heart. I will then press the start button. The cuff will inflate and deflate automatically. It will squeeze **[child name]**'s arm a bit but won't hurt.

READ: Kisha, tungependa kufanya majaribio machache zaidi ya kimwili. **[child name]** sasa anaweza kuvala viatu vyake. Hebu tuanze kwa kupima **[child name]** shinikizo la damu na mapigo ya moyo (pulse). Ningependa kuchukua vipimo viwili za shinikizo la damu. Nitaomba **[child name]** atulie na acae kwa kiti kimya, na miguu zikiwa hazijapitana na miguu (Flat) kwenye sakafu, wakati wa kipimo. Kwanza, nitaweka cuff kwenye mkono wake wa kushoto. Baada ya kuiweka vizuri (cuff) kwenye mkono wako na tuko tayari kuanza, nitakuomba uweke mkono wako kwenye sehemu iliyo lainika (flat), kiganja (palm) kikiangalia juu ili katikati ya upande wa juu wa mkono wako uwe kwenye urefu sawa na moyo wako. Kisha, nitafinya kifaa cha kupima pressure kianze. Cuff itafura (inflate) na kutoa hewa (deflate) yenye (automatically). Itakufinya mkono wako kiasi lakini haitakuumiza.

1. ***Do not ask the following question. Simply record your impressions.*** Does the respondent refuse to allow his/her blood pressure to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the read statement before section 5.4. If NO, continue.

Before we begin, I would like to ask you a few questions.

Kabla hatujaanza, ningependa kukuuliza maswali machache.

1ai. Did **[child name]** bathe, drink caffeine (eg: tea/chai), exercise or eat anything in the last 30 minutes? 1 = Yes | 2 = No |____|

1ai. Je **[child name] alioga, kunywa caffeine km chai, alifanya mazoezi au kula chochote katika dakika 30 zilizopita?**

1aii. By default, we would like to measure **[child name]**'s blood pressure using his/her left arm. Does **[child name]** have a rash, a cast, edema or swelling in the LEFT arm, or open sores, wounds or a significant bruise where the blood pressure cuff will be in contact?

1 = Yes | 2 = No |____|

1aii. Kama ilivyo kanuni, tungependa kupima shinikizo la damu mwilini la **[child name] tukitumia mkono wake wa kushoto. Je **[child name]** anayo upele, plaster, uvimbe au kufura kwa mkono**

Log Number: |____|____|____|____|____|

wake wa kushoto au vidonda wazi, vidonda au kukwarunzwa mahali ambapo kifaa cha kupima shinikizo la damu (cuff) itaguza?

If NO, go to 1aiv. If YES, go to 1aiii.

1aiii. Does [child name] have a rash, a cast, edema or swelling in the RIGHT arm, or open sores, wounds, or a significant bruise where the blood pressure cuff will be in contact?

1 = Yes | 2 = No |____|

If YES, skip to Section 5.4. If NO, continue to 1aiv.

1aiv. **Do not ask the following question.** Please confirm that the blood pressure measurement will be taken using the [LEFT/RIGHT] arm. 1 = Yes | 2 = No |____|

(Now perform the test and record [child name]'s blood pressure level)

[FO INSTRUCTIONS]:

- (1) Make sure to use the appropriate size cuff. In most cases, it will be the kid's cuff. In cases where the kid's cuff is too small, there's the option to use the adult's cuff.
- (2) Make sure [child name] is sitting, ideally for 5 minutes prior. His/her legs should be uncrossed, and the feet flat on the floor.
- (3) Wrap the blood pressure cuff around the child's [LEFT/RIGHT] arm (bare) above the elbow. Make sure the tube is facing on the same side as the child's palm. Make sure the child's arm is on a flat surface, palm facing up, so that the center of his/her upper arm is at the same height as his/her heart.
- (4) Record the systolic and diastolic pressure and the pulse.
- (5) Repeat a second measurement on the same arm of the child.
- (6) Record the identification number of the blood pressure instrument.

DO NOT tell the PC the child's blood pressure measurements unless they ask you for it. IF the PC asks for the child's measurements, write them down on the blank piece of paper. Inform the PC the measurements will be shared with them at the end of the survey.

1bi. SYS MEASUREMENT #1: |____| mmHg

1bii. DIA MEASUREMENT #1: |____| mmHg

1biii. PULSE #1: |____| / min

1ci. SYS MEASUREMENT #2: |____| mmHg

1cii. DIA MEASUREMENT #2: |____| mmHg

1ciii. PULSE #2: |____| / min

1d. IDENTIFICATION NUMBER OF BLOOD PRESSURE MONITOR: |____|

Log Number: |____|____|____|____|____|

1e. **Do not ask the following question:** Which cuff size did you use? 1 = Kid's cuff | 2 = Adult's cuff |____|

1fi. **Do not ask the following question:** Did the PC ask for the child's blood pressure and/or pulse measurements? 1 = Yes | 2 = No |____|

If YES, continue to 1fii. If NO, skip to 1fiii.

1fii. Did the FR ask for an interpretation of the child's blood pressure and/or pulse measurements? 1 = Yes | 2 = No |____|

1fiii. (Add comment section): _____

Section 5.4: Hemoglobin

READ: Now I would like to measure your child's hemoglobin level. To complete this measurement, I will be asking **[child name]** to take a seat and his/her hand in a stable position, with the palm facing down. I will use this machine to take a non-invasive measure of **[child name]**'s hemoglobin level. I will set the machine up and then connect the cable to his/her pinky finger. There's no pain or significant risk of injuries associated with this test. I will keep the cable connected to his/her finger for 1 minute, and then record the hemoglobin level from the machine.

READ: Sasa ningependa kupima kiwango cha hemoglobini ya mtoto wako. Ili kukamilisha kipimo hiki, nitamwomba **[child name]** akae na kuweka mkono mmoja katika nafasi thabiti, kwa kiganja kikiangalia chini. Nitatumia mashine hii kupima kiwango cha hemoglobini cha **[child name]**. Nitaweka mashine tayari kisha kuunganisha waya kwa moja wa kidole chake. Hakuna maumivu au hatari kubwa ya majeraha yanayohusiana na kipimo hiki. Nitashikilia waya kwa kidole chake kwa **DAKIKA 1**, kisha nitarekodi kiwango cha hemoglobini kutoka kwenye mashine.

1. **[Do not ask the following question. Simply record your impressions.]** Does the PC refuse to allow the child's hemoglobin level to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the next section. If NO, continue to 1a.

1a. Does **[child name]** have a rash, a cast, edema or swelling in both of his/her pinky fingers, or open sores, wounds or a significant bruise? 1 = Yes | 2 = No |____|

If YES, skip to the Conclusion. If NO, continue to 2a.

(Now perform the test and record [child name]'s hemoglobin level). Measure **[child name]**'s hemoglobin level using their non-dominant hand. If, for any reason, the measurement cannot be taken on the non-dominant hand, you may use the dominant hand instead.

Log Number: |____|____|____|____|____|

[FO INSTRUCTIONS]: Charge the Hb machine's battery fully before using.

- (1) Connect the cable to the machine.
- (2) Insert **[child's survey ID]** as label and Gender.
- (3) Press Start to begin the spot-check session.
- (4) Make sure **[child name]** is sitting, and his/her hand is in a stable position with the palm facing down.
- (5) Place the sensor on **[child name]’s** pinky finger. Once a pulse is detected, the machine beeps and the spot-check begins. Immediately after the beep, start the timer and select **Measure SpHb** to include the Hemoglobin measure on the check.
- (6) When the time reaches 1 minute, record the SpHb measure in SurveyCTO.

2a. Hb Level (e.g., 13.7 SpHb g/dl): |_____| . |____| SpHb g/dL

2b. IDENTIFICATION NUMBER OF HB TESTING MACHINE: |____|

[FO INSTRUCTIONS]: DO NOT tell the PC the child’s hemoglobin level unless they ask you for it. If the PC asks for the child’s hemoglobin level, write it down on a blank piece of paper. Inform the PC that the measurements will be shared with them at the end of the survey.

[DO NOT READ]: Which finger did you use for HB measurement?

- 1 = Thumb
- 2 = Index Finger
- 3 = Middle Finger
- 4 = Ring Finger
- 5 = Pinky Finger

[DO NOT READ]: Did the PC ask for additional clarification or interpretation of their measurements? 1 = Yes | 2 = No |____|

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES, OR IRREGULARITIES IN THIS ASSESSMENT? 1 = Yes | 2 = No |____|

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES _____

End of General Instructions

READ: As I mentioned when we were playing the games, we will now see which game counts so that you can retrieve your prize.

READ: Kama nilivyoata tulipokuwa tukicheza michezo, sasa tutaona ni mchezo gani uliohesabika ili uweze kupata zawadi yako.

Log Number: |____|____|____|____|____|

READ: Congratulations! You won [____] stars from the [**first/second/third**] game. Also, a kid from another village decided to share with you [____] pencils, so you have [____] additional stars. So, in total, you won [____] stars. Now you can exchange your stars for prizes in our store.

READ: Hongera! Umeshinda [____] nyota kutoka [**first/second/third**] mchezo. Pia, mtoto kutoka kijiji kingine aliamua kukugawia [____] penseli, kwa hivyo unayo [____] nyota za ziada. Kwa hivyo, kwa jumla, umejishindia [____] nyota. Sasa unaweza kubadilisha nyota zako kwa zawadi kwenye duka letu.

DO NOT READ: The tablet will show the game that counts. The kid will receive the stars corresponding to the games he/she played and the stars corresponding to whatever other kid decided to share.

READ: Thank you for your time. Offer the child a juice as a token of appreciation for their time.
BEFORE LEAVING, ENSURE YOU HAVE PACKED ALL THE KIDS TEST ITEMS IN YOU BAG.

— *END* —

Log Number: |____|____|____|____|____|



KLPS5-KIDS
ASSESSMENTS
Visit 2 - Wave 2

VERSION: MARCH, 2025

CHILD ID
____ ____ ____ ____ ____ ____ ____ -- ____ ____

Log Number: |____|____|____|____|____|

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SECTION 1: COGNITION

SECTION 1.1: ANIMAL NAMING

I am going to give you a category, and I want you to name, as fast as you can, all of the things that belong in that category. For example, if I say '**list of foods**' you could say **kale, meat or mango**. Can you please name other foods?

Nitakupa kitengo, na nitataka utaje jina, haraka uwezavyo, vitu vyote vilivyo katika kitengo hicho. Kwa mfano, nikisema '**aina za vyakula**' unaweza kusema **sukumawiki, nyama au maembe**. Je, unaweza kutaja aina zingine za vyakula?

[ENUMERATOR NOTE]: WAIT FOR THE SUBJECT TO GIVE TWO WORDS. IF THE SUBJECT SUCCEEDS, INDICATE THAT THE RESPONSES WERE CORRECT AND PROCEED TO THE TEST ITSELF. IF THE SUBJECT GIVES AN INAPPROPRIATE WORD OR REPLY, CORRECT THE RESPONSE AND REPEAT THE INSTRUCTIONS. IF IT BECOMES CLEAR THAT THE SUBJECT STILL DOES NOT UNDERSTAND THE INSTRUCTION, TERMINATE THIS TASK AND EXPLAIN WHY THIS IS SO. AFTER YOU ARE SATISFIED THAT THE SUBJECT UNDERSTANDS THE TASK, AND HAS GIVEN TWO WORDS LIST OF FOODS, PROCEED.

That's fine. I want you to name things that belong to another category, '**animals**'. I want you to think about all the many different kinds of animals you know. Think of any kinds of animals in the air, on land, in the water, in the forest, all the different animals. Now I would like you to tell me the names of as many animals as you can. You will only have one minute to do this. I repeat, you only have one minute to say as many animals as you can. Are you ready? Let's begin.
Hiyo ni sawa. Nataka utaje vitu ambavyo ni vya kitengo kingine, '**wanyama**'. Nataka ufikirie kuhusu aina nyingi za wanyama unaowajua. Fikiria aina yoyote ya wanyama wa angani, wa ardhini, wa majini, wa msituni, wanyama wote tofauti. Sasa ningependa uniambie majina ya wanyama wengi tofauti kadri uwezavyo. Utakuwa na dakika moja ya kufanya hivyo. Narudia, utakuwa na dakika moja kutaja wanyama wengi uwezavyo.

[ENUMERATOR NOTE]: BEGIN TIMER. ALLOW ONE MINUTE PRECISELY. IF THE SUBJECT STOPS BEFORE THE END OF THE TIME, ENCOURAGE THEM TO TRY TO FIND MORE WORDS. IF THEY ARE SILENT FOR 15 SECONDS REPEAT THE BASIC INSTRUCTION ('I WANT YOU TO TELL ME ALL THE ANIMALS YOU CAN THINK OF'). NO EXTENSION ON THE TIME LIMIT IS MADE IN THE EVENT THAT THE INSTRUCTION HAS TO BE REPEATED.

Log Number: |____|____|____|____|____|

[DO NOT READ]: ENTER THE NUMBER OF CORRECT ANIMAL NAMED

[ENUMERATOR NOTE]: ANY MEMBER OF THE ANIMAL KINGDOM, REAL OR MYTHICAL IS SCORED CORRECT, EXCEPT REPETITIONS AND PROPER NOUNS. SPECIFICALLY, EACH OF THE FOLLOWING GETS CREDIT: A SPECIES NAME AND ANY 9 ACCOMPANYING BREEDS WITHIN THE SPECIES; MALE, FEMALE AND INFANT NAMES WITHIN THE SPECIES. If you are not sure whether something is an animal, count it as correct. PLEASE NOTE THAT BIRDS AND FISH COUNT AS CORRECT.

1. **[DO NOT READ]:** ENTER THE NUMBER OF CORRECT ANIMALS NAMED
2. **[DO NOT READ]:** ENTER THE NUMBER OF INCORRECT ANIMALS NAMED
3. **[DO NOT READ]:** ENTER THE NUMBER OF REPETITIONS
4. **[DO NOT READ]:** Was there any animal chart within the survey administration environment and the FR was referring to it during this exercise?
5. **[DO NOT READ]:** Were there animals present/visible during this task?
6. **[DO NOT READ]:** WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT?

IF CHILD IS BETWEEN 8-10 YEARS OLD CONTINUE, OTHERWISE SKIP TO LITERACY, READING, COMPREHENSION

SECTION 1.2: PPVT

This assessment should be administered to the biological children selected age 8-10 years recorded in the T-Sheet in accordance with the Kids assessment manual.

SECTION 1.3: LITERACY, READING AND COMPREHENSION

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 1.3.1: Uwezo Swahili

THE NEXT TEST IS THE SWAHILI ASSESSMENT

MATERIALS NEEDED: UWEZO SWAHILI BOOKLET.

[DO NOT READ]: SHOW THE CHILD THE PARAGRAPHS ON PAGE 1. LET THE CHILD CHOOSE ANY OF THE 2 PARAGRAPHS AND READ

[READ]: Hapa kuna aya mbili. Nataka uchague aya moja na uisome kwa sauti. Tafadhal elekeza kwa aya ambayo ungependa kusoma.

1. **[DO NOT READ]** WHICH PARAGRAPH DID THE CHILD START READING? |____|

1= Paragraph 1 | 2= Paragraph 2

[DO NOT READ:] 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."

Log Number: |_____|_____|_____|_____|____|

Paragraph 1: [READ]: Tafadhali anza kusoma.

Paragraph 1	1= Correct 2= Incorrect 666= No response
Rehema	
ni	
mtoto	
wake	
Ali.	
Rehema	
anasoma	
darasa	
la	
tatu.	
Anasoma	
katika	
Shule	
ya	
Hekima.	
Walimu	
wake	
wana	
bidii	
sana.	

Paragraph 2: [READ]: Tafadhali anza kusoma.

Paragraph 2	1= Correct 2= Incorrect 666= No response
Maweni	
vijana	
husifika	
sana.	
Wao	
hupasua	
mawe	
ya	
ujenzi.	
Wao	
hupata	

Log Number: | ____ | ____ | ____ | ____ | ____ |

pesa	
sana.	
Watu	
tofauti	
huja	
kununua	
mawe.	

(If the child reads the paragraph, take him/her to the STORY if not skip to WORDS)

[DO NOT READ]: SHOW THE CHILD THE STORY ON PAGE 2.

[READ]: Hapa kuna hadithi fupi. Nataka uisome kwa sauti, haraka lakini kwa makini. Ukimaliza nitakuuliza maswali kuhusu ulichosoma. Je, unaelewa unachopaswa kufanya? Ninaposema "anza," soma hadithi uwezavyo. nitanyamaza na kukusikiliza. Uko tayari? Anza.

[DO NOT READ] 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."

Story 1	1= Correct 2= Incorrect 666= No response
Mwalimu	
Mulei	
aliingia	
darasani	
akiwa	
na	
furaha.	
Alitusalimia	
nasi	
tukajibu	
kwa	
furaha.	
Baada	
ya	
muda	
mfupi,	
aliniomba	
nifute	
ubao.	
Mwalimu	
alisema	
tutasoma	

Log Number: |_____|_____|_____|_____|____|

faida	
za	
miti.	
Kwanza,	
alituongoza	
nje	
kutazama	
miti.	
Tulirudi	
darasani	
pamoja	
kwa	
mafunzo	
zaidi.	
Mwalimu	
alitueleza	
kuwa	
miti	
husaidia	
mazingira	
yetu.	
Mwalimu	
alituuliza	
faida	
zaidi	
za	
miti.	
Bila	
kusita,	
nilisimama	
na	
kumweleza	
faida	
mbili.	
Kwanza	
miti	
husaidia	
kupatikana	

Log Number: |____|____|____|____|____|

kwa	
mvua	
na	
maji.	
Pili,	
miti	
hutupa	
chakula.	
Mwalimu	
wetu	
alifurahi	
sana	
na	
kunipongeza.	

1. [READ]: Mwalimu anaitwa nani?

DID THE CHILD ANSWER CORRECTLY? |____| 1 = Correct | 2 = Incorrect | 666 = No response

ENUMERATOR NOTE: 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.

[DO NOT READ]: CORRECT ANSWER IS MWALIMU MULEI

2. [READ]: Kwa nini mwalimu alimpongeza mwanafunzi?

[DO NOT READ]: DID THE CHILD ANSWER CORRECTLY? |____|

1= Correct | 2 = Incorrect | 666 = No response

[ENUMERATOR NOTE]: REMOVE the passage 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.

[DO NOT READ]: CORRECT ANSWER IS MWALIMU ALIULIZA FAIDA MBILI ZA MITI/ NILISIMAMA NA KUMWELEZA FAIDA MBILI ZA MITI

(If the child cannot read the paragraph, skip to the MANENO)

[DO NOT READ]: SHOW THE CHILD THE WORDS ON PAGE 3.

[READ]: Hapa kuna orodha ya maneno. Nataka uchagua maneno matano na uyasoma kwa sauti.

[READ]: Tafadhalii elekeza maneno unapoyasema.

[DO NOT READ:] Stop when the child has attempted five words. 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."

Log Number: |_____|_____|_____|_____|____|

Maneno	1= Correct 2= Incorrect 666= No response
goti	
paa	
kinu	
kobe	
rinda	
tai	
teke	
choo	
pato	
kuku	

(If the child cannot read words, skip to the SILABI)

[DO NOT READ]: SHOW THE CHILD THE SYLLABLES ON PAGE 4.

[READ]: Hapa kuna orodha ya silabi. Ninataka uchague herufi tano na ujisome kwa sauti.

[READ]: Tafadhalii elekeza maneno unapoyasema.

[DO NOT READ]: Stop when the child has attempted five syllables. 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."

Silabi	1= Correct 2= Incorrect 666= No response
po	
ya	
gi	
ku	
da	
vo	
su	
te	
we	
fi	

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |_____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES _____

Section 1.3.2: Uwezo Assessment English

THE NEXT TEST IS THE ENGLISH ASSESSMENT.

MATERIALS NEEDED: UWEZO ENGLISH BOOKLET.

Log Number: |____|____|____|____|____|

[DO NOT READ]: SHOW THE CHILD THE PARAGRAPHS ON PAGE 1. LET THE CHILD CHOOSE ANY OF THE 2 PARAGRAPHS AND READ

[READ]: Here are two paragraphs. I want you to choose one paragraph and read it out loud. Please point to the paragraph you would like to read.

[DO NOT READ]: 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."

1. **[DO NOT READ]:** WHICH PARAGRAPH DID THE CHILD POINT TO? |____|

1 = Paragraph 1 | 2 = Paragraph 2

Paragraph 1: [READ] Please start reading.

Paragraph 1	1= Correct 2= Incorrect 666= No response
Our	
school	
has	
many	
trees.	
There	
is	
one	
big	
mango	
tree.	
The	
tree	
is	
behind	
the	
office.	
It	
gives	
us	
many	
fruits.	

Paragraph 2: [READ] Please start reading.

[DO NOT READ]: 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."

Paragraph 2	1= Correct 2= Incorrect 666= No response
We	

Log Number: |_____|_____|_____|_____|____|

have	
a	
dog	
at	
home.	
She	
has	
a	
puppy.	
She	
gave	
birth	
to	
it	
yesterday.	
I	
named	
the	
puppy.	
Rambo.	

(If the child reads the paragraph, take him/her to the STORY if not skip to WORDS)

[DO NOT READ]: SHOW THE CHILD THE STORY ON PAGE 2.

[READ]: 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.

[DO NOT READ]: 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."

Story	1= Correct 2= Incorrect 666= No response
Long	
ago	
there	
lived	
a	
hyena	
and	
a	

Log Number: |_____|_____|_____|_____|____|

dog.	
They	
lived	
in	
the	
middle	
of	
the	
forest.	
The	
two	
were	
close	
friends.	
The	
dog	
was	
very	
hardworking	
and	
brave.	
He	
planted	
all	
types	
of	
fruits.	
Hyena	
on	
the	
other	
hand	
was	
lazy.	
He	
kept	
stealing	
the	

Log Number: |_____|_____|_____|_____|____|

fruits	
from	
the	
farm.	
The	
dog	
was	
very	
unhappy.	
One	
day	
he	
decided	
to	
lay	
a	
trap.	
He	
wanted	
to	
teach	
the	
thief	
a	
lesson.	
He	
dug	
a	
big	
hole	
in	
his	
farm.	
He	
covered	
the	
hole	
with	

Log Number: |____|____|____|____|____|

leaves.	
Hyena	
came	
to	
steal	
and	
fell	
in	
the	
hole.	
He	
broke	
two	
of	
his	
legs.	
That	
is	
why	
hyena	
limps	
to	
this	
day.	

ENUMERATOR NOTE: 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.

1. **[READ]:** Where did the hyena and the dog live?

[DO NOT READ] CORRECT ANSWER IS *IN THE FOREST*

[DO NOT READ]: DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No response

2. Why did the hyena fall into the hole?

[DO NOT READ] CORRECT ANSWER IS *Because the dog laid a trap. Or because the hole was covered with leaves. Or because the hole was hidden. Or because he could not see the hole.*

[DO NOT READ]: DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No response

(If the child cannot read the paragraph, skip to the WORDS)

Log Number: |____|____|____|____|____|

[DO NOT READ]: SHOW THE CHILD THE WORDS ON PAGE 3.

[READ]: Here is a list of words. I want you to choose five words and read them out loud. Please point to the words as you say them.

[DO NOT READ]: Stop when the child has attempted five words. 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."

Words	1= Correct 2= Incorrect 666= No response
boy	
dock	
ship	
legs	
foot	
ball	
rat	
jug	
class	
face	

(If the child cannot read words, skip to the LETTERS)

[DO NOT READ]: SHOW THE CHILD THE LETTERS ON PAGE 4.

[READ]: Here is a list of letters of the English alphabet. I want you to choose five letters and read them out loud. Please tell me the **NAMES** of the letters. Please point to the letters as you say them.

[DO NOT READ]: Stop when the child has attempted five letters. 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."

Letters	1= Correct 2= Incorrect 666= No response
i	
d	
p	
c	
f	
k	
m	
z	
a	
r	

Log Number: |____|____|____|____|____|

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES

Section 1.3.3: Uwezo Assessment Math

THE NEXT TEST IS THE MATHEMATICS ASSESSMENT.

MATERIALS NEEDED: UWEZO MATHEMATICS BOOKLET.

1. Subtraction

[DO NOT READ]: SHOW THE CHILD THE SUBTRACTION PROBLEMS ON PAGE 1.

[READ]: Here are some subtraction exercises. I want you to choose three of these subtraction exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kutoa. Nataka uchague mazoezi matatu kati ya haya ya kutoa na ukamilishe. Tafadhalii onyesha kwa kila zoezi kabla ya kulitatua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1= Correct 2= Incorrect 666= Did not complete
89 - 40 = (49)	
63 - 32 = (31)	
55 - 22 = (33)	
90 - 70 = (20)	
59 - 36 = (23)	
68 - 15 = (53)	
47 - 27 = (20)	
76 - 44 = (32)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

2. Multiplication

(If the child does at least TWO subtractions, continue to MULTIPLICATIONS)

[DO NOT READ]: SHOW THE CHILD THE MULTIPLICATION PROBLEMS ON PAGE 2.

Log Number: |____|____|____|____|____|

[READ]: Here are some multiplication exercises. I want you to choose three of these multiplication exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kuzidisha (multiplication). Nataka uchague mazoezi matatu kati ya haya ya kuzidisha (multiplication) na ukamilishe. Tafadhalii onyesha kwa kila zoezi kabla ya kulitatu. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: [ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
$2 \times 4 = (8)$	
$3 \times 3 = (9)$	
$4 \times 5 = (20)$	
$4 \times 3 = (12)$	
$5 \times 4 = (20)$	
$5 \times 2 = (10)$	
$3 \times 2 = (6)$	
$2 \times 5 = (10)$	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

3. Division

(If the child does at least TWO multiplications, continue to DIVISIONS)

[DO NOT READ]: SHOW THE CHILD THE DIVISION PROBLEMS ON PAGE 3.

[READ]: Here are some division exercises. I want you to choose three of these division exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kugawanya (division). Nataka uchague mazoezi matatu kati ya haya ya kugawanya (division) na ukamilishe. Tafadhalii onyesha kwa kila zoezi kabla ya kulitatu. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

Log Number: | ____ | ____ | ____ | ____ | ____ |

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
$8 / 2 = (4)$	
$10 / 5 = (2)$	
$6 / 3 = (2)$	
$21 / 3 = (7)$	
$12 / 4 = (3)$	
$15 / 5 = (3)$	
$16 / 4 = (4)$	
$14 / 2 = (7)$	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

4. Division+

[DO NOT READ]: SHOW THE CHILD THE DIVISION+ PROBLEMS ON PAGE 8.

[READ]: Here are more division exercises. I want you to choose three of these division exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kugawanya (division). Nataka uchague mazoezi matatu kati ya haya ya kugawanya (division) na ukamilishe. Tafadhalu onyesha kwa kila zoezi kabla ya kulitatuua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
$100 / 20 = (5)$	
$144 / 12 = (12)$	
$360 / 6 = (60)$	
$32 / 8 = (4)$	
$45 / 3 = (15)$	
$72 / 8 = (9)$	
$56 / 7 = (8)$	
$81 / 9 = (9)$	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

Log Number: |____|____|____|____|____|

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

5. Addition

(Give these to children WHO CANNOT do at least any TWO subtraction. Let the child choose and do any THREE. At least TWO must be correct)

[DO NOT READ]: SHOW THE CHILD THE ADDITION PROBLEMS ON PAGE 4.

[READ]: Here are some additional exercises. I want you to choose three of these additional exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kuongeza (addition). Nataka uchague mazoezi matatu kati ya haya ya kuongeza (addition) na ukamilishe. Tafadhalii onyesha kwa kila zoezi kabla ya kulitatu. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
26 + 13 = (39)	
54 + 30 = (84)	
33 + 44 = (77)	
80 + 10 = (90)	
12 + 55 = (67)	
61 + 27 = (88)	
23 + 14 = (37)	
72 + 25 = (97)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

6. Which is Greater

(If the child CANNOT do at least any TWO "addition sums" continue with GREATER THAN)

[DO NOT READ]: SHOW THE CHILD THE WHICH IS GREATER EXERCISE ON PAGE 5.

READ: Here are some "which is greater" exercises. Please look at these pairs of numbers. I want you to choose five pairs of numbers, and for each pair, tell me which number is greater.

Log Number: |____|____|____|____|____|

READ: Hapa kuna mazoezi ya " ni gani kubwa". Tafadhali angalia hizi nambari mbili. Nataka uchague vikundi vitano vya nambari na kwa kila kikundi niambie ni nambari gani kubwa.

[DO NOT READ] Please point to each exercise before you have gotten your answer.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on. **COUNT SELF-CORRECTIONS AS CORRECT.**

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
57 and 48 (57)	
92 and 27 (92)	
23 and 19 (23)	
35 and 53 (53)	
80 and 65 (80)	
43 and 76 (76)	
34 and 71 (71)	
82 and 69 (82)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

7. Number recognition

(If the child CANNOT do at least any FOUR "greater than" continue with NUMBER RECOGNITION)

[DO NOT READ]: SHOW THE CHILD THE NUMBER RECOGNITION EXERCISE ON PAGE 6.

READ: Here are some number exercises. I want you to choose five of these numbers and read them out loud. Please point to each number as you say it.

READ: Hapa pana nambari kadhaa. Nataka uchague nambari tano kati ya hizi na ujisome kwa sauti. Tafadhali onyesha kila nambari unaposoma.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy or stops on an item for **5 SECONDS**, prompt pupil to move on. **COUNT SELF-CORRECTIONS AS CORRECT.**

START HERE	1 = Correct 2 = Incorrect 666 = Did not complete
57	
63	

Log Number: | ____ | ____ | ____ | ____ | ____ |

79	
14	
30	
91	
42	
85	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

8. Uwezo Count and Match

(If the child CANNOT recognize any of the FOUR numbers continue with COUNT AND MATCH)

[DO NOT READ]: SHOW THE CHILD THE COUNT AND MATCH EXERCISE ON PAGE 7.

READ: Here is another exercise. Please look at these symbols **[POINT TO THE SYMBOLS ON THE LEFT]** and these numbers **[POINT TO THE NUMBERS ON THE LEFT]**. I want you to count how many symbols there are, and match with the correct number. Please choose five sets of symbols to match. Please point to each exercise as you complete it.

READ: Hapa kuna zoezi lingine. Tafadhali angalia alama hizi **[POINT TO THE SYMBOLS ON THE LEFT]** na namba hizi **[POINT TO THE NUMBERS ON THE LEFT]**. Nataka uhesabu ni alama ngapi, na ulinganishe na nambari sahihi. Tafadhali chagua alama tano za kulinganisha. Tafadhali onyesha kila zoezi kabla ya kulitatua.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS, prompt pupil to move on. **COUNT SELF-CORRECTIONS AS CORRECT.**

START HERE	1 = Correct 2 = Incorrect 77 = Did not complete
3 symbols (3)	
7 symbols (7)	
5 symbols (5)	
1 symbol (1)	
8 symbols (8)	
2 symbols (2)	
6 symbols (6)	
4 symbols (4)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

Log Number: |____|____|____|____|____|

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES _____

SECTION 1.3.4 : LISTENING COMPREHENSION SWAHILI

[READ]: Sasa, nitakusomea hadithi na nitakuuliza maswali 2 baada ya kumaliza kusikiliza. Tafadhalii sikiliza kwa makini. Je, uko tayari?

[STORY 2]: “Hapo zamani, kuku na kanga waliishi msituni. Walifanya kazi kwa ushirikiano. Siku moja kulinyesha mvua kubwa. Nyumba yao ilijaa maji na kuzima moto. Kuku na kanga walitetemeka kutokana na baridi. Walihitaji moto ili kuota na kupika chakula.

Kanga alimwuliza kuku kuenda kuomba moto kwa jirani. Kanga alimwamini rafiki yake kuku. Kuku alifika kwenye nyumba ya jirani. Alikaribishwa, akaota moto na akakataa kurudi kwao. Kuku aliamua kubadilisha makao yake.”

1. Kuku na Kanga waliishi wapi? |____|

[DO NOT READ]: CORRECT ANSWER IS *Kuku na Kanga waliishi msituni.*

1 = Correct | 2 = Incorrect | 666 = No response

2. Kwa nini kuku aliamua kubadilisha makao yake? |____|

[DO NOT READ]: CORRECT ANSWER IS *Kuku aliamua kubadilisha makao yake kwa sababu alifurahia moto wa jirani na akakataa kurudi kwao.*

1 = Correct | 2 = Incorrect | 666 = No response

SECTION 1.3.5: LISTENING COMPREHENSION ENGLISH

[READ]: Now, I will read a story to you and I will ask you 2 questions after you finish listening. Please listen carefully. Are you ready?

[STORY 1]: “My name is Mora. My mother tells me to work hard. She gave me two hens. One hen has ten chicks. The other hen lays an egg every day. I share eggs with my family for breakfast.

My mother sells some eggs at the market. I keep the money in a tin. When my chicks grow up, I will sell them too. I will get a lot of money. I hope to be rich one day”

1. How many hens did mother give Mora? |____|

[DO NOT READ]: CORRECT ANSWER IS *Mora's mother gave her two hens*

1 = Correct | 2 = Incorrect | 666 = No response

2. Why does Mora share her eggs with the family? |____|

[DO NOT READ]: CORRECT ANSWER IS *Mora shares her eggs with the family for breakfast.*

1 = Correct | 2 = Incorrect | 666 = No response

Log Number: |____|____|____|____|____|

SECTION 1.3.6: UWEZO MATH WORD QUESTIONS

The child must attempt both Addition and Subtraction questions. If they answer at least one question correctly in either section, proceed to the Multiplication and Division questions. If all Addition and Subtraction answers are incorrect, skip Multiplication and Division and move to the next section

1. Uwezo: Word Questions on Addition

[DO NOT READ]: SHOW THE CHILD THE WORD ADDITION PROBLEMS ON PAGE 9.

[READ]: Here are some additional exercises. I want you to choose one of these additional exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya ziada. Ninataka uchague mojawapo ya mazoezi haya ya kuongeza na ukamilishe. Tafadhalii elekeza kwa kila zoezi kabla ya kulitatua. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 77 = Did not complete
1. Abdi harvested 59 oranges and Baraka harvested 38 oranges. How many oranges did they harvest together? (97) 1. Abdi alivuna machungwa 59 na Baraka alivuna machungwa 38. Je, walivuna machungwa mangapi kwa pamoja? (97)	
2. Grade 2 learners planted 25 trees and Grade 3 learners planted 47 trees. How many trees did they plant together? (72) 2. Wanafunzi wa Grade 2 walipanda miti 25 na wanafunzi wa Grade 3 walipanda miti 47. Je, walipanda miti mingapi pamoja? (72)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

5 = Did not attempt

777 = Other (describe) _____

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

Log Number: |____|____|____|____|____|

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES

[DO NOT READ]: In what language was the word "addition" used in the exercise? |____|

1 = English | 2 = Kiswahili

2. Uwezo: Word questions on subtraction

[DO NOT READ]: SHOW THE CHILD THE WORD SUBTRACTION PROBLEMS ON PAGE 10.

[READ]: Here are some subtraction exercises. I want you to choose one of these subtraction exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna baadhi ya mazoezi ya kutoa. Ninataka uchague mojawapo ya mazoezi haya ya kutoa na ukamilishe. Tafadhalii elekeza kwa kila zoezi kabla ya kulitatua. Unaweeza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 77 = Did not complete
1. Teacher Onyango bought 95 pencils. He gave 76 pencils to Grade 3 learners. How many pencils did teacher Onyango remain with? (19) 1. Mwalimu Onyango alinunua penseli 95. Alitoa penseli 76 kwa wanafunzi wa darasa la 3. Mwalimu Onyango alibaki na penseli ngapi? (19)	
2. Grace collected 83 eggs. She sold 54 eggs. How many eggs remained? (29) 2. Grace alikusanya mayai 83. Aliuza mayai 54. Ni mayai mangapi yalibaki? (29)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

5 = Did not attempt

777 = Other (describe) _____

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES

[DO NOT READ]: In what language was the word "subtraction" used in the exercise? |____|

Log Number: |____|____|____|____|____|

1 = English | 2 = Kiswahili

If they answer at least one question correctly in either section, proceed to the Multiplication and Division questions. If all Addition and Subtraction answers are incorrect, skip Multiplication and Division and move to the next section

3. Uwezo: Word questions on multiplication

[DO NOT READ]: SHOW THE CHILD THE WORD MULTIPLICATION PROBLEMS ON PAGE 11.

[READ]: Here are some multiplication exercises. I want you to choose one of these multiplication exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna baadhi ya mazoezi ya kuzidisha. Ninataka uchague mojawapo ya mazoezi haya ya kuzidisha na ukamilishe. Tafadhalii elekeza kwa kila zoezi kabla ya kulitatu. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?” If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 77 = Did not complete
1. Kibet planted 6 rows of cabbages. Each row had 8 cabbages. How many cabbages did Kibet plant? (48) 1. Kibet alipanda laini 6 za kabichi. Kila safu ilikuwa na kabichi 8. Je, Kibet alipanda kabichi ngapi? (48)	
2. Wanjiru arranged chalks in 3 rows in a box. Each row had 9 chalks. How many chalks are there in a box? (27) 2. Wanjiru alipanga chaki katika laini 3 kwenye sanduku. Kila laini ilikuwa na chaki 9. Je, kuna chaki ngapi kwenye sanduku? (27)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

5 = Did not attempt

777 = Other (describe) _____

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

Log Number: |____|____|____|____|____|

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES

[DO NOT READ]: In what language was the word "multiplication" used in the exercise? |____|

1 = English | 2 = Kiswahili

4. Uwezo: Word questions on division

[DO NOT READ]: SHOW THE CHILD THE WORD DIVISION PROBLEMS ON PAGE 12.

[READ]: Here are some division exercises. I want you to choose one of these division exercises and complete them. Please point to each exercise before you solve it. You may use this paper and pencil if you want to. But you do not have to do so.

[READ]: Hapa kuna mazoezi ya kugawanya. Ninataka uchague mojawapo ya mazoezi haya ya kugawanya na ukamilishe. Tafadhalii elekeza kwa kila zoezi kabla ya kulitata. Unaweza kutumia karatasi hii na penseli ikiwa unataka. Lakini si lazima ufanye hivyo.

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy or stops on an item for 5 SECONDS, prompt pupil to move on.

START HERE	1 = Correct 2 = Incorrect 77 = Did not complete
1. Hekima primary school received 63 mathematics books. The books were shared equally among 7 classes. How many books did each class get? (9) 1. Shule ya msingi ya Hekima ilipokea vitabu 63 vya hisabati. Vitabu viligawanywa kwa usawa kati ya madarasa 7. Kila darasa lilipata vitabu vingapi? (9)	
2. A village received 45 mosquito nets. The nets were shared equally among 9 families. How many nets did each family get? (5) 2. Kijiji kilipokea neti 45. Neti ziligawanywa kwa usawa kati ya familia 9. Je, kila familia ilipata neti ngapi? (5)	

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

5 = Did not attempt

777 = Other (describe) _____

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THIS ASSESSMENT? |____| 1 = Yes | 2 = No

Log Number: |____|____|____|____|____|

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES

[DO NOT READ]: In what language was the word "division" used in the exercise? |____|

1 = English | 2 = Kiswahili

SECTION 1.7: MAKING CHANGE

[IF KIDS IN KENYA ASK]: I will now ask you a question about making change from a 1,000 Ksh note. How many 200 Ksh notes will be given for one 1,000 Ksh note?

[IF KIDS IN UGANDA ASK]: I will now ask you a question about making change from a 1,000 Uganda note. How many 200 Uganda coins will be given for one 1,000 Uganda note?

[ENUMERATOR NOTE]: (Move on) If a child uses an inefficient strategy (e.g., tick marks), ask the child "Do you know another way to solve the problem?" If a child continues to use an inefficient strategy, prompt pupil to move on.

Sasa nitakuuliza swali kuhusu kupata change kutoka noti ya kshs 1000. Ni noti ngapi za shilingi 200 zitatolewa kwa noti moja ya kshs 1000?

[ENUMERATOR NOTE]: *CORRECT ANSWER IS 5 (TANO).* |____|

1 = Correct | 0 = Incorrect | 777 = Don't know/doesn't understand | 666 = Refused

[DO NOT READ]: To solve the problems, indicate the method the child used (tick all that apply):

1 = Solved the problems in his/her head

2 = Fingers

3 = Counters

4 = Tick marks on paper with a pencil

777 = Other (describe) _____

SECTION 1.4: FORWARD AND BACKWARD DIGIT SPAN

THE NEXT TEST IS DIGIT SPAN

[ENUMERATOR NOTES]: DIGIT SPAN NOTES:

1. IF THE CHILD MAKES AN ERROR, SUPPLY THE CORRECT ANSWER ON THE PRACTICE ITEMS ONLY.

2. PAUSE FOR ONE SECOND IN BETWEEN EACH NUMBER IN THE SEQUENCE. FOR EXAMPLE, <<1>> [PAUSE] <<2>>.

3. DO NOT REPEAT THE NUMBERS MORE THAN ONCE.

4. IF THE CHILD HESITATES FOR MORE THAN 5 SECONDS, MARK AS "NO RESPONSE" AND MOVE ON.

Log Number: |____|____|____|____|____|

Section 1.4.1: Forward Digit Span

[READ]: In this game, I am going to say some numbers. I want you to say them after me. Do not start until I have finished saying the numbers.

If I say 7 ... 8, You say 7 ... 8.

[READ]: Kwa mchezo huu, ninaenda kusema nambari. Na ninataka uzirudie vile nilivyo zisema. Usianze mpaka nitakapomaliza kusema nambari.

Nikisema 7 ... 8, unasema 7 ... 8.

[READ]: Now you try it. Please listen carefully.

The numbers are 4 ... (PAUSE) ... 2.

[READ]: Sasa wewe jaribu. Tafadhalii skiza kwa makini.

