Pre-Analysis Plan: "Evaluating the Impact of Parental Shared Reading and Promoting Child Sleep in Kenya: Long-Run Experimental Evidence from the Kenya Life Panel Survey (KLPS)"[1]
June 20, 2025

Investigators: Stephanie Bonds, Michelle Layvant, Edward Miguel, Eric Ochieng, Michael Walker

Summary:
This document describes the analysis of long-run data from a randomized controlled trial (RCT) for parents and their children in Kenya, which promotes parental shared reading and child sleep quality. The initial RCT was part of the fourth round of the Kenya Life Panel Survey (KLPS-4) which was designed to (a) estimate the impacts of shared parental reading practices and human capital investment on reading practices and child development outcomes (b) estimate the impact of sleep environment promotion on children's sleep quality and development outcomes (c) assess the parental valuation and willingness to pay for their children's sleep materials and storybooks. The long-run data is from the fifth round of the Kenya Life Panel Survey (KLPS-5). The document also describes the short-run analysis of the impact of the repeated reinforcement of the two original interventions. This document outlines the plan for analyzing the effects of the storybooks and the sleep intervention on child cognitive outcomes, reading and sleeping practices, human capital investments, and parental valuation and willingness to pay for their children's storybooks and sleeping items. The 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; therefore, this document is not intended to be comprehensive or to preclude additional or exploratory analysis. The activities for the KLPS-5 BDM (Becker, DeGroot, and Marschak, 1964) intervention that is covered in this plan build on the storybook and sleep intervention undertaken in KLPS-4. The KLPS-5 intervention entails the reinforcement of the storybook intervention (where we will issue three storybooks, as well as information on the benefits of reading) and the sleep intervention (for which we issue a child sleeping kit comprising a pillow and a blanket, as well as information on the benefits of sleep). We will also conduct a follow-up phone survey an average of 3 months after the intervention to assess the impacts of the repeat intervention.

Appendices: A. Storybook informational poster provided to households as part of the KLPS-5 storybook intervention; B. Sleep informational poster provided to households as part of the KLPS-5 sleep intervention; C. Sleep informational pamphlet provided to households as part of the sleep intervention; D. Sleep informational video script provided to households as part of the

[1] We thank Innovations for Poverty Action, Kenya for fieldwork and data analysis assistance. Gonzalo Ferres and Claudia De Goyeneche provided excellent research assistance in preparing this pre-analysis plan. We gratefully acknowledge support from NIH grants R01-HD108281 and R01-HD090118, and NSF grant SES-2149446 for the activities covered as part of this pre-analysis plan. AEA Trial Registry: AEARCTR-0003995. As data collection launched prior to the registration of this pre-analysis plan, a Data Management Plan was registered in conjunction with this pre-analysis plan, describing who would have access to any data collected prior to the registration of this pre-analysis plan.

sleep intervention; E. KLPS-5 Wave 1 PC Module; F. KLPS-5 Wave 2 PC Module including the sleep and storybook intervention module and the information scripts read to primary caregivers as part of each intervention; G. KLPS-5 Wave 1 Kids Module; H. KLPS-5 Wave 2 Kids Module; I. KLPS-5 KSSI (3-month follow-up phone survey); J. Data Management Plan.

1. Introduction **4**
1.1 Summary 4
1.2 Sample 5
1.3 Experimental Design: Child Reading and Sleep Promotion 7
1.3.1 KLPS-4 data collection and timeline 7
2. KLPS-5 Experimental Design **8**
2.1 Becker DeGroot Marschak (BDM) 8
2.2 KLPS-5 Child Reading and Sleep Promotion Interventions 10
2.3 Analysis and Data Examined to Date 11
3. Analysis **12**
3.1 Effects of Storybooks and Sleep Promotion 12
3.1.1 Long-run effects of the KLPS-4 storybook intervention 12
3.1.2 Estimates of the cumulative effect of the repeated storybook intervention 13
3.1.3 Long-run effects of the KLPS-4 sleep intervention 14
3.1.4 Estimates of the cumulative effect of the repeated sleep intervention 14
3.2 Complementarities with Human Capital Interventions 15
3.2.1 Deworming (PSDP) Sample 15
3.3 Heterogeneous Effects 17
3.4 Tracking and attrition by group 18
4. Outcomes and Hypotheses **18**
4.1 Construction of Indices and Multiple Testing Adjustment 19
4.2 Storybook Intervention 20
4.2.1 Long-run effects 20
4.2.1.1 Primary outcomes (Table 2, panel A) 20
4.2.1.2 Secondary outcomes (Table 2, panel B) 22
4.2.2 Cumulative effects 24
4.2.2.1 Primary outcomes (Table 3, panel A) 24
4.2.2.2 Secondary outcomes (Table 3, panel B) 25
4.3 Sleep Intervention 25
4.3.1 Long-run effects 25
4.3.1.1 Primary outcomes (Table 4, panel A) 25
4.3.1.2 Secondary outcomes (Table 4, panel B) 27
4.3.2 Cumulative effects 29
4.3.2.1 Primary outcomes (Table 5, panel A) 29
5. Exploratory Analysis **30**
References **31**

1. Introduction

1.1 Summary

Reading with young children is believed to be an especially important investment in human capital, preparing children for literacy and teaching them the importance of learning (Behrman et al., 2014; Curenton and Justice, 2008; Gove and Cvelich, 2011; Walker et al., 1994; Zhang, 2006). However, many households in western Kenya lack reading materials for young children and may or may not be aware of the benefits of early reading, even if they do have age-appropriate books on hand. In the first intervention in this RCT, we seek to improve the early-childhood human capital investments of parents in Kenya by encouraging the practice of reading with young children at home. In particular, we conduct a randomized controlled trial that promotes reading by providing storybooks, along with information about the benefits of reading, suggestions on reading practices, and reminders to read. This project seeks to estimate effects on reading practices, educational investments, and vocabulary and literacy rates.[2] We also estimate long-term complementarities with human capital interventions previously provided to parents.

Parental involvement in early childhood education may be crucial for children's cognitive, social, and emotional development. Reading with children has been shown to improve vocabulary acquisition, literacy skills, and parent-child bonding (Curenton and Justice, 2008; Frosch, Cox, and Goldman, 2001; Mol et al., 2008). However, in low- and middle-income countries (LMICs) such as Kenya, barriers such as low parental literacy, lack of culturally relevant reading materials, and limited awareness about the benefits of shared reading hinder its widespread adoption (Neuman and Kaefer 2018; Mol et al., 2008). These barriers perpetuate educational disparities and limit foundational learning milestones for children.

The second intervention in this RCT examines the impact of an attempt to improve child sleep. There is growing awareness of the "global sleep epidemic" and the importance of sleep as an input into children's cognitive development, academic performance, physical health, and emotional and behavioral outcomes. Despite its importance, there remains little social science research on sleep in low- and middle-income countries (LMICs) (Gildner et al., 2014; Hirshkowitz et al., 2015; Walker, 2017; Jagnani, 2024). Research indicates that children who experience consistent, high-quality sleep may demonstrate better attention spans, emotional regulation, and academic performance (Mindell and Williamson, 2018). However, many children in LMICs face barriers to achieving quality sleep, such as inadequate sleep environments, limited parental awareness, and competing economic priorities that prevent investment in proper sleep materials (Busch et al., 2017). Despite growing recognition of sleep's importance, evidence-based interventions targeting sleep quality in LMICs remain scarce.

To address these challenges, this study implemented a two-pronged randomized controlled trial (RCT) with two relatively light-touch and low-cost interventions: (1) promoting shared reading

[2] As noted in the pre-analysis plan for the KLPS-4 analysis, this study builds on Knauer et al. (2019), a randomized controlled trial which provided storybooks materials, both by themselves and in conjunction with reading training sessions. The training sessions were randomly varied in the degree of intensity, from group sessions to home visits. We thank the authors of that study, along with Dr. Patricia Kariger, for helpful conversations that have informed the design and creation of materials for the current study.

by distributing storybooks and providing parental guidance, and (2) improving sleep quality through culturally relevant sleep materials (pillows and blankets) and educational resources. Initial short-run findings from the KLPS-4 data suggest the interventions had some promising effects but highlighted gaps in understanding participants' valuation of the provided materials (Bonds et al., 2025; Layvant et al., 2023). For example, while parents engaged positively with the interventions, it remains unclear how much they value these materials and whether they would be willing to invest in them independently for their children. Building on this foundational work, the proposed study will retain the original treatment assignments while introducing a Becker-DeGroot-Marschak (BDM) methodology to assess participants' willingness-to-pay for the intervention items several years after the original intervention. By addressing knowledge gaps around parental valuation, this phase aims to refine strategies for scaling these interventions, reduce social desirability bias in responses, and strengthen the evidence base for incorporating reading and sleep interventions into family-centered early childhood development programs in low-resource settings.