Nambari ni 4 ... (PAUSE) ... 2.

1= Correct | 2= Incorrect | 77= No Response

That's right!

Hiyo ni sawa!

That's not right. The numbers are: 4 ... 2.

Hio sio sawa. Nambari hii ni 4 ... 2.

Let's try another one. 6.. 1..3.

Wacha tujaribu nyingine. 6.. 1..3.

That's right!

Hiyo ni sawa!

That's not right. The numbers are 6...1...3.

Hio sio sawa. Nambari hii ni 6.. 1..3.

Okay, let's do some more. Just listen carefully and do your best.

Sawa, wacha tufanye zaidi. Sikiliza kwa makini, na jaribu vizuri uwezavyo.

[ENUMERATOR NOTE]: FOR EACH ITEM: READ THE NUMBERS, THEN SAY NOTHING. IF THE CHILD PAUSES, WAIT 5 SECONDS, THEN MARK AS NO RESPONSE AND CONTINUE WITH NEXT ITEM. DO NOT READ THE NUMBERS MORE THAN ONCE.

[READ]: Are you ready? I can only say the numbers one time, so listen carefully.

8 ... 3 ... 1 ... 4 DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No Response

2 1 ... 8 ... 5 ... 4 DID THE CHILD ANSWER CORRECTLY? |____|

1 = Correct | 2 = Incorrect | 666 = No Response

Section 1.4.2: Backward Digit Span

Now we are going to play another number game. I'm going to say a list of numbers and you are going to say them backwards. If I say 1 ... 2, you say 2 ... 1.

Sasa tunaenda kucheza mchezo mwingine wa number game. Naenda kutaja nambari na unaenda kuzisema zikirudi nyuma. Nikisema 1 ... 2, unasema 2 ... 1.

Now you try it. Please listen carefully. The numbers are 1 ... (PAUSE) ... 2.

Sasa wewe jaribu. Tafadhalii skiza kwa makini. Nambari ni 1 ... (PAUSE) ... 2.

Log Number: |____|____|____|____|____|

DID THE CHILD ANSWER CORRECTLY? (2-1)

That's right!

Hiyo ni sawa!

That's not right. The numbers are: 1, 2. When I say them backwards, they are 2, 1.

Hio sio sawa. Nambari ni 1, 2. Nikizisema zikirudi nyuma, ni 2, 1.

Let's try another one. 4 ... (PAUSE) ... 8 ... (PAUSE) ... 3

Wacha tujaribu nyingine: 4 ... (PAUSE) ... 8 ... (PAUSE) ... 3

DID THE CHILD ANSWER CORRECTLY? (3-8-4)

That's right!

Hiyo ni sawa!

That's not right. The numbers are 4, 8, 3. When I say them backwards, they are 3, 8, 4.

Hio sio sawa. Nambari ni 4, 8, 3. Nikisema zikirudi nyuma ni 3, 8, 4.

Wacha tuendelee kwenye jaribio inayofuata.

Okay, let's do some more. Just listen carefully and do your best.

Sawa, wacha tufanye zaidi. Sikiliza kwa makini, na jaribu vizuri uwezavyo.

[ENUMERATOR NOTE]: FOR EACH ITEM: READ THE NUMBERS, THEN SAY NOTHING. IF THE CHILD PAUSES, WAIT 5 SECONDS, THEN MARK AS NO RESPONSE AND CONTINUE WITH NEXT ITEM. DO NOT READ THE NUMBERS MORE THAN ONCE.

[READ]: Are you ready? Whatever I say, you should say it backwards. I can only say the numbers one time, so listen carefully.

[READ]: Uko tayari? Chochote ninachosema, unafaa kuisema ukirudi nyuma. Nitasema nambari mara moja tu, kwa hivyo sikiliza kwa makini.

[READ]: Whatever I say, you should say it backwards. 7 ... 4 ... 2.

[READ]: Chochote ninachosema, unapaswa kusema nyuma. 7 ... 4 ... 2.

[ENUMERATOR NOTE]: Allow for self-correction.

DID THE CHILD ANSWER CORRECTLY? (2, 4, 7) |____|

1 = Correct | 2 = Incorrect | 666 = No Response

[READ]: Whatever I say, you should say it backwards. 4 ... 8 ... 2 ... 7.

[READ]: Chochote ninachosema, unafaa kuisema ukirudi nyuma. 4 ... 8 ... 2 ... 7.

[ENUMERATOR NOTE]: Allow for self-correction.

DID THE CHILD ANSWER CORRECTLY? (7, 2, 8, 4) |____|

1 = Correct | 2 = Incorrect | 666 = No Response

SECTION 1.5: RAVEN'S TEST

THE NEXT TEST IS RAVEN'S

NOTE: THIS SECTION IS ADMINISTERED TO ALL KIDS.

And now for this short test I will give you a piece of paper with a pattern with a piece missing. Below are six pieces, choose the one that completes the pattern.

Na sasa kwa jaribio hili fupi nitakupa kipande cha karatasi na muundo wa kipande kinachokosekana. Chini ni vipande sita, chagua moja ambayo inakamilisha muundo.

Log Number: | ____ | ____ | ____ | ____ | ____ |

[ENUMERATOR NOTE]: ALLOW THE RESPONDENT UP TO 30 SECONDS TO SELECT THE SHAPE THAT COMPLETES THE PATTERN. SAY “THANK YOU, LET’S MOVE ONTO THE NEXT ONE”

Test A		Correct?
1 (ex)	(1) (2) (3) (4) (5) to (6)	Don't count
2	(1) (2) (3) (4) (5) (6)	
4	(1) (2) (3) (4) (5) (6)	
5	(1) (2) (3) (4) (5) (6)	
6	(1) (2) (3) (4) (5) (6)	
7	(1) (2) (3) (4) (5) (6)	
8	(1) (2) (3) (4) (5) (6)	
11	(1) (2) (3) (4) (5) (6)	
12	(1) (2) (3) (4) (5) (6)	
Test B		Correct?
1	(1) (2) (3) (4) (5) (6)	
2	(1) (2) (3) (4) (5) (6)	
3	(1) (2) (3) (4) (5) (6)	
4	(1) (2) (3) (4) (5) (6)	
5	(1) (2) (3) (4) (5) (6)	
6	(1) (2) (3) (4) (5) (6)	
8	(1) (2) (3) (4) (5) (6)	
10	(1) (2) (3) (4) (5) (6)	

SECTION 1.6: PLUS EF

THE NEXT TEST IS PLUS EF

Log Number: |____|____|____|____|____|

PLEASE EXIT SURVEY CTO TEMPORARILY, SELECTING "SAVE CHANGES". THEN, COMPLETE THE PLUS-EF TEST. FINALLY, RETURN TO SURVEY CTO TO COMPLETE THE REMAINING TESTS.

NOTE: THIS TEST IS ADMINISTERED TO ALL KIDS.

THIS IS AN ANDROID-BASED TEST THAT SHOULD BE ADMINISTERED SEPARATELY

PLUS EF: Hearts & Flowers task only

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES OR IRREGULARITIES IN THE PLUS EF ASSESSMENT? 1= Yes | 2= No |_____|

[Ask only if YES]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES. _____

ONCE DONE WITH THE TEST, MOVE TO NON-COGNITIVE SECTION

SECTION 2: NON COGNITIVE

SECTION 2.1: Behavioral, Socio-Emotional Development, and Mental Health

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 11-14 YEARS.

SECTION 2.2: CES-D

SOURCE:

https://www.google.com/url?q=https://www.researchgate.net/figure/Comparison-of-the-standardised-regression-coefficients-calculated-by-the-ADF-procedure_tbl1_51435536&sa=D&source=docs&ust=1706781036507626&usg=AOvVaw0ezb7JxcuPk4IpR3FIGVmV

READ: 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.

[READ]: Nitasoma orodha ya baadhi ya njia ambazo unaweza kuhisi au kutenda. Tafadhalii onyesha ni mara ngapi umejisikia hivi katika wiki iliopita, kwa kutumia kipimo kifuatacho.

1 = Rarely or none of the time (less than 1 day)

2 = Some or a little of the time (1-2 days)

3 = Occasionally or a moderate amount of time (3-4 days)

4 = All of the time (5-7 days)

666 = **(DO NOT READ aloud):** Refuses to respond

999 = **(DO NOT READ aloud):** Don't know

1 = Hakuna wakati (Chini ya siku 1)

2 = Wakati kidogo au mara chache (Siku 1-2)

Log Number: |____|____|____|____|____|

3 = Mara kwa mara au wakati si mwingi/mchache (Siku 3-4)

4 = Wakati wote (Siku 5-7)

666 = (Do not read aloud): Refuses to respond

999 = (Do not read aloud): Don't know

Show the respondent scale #1. Demonstrate that they should select their response using the scale.

1. During the past week, how often did you feel bothered by things |____|
1. **Katika wiki iliyopita, ni mara ngapi ulijisikia kusumbuliwa na mambo.**
2. During the past week, how often did you feel like not eating |____|
2. **Katika wiki iliyopita, ni mara ngapi hukujisikia kula.**
3. During the past week, how often did you feel you were not happy |____|
3. **Katika wiki iliyopita, ni mara ngapi ulijisikia huna furaha.**
4. During the past week, how often did you feel good as other kids |____|
4. **Katika wiki iliyopita, ni mara ngapi ulijiskia vizuri kama watoto wengine.**
5. During the past week, how often did you feel that you could not pay attention |____|
5. **Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa hukuwa makiini**
6. During the past week, how often did you feel down and unhappy |____|
6. **Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa chini na kutokuwa na furaha.**
7. During the past week, how often did you feel to be too tired to do things |____|
7. **Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa umechoka sana kufanya mambo.**
8. During the past week, how often did you feel that something good was going to happen |____|
8. **Katika wiki iliyopita, ni mara ngapi ulijisikia kwamba jambo zuri lilikuwa linaenda kutokea**
9. During the past week, how often did you feel that things did not work out |____|
9. **Katika wiki iliyopita, ni mara ngapi ulijisikia kwamba mambo hayakufanya vile ulivyonaka.**
10. During the past week, how often did you feel scared |____|
10. **Katika wiki iliyopita, ni mara ngapi ulisikia uwoga**
11. During the past week, how often did you feel your sleep was restless |____|
11. **Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa usingizi wako haukuwa mtulivu.**
12. During the past week, how often did you feel happy |____|
12. **Katika wiki iliyopita, ni mara ngapi ulijisikia mwenye furaha**
13. During the past week, how often did you feel more quiet |____|
13. **Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa mnyamavu sana.**
14. During the past week, how often did you feel lonely |____|
14. **Katika wiki iliyopita, ni mara ngapi ulijiskia kwamba hakuna mtu aliyejukali.**
15. During the past week, how often did you feel that other Kids were not friendly |____|
15. **Katika wiki iliyopita, ni mara ngapi ulijiskia kwamba watoto wengine hawakuwa wenye urafiki.**
16. During the past week, how often did you feel you had a good time |____|
16. **Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa ulikuwa na wakati mzuri**
17. During the past week, how often did you feel like crying |____|
17. **Katika wiki iliyopita, ni mara ngapi ulijisikia kulia.**
18. During the past week, how often did you feel sad |____|

Log Number: |____|____|____|____|____|

18. Katika wiki iliyopita, ni mara ngapi ulijisikia kuwa mwenye huzuni.

19. During the past week, how often did you feel people disliked you |____|

19. Katika wiki iliyopita, ni mara ngapi ulijiskia kuwa watu hawakukupenda

20. During the past week, how often did you feel hard to get started on things |____|

20. Katika wiki iliyopita, ni mara ngapi ulisikia ugumu kuanza kufanya mambo.

SECTION 2.3: SLEEP

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

READ: Sasa ningependa kukuuliza maswali kadhaa kuhusu usingizi wako.

1. At what time did you go to bed last night?

1. Jana usiku ulilala saa ngapi?

Use 24 hour clock. [] [] : [] [] (999=DK, 888=Not applicable / Did not sleep)

2. At what time did you wake up this morning?

2. Umeamka saa ngapi asubuhi hii?

Use 24 hour clock. [] [] : [] [] (999=DK, 888=Not applicable / Did not sleep)

SECTION 2.4: PHYSICAL ACTIVITIES OF THE CHILD

B. Physical activity

code	Question	Response Option
1	<p>During the past 7 days, for how many days have you been physically active?</p> <p>NOTE: <i>Physically active is engaging in any activity that increases your heart rate and makes you get out of breath some of the time such as sports, running, walking, biking, dancing, physical education class, playing with friends, or manual labor.</i></p> <p>Katika siku saba zilizopita, umekuwa na mazoezi ya kimwili kwa siku ngapi?</p> <p>NOTE: <i>Mazoezi ya kimwili ni kushiriki katika shughuli yoyote inayoongeza mpigo ya moyo wako na kukufanya ushindwe na pumzi baadhi ya wakati kama vile michezo, kukimbia, kutembea, baiskeli, kucheza, darasa la elimu ya viungo, kucheza na marafiki au kazi ya mikono.</i></p>	<p>0 = 0 days 1 = 1 day 2 = 2 days 3 = 3 days 4 = 4 days 5 = 5 days 6 = 6 days 7 = 7 days</p>

Log Number: |_____|_____|_____|_____|____|

	SOURCE: (Global School Health Surveys)	
2	<p>On those days when you were physically active during the past 7 days, how many minutes were you physically active?</p> <p>Siku hizo ulipokuwa unafanya mazoezi katika siku 7 zilizopita, ulikuwa na dakika ngapi za mazoezi ya mwili?</p> <p>SOURCE: (Global School Health Surveys)</p>	1 = 0 to 15 minutes per day 2 = 15 to 30 minutes per day 3 = 30 to 45 minutes per day 4 = 45 minutes to one hour per day 5 = One hour to two hours per day 6 = Two or more hours per day 999 = I do not remember 666 = I would rather not answer
3	<p>During the past 7 days, on average per day, how much time did you spend sitting and watching television, playing computer games, talking with friends, using your mobile phone, or doing other sitting activities?</p> <p>Katika siku 7 zilizopita, kwa kawaida kwa siku, ulitumia muda gani kukaa na kutazama televisheni, kucheza michezo ya kompyuta, kuzungumza na marafiki, kutumia simu yako ya mkononi, au kufanya shughuli zingine za kukaa?</p> <p>SOURCE: (Global School Health Surveys)</p>	1 = 0 to 15 minutes per day 2 = 15 to 30 minutes per day 3 = 30 to 45 minutes per day 4 = 45 to 60 minutes to one hour per day 5 = One hour to two hours per day 6 = Two or more hours per day 999 = I do not remember 666 = I would rather not answer
4	<p>Now think about doing homework, reading, and studying outside of school. During the past 7 days, on average per day, how much time did you spend doing homework, reading, and studying outside of school?</p> <p>Sasa fikiria kufanya homework, kusoma, na kusoma nje ya shule. Katika siku 7 zilizopita, kwa wastani kwa siku, ulitumia muda gani kufanya homework, kusoma na kusoma nje ya shule?</p> <p>SOURCE: Original question</p>	1 = 0 to 15 minutes per day 2 = 15 to 30 minutes per day 3 = 30 to 45 minutes per day 4 = 45 to 60 minutes to one hour per day 5 = One hour to two hours per day 6 = Two or more hours per day 999 = I do not remember 666 = I would rather not answer
5	In the last week that you attended school, how did you get to school and back? [Select all that apply]	1 = Walk 2 = Ride a bike 3 = Take a bus (Public) 4 = Take a bus (Private)

Log Number: |____|____|____|____|____|

	<p>Katika wiki iliyopita ulipohudhuria shule, ulifikaje shuleni na kurudi?</p> <p>SOURCE: (Global School Health Surveys)</p>	<p>5 = Catch a ride with someone 6 = Take a taxi 7 = Boda boda (Motorbike) 8 = I do not go to school or work 777 = Other, specify _____</p>
6	<p>Compared to other people of your age, would you say you are physically more active, less active, or about as active?</p> <p>Ikilinganishwa na watu wengine wa rika lako, je unaweza kusema kuwa una shughuli nyingi za kimwili, una shughuli kidogo za kimwili, au karibu kuwa na shughuli za kimwili sawa na watu wengine wa rika lako?</p> <p>SOURCE: (National Health Interview Survey, USA)</p>	<p>1 = More active 2 = Less active 3 = About as active</p>

SECTION 2.6: RESILIENCE

Source: Child and Youth Resilience Measure (CYRM): <https://cyrm.resilienceresearch.org/>.

READ: Now I will read a list of statements, and I want you to tell me what you think or feel about them, and how they relate to the thoughts and feelings that you have had.

To what extent do the sentences below describe you?

1 = Not at All

2 = A little

3 = Somewhat

4 = Quite a bit

5 = A Lot

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

Show the respondent scale #2. Demonstrate that they should select their response using the scale.

READ: Sasa nitasoma orodha ya kauli, na ninataka uniambie unachofikiri au kuhisi kuzihusu, na jinsi zinavyohusiana na mawazo na hisia ambazo umekuwa nazo.

Je, sentensi zilizo hapa chini zinakuelezea kwa kiasi gani?

1 = Hakuna Kabisa

2 = Kidogo

3 = Kiasi

4 = Kiasi Fulani

5 = Sana

Log Number: |____|____|____|____|____|

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

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.

Show the respondent scale #4. Demonstrate that they should select their response using the scale.

1. I have people I want to be like. |____|

1. **Nina watu ninaotaka kuwa kama wao.**

2. Getting an education is important to me. |____|

2. **Kupata elimu ni muhimu kwangu.**

3. I feel that my parent(s)/ caregiver(s) know a lot about me (for example, who my friends are, what I like to do). |____|

3. **Ninahisi kuwa mzazi/wazazi/mlezi wangu anajua mengi kunihusu (kwa mfano, marafiki zangu ni akina nani, ninachopenda kufanya).**

4. I try to finish activities that I start. |____|

4. **Ninajaribu kumaliza shughuli ninazozianza.**

5. When things don't go my way, I can fix it without hurting myself or other people (for example, without hitting others or saying nasty things). |____|

5. **Wakati mambo hayaendi kwa njia yangu, ninaweza kuyarekebisha bila kujiumiza mwenyewe au watu wengine (kwa mfano, bila kuwapiga wengine au kusema mambo machafu).**

6. I know where to go to get help. |____|

6. **Najua pa kwenda kupata msaada.**

7. I feel that I belong at my school. |____|

7. **Ninahisi kuwa mmojawapo wa shule yangu.**

8. I think my family cares about me when times are hard (for example, if I am sick or have done something wrong). |____|

8. **Nafikiri familia yangu hunijali nyakati zinapokuwa ngumu (kwa mfano, ikiwa mimi ni mgonjwa au nimefanya jambo baya).**

9. I am treated fairly. |____|

9. **Natendewa haki.**

10. I have chances to learn things that will be useful when I am older (like cooking, working, and helping others). |____|

10. **Nina nafasi ya kujifunza mambo yatakayonisaidia ninapokuwa mkubwa (kama vile kupika, kufanya kazi, na kusaidia wengine).**

11. I like the way my community celebrates things (like holidays, festivals). |____|

11. **Ninapenda jinsi jamii yangu inavyosherehekea mambo (kama sikukuu, sherehe).**

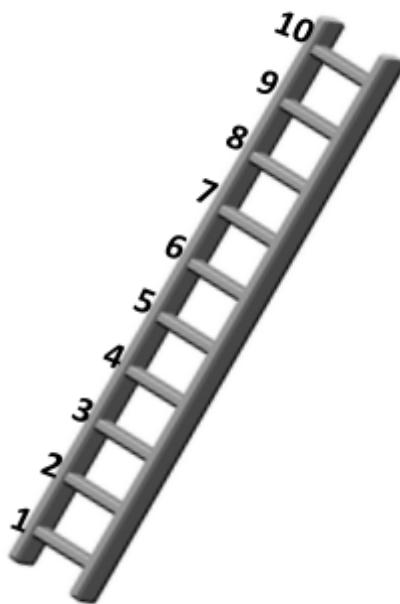
Log Number: |____|____|____|____|____|

SECTION 2.7: LOCUS OF CONTROL

READ: Some people feel that they have a great deal of control over their own lives. Others feel that what they do has very little effect on what happens to them. On a scale from 1-10, with 1 being very little and 10 being complete control, how would you classify yourself?

READ: Watu wengine wanahisi kwamba wana uwezo mkubwa wa kudhibiti maisha yao wenyewe. Wengine wanahisi kwamba wanachofanya kina matokeo madogo sana juu ya yale yanayowapata. Kwa kiwango cha kutoka 1-10, na 1 ikiwa kidogo sana na 10 ikiwa udhibiti kamili, unaweza kujeika wapi?"

Show respondent picture of ladder (show card #3) and explain lowest rung being very little control, and highest rung being complete control.



SECTION 2.8: ASPIRATIONS

1. **READ:** Imagine you had no constraints and could study for as long as you liked. What academic degree would you ultimately like to achieve? ***Prompt FR to be specific in order to code responses (Use G6 codes)*** |____|
1. **READ:** Fikiria kuwa hukuwa na vikwazo na unaweza kusoma hadi kiwango unachopenda. Je, ni kiwango kipi cha juu cha elimu ungependa kufikia?
2. What do you want to be doing when you are an adult? For instance, working in a job, caring for your own family, or running a business? ***(Use G9 codes)*** |____| Other specify: _____
2. **Unataka kufanya nini unapokuwa mtu mzima? Kwa mfano, kufanya kazi, kutunza familia yako mwenyewe, au kuendesha biashara?**

Log Number: |____|____|____|____|____|

SECTION 2.11: GENDER ATTITUDES

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 if you agree or disagree.

READ: Kwa maswali kadhaa yafuatayo, utakuwa na majibu yafuatayo ya kuchagua: Nakubali kabisa, nakubali, nakubali au sikubali, haukubali, haukubali kabisa. Tafadhalii weka haya kwa mawazo tunapopitia maswali machache yanayofuata. Nitasoma sentensi na baadaye utaniambia ikiwa unakubali au haukubali.

5 = Strongly agree

4 = Agree

3 = Neither agree or disagree

2 = Disagree

1 = Strongly disagree

666 = (**DO NOT READ aloud**): Refuses to respond

999 = (**DO NOT READ aloud**): Don't know

PROBE: Do you agree/ disagree very strongly?

PROBE: Je, unakubali/ hukubaliani sana?

Show the respondent scale #4. Demonstrate that they should select their response using the scale.

1. It is okay for a woman to be a mechanic. |____|

1. Ni sawa mwanamke kuwa mekanika.

2. The important decisions in the family should be made by the men of the family. |____|

2. Maamuzi ya muhimu katika familia yanafaa kufanywa na wanaume wa familia.

3. If the wife is working outside the home, then the husband should help her with household chores. |____|

3. Kama mke anafanya kazi nje ya boma basi mume anafaa kumsaidia kazi za nyumbani.

For the following two statements, please think of the current situation in the area where you live

Kwa kauli mbili zifuatazo, tafadhalii fikiria hali ya sasa katika eneo unaloishi

3a. Girls and boys have equal opportunities to get a secondary education. |____|

3a. Wasichana na wavulana wana nafasi sawa kupata elimu ya sekondari

3b. Women and men have equal opportunities to get a job that pays a wage or salary.

|____|

3b. Wanawake na wanaume wana nafasi sawa kupata kazi ya kulipwa mshahara au malipo

Log Number: |____|____|____|____|____|

SECTION 2.14: SUPPORT SYSTEM

1. Do you have any friends, who are not members of your household, that you trust, and with whom you can talk about feelings and personal matters, or call on for help? |____|

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

1. Je, una marafiki wowote, ambao si wanafamilia wako , unaowaamini, na ambao unaweza kuzungumza nao kuhusu hisia na mambo ya kibinafsi, au kuwaita kwa usaidizi?

2. Is there an adult, who is either in your household or not in your household, that you trust, and with whom you can talk about feelings and personal matters, or call on for help? |____|

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

2. Je, una mtu mzima , ambaye ni wa familia yako ama si wa familia yako , unaomwaamini, na ambaye unaweza kuzungumza naye kuhusu hisia na mambo ya kibinafsi, au kumuita kwa usaidizi?

SECTION 2.15: VOICE

1. Do you feel that you can speak up in class when you have a comment or question? |____|
1 = Never | 2 = Rarely | 3 = Sometimes | 4 = Often | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

Show the respondent scale #5. Demonstrate that they should select their response using the scale.

1. Je, unahisi kuwa unaweza kuongea darasani unapokuwa na maoni au swal?

1 = Kamwe | 2 = Mara Chache | 3 = Wakati Mwingine | 4 = Mara Nyingine | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

2. Do you feel comfortable expressing an opinion to or disagreeing with people in your age group, such as siblings and friends? |____|

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

2. Je, unajisikia huru kutoa maoni kwa au kutokubaliana na watu wa rika yako, kama vile ndugu na marafiki?

3. Do you feel comfortable expressing an opinion to or disagreeing with people who are much older than you, such as parents and the elderly?

3. Je, unajisikia huru kutoa maoni yako au kutokubaliana na watu ambao ni wakubwa zaidi yako, kama vile wazazi na wazee?

1 = Yes | 2 = No | 666 = (**DO NOT READ aloud**): Refuses to respond | 999 = (**DO NOT READ aloud**): Don't know

SECTION 2.16: IDENTITY

1. Is your religion somewhat important, very important or not very important to your life?

PROBE FR TO THINK ABOUT THIS AND CHOOSE. TRY NOT TO USE 999=DK. |____|

Log Number: |____|____|____|____|____|

1 = Very important | 2 = Somewhat important | 3 = Not very important | 999 = Don't know

1. Je, dini yako ni muhimu kiasi, muhimu sana au sio muhumu sana kwa maisha yako?

2. 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 999=DK.**

|____| 1 = Tribe | 2 = Nationality | 999 = Don't Know

2. Kama ungesema moja pekee gani la muhimu zaidi, kabilia lako ama uraia wako (yaani, mkenya / mganda)?

SECTION 2.17: POLITICAL KNOWLEDGE

1. **IF KENYA FR ASK:** Who is the current president of Kenya? |____|

1= Correct | 2= Incorrect | 999= Don't Know

1. **IF KENYA FR READ:** Rais wa sasa wa Kenya ni nani?

2. **IF UGANDA FR ASK:** Who is the current president of Uganda? |____|

1= Correct | 2= Incorrect | 999= Don't Know

2. **IF UGANDA FR READ:** Rais wa sasa wa Uganda ni nani?

SECTION 2.18: ACADEMIC SELF CONCEPT

NOTE: THESE QUESTIONS ARE ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

READ: Now I am going to ask you some questions about how you view yourself as a student. There are no right or wrong answers, so please answer honestly.

Sasa nitakuuliza baadhi ya maswali kuhusu jinsi unavyojiona kama mwanafunzi. Hakuna majibu sahihi au yasiyo sahihi, kwa hivyo tafadhali jibu kwa uaminifu.

I will now read out a set of statements. Please let me know how true you feel each statement is for you. You can choose whether a statement is not at all true, a little bit true, mostly true, or very true:

Show the respondent scale #6. Demonstrate that they should select their response using the scale.

Sasa nitasoma mkusanyiko wa taarifa. Tafadhali nijulishe jinsi unavyohisi kila taarifa ni ya kweli kwako. Unaweza kuchagua kama taarifa si kweli kabisa, ni kweli kidogo, mara nyingi ni kweli, au kweli sana

1. I am good at mathematics |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

1. Mimi ni mzuri kwa hesabu (Mathematics)

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

2. I am good at English |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

Log Number: |____|____|____|____|____|

2. Mimi ni mzuri katika Kiingereza (English)

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

3. I am good at Swahili |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

3. Mimi ni mzuri katika Kiswahili

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

4. I am good at all school subjects |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

4. Mimi ni mzuri katika masomo yote ya shule(All school subjects)

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

5. I enjoy reading books |____|

1 = Not at all true | 2 = A little bit true | 3 = Mostly true | 4 = Very true | 999 = Don't Know

5. Ninafurahia kusoma vitabu

1 = Sio kweli kabisa | 2 = Kweli Kidogo | 3 = Mara nyingi ni kweli | 4 = Kweli sana/kabisa | 999 = Don't Know

6. Compared to others your age, do you view yourself as an average, above average, or below average student? |____|

1 = Below Average | 2 = Average | 3 = Above Average | 999 = Don't Know

6. Ikilinganishwa na watu wengine wa rika lako, je, unajiona kuwa mwanafunzi wa kiwango cha kati, kiwango cha juu , kiwango cha chini?

7. Compared to girls your age, do you view yourself as an average, above average, or below average student? |____|

1 = Below Average | 2 = Average | 3 = Above Average | 999 = Don't Know

7. Ikilinganishwa na wasichana wa umri wako, je, unajiona kuwa mwanafunzi wa kiwango cha kati, kiwango cha juu , kiwango cha chini?

8. Compared to boys your age, do you view yourself as an average, above average, or below average student? |____|

1 = Below Average | 2 = Average | 3 = Above Average | 999 = Don't Know

8. Ikilinganishwa na wavulana wa umri wako, je, unajiona kuwa mwanafunzi wa kiwango cha kati, kiwango cha juu , kiwango cha chini?

SECTION 2.19: READING MOTIVATION QUESTIONS

READ: Now we want to ask you some questions about your reading. You can think about your reading, or reading by other people (like your parents or teacher), that you just listen to. Listen to each sentence and tell me whether it is a lot like you, a little like you, or not like you. There are no right or wrong answers. We only want to know how you feel about reading.

READ: Sasa tunataka kukuuliza baadhi ya maswali kuhusu usomaji wako. Unaweza kufikiria juu ya usomaji wako, au kusoma na watu wengine (kama wazazi au mwalimu wako), ambao unasikiliza tu. Sikiliza kila sentensi na uniambie kama inafanana na wewe, kidogo kama wewe,

Log Number: |____|____|____|____|____|

au si kama wewe. Hakuna majibu sahihi au yasiyo sahihi. Tunataka tu kujua jinsi unavyohisi kuhusu kusoma.

1. You are a good listener when someone else is reading [a story]. |____|

1 = a lot like me | 2 = a little like me | 3 = not like me

1. **Wewe ni msikilizaji mzuri wakati mtu mwingine anasoma [hadithi]**

2. You have favorite stories from books that you like to read about or listen to. |____|

1 = a lot like me | 2 = a little like me | 3 = not like me

2. **Una hadithi uzipendazo kutoka kwa vitabu ambavyo unapenda kusoma au kusikiliza.**

3. You like to tell others about what you are reading/ someone has read to you. |____|

1 = a lot like me | 2 = a little like me | 3 = not like me

3. **Unapenda kuwaambia wengine kuhusu kile unachosoma/ mtu amekusomea.**

SECTION 2.20: READING PRACTICES QUESTIONS

1. In the last 7 days, how many days did you read at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 999 = DK) |____| days

1. **Katika siku 7 zilizopita, ulisoma siku ngapi nyumbani? Hapa tunamaanisha aina yoyote ya usomaji, ikijumuisha kusoma kutoka kwenye kitabu cha hadithi, kitabu cha kiada (text books), au gazeti. USIJUMUISHE usomaji wowote uliotokea shuleni.**

If 1 or more days, continue to 1a. Otherwise skip to Section 3.

1a. Now think about yesterday. Did you read yesterday? Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school. |____| 1 = Yes | 2 = No

1a. **Sasa fikiria jana. Ulisoma jana? Hapa tunamaanisha aina yoyote ya usomaji, ikijumuisha kusoma kutoka kwenye kitabu cha hadithi, kitabu cha kiada, au gazeti. USIJUMUISHE usomaji wowote uliotokea shuleni.**

SECTION 3: FOOD NUTRITION

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 3.1: Food security

In the past four weeks, was there a time when you were:

Katika wiki nne zilizopita, kuna wakati wewe au watu wa nyumba yako mlikuwa:

1a. Worried you would run out of food? |____|

Log Number: |____|____|____|____|____|

1= Yes | 2= No | 999= (DO NOT READ aloud): Don't know

1a. Wasiwasi kwamba mtaishiwa na chakula?

1b. Skipped a meal? |____|

1= Yes | 2= No | 999= (DO NOT READ aloud): Don't know

1b. Mlikosa chakula?

1c. Went without eating for a whole day? |____|

1= Yes | 2= No | 999= (DO NOT READ aloud): Don't know

1c. Mlishinda bila kula siku nzima?

Section 3.2: Diet quality

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi ulitumia hivi vyakula?

1. Vegetables

a. Leafy vegetables with 4 petals. E.g., Kale, Cabbage |____|

a. Mboga za majani. Kwa mfano., Sukuma Wiki, Cabbage

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

b. Leafy vegetables with vitamin A nutrients. E.g., Spinach, Pumpkin leaves, Jute Mallow |____|

b. Mboga za majani zenyenye vitamin A. Kwa mfano., Spinach, Majani ya malenge, Mrenda

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

c. Other dark orange fruits/vegetables rich in vitamin A. E.g., Carrots, Pumpkins, Yellow Sweet Potatoes, Mangoes, Papayas. |____|

c. Mboga zingine za majani zenyenye vitamin "A" na matunda. Kwa mfano., Carrot, Malenge, Viazi vitamu vya njano (yellow)-Yellow Sweet Potatoes, Maembe, Papai

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

d. Other vegetables. E.g., Okra, Tomatoes, Onions, Eggplant |____|

d. Mboga zingine. Kwa mfano., Okra, Nyanya, Vitunguu, Biringanya

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

2. Fruits

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

e. Whole citrus fruits. E.g., Orange, Lemon, Clementines |____|

e. Jamii ya machungwa. Kwa mfano., Chungwa, Limau, Ndimu, Sandara

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

f. Other fruits. E.g., Banana, Avocado, Guava, Jackfruit, Pineapple, Plums, Watermelon |____|

Log Number: |____|____|____|____|____|

f. Matunda mengine. Kwa mfano., Ndizi, Avocado, Mapera, Fenesi, Nanasi, Plums, Water Melon (Tikit Maji)

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

3. Animal source foods

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

g. Poultry. E.g., Chicken, Duck, Turkey, Guinea fowl |____|

g. Jamii ya ndege kwa mfano Kuku, Bata, Bata Mzinga, Kanga.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

h. Meat. E.g., Beef, Pork, Mutton |____|

h. Nyama. Kwa mfano., Nyama ya ng'ombe, Nyama ya nguruwe, Nyama ya Mbuzi na Kondoo.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

i. Fish. E.g., Dagaa, Fish |____|

i. Samaki. E.g., Omena, Fish.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

j. Processed Meat. E.g., Sausage, Bacon, Hot dog |____|

j. Nyama silizo prosesiwa. Kwa mfano., Sausage, Bacon , Hot dog.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

k. Eggs. E.g., Boiled egg, Scrambled eggs, Omelette |____|

k. Mayai. E.g., Mayai ya kuchemsha, Scrambled eggs, Omelette.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

l. Dairy products. E.g., Milk, Cheese, Yoghurt, Fermented milk |____|

l. Bidhaa za maziwa. Kwa mfano., Maziwa, Cheese, Yoghurt, Maziwa Mala.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

4. Legumes and Nuts

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

m. Food like. E.g., Beans, Peas, Lentils, Cowpeas, Bambara Nuts, Others |____|

m. Vyakula kama. Kwa mfan., Maharagwe, Peas (Minji), Kamande (Lentils), Kunde, Njugu Mawe (Chimbande/Bande), na zinginezo.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

n. Nuts and seeds. E.g., Cashewnut, Groundnuts (Peanuts) |____|

n. Karanga na mbegu. Kwa mfano., Korosho (Cashewnuts), Njugu (Groundnuts).

Log Number: |____|____|____|____|____|

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |
666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

5. Cereals, Grains and Tubers

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

o. Grains and baked foods. E.g., Rice, Bread, Pancakes, Noodles, Cornmeal foods (ugali) |____|

o. Vyakula kama (Baked foods). Kwa mfano., Mchele, Mkate, Pancakes, Noodles (indomie, spaghetti), Ugali wa unga wa packet.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

p. Food like., Brown Bread, Millet, Brown rice, Brown ugali |____|

p. Chakula kama., Mkate ya brown, Wimbi, Mchele ya brown (Brown rice), Ugali ya brown au ya kusiaga.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

q. Root crops. E.g., White sweet potatoes, Arrow roots, Cassava |____|

q. Mazao ya mizizi. Kwa mfano., Viasi vitamu (white), Nduma, Mihogo/Muhogo.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

6. Other foods

[READ]: In the last seven days, how many days did you consume these foods?

[READ]: Kwa siku saba zilizopita, ni kwa siku ngapi mlitumia hivi vyakula?

r. Vegetable oils. E.g., Palm oil, Soy oil. |____|

r. Mafuta yatokanayo na mimea/mafuta ya salad (vegetables oil).

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

s. Sweet snacks and ice cream. E.g., Cake, Ice cream, Chocolate, Biscuit. |____|

s. Vitafunio vyenye utamu na ice cream. Kwa mfano., Keki, Chocolate, Biscuit, Ice cream.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

t. Fried foods outside the home. E.g., Mandazi |____|

t. Vyakula vya kukaanga nje ya nyumba. Kwa mfano., Mandazi.

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

u. Sugar-sweetened beverages. E.g., Soda, Packed juices (Afya, Juice Cola) |____|

u. Vinywaji vya sukari-tamu. Kwa mfano., Soda, Juice zilizopakiwa (Afya, Juice Cola).

0= 0 day | 1= 1 day | 2= 2 days | 3= 3 days | 4= 4 days | 5= 5 days | 6= 6 days | 7= 7 days |

666= (DO NOT READ aloud): Refuses to respond | 999= (DO NOT READ aloud): Don't know

Log Number: |____|____|____|____|____|

SECTION 4: ECONOMIC PREFERENCES

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 4.1: Time Preferences

[DO NOT READ] For this game, you will need two **white** cups (TODAY cup and TOMORROW cup) and 12 “normal” pencils.

TODAY VS TOMORROW:

[DO NOT READ] Place two cups in front of the participant: the TODAY cup and the TOMORROW cup. Place two pencils in the TODAY cup and two in the TOMORROW cup.

[READ] We are going to play a game with two cups: the **TODAY** cup (*point to TODAY cup*) and the **TOMORROW** cup (*point to TOMORROW cup*). We will ask you to decide which cup with pencils you want. For this cup, we will pretend that you can have the pencils **TODAY** (*point at TODAY cup*), but for the other, we will pretend that you can have them **TOMORROW** (*point at TOMORROW cup*). There are no right or wrong answers. We just want you to be honest and tell me what you would actually choose if we could really give you the pencils today or tomorrow.

[READ]: Tunaenda kucheza mchezo na vikombe viwili: Kikombe cha **LEO** (*point to TODAY cup*) na kikombe cha **KESHO** (*point to TOMORROW cup*). Tutakuuliza uamue ni kikombe gani na penseli unazotaka. Kwa kikombe hiki tutajifanya kwamba unaweza kupata penseli leo (*point to TODAY cup*) lakini kwa hii ingine tutajifanya kwamba unaweza zipata kesho (*point to TOMORROW cup*). Hakuna majibu sahihi au yasiyosahihi. Tunataka tu uwe mwaminifu na uniambie nini haswa ungechagua kama tungeweza kukupa penseli leo au kesho.

[READ] Ok, now we can decide. Which cup would you want, **THIS** (*point to TODAY cup*) cup for today, or **THIS** (*TOMORROW cup*) cup for tomorrow? Remember, it's all make-believe! Ok, I'll write that down, and we'll play the next game.

[READ]: Sawa, sasa tunaweza kuamua. Unataka kikombe gani, **HIKI** (*point to TODAY cup*) kikombe cha leo, au **HIKI** (*TOMORROW cup*) kikombe cha kesho? Sawa, nitaandika hivyo, na tutacheza mchezo unaofuata.

3. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 2 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 3.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **THREE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

Log Number: |____|____|____|____|____|

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TATU** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

4. **[DO NOT READ]** Which cup did the respondent choose? [____]

[1 = 2 today | 2 = 3 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 4.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **NNE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **NNE** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

5. **[DO NOT READ]** Which cup did the respondent choose? [____]

[1 = 2 today | 2 = 4 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 5.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **FIVE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TANO** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

6. **[DO NOT READ]** Which cup did the respondent choose? [____]

[1 = 2 today | 2 = 5 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 6.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **SIX** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **SITA** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

7. **[DO NOT READ]** Which cup did the respondent choose? [____]

[1 = 2 today | 2 = 6 tomorrow]

Log Number: |____|____|____|____|____|

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 7.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **SEVEN** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **SABA** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

8. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 7 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 8.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **EIGHT** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **NANE** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

9. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 8 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 9.

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **NINE** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's still just pretend.

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TISA** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

10. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 9 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[DO NOT READ] Add an extra pencil to the **TOMORROW** cup. The **TODAY** cup should have 2 pencils, and the **TOMORROW** cup should have 10.

Log Number: |____|____|____|____|____|

[READ] Now, which cup would you want to choose? Two pencils for **TODAY** (*point to TODAY cup*) or **TEN** pencils for **TOMORROW** (*point to TOMORROW cup*)? Remember, it's all make-believe!

[READ]: Sasa, ungependa kuchagua kikombe kipi? Penseli mbili za **LEO** (onyesha kikombe cha **LEO**) au penseli **TEN** za **KESHO** (elekeza kikombe cha **KESHO**)? Kumbuka, bado ni kujifanya tu.

11. **[DO NOT READ]** Which cup did the respondent choose? [____]
[1 = 2 today | 2 = 10 tomorrow]

skip to GENERAL INSTRUCTIONS If “child” chooses “tomorrow”. Otherwise, cont:

[READ] Ok, great job. Now we're going to put those pencils and cups away, and we will play another game.

[READ]: Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, nitaona ni mchezo gani utakaohesabiwa.

General Instructions

**The order of the games will be randomized for each participant.*

[READ] We will play three games (**show 3 with your fingers**), and you can win stars like this one (**show stars**). You can exchange these stars for different prizes in our store:

[READ]: Tutacheza michezo tatu (**show 3 with your fingers**), na unaweza kushinda nyota kama hii (**show stars**). Unaweza kubadilisha nyota hizi kwa zawadi tofauti kwenye duka letu:

Exchange rate	
1 star	1 pencil
2 stars	1 eraser
3 stars	1 pen
5 stars	1 book

Log Number: |____|____|____|____|____|

Before we start, I will explain the rules of each of our games. How many stars you will win depends mainly on your choices. There are no right or wrong answers. We just want you to be honest.

In the end, you will receive a prize for only **ONE** (*show finger*) of the games. But you will not know which one until the very end of the survey. So, play each of the games carefully.

Kabla ya kuanza, nitaelezea sheria za kila mchezo wetu. Nyota utakazoshinda itategemea hasa uchaguzi wako. Hakuna majibu sahihi au yasiyo sahihi. Tunataka tu uwe mwaminifu.

Mwishowe, utapokea zawadi kwa MOJA tu (*show finger*) ya michezo. Lakini hautajua ni ipi hadi mwisho wa mahojiano. Kwa hivyo, cheza kwa uangalifu kila mchezo.

1. Do you get to keep all the stars or can you exchange them for prizes in our store? [____]

1. Je, utajiwekea nyota zote au unawenza kuzibadilisha kwa zawadi kwenye duka letu?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] Correct answer is "exchange them for prizes in our store".

2. Will you receive a prize for all the games you play or for only one? [____]

2. Je, utapokea zawadi kwa michezo yote unayocheza au kwa mchezo mmoja pekee?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] Correct answer is "for only one"

Section 4.2: Pro-Sociality Preferences

[DO NOT READ] For this game, you will need two **black** cups, one **ME** cup and one **OTHER KID** cup, and ten "normal" pencils. Place the **ME** cup and the **OTHER CHILD** cup in front of the respondent.

[READ] In this game, each pencil is equal to one star. Here, you have to decide how to divide pencils between yourself and another child similar to you but from a different village. You will never know who exactly the other child is, and the other child will not get to know you. However, I will ensure that the other child does indeed receive the prize that corresponds to the pencils that you will give to him/her if this is the game that shall count.

You will need to decide how to divide these 10 pencils (*show and count the pencils in front of the participant. Ensure that all the pencil and the tips should be of the same colours*) between yourself (*point to ME cup*) and another child similar to you (*point to the OTHER CHILD cup*). You can divide them however you want. You can keep all the pencils for yourself, give all the pencils to the other kid, or anything in between. There is no right or wrong answer in this game, we just want you to be honest and tell us what you would actually choose.

We will walk through a few examples to demonstrate how to play this game.

Here is the first example.

Log Number: |____|____|____|____|____|

[READ]: Katika mchezo huu, kila penseli ni sawa na nyota moja. Hapa, unapaswa kuamua jinsi ya kugawanya penseli kati yako na mtoto mwingine sawa na wewe lakini kutoka kijiji tofauti. Huwezi kujua ni nani hasa mtoto mwingine, na mtoto mwingine hatakuju. Hata hivyo, nitahakikisha kwamba mtoto mwingine kweli anapokea zawadi inayolingana na penseli utakazompa ikiwa huu ndio mchezo utakao hesabika.

Utahitaji kuamua jinsi ya kugawanya penseli hizi 10 (*show and count the pencils in front of the participant*) kati yako (*point to the ME cup*) na mtoto mwingine sawa na wewe (*point to the OTHER CHILD cup*). Unaweza kuzigawa vile unavyotaka. Unaweza kujivekaa penseli zote, kumpa mtoto mwingine penseli zote, au kitu chochote katikati. Hakuna jibu sahihi au lisilo sahihi katika mchezo huu, tunataka tu uwe mwaminifu na utuambie ungechagua nini hasa.

Tutapitia mifano michache ili kuonyesha jinsi ya kucheza mchezo huu.

Huu hapa ni mfano wa kwanza

[DO NOT READ] Place two pencils in the **OTHER CHILD** cup and 8 in the **ME** cup.

[READ] If you want, you can give 2 pencils to the other child. Then you'll have 8 pencils for yourself.

[READ] Ikiwa unataka, unaweza kumpa mtoto mwingine penseli 2. Kisha utakuwa na penseli 8 kwako mwenyewe.

Here is another example.

Hapa kuna mfano mwingine.

[DO NOT READ] Place 5 pencils in the **OTHER CHILD** cup and 5 in the **ME** cup.

[READ] If you want, you can give 5 pencils to the other child. Then you'll have 5 pencils for yourself.

[READ] Ikiwa unataka, unaweza kumpa mtoto mwingine penseli 5. Kisha utakuwa na penseli 5 kwako mwenyewe.

Here is the last example.

Huu hapa ni mfano wa mwisho.

[DO NOT READ] Place 0 pencils in the **OTHER CHILD** cup and 10 in the **ME** cup.

[READ] If you want, you can give no pencils to the other child. Then you'll have 10 pencils for yourself.

[READ] Ikiwa unataka, unaweza kukosa kugawa penseli kwa mtoto mwingine. Halafu utakuwa na penseli 10.

Remember, you can divide the pencils however you want. There is no right or wrong answer in this game.

Log Number: |____|____|____|____|____|

Kumbuka, unaweza kugawanya penseli kama unavyotaka. Hakuna jibu sahihi au lisilo sahihi katika mchezo huu.

Now, please place the number of pencils that you want for yourself in the **ME** cup and the number of pencils that you want to give the other child in the **OTHER CHILD** cup.

Sasa, tafadhalu weka idadi ya penseli unazotaka mwenyewe kwenye **ME** kikombe na idadi ya penseli ambayo unataka kumpa mtoto mwingine katika **OTHER CHILD** kikombe.

1. **[DO NOT READ]** How many pencils did the participant allocate to themselves? [____]

97 = *Can't be assessed*

2. **[DO NOT READ]** How many pencils did the participant give the other child? [____]

97 = *Can't be assessed*

[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, I will see which game will be the one that counts.

[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, nitaona ni mchezo gani utakaohesabika.

Section 4.3: Risk Preferences

Source: [Risk preferences of children and adolescents in relation to gender, cognitive skills, soft skills, and executive functions](#)

[DO NOT READ] For this game, you will need the **blue** cup, 9 “normal” pencils, and one pencil with a **red** mark.

[READ] This game will use ten pencils and a cup. (*Show the participant the pencils and count them before them*). Of all the pencils, one pencil has a **red** mark on the bottom (*show pencil to participant*). You can't see the **red** mark on the pencil until you take it out of the cup.

You will decide how many pencils to take from the cup. You will win stars for **ALL** the pencils you take IF there is no **red** mark on those pencils, where one pencil will be equivalent to one star. But if there is a **red** mark on **ANY** pencil you take, you must return all the pencils. I need you to grab all the pencils you want to take at once.

[READ] Mchezo huu utatumia penseli kumi na kikombe. (*Show the participant the pencils and count them before them*). Kati ya penseli zote, penseli moja ina alama **nyekundu (red)** chini yake (*show pencil to participant*). Huwezi kuona alama nyekundu kwenye penseli hadi uiondoe kwenye kikombe.

Utaamua ni penseli ngapi utatoa kwenye kikombe. Utajishindia nyota kwa penseli **ZOTE** utakazochukua **IKIWA** hakutakuwa na alama yeyote **nyekundu (red)** kwenye penseli hizo, ambapo penseli moja itakuwa sawa na nyota moja. Lakini ikiwa kutakuwa na alama **nyekundu (red)** kwenye penseli **YOYOTE** utakayotoa, lazima urudishe penseli zote. Nakuhitaji utoe penseli zote unazotaka mara moja.

Log Number: |____|____|____|____|____|

1. How many pencils in this cup have a red mark on it? [____]

1. Ni penseli ngapi kwenye kikombe hiki zina alama nyekundu?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is one. If the participant made a mistake, say: "No, one pencil has a red mark, and the others do not have a red mark."*

2. If any pencil you take has a red mark on it, do you give all the pencils back to me or do you keep them? [____]

2. Ikiwa penseli yoyote unayotoa ina alama nyekundu, je unanirudishia penseli zote au unaziweka?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is "Give all the pencils back." If the participant made a mistake, say: "No, you give me back ALL the pencils you took."*

3. If none of the pencils you take has a red mark on it, do you give the pencils back to me, or do you win the pencils? [____]

3. Ikiwa penseli yoyote unayoitoa haina alama nyekundu, je, unanirudishia penseli, au unashinda penseli?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is "Win the pencils." If the participant made a mistake, say: "No, you win all the pencils you took."*

[READ] Now, you can take as many pencils as you want from the cup.

[READ] Sasa, unaweza kutoa penseli nyingi unavyotaka kutoka kwenye kikombe.

[DO NOT READ] Do not let the participant take the pencils one at a time. They need to grab them all at the same time.

[DO NOT READ] 4. How many pencils did the participant take? [____]

[1, 2, 3, 4, 5, 6, 7, 8, 9, 10 or 97]

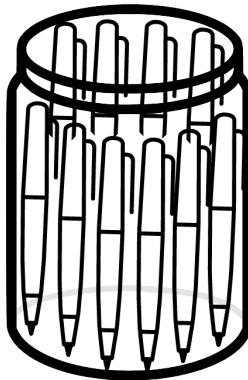
[DO NOT READ] 5. How many pencils did the participant win? [____]

[0, 1, 2, 3, 4, 5, 6, 7, 8, 9 or 97]

[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, we will see which game will be the one that counts.

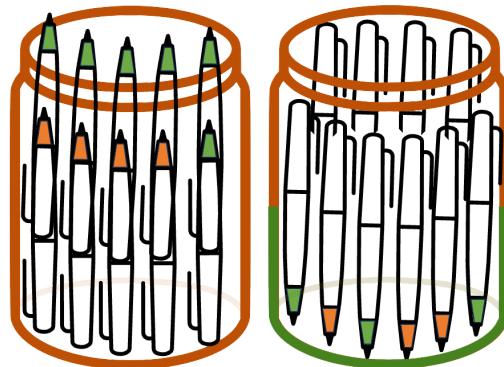
[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, tutaona ni mchezo gani utakaohesabiwa.

Log Number: |____|____|____|____|____|



Section 4.4: Ambiguity Preferences

[DO NOT READ] Place in front of the respondent an **orange** cup and an **orange+green** cup. In the **orange** cup, place 10 pencils with their points facing upward: 4 of them need to have an **orange** mark and 6 of them to have a **green** mark. In the **orange+green** cup, place 10 pencils with their points facing downward. The number of pencils with an **orange** mark in the **orange+green** cup needs to vary from survey to survey, but they always need to add up to 10. **DO NOT SHOW THE RESPONDENT HOW MANY PENCILS WITH A **GREEN** MARK ARE IN THE **ORANGE+GREEN** CUP.**



[READ] Now, let's play another game. We are going to play a game where you draw a pencil out of a cup without looking. We have two cups, with 10 pencils each. (*Count the number of pencils in each cup WITHOUT taking them out of the cups*).

In the **orange** cup, out of 10 pencils, there are 4 with an **orange** mark and 6 with a **green** mark. In the **orange+green** cup, there are also 10 pencils, but the number of pencils with **green** or **orange** marks is unknown.

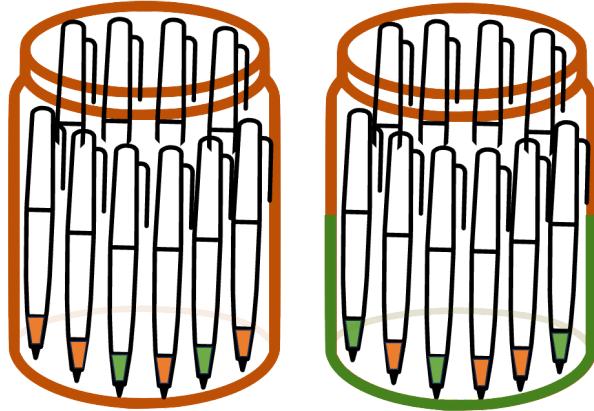
[READ] Sasa, wacha tucheze mchezo mwingine. Tutacheza mchezo ambapo unatoa penseli kutoka kwa kikombe bila kuangalia. Tuna vikombe viwili, kila mmoja ina penseli 10. (*Count the number of pencils in each cup WITHOUT taking them out of the cups*).

Log Number: |____|____|____|____|____|

Ndani ya kikombe chenye rangi ya **chungwa/orange**, kati ya penseli 10, kuna 4 yenyе alama ya **chungwa/orange** na 6 yenyе alama ya **kijani/green**.

Ndani ya kikombe cha rangi ya **chungwa/orange** na kikombe ya **kijani/green**, pia kuna penseli 10, lakini idadi ya penseli zenye alama rangi ya **chungwa/orange** au **kijani/green** haijulikani.

[DO NOT READ] Now, place the pencils in the **orange** cup with their points facing downward.



[READ]

You can choose the cup from which you want to draw ONE pencil (*show one finger*).

- If you choose the **orange** cup, to win 3 stars you need to draw a pencil with an **orange** mark.
- If you choose the **orange+green** cup, to win 3 stars, you need to decide on a color and draw a pencil with a mark of that color.

Remember, there are no right or wrong answers in this game.

[READ]

Unaweza kuchagua kikombe ambacho unataka kutoa penseli MOJA (*show one finger*).

- Ikiwa unachagua kikombe chenye rangi ya **chungwa/orange**, kushinda nyota 3 unahitaji kutoa penseli yenyе alama ya rangi ya **chungwa/orange**.
- Ikiwa unachagua kikombe chenye rangi ya **machungwa/orange** na **kijani/green**, kushinda nyota 3, unahitaji kuamua juu ya rangi na kutoa penseli iliyo na alama ya rangi hiyo.

Kumbuka, hakuna majibu sahihi au yasiyo sahihi katika mchezo huu.

2. If you choose to pick a pencil from the orange cup, which color pencil do you need to pick to win? [____]

2. Ikiwa unachagua kuchukua penseli kutoka kwa kikombe cha rangi ya machungwa, ni penseli ya rangi gani unahitaji kuchagua ili kushinda?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is ORANGE. If the participant made a mistake, say: "No, if you choose the orange cup, you need to pick an orange pencil to win."*

Log Number: |____|____|____|____|____|

3. If you choose to pick a pencil from the orange+green cup, which color pencil do you need to pick to win? [____]

3. Ikiwa unachagua kuchukua penseli kutoka kwa kikombe cha rangi ya machungwa na kijani, unahitaji kuchagua penseli gani ili kushinda?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is DEPENDS ON WHAT I DECIDE. If the participant made a mistake, say: "No, it depends on what you decide. If you decide that you want to pick an orange pencil, you win by picking an orange pencil. If you decide that you want to pick a green pencil, you win by picking a green pencil."*

4. How many stars can you win in this game? [____]

4. Je, unaweza kushinda nyota ngapi katika mchezo huu?

[1 = Correct; | 2 = Incorrect | 97 = Can't be assessed]

[DO NOT READ] *Correct answer is 3 stars. If the participant made a mistake, say: "No, you can win 3 stars."*

5. Which cup would you like to choose from? [____]

5. Je, ungependa kuchagua kutoka kwenye kikombe kipi?

[1 = Orange cup | 2 = Orange+Green cup | 97 = Can't be assessed]

6. **[IF Q4==2]** Which color pencil would you like to pick? [____]

6. Ungependa kuchagua penseli ya rangi gani?

[1 = Green pencil | 2 = Orange pencil | 97 = Can't be assessed]

[READ] Now, you can pick ONE pencil from the [cup they selected] cup.

[READ] Sasa, unaweza kuchagua penseli MOJA kutoka kwa [cup they selected] kikombe.

7. **[IF Q5==1] [DO NOT READ]** Did the participant pick an orange pencil? [____]

[1 = Yes, the participant won | 2 = No, the participant lost | 97 = Can't be assessed]

7. **[IF Q5==2] [DO NOT READ]** Did the participant pick a green pencil? [____]

[1 = Yes, the participant won | 2 = No, the participant lost | 97 = Can't be assessed]

[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, I will see which game will be the one that counts.

[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, nitaona ni mchezo gani utakaohesabika.

1. 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

Log Number: |____|____|____|____|____|

Illustrate the range of answers as to if you think it is useful to be competitive to be successful. |____|

Je, unafikiria ni muhimu kuwa mshindani katika maisha ili kufanikiwa? Jibu kwa kutumia kiwango cha 1-10, ambapo 1 ni "siyo muhimu sana" na 10 ni "muhimu sana." Tumia kiwango cha 1-10 kuonyesha aina ya majibu vile unafikiri ni muhimu kuwa mshindani katika maisha ili kufanikiwa.

USE THE SCALE #10 TO ILLUSTRATE THE RANGE OF ANSWERS.

2. How competitive do you consider yourself to be generally in life? Please choose a number between 1 and 10, where 1 means "not competitive at all" and 10 means "very competitive" to show how competitive you consider yourself to be generally in life. |____|

Ni kwa kiwango gani unajiona kuwa mshindani kwa maisha kwa ujumla? Tafadhalii chagua namba kati ya 1 na 10, ambapo 1 inamaanisha "siyo mshindani sana" na 10 inamaanisha "mshindani sana" kuonyesha ni kwa kiwango gani unajiona kuwa mshindani kwa maisha kwa ujumla.

USE THE SCALE #11 TO ILLUSTRATE THE RANGE OF ANSWERS.

SECTION 5: ANTHROPOMETRICS

NOTE: THIS SECTION IS ADMINISTERED TO CHILDREN WHO ARE BETWEEN 8-14 YEARS.

Section 5.1: Height

READ: Now, with your permission, I would like to measure your child's height and weight.

READ: Sasa kwa ruhusa yako, ningependa kuchukua kipimo cha mtoto wako cha urefu na uzito.

First, I would like to measure [child name]'s height. To complete this measurement, I will be asking [child name] to take off shoes and stand up against a wall, feet together, knees straight, look straight ahead, chin tucked to chest slightly, and do not look up.

Kwanza, ningependa kupima urefu wa [child name]'s. Ili kukamilisha kipimo hiki, nitamuuliza [child name] atoe viatu na asimame na aegemee kwa ukuta, miguu ikiwa Pamoja, magoti iwe imara, angalia mbele, kidevu kiguze kifua kidogo na usiangalie juu.

1. Do not ask the following question. Simply record your impressions. Does the PC refuse to allow the child's height to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the read statement before question 6. If NO, continue.

Ask the PC to remove the child's shoes and have the child stand (**against a flat surface such as a wall**). Try to find a location where the ground is as even as possible. Have the child keep his/her feet flat on the floor and stand straight with their back flat against the wall, keeping their chin

Log Number: |_____|_____|_____|_____|____|

parallel to the floor. Place a flat straight object on the head and mark the wall. Measure the distance from the floor to the spot on the wall using the HARD tape measure. Write down the child's height in cm below and record the identification number of the tape measure.

DO NOT tell the PC the child's height unless they ask you for it. If the PC asks for the child's height, write it down on a blank piece of paper. Inform the PC that the measurements will be shared with them at the end of the survey.

1a. HEIGHT MEASUREMENT: (e.g., 156.3 cm) |_____| . |__| cm

1b. IDENTIFICATION NUMBER OF MEASURING STICK: |_____|

1c. **Do not ask the following questions:**

1ci. Did the child take his/her shoes off before taking the measurement? 1 = Yes | 2 = No |____|

1cii. Did the PC ask for the child's height measurement? 1 = Yes | 2 = No |____|

1ciii. (Add Comment): _____

Section 5.2: Weight

READ: Now I would like to measure **[child name]**'s weight. To complete this measurement, Please have **[child name]** remove bulky clothing, remove any heavy objects from your pockets, and take off your shoes during weight measurements. Stand up and look straight ahead, like this.

READ: Sasa ningependa kupima uzito wa **[child name]**'s. Ili kukamilisha kipimo hiki, tafadhali nitamwomba **[child name]** atoe nguo nzito, atoe vitu vizito kwa mfuko wako na utoe viatu vyako wakati wa kupimwa uzito. Simama na uangalie mbele namna hii.

Place the scale on an even area of ground.

1. **Do not ask the following question. Simply record your impressions.** Does the PC refuse to allow the child's weight to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the read statement before section 5.3. If NO, continue.

Ask the PC to remove any bulky clothing or heavy objects from the child's pockets. Have the child, with shoes still removed, to stand on the scale. Measure the child's WEIGHT in kg and record it below, along with the identification number of the scale.

DO NOT tell the PC the child's weight unless they ask you for it. If the PC asks for the child's weight, write it down on a blank piece of paper. Inform the PC that the measurements will be shared with them at the end of the survey.

1a. WEIGHT MEASUREMENT: (e.g., 71.9 kg) |_____| . |__| kg

Log Number: |____|____|____|____|____|

1b. IDENTIFICATION NUMBER OF SCALE: |____|

1c. Do not ask the following questions:

1ci. Did the child take his/her shoes off before taking the measurement? 1 = Yes | 2 = No |____|

1cii. Did the child have any bulky clothing or have any heavy objects in his/her pockets during the measurement? 1 = Yes | 2 = No |____|

1ciii. Did the FR ask for his/her weight measurement? 1 = Yes | 2 = No |____|

1civ. (Add comment section): _____

Section 5.3: Blood Pressure

READ: Next, we would like to take a few more physical tests. [Child name] may now put their shoes back on. Let's start by measuring [child name]'s blood pressure and pulse. I would like to take two blood pressure measures. I will ask [child name] to relax and remain seated and quiet, with legs uncrossed and feet flat on the floor, during the measurements. First, I will place the cuff on [child name]'s left arm. Once the cuff is placed appropriately on [child name]'s arm and we are ready to begin, I will ask [child name] to lay their arm on a flat surface, palm facing up, so that the center of [child name]'s upper arm is at the same height as your heart. I will then press the start button. The cuff will inflate and deflate automatically. It will squeeze [child name]'s arm a bit but won't hurt.

READ: Kisha, tungependa kufanya majaribio machache zaidi ya kimwili. [child name] sasa anaweza kuvala viatu vyake. Hebu tuanze kwa kupima [child name] shinikizo la damu na mapigo ya moyo (pulse). Ningependa kuchukua vipimo viwili za shinikizo la damu. Nitaomba [child name] atulie na akae kwa kiti kimya, na miguu zikiwa hazijapitana na miguu (Flat) kwenye sakafu, wakati wa kipimo. Kwanza, nitaweka cuff kwenye mkono wake wa kushoto. Baada ya kuiweka vizuri (cuff) kwenye mkono wako na tuko tayari kuanza, nitakuomba uweke mkono wako kwenye sehemu iliyo lainika (flat), kiganja (palm) kikiangalia juu ili katikati ya upande wa juu wa mkono wako uwe kwenye urefu sawa na moyo wako. Kisha, nitafinya kifaa cha kupima pressure kianze. Cuff itafura (inflate) na kutoa hewa (deflate) yenye (automatically). Itakufinya mkono wako kiasi lakini haitakuumiza.

1. **Do not ask the following question. Simply record your impressions.** Does the respondent refuse to allow his/her blood pressure to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the read statement before section 5.4. If NO, continue.

Log Number: |____|____|____|____|____|

Before we begin, I would like to ask you a few questions.

Kabla hatujaanza, ningependa kukuuliza maswali machache.

1ai. Did **[child name]** bathe, drink caffeine (eg: tea/chai), exercise or eat anything in the last 30 minutes? 1 = Yes | 2 = No |____|

1ai. Je **[child name]** alioga, kunywa caffeine km chai, alifanya mazoezi au kula chochote katika dakika 30 zilizopita?

1aii. By default, we would like to measure **[child name]**'s blood pressure using his/her left arm. Does **[child name]** have a rash, a cast, edema or swelling in the LEFT arm, or open sores, wounds or a significant bruise where the blood pressure cuff will be in contact?

1 = Yes | 2 = No |____|

1aii. Kama ilivyo kanuni ,tungependa kupima shinikizo la damu mwilini la **[child name]** tukitumia mkono wake wa kushoto. Je **[child name]** anayo upele, plaster, uvimbe au kufura kwa mkono wake wa kushoto au vidonda wazi, vidonda au kukwarunzwa mahali ambapo kifaa cha kupima shinikizo la damu (cuff) itaguza?

If NO, go to 1aiv. If YES, go to 1aiii.

1aiii. Does **[child name]** have a rash, a cast, edema or swelling in the RIGHT arm, or open sores, wounds, or a significant bruise where the blood pressure cuff will be in contact?

1 = Yes | 2 = No |____|

If YES, skip to Section 5.4. If NO, continue to 1aiv.

1aiv. **Do not ask the following question.** Please confirm that the blood pressure measurement will be taken using the **[LEFT/RIGHT]** arm. 1 = Yes | 2 = No |____|

(Now perform the test and record **[child name]'s blood pressure level)**

[FO INSTRUCTIONS]:

- (1) Make sure to use the appropriate size cuff. In most cases, it will be the kid's cuff. In cases where the kid's cuff is too small, there's the option to use the adult's cuff.
- (2) Make sure **[child name]** is sitting, ideally for 5 minutes prior. His/her legs should be uncrossed, and the feet flat on the floor.
- (3) Wrap the blood pressure cuff around the child's **[LEFT/RIGHT]** arm (bare) above the elbow. Make sure the tube is facing on the same side as the child's palm. Make sure the child's arm is on a flat surface, palm facing up, so that the center of his/her upper arm is at the same height as his/her heart.
- (4) Record the systolic and diastolic pressure and the pulse.
- (5) Repeat a second measurement on the same arm of the child.
- (6) Record the identification number of the blood pressure instrument.

Log Number: |____|____|____|____|____|

DO NOT tell the PC the child's blood pressure measurements unless they ask you for it. IF the PC asks for the child's measurements, write them down on the blank piece of paper. Inform the PC the measurements will be shared with them at the end of the survey.

1bi. SYS MEASUREMENT #1: |_____| mmHg

1bii. DIA MEASUREMENT #1: |_____| mmHg

1biii. PULSE #1: |_____| / min

1ci. SYS MEASUREMENT #2: |_____| mmHg

1cii. DIA MEASUREMENT #2: |_____| mmHg

1ciii. PULSE #2: |_____| / min

1d. IDENTIFICATION NUMBER OF BLOOD PRESSURE MONITOR: |_____|

1e. ***Do not ask the following question:*** Which cuff size did you use? 1 = Kid's cuff | 2 = Adult's cuff |____|

1fi. ***Do not ask the following question:*** Did the PC ask for the child's blood pressure and/or pulse measurements? 1 = Yes | 2 = No |____|

If YES, continue to 1fii. If NO, skip to 1fiii.

1fii. Did the FR ask for an interpretation of the child's blood pressure and/or pulse measurements? 1 = Yes | 2 = No |____|

1fiii. (Add comment section): _____

Section 5.4: Hemoglobin

READ: Now I would like to measure your child's hemoglobin level. To complete this measurement, I will be asking **[child name]** to take a seat and his/her hand in a stable position, with the palm facing down. I will use this machine to take a non-invasive measure of **[child name]**'s hemoglobin level. I will set the machine up and then connect the cable to his/her pinky finger. There's no pain or significant risk of injuries associated with this test. I will keep the cable connected to his/her finger for 1 minute, and then record the hemoglobin level from the machine.

READ: Sasa ningependa kupima kiwango cha hemoglobini ya mtoto wako. Ili kukamilisha kipimo hiki, nitamwomba **[child name]** akae na kuweka mkono mmoja katika nafasi thabiti, kwa kiganja kikiangalia chini. Nitatumia mashine hii kupima kiwango cha hemoglobini cha **[child name]**. Nitaweka mashine tayari kisha kuunganisha waya kwa moja wa kidole chake. Hakuna maumivu au hatari kubwa ya majeraha yanayohusiana na kipimo hiki. Nitashikilia waya kwa kidole chake kwa **DAKIA 1**, kisha nitarekodi kiwango cha hemoglobini kutoka kwenye mashine.

Log Number: |____|____|____|____|____|

1. [Do not ask the following question. Simply record your impressions.] Does the PC refuse to allow the child's hemoglobin level to be taken? 1 = Yes | 2 = No |____|

If YES, make sure to note the refusal on the "Survey Refusal Sheet" and skip to the next section. If NO, continue to 1a.

1a. Does [child name] have a rash, a cast, edema or swelling in both of his/her pinky fingers, or open sores, wounds or a significant bruise? 1 = Yes | 2 = No |____|

If YES, skip to the Conclusion. If NO, continue to 2a.

(Now perform the test and record [child name]'s hemoglobin level). Measure [child name]'s hemoglobin level using their non-dominant hand. If, for any reason, the measurement cannot be taken on the non-dominant hand, you may use the dominant hand instead.

[FO INSTRUCTIONS]: Charge the Hb machine's battery fully before using.

- (1) Connect the cable to the machine.
- (2) Insert [child]’s survey ID as label and Gender.
- (3) Press Start to begin the spot-check session.
- (4) Make sure [child name] is sitting, and his/her hand is in a stable position with the palm facing down.
- (5) Place the sensor on [child name]’s pinky finger. Once a pulse is detected, the machine beeps and the spot-check begins. Immediately after the beep, start the timer and select **Measure SpHb** to include the Hemoglobin measure on the check.
- (6) When the time reaches 1 minute, record the SpHb measure in SurveyCTO.

2a. Hb Level (e.g., 13.7 SpHb g/dl): |_____| . |_____| SpHb g/dL

2b. IDENTIFICATION NUMBER OF HB TESTING MACHINE: |____|

[FO INSTRUCTIONS]: DO NOT tell the PC the child's hemoglobin level unless they ask you for it. If the PC asks for the child's hemoglobin level, write it down on a blank piece of paper. Inform the PC that the measurements will be shared with them at the end of the survey.

[DO NOT READ]: Which finger did you use for HB measurement?

- 1 = Thumb
- 2 = Index Finger
- 3 = Middle Finger
- 4 = Ring Finger
- 5 = Pinky Finger

[DO NOT READ]: Did the PC ask for additional clarification or interpretation of their measurements? 1 = Yes | 2 = No |____|

Log Number: |____|____|____|____|____|

[DO NOT READ]: WERE THERE ANY INTERRUPTIONS, DISTURBANCES, OR IRREGULARITIES IN THIS ASSESSMENT? 1 = Yes | 2 = No |____|

[DO NOT READ]: DESCRIBE THE NATURE OF DISTURBANCES OR IRREGULARITIES _____

End of General Instructions

READ: As I mentioned when we were playing the games, we will now see which game counts so that you can retrieve your prize.

READ: Kama niliviyotaja tulipokuwa tukicheza michezo, sasa tutaona ni mchezo gani uliohesabika ili uweze kupata zawadi yako.

READ: Congratulations! You won [____] stars from the [first/second/third] game. Also, a kid from another village decided to share with you [____] pencils, so you have [____] additional stars. So, in total, you won [____] stars. Now you can exchange your stars for prizes in our store.

READ: Hongera! Umeshinda [____] nyota kutoka [first/second/third] mchezo. Pia, mtoto kutoka kijiji kingine aliamua kukugawia [____] penseli, kwa hivyo unayo [____] nyota za ziada. Kwa hivyo, kwa jumla, umejishindia [____] nyota. Sasa unaweza kubadilisha nyota zako kwa zawadi kwenye duka letu.

DO NOT READ: The tablet will show the game that counts. The kid will receive the stars corresponding to the games he/she played and the stars corresponding to whatever other kid decided to share.

READ: Thank you for your time. Offer the child a juice as a token of appreciation for their time.
BEFORE LEAVING, ENSURE YOU HAVE PACKED ALL THE KIDS TEST ITEMS IN YOU BAG.

— END —

Log Number: |____|____|____|____|____|



KLPS-5 KIDS PC-MODULE

Visit 2 - Wave 1

VERSION: JUNE 6, 2024

CHILD ID
____ ____ ____ ____ ____ ____ ____ -- ____ ____

This survey should be administered to the PRIMARY CAREGIVER of the child identified above. Note that for a caregiver with multiple children in our sample, a separate PC Module should be filled out for each child.

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SECTION 2: CAREGIVER INFORMATION

CONTACT SUB-SECTION

READ: We want to know the place that you and [child] usually sleep, not necessarily your ancestral lands or family home.

READ: Tungependa kujua mahali ambapo wewe pamoja na [child] hulala kwa kawaida, sio lazima kwa boma lenu asili wala kwenu.

0a. Country? Use G1 codes. <input type="text"/> Other: _____
0b. County? Refer to “1992 district” if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is “district” rather than “county”. Use G2a codes. <input type="text"/> Other: _____
If 77=FR COUNTY, continue. OTHERWISE, skip to question 0d.
0c. 2010 District? If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes. <input type="text"/> Other: _____
0d. Town / city? Use G3a codes. Code 20=Lives in a rural area. <input type="text"/> Other: _____ If LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 0g.
0e. Location? For FRs born in Uganda, ask for “county” rather than “location”. Use G3b codes. <input type="text"/> Other: _____
0f. Sub-location? For FRs born in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes. <input type="text"/> Other: _____
0g. Village / Neighborhood? Write. (999 =DK) _____
0h. Please describe the location of the home. Oh. Tafadhali eleza kuhusu mahali unapoishi.
Provide detailed description to home, including landmarks, distance from roads and any other detailed information where relevant. If there is a PSDP or GSP school nearby, please start your directions from that school. If not, pick a location that is well known in the area to be a starting point for your directions. References to specific businesses or homes (“ask for the home of...”) should be included where possible. _____

0i. Is there a phone number where I can reach you, even if you do not have your own phone?
0i. Kuna nambari ya simu ambayo tunaweza kukufikia, hata kama wewe mwenyewe hauna simu?

| ____ | 1 = Yes | 2 = No / Do not know a number

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

0ia. Please give me that number.

0ia. Tafadhalii nipe hiyo nambari.

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

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

- A. Country of phone number: **Use G1 codes.** | ____ | Other: _____
- B. Number: _____

0ib. Whose phone is this? **Write name.** _____

0ib. Hii ni nambari ya simu ya nani?

0ic. What is this person's relationship to you? **Use G4 codes.** | ____ | Other: _____

0ic. Una uhusiano gani naye?

0j. If that number isn't working or I can't reach you, is there another number that I can call?

| ____ | 1 = Yes | 2 = No / Do not know a number

0j. Iwapo hiyo nambari haifanyi kazi au hatuwezi kukufikia, kuna nambari nyingine ambayo tunaweza kupiga?

Probe FR for a second phone number. If NO, skip to question 0k. If YES, continue.

0ja. Please give me that number.

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

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

- A. Country of phone number: **Use G1 codes.** | ____ | Other: _____
- B. Number: _____

0jb. Whose phone is this? **Write name.** _____

0jb. Hii ni nambari ya simu ya nani?

0jc. What is this person's relationship to you? **Use G4 codes.** | ____ | Other: _____

0jc. Una uhusiano gani naye?

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

Ok. Je, kuna nambari ya simu ambapo unaweza kupata pesa kwa M-Pesa, hata kama simu si yako?

If “no”, probe the FR for one again. If the FR insists that there is no way to send them the money by M-Pesa, skip to the next read statement.

If “yes”, continue.

Ok. Please give me that number.

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

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

- A. Country of phone number: **Use G1 codes.** |____| Other: _____
- B. Number: _____

Okb. Whose phone is this? **Write name.** _____

Okb. Hii ni nambari ya simu ya nani?

Okc. What is this person’s relationship to you? **Use G4 codes.** |____| Other: _____

Okc. Una uhusiano gani naye?

00. Was a PC module collected in KLPS-4 for this child? |____| 1 = Yes | 2 = No

READ: Before I collect some information from you about the child(ren), I would like to ask you just a few questions about yourself.

READ: Kabla nikusanye habari fulani kutoka kwako kuhusu mtoto (watoto) ningependa kukuuliza maswali machache tu kukuhusu.

0a. What is your relationship with the child? **Use G4 codes.** |____| Other: _____

0a. Una uhusiano upi na mtoto?

0b. Next I would like to learn whether the child lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the child to be part of your household if you “eat from the same pot” as the child and if the child spends 4 nights or more in an average week sleeping in your home.

0b. Baadaye ningependa kujua kama mtoto anaishi kwa nyumba yako. Kwa nyumba yenu ninamaanisha mahali ambapo unalala kila mara, si lazima kwa boma lenu asili wala kwenu. Tafathali fikina kuwa mtoto ni mmoja wapo wa nyumba yako ikiwa “anakula nawe kutoka kwenye chungu kimoja” kama mtoto na analala usiku nne au zaidi kwa wiki ya kawaida kwa nyumba/yako.

Does the child “eat from the same pot” and spend 4 nights or more in an average week sleeping in your home? |____| 1 = Yes | 2 = No | 999 = DK

Je mtoto "anakula kutoka kwenye chungu kimoja" na kulala usiku nne au zaidi kwa wiki ya kawaida?

Obi. Has [child] ever lived outside of your household for a period of four months or more?

| ____ | 1 = Yes | 2 = No | 999 = DK

If this interview is with the KLPS respondent listed on the tracking sheet (Section 1, Question 13=Yes), skip to question 6. If a separate PC module has already been filled in for this caregiver (Section 1, Question 12c=Yes), skip to question 0d.

Oc. What is your relationship with the parent of the child, [name of KLPS Adult]? | ____ | Use G4 codes.

0c. Uhusiano wako ni gani na mzazi wa mtoto [name of KLPS Adult]?

If the KLPS parent is deceased (Section 1, Question 12b=Yes), skip to question 1.

Od. Next, I would like to learn whether the child lives in the same household as [name of the KLPS adult]. Does the child "eat from the same pot" and spend 4 nights or more in an average week in the home of [name of KLPS adult]?

Od. Kisha, ningependa kujua kama mtoto anaishi katika nyumba moja na [name of KLPS adult].

Je, mtoto "hula kutoka chungu kimoja" na kukaa usiku 4 au zaidi katika wastani wa wiki nyumbani kwa [name of KLPS adult]?

Odi. Has [child] ever lived outside of the same household as [name of the KLPS adult] for a period of four months or more? | ____ | 1 = Yes | 2 = No | 999 = DK

Odi. Je, [child] amewahi kuishi nje ya nyumba na [name of KLPS adult] kwa muda wa miezi minne au zaidi?

If the answer to 0b is yes or the answer to 0d is yes, skip to question 1.

0e. Next I would like to learn whether the parent of the child, [name of KLPS Adult] lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the parent to be part of your household if you "eat from the same pot" as the parent and if the parent spends 4 nights or more in an average week sleeping in your home.

Does the parent of the child, [name of KLPS Adult] "eat from the same pot" and spend 4 nights or more in an average week sleeping in your home? | ____ | 1 = Yes | 2 = No | 999 = DK

0e. Baadaye ningependa kujua kama mzazi wa mtoto, [name of KLPS Adult] anaishi kwenye nyumba yako. Kwa nyumba yenu ninamaanisha mahali ambapo unalala kila mara, si lazima kwa boma lenu asili wala kwenu. Tafadhalii fikina kuwa mzazi ni mmoja wapo wa nyumba yako ikiwa "anakula kutoka kwenye chungu kimoja" kama mzazi na kama mzazi analala usiku nne au zaidi kwa wiki ya kawaida kwa nyumba yako.

Je mzazi wa mtoto [name of KLPS Adult] "anakula kutoka kwenye chungu kimoja" na kulala usiku nne au zaidi kwa wiki ya kawaida kwenye nyumba yako?

If a separate PC module has already been filled in for this caregiver (Section 1, Question 12c=Yes), skip to question 6.

1. **Do not ask the following question.** What is the caregiver's gender? | ____ | 1 = Male | 2 = Female

2. What is your current age, in years? **Probe if the caregiver says they don't know. Try to get them to estimate the year of birth, and calculate age from that.** | ____ | 999 = DK

2. Kwa sasa una umri wa miaka mingapi?
3. What is the highest level of education you received? **Use G6 codes.** |____| Other: _____
3. Ni kiwango kipi cha juu cha elimu ulichopata?
4. What is your current occupation? **Use G9 codes.** |____| Other: _____
4. Kazi yako ya sasa ni ipi?
5. What is your tribe (or mother tongue)? **Use G10 codes. Females should NOT give the tribe of their husband. If the caregiver is LUHYA, press for subtribe.**
5. Kabilia lako ni lipi?
- 5a. What is your religion / denomination? **Use G11 Codes** |____| Other: _____
- 5a. Je, dini yako ni gani?

Answer question 6 even if FR is KLPS FR.

6. What language do you speak most often with the child? **Use G13 codes.** |____| Other: _____

6. Lugha gani mnatumia sana sana/zaidi na mtoto?

6a. Are there other languages you speak often with the child?

|____| 1 = Yes | 2 = No | 999 = DK

6a. Je, kuna lugha zingine unatumia kuongea na mtoto?

If YES, continue. If NO or DK, skip to section 2.7.

6b. Which other languages? **List up to three. Use G13 codes.**

|____| |____| |____| Other: _____

6b. Ni lugha zingine zipi?

If this interview is with the KLPS parent respondent listed on the tracking sheet (Section 1, Q13=Yes), OR if a separate PC module has been completed by this caregiver (Section 1, Q12c=Yes), skip to Section 3. Otherwise, continue.

SECTION 2.7: CESD

READ: 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

READ: Nitakusomea orodha mbalimbali za hisia ambazo huenda umepitia au umehisi. Tafadhalii onyesha jinsi ambayo umekuwa ukihisi kwa muda wa wiki 1 iliopita ukitumia majibu haya.

Tumia ratili hii.

1 = Mara chache au hakuna wakati wowote

2 = Wakati fulani au kidogo

3 = Mara kwa mara au muda wa wastani

4 = Wakati wote

Show the respondent scale #1. Demonstrate that they should select their response using the scale. Note: For the rest of the questions in this section, read the questions exactly as written. You may repeat any questions as many times as you'd like, but do not rephrase any question or add additional comments or explanations. If the FR has trouble understanding the statement, please re-read but do not try to explain the questions in a different manner.