We previously filed four pre-analysis plans with the AEA Registry that outlined analysis conducted during the first phase of the study: 1) estimating the demand for storybooks (Bonds et al. 2019), 2) estimating the effects of the randomly assigned intervention on reading practices and educational investments, in Wave 1 and 2 respectively (Bonds et al. 2020, 2021), and 3) estimating the effects of the randomly assigned sleep intervention on total sleep time, sleep home environment, and knowledge about the benefits of sleep (Layvant et al., 2021).

This pre-analysis plan outlines the analysis of the long-run impacts of these two interventions using the KLPS round 5 (KLPS-5) data. The KLPS-5 Wave 2 research design also includes a repeat intervention similar to the original intervention, which is meant to reinforce the treatment. This will be evaluated during an additional phone follow-up survey administered roughly three months after the repeat intervention.

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.

1.2 Sample

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 adulthood. 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., 2015). We have successfully completed four rounds of data collection, with the fifth round (KLPS-5) currently ongoing.

The fifth round of the KLPS data collection effort (KLPS-5) focuses on the subsets of the KLPS sample who participated in either the PSDP or the vocational training and cash grants interventions. KLPS-5 collects information from the KLPS focus respondents through the C-Plus, I-Plus, and E-Plus Modules. It also targets a subset of their children aged 8-14 and these children's[3] primary caregivers (PCs). The selected children undergo a series of assessments known as the Kids Module, while PCs are administered a PC Module. For further details, see Fernald et al. (2019) and Baird et al. (2025).

The samples for the reading and sleep promotion interventions are subsets of those participating in the KLPS-Kids modules,[4] following the treatment assignment from KLPS-4 Wave 2[5]. The analysis samples for these interventions include eligible KLPS respondents with children in the appropriate age ranges across both waves of data collection during KLPS-4. Specifically, the storybook intervention targeted parents with children aged 3-6 years in Waves 1 and 2, while the sleep intervention focused on children aged 3-8 years in Wave 2. In Wave 1, the randomized design incorporated varying levels of subsidy for storybooks, as well as a control group that did not receive a subsidy; no children received the sleep intervention in Wave 1. In Wave 2, both interventions utilized randomized assignment, with 25% assigned to each treatment and 50% assigned to control.

The reinforcement interventions on child reading promotion and child sleep promotion during KLPS-5 will be provided to the caregiver of a biological KLPS respondent with an 8 to 14-year-old KLPS-Kids child.[6] In other words, these are the same children as in the KLPS-4 intervention, but they are on average about 5 years older. Similar to KLPS-4, the intervention materials for both the child reading and child sleep interventions will not be child-specific; in other words, the information and lessons could apply to the selected child or other children in the household. For the purposes of administering the intervention, tracking, and assessment, we designate a specific storybook/sleep intervention child for eligible KLPS parents. In Wave 2, the intervention is administered as part of the PC-Module survey for parents assigned to treatment with an eligible storybook/sleep intervention child.

As previously mentioned, KLPS-5 data collection is currently ongoing. At the time of finalizing and registering this plan (the week of June 16, 2025), 2,644 children have been sampled in Wave 2, 2,101 I-Plus Modules in Wave 2 have been completed, 897 PC and Kids Modules have been completed, and we plan to launch the KSSI Module follow-up surveys the week of June 29th, 2025. We anticipate a full sample of roughly 2,700 children for Wave 2 of the main KLPS-Kids activity, though the exact number will depend on both the tracking rate and the number of children that fall within the target age range. Note that some of the long-run storybooks analysis below will focus on both the Wave 1 and Wave 2 KLPS-5 Kids sample, and the Wave 1 data has already been collected at the time of writing (although none of the analysis of storybooks

[3] Analyses on the adult respondents, in particular related to the long-term impacts of the PSDP intervention, have been pre-specified separately; see the AEA RCT Registry (#1191 and #3995) for additional pre-analysis plans.
[4] Please see Baird et al. (2025) for more information on the KLPS-4 and KLPS-5 kids sample selection.
[5] Please refer to Layvant et al. (2021) and Bonds et al. (2020) for details on the treatment assignments for the sleep and storybook interventions, respectively.
[6] Specifically, the eligible sample for the reading promotion intervention in Wave 2 of KLPS-4 is the sub-sample of KLPS parents with at least one sampled child between 2.5 years and 6 years of age at time of Wave 2 survey launch (October 2021).