1. In the past week, I was bothered by things that usually don't bother me |____|
1. **Katika wiki iliyopita, nilisumbuliwa na vitu ambavyo kwa kawaida huwa haviniusumbui**

2. In the past week, I had a problem in concentration on what I was doing |____|
2. **Katika wiki iliyopita, nilikuwa na shida kuzingatia kile nilichokuwa nikifanya**

3. In the past week, I felt depressed and troubled in my mind |____|
3. **Katika wiki iliyopita nilihisi kuwa na mawazo mengi na kusumbuka kiakili**

4. In the past week, I felt that everything that I did took up all my energy |____|
4. **Katika wiki iliyopita nilihisi kila kitu nilichofanya kilichukua nguvu zangu zote**

5. In the past week, I felt hopeful about the future |____|
5. **Katika wiki iliyopita, nilihisi kuwa na matumaini kuhusu siku za usoni**

6. In the past week, I felt afraid |____|
6. **Katika wiki iliyopita, nilihisi uoga**

7. In the past week, I had difficulty in sleeping peacefully |____|
7. **Katika wiki iliyopita, nilikuwa na shida ya kulala kwa amani**

8. In the past week, I was happy |____|
8. **Katika wiki iliyopita, nilikuwa na furaha**

9. In the past week, I felt lonely |____|
9. **Katika wiki iliyopita, nilihisi upweke**

10. In the past week, I lacked the motivation to do anything |____|
10. **Katika wiki iliyopita nilikosa motisha ya kufanya chochote**

SECTION 2.2: CHILD LOCATION HISTORY

1. Where was **[child]** born?

1. **[child] alizaliwa wapi?**

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

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

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

1c. 2010 District? *If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.*

| | Other: _____

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

f 20 (lives in a rural area), continue. Otherwise, skip to 1g.

1e. Location? *For FRs living in Uganda, ask for “county” rather than “location”. Use G3b codes.*

| | Other: _____

1f. Sub-location? *For FRs living in Uganda, ask for “sub-county” rather than “sub-location”.*

Use G3c codes. | | Other: _____

1g. Village/neighborhood? *Write.* (999 = DK) _____

1h. *If the primary caregiver is the KLPS respondent (Section 1, Question 13=Yes), ask:* Did [child] live in the same household as you in this location? | | 1 = Yes | 2 = No | 999 = DK

1h. Je [child] aliishi na wewe kwa nyumba moja mahali hapa?

If the primary caregiver is not the KLPS respondent (Section 1, Question 13=No), ask:

1i. Did [child] live in the same household as [KLPS adult] in this location?

| | 1 = Yes | 2 = No | 999 = DK

1i. Je [child] aliishi na [KLPS adult] kwa nyumba moja mahali hapa?

1 = Yes, for the full time [child] was in this location | 2 = Yes, some of the time | 3 = No, none of the time

2. In the first year of life, what was [child]’s primary location of residence? _____

2. Kwa mwaka wa kwanza wa maisha yake, mahali pa [child] pakawaida pakuishi ilikuwa gani?

2a. Country? *Use G1 codes.* | | Other: _____

2a. Jimbo? Use G1 codes.

2b. County? *Refer to “1992 district” if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is “district” rather than “county”. Use G2a codes.* | | Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 2d.

2c. 2010 District? *If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.*

| | Other: _____

2d. Town / city? *Use G3a codes. Code 20=Lives in a rural area.* | | Other: _____

If 20 (lives in a rural area), continue. Otherwise, skip to 2g.

2e. Location? *For FRs living in Uganda, ask for “county” rather than “location”. Use G3b codes.*

| | Other: _____

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

2g. Village/neighborhood? *Write.* 999 = DK _____

2g. Kijiji / Mtaa?

18 / 52 FO Comments:

2h. **If the primary caregiver is the KLPS respondent (Section 1, Question 13=Yes), ask:** Did [child] live in the same household as you in this location? | ____ | 1 = Yes | 2 = No | 999 = DK

2h. Je [child] aliishi na wewe kwa nyumba moja mahali hapa?

If the primary caregiver is not the KLPS respondent (Section 1, Question 13=No), ask:

2i. Did [child] live in the same household as [KLPS adult] in this location? | ____ |

1 = Yes, for the full time [child] was in this location | 2 = Yes, some of the time | 3 = No, none of the time

2i. Je [child] aliishi na [KLPS adult] kwa nyumba moja mahali hapa?

If child has never lived for four months or more outside the same household as the KLPS respondent (Either (A) primary caregiver is the KLPS respondent AND Section 2, Question 0bi=No - OR - (B) Section 2, Question 0di=No), skip to Section 3.

READ: Now I want to ask you where [child] lived in each year since they were born in [year of birth].

READ: Sasa nataka kukuuliza ni wapi [child] aliishi kila mwaka tangu azaliwe [year of birth]?

Repeat questions 3-4 for each calendar year between [year of birth + 1] and [current year].

3. In the year [year], for how many months did [child] not live with [name of KLPS respondent]? | ____ | months

3. Katika mwaka wa (year) ni kwa miezi mingapi [child] hakuishi na [name of KLPS respondent]?

If less than four months, continue to the next year, starting with question 3. If four months or more, continue to question 4.

READ: Now I will ask you to tell me about all locations [child] lived during [year] when [child] did not live with [name of KLPS respondent].

READ: Sasa nitakuuliza uniambie kuhusu sehemu zote [child] aliishi katika mwaka wa (year) wakati [child] hakuwa anaishi na [name of klps respondent].

4. What was [child]'s primary location of residence in [year] in those months when [child] did not live with [name of KLPS respondent]?

4. Je, ni wapi ilikuwa [child] pahali pa kawaida pa kuishi katika mwaka wa [year] kwa hizo miezi [child] hakuishi na [name of KLPS respondent]?

4a. Country? **Use G1 codes.** | ____ | Other: _____

4b. County? **Refer to "1992 district" if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.** | ____ | Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 4d.

4c. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.**

| ____ | Other: _____

19 / 52 FO Comments:

4d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.** | | Other: _____

If 20 (lives in a rural area), continue. Otherwise, skip to 4g.

4e. Location? **For FRs living in Uganda, ask for "county" rather than "location". Use G3b codes.**

| | Other: _____

4f. Sub-location? **For FRs living in Uganda, ask for "sub-county" rather than "sub-location".**

Use G3c codes. | | Other: _____

4g. Village/neighborhood? **Write.** (999 = DK) _____

4g. **Kijiji / Mtaa?** **Write.** (999 = DK)

4h. Was [child] in boarding school or some other institution at this location in the [year]?

1 = Yes | 2 = No | |

4h. Je [child] alikuwa katika shule ya bweni ama shule nyingine yejote mahali hapa mwaka wa [year]?

5. Is there another location [child] lived for four months or more in [year] without [KLPS adult]?

1 = Yes | 2 = No | |

5. Je kuna sehemu nyingine [child] aliishi kwa miezi minne au zaidi katika mwaka wa [year] bila [KLPS adult]?

If no, continue to section 3. If yes, continue to questions 6-6h.

6. What was the other location [child] lived in [year] for four months or more without [KLPS adult]?

6. Je ilikuwa ni sehemu gani nyingine [child] aliishi katika mwaka wa [year] kwa miezi minne au zaidi bila [KLPS adult]?

6a. Country? **Use G1 codes.** | | Other: _____

6b. County? **Refer to "1992 district" if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.** | | Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 6d.

6c. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.**

| | Other: _____

6d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.** | | Other: _____

If 20 (lives in a rural area), continue. Otherwise, skip to 6g.

6e. Location? **For FRs living in Uganda, ask for "county" rather than "location". Use G3b codes.**

| | Other: _____

6f. Sub-location? **For FRs living in Uganda, ask for "sub-county" rather than "sub-location".**

Use G3c codes. | | Other: _____

6g. Village/neighborhood? **Write.** 999 = DK _____

6g. **Kijiji / Mtaa?** **Write.**

6h. Was [child] in boarding school or some other institution at this location?

1 = Yes | 2 = No | |

6h. Je [child] alikuwa katika shule ya bweni ama shule nyingine yejote mahali hapa?

20 / 52 FO Comments:

SECTION 3: CHILD HEALTH AND DEVELOPMENT

READ: Thank you. Now I would like to ask you some questions about the health of [child]. You may not know the answers to some of these questions, and that is fine. Please try to answer to the best of your knowledge.

READ: Asante. Sasa ningependa kukuuliza maswali kadhaa kuhusu afya ya [child]. Unaweza kosa kujua majibu ya baadhi ya haya maswali na hiyo ni sawa. Tafadhalii jaribu kujibu kadri unavyofahamu.

1. **Is the caregiver being interviewed here the child's biological parent? If you are unsure, you may ask.** Are you the biological parent of the child? |____| 1 = Yes | 2 = No
1. Je, wewe ndio mzazi wa kibiolojia wa mtoto?

Was a PC module completed for this child in KLPS4? (Based on the answer to Q12a in section 1.) If NO, continue. If YES skip to question 3.

2. **If you can see the health card, record the following information without asking.**

Otherwise, ask: What was the weight of [child] at birth? (9.9 = Weight not measured at birth, 99.0 = Weight measured but caregiver doesn't know it, or caregiver doesn't know if weight was taken at birth) |____|. |____| kg

- 2a. **Was information on birth weight recorded from the health card?** 1 = Yes | 2 = No |____|

Note: If you can see the health card, record responses to questions 3-3f using the health card. If no health card is available or if a vaccine is not indicated, ask the respondent.

3. Has [child] ever received any vaccinations to prevent him/her from getting diseases?

3. Je [child] amewahi pokea chanjo yoyote ili kumkinga kutokana na kupata magonjwa?

1 = Yes | 2 = No | 999 = DK |____|

If YES, continue. Otherwise, skip to question 4.

Was a PC module completed for this child in KLPS4? (Based on the answer to Q12a in section 1.) If NO, continue. If YES skip to question 4.

- 3a. Has [child] received a BCG vaccination against tuberculosis, that is an injection in the left arm that usually causes a scar? |____|

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

- 3a. Huyu [child] ameshawahi kupokea chanjo dhidi ya ugonjwa wa kifua kikuu (TB), hii ni sindano ambayo hudungwa kwenye mkono wa kushoto. Na kwa kawaida husababisha alama mahala palipo dungwa?

3b. Has [child] received a Polio vaccine, that is drops in the mouth? | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3b. Huyu [child] amepokea chanjo dhidi ya ugonjwa wa kupooza (Polio vaccine), hii hupewa kwa kuweka matone mdomoni?

3c. Has [child] received a DPT vaccination, that is an injection in the thigh, sometimes at the same time as the polio drops? | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3c. Huyu [child] amepokea chanjo dhidi ya ugonjwa wa kifaduro (DPT vaccination) hii ni sindano kwenye paja, wakati mwengine hupewa pamoja na chanjo dhidi ya ugonjwa wa kupooza?

3d. Has [child] received the first dose of a measles (or MMR or MR) vaccination, that is an injection in the arm at the age of 9 months or older, to prevent him/her from getting the measles? | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3d. Huyu [child] amepokea dozi ya kwanza ya chanjo dhidi ya ugonjwa wa ukambi (measles or MMR or MR) hiyo ni sindano ambayo hudungwa kwa mkono mtoto akiwa na miezi tisa au zaidi ili kumkinga dhidi ya kupata ukambi (measles)?

3e. Has [child] received a yellow fever vaccination, that is an injection in the arm at the age of 9 months or older, to prevent yellow fever? | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3e. Huyu [child] amepokea chanjo dhidi ya homa ya manjano (yellow fever vaccination)? Hii ni sindano kwa mkono katika umri wa miezi tisa au zaidi kuzuia homa ya manjano?

3f. Has [child] received the second dose of a measles (or MMR or MR) vaccination, that is an injection in the arm between the ages of 4 and 6 years, to prevent him/her from getting the measles? | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3f. Huyu [child] amepokea dozi ya pili ya chanjo dhidi ya ugonjwa wa ukambi (Measles au MMR au MR), hiyo ni sindano ambayo hudungwa kwa mkono mtoto akiwa katika umri wa miaka 4 na 6, ili kumkinga dhidi ya kupata ukambi (measles)?

3g. Has [child] received the HPV vaccination, which is usually given after age 9, which is given as an injection in the upper arm, to protect against cervical cancer? (*Since these are new questions in KLPS-5, ask these for all children.*) | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3g. Huyu [child] amepata chanjo ya HPV, ambayo kwa kawaida hutolewa baada ya umri wa miaka 9 ambayo inatolewa kama sindano kwenye mkono wa juu, ili kujikinga na saratani ya cervical cancer?

3h. Has [child] received a vaccination for Covid-19? (*Since these are new questions in KLPS-5, ask these for all children.*) |____|

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3h. Huyu [child] amepata chanjo ya Covid-19?

3i. Has [child] received any other vaccination? 1 = Yes (specify) | 2 = No | 999 = DK |____|

3i. Huyu [child] amepokea chanjo nyingine yoyote?

4. Last night, did [child] sleep under a bed net? 1 = Yes | 2 = No | 999 = DK |____|

4. Usiku uliopita huyu [child] alilala ndani ya neti ya kuzuia mbu?

5. Have any drugs for worm infections or schistosomiasis been given to [child] in the last 12 months? 1 = Yes | 2 = No | 999 = DK |____|

5. Madawa yoyote ya uambukizanaji wa minyoo au kichocho yamewahi pewa [child] kwa miezi kumi na miwili iliyopita?

6. During the past seven days, has [child] experienced any of the following:

1 = Yes | 2 = No | 999 = DK |____|

6. Kwa siku saba zilizopita, je [child] amekumbana/amekuwa na hali zifuatazo:

- Fever / malaria? - Joto Jingi/Malaria
- Vomiting? - kutapika
- Cough? - Kukohoa
- Diarrhea? - Kuhara/Kuendesha
- Any other infection? - Maambukizi mengine? *If Yes, Specify:* _____

7. Overall, would you say [child]'s health is very good, good, fair, poor, or very poor? |____|

5 = Very good | 4 = good | 3 = fair | 2 = poor | 1 = very poor | 999 = DK

7. Kwa ujumla utasema afya ya huyu [child] ni nzuri sana, nzuri, kadri, mbaya au mbaya sana?

8. Has [child] experienced any major health problems since or at birth? By this I mean serious illnesses or injuries, whether they required hospitalization or not, such as cerebral malaria, pneumonia, tuberculosis, asthma, malnutrition, anemia or a broken arm or leg, or any other diagnosis of chronic or acute problems? 1 = Yes | 2 = No | 999 = DK |____|

8. Je, [child] amepata matatizo yoyote makubwa ya kiafya tangu au alipozaliwa? Hapa ninamaanisha magonjwa au majeraha makubwa, iwe yalihitaji kulazwa hospitalini au la, kama vile malaria ya ubongo (cerebral malaria), nimonia (pneumonia), kifua kikuu (TB), pumu

(Asthma), utapiamlo (Malnutrition), upungufu wa damu (Anemia) au kuvunjika mkono au mguu, au utambuzi wowote wa matatizo ya muda mrefu au makali?

8a. **If yes:** Describe. _____

Was a PC module completed for this child in KLPS4? (Based on the answer to Q12 in section 1.)
If NO, continue. If YES skip to question 10.

9. How old (in months) was [child] when he/she began walking? |____| months (999 = DK, 888=Never walked)

9. Je [child] alikuwa na umri gani (kwa miezi) alipoanza kutembea?

If DK, continue. Else skip to question 10.

9a. Was the child older or younger than 2 years old when he / she began walking?

1 = Older | 2 = Younger | 999 = DK |____|

9a. Je, mtoto alikuwa chini au zaidi ya miaka 2 alipoanza kutembea?

10. Compared with other children, does [child] have difficulty seeing, either in the daytime or at night? 1 = Yes | 2 = No | 999 = DK |____|

10. Kulinganisha na watoto wengine je [child] ana ugumu kuona aidha mchana au usiku?

11. Does [child] appear to have difficulty hearing? 1 = Yes | 2 = No | 999 = DK |____|

11. Je, [child] anaonekana kuwa na ugumu kusikia?

12. When you tell [child] to do something, does he/she seem to understand what you are saying? 1 = Yes | 2 = No | 999 = DK |____|

12. Unapomuambia [child] kufanya kitu, je ye ye huonekana kuelewa unachokisema?

13. Does [child] have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs? 1 = Yes | 2 = No | 999 = DK |____|

13. Je [child] ana ugumu kutembea au kusongesha mikono au je ana udhaifu na au ugumu kwenye mikono au miguu?

14. Does [child] sometimes have seizures, become rigid, or lose consciousness?

1 = Yes | 2 = No | 999 = DK |____|

14. Je [child] wakati mwingine huwa anajinyosha (seizures), mwili kuwa mgumu au kupoteza fahamu?

15. Does [child] learn to do things like other children his/her age?

1 = Yes | 2 = No | 999 = DK |____|

15. Je [child] hujifunza kufanya vitu kama watoto wengine wa umri wake?

16. Does [child] speak at all (can he/she make himself/herself understood in words; can he/she say any recognizable words)? 1 = Yes | 2 = No | 999 = DK | ____ |

16. Je, [child] huongea hata kidogo? (je mtoto anaweza fanya aeleweke kwa kuongea, anaweza kusema maneno yanayotambulika)?

17. Is [child]'s speech in any way different from normal? 1 = Yes | 2 = No | 999 = DK | ____ |

17. Je kuongea kwa [child] ni tofauti kwa njia yoyote na kawaida?

18. Compared with other children of his/her age, does [child] appear in any way cognitively delayed, or delayed in language? 1 = Yes | 2 = No | 999 = DK | ____ |

18. Kulinganishwa na watoto wengine wa umri wake, je [child] anaonekana kwa njia yoyote kuchelewa kiakili au kuchelewa kuongea?

Note: If parents do not understand, probe if child was speaking or saying words by age 2. If not speaking, please select YES.

19. How many meals did [child] eat yesterday? Chai (tea) itself is not to be considered as a meal. | ____ |

19. [Child] alikula mlo ngapi jana? Chai bure haihesabiwi kama mlo.

If ZERO, skip to question 21.

20. How many of these meals included meat or fish? Omena (small fish) should be included, but eggs should not. | ____ |

20. Ni ngapi kati ya mlo hii ilikuwa ya nyama, samaki au kuku. Omena/Fulu inahesabiwa lakini mayai haihesabiwi

21. How many days in the last 7 days did [child] go to sleep hungry because there was not enough food? (999=DK) | ____ |

21. Je, ni siku ngapi katika siku 7 zilizopita [child] alilala njaa kwa sababu hakukuwa na chakula cha kutosha? (999=DK)

SECTION 4: SLEEP PATTERNS - CHILDREN

READ: Now I would like to ask you some questions about [child]'s sleep.

READ: Sasa ningependa kukuuliza maswali kadhaa kuhusu kulala kwa [child] wako.

1. What time did **[CHILD'S NAME]** go to bed last night? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)
(hour) (min)

1. [child] alienda kulala saa ngapi jana usiku?

2. What time did [CHILD'S NAME] wake up this morning? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)
(hour) (min)

2. [child] aliamka saa ngapi leo asubuhi?

3. In total, how long did [CHILD'S NAME] nap over the last 24 hours? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK) (hour)
(min)

3. Kwa jumla [child] alilala usingizi mfupi mchana kwa muda gani katika masaa 24 zilizopita?

4. **Over the last month** what was [CHILD'S NAME]'s usual bedtime? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK) (hour)
(min)

4. Kwa mwezi uliopita, kwa kawaida [child] alikuwa anaenda kulala saa ngapi?

4b. **Over the last month** what was [CHILD'S NAME]'s usual wake up time? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)]
(hour) (min)

4b. Kwa mwezi uliopita, kwa kawaida [child] alikuwa anaamka saa ngapi?

SECTION 5A: HOME ENVIRONMENT INFORMATION

READ: Thank you. Now I would like to ask you some questions about the daily life of [child].

READ: Asante. Sasa ningependa kukuuliza maswali fulani kuhusu maisha ya kila siku ya [child].

1. Now I'd like to ask about things that are in the home where the child lives.

1. Sasa ningependa kuuliza kuhusu vitu ambavyo viko nyumbani ambako mtoto anaishi.

1a. Is there a music player or radio that [child] can listen to at home, or a smartphone or other device which [child] uses to listen to music at home? 1 = Yes | 2 = No | 999 = DK [__]

1a. Kuna kinanda au radio ambayo [child] anaweza sikiliza akiwa nyumbani au smartphone au kifaa kingine ambacho [child] hutumia kusikiliza muziki nyumbani?

1b. Is there something [child] uses to make music at home such as a drum, horn, kayamba, or guitar? 1 = Yes | 2 = No | 999 = DK [__]

1b. Je kuna chochote [**child**] hutumia kutengeneza muziki nyumbani kama vile ngoma, pembe (horn), kayamba au gitaa? 1 = Yes | 2 = No | 999 = DK

1c. About how many books are there in [**child**]'s home (including the Bible or other religious books, dictionary, textbooks, children's books and picture books)? (999 = DK)

1c. Ni kama vitabu vingapi vilivyo nyumbani kwa [**child**] (ikijumulisha bibilia au vitabu vingine vya dini, kamusi, vitabu vya watoto, vitabu vya kusoma au vitabu vya picha)?

1d. About how many storybooks or picture books are in [**child**]'s home? Please include any storybooks or picture books you received as a gift. Please only include children's storybook and/or picture books. DO NOT include any textbooks or magazines or e-books. (999 = DK)

1d. Ni kama vitabu vingapi vya hadithi au vya picha ziko nyumbani kwa [**child**]? Tafadhalii jumuisha vitabu vyovoyote vya hadithi au vya picha ulivyopokea kama zawadi. Tafadhalii jumuisha tu vitabu vya Watoto vya hadithi au picha. Usijumuisha vitabu vingine vya textbooks ama magazines ama e-books.

1di. About how many e-books does [**child**] have access to at home including Textbooks, children's books, storybooks or picture books? (999 = DK)

1di. Ni kama vitabu vingapi vya e-books [**child**] anaweza soma nyumbani ukijumuisha vitabu vyovoyote vya hadithi au vya picha, na Textbooks?.

1e. About how many children's textbooks are in [**child**]'s home? (999 = DK)

1e. Ni kama vitabu vingapi vya watoto vya kusoma vipo kwenye nyumba ya [**child**]?

Number of children's books and the number of textbooks should not exceed the total number of books (question 1c).

1f. Is there any other reading material in [**child**]'s home, such as newspapers, magazines, pamphlets, or brochures? 1 = Yes | 2 = No | 999 = DK

1f. Kuna vitu vingine vyovoyote vya kusoma nyumbani kwa [**child**] kama magazeti, pamphlet, magazine au bronchures?

1g. Are there any pictures, posters, calendars, or other type of art work on the walls at [**child**]'s home? 1 = Yes | 2 = No | 999 = DK

1g. Kuna picha, vibandiko vya ukuta, kalenda au aina nyingine ya michoro ukutani nyumbani kwa [**child**]?

1h. Does [**child**] have paper and pencil, pen or art supplies (such as crayons or paints) to write or draw with at home? 1 = Yes | 2 = No | 999 = DK

1h. Je [**child**] ana karatasi na pencil, kalamu au vifaa vya kuchora kama [crayons] za kuandika au kuchora nyumbani?

1i. Does [child] make his/her own toys to play with, such as a football or dolls?

1 = Yes | 2 = No | 999 = DK [__]

1i. Je [child] hutengeneza vitu vyake kucheza kama mpira au doli?

1j. Does [child] play any games of strategy such as ludo game, draught (checkers), chess, or strategy video/phone games? 1 = Yes | 2 = No | 999 = DK [__]

1j. Je [child] hucheza michezo ya mikakati kama mchezo wa ludo, drafu(checkers), chess, au mchezo wa mkakati (strategy) video/phone games?

1k. In the last 12 months, how often has a family member taken [child] to travel to another region or city? [__]

1k. Kwa mwaka uliopita, ni mara ngapi mtu wa familia amempeleka [child] kusafiri hadi sehemu nyingine au mji?

If Busia-based FR READ: By another region, we mean a trip of 30km or more. 30km is about the distance from Busia Town to Segia or Malaba.

If Busia-based FR READ: Kwa sehemu nyingine, tunamaanisha matembezi ya 30km au zaidi. 30km ni kama umbali wa kutoka Busia Town hadi Segia au Malaba.

If Nairobi-based FR READ: By another region, we mean a trip of 30km or more. 30km is about the distance from Nairobi Town to Kitengela or Ruiru.

If Nairobi-based FR READ: Kwa sehemu nyingine, tunamaanisha matembezi ya 30km au zaidi. 30km ni kama umbali wa kutoka Nairobi Town hadi Kitengela au Ruiru. Enter number of times in the last year.

Enter number of times in the last year. (999 =DK) | ____ | times

2. How strongly do you agree with the statement, “I know how my child spends their time each day”? | ____ |

1 = Strongly disagree | 2 = Disagree | 3 = Neither agree nor disagree | 4 = Agree | 5 = Strongly agree | 999 = DK

2. Je, unakubali kwa kiasi gani na taarifa hii, “Ninajua jinsi mtoto wangu anavyotumia wakati wake kila siku”?

3. How many hours did [child] spend in class time during the last day [child] attended school?

3. Ni masaa mangapi [child] alitumia darasani siku ya mwisho [child] alihudhuria shule?

| ____ | 999 = DK **Round to the nearest hour.**

3a. How long does it take [child] to get to and from school in minutes? | ____ | (999 =DK)

3a. Ni dakika ngapi inamchukua [child] kuenda na kurudi kutoka shulenii kwa dakika?

ENUMERATOR NOTE: If child is **in Boarding school**, record **zero minutes**.

From 6am yesterday morning to 6am this morning...

28 / 52 FO Comments:

Kuanzia jana 6am to 6am asubui...

3b. How long, in hours and minutes did [child] spend doing structured activity outside of class time, for example, a dancing/music/drama club, an environmental club, a scouts club, not including religious activities or sports?

3b. [child] alitumia masaa na dakika ngapi kufanya shughuli iliyopangwa nje ya darasa, kwa mfano, klabu ya dansi/muziki/drama, klabu ya mazingira, klabu ya skauti, si ikiwa ni pamoja na shughuli za kidini au michezo?

Hours: |_____| 999 =DK

Minutes: |_____| 999 =DK

3c. How long, in hours and minutes did [child] spend doing prayers, bible study, religious study or other religious activities?

3c. Ni masaa na dakika ngapi [child] alifanya maombi, kujifunza biblia, mafunzo ya dini au shughuli zingine za kidinii?

Hours: |_____| 999 =DK

Minutes: |_____| 999 =DK

3d. How long, in hours and minutes, did [child] spend playing formal sports with a team?

3d. Ni masaa na dakika ngapi [child] alifanya akicheza michezo rasmi na timu?

Hours: |_____| 999 =DK

Minutes: |_____| 999 =DK

3e. How long, in hours and minutes, did [child] spend playing with friends (such as rukaruka, playing football with friends, or other games), not including formal sports?

3e. Ni masaa na dakika ngapi [child] alicheza na marafiki (kama kurukanuka, kucheza mpira wa kandanda na marafiki au michezo mingine) usipojumuisha mchezo rasmi?

Hours: |_____| 999 =DK

Minutes: |_____| 999 =DK

3f. How long, in hours and minutes, did [child] spend doing chores, such as fetching water, washing, cooking, caring for other siblings, etc (not including agricultural activities or taking care of chicken, livestock or other animals)?

3f. Ni masaa na dakika ngapi [child] alifanya kazi kama kuchota maji kuosha, kupika, kushughulikia watoto wengine n.k. (bila kujumuisha shughuli za ukulima au kushughulikia kuku, mifugo, au wanyama wengine)?

Hours: |_____| 999 =DK

Minutes: |_____| 999 =DK

3g. How long, in hours and minutes, did [child] spend on the family business, family farm, or agricultural activities including taking care of chicken, livestock, or other animals?

3g. Ni masaa na dakika ngapi [child] alifanya shughuli za biashara ya familia au shamba la familia au shughuli za ukulima ikijumuisha shughuli za kuku, mifugo au wanyama wengine)?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3h. How long, in hours and minutes, did [child] spend reading, doing homework, or studying for school?

3h. Ni masaa na dakika ngapi [child] alitumia kusoma, kufanya kazi ya ziada au kujisomea mwenyewe masomo ya shule?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3i. How long, in hours and minutes, did [child] spend watching television, listening to the radio, playing video games, or playing with a phone, tablet, or computer?

3i. Ni masaa na dakika ngapi [child] alitumia kutazama televisheni, kusikiliza radio, kucheza na simu, tablet, compyuta au kucheza michezo ya video?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3j. Is there another activity, beside sleep, that the child did for more than 2 hours? *If yes*, what is the activity, and how many hours did [child] do this activity? (999 = Don't know) | ____ |

Other, specify: _____

3j. Je kuna shughuli ingine tofauti kando na kulala ambayo mtoto alifanya kwa zaidi ya masaa mawili? Ni shughuli gani, na [child] alichukua muda gani kufanya hiyo shughuli? (999 = Don't know)

4. Sometimes children take care of siblings or other children from other households while they are doing other things. How many hours in total do you think [child] cares for children on a typical week day, even if [child] is doing other things at the same time? | ____ | (999 =DK)

4. Wakati fulani watoto huwatunza ndugu au watoto wengine wanapofanya mambo mengine. Je, unafikiri [child] hutunza watoto kwa saa ngapi kwa siku ya kawaida ya wiki, hata kama [child] anafanya mambo mengine kwa wakati mmoja?

5. Does [child] receive any pocket money for them to spend as they wish?

1 = Yes | 2 = No | 999 = DK | ____ |

5. Je, [child] anapokea pocket money ili atumie apendavyo?

If yes, continue to 5a. Otherwise skip to 6.

5a. How much pocket money does [child] receive each week (in KSH)? | ____ | (999 = DK)

5a. [child] hupokea pesa ngapi kila wiki (katika KSH)?

6. Does **[child]** do any chores or work inside the home, for example, collecting water, caring for livestock, or helping with a family business? 1= Yes | 2 = No | 999 = DK | ____ |

6. Je, **[child]** anafanya kazi zozote za nyumbani au anafanya kazi ndani ya nyumba, kwa mfano, kuchota maji, kuchunga mifugo, au kusaidia katika biashara ya familia?

If yes, continue to 6a. Otherwise, skip to 7.

6a. How many hours did **[child]** do chores or work inside the home in the last week? (999=DK)

6a. Je, **[child]** anafanya kazi zozote za nyumba kwa nyumba ingine au anafanya kazi ndani ya nyumba, kwa mfano, kuchota maji, kuchunga mifugo, au kusaidia katika biashara ya familia? (999=DK) | ____ |

7. Does **[child]** do any chores or work outside the home, including for friends or relatives who do not live in the same household? 1 = Yes | 2 = No | 999 = DK | ____ |

7. Je, **[child]** hufanya kazi zozote za nyumbani au kufanya kazi nje ya nyumba ikijumuisha kufanya marafiki au watu wa ukoo ambao hawaishi katika nyumba moja?

If yes, continue to 7a. Otherwise skip to 10

7a. How many hours did **[child]** do chores or work outside the home in the last week? | ____ | (999 = DK)

7a. Je, ni saa ngapi **[child]** alifanya kazi za nyumbani au kufanya kazi nje ya nyumba katika wiki iliopita?

8. How much money did **[child]** receive for doing chores or work outside the home in the last week (in KSH)? | ____ | (999 =DK)

8. Je **[child]** alipokea pesa kiasi gani kwa kazi za nyumba ingine au kufanya kazi nje ya nyumbanikatika KSH)? | ____ | (999 =DK)

9. Did **[child]** get to keep the money they received for chores or work outside the home in the last week? | ____ | 1=Yes | 2 = No| 999 = DK

9. Je, **[child]** alipata kuweka pesa alizopokea kwa ajili ya kazi za nyumbani au kufanya kazi nje ya nyumba katika wiki iliopita?

10. In the last 7 days, how many days did you or another adult or teenager (age 13 or older) read with **[child]** at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 999 = DK) | ____ | days

10. Kwa siku saba zilizopita, ni siku ngapi wewe au mtu mwingine aliye na miaka 13 au zaidi mlisoma na **[child]** nyumbani? Hapa tunamaanisha aina yoyote ya kusoma, ikijumuisha kusoma

vitabu vya hadithi, textbooks au magazine, mradi tu wewe au mtu mwingine aliye na miaka kumi na tatu au zaidi alimsomea mtoto. Usijumuishhe kusoma shuleni.

If 1 or more days, continue to 10a. Otherwise skip to 11.

10a. Now think about yesterday. How many minutes did you or another adult or teenager (age 13 or older) read with **[child]** yesterday? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of minutes, 999 = DK) |__| minutes

10a. Sasa fikiria kuhusu jana. Ni dakika ngapi wewe au mtu mwingine aliye na miaka 13 au Zaidi alisoma na **[child]** jana? Hapa tunamaanisha aina yoyote ya kusoma ikijumuisha kusoma vitabu vya hadithi, textbooks au magazine mradi tu wewe au mtu mwingine aliye na miaka kumi na tatu au zaidi alimsomea mtoto. Usijumuishhe aliotumia kusoma shuleni.

11. In the last 7 days, how many days did **[child]** read by themselves (or with other children) at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 999 = DK) |__| days

11. Kwa siku saba zilizopita, ni siku ngapi **[child]** alisoma mwenyewe au na Watoto wengine akiwa nyumbani? Hapa tunamaanisha aina yoyote ya kusoma ikijumuisha kusoma vitabu vya hadithi, textbooks au magazine. Usijumuishhe aliotumia kusoma shuleni.

If 1 or more days, continue to 11a. Otherwise skip to 12.

11a. Now think about yesterday. How many minutes did **[child]** read by themselves or with other children yesterday? Do not include any time spent reading while in school. (Enter number of minutes, 999 = DK) |__| minutes

11a. Sasa fikiria kuhusu jana. Ni dakika ngapi **[child]** alisoma mwenyewe au na Watoto wengine chini ya miaka 13 jana? Usijumuishhe aliotumia kusoma shuleni.

12. In the past 7 days, did you or any other person over the age of 15 in the child's household:

|__|

1 = mother | 2 = father | 3 = mother and father | 4 = PC module respondent (if not a parent) | 5 = siblings | 6 = other adult relative | 7 = other adult non-relative

12. Kwa siku saba zilizopita, je wewe au mtu yeyote mwingine zaidi ya miaka 15 kwa nyumba:

If yes, ask who performed this activity with child.

12a. Read books to or look at books with **[child]**?

1 = Yes | 2 = No | 999 = DK. |__| relation: |__| / |__|

12a. Kusoma vitabu au kuangalia vitabu na **[child]**?

32 / 52 FO Comments:

12b. Tell stories to [child]? 1 = Yes | 2 = No | 999 = DK. |____| **relation:** |__|/|__|
12b. Kumhadithia [child]?

12c. Sing songs or play musical instruments with [child]? |____| **relation:** |__|/|__|
12c. Aliimba nyimbo au kucheza vyombo vya muziki na [child]?

12d. Play with [child]? 1 = Yes | 2 = No | 999 = DK. |____| **relation:** |__|/|__|
12d. Kucheza na [child]?

12e. Construct objects or art from paper, wire, mud, sticks, etc with [child]? |____| **relation:** |__|/|__|

12e. Tengeneza vyombo au sanaa kutumia karatasi, wire, matope, vijiti na kadhalika n.k. na [child]?

12f. Name, count, or draw things for or with [child] for instance, letters, numbers, shapes, colors, plants, animals, etc? |____| **relation:** |__|/|__|

12f. Alitaja, kuhesabu au kuchora vitu na [child] au kumchorea kama ni herufi, nambari, maumbo, colours, mimea, wanyama, n.k.?

12g. Help [child] with homework? (88=Not in school) |____| **relation:** |__|/|__|
12g. Alisaidia [child] kazi ya ziada?

12h. Talk about what [child] is learning in school? (88=Not in school) |____| **relation:** |__|/|__|

12h. Aliongea kuhusu chenye [child] anasoma shule?

12i. Teach vocabulary words in Swahili or English? |____| **relation:** |__|/|__|
12i. Funza maneno magumu katika lugha ya kiswahili au kingereza?

12j. Teach vocabulary words in local language? |____| **relation:** |__|/|__|
12j. Funza maneno magumu katika lugha ya mama?

12k. Play sports or games or other physical activity, such as football, rukaruka, swimming, etc? |____| **relation:** |__|/|__|

12k. Cheza michezo au P.E., kama vile, kandanda, rukaruka, kuogelea, n.k.?

12l. Take [child] on a fun outing, such as a football match, other sports event, religious services or event, hotel, restaurant, or to a local event? |____| **relation:** |__|/|__|

12l. Peleka [child] kwa burudani, kama vile mech i ya kandanda, michezo mingine, huduma za kidini au tukio, hotelini, au tukio lingine mtaani?

READ: Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in the child's household has used this method with [child] in the past month.

READ: Watu wazima hutumia mbinu fulani kufunza watoto tabia inayofaa au kushughulikia shidan ya tabia fulani. Nitasoma mbinu tofauti ambazo zinatumika na nataka uniambiye ikiwa wewe au mtu mwengine yeyote katika nyumba ya mtoto ametumia mbinu hizi na [child] kwa mwezi uliopita.

13a. Took away privileges, forbade something [child] liked or did not allow him/her to leave the house/compound. 1 = Yes | 2 = No | 999 = DK | ____ |

13a. Kuondoa manufaa ya ziada, kutoruhusu kitu [child] alichopenda au kutoruhusu yeye kutoka kwa nyumba au bomani.

13b. Explained why [child]'s behavior was wrong. 1 = Yes | 2 = No | 999 = DK | ____ |

14b. Alieleza kwa nini tabia ya [child] ilikua mbaya.

13c. Shouted, yelled at or screamed at him/her. 1 = Yes | 2 = No | 999 = DK | ____ |

13c. Kupiga kelele, kumpigia mayowe (screamed at him/her).

13d. Gave him/her something else to do. 1 = Yes | 2 = No | 999 = DK | ____ |

13d. Kumpa kitu kingine cha kufanya.

13e. Called him/her dumb, lazy, or another name like that. 1 = Yes | 2 = No | 999 = DK | ____ |

13e. Kumwita mjinga, mvivu au jina lingine kama hilo.

13f. Physically punish, for example caning, slapping etc. 1 = Yes | 2 = No | 999 = DK | ____ |

13f. Adhabu ya kimwili, kwa mfano, kumpiga kiboko, kumchapa kofi n.k.

SECTION 5B: EDUCATIONAL INVESTMENTS AND READING

1. Is [child] currently enrolled in school, including primary school, or another school?

1 = Yes | 2 = No | 999 = DK | ____ |

1. Je, [child] kwa sasa anasoma katika shule ya msingi au shule nyingine yoyote?

If YES, continue to 1a. If NO or DK, skip to question 2.

1a. In which class / grade is [child] currently enrolled? (999 =DK) | ____ |

1a. Ni darasa/grade gani [child] amesajiliwa?

1b. Is the school that [child] is enrolled in public or private?

1 = Public | 2 = Private | 999 = DK | _____ |

1b. Hii shule yenyne [child] amesajiliwa ni ya umma au ya kibinafsi?

1c. Is the school that [child] is enrolled in a boarding school or day school?

1 = Day school | 2 = Boarding | 999 = DK | _____ |

1c. Shule yenyne [child] anasoma ni ya malezi au ya kurudi nyumbani?

1cii. What is the name of the school that [child] attends? | _____ |

1cii. Jina la shule anayohudhuria [child] ni gani?

1ciii. What county is this school in? | _____ |

1ciii. Shule hii iko katika kaunti gani?

Refer to “1992 district” if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is “district” rather than “county”. Use G2a codes.

| ____ | Other: _____

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

1civ. 2010 District? _____

If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes. | ____ | Other: _____

1d. Did [child] attend school last week? *If it is currently a holiday from school, ask about the last week before the holiday started.* 1 = Yes | 2 = No | 999 = DK | _____ |

1d. [child] amehudhuria shule wiki iliyopita?

1di. Of the last five days school was in session, how many days did [child] attend? | ____ |

1di. Katika siku tano zilizopita ambazo shule ilikuwa wazi, ni siku ngapi [child] alihudhuria?

1ei. How much was your household asked to pay for school fees for [child] in the last month? *If paid on a term or annual basis, calculate monthly asked to pay.* (KSH) | ____ |

1ei. Je! nyumba yako iliulizwa kulipa kiasi gani kwa ada ya shule ya [child] mwezi uliopita?

1eii. How much did your household actually pay in school fees for [child] in the last month? *If paid on a term or annual basis, calculate monthly amount paid.* (KSH) | ____ |

1eii. Ni pesa ngapi nyumba yako ilipia masomo haya ya [child] mwezi uliopita?

1eiii. What was the total amount spent on educational expenses for [child] in the last month, including school fees, the cost of uniforms, school supplies, transportation, tutoring, or other related expenses? *If paid on a term or annual basis, calculate monthly amount paid.* (KSH) | ____ |

1eiii. Ni kiasi gani kilitumika kwa gharama za elimu kwa [child] katika mwezi uliopita, ikiwa ni pamoja na karo ya shule, gharama ya sare, vifaa vya shule, usafiri, mafunzo, au gharama zingine zinazohusiana?

1eiv. Of the total amount spent on educational expenses for **[child]** in the last month, what amount did the household contribute? For example, sometimes relatives, friends, or others will contribute to help pay for educational expenses. We want to know the total amount contributed by your household in the last month. (KSH) |_____|

1eiv. Kati ya jumla ya kiasi kilichotumika kwa gharama za elimu kwa **[child]** katika mwezi uliopita, nyumba ilichangia kiasi gani? Kwa mfano, nyakati nyingine watu wa ukoo, marafiki, au wengine watachangia kulipia gharama za elimu. Tunataka kujua jumla ya kiasi kilichochangwa na nyumba yako katika mwezi uliopita.

2. Why is **[child]** not enrolled in any type of schooling program? |_____|

2. Kwa nini **[child]** hajaandikishwa katika aina yoyote ya programu ya shule?

1 = Child is too young

2 = Child would not do well / is not smart

3 = There is not enough money to pay for it / those programs are too expensive

4 = Distance/too far away

5 = Program is not available

6 = Child refuses/doesn't want to

7 = Child helps with work around the house/ takes care of other children

8 = Dropped out

777 = Other (specify) _____

3. Does **[selected KLPS child]** ever attend religious services? 1 = Yes | 2 = No |_____|

3. Je, **[child]** huwa anahudhuria shughuli za kidini?

4. What is the religion / denomination of this **[selected KLPS child]**? *Use G11 Codes* |_____|

4. Je, dini/dhehebu ya **[child]** ni ipi?

If OTHER, describe: _____

READ: Now we're going to ask you a few more questions about reading with **[CHILD]**. For each statement, we will ask you if you strongly agree, agree, disagree, or strongly disagree.

READ: Sasa tunaenda kukuuliza maswali machache kuhusu kusoma na **[CHILD]**. Kwa kila kauli, tutakuuliza ikiwa unakubali kabisa, unakubali, haukulaliani, au unakataa kabisa.

Show the respondent scale #2. Demonstrate that they should select their response using the scale.

5a. I can choose appropriate storybooks or children's books for my child. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5a. Naweza kuchagua vitabu vya hadithi vinavyofaa kwa Watoto wangu.

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

5b. I can provide active involvement for my child with storybook or children's book reading. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5b. **Ninaweza kujitahidi kusoma vitabu vya hadithi na Watoto wangu.**

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

5c. I can ask appropriate recall questions after I finish reading a storybook or children's book. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5c. **Ninaweza kukumbuka kuuliza maswali yanayofaa baada ya kumaliza kusoma kitabu cha hadithi.**

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

5d. I can encourage my child to talk about a book while reading. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5d. **Ninaweza kumtia mtoto wangu moyo kuzungumza juu ya kitabu wakati anaposoma.**

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

5e. I can help my child answer, "What?", "Why?", and "How" questions about a story when reading. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5e. **Ninaweza kumsaidia mtoto wangu kujibu maswali ya "Je?" "Kwa nini?" na "Vipi?" juu ya hadithi wakati anaposoma.**

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

5f. I can help my child to learn new words through storybook or children's book reading. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5f. **Ninaweza kumsaidia mtoto wangu kujifunza maneno mapya kupitia usomaji wa vitabu vya hadithi.**

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

5g. I think reading is important for my child's development. |_____|

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer | 999 = DK

5g. Nadhani kusoma ni muhimu kwa ukuaji wa mtoto wangu.

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer | 999 = DK

READ: Now we are ready to start some questions about your **[CHILD]** reading. You can think about your **[CHILD]**'s reading, or reading by other people (like your parents or teacher), that you just listen to. Listen to each sentence and tell me whether it is a lot like your **[CHILD]**, a little like your **[CHILD]**, or not like your **[CHILD]**. There are no right or wrong answers. We only want to know how you feel about your **[CHILD]** reading. Again, for each statement, we will ask you whether this sounds a lot like your child, a little like your child, or not like your child.

READ: Sawa, vizuri. Sasa tuko tayari kuanza maswali machache juu ya kusoma. Unaweza kufikiria juu ya usomaji wa **[child]**, au kusoma na watu wengine (kama wazazi wako ama mwalimu), ambayo unasikiliza tu. Sikiliza kila sentensi na uniambie ikiwa ni kama **[child]** sana, ni kama **[child]** kidogo au sio kama **[child]**. Kumbuka hakuna majibu sahihi au mbaya. Tunajaribu to kujua jinsi unavyo hisi juu ya kusoma kwa **[child]**. Tena, kwa kila kauli, tutakuuliza ikiwa hii inafanana sana na mtoto wako, kidogo kama mtoto wako, au si kama mtoto wako.

6a. **[Child]** is a good listener when someone else is reading a story. |_____|

1 = a lot like **[child]** | 2 = a little like **[child]** | 3 = not like **[child]**

6a. **[Child]** ni msikilizaji mzuri wakati mtu mwingine anasoma hadithi.

1 = Kama **[child]** sana | 2 = Kama **[child]** | 3 = Kidogo Si kama **[child]**

6b. **[Child]** has favorite stories from stories or books that he/she likes to read about or listen to.

|_____| 1 = a lot like **[child]** | 2 = a little like **[child]** | 3 = not like **[child]**

6b. Kuna hadithi **[child]** anazopenda kutoka kwa hadithi au vitabu ambavyo anapenda kusoma au kusikiliza.

1 = Kama **[child]** sana | 2 = Kama **[child]** | 3 = Kidogo Si kama **[child]**

6c. **[Child]** likes to tell others about what he/she is reading/ someone has read to him/her.

|_____|

1 = a lot like **[child]** | 2 = a little like **[child]** | 3 = not like **[child]**

6c. **[Child]** anapenda kuambia wengine juu ya kile anachosoma au mtu amemsomea.

1 = Kama **[child]** sana | 2 = Kama **[child]** | 3 = Kidogo Si kama **[child]**

6d. **[Child]** likes to tell others about what he/she is learning in school. |_____|

1 = a lot like **[child]** | 2 = a little like **[child]** | 3= not like **[child]**

6d. **[Child]** anapenda kuwaambia wengine kuhusu kile anachojifunza shulenii.

1 = Kama **[child]** sana | 2 = Kama **[child]** | 3 = Kidogo Si kama **[child]**

If Storybook Treatment Group, Read 7, Otherwise continue to 8:

7. Do you remember the titles of your storybook(s) from IPA? If yes, kindly tell us. | _____ |
7. Je, unakumbuka majina ya hivyo vitabu vya hadithi kutoka IPA? Kama ndiyo tafadhali tuambie.

Note: Do Not read answers out loud, but select all that apply. If FR gives approximate title, please mark as correct):

- 1 = Hyena learns a lesson
- 2 = Why Chameleon Eats Insects
- 3 = Thank you Oba
- 4 = Super Sara and the School Trip
- 5 = Sungura na Mbweha
- 6 = Kisa cha Mebo
- 7 = Ndege wa Nyumbani
- 8 = Usalama wa Sudi na Shada
- 9 = PC cannot remember any storybook(s) from IPA
- 777 = Named book not on this list / Other: **If OTHER, describe:** _____

READ: Now we're going to ask you a few questions about **[Selected child]**'s Schooling .

READ: Sasa tutakuuliza maswali machache kuhusu masoma ya **[Selected child]**.

8. If child ever been enrolled in school :

READ: Is/was your child an average student, better than average, or below average? **If child has never been in school READ:** Is your child average, better than average, or below average in terms of their learning and development?

1 = Below Average | 2 = Average | 3 = Above Average | 999 = DK) | _____ |

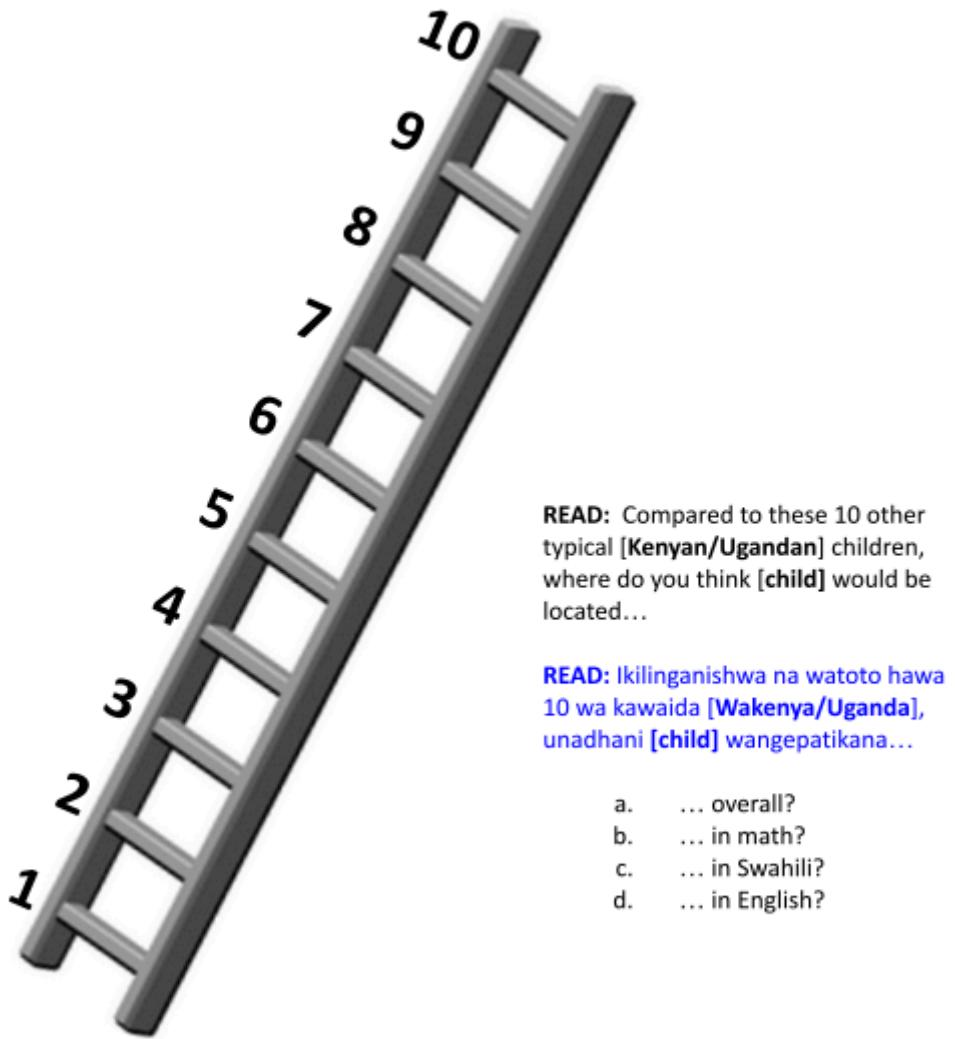
8. **READ:** Je, mtoto wako alikuwa mwanafunzi wa wastani, bora kuliko wastani, au chini ya wastani? **If child has never been in school READ:** Je, mtoto wako ni wastani, bora kuliko wastani, au chini ya wastani katika suala la kujifunza na kukua kwake?

9. As part of this survey, your child has completed or will complete a test covering different subjects, including in mathematics, Swahili, and English. Suppose 10 other typical **[Kenyan/Ugandan]** children of the same age as **[child]** also took the test. They are represented on this ladder in order of the lowest scoring children (bottom step of the ladder) to the highest scoring children (top step of the ladder). Compared to these 10 other typical **[Kenyan/Ugandan]** children of the same age, where do you think **[child]** would be located...

9. Kama sehemu ya utafiti huu, mtoto wako amemaliza au atamaliza mtihani unaojumuisha masomo mbalimbali, ikiwa ni pamoja na hesabu, Kiswahili na Kiingereza. Tuseme watoto wengine 10 wa kawaida **[Kenya/Uganda]** walio katika kiwango sawa na **[child]** pia walifanya mtihani. Wanawakilishwa kwenye ngazi hii kwa mpangilio wa watoto walio na alama za chini kabisa (hatua ya chini ya ngazi) hadi kwa watoto waliofuzu zaidi (hatua ya juu ya ngazi).

Ikilinganishwa na watoto hawa 10 wa kawaida [Kenya/Uganda], unadhani [child] angepatikana...

(Show the primary caregiver the MacArthur ladder scale #3.)



10. IF KENYA FR READ: Has [child] taken the Kenya Primary School Education Assessment (KPSEA) national exam?

1 = Yes, results available | 2 = Yes, results not yet available | 3 = No, has not done KPSEA | ____ |

10. IF KENYA FR READ: Je, [child] amefanya mtihani wa Kenya Primary School Education Assessment (KPSEA)?

10i. **IF KENYA FR READ:** Has [Child] taken KCPE national exam? 1 = Yes | 2 = No | ____ |

10i. IF KENYA FR READ: Je, [Child] amefanya mtihani wa Kenya Certificate of Primary Education (KCPE)?

10a. IF UGANDA FR READ: Has [child] taken the Uganda Primary Leaving Exam (PLE)?

1 = Yes | 2 = No | ____ |

10a. IF UGANDA FR READ: Je, [child] amefanya mtihani wa Uganda Primary Leaving Exam (PLE)?

If yes, continue to question 11. Otherwise go to question 13.

11. IF KENYA FR READ: What did [child] score on the KPSEA national exam in each subject?

11. IF KENYA FR READ: [child] alipata alama gani kwenye mtihani wa kitaifa wa KPSEA kwa kila somo (subject)?

4 = Exceeding Expectation | 3 = Meeting Expectation | 2 = Approaching Expectation | 1 = Below Expectation | 888 = Not Applicable | 999 = DK

- | | |
|---|------|
| 11a.in english language? | ____ |
| 11b.in kiswahili lugha/kenyan sign language? | ____ |
| 11c.in mathematics? | ____ |
| 11d.in science and technology? | ____ |
| 11e.in agriculture? | ____ |
| 11f.in home science? | ____ |
| 11g.in physical and health education? | ____ |
| 11h.in social studies? | ____ |
| 11i.in art and craft? | ____ |
| 11j.in music? | ____ |
| 11k.in religious education? | ____ |

If QSN: 10i is yes, continue to question 11i. Otherwise go to question 12

11i. IF KENYA FR READ: What did [child] score on the KCPE national exam? (999 =DK) | ____ |

11a. IF UGANDA FR READ: What did [child] score on the PLE? (999 =DK) | ____ |

11a. IF UGANDA FR READ: [child] alipata alama gani kwenye PLE?

12. How do you think [child]'s score compares to other children of the same age in [Kenya/Uganda]? Do you think [child]'s score was below average, average, or above average compared to other children of the same age in [Kenya/Uganda]? (999 =DK) | ____ |

12. Je, unafikiri alama za [child] zinalinganishwaje na watoto wengine wa rika moja nchini [Kenya/Uganda]? Je, unafikiri alama za [child] zilikuwa kiwango cha kati, kiwango cha juu, kiwango cha chini? ikilinganishwa na watoto wengine wa umri sawa nchini [Kenya/Uganda]?

1 = Below average | 2 = Average | 3 = Above average (999 =DK) |

13. When it comes time for your child to take the **KPSEA/PLE**, he/she will receive a total score across all subjects. Please take a moment to think about how your child will perform when he/she takes the exam in the future based on what you know about his/her ability.

13. Ikifika wakati wa mtoto wako kuchukua **KPSEA/PLE**, atapokea jumla ya alama katika masomo yote. Tafadhali chukua muda kufikiria jinsi mtoto wako atakavyofanya wakati atakapofanya mtihani katika siku zijazo kulingana na kile unachojua kuhusu uwezo wake.

13a. IF KENYA FR READ: Out of a minimum of 1 and a maximum of 4, what score do you think [child] will most likely earn based on his/her ability? Please make your best guess.

Most likely score: (999 =DK) |

13a. IF KENYA FR READ: Kati ya alama zisizopungua 1 na zisizozidi 4, unadhani [child] atapata alama gani kulingana na uwezo wake? Tafadhali fanya kukadiria wako bora.

13b. IF UGANDA FR READ: Out of a minimum of 0 and a maximum of 34, what score do you think [child] will most likely earn based on his/her ability? Please make your best guess.

Most likely score: (999 =DK) |

13b. IF UGANDA FR READ: Kati ya alama zisizopungua 0 na zisizozidi 34, unadhani [child] atapata alama gani kulingana na uwezo wake? Tafadhali fanya kukadiria wako bora.

(If NO on question 10, 10i & 10a ask question 14.)

14. How do you think [child]'s score will compare to other children of the same age in [Kenya/Uganda]? Do you think [child]'s score will be below average, average, or above average compared to other children of the same age in [Kenya/Uganda]?

14. Je, unafikiria alama za [child] zitalinganishwaje na watoto wengine wa rika moja katika [Kenya/Uganda]? Unafikiria alama za [child] zitakuwa chini ya wastani, wastani, au juu ya wastani ikilinganishwa na watoto wengine wa rika moja katika [Kenya/Uganda]?

1 = Below average | 2 = Average | 3 = Above average (999 =DK) |

15. Please indicate your level of agreement with the following: For each statement, we will ask whether you strongly agree, agree, disagree, or strongly disagree.

15. Tafadhali tueleze vile unavyokubaliana na maelezo yafuatayo: Kwa kila kauli, tutakuuliza kama unakubali kwa sana, unakubali, haukubaliani, au haukubaliani kabisa.

		1=	2=Agree	3=Disagree	4=	Do Not Read	999 =DK
--	--	----	---------	------------	----	-------------	---------

		Strongly agree			Strongly Disagree	5=Neither Agree nor Disagree	
i.	I feel confident that I understand my child's ability. <i>Nahisi kuwa na ujasiri kwamba naelewa uwezo wa mtoto wangu</i>						
ii.	I receive information about my child's general abilities or how my child does in school from teachers, school representatives, or other adults in my community. <i>Napokea habari kuhusu uwezo wa mtoto wangu kwa ujumla au jinsi hufanya shuleni kutoka kwa mwalimu, wakilishi wa shuleni, mwakilishi wa shule au watu wazima wa jamii.</i>						
iii.	My choices, actions, and effort as a parent/caregiver will determine how my child will do in school and in life. <i>Chaguo langu, vitendo na bidii yangu kama mzazi/mlezi itachangia jinsi mtoto wangu atafanya shuleni na maisha.</i>						
iv.	My child's ability and effort will determine how well he/she will do in school and in life. <i>Uwezo na juhudzi za mtoto wangu zitaamua jinsi atakavyofanya vizuri shuleni na maishani.</i>						
v.	External factors such as the quality of my child's school will determine how well he/she will do in school and in life. <i>Mambo ya nje kama vile ubora wa shule ya mtoto wangu itaamua jinsi atakavyofanya vizuri shuleni na maishani.</i>						

SECTION 5C: EDUCATIONAL EXPECTATIONS

1. Think about how far [child] will go in their studies. How confident are you that [child] will complete primary school? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 4 = Not applicable (has already completed) | 999 = DK

1. Fikiria kuhusu [child] ataenda umbali gani katika masomo yake. Je, una uhakika gani kwamba [child] atamaliza shule ya msingi?

2. How confident are you that [child] will complete secondary school? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 999 = DK

2. Je, una uhakika kiasi gani kwamba [child] atamaliza shule ya sekondari?

1 = Uhakika Kabisa | 2 = Uhakika Kiasi | 3 = Hauna hukakika Kabisa | 999 = DK

3. How confident are you that [child] will complete university? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 999 = DK

3. Je, una uhakika kiasi gani kwamba [child] atamaliza chuo kikuu?

1 = Uhakika Kabisa | 2 = Uhakika Kiasi | 3 = Hauna hukakika Kabisa | 999 = DK

SECTION 6: STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

0. *Do not ask the following question.* Indicate the age of child in years, from *Section 1.* |____| years

READ: Now I would like to read some different descriptions of child behavior. Please consider [child]'s behavior over the last six months, and let me know whether each description that I read is not true, somewhat true, or certainly true for this child. Please answer as best as you can, even if you are not absolutely certain.

READ: Sasa ningependa kusoma baadhi ya maelezo tofauti ya tabia ya mtoto. Tafadhali zingatia tabia za [child] kwa miezi sita iliyopita, na wacha nijue kama kila maelezo ambayo ninasoma sio kweli, kweli kiasi au kweli kabisa kwa huyu mtoto. Tafadhali jibu vyema uwezavyo hata kama hauna uhakika kabisa.

For the following table, use the response codes. If PC says "True", repeat choices 0-2

0 = Not True

888 = Not applicable

1 = Somewhat True

999 = Don't know

2 = Certainly True

1.	Considerate of other people's feelings Anajali hisia za wengine	<input type="checkbox"/>
2.	Restless, overactive, cannot stay still for long Hatulii, hawesi kutulia mahali pamoja kwa muda mrefu	<input type="checkbox"/>
3.	Often complains of headaches, stomach-aches or sickness Mara kwa mara analalamika kuumwa na kichwa, tumbo aukujihisi mgonjwa	<input type="checkbox"/>
4.	Shares readily with other children, for example toys, treats, pencils Hugawa kwa urahisi vitu vyake na watoto wengine (kalamu, peremende, vifaa vya michezo na kadhalika)	<input type="checkbox"/>
5.	Often loses temper Hukasirika mara kwa mara na anahasira kali	<input type="checkbox"/>
6.	If child is 10 or younger, READ: Rather solitary, prefers to play alone Kwa kawaida yuko peke yake, anacheza peke yake if child is 11 or older, READ: Would rather be alone than with other youth Afadhalii awe peke yake kuliko na vijana wengine	<input type="checkbox"/>
7.	Generally well behaved, usually does what adults request Kwa kawaida ni mtiifu, hufanya anachoambiwa na watu wazima	<input type="checkbox"/>
8.	Many worries or often seems worried Ana wasiwasi wa vitu vingi, mara kwa mara huonekana kuwa na wasiwasi	<input type="checkbox"/>
9.	Helpful if someone is hurt, upset or feeling ill Husaidia mtu kama ana huzuni, ameumizwa ama ni mgonjwa	<input type="checkbox"/>
10.	Constantly fidgeting or squirming Anapoketi, huwa huwaatulii na mikono yake huwa ina shikashika vitu	<input type="checkbox"/>
11.	Has at least one good friend Angalau ana rafiki mmoja wa karibu	<input type="checkbox"/>
12.	Often fights with other children or bullies them Mara kwa mara anapigana na watoto wenzake, huwa mchokozi na kuwaonea pia	<input type="checkbox"/>
13.	Often unhappy, depressed or tearful Mara kwa mara hana furaha, wasiwasi na ana machozi ya karibu	<input type="checkbox"/>
14.	If child is age 10 or younger, READ: Generally liked by other children Kwa kawaida anapendwa na watoto wenzake if child is age 11 or older, READ: Generally liked by other youth Kwa ujumla anapendwa na vijana wengine	<input type="checkbox"/>
15.	Easily distracted, concentration wanders Ni rahisi kupoteza mwelekeo na kupoteza umakini haraka	<input type="checkbox"/>
16.	If child is 10 or younger, READ: Nervous or clingy in new situations, easily loses confidence Ni muoga na hushikilia wazazi, hana ujasiri katika mazingira mapya	<input type="checkbox"/>

	If child is 11 or older, READ: Nervous in new situations, easily loses confidence Kuwa na wasiwasi katika hali mpya, kwa urahisi hupoteza ujasiri	
17.	Kind to younger children Ni mkarimu kwa watoto wadogo	
18.	Often lies or cheats Mara kwa mara huwa anasema uongo, na ni mdanganyifu	
19.	If child is age 10 or younger, READ: Picked on or bullied by other children Watoto wenzake humchokoza au kumuonea If child is age 11 or older, READ: Picked on or bullied by other youth Kuchukuliwa au kuonewa na vijana wengine	
20.	Often offers to help others (parents, teachers, other children) Mara kwa mara anajitolea kuwasaidia wengine (wazazi, walimu na watoto wenzake)	
21.	Thinks things out before acting Huwa anafikiria kwanza kabla hajaamua kufanya jambo	
22.	Steals from home, school or elsewhere Anaiba nyumbani, shulenai au sehemu nyininge	
23.	If child is age 10 or younger, READ: Gets along better with adults than with other children Ana uhusiano bora na watu wazima kuliko watoto wengine If child is age 11 or older, READ: Gets along better with adults than with other youth Anashirikiana vyema na watu wazima kuliko na vijana wengine	
24.	Many fears, easily scared Ana uoga wa vitu vingi, huogopa kwa urahisi	
25.	Good attention span, sees work through to the end Humaliza kazi anazopewa na ni makini wa kutosha	

26. Do you have any other comments or concerns regarding [child]'s behavior?

| | 1 = Yes | 2 = No

26. Je una maoni au maelezo zaidi kuhusu tabia ya [child]?

26a. **If yes:** What are they? _____

SECTION 7: PARENT - CHILD RELATIONSHIP

Please reflect on the degree to which each of the following statements currently applies to your relationship with [child].

Tafadhalii tafakari juu ya kiwango ambacho kila moja ya kauli zifuatazo zinatumika kwa uhusiano wako na [child].

Show the respondent scale #4. Demonstrate that they should select their response using the scale.

1 = Definitely does not apply | 2 = Not really | 3 = Neutral, not sure | 4 = Applies somewhat | 5 = Definitely applies

1 = Kwa hakika si kweli | 2 = Si Kweli | 3 = Siegemei upande wowote , sina uhakika | 4 = Uhakika Kiasi | 5 = Hakika Kabisa

1. I share an affectionate, warm relationship with [child]. |____|

1. Ninashiriki uhusiano wa upendo na mchangamfu na [child].

2. [Child] and I always seem to be struggling with each other. |____|

2. [Child] na mimi huonekana kutofautiana/kutopatana kila wakati.

3. If upset, [child] will seek comfort from me. |____|

3. Ikiwa amekasirika, [child] atatafuta faraja kutoka kwangu

4. [Child] is uncomfortable with physical affection or touch from me. |____|

4. [Child] hapendi nikiwa karibu na yeye au nikimgusa

5. [Child] values his/her relationship with me. |____|

5. [Child] anathamini uhusiano wake na mimi.

6. When I praise [child], he/she beams with pride. |____|

6. Ninapomsifu [child], yeye huonyesha kufurahia sana.

7. [Child] spontaneously shares information about himself/herself. |____|

7. [Child] huwanapeana habari kujihusu mwenyewe

8. [Child] easily becomes angry at me. |____|

8. [Child] huwa ananikasirikia kwa urahisi.

9. It is easy to be in tune with what [child] is feeling. |____|

9. Ni rahisi kuelewa vile [child] anahisi.

10. [Child] remains angry or is resistant after being disciplined. |____|

10. [Child] anabaki kuwa na hasira au kichwa ngumu baada ya kuadhibiwa.

11. Dealing with [child] drains my energy.

11. Kushughulika na [child] humaliza nguvu zangu.

12. When [child] is in a bad mood, I know we're in for a long and difficult day. |____|

12. Wakati [**child**] anahisia mbaya/moods, najua tukona kwa siku ndefu/mrefu na ngumu.

13. [**Child**]’s feelings toward me can be unpredictable or can change suddenly. |____|

13. Hisia za [**child**] kwangu zinaweza kuwa zisizotabirika au zinaweza kubadilika ghafla.

14. [**Child**] is sneaky or manipulative with me. |____|

14. [**Child**] ni mjanja nami.

15. [**Child**] openly shares his/her feelings and experience with me. |____|

15. [**Child**] husemahisia zake na mambo yake waziwazi nami.

SECTION 8: SLEEP HOME ENVIRONMENT

READ: Thank you. Now I’d like to ask you about the routines of you and your child and your home environment.

READ: Asante. Sasa ningependa kukuuliza kuhusu ratiba zako na za mtoto wako na mazingira yenu ya nyumbani.

1. Do you have a TV in your house? 1 = Yes | 2 = No | 999 = DK |____|

1. Je una televesheni kwa nyumba yako?

2. Do you have a radio in your house? 1 = Yes | 2 = No | 999 = DK |____|

2. Je una radio kwa nyumba yako?

3. Do you have a smartphone, computer, or tablet in your house? 1 = Yes | 2 = No | 999 = DK |____|

3. Je una smartphone, Kompyuta, or tablet kwa nyumba yako?

4. Do you have electricity in your house? 1 = Yes | 2 = No | 999 = DK |____|

4. Je una stima kwa nyumba yako?

5. Do you have solar energy in your house? 1 = Yes | 2 = No | 999 = DK |____|

5. Je una solar energy (solar) kwa nyumba yako?

6. Does [**CHILD NAME**] share a room for sleeping? 1 = Yes | 2 = No | 999 = DK |____|

6. Je [**child**] hutumia chumba cha kulala na mtu mwengine?

7. Does [**CHILD NAME**] sleep in a room where the radio or TV is on when they are sleeping?

1 = Yes | 2 = No | 999 = DK |____|

7. Je [child] hulala katika chumba ambacho redio au Televisheni imewashwa wakati wamelala? |____|

8. Are the lights typically on in the room when [CHILD NAME] is starting to sleep?

1 = Yes | 2 = No | 999 = DK |____|

8. Je! Mwangaza usipojumuisha mwangaza kidogo (dim light) huwa katika chumba cha kulala wakati [child] anapoanza kulala?

9. Does [CHILD NAME] share a bed for sleeping? 1 = Yes | 2 = No | 999 = DK |____|

9. Je [child] hutumia kitanda na mtu mwingine?

10. What does [CHILD NAME] typically sleep on? |____|

1 = Mattress on a bed | 2 = Mattress on the floor | 3 = Mat on the floor | 777 = Other (specify)
|_____| 999 = Don't know

10. Je [child] anapolala, kwa kawaida yeye hulalia nini?

11. Does [CHILD NAME] have a pillow that they use when sleeping? 1 = Yes | 2 = No | 999 = DK
|____|

11. Je [child] hutumia pillow anapolala?

12. Does [CHILD NAME] have a blanket/duvet they use when sleeping? 1 = Yes | 2 = No | 999 = DK
|____|

12. Je [child] hutumia blanket/duvet i anapolala?

13. Which member of the household usually decides when the children should sleep and wake up? **Use G4 codes** |____|

13. Je, ni nani kwa nyumba yako anayeamua wakati watoto wanapaswa kulala na kuamka?

14. How many hours of sleep do you think sleep doctors/experts recommend for adults? (999 =DK) **Hours:** |____|

14. Je! Unafikiria ni masaa mangapi ya kulala madaktari /wataalamu hupendekeza kwa watu wazima?

15. How many hours of night sleep do you think sleep doctors/experts recommend for children the age of [CHILD NAME]? (999 =DK) **Hours:** |____|

15. Je, unafikiri madaktari/wataalamu wanapendekeza kulala saa ngapi za usingizi kwa watoto walio na umri wa miaka ya [CHILD NAME]?

16. Are you aware of any benefits of sleep for children? 1 = Yes | 2 = No |____|

16. Je! Unajua faida zozote za kulala kwa watoto?

If QSN: 16 is yes, continue to question 17. Otherwise go to section 9.

49 / 52 FO Comments:

17. What are some of these benefits? |____|

17. Tafadhali nitajie zile faida unazozijua?

Do not read possible responses, simply mark all that apply. Write any additional responses in the “other” blank.

|____| 1 = Mental relaxation

|____| 2 = Physical relaxation

|____| 3 = Physical growth

|____| 4 = Increased alertness

|____| 5 = Improved behavior

|____| 6 = Reduced stress

|____| 7 = Improved mood

|____| 8 = Improved memory

|____| 9 = Improved school performance / test scores

|____| 777 = Other (specify) _____

|____| 999 = Don't know

SECTION 9: CONCLUSION OF MODULE

READ: These are all of the questions I have for you regarding [name of child] and yourself.

READ: Haya ndio maswali yote niliyonayo kuhusu wewe na [child].

Do not read the questions in the remainder of this section aloud.

1. Did the caregiver terminate the survey module early? 1 = Yes | 2 = No |____|

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

1a. 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

777 = Other (specify)

1b. ***If “4”:*** Can you guess at which question or set of questions offended the caregiver?

Temporary Stop Instructions: You have indicated that the caregiver wishes to continue the survey in the future. Please ask the caregiver 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 caregiver. Then, let the

caregiver know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.

2. Time end survey module: (24 hr clock) |____|____| : |____|____|

3. 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)

4. Were any people present during all or part of this interview (other than the respondent, IPA staff, and the other children to be assessed)? 1 = Yes | 2 = No |____|

4a. **If YES:** What is their relationship to the caregiver?

Use G4 codes, list up to 4. |____| |____| |____| |____| Other: _____

5. Are you very confident, somewhat confident or not very confident in the overall quality and truthfulness of this respondent's responses? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not confident

5a. **If SOMEWHAT or NOT CONFIDENT:** Why? _____

6. Were the child assessments started by another FO while the I-module or this PC module were in progress? 1 = Yes | 2 = No |____|

If yes, stop here. Say: Thank you for your time. **Otherwise, continue.**

READ: I would now like to begin interviewing the child. The interview will consist of a series of games for the child. Most children find these games fun to play. Some games will be a bit hard for the child, and some will be easy for the child. If you feel more comfortable, you are welcome to sit here with the child while we play these games. However, we kindly ask that you do not tell the child what to do, laugh or comment on the child's behavior. We want to learn how the child can play these games on their own, without any help or comment from you. Do you understand?

READ: Ningependa sasa kuanza kuhoji mtoto. Mahojiano yote yatahirikisha msururu wa michezo ya mtoto. Watoto wengi hufurahia kucheza michezo hii. Baadhi ya michezo itakua ngumu kiasi kwa mtoto na mingine itakua rahisi kwa mtoto. Ikiwa unajihisi huru zaidi unakaribishwa kukaa hapa na mtoto tunapocheza hii michezo. Hata hivyo tunakuomba kua usiambie mtoto cha kufanya, kucheka au kutoa maoni kuhusu tabia za mtoto.

Answer any questions the caregiver may have about the games. Once the caregiver is comfortable, proceed to child assessments.

Log Number: |____|____|____|____|____|



KLPS-5 KIDS PC-MODULE

Visit 2 - Wave 2

VERSION: JUNE 6, 2024

CHILD ID
____ ____ ____ ____ ____ ____ ____ -- ____ ____

This survey should be administered to the PRIMARY CAREGIVER of the child identified above. Note that for a caregiver with multiple children in our sample, a separate PC Module should be filled out for each child.

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SECTION 2: CAREGIVER INFORMATION

CONTACT SUB-SECTION

READ: We want to know the place that you and [child] usually sleep, not necessarily your ancestral lands or family home.

READ: Tungependa kujua mahali ambapo wewe pamoja na [child] hulala kwa kawaida, sio lazima kwa boma lenu asili wala kwenu.

0a. Country? Use G1 codes. <input type="text"/> Other: _____
0b. County? Refer to “1992 district” if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is “district” rather than “county”. Use G2a codes. <input type="text"/> Other: _____
If 77=FR COUNTY, continue. OTHERWISE, skip to question 0d.
0c. 2010 District? If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes. <input type="text"/> Other: _____
0d. Town / city? Use G3a codes. Code 20=Lives in a rural area. <input type="text"/> Other: _____ If LIVES IN A RURAL AREA, continue. OTHERWISE, skip to question 0g.
0e. Location? For FRs born in Uganda, ask for “county” rather than “location”. Use G3b codes. <input type="text"/> Other: _____
0f. Sub-location? For FRs born in Uganda, ask for “sub-county” rather than “sub-location”. Use G3c codes. <input type="text"/> Other: _____
0g. Village / Neighborhood? Write. (999 =DK) _____
0h. Please describe the location of the home. Oh. Tafadhali eleza kuhusu mahali unapoishi.
Provide detailed description to home, including landmarks, distance from roads and any other detailed information where relevant. If there is a PSDP or GSP school nearby, please start your directions from that school. If not, pick a location that is well known in the area to be a starting point for your directions. References to specific businesses or homes (“ask for the home of...”) should be included where possible. _____

0i. Is there a phone number where I can reach you, even if you do not have your own phone?
0i. Kuna nambari ya simu ambayo tunaweza kukufikia, hata kama wewe mwenyewe hauna simu?

| ____ | 1 = Yes | 2 = No / Do not know a number

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

0ia. Please give me that number.

0ia. Tafadhalii nipe hiyo nambari.

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

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

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

B. Number: _____

0ib. Whose phone is this? **Write name.** _____

0ib. Hii ni nambari ya simu ya nani?

0ic. What is this person's relationship to you? **Use G4 codes.** | ____ | Other: _____

0ic. Una uhusiano gani naye?

0j. If that number isn't working or I can't reach you, is there another number that I can call?

| ____ | 1 = Yes | 2 = No / Do not know a number

0j. Iwapo hiyo nambari haifanyi kazi au hatuwezi kukufikia, kuna nambari nyingine ambayo tunaweza kupiga?

Probe FR for a second phone number. If NO, skip to question 0k. If YES, continue.

0ja. Please give me that number.

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

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

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

B. Number: _____

0jb. Whose phone is this? **Write name.** _____

0jb. Hii ni nambari ya simu ya nani?

0jc. What is this person's relationship to you? **Use G4 codes.** | ____ | Other: _____

0jc. Una uhusiano gani naye?

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

Ok. Je, kuna nambari ya simu ambapo unaweza kupata pesa kwa M-Pesa, hata kama simu si yako?

If “no”, probe the FR for one again. If the FR insists that there is no way to send them the money by M-Pesa, skip to the next read statement.

If “yes”, continue.

Ok. Please give me that number.

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

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

- A. Country of phone number: **Use G1 codes.** |____| Other: _____
- B. Number: _____

Okb. Whose phone is this? **Write name.** _____

Okb. Hii ni nambari ya simu ya nani?

Okc. What is this person’s relationship to you? **Use G4 codes.** |____| Other: _____

Okc. Una uhusiano gani naye?

00. Was a PC module collected in KLPS-4 for this child? |____| 1 = Yes | 2 = No

READ: Before I collect some information from you about the child(ren), I would like to ask you just a few questions about yourself.

READ: Kabla nikusanye habari fulani kutoka kwako kuhusu mtoto (watoto) ningependa kukuuliza maswali machache tu kukuhusu.

0a. What is your relationship with the child? **Use G4 codes.** |____| Other: _____

0a. Una uhusiano upi na mtoto?

0b. Next I would like to learn whether the child lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the child to be part of your household if you “eat from the same pot” as the child and if the child spends 4 nights or more in an average week sleeping in your home.

0b. Baadaye ningependa kujua kama mtoto anaishi kwa nyumba yako. Kwa nyumba yenu ninamaanisha mahali ambapo unalala kila mara, si lazima kwa boma lenu asili wala kwenu.

Tafathali fikina kuwa mtoto ni mmoja wapo wa nyumba yako ikiwa “anakula nawe kutoka kwenye chungu kimoja” kama mtoto na analala usiku nne au zaidi kwa wiki ya kawaida kwa nyumba/yako.

Does the child “eat from the same pot” and spend 4 nights or more in an average week sleeping in your home? |____| 1 = Yes | 2 = No | 999 = DK

Je mtoto "anakula kutoka kwenye chungu kimoja" na kulala usiku nne au zaidi kwa wiki ya kawaida?

Obi. Has [child] ever lived outside of your household for a period of four months or more? | ____ | 1 = Yes | 2 = No | 999 = DK

If this interview is with the KLPS respondent listed on the tracking sheet (Section 1, Question 13=Yes), skip to question 6. If a separate PC module has already been filled in for this caregiver (Section 1, Question 12c=Yes), skip to question 0d.

0c. What is your relationship with the parent of the child, [name of KLPS Adult]? | ____ | Use G4 codes.

0c. Uhusiano wako ni gani na mzazi wa mtoto [name of KLPS Adult]?

If the KLPS parent is deceased (Section 1, Question 12b=Yes), skip to question 1.

0d. Next, I would like to learn whether the child lives in the same household as [name of the KLPS adult]. Does the child "eat from the same pot" and spend 4 nights or more in an average week in the home of [name of KLPS adult]?

0d. Kisha, ningependa kujua kama mtoto anaishi katika nyumba moja na [name of KLPS adult].

Je, mtoto "hula kutoka chungu kimoja" na kukaa usiku 4 au zaidi katika wastani wa wiki nyumbani kwa [name of KLPS adult]?

0di. Has [child] ever lived outside of the same household as [name of the KLPS adult] for a period of four months or more? | ____ | 1 = Yes | 2 = No | 999 = DK

0di. Je, [child] amewahi kuishi nje ya nyumba na [name of KLPS adult] kwa muda wa miezi minne au zaidi?

If the answer to 0b is yes or the answer to 0d is yes, skip to question 1.

0e. Next I would like to learn whether the parent of the child, [name of KLPS Adult] lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the parent to be part of your household if you "eat from the same pot" as the parent and if the parent spends 4 nights or more in an average week sleeping in your home.

Does the parent of the child, [name of KLPS Adult] "eat from the same pot" and spend 4 nights or more in an average week sleeping in your home? | ____ | 1 = Yes | 2 = No | 999 = DK

0e. Baadaye ningependa kujua kama mzazi wa mtoto, [name of KLPS Adult] anaishi kwenye nyumba yako. Kwa nyumba yenu ninamaanisha mahali ambapo unalala kila mara, si lazima kwa boma lenu asili wala kwenu. Tafadhalii fikina kuwa mzazi ni mmoja wapo wa nyumba yako ikiwa "anakula kutoka kwenye chungu kimoja" kama mzazi na kama mzazi analala usiku nne au zaidi kwa wiki ya kawaida kwa nyumba yako.

Je mzazi wa mtoto [name of KLPS Adult] "anakula kutoka kwenye chungu kimoja" na kulala usiku nne au zaidi kwa wiki ya kawaida kwenye nyumba yako?

If a separate PC module has already been filled in for this caregiver (Section 1, Question 12c=Yes), skip to question 6.

1. **Do not ask the following question.** What is the caregiver's gender? | ____ | 1 = Male | 2 = Female

2. What is your current age, in years? **Probe if the caregiver says they don't know. Try to get them to estimate the year of birth, and calculate age from that.** | ____ | 999 = DK

2. Kwa sasa una umri wa miaka mingapi?
3. What is the highest level of education you received? **Use G6 codes.** |____| Other: _____
3. Ni kiwango kipi cha juu cha elimu ulichopata?
4. What is your current occupation? **Use G9 codes.** |____| Other: _____
4. Kazi yako ya sasa ni ipi?
5. What is your tribe (or mother tongue)? **Use G10 codes. Females should NOT give the tribe of their husband. If the caregiver is LUHYA, press for subtribe.**
5. Kabilia lako ni lipi?
- 5a. What is your religion / denomination? **Use G11 Codes** |____| Other: _____
- 5a. Je, dini yako ni gani?

Answer question 6 even if FR is KLPS FR.