treatment effects have yet been carried out). We note that we plan on using a two-stage tracking methodology to minimize the biases related to survey attrition.[7]

1.3 Experimental Design: Child Reading and Sleep Promotion

This section details the design and implementation of the interventions relevant to the current analysis, building upon previous data collection efforts. We begin with a brief summary of the KLPS-4 data collection timeline and the interventions conducted during that period, referencing the comprehensive pre-analysis plans for KLPS-4 for full details (Bonds et al., 2019, 2020, 2021; Layvant et al., 2021). Subsequently, we provide a detailed explanation of the BDM exercise, including important caveats regarding the percentage of participants in treatment groups who did not receive the full intervention package (i.e., no books, or no pillow plus blanket). Finally, we present a description of the storybook and sleep interventions conducted as part of KLPS-5 Wave 2.

1.3.1 KLPS-4 data collection and timeline

KLPS-4 Child Reading Promotion Intervention

The KLPS-4 child reading promotion intervention entailed the following:

- Up to 2 subsidized storybooks (Wave 1) and three free storybooks (Wave 2), selected by the FR;
- An informational script on the benefits of reading to young children and strategies for doing so (both Waves);
- A poster summarizing the informational script (both Waves);
- An SMS reminder message to encourage reading, sent 1-2 months after the initial encounter (both Waves).

The storybooks were all printed in East Africa and included short stories with animations appropriate for children aged 3 to 6, selected based on pilot work and focus groups in the local area. In Wave 1, we offered six books (two in English, four in Swahili). In Wave 2, we offered eight different storybooks. (four in English, and four in Swahili). See Bonds et al. (2019, 2020, 2021) for more details on the intervention. Note that Bonds et al. (2025) show that there was very high demand for storybooks at the subsidized prices offered, leading to over 90% take-up. As a result, the main regression analysis of long-run impacts below will be an intention-to-treat (ITT) approach pooling the subsidized groups in Wave 1 with the free treatment group in Wave 2.

KLPS-4 Child Sleep Promotion Intervention

There was no sleep promotion intervention in Wave 1 of KLPS-4. The KLPS-4 Wave 2 child sleep intervention entailed the following:

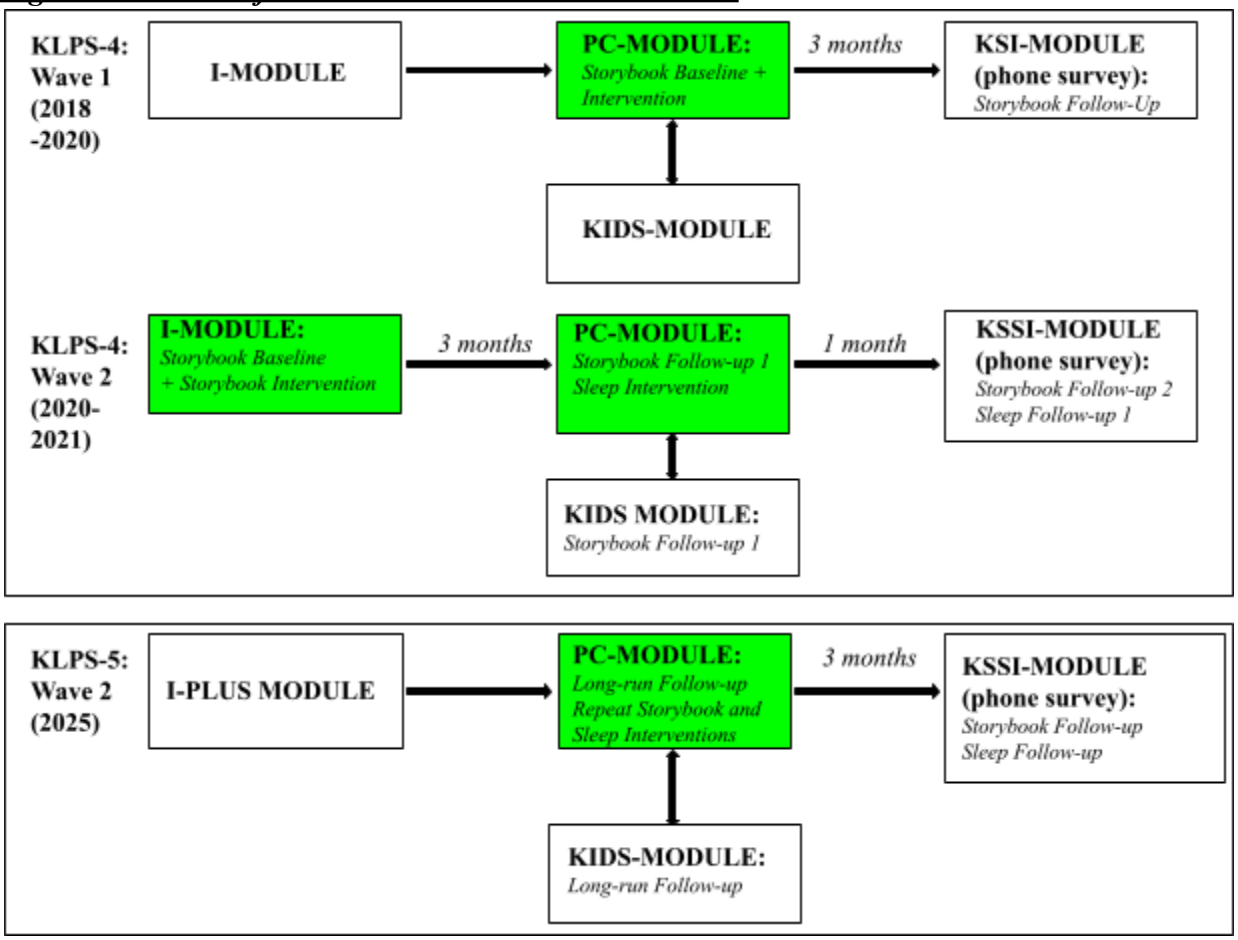
- A pillow and a blanket;