6. What language do you speak most often with the child? **Use G13 codes.** |____| Other: _____

6. Lugha gani mnatumia sana sana/zaidi na mtoto?

6a. Are there other languages you speak often with the child?

|____| 1 = Yes | 2 = No | 999 = DK

6a. Je, kuna lugha zingine unatumia kuongea na mtoto?

If YES, continue. If NO or DK, skip to section 2.7.

6b. Which other languages? **List up to three. Use G13 codes.**

|____| |____| |____| Other: _____

6b. Ni lugha zingine zipi?

If this interview is with the KLPS parent respondent listed on the tracking sheet (Section 1, Q13=Yes), OR if a separate PC module has been completed by this caregiver (Section 1, Q12c=Yes), skip to Section 3. Otherwise, continue.

SECTION 2.7: CESD

READ: 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

READ: Nitakusomea orodha mbalimbali za hisia ambazo huenda umepitia au umehisi. Tafadhalii onyesha jinsi ambayo umekuwa ukihisi kwa muda wa wiki 1 iliopita ukitumia majibu haya.

Tumia ratili hii.

1 = Mara chache au hakuna wakati wowote

2 = Wakati fulani au kidogo

3 = Mara kwa mara au muda wa wastani

4 = Wakati wote

Show the respondent scale #1. Demonstrate that they should select their response using the scale. Note: For the rest of the questions in this section, read the questions exactly as written. You may repeat any questions as many times as you'd like, but do not rephrase any question or add additional comments or explanations. If the FR has trouble understanding the statement, please re-read but do not try to explain the questions in a different manner.

1. In the past week, I was bothered by things that usually don't bother me |____|
1. **Katika wiki iliyopita, nilisumbuliwa na vitu ambavyo kwa kawaida huwa haviniusumbui**

2. In the past week, I had a problem in concentration on what I was doing |____|
2. **Katika wiki iliyopita, nilikuwa na shida kuzingatia kile nilichokuwa nikifanya**

3. In the past week, I felt depressed and troubled in my mind |____|
3. **Katika wiki iliyopita nilihisi kuwa na mawazo mengi na kusumbuka kiakili**

4. In the past week, I felt that everything that I did took up all my energy |____|
4. **Katika wiki iliyopita nilihisi kila kitu nilichofanya kilichukua nguvu zangu zote**

5. In the past week, I felt hopeful about the future |____|
5. **Katika wiki iliyopita, nilihisi kuwa na matumaini kuhusu siku za usoni**

6. In the past week, I felt afraid |____|
6. **Katika wiki iliyopita, nilihisi uoga**

7. In the past week, I had difficulty in sleeping peacefully |____|
7. **Katika wiki iliyopita, nilikuwa na shida ya kulala kwa amani**

8. In the past week, I was happy |____|
8. **Katika wiki iliyopita, nilikuwa na furaha**

9. In the past week, I felt lonely |____|
9. **Katika wiki iliyopita, nilihisi upweke**

10. In the past week, I lacked the motivation to do anything |____|
10. **Katika wiki iliyopita nilikosa motisha ya kufanya chochote**

SECTION 2.2: CHILD LOCATION HISTORY

1. Where was **[child]** born?

1. **[child] alizaliwa wapi?**

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

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

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

1c. 2010 District? *If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.*

| | Other: _____

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

f 20 (lives in a rural area), continue. Otherwise, skip to 1g.

1e. Location? *For FRs living in Uganda, ask for “county” rather than “location”. Use G3b codes.*

| | Other: _____

1f. Sub-location? *For FRs living in Uganda, ask for “sub-county” rather than “sub-location”.*

Use G3c codes. | | Other: _____

1g. Village/neighborhood? *Write.* (999 = DK) _____

1h. *If the primary caregiver is the KLPS respondent (Section 1, Question 13=Yes), ask:* Did [child] live in the same household as you in this location? | | 1 = Yes | 2 = No | 999 = DK

1h. Je [child] aliishi na wewe kwa nyumba moja mahali hapa?

If the primary caregiver is not the KLPS respondent (Section 1, Question 13=No), ask:

1i. Did [child] live in the same household as [KLPS adult] in this location?

| | 1 = Yes | 2 = No | 999 = DK

1i. Je [child] aliishi na [KLPS adult] kwa nyumba moja mahali hapa?

1 = Yes, for the full time [child] was in this location | 2 = Yes, some of the time | 3 = No, none of the time

2. In the first year of life, what was [child]’s primary location of residence? _____

2. Kwa mwaka wa kwanza wa maisha yake, mahali pa [child] pakawaida pakuishi ilikuwa gani?

2a. Country? *Use G1 codes.* | | Other: _____

2a. Jimbo? Use G1 codes.

2b. County? *Refer to “1992 district” if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is “district” rather than “county”. Use G2a codes.* | | Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 2d.

2c. 2010 District? *If FR doesn’t know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.*

| | Other: _____

2d. Town / city? *Use G3a codes. Code 20=Lives in a rural area.* | | Other: _____

If 20 (lives in a rural area), continue. Otherwise, skip to 2g.

2e. Location? *For FRs living in Uganda, ask for “county” rather than “location”. Use G3b codes.*

| | Other: _____

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

2g. Village/neighborhood? *Write.* 999 = DK _____

2g. Kijiji / Mtaa?

18 / 67 FO Comments:

2h. **If the primary caregiver is the KLPS respondent (Section 1, Question 13=Yes), ask:** Did [child] live in the same household as you in this location? | ____ | 1 = Yes | 2 = No | 999 = DK

2h. Je [child] aliishi na wewe kwa nyumba moja mahali hapa?

If the primary caregiver is not the KLPS respondent (Section 1, Question 13=No), ask:

2i. Did [child] live in the same household as [KLPS adult] in this location? | ____ |

1 = Yes, for the full time [child] was in this location | 2 = Yes, some of the time | 3 = No, none of the time

2i. Je [child] aliishi na [KLPS adult] kwa nyumba moja mahali hapa?

If child has never lived for four months or more outside the same household as the KLPS respondent (Either (A) primary caregiver is the KLPS respondent AND Section 2, Question 0bi=No - OR - (B) Section 2, Question 0di=No), skip to Section 3.

READ: Now I want to ask you where [child] lived in each year since they were born in [year of birth].

READ: Sasa nataka kukuuliza ni wapi [child] aliishi kila mwaka tangu azaliwe [year of birth]?

Repeat questions 3-4 for each calendar year between [year of birth + 1] and [current year].

3. In the year [year], for how many months did [child] not live with [name of KLPS respondent]? | ____ | months

3. Katika mwaka wa (year) ni kwa miezi mingapi [child] hakuishi na [name of KLPS respondent]?

If less than four months, continue to the next year, starting with question 3. If four months or more, continue to question 4.

READ: Now I will ask you to tell me about all locations [child] lived during [year] when [child] did not live with [name of KLPS respondent].

READ: Sasa nitakuuliza uniambie kuhusu sehemu zote [child] aliishi katika mwaka wa (year) wakati [child] hakuwa anaishi na [name of klps respondent].

4. What was [child]'s primary location of residence in [year] in those months when [child] did not live with [name of KLPS respondent]?

4. Je, ni wapi ilikuwa [child] pahali pa kawaida pa kuishi katika mwaka wa [year] kwa hizo miezi [child] hakuishi na [name of KLPS respondent]?

4a. Country? **Use G1 codes.** | ____ | Other: _____

4b. County? **Refer to "1992 district" if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.** | ____ | Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 4d.

4c. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.**

| ____ | Other: _____

19 / 67 FO Comments:

4d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.** | | Other: _____

If 20 (lives in a rural area), continue. Otherwise, skip to 4g.

4e. Location? **For FRs living in Uganda, ask for "county" rather than "location". Use G3b codes.**

| | Other: _____

4f. Sub-location? **For FRs living in Uganda, ask for "sub-county" rather than "sub-location".**

Use G3c codes. | | Other: _____

4g. Village/neighborhood? **Write.** (999 = DK) _____

4g. **Kijiji / Mtaa?** **Write.** (999 = DK)

4h. Was [child] in boarding school or some other institution at this location in the [year]?

1 = Yes | 2 = No | |

4h. Je [child] alikuwa katika shule ya bweni ama shule nyingine yejote mahali hapa mwaka wa [year]?

5. Is there another location [child] lived for four months or more in [year] without [KLPS adult]?

1 = Yes | 2 = No | |

5. Je kuna sehemu nyingine [child] aliishi kwa miezi minne au zaidi katika mwaka wa [year] bila [KLPS adult]?

If no, continue to section 3. If yes, continue to questions 6-6h.

6. What was the other location [child] lived in [year] for four months or more without [KLPS adult]?

6. Je ilikuwa ni sehemu gani nyingine [child] aliishi katika mwaka wa [year] kwa miezi minne au zaidi bila [KLPS adult]?

6a. Country? **Use G1 codes.** | | Other: _____

6b. County? **Refer to "1992 district" if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.** | | Other: _____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 6d.

6c. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes.**

| | Other: _____

6d. Town / city? **Use G3a codes. Code 20=Lives in a rural area.** | | Other: _____

If 20 (lives in a rural area), continue. Otherwise, skip to 6g.

6e. Location? **For FRs living in Uganda, ask for "county" rather than "location". Use G3b codes.**

| | Other: _____

6f. Sub-location? **For FRs living in Uganda, ask for "sub-county" rather than "sub-location".**

Use G3c codes. | | Other: _____

6g. Village/neighborhood? **Write.** 999 = DK _____

6g. **Kijiji / Mtaa?** **Write.**

6h. Was [child] in boarding school or some other institution at this location?

1 = Yes | 2 = No | |

6h. Je [child] alikuwa katika shule ya bweni ama shule nyingine yejote mahali hapa?

20 / 67 FO Comments:

SECTION 3: CHILD HEALTH AND DEVELOPMENT

READ: Thank you. Now I would like to ask you some questions about the health of [child]. You may not know the answers to some of these questions, and that is fine. Please try to answer to the best of your knowledge.

READ: Asante. Sasa ningependa kukuuliza maswali kadhaa kuhusu afya ya [child]. Unaweza kosa kujua majibu ya baadhi ya haya maswali na hiyo ni sawa. Tafadhalii jaribu kujibu kadri unavyofahamu.

1. **Is the caregiver being interviewed here the child's biological parent? If you are unsure, you may ask.** Are you the biological parent of the child? |____| 1 = Yes | 2 = No
1. Je, wewe ndio mzazi wa kibiolojia wa mtoto?

Was a PC module completed for this child in KLPS4? (Based on the answer to Q12a in section 1.) If NO, continue. If YES skip to question 3.

2. **If you can see the health card, record the following information without asking.**
Otherwise, ask: What was the weight of [child] at birth? (9.9 = Weight not measured at birth, 99.0 = Weight measured but caregiver doesn't know it, or caregiver doesn't know if weight was taken at birth) |____|. |____| kg
- 2a. **Was information on birth weight recorded from the health card?** 1 = Yes | 2 = No |____|

Note: If you can see the health card, record responses to questions 3-3f using the health card. If no health card is available or if a vaccine is not indicated, ask the respondent.

3. Has [child] ever received any vaccinations to prevent him/her from getting diseases?
3. Je [child] amewahi pokea chanjo yoyote ili kumkinga kutokana na kupata magonjwa?
- 1 = Yes | 2 = No | 999 = DK |____|

If YES, continue. Otherwise, skip to question 4.

Was a PC module completed for this child in KLPS4? (Based on the answer to Q12a in section 1.) If NO, continue. If YES skip to question 4.

- 3a. Has [child] received a BCG vaccination against tuberculosis, that is an injection in the left arm that usually causes a scar? |____|
1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine
- 3a. Huyu [child] ameshawahi kupokea chanjo dhidi ya ugonjwa wa kifua kikuu (TB), hii ni sindano ambayo hudungwa kwenye mkono wa kushoto. Na kwa kawaida husababisha alama mahala palipo dungwa?
- 3b. Has [child] received a Polio vaccine, that is drops in the mouth? |____|

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3b. Huyu **[child]** amepokea chanjo dhidi ya ugonjwa wa kupooza (Polio vaccine), hii hupewa kwa kuweka matone mdomoni?

3c. Has **[child]** received a DPT vaccination, that is an injection in the thigh, sometimes at the same time as the polio drops? | |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3c. Huyu **[child]** amepokea chanjo dhidi ya ugonjwa wa kifaduro (DPT vaccination) hii ni sindano kwenye paja, wakati mwingine hupewa pamoja na chanjo dhidi ya ugonjwa wa kupooza?

3d. Has **[child]** received the first dose of a measles (or MMR or MR) vaccination, that is an injection in the arm at the age of 9 months or older, to prevent him/her from getting the measles? | |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3d. Huyu **[child]** amepokea dozi ya kwanza ya chanjo dhidi ya ugonjwa wa ukambi (measles or MMR or MR) hiyo ni sindano ambayo hudungwa kwa mkono mtoto akiwa na miezi tisa au zaidi ili kumkinga dhidi ya kupata ukambi (measles)?

3e. Has **[child]** received a yellow fever vaccination, that is an injection in the arm at the age of 9 months or older, to prevent yellow fever? | |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3e. Huyu **[child]** amepokea chanjo dhidi ya homa ya manjano (yellow fever vaccination)? Hii ni sindano kwa mkono katika umri wa miezi tisa au zaidi kuzuia homa ya manjano?

3f. Has **[child]** received the second dose of a measles (or MMR or MR) vaccination, that is an injection in the arm between the ages of 4 and 6 years, to prevent him/her from getting the measles? | |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3f. Huyu **[child]** amepokea dozi ya pili ya chanjo dhidi ya ugonjwa wa ukambi (Measles au MMR au MR), hiyo ni sindano ambayo hudungwa kwa mkono mtoto akiwa kati ya umri wa miaka 4 na 6, ili kumkinga dhidi ya kupata ukambi (measles)?

3g. Has **[child]** received the HPV vaccination, which is usually given after age 9, which is given as an injection in the upper arm, to protect against cervical cancer? (*Since these are new questions in KLPS-5, ask these for all children.*) | |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3g. Huyu [child] amepata chanjo ya HPV, ambayo kwa kawaida hutolewa baada ya umri wa miaka 9 ambayo inatolewa kama sindano kwenye mkono wa juu, ili kujikinga na saratani ya cervical cancer?

3h. Has [child] received a vaccination for Covid-19? (*Since these are new questions in KLPS-5, ask these for all children.*) | ____ |

1 = Yes, on health card | 2 = No | 3 = Don't know what the vaccine is | 4 = Yes, not on health card but PC confirms | 999 = Don't know whether child has received vaccine

3h. Huyu [child] amepata chanjo ya Covid-19?

3i. Has [child] received any other vaccination? 1 = Yes (specify) | 2 = No | 999 = DK | ____ |

3i. Huyu [child] amepokea chanjo nyingine yoyote?

4. Last night, did [child] sleep under a bed net? 1 = Yes | 2 = No | 999 = DK | ____ |

4. Usiku uliopita huyu [child] alilala ndani ya neti ya kuzuia mbu?

5. Have any drugs for worm infections or schistosomiasis been given to [child] in the last 12 months? 1 = Yes | 2 = No | 999 = DK | ____ |

5. Madawa yoyote ya uambukizanaji wa minyoo au kichocho yamewahi pewa [child] kwa miezi kumi na miwili iliyopita?

6. During the past seven days, has [child] experienced any of the following:

1 = Yes | 2 = No | 999 = DK | ____ |

6. Kwa siku saba zilizopita, je [child] amekumbana/amekuwa na hali zifuatazo:

- Fever / malaria? - **Joto Jingi/Malaria**
- Vomiting? - **kutapika**
- Cough? - **Kukoho**
- Diarrhea? - **Kuhara/Kuendesha**
- Any other infection? - **Maambukizi mengine?** *If Yes, Specify:* _____

7. Overall, would you say [child]’s health is very good, good, fair, poor, or very poor? | ____ |

5 = Very good | 4 = good | 3 = fair | 2 = poor | 1 = very poor | 999 = DK

7. Kwa ujumla utasema afya ya huyu [child] ni nzuri sana, nzuri, kadri, mbaya au mbaya sana?

1. Has [child] experienced any major health problems since or at birth? By this I mean serious illnesses or injuries, whether they required hospitalization or not, such as cerebral malaria, pneumonia, tuberculosis, asthma, malnutrition, anemia or a broken arm or leg, or any other diagnosis of chronic or acute problems? 1 = Yes | 2 = No | 999 = DK | ____ |

8. Je, [mtoto] amepata matatizo yoyote makubwa ya kiafya tangu au alipozaliwa? Hapa ninamaanisha magonjwa au majeraha makubwa, iwe yalihitaji kulazwa hospitalini au la, kama vile malaria ya ubongo (cerebral malaria), nimonia (pneumonia), kifua kikuu (TB), pumu (Asthma), utapiamlo (Malnutrition), upungufu wa damu (Anemia) au kuvunjika mkono au mguu, au utambuzi wowote wa matatizo ya muda mrefu au makali?

8. **If yes:** Describe. _____

Was a PC module completed for this child in KLPS4? (Based on the answer to Q12 in section 1.)
If NO, continue. If YES skip to question 10.

8a. When thinking about [child]’s health and development, how would you rank the following items in order of importance?

- 1 = |_____| Doing physical exercise
- 2 = |_____| Sleeping a good number of hours
- 3 = |_____| Getting along well with friends
- 4 = |_____| Eating healthy food
- 5 = |_____| Drinking water

8a. Unapofikiria kuhusu afya na ukuaji wa [child]’s, unawezaje kuorodhesha vitu vifuatavyo kwa mpangilio wa umuhimu?

- 1 = |_____| Kufanya mazoezi ya mwili
- 2 = |_____| Kulala idadi nzuri ya masaa
- 3 = |_____| Kuishi vizuri na marafiki
- 4 = |_____| Kula chakula chenye afya
- 5 = |_____| Maji ya kunywa

8. How old (in months) was [child] when he/she began walking? |_____| months (999 = DK, 888=Never walked)

8. Je [child] alikuwa na umri gani (kwa miezi) alipoanza kutembea?

If DK, continue. Else skip to question 10.

9a. Was the child older or younger than 2 years old when he / she began walking?

1 = Older | 2 = Younger | 999 =DK |____|

9a. Je, mtoto alikuwa chini au zaidi ya miaka 2 alipoanza kutembea?

9. Compared with other children, does [child] have difficulty seeing, either in the daytime or at night? 1 = Yes | 2 = No | 999 = DK |____|

10. Kulinganisha na watoto wengine je [child] ana ugumu kuona aidha mchana au usiku?

10. Does [child] appear to have difficulty hearing? 1 = Yes | 2 = No | 999 = DK |____|

11. Je, [child] anaonekana kuwa na ugumu kusikia?

11. When you tell [child] to do something, does he/she seem to understand what you are saying? 1 = Yes | 2 = No | 999 = DK | ____ |

12. Unapomuambia [child] kufanya kitu, je ye ye huonekana kuelewa unachokisema?

12. Does [child] have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs? 1 = Yes | 2 = No | 999 = DK | ____ |

13. Je [child] ana ugumu kutembea au kusongesha mikono au je ana udhaifu na au ugumu kwenye mikono au miguu?

13. Does [child] sometimes have seizures, become rigid, or lose consciousness?

1 = Yes | 2 = No | 999 = DK | ____ |

14. Je [child] wakati mwingine huwa anajinyosha (seizures), mwili kuwa mgumu au kupoteza fahamu?

14. Does [child] learn to do things like other children his/her age?

1 = Yes | 2 = No | 999 = DK | ____ |

15. Je [child] hujifunza kufanya vitu kama watoto wengine wa umri wake?

15. Does [child] speak at all (can he/she make himself/herself understood in words; can he/she say any recognizable words)? 1 = Yes | 2 = No | 999 = DK | ____ |

16. Je, [child] huongea hata kidogo? (je mtoto anaweza fanya aeleweke kwa kuongea, anaweza kusema maneno yanayotambulika)?

16. Is [child]'s speech in any way different from normal? 1 = Yes | 2 = No | 999 = DK | ____ |

17. Je kuongea kwa [child] ni tofauti kwa njia yoyote na kawaida?

17. Compared with other children of his/her age, does [child] appear in any way cognitively delayed, or delayed in language? 1 = Yes | 2 = No | 999 = DK | ____ |

18. Kulinganishwa na watoto wengine wa umri wake, je [child] anaonekana kwa njia yoyote kuchelewa kiakili au kuchelewa kuongea?

Note: If parents do not understand, probe if child was speaking or saying words by age 2. If not speaking, please select YES.

19. How many meals did [child] eat yesterday? Chai (tea) itself is not to be considered as a meal. | ____ |

19. [Child] alikula mlo ngapi jana? Chai bure haihesabiwi kama mlo.

If ZERO, skip to question 21.

20. How many of these meals included meat or fish? Omena (small fish) should be included, but eggs should not. | ____ |

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20. Ni ngapi kati ya mlo hii ilikuwa ya nyama, samaki au kuku. Omena/Fulu inahesabiwa lakini mayai haihesabiwi

21. How many days in the last 7 days did [child] go to sleep hungry because there was not enough food? (999=DK) |_____|

21. Je, ni siku ngapi katika siku 7 zilizopita [child] alilala njaa kwa sababu hakukuwa na chakula cha kutosha? (999=DK)

SECTION 4: SLEEP PATTERNS - CHILDREN

READ: Now I would like to ask you some questions about [child]’s sleep.

READ: Sasa ningependa kukuuliza maswali kadhaa kuhusu kulala kwa [child] wako.

1. What time did [CHILD’S NAME] go to bed last night? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)

(hour) (min)

1. [child] alienda kulala saa ngapi jana usiku?

2. What time did [CHILD’S NAME] wake up this morning? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)

(hour) (min)

2. [child] aliamka saa ngapi leo asubuhi?

3. In total, how long did [CHILD’S NAME] nap over the last 24 hours? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)

(min)

(hour)

3. Kwa jumla [child] alilala usingizi mfupi mchana kwa muda gani katika masaa 24 zilizopita?

4. **Over the last month** what was [CHILD’S NAME]’s usual bedtime? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)

(min)

(hour)

4. Kwa mwezi uliopita, kwa kawaida [child] alikuwa anaenda kulala saa ngapi?

4b. **Over the last month** what was [CHILD’S NAME]’s usual wake up time? **Use 24 hour clock.**

[__][__] : [__][__] (999 = DK)

(hour) (min)

]

4b. Kwa mwezi uliopita, kwa kawaida [child] alikuwa anaamka saa ngapi?

5. **What time does [CHILD’S NAME] typically finish eating dinner?**

[__][__] : [__][__]

(999 =DK)

(hour) (min)

5. [CHILD'S NAME] kwa kawaida humaliza kula chakula cha jioni/supper saa ngapi?

SECTION 5A: HOME ENVIRONMENT INFORMATION

READ: Thank you. Now I would like to ask you some questions about the daily life of [child].

READ: Asante. Sasa ningependa kukuuliza maswali fulani kuhusu maisha ya kila siku ya [child].

1. Now I'd like to ask about things that are in the home where the child lives.

1. Sasa ningependa kuuliza kuhusu vitu ambavyo viko nyumbani ambako mtoto anaishi.

1a. Is there a music player or radio that [child] can listen to at home, or a smartphone or other device which [child] uses to listen to music at home? 1 = Yes | 2 = No | 999 = DK [__]

1a. Kuna kinanda au radio ambayo [child] anaweza sikiliza akiwa nyumbani au smartphone au kifaa kingine ambacho [child] hutumia kusikiliza muziki nyumbani?

1b. Is there something [child] uses to make music at home such as a drum, horn, kayamba, or guitar? 1 = Yes | 2 = No | 999 = DK [__]

1b. Je kuna chochote [child] hutumia kutengeneza muziki nyumbani kama vile ngoma, pembe (horn), kayamba au gitaa? 1 = Yes | 2 = No | 999 = DK [__]

1c. About how many books are there in [child]'s home (including the Bible or other religious books, dictionary, textbooks, children's books and picture books)? (999 = DK) [__]

1c. Ni kama vitabu vingapi vilivyo nyumbani kwa [child] (ikijumulisha bibilia au vitabu vingine vya dini, kamusi, vitabu vya watoto, vitabu vya kusoma au vitabu vya picha)? [__]

1d. About how many storybooks or picture books are in [child]'s home? Please include any storybooks or picture books you received as a gift. Please only include children's storybook and/or picture books. DO NOT include any textbooks or magazines or e-books. (999 = DK) [__]

1d. Ni kama vitabu vingapi vya hadithi au vya picha ziko nyumbani kwa [child]? Tafadhal jumuisha vitabu vyovoyote vya hadithi au vya picha ulivyopokea kama zawadi. Tafadhal jumuisha tu vitabu vya Watoto vya hadithi au picha. Usijumuisha vitabu vingine vya textbooks ama magazines ama e-books.

1di. About how many e-books does [child] have access to at home including Textbooks, children's books, storybooks or picture books? (999 = DK) [__]

1di. Ni kama vitabu vingapi vya e-books [child] anaweza soma nyumbani ukijumuisha vitabu vyovoyote vya hadithi au vya picha, na Textbooks?

1dii. What language(s) are these storybooks in? **Please select all that apply**) | |

1 = English | 2 = Kiswahili | 3 = Luo | 4 = Luhya | 777 = Other (specify) | 999 = DK

1dii. Hivi vitabu vya hadithi vimeandikwa kwa lugha gani?

1e. About how many children's textbooks are in [child]'s home? (999 = DK)

1e. Ni kama vitabu vingapi vya watoto vya kusoma viro kwenye nyumba ya [child]?

Number of children's books and the number of textbooks should not exceed the total number of books (question 1c).

1f. Is there any other reading material in [child]'s home, such as newspapers, magazines, pamphlets, or brochures? 1 = Yes | 2 = No | 999 = DK

1f. Kuna vitu vingine vyovoyote vya kusoma nyumbani kwa [child] kama magazeti, pamphlet, magazine au bronchures?

1g. Are there any pictures, posters, calendars, or other type of art work on the walls at [child]'s home? 1 = Yes | 2 = No | 999 = DK

1g. Kuna picha, vibandiko vya ukuta, kalenda au aina nyingine ya michoro ukutani nyumbani kwa [child]?

1h. Does [child] have paper and pencil, pen or art supplies (such as crayons or paints) to write or draw with at home? 1 = Yes | 2 = No | 999 = DK

1h. Je [child] ana karatasi na pencil, kalamu au vifaa vya kuchora kama [crayons] za kuandika au kuchora nyumbani?

1i. Does [child] make his/her own toys to play with, such as a football or dolls?

1 = Yes | 2 = No | 999 = DK

1i. Je [child] hutengeneza vitu vyake vya kuchenza kama mpira au doli?

1j. Does [child] play any games of strategy such as ludo game, draught (checkers), chess, or strategy video/phone games? 1 = Yes | 2 = No | 999 = DK

1j. Je [child] huchenza michezo ya mikakati kama michezo wa ludo, drafu(checkers), chess, au michezo wa mkakati (strategy) video/phone games?

1k. In the last 12 months, how often has a family member taken [child] to travel to another region or city?

1k. Kwa mwaka uliopita, ni mara ngapi mtu wa familia amempeleka [child] kusafiri hadi sehemu nyingine au mji?

If Busia-based FR READ: By another region, we mean a trip of 30km or more. 30km is about the distance from Busia Town to Sega or Malaba.

If Busia-based FR READ: Kwa sehemu nyingine, tunamaanisha matembezi ya 30km au zaidi. 30km ni kama umbali wa kutoka Busia Town hadi Segu au Malaba.

If Nairobi-based FR READ: By another region, we mean a trip of 30km or more. 30km is about the distance from Nairobi Town to Kitengela or Ruiru.

If Nairobi-based FR READ: Kwa sehemu nyingine, tunamaanisha matembezi ya 30km au zaidi. 30km ni kama umbali wa kutoka Nairobi Town hadi Kitengela au Ruiru Enter number of times in the last year.

Enter number of times in the last year. (999 =DK) |____| times

2. How strongly do you agree with the statement, “I know how my child spends their time each day”? |____|

1 = Strongly disagree | 2 = Disagree | 3 = Neither agree nor disagree | 4 = Agree | 5 = Strongly agree | 999 = DK

2. Je, unakubali kwa kiasi gani na taarifa hii, “Ninajua jinsi mtoto wangu anavyotumia wakati wake kila siku”?

3. How many hours did [child] spend in class time during the last day [child] attended school?

3. Ni masaa mangapi [child] alitumia darasani siku ya mwisho [child] alihudhuria shule?

|____| 999 = DK **Round to the nearest hour.**

3a. How long does it take [child] to get to and from school in minutes? |____| (999 =DK)

3a. Ni dakika ngapi inamchukua [child] kuenda na kurudi kutoka shuleni kwa dakika?

ENUMERATOR NOTE: If child is *in Boarding school*, record *zero minutes*.

From 6am yesterday morning to 6am this morning...

Kuanzia jana 6am to 6am asubui...

3b. How long, in hours and minutes did [child] spend doing structured activity outside of class time, for example, a dancing/music/drama club, an environmental club, a scouts club, not including religious activities or sports?

3b. [child] alitumia masaa na dakika ngapi kufanya shughuli iliyopangwa nje ya darasa, kwa mfano, klabu ya dansi/muziki/drama, klabu ya mazingira, klabu ya skauti, si ikiwa ni pamoja na shughuli za kidini au michezo?

Hours: |____| 999 =DK

Minutes: |____| 999 =DK

3c. How long, in hours and minutes did [child] spend doing prayers, bible study, religious study or other religious activities?

3c. Ni masaa na dakika ngapi [child] alifanya maombi, kujifunza biblia, mafunzo ya dini au shughuli zingine za kidinii?

Hours: |____| 999 =DK

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Minutes: | ____ | 999 =DK

3d. How long, in hours and minutes, did [child] spend playing formal sports with a team?

3d. Ni masaa na dakika ngapi [child] alifanya akicheza michezo rasmi na timu?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3e. How long, in hours and minutes, did [child] spend playing with friends (such as rukaruka, playing football with friends, or other games), not including formal sports?

3e. Ni masaa na dakika ngapi [child] alicheza na marafiki (kama kurukanuka, kucheza mpira wa kandanda na marafiki au michezo mingine) usipojumuisha mchezo rasmi?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3f. How long, in hours and minutes, did [child] spend doing chores, such as fetching water, washing, cooking, caring for other siblings, etc (not including agricultural activities or taking care of chicken, livestock or other animals)?

3f. Ni masaa na dakika ngapi [child] alifanya kazi kama kuchota maji kuosha, kupika, kushughulikia watoto wengine n.k. (bila kujumuisha shughuli za ukulima au kushughulikia kuku, mifugo, au wanyama wengine)?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3g. How long, in hours and minutes, did [child] spend on the family business, family farm, or agricultural activities including taking care of chicken, livestock, or other animals?

3g. Ni masaa na dakika ngapi [child] alifanya shughuli za biashara ya familia au shamba la familia au shughuli za ukulima ikijumuisha shughuli za kuku, mifugo au wanyama wengine)?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3h. How long, in hours and minutes, did [child] spend reading, doing homework, or studying for school?

3h. Ni masaa na dakika ngapi [child] alitumia kusoma, kufanya kazi ya ziada au kujisomea mwenyewe masomo ya shule?

Hours: | ____ | 999 =DK

Minutes: | ____ | 999 =DK

3i. How long, in hours and minutes, did [child] spend watching television, listening to the radio, playing video games, or playing with a phone, tablet, or computer?

3i. Ni masaa na dakika ngapi [child] alitumia kutazama televisheni, kusikiliza redio, kucheza na simu, tablet, compyuta au kucheza michezo ya video?

Hours: | ____ | 999 =DK

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Minutes: | ____ | 999 =DK

3j. Is there another activity, beside sleep, that the child did for more than 2 hours? *If yes*, what is the activity, and how many hours did [child] do this activity? (999 = Don't know) | ____ |

Other, specify: _____

3j. Je kuna shughuli ingine tofauti kando na kulala ambayo mtoto alifanya kwa zaidi ya masaa mawili? Ni shughuli gani, na [child] alichukua muda gani kufanya hiyo shughuli? (999 = Don't know)

4. Sometimes children take care of siblings or other children from other households while they are doing other things. How many hours in total do you think [child] cares for children on a typical week day, even if [child] is doing other things at the same time? | ____ | (999 =DK)

4. Wakati fulani watoto huwatanza ndugu au watoto wengine wanapofanya mambo mengine. Je, unafikiri [child] hutunza watoto kwa saa ngapi kwa siku ya kawaida ya wiki, hata kama [child] anafanya mambo mengine kwa wakati mmoja?

5. Does [child] receive any pocket money for them to spend as they wish?

1 = Yes | 2 = No | 999 = DK | ____ |

5. Je, [child] anapokea pocket money ili atumie apendavyo?

If yes, continue to 5a. Otherwise skip to 6.

5a. How much pocket money does [child] receive each week (in KSH)? | ____ | (999 = DK)

5a. [child] hupokea pesa ngapi kila wiki (katika KSH)?

6. Does [child] do any chores or work inside the home, for example, collecting water, caring for livestock, or helping with a family business? 1= Yes | 2 = No | 999 = DK | ____ |

6. Je, [child] anafanya kazi zozote za nyumbani au anafanya kazi ndani ya nyumba, kwa mfano, kuchota maji, kuchunga mifugo, au kusaidia katika biashara ya familia?

If yes, continue to 6a. Otherwise, skip to 7.

6a. How many hours did [child] do chores or work inside the home in the last week? (999=DK)

6a. Je, [child] anafanya kazi zozote za nyumba kwa nyumba ingine au anafanya kazi ndani ya nyumba, kwa mfano, kuchota maji, kuchunga mifugo, au kusaidia katika biashara ya familia? (999=DK) | ____ |

7. Does [child] do any chores or work outside the home, including for friends or relatives who do not live in the same household? 1 = Yes | 2 = No | 999 = DK | ____ |

7. Je, [child] hufanya kazi zozote za nyumbani au kufanya kazi nje ya nyumba ikijumuisha kufanya marafiki au watu wa ukoo ambaa hawaishi katika nyumba moja?

If yes, continue to 7a. Otherwise skip to 10

7a. How many hours did **[child]** do chores or work outside the home in the last week? |_____| (999 = DK)

7a. Je, ni saa ngapi **[child]** alifanya kazi za nyumbani au kufanya kazi nje ya nyumba katika wiki iliyopita?

8. How much money did **[child]** receive for doing chores or work outside the home in the last week (in KSH)? |_____| (999 = DK)

8. Je **[child]** alipokea pesa kiasi gani kwa kazi za nyumba ingine au kufanya kazi nje ya nyumbanikatika KSH)? |_____| (999 = DK)

9. Did **[child]** get to keep the money they received for chores or work outside the home in the last week? |_____| 1=Yes | 2 = No | 999 = DK

9. Je, **[child]** alipata kuweka pesa alizopokea kwa ajili ya kazi za nyumbani au kufanya kazi nje ya nyumba katika wiki iliyopita?

10. In the last 7 days, how many days did you or another adult or teenager (age 13 or older) read with **[child]** at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 999 = DK) |_____| days

10. Kwa siku saba zilizopita, ni siku ngapi wewe au mtu mwingine aliye na miaka 13 au zaidi mlisoma na **[child]** nyumbani? Hapa tunamaanisha aina yoyote ya kusoma, ikijumuisha kusoma vitabu vya hadithi, textbooks au magazine, mradi tu wewe au mtu mwingine aliye na miaka kumi na tatu au zaidi alimsomea mtoto. Usijumuise kusoma shuleni.

If 1 or more days, continue to 10a. Otherwise skip to 11.

10a. Now think about yesterday. How many minutes did you or another adult or teenager (age 13 or older) read with **[child]** yesterday? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of minutes, 999 = DK) |_____| minutes

10a. Sasa fikiria kuhusu jana. Ni dakika ngapi wewe au mtu mwingine aliye na miaka 13 au Zaidi alisoma na **[child]** jana? Hapa tunamaanisha aina yoyote ya kusoma ikijumuisha kusoma vitabu vya hadithi, textbooks au magazine mradi tu wewe au mtu mwingine aliye na miaka kumi na tatu au zaidi alimsomea mtoto. Usijumuise aliotumia kusoma shuleni.

11. In the last 7 days, how many days did **[child]** read by themselves (or with other children) at home? Here we mean any form of reading, including reading from a storybook, textbook, or

magazine. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 999 = DK) |____| days

11. Kwa siku saba zilizopita, ni siku ngapi [child] alisoma mwenyewe au na Watoto wengine akiwa nyumbani? Hapa tunamaanisha aina yoyote ya kusoma ikijumuisha kusoma vitabu vya hadithi, textbooks au magazine. Usijumuise aliotumia kusoma shulen.

If 1 or more days, continue to 11a. Otherwise skip to 12.

11a. Now think about yesterday. How many minutes did [child] read by themselves or with other children yesterday? Do not include any time spent reading while in school. (Enter number of minutes, 999 = DK) |____| minutes

11a. Sasa fikiria kuhusu jana. Ni dakika ngapi [child] alisoma mwenyewe au na Watoto wengine chini ya miaka 13 jana? Usijumuise aliotumia kusoma shulen.

12. In the past 7 days, did you or any other person over the age of 15 in the child's household: |____|

1 = mother | 2 = father | 3 = mother and father | 4 = PC module respondent (if not a parent) | 5 = siblings | 6 = other adult relative | 7 = other adult non-relative

12. Kwa siku saba zilizopita, je wewe au mtu yeyote mwengine zaidi ya miaka 15 kwa nyumba:

If yes, ask who performed this activity with child.

12a. Read books to or look at books with [child]?

1 = Yes | 2 = No | 999 = DK. |____| relation: |____|/|____|

12a. Kusoma vitabu au kuangalia vitabu na [child]?

12b. Tell stories to [child]? 1 = Yes | 2 = No | 999 = DK. |____| relation: |____|/|____|

12b. Kumhadithia [child]?

12c. Sing songs or play musical instruments with [child]? |____| relation: |____|/|____|

12c. Aliimba nyimbo au kucheza vyombo vya muziki na [child]?

12d. Play with [child]? 1 = Yes | 2 = No | 999 = DK. |____| relation: |____|/|____|

12d. Kucheza na [child]?

12e. Construct objects or art from paper, wire, mud, sticks, etc with [child]? |____| relation: |____|/|____|

12e. Tengeneza vyombo au sanaa kutumia karatasi, wire, matope, vijiti na kadhalika n.k. na [child]?

12f. Name, count, or draw things for or with [child] for instance, letters, numbers, shapes, colors, plants, animals, etc? |____| relation: |____|/|____|

12f. Alitaja, kuhesabu au kuchora vitu na [child] au kumchorea kama ni herufi, nambari, maumbo, colours, mimea, wanyama, n.k.?

12g. Help [child] with homework? (88=Not in school) |____| **relation:** |____|/|____|

12g. Alisaidia [child] kazi ya ziada?

12h. Talk about what [child] is learning in school? (88=Not in school) |____| **relation:** |____|/|____|

12h. Aliongea kuhusu chenye [child] anasoma shule?

12i. Teach vocabulary words in Swahili or English? |____| **relation:** |____|/|____|

12i. Funza maneno magumu katika lugha ya kiswahili au kингереza?

12j. Teach vocabulary words in local language? |____| **relation:** |____|/|____|

12j. Funza maneno magumu katika lugha ya mama?

12k. Play sports or games or other physical activity, such as football, rukaruka, swimming, etc? |____| **relation:** |____|/|____|

12k. Cheza michezo au P.E., kama vile, kandanda, rukaruka, kuogelea, n.k.?

12l. Take [child] on a fun outing, such as a football match, other sports event, religious services or event, hotel, restaurant, or to a local event? |____| **relation:** |____|/|____|

12l. Peleka [child] kwa burudani, kama vile mech ya kandanda, michezo mingine, huduma za kidini au tukio, hotelini, au tukio lingine mtaani?

READ: Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in the child's household has used this method with [child] in the past month.

READ: Watu wazima hutumia mbinu fulani kufunza watoto tabia inayofaa au kushughulikia shidan ya tabia fulani. Nitasoma mbinu tofauti ambazo zinatumika na nataka uniambiye ikiwa wewe au mtu mwengine yeyote katika nyumba ya mtoto ametumia mbinu hizi na [child] kwa mwezi uliopita.

13a. Took away privileges, forbade something [child] liked or did not allow him/her to leave the house/compound. 1 = Yes | 2 = No | 999 = DK |____|

13a. Kuondoa manufaa ya ziada, kutoruhusu kitu [child] alichopenda au kutoruhusu yeye kutoka kwa nyumba au bomani.

13b. Explained why [child]'s behavior was wrong. 1 = Yes | 2 = No | 999 = DK |____|

14b. Alieleza kwa nini tabia ya [child] ilikua mbaya.

13c. Shouted, yelled at or screamed at him/her. 1 = Yes | 2 = No | 999 = DK |____|

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13c. Kupiga kelele, kumpigia mayowe (screamed at him/her).

13d. Gave him/her something else to do. 1 = Yes | 2 = No | 999 = DK | ____ |

13d. Kumpa kitu kingine cha kufanya.

13e. Called him/her dumb, lazy, or another name like that. 1 = Yes | 2 = No | 999 = DK | ____ |

13e. Kumwita mjinga, mvivu au jina lingine kama hilo.

13f. Physically punish, for example caning, slapping etc. 1 = Yes | 2 = No | 999 = DK | ____ |

13f. Adhabu ya kimwili, kwa mfano, kumpiga kiboko, kumchapa kofi n.k.

SECTION 5B: EDUCATIONAL INVESTMENTS AND READING

1. Is [child] currently enrolled in school, including primary school, or another school?

1 = Yes | 2 = No | 999 = DK | ____ |

1. Je, [child] kwa sasa anasoma katika shule ya msingi au shule nyingine yoyote?

If YES, continue to 1a. If NO or DK, skip to question 2.

1a. In which class / grade is [child] currently enrolled? (999 = DK) | ____ |

1a. Ni darasa/grade gani [child] amesajiliwa?