[7] 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).

- A video explaining the benefits and importance of sleep;
- A pamphlet explaining the benefits of sleep, how sleep affects learning and memory, and information on how to help your child sleep better;
- A poster summarizing the video and pamphlet;
- An informational script, which walks through the video, pamphlet, and poster.

See Layvant et al. (2021) for more details on the intervention.

Figure 1: Timeline for KLPS-4 & KLPS-5 Interventions



Note: Shaded cells reflect visits where an intervention (storybooks or sleep) was administered. Note that KLPS-5 Wave 1 PC and Kids Module are used as long-term follow-up for the storybooks sample. There were no interventions or KSI / KSSI module data collection in KLPS-5 Wave 1.

2. KLPS-5 Experimental Design

2.1 Becker DeGroot Marschak (BDM)

During the KLPS-5 PC Module, we implement a Becker-DeGroot-Marschak mechanism (Becker et al., 1964) to elicit parental willingness-to-pay (WTP) for three items: a storybook kit, a sleeping kit, and a water bottle. The hypothesis is that parents in the storybook treatment group from KLPS-4 will show a higher WTP for the storybook than the control group, and that the sleep promotion treatment group from KLPS-4 will show a higher WTP for the sleep kit than the control group.

At the start of the BDM exercise, parents are informed that they will receive a cash transfer of 600 Kenyan Shillings to be sent to them later via M-Pesa. This allows the exercise to avoid liquidity constraints among participants. Then, they will be given the chance to make a bid for the three previously mentioned items: a storybook kit, a sleeping kit, and a water bottle. After their bids, the computer randomly selects one of the three items and a price for that item, each of which is between 0 and 600 Kenyan Shillings. If the parent's bid for the selected item is above the selected price, the parent receives the item and receives in cash the difference between the 600 Ksh transfer and the selected price. Conversely, if the parent's bid for the selected item is below the selected price, the parent does not receive the item and instead receives the full 600 Ksh via M-Pesa.