1b. Is the school that [child] is enrolled in public or private?

1 = Public | 2 = Private | 999 = DK | ____ |

1b. Hii shule yenye [child] amesajiliwa ni ya umma au ya kibinagsi?

1c. Is the school that [child] is enrolled in a boarding school or day school?

1 = Day school | 2 = Boarding | 999 = DK | ____ |

1c. Shule yenye [child] anasoma ni ya malezi au ya kurudi nyumbani?

1cii. What is the name of the school that [child] attends? | ____ |

1cii. Jina la shule anayohudhuria [child] ni gani?

1ciii. What county is this school in? | ____ |

1ciii. Shule hii iko katika kaunti gani?

Refer to "1992 district" if FR does not know the county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.

| ____ | Other: _____

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

1civ. 2010 District? _____

If FR doesn't know 2010 district, but does know an earlier district name, write the old district name and make a remark in FO Comments. Use G2b codes. |____| Other: _____

1d. Did [child] attend school last week? **If it is currently a holiday from school, ask about the last week before the holiday started.** 1 = Yes | 2 = No | 999 = DK |____|

1d. [child] amehudhuria shule wiki iliyopita?

1di. Of the last five days school was in session, how many days did [child] attend? |____|

1di. Katika siku tano zilizopita ambazo shule ilikuwa wazi, ni siku ngapi [child] alihudhuria?

1ei. How much was your household asked to pay for school fees for [child] in the last month? **If paid on a term or annual basis, calculate monthly asked to pay.** (KSH) |____|

1ei. Je! nyumba yako ililizwa kulipa kiasi gani kwa ada ya shule ya [child] mwezi uliopita?

1eii. How much did your household actually pay in school fees for [child] in the last month? **If paid on a term or annual basis, calculate monthly amount paid.** (KSH) |____|

1eii. Ni pesa ngapi nyumba yako ilipia masomo haya ya [child] mwezi uliopita?

1eiii. What was the total amount spent on educational expenses for [child] in the last month, including school fees, the cost of uniforms, school supplies, transportation, tutoring, or other related expenses? **If paid on a term or annual basis, calculate monthly amount paid.**

(KSH) |____|

1eiii. Ni kiasi gani kilitumika kwa gharama za elimu kwa [child] katika mwezi uliopita, ikiwa ni pamoja na karo ya shule, gharama ya sare, vifaa vya shule, usafiri, mafunzo, au gharama zingine zinazohusiana?

1eiv. Of the total amount spent on educational expenses for [child] in the last month, what amount did the household contribute? For example, sometimes relatives, friends, or others will contribute to help pay for educational expenses. We want to know the total amount contributed by your household in the last month. (KSH) |____|

1eiv. Kati ya jumla ya kiasi kilichotumika kwa gharama za elimu kwa [child] katika mwezi uliopita, nyumba ilichangia kiasi gani? Kwa mfano, nyakati nyingine watu wa ukoo, marafiki, au wengine watachangia kulipia gharama za elimu. Tunataka kujua jumla ya kiasi kilichochangwa na nyumba yako katika mwezi uliopita.

2. Why is [child] not enrolled in any type of schooling program? |____|

2. **Kwa nini [child] hajaandikishwa katika aina yoyote ya programu ya shule?**

1 = Child is too young

2 = Child would not do well / is not smart

3 = There is not enough money to pay for it / those programs are too expensive

4 = Distance/too far away

5 = Program is not available

6 = Child refuses/doesn't want to

36 / 67 FO Comments:

7 = Child helps with work around the house/ takes care of other children

8 = Dropped out

777 = Other (specify) _____

3. Does [selected KLPS child] ever attend religious services? 1 = Yes | 2 = No | _____ |

3. Je, [child] huwa anahudhuria shughuli za kidini?

4. What is the religion / denomination of this [selected KLPS child]? *Use G11 Codes* | _____ |

4. Je, dini/dhehebu ya [child] ni ipi?

If OTHER, describe: _____

READ: Now we're going to ask you a few more questions about reading with [CHILD]. For each statement, we will ask you if you strongly agree, agree, disagree, or strongly disagree.

READ: Sasa tunaenda kukuuliza maswali machache kuhusu kusoma na [CHILD]. Kwa kila kauli, tutakuuliza ikiwa unakubali kabisa, unakubali, haukulbaliani, au unakataa kabisa.

Show the respondent scale #2. Demonstrate that they should select their response using the scale.

5a. I can choose appropriate storybooks or children's books for my child. | _____ |

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |

999 = DK

5a. Naweza kuchagua vitabu vya hadithi vinavyofaa kwa Watoto wangu.

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |

999 = DK

5b. I can provide active involvement for my child with storybook or children's book reading.

| _____ |

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |

999 = DK

5b. Ninaweza kujitahidi kusoma vitabu vya hadithi na Watoto wangu.

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |

999 = DK

5c. I can ask appropriate recall questions after I finish reading a storybook or children's book.

| _____ |

1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |

999 = DK

5c. Ninaweza kukumbuka kuuliza maswali yanayofaa baada ya kumaliza kusoma kitabu cha hadithi.

1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |

999 = DK

5d. I can encourage my child to talk about a book while reading. |_____|
1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |
999 = DK

5d. **Ninaweza kumtia mtoto wangu moyo kuzungumza juu ya kitabu wakati anaposoma.**
1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |
999 = DK

5e. I can help my child answer, "What?", "Why?", and "How" questions about a story when
reading. |_____|
1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |
999 = DK

5e. **Ninaweza kumsaidia mtoto wangu kujibu maswali ya "Je?" "Kwa nini?" na "Vipi?" juu ya
hadithi wakati anaposoma.**
1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |
999 = DK

5f. I can help my child to learn new words through storybook or children's book reading.
|_____|
1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |
999 = DK

5f. **Ninaweza kumsaidia mtoto wangu kujifunza maneno mapya kupitia usomaji wa vitabu vya
hadithi.**
1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |
999 = DK

5g. I think reading is important for my child's development. |_____|
1 = Strongly disagree | 2 = Disagree | 3 = Agree | 4 = Strongly agree | 888 = Refuse to answer |
999 = DK

5g. **Nadhani kusoma ni muhimu kwa ukuaji wa mtoto wangu.**
1 = Sikubali Kabisa | 2 = Sikubali | 3 = Kubali | 4 = Kukubali Kabisa | 888 = Refuse to answer |
999 = DK

READ: Now we are ready to start some questions about your **[CHILD]** reading. You can think
about your **[CHILD]**'s reading, or reading by other people (like your parents or teacher), that you
just listen to. Listen to each sentence and tell me whether it is a lot like your **[CHILD]**, a little like
your **[CHILD]**, or not like your **[CHILD]**. There are no right or wrong answers. We only want to
know how you feel about your **[CHILD]** reading. Again, for each statement, we will ask you
whether this sounds a lot like your child, a little like your child, or not like your child.

READ: Sawa, vizuri. Sasa tuko tayari kuanza maswali machache juu ya kusoma. Unaweza
kufikiria juu ya usomaji wa **[child]**, au kusoma na watu wengine (kama wazazi wako ama
mwalimu), ambayo unasikiliza tu. Sikiliza kila sentensi na uniambie ikiwa ni kama **[child]** sana, ni

kama [child] kidogo au sio kama [child]. Kumbuka hakuna majibu sahihi au mbaya. Tunajaribu to kujua jinsi unavyo hisi juu ya kusoma kwa [child]. Tena, kwa kila kauli, tutakuuliza ikiwa hii inafanana sana na mtoto wako, kidogo kama mtoto wako, au si kama mtoto wako.

6a. [Child] is a good listener when someone else is reading a story. |_____|

1 = a lot like [child] | 2 = a little like [child] | 3 = not like [child]

6a. [Child] ni msikilizaji mzuri wakati mtu mwengine anasoma hadithi.

1 = Kama [child] sana | 2 = Kama [child] | 3 = Kidogo Si kama [child]

6b. [Child] has favorite stories from stories or books that he/she likes to read about or listen to. |_____|

1 = a lot like [child] | 2 = a little like [child] | 3 = not like [child]

6b. Kuna hadithi [child] anazopenda kutoka kwa hadithi au vitabu ambavyo anapenda kusoma au kusikiliza.

1 = Kama [child] sana | 2 = Kama [child] | 3 = Kidogo Si kama [child]

6c. [Child] likes to tell others about what he/she is reading/ someone has read to him/her. |_____|

1 = a lot like [child] | 2 = a little like [child] | 3 = not like [child]

6c. [Child] anapenda kuambia wengine juu ya kile anachosoma au mtu amemsomea.

1 = Kama [child] sana | 2 = Kama [child] | 3 = Kidogo Si kama [child]

6d. [Child] likes to tell others about what he/she is learning in school. |_____|

1 = a lot like [child] | 2 = a little like [child] | 3= not like [child]

6d. [Child] anapenda kuwaambia wengine kuhusu kile anachojifunza shuleni.

1 = Kama [child] sana | 2 = Kama [child] | 3 = Kidogo Si kama [child]

If Storybook Treatment Group, Read 7, Otherwise continue to 8:

7. Do you remember the titles of your storybook(s) from IPA? If yes, kindly tell us. |_____|

7. Je, unakumbuka majina ya hivyo vitabu vya hadithi kutoka IPA? Kama ndiyo tafadhali tuambie.

Note: Do Not read answers out loud, but select all that apply. If FR gives approximate title, please mark as correct):

1 = Hyena learns a lesson

2 = Why Chameleon Eats Insects

3 = Thank you Oba

4 = Super Sara and the School Trip

5 = Sungura na Mbweha

6 = Kisa cha Mebo

7 = Ndege wa Nyumbani

8 = Usalama wa Sudi na Shada

9 = PC cannot remember any storybook(s) from IPA

777 = Named book not on this list / Other: If OTHER, describe: _____

READ: Now we're going to ask you a few questions about **[Selected child]**'s Schooling .

READ: Sasa tutakuuliza maswali machache kuhusu masoma ya **[Selected child]**.

8. If child ever been enrolled in school :

READ: Is/was your child an average student, better than average, or below average? **If child has never been in school READ:** Is your child average, better than average, or below average in

terms of their learning and development?

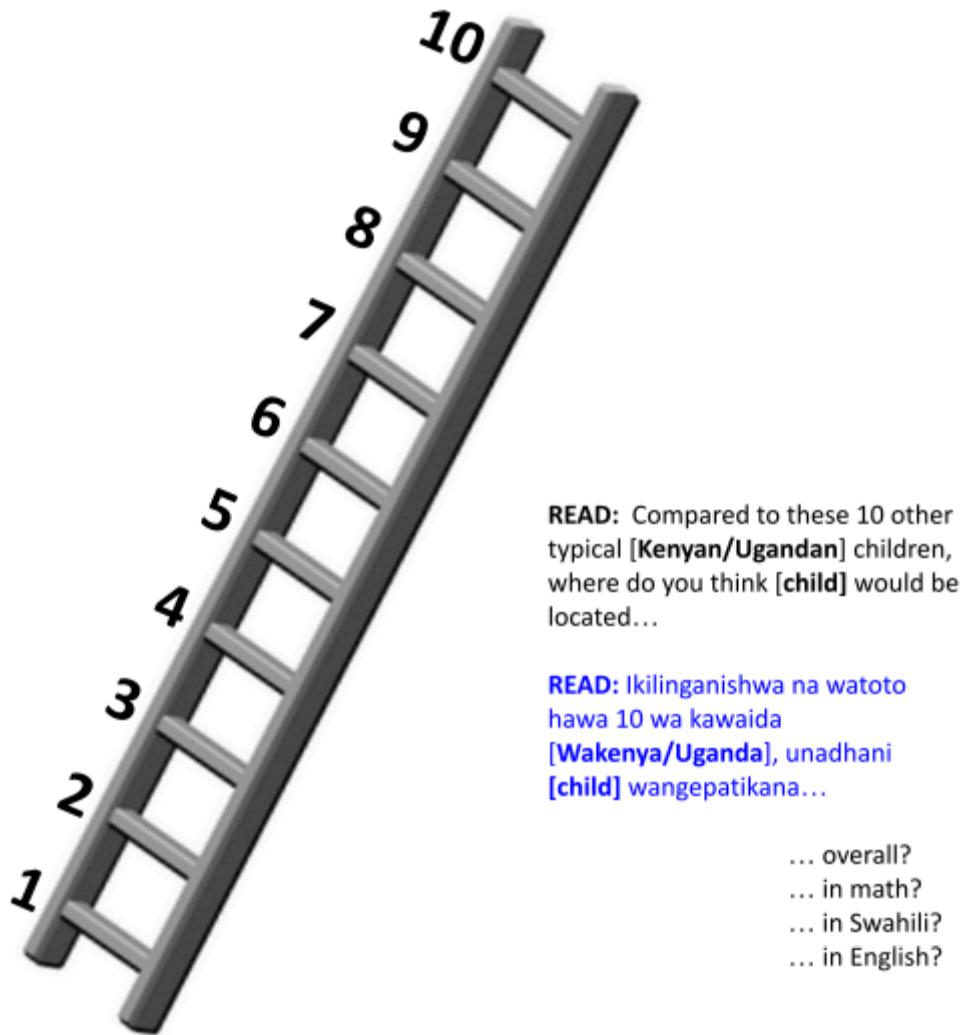
1 = Below Average | 2 = Average | 3 = Above Average | 999 = DK) | _____ |

8. READ: Je, mtoto wako alikuwa mwanafunzi wa wastani, bora kuliko wastani, au chini ya wastani? **If child has never been in school READ:** Je, mtoto wako ni wastani, bora kuliko wastani, au chini ya wastani katika suala la kujifunza na kukua kwake?

9. As part of this survey, your child has completed or will complete a test covering different subjects, including in mathematics, Swahili, and English. Suppose 10 other typical **[Kenyan/Ugandan]** children of the same age as **[child]** also took the test. They are represented on this ladder in order of the lowest scoring children (bottom step of the ladder) to the highest scoring children (top step of the ladder). Compared to these 10 other typical **[Kenyan/Ugandan]** children of the same age, where do you think **[child]** would be located...

9. Kama sehemu ya utafiti huu, mtoto wako amemaliza au atamaliza mtihani unaojumuisha masomo mbalimbali, ikiwa ni pamoja na hesabu, Kiswahili na Kiingereza. Tuseme watoto wengine 10 wa kawaida **[Kenya/Uganda]** walio katika kiwango sawa na **[child]** pia walifanya mtihani. Wanawakilishwa kwenye ngazi hii kwa mpangilio wa watoto walio na alama za chini kabisa (hatua ya chini ya ngazi) hadi kwa watoto waliofuzu zaidi (hatua ya juu ya ngazi). Ikilinganishwa na watoto hawa 10 wa kawaida **[Kenya/Uganda]**, unadhani **[child]** angepatikana...

(Show the primary caregiver the MacArthur ladder scale #3.)



10. IF KENYA FR READ: Has [child] taken the Kenya Primary School Education Assessment (KPSEA) national exam?

1 = Yes, results available | 2 = Yes, results not yet available | 3 = No, has not done KPSEA | ____ |

10. IF KENYA FR READ: Je, [child] amefanya mtihani wa Kenya Primary School Education Assessment (KPSEA)?

10i. IF KENYA FR READ: Has [Child] taken KCPE national exam? 1 = Yes | 2 = No | ____ |

10i. IF KENYA FR READ: Je, [Child] amefanya mtihani wa Kenya Certificate of Primary Education (KCPE)?

10a. IF UGANDA FR READ: Has [child] taken the Uganda Primary Leaving Exam (PLE)?

1 = Yes | 2 = No |

10a. IF UGANDA FR READ: Je, [child] amefanya mtihani wa Uganda Primary Leaving Exam (PLE)?

If yes, continue to question 11. Otherwise go to question 13.

11. IF KENYA FR READ: What did [child] score on the KPSEA national exam in each subject?

11. IF KENYA FR READ: [child] alipata alama gani kwenye mtihani wa kitaifa wa KPSEA kwa kila somo (subject)?

4 = Exceeding Expectation | 3 = Meeting Expectation | 2 = Approaching Expectation | 1 = Below Expectation | 888 = Not Applicable | 999 = DK

- | | |
|--|----------------------|
| 11a.in english language? | <input type="text"/> |
| 11b.in kiswahili lugh/a/kenyan sign language? | <input type="text"/> |
| 11c.in mathematics? | <input type="text"/> |
| 11d.in science and technology? | <input type="text"/> |
| 11e.in agriculture? | <input type="text"/> |
| 11f.in home science? | <input type="text"/> |
| 11g.in physical and health education? | <input type="text"/> |
| 11h.in social studies? | <input type="text"/> |
| 11i.in art and craft? | <input type="text"/> |
| 11j.in music? | <input type="text"/> |
| 11k.in religious education? | <input type="text"/> |

If QSN: 10i is yes, continue to question 11i. Otherwise go to question 12

11i. IF KENYA FR READ: What did [child] score on the KCPE national exam? (999 =DK) | |

11a. IF UGANDA FR READ: What did [child] score on the PLE? (999 =DK) | |

11a. IF UGANDA FR READ: [child] alipata alama gani kwenye PLE?

12. How do you think [child]'s score compares to other children of the same age in [Kenya/Uganda]? Do you think [child]'s score was below average, average, or above average compared to other children of the same age in [Kenya/Uganda]? (999 =DK) | |

12. Je, unafikiri alama za [child] zinalinganishwaje na watoto wengine wa rika moja nchini [Kenya/Uganda]? Je, unafikiri alama za [child] zilikuwa kiwango cha kati, kiwango cha juu , kiwango cha chini? ikilinganishwa na watoto wengine wa umri sawa nchini [Kenya/Uganda]?

1 = Below average | 2 = Average | 3 = Above average (999 =DK) | |

13. When it comes time for your child to take the **KPSEA/PLE**, he/she will receive a total score across all subjects. Please take a moment to think about how your child will perform when he/she takes the exam in the future based on what you know about his/her ability.

13. Ikifika wakati wa mtoto wako kuchukua KPSEA/PLE, atapokea jumla ya alama katika masomo yote. Tafadhali chukua muda kufikiria jinsi mtoto wako atakavyofanya wakati atakapofanya mtihani katika siku zijazo kulingana na kile unachojua kuhusu uwezo wake.

13a. IF KENYA FR READ: Out of a minimum of 1 and a maximum of 4, what score do you think **[child]** will most likely earn based on his/her ability? Please make your best guess.

Most likely score: (999 =DK) | |

13a. IF KENYA FR READ: Kati ya alama zisizopungua 1 na zisizozidi 4, unadhani **[child]** atapata alama gani kulingana na uwezo wake? Tafadhali fanya kukadiria wako bora.

13b. IF UGANDA FR READ: Out of a minimum of 0 and a maximum of 34, what score do you think **[child]** will most likely earn based on his/her ability? Please make your best guess.

Most likely score: (999 =DK) | |

13b. IF UGANDA FR READ: Kati ya alama zisizopungua 0 na zisizozidi 34, unadhani **[child]** atapata alama gani kulingana na uwezo wake? Tafadhali fanya kukadiria wako bora.

(If NO on question 10, 10i & 10a ask question 14.)

14. How do you think **[child]**'s score will compare to other children of the same age in **[Kenya/Uganda]**? Do you think **[child]**'s score will be below average, average, or above average compared to other children of the same age in **[Kenya/Uganda]**?

14. Je, unafikiria alama za [child] zitalinganishwaje na watoto wengine wa rika moja katika [Kenya/Uganda]? Unafikiria alama za [child] zitakuwa chini ya wastani, wastani, au juu ya wastani ikilinganishwa na watoto wengine wa rika moja katika [Kenya/Uganda]?

1 = Below average | 2 = Average | 3 = Above average (999 =DK) | |

15. Please indicate your level of agreement with the following: For each statement, we will ask whether you strongly agree, agree, disagree, or strongly disagree.

15. Tafadhali tueleze vile unavyokubaliana na maelezo yafuatayo: Kwa kila kauli, tutakuuliza kama unakubali kwa sana, unakubali, haukubaliani, au haukubaliani kabisa.

		1= Strongly agree	2=Agree	3= Disagree	4= Strongly Disagree	Do Not Read 5=Neither Agree nor Disagree	999 =DK

i.	I feel confident that I understand my child's ability. Nahisi kuwa na ujasiri kwamba naelewa uwezo wa mtoto wangu					
ii.	I receive information about my child's general abilities or how my child does in school from teachers, school representatives, or other adults in my community. Napokea habari kuhusu uwezo wa mtoto wangu kwa ujumla au jinsi hufanya shuleni kutoka kwa mwalimu, wakilishi wa shuleni, mwakilishi wa shule au watu wazima wa jamii.					
iii.	My choices, actions, and effort as a parent/caregiver will determine how my child will do in school and in life. Chaguo langu, vitendo na bidii yangu kama mzazi/mlezi itachangia jinsi mtoto wangu atafanya shuleni na maisha.					
iv.	My child's ability and effort will determine how well he/she will do in school and in life. Uwezo na juhudzi za mtoto wangu zitaamua jinsi atakavyofanya vizuri shuleni na maishani.					
v.	External factors such as the quality of my child's school will determine how well he/she will do in school and in life. Mambo ya nje kama vile ubora wa shule ya mtoto wangu itaamua jinsi atakavyofanya vizuri shuleni na maishani.					

SECTION 5C: EDUCATIONAL EXPECTATIONS

1. Think about how far [child] will go in their studies. How confident are you that [child] will complete primary school? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 4 = Not applicable (has already completed) | 999 = DK

1. Fikiria kuhusu [child] ataenda umbali gani katika masomo yake. Je, una uhakika gani kwamba [child] atamaliza shule ya msingi?

2. How confident are you that [child] will complete secondary school? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 999 = DK

2. Je, una uhakika kiasi gani kwamba [child] atamaliza shule ya sekondari?

1 = Uhakika Kabisa | 2 = Uhakika Kiasi | 3 = Hauna hukakika Kabisa | 999 = DK

3. How confident are you that [child] will complete university? |____|

1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 999 = DK

3. Je, una uhakika kiasi gani kwamba [child] atamaliza chuo kikuu?

1 = Uhakika Kabisa | 2 = Uhakika Kiasi | 3 = Hauna hukakika Kabisa | 999 = DK

4. Do you think it is useful to be competitive in life 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. |____|

Je, unafikiria ni muhimu kuwa mshindani katika maisha ili kufanikiwa? Jibu kwa kutumia kiwango cha 1-10, ambapo 1 ni "siyo muhimu sana" na 10 ni "muhimu sana." Tumia kiwango cha 1-10 kuonyesha majibu yako. |____|

USE THE SCALE #10 TO ILLUSTRATE THE RANGE OF ANSWERS.

5. How competitive do you consider yourself to be generally in life? Please choose a number between 1 and 10, where 1 means “not competitive at all” and 10 means “very competitive”. Ni kwa kiwango gani unajiona kuwa mshindani kwa maisha kwa ujumla? Tafadhalii chagua namba katika ya 1 na 10, ambapo 1 inamaanisha "siyo mshindani sana" na 10 inamaanisha "mshindani sana." |____|

USE THE SCALE #11 TO ILLUSTRATE THE RANGE OF ANSWERS.

PC for Child Questions

1. Do you think it is useful for your child [child name] to be competitive in life 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. |____|

Je, unafikiria ni muhimu mtoto wako [jina la mtoto] kuwa mshindani maishani ili kufanikiwa? Jibu kwa kutumia kiwango cha 1-10, ambapo 1 ni "siyo muhimu kabisa" na 10 ni "muhimu sana." Tumia kiwango cha 1-10 kuonyesha majibu yako. |____|

USE THE SCALE #10 TO ILLUSTRATE THE RANGE OF ANSWERS.

2. How competitive do you consider your child [child name] to be generally in life? Please choose a number between 1 and 10, where 1 means "not competitive at all" and 10 means "very competitive". |____|

Je unaona mtoto wako [jina la mtoto] ni mshindani kwa kiasi gani katika maisha kwa ujumla? Tafadhali chagua namba kati ya 1 na 10, ambapo 1 inamaanisha "siyo mshindani sana" na 10 inamaanisha "mshindani sana." |____|

USE THE SCALE #11 TO ILLUSTRATE THE RANGE OF ANSWERS.

SECTION 6: STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

0. **Do not ask the following question.** Indicate the age of child in years, from **Section 1.** |____| years

READ: Now I would like to read some different descriptions of child behavior. Please consider [child]'s behavior over the last six months, and let me know whether each description that I read is not true, somewhat true, or certainly true for this child. Please answer as best as you can, even if you are not absolutely certain.

READ: Sasa ningependa kusoma baadhi ya maelezo tofauti ya tabia ya mtoto. Tafadhali zingatia tabia za [child] kwa miezi sita iliyopita, na wacha nijue kama kila maelezo ambayo ninasoma sio kweli, kweli kiasi au kweli kabisa kwa huyu mtoto. Tafadhali jibu vyema uwezavyo hata kama hauna uhakika kabisa.

For the following table, use the response codes. If PC says "True", repeat choices 0-2

0 = Not True

888 = Not applicable

1 = Somewhat True

999 = Don't know

2 = Certainly True

1.	Considerate of other people's feelings Anajali hisia za wengine	____
2.	Restless, overactive, cannot stay still for long Hatulii, hawesi kutulia mahali pamoja kwa muda mrefu	____
3.	Often complains of headaches, stomach-aches or sickness Mara kwa mara analalamika kuumwa na kichwa, tumbo aukujihisi mgonjwa	____
4.	Shares readily with other children, for example toys, treats, pencils Hugawa kwa urahisi vitu vyake na watoto wengine (kalamu, peremende, vifaa vyaa michezo na kadhalika)	____
5.	Often loses temper	____

	Hukasirika mara kwa mara na anahasira kali	
6.	If child is 10 or younger, READ: Rather solitary, prefers to play alone Kwa kawaida yuko peke yake, anacheza peke yake If child is 11 or older, READ: Would rather be alone than with other youth Afadhalii awe peke yake kuliko na vijana wengine	<input type="checkbox"/> <input type="checkbox"/>
7.	Generally well behaved, usually does what adults request Kwa kawaida ni mtiifu, hufanya anachoambiwa na watu wazima	<input type="checkbox"/> <input type="checkbox"/>
8.	Many worries or often seems worried Ana wasiwasi wa vitu vingi, mara kwa mara huonekana kuwa na wasiwasi	<input type="checkbox"/> <input type="checkbox"/>
9.	Helpful if someone is hurt, upset or feeling ill Husaidia mtu kama ana huzuni, ameumizwa ama ni mgonjwa	<input type="checkbox"/> <input type="checkbox"/>
10.	Constantly fidgeting or squirming Anapoketi, huwa huwaatulii na mikono yake huwa ina shikashika vitu	<input type="checkbox"/> <input type="checkbox"/>
11.	Has at least one good friend Angalau ana rafiki mmoja wa karibu	<input type="checkbox"/> <input type="checkbox"/>
12.	Often fights with other children or bullies them Mara kwa mara anapigana na watoto wenzake, huwa mchokozi na kuwaonea pia	<input type="checkbox"/> <input type="checkbox"/>
13.	Often unhappy, depressed or tearful Mara kwa mara hana furaha, wasiwasi na ana machozi ya karibu	<input type="checkbox"/> <input type="checkbox"/>
14.	If child is age 10 or younger, READ: Generally liked by other children Kwa kawaida anapendwa na watoto wenzake If child is age 11 or older, READ: Generally liked by other youth Kwa ujumla anapendwa na vijana wengine	<input type="checkbox"/> <input type="checkbox"/>
15.	Easily distracted, concentration wanders Ni rahisi kupoteza mwelekeo na kupoteza umakini haraka	<input type="checkbox"/> <input type="checkbox"/>
16.	If child is 10 or younger, READ: Nervous or clingy in new situations, easily loses confidence Ni muoga na hushikilia wazazi, hana ujasiri katika mazingira mapya If child is 11 or older, READ: Nervous in new situations, easily loses confidence Kuwa na wasiwasi katika hali mpya, kwa urahisi hupoteza ujasiri	<input type="checkbox"/> <input type="checkbox"/>
17.	Kind to younger children Ni mkarimu kwa watoto wadogo	<input type="checkbox"/> <input type="checkbox"/>
18.	Often lies or cheats Mara kwa mara huwa anasema uongo, na ni mdanganyifu	<input type="checkbox"/> <input type="checkbox"/>
19.	If child is age 10 or younger, READ: Picked on or bullied by other children Watoto wenzake humchokoza au kumuonea If child is age 11 or older, READ: Picked on or bullied by other youth Kuchukuliwa au kuonewa na vijana wengine	<input type="checkbox"/> <input type="checkbox"/>
20.	Often offers to help others (parents, teachers, other children)	<input type="checkbox"/> <input type="checkbox"/>

	Mara kwa mara anajitolea kuwasaidia wengine (wazazi, walimu na watoto wenzake)	
21.	Thinks things out before acting Huwa anafikiria kwanza kabla hajaamua kufanya jambo	____
22.	Steals from home, school or elsewhere Anaiba nyumbani, shulenai au sehemu nyingine	____
23.	If child is age 10 or younger, READ: Gets along better with adults than with other children Ana uhusiano bora na watu wazima kuliko watoto wengine If child is age 11 or older, READ: Gets along better with adults than with other youth Anashirikiana vyema na watu wazima kuliko na vijana wengine	____
24.	Many fears, easily scared Ana uoga wa vitu vingi, huogopa kwa urahisi	____
25.	Good attention span, sees work through to the end Humaliza kazi anazopewa na ni makini wa kutosha	____

26. Do you have any other comments or concerns regarding [child]'s behavior?

| ____ | 1 = Yes | 2 = No

26. Je una maoni au maelezo zaidi kuhusu tabia ya [child]?

26a. **If yes:** What are they? _____

SECTION 7: PARENT - CHILD RELATIONSHIP

Please reflect on the degree to which each of the following statements currently applies to your relationship with [child].

Tafadhalii tafakari juu ya kiwango ambacho kila moja ya kauli zifuatazo zinatumika kwa uhusiano wako na [child].

Show the respondent scale #4. Demonstrate that they should select their response using the scale.

1 = Definitely does not apply | 2 = Not really | 3 = Neutral, not sure | 4 = Applies somewhat | 5 = Definitely applies

1 = Kwa hakika si kweli | 2 = Si Kweli | 3 = Siegemei upande wowote , sina uhakika | 4 = Uhakika Kiasi | 5 = Hakika Kabisa

1. I share an affectionate, warm relationship with [child]. | ____ |

1. Ninashiriki uhusiano wa upendo na mchangamfu na [child].

2. [Child] and I always seem to be struggling with each other. | ____ |

2. [Child] na mimi huonekana kutofautiana/kutopatana kila wakati.

3. If upset, [child] will seek comfort from me. |____|

3. Ikiwa amekasirika, [child] atatafuta faraja kutoka kwangu

4. [Child] is uncomfortable with physical affection or touch from me. |____|

4. [Child] hapendi nikiwa karibu na yeye au nikimgusa

5. [Child] values his/her relationship with me. |____|

5. [Child] anathamini uhusiano wake na mimi.

6. When I praise [child], he/she beams with pride. |____|

6. Ninapomsifu [child], yeye huonyesha kufurahia sana.

7. [Child] spontaneously shares information about himself/herself. |____|

7. [Child] huwanapeana habari kujihusu mwenyewe

8. [Child] easily becomes angry at me. |____|

8. [Child] huwa ananikasirikia kwa urahisi.

9. It is easy to be in tune with what [child] is feeling. |____|

9. Ni rahisi kuelewa vile [child] anahisi.

10. [Child] remains angry or is resistant after being disciplined. |____|

10. [Child] anabaki kuwa na hasira au kichwa ngumu baada ya kuadhibiwa.

11. Dealing with [child] drains my energy.

11. Kushughulika na [child] humaliza nguvu zangu.

12. When [child] is in a bad mood, I know we're in for a long and difficult day. |____|

12. Wakati [child] anahisia mbaya/moods, najua tukona kwa siku ndefu/mrefu na ngumu.

13. [Child]'s feelings toward me can be unpredictable or can change suddenly. |____|

13. Hisia za [child] kwangu zinaweza kuwa zisizotabirika au zinaweza kubadilika ghafla.

14. [Child] is sneaky or manipulative with me. |____|

14. [Child] ni mjanja nami.

15. [Child] openly shares his/her feelings and experience with me. |____|

15. [Child] husemahisia zake na mambo yake waziwazi nami.

SECTION 8: SLEEP HOME ENVIRONMENT

READ: Thank you. Now I'd like to ask you about the routines of you and your child and your home environment.

READ: Asante. Sasa ningependa kukuuliza kuhusu ratiba zako na za mtoto wako na mazingira yenu ya nyumbani.

1. Do you have a TV in your house? 1 = Yes | 2 = No | 999 = DK | ____ |
1. Je una televisheni kwa nyumba yako?

2. Do you have a radio in your house? 1 = Yes | 2 = No | 999 = DK | ____ |
2. Je una radio kwa nyumba yako?

3. Do you have a smartphone, computer, or tablet in your house? 1 = Yes | 2 = No | 999 = DK | ____ |
3. Je una smartphone, Kompyuta, or tablet kwa nyumba yako?

4. Do you have electricity in your house? 1 = Yes | 2 = No | 999 = DK | ____ |
4. Je una stima kwa nyumba yako?

5. Do you have solar energy in your house? 1 = Yes | 2 = No | 999 = DK | ____ |
5. Je una solar energy (solar) kwa nyumba yako?

6. Does **[CHILD NAME]** share a room for sleeping? 1 = Yes | 2 = No | 999 = DK | ____ |
6. Je **[child]** hutumia chumba cha kulala na mtu mwingine?

6b. How many people in the following age categories does **[CHILD NAME]** usually share a room with when sleeping?

1 = ____ | Infants (0-1 year)
2 = ____ | Toddler (1-3 years)
3 = ____ | Younger child (4-6 years)
4 = ____ | Older child (7-12 years)
5 = ____ | Teenager (13-18 years)
6 = ____ | Adult (18-64 years)
7 = ____ | Elderly (65+ years)

6b. Je, **[CHILD NAME]** kwa kawaida hutumia chumba cha kulala pamoja na watu wangapi katika vikundi vya umri vifuatavyo?

1 = ____ | Watoto wachanga (0-1 mwaka)
2 = ____ | Mtoto mchanga (1-3 miaka)
3 = ____ | Mtoto mdogo (4-6 miaka)
4 = ____ | Mtoto mkubwa (7-12 miaka)

5 = |____| Kijana (13-18 miaka)

6 = |____| Mtu mzima (18-64 miaka)

7 = |____| Mzee (65+ miaka)

7. Does [CHILD NAME] sleep in a room where the radio or TV is on when they are sleeping?

7. Je [child] hulala katika chumba ambacho redio au Televisheni imewashwa wakati wamelala?

1 = Yes | 2 = No | 999 = DK |____|

8. Are the lights typically on in the room when [CHILD NAME] is starting to sleep?

8. Je! Mwangaza usipojumuisha mwangaza kidogo (dim light) huwa katika chumba cha kulala wakati [child] anapoanza kulala? 1 = Yes | 2 = No | 999 = DK |____|

9. Does [CHILD NAME] share a bed for sleeping? 1 = Yes | 2 = No | 999 = DK |____|

9. Je [child] hutumia kitanda na mtu mwingine? 1 = Yes | 2 = No | 999 = DK |____|

10. What does [CHILD NAME] typically sleep on?

10. Je [child] anapolala, kwa kawaida yeye hulalia nini?

1 = Mattress on a bed | 2 = Mattress on the floor | 3 = Mat on the floor | 4 = Mat on the bed | 5 = Couch/Seat | 6 = Clothes/Gunia on the bed | 7 = Clothes/Gunia on the floor | 777 = Other

(specify) _____ | 999 = Don't know

11. Does [CHILD NAME] have a pillow that they use when sleeping? 1 = Yes | 2 = No | 999 = DK

11. Je [child] hutumia pillow anapolala? 1 = Yes | 2 = No | 999 = DK |____|

12. Does [CHILD NAME] have a blanket/duvet they use when sleeping? 1 = Yes | 2 = No | 999 = DK

12. Je [child] hutumia blanket/duvet anapolala? 1 = Yes | 2 = No | 999 = DK |____|

13. Which member of the household usually decides when the children should sleep and wake up? **Use G4 codes** |____|

13. Je, ni nani kwa nyumba yako anayeamua wakati watoto wanapaswa kulala na kuamka? **Use G4 codes**

14. How many hours of sleep do you think sleep doctors/experts recommend for adults?

14. Je! Unafikiria ni masaa mangapi ya kulala madaktari /wataalamu hupendekeza kwa watu wazima? (999 =DK) **Hours:** |____|

15. How many hours of night sleep do you think sleep doctors/experts recommend for children the age of [CHILD NAME]? (999 =DK) **Hours:** |____|

15. Je, unafikiri madaktari/wataalamu wanapendekeza kulala saa ngapi za usingizi kwa watoto walio na umri wa miaka ya [CHILD NAME]? (999 =DK) **Hours:** |____|

15a. What kind of challenges do you face in having [CHILD NAME] get more sleep? I will now read a variety of challenges that others have faced in getting their child to sleep more. Which of these challenges are most relevant to you?

Mark all that apply. Write any additional responses in the “other” blank. Ensure to probe the FR well and possibly get other responses not included in this list.

- | | |
|--|---|
| <input type="checkbox"/> 1 = Come home late from work / school | <input type="checkbox"/> 8 = Too much noise |
| <input type="checkbox"/> 2 = Need to wake up early for work | <input type="checkbox"/> 9 = Difficult to get children to bed |
| <input type="checkbox"/> 3 = Eat dinner late | <input type="checkbox"/> 10 = Mosquitos / bugs |
| <input type="checkbox"/> 4 = Cooking and cleaning | <input type="checkbox"/> 11 = No challenges / child gets |
| enough sleep | |
| <input type="checkbox"/> 5 = Too hot | <input type="checkbox"/> 777 = Other (specify) _____ |
| <input type="checkbox"/> 6 = Too crowded | <input type="checkbox"/> 999 = Don't know |
| <input type="checkbox"/> 7 = Too much light | |

15a. Je, ni changamoto za aina gani unakumbana nazo ili kufanya [CHILD NAME] apate usingizi zaidi? Sasa nitasoma changamoto mbalimbali ambazo wengine wamekumbana nazo kufanya watoto wao kulala zaidi. Je, ni changamoto gani kati ya hizi zinazokufaa zaidi?

Mark all that apply. Write any additional responses in the “other” blank. Ensure to probe the FR well and possibly get other responses not included in this list.

- | |
|---|
| <input type="checkbox"/> 1 = Kurudi nyumbani kuchelewa kutoka kazini / shuleni |
| <input type="checkbox"/> 2 = Haja ya kuamka mapema kwa ajili ya kazi |
| <input type="checkbox"/> 3 = Kula chakula cha jioni kuchelewa |
| <input type="checkbox"/> 4 = Kupika na kusafisha |
| <input type="checkbox"/> 5 = Joto jingi |
| <input type="checkbox"/> 6 = Watu wengi chumbani |
| <input type="checkbox"/> 7 = Mwangaza mwingi |
| <input type="checkbox"/> 8 = Kelele nyingi |
| <input type="checkbox"/> 9 = Ugumu wa kufanya watoto kuenda kulala |
| <input type="checkbox"/> 10 = Wadudu (kwa mfano mosquitos, chawa, kunguni e.t.c) |
| <input type="checkbox"/> 11 = Hakuna changamoto / mtoto anapata usingizi wa kutosha |
| <input type="checkbox"/> 777 = Nyingine (bainisha) _____ |
| <input type="checkbox"/> 999 = DK |

15b. How hard do you think it is to increase the number of hours that [CHILD NAME] sleeps? Would you say it is (Very easy, Easy, Medium, Hard, Very hard)?

1 = Very easy | 2 = Easy | 3 = Medium | 4 = Hard | 5 = Very hard | 999 = DK | _____ |

15b. Je, unafikiri ni vigumu kiasi gani kuongeza idadi ya saa ambazo [CHILD NAME] hulala?

Je, unaweza kusema ni (Rahisi sana, Rahisi, Kati, Ngumu, Ngumu sana)?

1 = Rahisi sana | 2 = Rahisi | 3 = Kati | 4 = Ngumu | 5 = Ngumu sana | 999 = DK | _____ |

16. Are you aware of any benefits of sleep for children? 1 = Yes | 2 = No | ____ |
16. Je! Unajua faida zozote za kulala kwa watoto? 1 = Yes | 2 = No | ____ |

If QSN: 16 is yes, continue to question 17. Otherwise go to section 9.

17. What are some of these benefits? | ____ |
17. Tafadhali nitajie zile faida unazozijua? | ____ |

Do not read possible responses, simply mark all that apply. Write any additional responses in the “other” blank.

____ 1 = Mental relaxation	____ 7 = Improved mood
____ 2 = Physical relaxation	____ 8 = Improved memory
____ 3 = Physical growth	____ 9 = Improved school performance / test scores
____ 4 = Increased alertness	____ 777 = Other (specify) _____
____ 5 = Improved behavior	____ 999 = Don't know
____ 6 = Reduced stress	

SECTION 10: BDM EXERCISE

READ: We're excited to announce that you've been selected to receive a **Ksh600** gift. Once you complete this survey, we'll send the gift via M-Pesa. In this survey, we will ask about your preferences for three different sets of items for your children: a water bottle, a sleep set, and a storybook set. You'll have the opportunity to buy one of these sets, but both the **item** and the **price** will be determined during a game we're about to play. Don't worry—you won't have to pay more than what you are comfortable with, and you might even get the item for less than your maximum bid!

For each of the three sets, we will ask you to state the maximum price you are willing to pay. Once you have stated the maximum price you are willing to pay for each of the three sets, the computer will pick one of the sets. For the chosen set, the computer will randomly give a price between 0 and Ksh600. If this price is less than or equal to your bid, you will receive the selected set and you will pay the price defined by the computer. We'll deduct the price from your Ksh600 gift. If the price given by the computer is greater than your bid, then you cannot buy the selected set.