The BDM exercise will allow us to estimate demand curves for the three items. Beyond this, to reinforce the original interventions the exercise is designed to make it likely that storybook parents receive the storybook kit, that sleep promotion parents receive the sleep kit, and that control parents receive the water bottle (which was seen as a neutral gift not closely tied to reading, sleep or other primary outcomes); the actual intervention is explained in greater detail in the next section. To make the BDM exercise incentive-compatible, we needed to randomize the selection of the item and the corresponding price, with these two goals in mind (estimating demand and reinforcing the original interventions). We designed the BDM item and price selection as follows. When the BDM was being administered to a parent in the storybooks treatment group, the storybook kit would be selected with a 95% chance, while the sleeping kit and the water bottle would be selected with a 2.5% chance each. Conversely, when the BDM was being administered to a parent in the Sleep treatment group, the sleeping kit would be selected with a 95% chance, while the storybook kit and the water bottle would be selected with a 2.5% chance each. Finally, when the BDM was being administered to a parent in the control group, the water bottle would be selected with a 95% chance, while the storybook kit and the sleeping kit would be selected with a 2.5% chance each. On top of this randomization process for the item selection, the parent would receive a price below their bid and receive the item with a 95% chance. With a 5% chance, the price would be above their bid, and they would not receive the item.

One implication is that parents in the storybook group have a 0.95 x 0.95 = 0.903 chance of receiving the storybook kit, with similar odds of reinforcing the sleep kit, and similar odds that the control group receives the water bottle (and smaller odds of "non-compliance", i.e., someone in the storybook group receiving a sleep kit). Note that while the BDM is carried out to allocate the storybook kit, sleep kit and water bottle, the original assignment to treatment groups is always followed for the information interventions, i.e., even if a storybook parent receives a water bottle (due to the randomization described above), they still receive the information

promoting reading in the PC Module (and similarly for the sleep promotion treatment group that does not receive the sleep kit).

Recall that the BDM builds on the KLPS-4 Wave 2 experiment, which consists of one storybook treatment group (25% of the sample), a sleep treatment group (25% of the sample), and one control group (50% of the sample). Note that all adult respondents in Wave 2 of KLPS were randomized in these three treatment groups (at the time of KLPS-4). Thus, any age-appropriate children first found and surveyed in KLPS-5 (but not in KLPS-4) are included in their respective assigned treatment group.

2.2 KLPS-5 Child Reading and Sleep Promotion Interventions

The repeat interventions in KLPS-5 only take place during Wave 2.

KLPS-5 Child Reading Promotion Intervention
The KLPS-5 child reading promotion intervention entails the following:

- Three free storybooks, selected by the FR (for over 90% of the original Storybook sample participants);
- An informational script on the benefits of reading to young children and strategies for doing so;
- A poster summarizing the informational script;

KLPS-5 Child Sleep Promotion Intervention
The KLPS-5 child sleep intervention entails the following:

- A free pillow and a blanket (for over 90% of the original Sleep sample participants);
- A video explaining the benefits and importance of sleep;
- A pamphlet explaining the benefits of sleep, how sleep affects learning and memory, and information on how to help your child sleep better;
- A poster summarizing the video and pamphlet;
- An informational script, which walks through the video, pamphlet, and poster.

The storybooks are printed in East Africa and include short stories with animations; they are of level 6, which is appropriate for children aged 8 to 14. We offer three different storybooks, of which two are in English and one is in Kiswahili. These books can be purchased at textbook stores in larger urban areas or cities, including Busia Town, Kisumu, or Nairobi, but are more difficult to obtain in rural areas.

In some cases, two or more children of the KLPS adult are in the appropriate age range. In some of these cases, two are selected for the KLPS Kids data collection, typically if there is one younger child and one older child (with age ranges defined in the earlier PAPs, see Fernald et al., 2019). In these cases, the parent respondent in the PC module is only administered the BDM experiment once, and only receives the relevant information (from either the storybook or sleep intervention) once. In the storybook group, only one set of books is provided to the household. In the sleep promotion group, each of the two KLPS Kids sample children is provided with a sleep kit.

Please see the Appendix for materials related to both interventions. For the storybook intervention, the Appendix includes the script (from the PC Module) and the poster. The script provides guidance tailored to parents who may not be literate, emphasizing ways to foster a love of books by creating stories from illustrations and asking children questions about the narrative. The accompanying poster features illustrations of parents reading to their children and highlights key points from the script, serving as an ongoing reminder to encourage shared parental reading at home.

For the sleep intervention, the Appendix includes the script (from the PC Module), a short video script, the pamphlet, and the poster. The sleep poster shows a child sleeping with a pillow and blanket and summarizes key messages from the video, pamphlet, and script. Like the reading poster, it serves as a visual reminder for parents to continue promoting healthy habits—in this case, a consistent sleep routine.

Table 1 below summarizes the treatment received by participants in each intervention group (where recall that due to the BDM randomization, treatment assignment is less than 100% to maintain incentive-compatible reporting).