You will only have one chance to play this game. You cannot change your bids after the computer selects the set and price. Thus, you should choose as if each of the three questions determined your final outcome. It is in your interest to carefully make the following decisions. We will practice in one moment, but for now, do you have any questions?

Tunafurahi kutangaza kuwa umechaguliwa kupokea zawadi ya Ksh600. Mara baada ya kukamilisha utafiti huu, tutatuma zawadi kupitia M-Pesa.

Katika utafiti huu, tutauliza juu ya mapendekezo yako kwa seti tatu tofauti za vitu kwa watoto wako: chupa ya maji, seti ya kulala, na seti ya kitabu cha hadithi. Utakuwa na nafasi ya kununua moja ya seti hizi, lakini wote bidhaa na bei itakuwa kuamua wakati wa mchezo sisi ni kuhusu kucheza. Usijali—hutahitaji kulipa zaidi ya kile unachofurahia, na unaweza hata kupata bidhaa kwa chini ya zawadi yako ya juu!

Kwa kila moja ya seti tatu, tutakuuliza ueleze bei ya juu ambayo uko tayari kulipa. Mara baada ya kusema bei ya juu uko tayari kulipa kwa kila seti tatu, kompyuta itachagua moja ya seti. Kwa seti iliyochaguliwa, kompyuta itatoa bei kati ya 0 na Ksh600. Ikiwa bei hii ni chini ya au sawa na zawadi yako, utapokea seti iliyochaguliwa na uthalipa bei iliyofanuliwa na kompyuta.

Tutapunguza bei kutoka kwa zawadi yako ya Ksh600. Ikiwa bei iliyotolewa na kompyuta ni kubwa kuliko zawadi yako, basi huwezi kununua seti iliyochaguliwa.

Utakuwa na nafasi moja tu ya kucheza mchezo huu. Huwezi kubadilisha zawadi zako baada ya kompyuta kuchagua seti na bei. Kwa hivyo, unapaswa kuchagua kama kila moja ya maswali matatu yaliama matokeo yako ya mwisho. Ni kwa maslahi yako kufanya maamuzi yafuatayo kwa makini. Tutafanya mazoezi kwa wakati mmoja, lakini kwa sasa, una maswali yoyote?

SECTION 10.0: PRACTICE ROUND – TOOTHBRUSH AND TOOTHPASTE

Let's do a practice round. We'll play the same game, but instead of playing for the three sets of items, we will play for this toothbrush and toothpaste. This will just be an illustrative round and you will not have a chance to get the toothbrush or toothpaste. We'll use them as an exercise to understand the game.

Hebu tufanye mazoezi ya pande zote. Tutacheza mchezo huo huo, lakini badala ya kucheza kwa seti tatu za vitu, tutacheza kwa mswaki huu na dawa ya meno. Hii itakuwa tu mzunguko wa kuonyesha na hautakuwa na nafasi ya kupata mswaki au dawa ya meno. Tutazitumia kama mazoezi ya kuelewa mchezo.

[FO Note: Do not Read Aloud] *Give the respondent 1 minute to look through both items.*

A1. What is the maximum amount that you are willing to pay for the toothbrush?

A1. Ni kiasi gani cha juu ambacho uko tayari kulipa kwa mswaki (toothbrush)?

A2. What is the maximum amount that you are willing to pay for the toothpaste?

54 / 67 FO Comments:

A2. Ni kiasi gani cha juu ambacho uko tayari kulipa kwa dawa ya meno (toothpaste)?

READ: Now, the computer will select one of the items and a price between 0 and Ksh600. Let's assume the computer picks the toothbrush and a specific price. What happens if the computer's price for the toothbrush is less than or equal to [Answer to A1]?

READ: Sasa, kompyuta itachagua moja ya vitu na bei kati ya 0 na Ksh600. Wacha tufikirie kompyuta inachukua mswaki na bei maalum. Nini kitatokea ikiwa bei ya kompyuta ya mswaki ni chini ya au sawa na to [Answer to A1]?

[Do not Read Aloud] The correct answer is that **the respondent will buy the toothbrush at the price selected by the computer.**

A3. **[Do not read]** Did the respondent answer correctly? 1 = Yes | 2 = No

[Do not Read Aloud] If the respondent does not give the correct answer, explain the rules again.

Instead, what happens if the computer's price for the toothbrush is greater than [Answer to A1]?

Badala yake, nini kitatokea ikiwa bei ya kompyuta ya mswaki ni kubwa kuliko [Answer to A1]?

[FO Note: Do not Read Aloud] The correct answer is that the respondent will not be able to purchase the toothbrush and we will deduct the price from your Ksh600 gift.

A4. **[Do not read]** Did the respondent answer correctly? 1 = Yes | 2 = No

[Do not Read Aloud] If the respondent does not give the correct answer, explain the rules again.

READ: For any of these both cases, you cannot change your bid after the computer picked an item and a price. Do you understand?

Before we begin playing the game, do you have any questions? Let's play for the three items.

Kwa yoyote ya kesi hizi zote mbili, huwezi kubadilisha zawadi yako baada ya kompyuta kuchukua bidhaa na bei. Umelewa?

Kabla ya kuanza mchezo, je, una maswali yoyote? Hebu tucheze kwa vitu vitatu.

[FO Note: Do not Read Aloud] The computer will randomize the order in which the items will show up.

SECTION 10.1: WATER BOTTLE

Let's start with a water bottle for your children. You are welcome to take a minute to look at it. It is in your interest to carefully make the following decision.

Hebu tuenze na chupa ya maji kwa watoto wako. Unakaribishwa kuchukua dakika moja kuiangalia. Ni kwa maslahi yako kufanya uamuzi ufuatao kwa makini.

[FO Note: Do not Read Aloud] *Give the respondent 1 minute to look at the water bottle. When they have finished looking (or when the 1-minute time limit is up), please continue to Question B1.*

B1. What is the maximum amount that you are willing to pay for the water bottle?

Ni kiasi gani cha juu ambacho uko tayari kulipa kwa chupa ya maji?

SECTION 10.2: SLEEPING KIT

Now, let's continue with a sleeping kit for your children. This kit includes a pillow and a blanket. You are welcome to take a minute to look through the kit. It is in your interest to carefully make the following decision.

Sasa, hebu tuendelee na vifaa vya kulala kwa watoto wako. Vifaa hivi vinajumuisha vifaa vya kulalana blanketi. Unakaribishwa kuchukua dakika moja kutazama kit. Ni kwa maslahi yako kufanya uamuzi ufuatao kwa makini.

[FO Note: Do not Read Aloud] *Give the respondent 1 minute to look through the kit. When they have finished looking (or when the 1-minute time limit is up) please continue to Question C1.*

C1. What is the maximum amount that you are willing to pay for the sleeping kit?

Ni kiasi gani cha juu ambacho uko tayari kulipa kwa vifaa vya kulala?

SECTION 10.3: STORYBOOK KIT

Now, let's continue with the storybook kit for your children. This kit includes one Swahili storybook and one English storybook. You are welcome to take a minute to look through the kit. It is in your interest to carefully make the following decisions.

Sasa, hebu tuendelee na kitabu cha hadithi kwa watoto wako. Kit hiki kinajumuisha kitabu kimoja cha hadithi cha Kiswahili na kitabu kimoja cha hadithi cha Kiingereza. Unakaribishwa kuchukua dakika moja kutazama kit. Ni kwa maslahi yako kufanya maamuzi yafuatayo kwa makini.

[FO Note: Do not Read Aloud] *Give the respondent 1 minute to look through the kit. When they have finished looking (or when the 1-minute time limit is up) please continue to Question D1.*

D1. What is the maximum amount that you are willing to pay for the storybook kit?

D1. Ni kiasi gani cha juu ambacho uko tayari kulipa kwa kitanda cha hadithi?

[FO Note: Do not Read Aloud] The tablet will show which set is selected and the price assigned to it.

[If SLEEP TREATMENT] [Coding Note] *The computer will choose the sleep set and a price lower than the respondent's bid with a high probability.*

[If STORYBOOK TREATMENT] [Coding Note] *The computer will choose the storybook set and a price lower than the respondent's bid with a high probability.*

[If CONTROL] [Coding Note] *The computer will choose the water bottle with a high probability.*

READ: Thank you for your answers! The computer selected the **[Selected Item Kit]**. The price assigned to it is Ksh **[Selected Amount]**.

[READ]: Asante kwa majibu yako! Tarakilishi ilichagua **[Selected Item Kit]**. Bei iliyopewa ni Ksh**[Selected Amount]**.

[Read if the respondent's bid is higher than the price] According to your bid and the computer's selection, you will receive the **[Selected Item Kit]**. We'll deduct the Ksh**[Selected Amount]** price from your Ksh600 gift.

[Read if the respondent's bid is higher than the price] Kulingana na zawadi yako na uteuzi wa kompyuta, utapokea **[Selected Item Kit]**. Tutapunguza Ksh **[Selected Amount]**. price kutoka kwa zawadi yako ya Ksh600.

[Read if the respondent's bid is lower than the price] According to your bid and the computer's selection, you will not buy the **[Selected Item Kit]**. You'll keep the full Ksh600 gift.

[Soma ikiwa zawadi ya mhojiwa ni ya chini kuliko bei] Kulingana na zawadi yako na uteuzi wa kompyuta, hautanunua **[Selected Item Kit]**. Utakuwa na zawadi kamili ya Ksh600.

IF FR IS SELECTED FOR SLEEP INTERVENTION, CONTINUE. OTHERWISE SKIP TO THE NEXT SECTION

SECTION 10A : SLEEP INTERVENTION

On **[KLPS4 Sleep Intervention Date]** , we visited you and gave you a sleeping kit for your children, together with a pamphlet explaining the benefits of sleep and a poster summarizing it. If you still have the poster, can you show it to me?

Kwenye **[KLPS4 Sleep Intervention Date]** , tulikutembelea na kukupa vifaa vya kulala kwa watoto wako, pamoja na kijitabu kinachoelezea faida za usingizi na poster linalofupisha. Kama bado una poster, unaweza kunionyesha?

0. **[Do not read]:** Did the respondent have the poster?

1 = Yes – hanging on the wall

2 = Yes, but not on the wall

3 = No

READ: Next, I'd like to show you a video about the benefits and importance of sleep.

Ifuatayo, ningependa kukuonyesha video kuhusu faida na umuhimu wa kulala.

Show FR video.

READ: As you saw in the video, sleep is necessary for our mental and physical health, and our emotional well-being. It improves our memory and ability to make decisions; it helps our immune system, and it improves our metabolism.

Perhaps most importantly, sleep is critical to learning and school performance. When children sleep, their brains store the information they learned at school earlier in the day. It also helps them learn better the *next* day. Without enough sleep, the brain has less capacity to store and absorb new information. In fact, one study by Dr. Mathew Walker, a sleep expert at the University of California, Berkeley, in the United States, he shows that kids who stayed up all night scored 40 percent *lower*, on average, than students who got the recommended hours of sleep.

At different ages in our life, we require different amounts of sleep. For example, infants should sleep up to 15 hours, and adults should sleep 7-8 hours. Since **[CHILD NAME]** is **[Selected Child's age]** years old, (s)he should receive **hh-hh** hours of sleep. Both children and adults sleep best in a quiet, cool, dark environment.

Kama ulivyoona kwenye video, usingizi ni muhimu kwa afya yetu ya akili na kimwili, na ustawi wetu wa kihisia. Inaboresha kumbukumbu na uwezo wetu wa kufanya maamuzi; Inasaidia mfumo wetu wa kinga, na inaboresha kimetaboliki yetu.

Labda muhimu zaidi, usingizi ni muhimu kwa ujifunzaji na utendaji wa shule. Watoto wanapolala, akili zao huhifadhi habari walizojifunza shuleni mapema siku hiyo. Pia huwasaidia kujifunza vizuri zaidi siku inayofuata. Bila usingizi wa kutosha, ubongo una uwezo mdogo wa kuhifadhi na kunyonya habari mpya. Kwa kweli, utafiti mmoja wa Dk Mathew Walker, mtaalam wa usingizi katika Chuo Kikuu cha California, Berkeley, nchini Marekani, anaonyesha kuwa watoto ambao walikaa usiku wote walipata asilimia 40 *chini*, kwa wastani, kuliko wanafunzi ambao walipata masaa ya kulala yaliyopendekezwa.

Katika umri tofauti katika maisha yetu, tunahitaji kiasi tofauti cha usingizi. Kwa mfano, watoto wachanga wanapaswa kulala hadi masaa 15, na watu wazima wanapaswa kulala masaa 7-8. Kwa kuwa **[CHILD NAME]** ana **umri wa miaka [Selected Child's age]**, (s) anapaswa kupokea masaa ya kulala ya **hh-hh**. Watoto na watu wazima hulala vizuri katika mazingira ya utulivu, baridi, ya giza.

2. We have now talked about quite a number of benefits of sleep for children. What type of benefits would you like to see in **[Child Name]**?
2. Sasa tumezungumza juu ya faida kadhaa za kulala kwa watoto. Ni aina gani ya faida ungependa kuona katika **[Child Name]**?

Do not read possible responses, simply mark all that apply. Write any additional responses in the “other” blank.

- | | |
|--|--|
| <input type="checkbox"/> 1 = Mental relaxation | <input type="checkbox"/> 7 = Reduced depression |
| <input type="checkbox"/> 2 = Physical relaxation | <input type="checkbox"/> 8 = Improved memory |
| <input type="checkbox"/> 3 = Physical growth / test scores | <input type="checkbox"/> 9 = Improved school performance |
| <input type="checkbox"/> 4 = Increased alertness | <input type="checkbox"/> 777 = Other (specify) _____ |
| <input type="checkbox"/> 5 = Improved behavior | <input type="checkbox"/> 999 = Don't know |
| <input type="checkbox"/> 6 = Reduced stress | |

READ: [Give the FR the pamphlet.] Here, we have a pamphlet with more details on sleep. It has three sections:

[Open pamphlet completely to the inside.]

First, we have the benefits of sleep – its effects on learning and test scores, and also on health. As you can see on this graph, which is based on a study by Dr. Matthew Walker, children who did not get adequate sleep scored considerably lower on a test than children who did. And we know from recent research this is because sleep has big effects on learning and memory.

The second section explains in more detail *how* sleep affects learning and memory through something in our brain called the hippocampus **[refer to picture]**.

Please feel free to read through these pages more carefully if you're interested in learning more about the effects of sleep and how it all works.

[Fold right flap back in]. And finally, the last part gives you information on how you can help your child sleep better. **[Go through main bullets].**

Before putting your child to bed, you could turn off all electronics, bathe your child, and/or read a story together.

Regularity is also very helpful in improving sleep quality, so it would help to put your child to bed at a consistent time every night.

This chart **[refer to chart]** gives the recommended hours of sleep for each age group. So, you can see how old your child is and learn how many hours of sleep they should get. You can also do this for yourself and other members of the household.

And here **[refer to the second chart]** you have a timetable to see sleep and wake up times to ensure your child gets 10 hours of sleep. So, for example, if your child needs to wake up at 5:30 in the morning, you should ensure they are in bed by 7:30 the previous evening. Your child may need more than 10 hours of sleep, so please use this chart only as a guide.

Finally, keeping the room cool, dark, and quiet will increase your child's sleep quality so that they wake up feeling more rested. This means that other members of the household may need to turn off the TV, radio, and lights earlier than usual. By doing this, you are helping your child get the amount of sleep that they need.

Hapa, tuna kijitabu chenyе maelezo zaidi juu ya usingizi. Ina sehemu tatu:

[Fungua kijitabu kabisa kwa ndani.]

Kwanza, tuna faida za usingizi - athari zake juu ya kujifunza na alama za mtihani, na pia kwa afya. Kama unavyoona kwenye grafu hii, ambayo inategemea utafiti wa Dr Matthew Walker, watoto ambao hawakupata usingizi wa kutosha walipata alama ya chini sana kwenye mtihani kuliko watoto ambao walifanya. Na tunajua kutoka kwa utafiti wa hivi karibuni hii ni kwa sababu usingizi una athari kubwa juu ya kujifunza na kumbukumbu.

Sehemu ya pili inaelezea kwa undani zaidi *jinsi* usingizi unavyoathiri kujifunza na kumbukumbu kuitia kitu katika ubongo wetu kinachoitwa hippocampus **[refer to picture]**.

Tafadhalii jisikie huru kusoma kuitia kurasa hizi kwa uangalifu zaidi ikiwa una nia ya kujifunza zaidi juu ya athari za usingizi na *jinsi* yote inavyofanya kazi.

[Fold right flap back in]. Na hatimaye, sehemu ya mwisho inakupa habari juu ya jinsi unavyoweza kumsaidia mtoto wako kulala vizuri. **[Go through main bullets].**

Kabla ya kuweka mtoto wako kitandani, unaweza kuzima vifaa vyote vya elektroniki, kuoga mtoto wako, na / au kusoma hadithi pamoja.

Mara kwa mara pia husaidia sana katika kuboresha ubora wa usingizi, kwa hivyo itasaidia kuweka mtoto wako kulala kwa wakati thabiti kila usiku.

Chati hii **[refer to chart]** inatoa masaa yaliyopendekezwa ya kulala kwa kila kikundi cha umri. Kwa hivyo, unaweza kuona mtoto wako ana umri gani na ujifunze ni masaa mangapi ya kulala wanapaswa kupata. Unaweza pia kufanya hivyo kwa ajili yako mwenyewe na watu wengine wa nyumbani.

Na hapa **[refer to second chart]** una ratiba ya kuona usingizi na kuamka nyakati ili kuhakikisha mtoto wako anapata masaa 10 ya kulala. Kwa hiyo, kwa mfano, ikiwa mtoto wako anahitaji kuamka saa 5:30 asubuhi, unapaswa kuhakikisha kuwa yuko kitandani na 7:30 jioni iliyopita. Mtoto wako anaweza kuhitaji zaidi ya masaa 10 ya kulala, kwa hivyo tafadhali tumia chati hii tu kama mwongozo.

Hatimaye, kuweka chumba baridi, giza, na utulivu itaongeza ubora wa usingizi wa mtoto wako ili waweze kuamka kuhisi kupumzika zaidi. Hii inamaanisha kuwa watu wengine wa nyumbani wanaweza kuhitaji kuzima TV, redio, na taa mapema kuliko kawaida. Kwa kufanya hivyo, unamsaidia mtoto wako kupata kiasi cha usingizi anachohitaji. **[Give FR poster.]**

[Give FR poster.]

This information is further summarized on this poster. **[Read the poster from top to bottom. Point to the picture while noting how the child is using a pillow and a blanket when sleeping.]**

[If in BDM exercise, PC won pillow and blanket, READ] Earlier in the survey, you received a pillow and a blanket. These items can help improve your child's sleep quality. To keep them in good condition, you could just use them when your child is sleeping and store them away when they're awake.

Taarifa hii imefupishwa zaidi kwenye poster hili. **[Read the poster from top to bottom. Point to the picture while noting how the child is using a pillow and a blanket when sleeping.]**

[If in BDM exercise, PC won pillow and blanket, READ] Mapema katika utafiti, ulipokea vifaa vyta kulala na blanketi. Vitu hivi vinaweza kusaidia kuboresha ubora wa usingizi wa mtoto wako. Ili kuwaweka katika hali nzuri, unaweza tu kuzitumia wakati mtoto wako amelala na kuzihifadhi wakati yuko macho.

1. [FO Note: Do not Read Aloud] Did the PC accept the **[Selected Item Kit]**
1 = Yes | 2 = No | _____ |
2. Given the information that you have learned, if your neighbors had these sleep materials, how likely would they be to use them relative to you? | _____ |
1 = More likely | 2 = Likely | 3 = Equally as likely | 4 = Unlikely | 5 = More unlikely
Kwa kuzingatia habari ambayo umejifunza, ikiwa majirani zako walikuwa na vifaa hivi vya kulala, wangewezaje kuwatumia jamaa na wewe?

IF FR IS SELECTED FOR STORYBOOK INTERVENTION, CONTINUE. OTHERWISE SKIP TO THE NEXT SECTION

SECTION 10B: STORYBOOK INTERVENTION

INFORMATION SCRIPT– READ OUT LOUD:

READ: Thank you for your answers! The computer selected the **[Selected Item Kit]**. The price assigned to it is Ksh**[Selected Amount]**.

[Read if the respondent's bid is higher than the price] According to your bid and the computer's selection, you will receive the **[Selected Item Kit]**. We'll deduct the Ksh**[Selected Amount]**.price from your Ksh600 gift.

[Read if the respondent's bid is lower than the price] According to your bid and the computer's selection, you will not buy the **[Selected Item Kit]**. You'll keep the full Ksh600 gift.

READ: Asante kwa majibu yako! Tarakilishi ilichagua **[Selected Item Kit]**. Bei iliyopewa ni Ksh **[Selected Amount]**.

[Read if the respondent's bid is higher than the price] Kulingana na zawadi yako na uteuzi wa kompyuta, utapokea **[Selected Item Kit]**. Tutapunguza Ksh **[Selected Amount]** price kutoka kwa zawadi yako ya Ksh600.

[Soma ikiwa zawadi ya mhojiwa ni ya chini kuliko bei] Kulingana na zawadi yako na uteuzi wa kompyuta, hautanunua **[Selected Item Kit]**. Utakuwa na zawadi kamili ya Ksh600.

GIVE RESPONDENT THE STORYBOOKS.

READ: On **[KLPS4 Sleep Intervention Date]**, we visited **[KLPS adult Focus respondent (FR)]** and gave storybooks for **[KLPS adult Focus respondent (FR)]**'s children, together with a poster explaining the benefits of parents reading with their children. If you still have the poster and storybooks, can you show them to me?

READ: Kwenye **[KLPS4 Sleep Intervention Date]**, tulitembelea **[KLPS adult Focus respondent (FR)]** na tukampea kitabu vya hadithi kwa **watoto wa [KLPS adult Focus respondent (FR)]**, pamoja na poster linaloelezea faida za wazazi kusoma na watoto wao. Kama bado una poster na vitabu vya hadithi, unaweza kuwaonyesha kwangu?

1. **[Fo Note: Do not read]:** Did the respondent have the storybook poster? |____|

1 = Yes – hanging on the wall

2 = Yes, but not on the wall

3 = No

2. **[Fo Note: Do not read]:** Did the respondent have the Storybooks? |____|

1 = Yes – All the 3 storybooks

2 = Yes, but not on all the 3 storybooks

3 = No

KEEP THE RESPONDENT ENGAGED DURING THE INFORMATION SCRIPT BY MAKING EYE CONTACT AND USING A DYNAMIC VOICE.

Now I would like to give you some information about reading with your children. Research has shown that reading to your young children, especially those who are not yet reading themselves, can help them love books and love learning. It also gives you and your children something special to do together. Try to read with your children every day - even 10 or 15 minutes is good. Pick a time when your children are not tired or hungry, and when you can give them your full attention. When reading together, you can sit side-by-side or with your children on your lap.

When you read the story, point to the words as you read. Stop and talk about the words, and point to where the words are in the picture. Even if you cannot read yourself, you can still use the pictures to create your own story. If some of your children know a word, let them sound it out. Listen to your children and encourage them to talk about the story. Make the experience interactive by asking them questions about the story. For example: "What do you see here in this picture?", "Where have you seen these things before?", "What is this person feeling?", "Why do they feel that way?", "What is this person doing?", "Who is your favorite character?". When your children respond, repeat what your children say and add more details. Connect what is happening in the story to previous experiences for your children.

It is normal for your children to want to read the story over and over again, so be patient. When you have fun, your children will have fun too!

Sasa ningependa kukupa habari fupi kuhusu kusoma pamoja na watoto wako, utafiti umeonyesha kwamba, kusoma na watoto wako wadogo haswa wale amba hawaezi kujisomea wenyewe inawasaidia kupenda vitabu na masomo. Pia inawapa wewe na watoto wako kitu cha maana cha kufanya pamoja. Jaribu kusoma pamoja na watoto wako kila siku hata kama ni

dakika 10 ama 15 nisawa, Chagua wakati ambao watoto wako hawajachoka au kuhisi njaa, na wakati utawapa uangalifu wako wote. Mnaposoma pamoja na watoto wako, mnaeza kaa upande upande ama watoto wako wakae kwa mapaja yako.

Mnaposoma hadithi elekeza kidole kwenye maneno unavyosoma, acha kusoma na uongelee kuhusu hayo maneno na elekeze kidole kwenye maneno yako kwenye picha, hata kama huezi soma mwenyewe unaeza tumia picha hizo kutengeneza hadithi yako mwenyewe.

Kama watoto wako wanajua neno wacha waliseme. skiliza watoto wako na uwahimize kuongelea kuhusu hadithi. Fanya uzoefu uwe wa kuingiliana kwa kuuliza maswali kuhusu hadithi kwa mfano, ni nini unaona hapa kwa picha hii? Ni wapi umeviona vitu hivi? Mtu huyu anahisi vipi? Kwanini inafikiri anahisi hivyo? Mtu huyu anafanya nini? Ni yupi unayempenda Zaidi? Watoto wako wanapojibu rudia yale wanayosema na uongezee zaidi. Uganisha yale yanayotendeka kwenye hadithi na yaliyo wahi tendeka kwa watoto wako.

Ni kawaida watoto kutaka kusoma hadith tena na tena, kwa hivyo uwe mvumilivu, Unapokuwa na furaha watoto wako pia wanafurahi.

IF RECEIVING THE STORYBOOK, READ:

Books are precious, so you should keep these storybooks in the house and make sure your children treat them with care. If you like these storybooks, you can get more storybooks just like them at your nearest bookstore.

If you have a smartphone or tablet you can also download stories for free by visiting the African Storybook website. Here is a poster with a link to the African Storybook website and some information about reading, that you can hang on your wall as a reminder.

Vitabu ni vya thamani, kwa hivyo unafaa kuviweka vitabu hivi vya hadithi nyumbani, na uhakikishe watoto wanavitunza. Ikiwa umependa vitabu hivi vya hadithi, unaweza kupata vitabu vingine kama hivi kwa duka la vitabu lililo karibu nawe.

Kama uko na smartphone ama tablet unaweza download hadithi bure kwa kutembelea tovuti ya African Storybook. Hapa kuna poster lililo na link ya tovuti ya African Storybook pamoja na maelezo kuhusu kusoma, ambayo unaeweka kwa ukuta wako kama ukumbusho.

[GIVE RESPONDENT POSTER.]

Kwa muhtasari:

- Kumbuka kusoma na watoto wako kila siku! Kusoma kutawasaidia kupenda masomo.
- Hata dakika kumi ama kumi na tano ni sawa.

- Uliza watoto wako maswali kuhusu hadithi, na uonyeshe mahali maneno yapo kwenye picha.

END OF INFORMATION INTERVENTION

IF FR IS SELECTED FOR WATER BOTTLE, CONTINUE OTHERWISE SKIP TO THE NEXT SECTION

SECTION 10C: WATER BOTTLE

INFORMATION SCRIPT– READ OUT LOUD:

READ: Thank you for your answers! The computer selected the **[Selected Item Kit]**. The price assigned to it is Ksh **[Selected Amount]**.

Asante kwa majibu yako! Tarakilishi ilichagua **[Selected Item Kit]**. Bei iliyopewa ni Ksh**[Selected Amount]**.

[Read if the respondent's bid is higher than the price] According to your bid and the computer's selection, you will receive the **[Selected Item Kit]**. We'll deduct the Ksh**[Selected Amount]**.price from your Ksh600 gift.

[Read if the respondent's bid is higher than the price] Kulingana na zawadi yako na uteuzi wa kompyuta, utapokea **[Selected Item Kit]**. Tutapunguza Ksh **[Selected Amount]** price kutoka kwa zawadi yako ya Ksh600.

[Read if the respondent's bid is lower than the price] According to your bid and the computer's selection, you will not buy the **[Selected Item Kit]**. You'll keep the full Ksh600 gift.

[Soma ikiwa zawadi ya mhojiwa ni ya chini kuliko bei] Kulingana na zawadi yako na uteuzi wa kompyuta, hautanunua **[Selected Item Kit]**. Utakuwa na zawadi kamili ya Ksh600.

SECTION 9: CONCLUSION OF MODULE

READ: These are all of the questions I have for you regarding **[name of child]** and yourself.

READ: Haya ndio maswali yote niliyonayo kuhusu wewe na **[child]**.

Do not read the questions in the remainder of this section aloud.

1. Did the caregiver terminate the survey module early? 1 = Yes | 2 = No | |

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

1a. 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. | 4 = Offended at question |
| 2 = Tired | 5 = Suspicious of FO / survey intent / IPA |
| 3 = Too busy, does not have time | 6 = Does not feel like continuing survey |
| | 777 = Other (specify) |

1b. **If “4”:** Can you guess at which question or set of questions offended the caregiver?

Temporary Stop Instructions: You have indicated that the caregiver wishes to continue the survey in the future. Please ask the caregiver 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 caregiver. Then, let the caregiver know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.

2. Time end survey module: (24 hr clock) |____|____| : |____|____|

3. 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)

4. Were any people present during all or part of this interview (other than the respondent, IPA staff, and the other children to be assessed)? 1 = Yes | 2 = No |____|

4a. **If YES:** What is their relationship to the caregiver?

Use G4 codes, list up to 4. |____|____|____|____| Other: _____

5. Are you very confident, somewhat confident or not very confident in the overall quality and truthfulness of this respondent's responses? |____|

- 1 = Very confident | 2 = Somewhat confident | 3 = Not confident

5a. **If SOMEWHAT or NOT CONFIDENT:** Why? _____

6. Were the child assessments started by another FO while the I-module or this PC module were in progress? 1 = Yes | 2 = No |____|

If yes, stop here. Say: Thank you for your time. **Otherwise, continue.**

READ: I would now like to begin interviewing the child. The interview will consist of a series of games for the child. Most children find these games fun to play. Some games will be a bit hard for the child, and some will be easy for the child. If you feel more comfortable, you are welcome to sit here with the child while we play these games. However, we kindly ask that you do not tell the child what to do, laugh or comment on the child's behavior. We want to learn how the child can play these games on their own, without any help or comment from you. Do you understand?

READ: Ningependa sasa kuanza kuhoji mtoto. Mahojiano yote yatahirikisha msururu wa michezo ya mtoto. Watoto wengi hufurahia kucheza michezo hii. Baadhi ya michezo itakua ngumu kiasi kwa mtoto na mingine itakua rahisi kwa mtoto. Ikiwa unajihisi huru zaidi unakaribishwa kukaa hapa na mtoto tunapocheza hii michezo. Hata hivyo tunakuomba kua usiambie mtoto cha kufanya, kucheka au kutoa maoni kuhusu tabia za mtoto.

Answer any questions the caregiver may have about the games. Once the caregiver is comfortable, proceed to child assessments.

KLPS-5-Kids Data Management Plan

Date: April 2, 2025

On June 1, 2024, we launched the Kenya Life Panel Survey Round 5 (KLPS-5) Primary Caregiver (PC) Module and Kids Module data collection to survey the children of participants in randomized health, vocational education, and cash grant interventions conducted in western Kenya. This fifth round of data collection builds on earlier rounds, with a particular focus on extending the analysis of intergenerational effects first captured in KLPS-4-Kids (2018-2022).

As part of KLPS-5, we are conducting data collection in two representative waves. As of April 1, 2025, we have fully completed Wave 1 of the PC and Kids Module data collection, with data gathered on 2,597 children. Wave 2 was launched on March 29, 2025. As of April 1, 2025, we have completed 24 PC Module surveys and 23 Kids Module surveys.

We plan to file the pre-analysis plan for KLPS-5-Kids on the AEA RCT Registry in early April 2025. The pre-analysis plan has been prepared by Sarah Baird, Lia Fernald, Joan Hamory, Edward Miguel, Eric Ochieng, Emily Smith, and Michael Walker, with support from Uyanga Byambaa, Shreya Chandra, Madeline Duhon, Gonzalo Ferres, Claudia De Goyeneche, Michelle Layvant, Prince Muraguri, Akash Shaji, and Zan Song, henceforth the "research team," and will be uploaded to the AEA RCT Registry concurrent with this Data Management Plan.

In general, survey data have been compiled, organized, and stored by the field management team based in Busia, Kenya, led by Brenda Ochieng at Innovations for Poverty Action Kenya, henceforth the "field and data team."

During the data collection of Wave 1, the field and data team has shared some data (without treatment status) with selected members of the research team for the following purposes:

1. Identifying and correcting any coding errors in the survey instrument
2. Making improvements to the cognitive and non-cognitive assessments based on initial results
3. Addressing technical issues with the tablet-based assessment tools
4. Conducting data quality checks to ensure consistency and completeness
5. Refining protocols for Wave 2 data collection

Throughout Wave 1 data collection, the field and data team has prepared and provided the research team only with summary statistics on data collection quality, respondent tracking rates, and assessment completion rates. These statistics have been used to maintain high data quality and reduce attrition. No treatment effects on any outcomes of interest have been estimated in advance of filing the pre-analysis plan.

Prior to registration of this pre-analysis plan, no research team member has had access to outcome data merged with treatment assignment. We are registering this data management plan at the beginning of Wave 2 to document that all Wave 1 data analysis has focused exclusively on quality checks and cleaning, with no estimation of treatment effects. Treatment status has not yet been linked with the raw data.

Access to the KLPS-5-Kids data merged with treatment status will be granted to research team members only after this plan has been filed on the AEA RCT Registry.



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Akash Shaji <anshaji@berkeley.edu>

Wed, Apr 2, 2025 at 3:22 PM

To: Michael Walker <mwwalker@berkeley.edu>

Cc: Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eochieng@poverty-action.org>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Shreya Chandra <shreya.chandra@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael!

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Thanks,
Akash

On Wed, Apr 2, 2025 at 1:56 PM Michael Walker <mwwalker@berkeley.edu> wrote:

[Quoted text hidden]

**Akash Shaji**

Predoctoral Research Fellow

Berkeley Initiative for Transparency in the Social Sciences (BITSS)

Center for Effective Global Action

251 Giannini Hall

University of California, Berkeley

Watch: Insights that improve livesCEGA.org | Twitter: [@CEGA_UC](#) | LinkedIn: [@center-for-effective-global-action](#)



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Brenda Ochieng <bochieng1@poverty-action.org>

Wed, Apr 2, 2025 at 10:13 PM

To: Michael Walker <mwwalker@berkeley.edu>

Cc: Prince Muraguri <pmuraguri@berkeley.edu>, Shreya Chandra <shreya.chandra@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Eric Ochieng <eoichieng@poverty-action.org>

HI Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Kind regards,



Brenda Ochieng'

Research Associate, Kenya

Innovations for Poverty Action

Mobile: +254 721 433 648, **Skype:** (live:fd1df9bc0330bbcb)**MORE EVIDENCE, LESS POVERTY**[Website](#) | [LinkedIn](#) | [Twitter](#) | [Facebook](#)

[Quoted text hidden]



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>

Wed, Apr 2, 2025 at 4:49
PM

To: Uyanga Byambaa <u.byambaa@berkeley.edu>
Cc: Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eochieng@poverty-action.org>, Shreya Chandra <shreya.chandra@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,
Clau

[Quoted text hidden]

--
Claudia De Goyeneche M.
e-mail: cadegoyeneche@berkeley.edu
Phone: +1 (341) 208-9658

Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Smith, Emily <emilysmith@email.gwu.edu>

Mon, Apr 7, 2025 at 2:28 PM

To: sbaird@gwu.eduCc: jrhamory@gmail.com, Brenda Ochieng <bochieng1@poverty-action.org>, Michael Walker <mwwalker@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Shreya Chandra <shreya.chandra@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Eric Ochieng <eoichieng@poverty-action.org>

Dear All,

Thanks so much for your hard work on this. Please find attached my suggestions added to Sarah's. Forgive me if some of them are discipline specific ways of doing things that I have misunderstood.

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan

Happy to help further or develop these at another point if you think more appropriate.

Best,
Emily

image.png

Emily R. Smith, ScD, MPH

Associate Professor | Global Health & Nutrition Sciences
Director | PhD in Global Health Sciences
Milken Institute School of Public Health
The George Washington University
office 202-994-3589 | emilysmith@email.gwu.edu



Email Molayo Ifebajo for scheduling support: mol373@email.gwu.edu
Sign up for student office hours via [calendly here](#).
Check out [our research](#) here!

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 [KLPS5-Kids_PAP_SB_ERS.pdf](#)
687K



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Eric Ochieng <eoichieng@poverty-action.org>

Wed, Apr 2, 2025 at 8:30 PM

To: Prince Muraguri <pmuraguri@berkeley.edu>

Cc: Shreya Chandra <shreya.chandra@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Thanks Michael.

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,
Eric

--

**Eric Ochieng**

Research Manager & KLPS Researcher,

Innovations for Poverty Action

Mobile: +254742984643, Skype: eric.ochieng3

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Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Mangement Plan

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Apr 2, 2025 at 3:01 PM

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Gonzalo Ferres

On **Wed, Apr 2, 2025 at 1:56 PM** Michael Walker <mwwalker@berkeley.edu> wrote:
[Quoted text hidden]



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Joan Hamory <jrhamory@gmail.com>

Thu, Apr 3, 2025 at 5:01 AM

Reply-To: jrhamory@gmail.com

To: Brenda Ochieng <bochieng1@poverty-action.org>

Cc: Michael Walker <mwwalker@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Shreya Chandra <shreya.chandra@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Eric Ochieng <eoichieng@poverty-action.org>

Hi Michael,

"I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan."

Joan Hamory
Associate Professor of Economics
University of Oklahoma
[Quoted text hidden]



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Michelle Layvant <mlayvant@berkeley.edu>
To: Michael Walker <mwwalker@berkeley.edu>

Wed, Apr 2, 2025 at 2:55 PM

Hi Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,
Michelle Layvant

On Wed, Apr 2, 2025 at 1:56 PM Michael Walker <mwwalker@berkeley.edu> wrote:
[Quoted text hidden]

Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

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

Wed, Apr 2, 2025 at 1:59 PM

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

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Lia C.H. Fernald PhD, MBA

Professor of Community Health Sciences
Brian and Jennifer Maxwell Endowed Chair in Public Health
University of California, [Berkeley](#)
2121 Berkeley Way West, Berkeley, CA 94704
fernald@berkeley.edu
<https://www.liahf.com/>



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Madeline Duhon <madeline.duhon@pepperdine.edu>

Wed, Apr 2, 2025 at 3:57 PM

To: Akash Shaji <anshaji@berkeley.edu>

Cc: Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaIRD@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eochieng@poverty-action.org>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Shreya Chandra <shreya.chandra@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael,

"I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan."

Hope everyone is doing well!

Best,

Maddie

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Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

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

Thu, Apr 24, 2025 at 11:28 AM

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,
Michael

On Wed, Apr 2, 2025 at 1:56 PM Michael Walker <mwwalker@berkeley.edu> wrote:
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--
Michael Walker
mwwalker@berkeley.edu



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Mangement Plan

Prince Muraguri <pmuraguri@berkeley.edu>

Wed, Apr 2, 2025 at 8:18 PM

To: Shreya Chandra <shreya.chandra@berkeley.edu>

Cc: Zan Song <songzan@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <semiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eoichieng@poverty-action.org>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,

--

Prince

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Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Sarah Baird <sbaird@gwu.edu>

Sun, Apr 6, 2025 at 8:10 PM

Reply-To: sbaird@gwu.edu

To: jrhamory@gmail.com

Cc: Brenda Ochieng <bochieng1@poverty-action.org>, Michael Walker <mwwalker@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Shreya Chandra <shreya.chandra@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Eric Ochieng <eoichieng@poverty-action.org>

Thanks for such a comprehensive document! Please find attached a few questions and comments for consideration, let me know if anything is unclear and also see my confirmation below.

Thanks again

Sarah

"I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan."

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 **KLPS5-Kids_PAP_SB.pdf**
715K



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Mangement Plan

Shreya Chandra <shreya.chandra@berkeley.edu>

Wed, Apr 2, 2025 at 7:42 PM

To: Zan Song <songzan@berkeley.edu>

Cc: Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <semiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eochieng@poverty-action.org>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,

Shreya

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--

Shreya Chandra

PhD Student, Agricultural & Resource Economics

University of California, Berkeley



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Mangement Plan

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

Wed, Apr 2, 2025 at 2:09 PM

Dear Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best, Ted Miguel

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--

Edward Miguel
University of California, Berkeley
<http://emiguel.econ.berkeley.edu/>



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Uyanga Byambaa <u.byambaa@berkeley.edu>

Wed, Apr 2, 2025 at 4:16 PM

To: Madeline Duhon <madeline.duhon@pepperdine.edu>

Cc: Akash Shaji <anshaji@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eochieng@poverty-action.org>, Shreya Chandra <shreya.chandra@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Zan Song <songzan@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

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--

Best,

Uyanga

Ph.D. Candidate

Department of Economics

University of California, Berkeley

uyangabyambaa.com



Michael Walker <mwwalker@berkeley.edu>

[Time Sensitive] KLPS-5 Kids Pre-Analysis Plan and Data Management Plan

Zan Song <songzan@berkeley.edu>

Wed, Apr 2, 2025 at 7:00 PM

To: Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>

Cc: Uyanga Byambaa <u.byambaa@berkeley.edu>, Madeline Duhon <madeline.duhon@pepperdine.edu>, Akash Shaji <anshaji@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Joan Hamory <jhamory@ou.edu>, Sarah Baird <sbaird@email.gwu.edu>, Lia Haskin Fernald <fernald@berkeley.edu>, "Smith, Emily" <emilysmith@email.gwu.edu>, Eric Ochieng <eochieng@poverty-action.org>, Shreya Chandra <shreya.chandra@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Michelle Layvant <mlayvant@berkeley.edu>, Prince Muraguri <pmuraguri@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Michael,

I confirm the information in the KLPS-5 Kids Data Management Plan (dated April 2, 2025) is correct, and agree to follow the specified plan.

Best,
Zan

[Quoted text hidden]