Table 1: KLPS-5 Intervention Materials

	KLPS-5 Wave 2		
	Storybook Treatment	**Sleep Treatment**	**Control**
3 Storybooks	90.3%	2.4%	2.4%
Storybook informational script	100%	0%	0%
Storybook informational poster	100%	0%	0%
Sleep kit (1 pillow, 1 blanket)	2.4%	90.3%	2.4%
Sleep information script	0%	100%	0%
Sleep information video	0%	100%	0%
Sleep information poster	0%	100%	0%
Sleep information pamphlet	0%	100%	0%
Water bottles	2.4%	2.4%	90.3%
Cash only (600 Ksh)	5%	5%	5%

2.3 Analysis and Data Examined to Date

At the time of registering this pre-analysis plan, we have collected information on and

administered the intervention to a subset of the Wave 2 sample using a tablet-based survey instrument.

In conjunction with this Pre-Analysis Plan, we registered a data management memo on the AEA registry to outline who would have access to KLPS-5 data in advance of filing this pre-analysis plan. The data management memo specifies that all KLPS-5 Waves 1 and 2 data collected prior to the registration of this plan has been compiled, organized, and stored only by those team members who are *not* involved in the writing of this pre-analysis plan. Research team members who have been involved in writing this pre-analysis plan have only seen summary statistics and tracking rates for the purposes of ensuring data quality. They have not examined the data nor performed any data analysis before registering this plan. No team members have performed any estimates of treatment effects. Access to the survey data will be provided to research team members involved in writing the pre-analysis plan only after the pre-analysis plan is filed on the AEA RCT Registry (#3995).

3. Analysis

This pre-analysis plan outlines the planned analysis for estimating the impact of the reading and sleeping promotion interventions in this sample. We will focus on Intention-to-Treat (ITT) estimates of storybook and sleep treatment group assignment.

The analysis will include both: (i) the long-run (roughly 5-year) effects of the KLPS-4 interventions, and (ii) the cumulative effect of the original KLPS-4 intervention and the KLPS-5 repeated intervention on a more limited set of outcomes (using the KLPS-5 KSSI phone survey).

3.1 Effects of Storybooks and Sleep Promotion

The full sample includes children of parents who were part of the Primary School Deworming Program (PSDP) sample and/or vocational education and cash grant samples. The analyses of the storybooks and sleep interventions are largely parallel, with some notable differences described below. For instance, the long-run storybook analysis will take place for both the Wave 1 and Wave 2 samples, while the long-run sleep analysis will focus on the Wave 2 sample due to the experimental design. The analysis utilizing the KLPS-5 KSSI phone survey will be largely analogous across the two interventions.

3.1.1 Long-run effects of the KLPS-4 storybook intervention

In this section, we describe the analysis of the long-run effects of the KLPS-4 storybook intervention. This analysis includes both waves of data collection in KLPS-5. The main equation examines the effects of receiving any storybook treatment in KLPS-4 (i.e., an indicator equal to one for respondents in Treatments 1, 2, or 3 in Wave 1, and equal to 1 for respondents in the treatment group in Wave 2). We estimate the following equation:

$$Y_{it} = \alpha_0 + \alpha_1 ST_Treat_i + X_{it}^{'}\lambda + \varepsilon_{it}, \qquad (1)$$

where Y_{it} is an outcome of interest for respondent *i* at time *t*, ST_Treat_i is an indicator equal to 1 if respondent *i* is in the storybook treatment group, and X'_{it} is a vector of control variables. The main specification will include a vector of control variables X_{it}', containing the variables used for stratification during storybook and sleep treatments randomizations in KLPS-4: PSDP or GSP treatment group, gender of KLPS parent, and baseline (1998) grade of KLPS parent. We will also include an indicator for PSDP program participation, gender of the interviewer; months elapsed since the start of the survey wave; a wave 2 indicator; an indicator for being in the sleep treatment group; and an indicator for inclusion in the vocational education/cash grant sample, as well as treatment groups within that intervention. We will use weights that take into account the two-stage tracking strategy of the KLPS-Kids data collection. Standard errors will be robust to heteroscedasticity.

The main hypothesis tests are two-sided *t*-tests of the null hypotheses that $\alpha_1 = 0$, corresponding to the effects of being assigned to the storybook treatment group. These tests estimate the average effect of receiving the storybook kit along with the associated promotion information and reminders.

3.1.2 Estimates of the cumulative effect of the repeated storybook intervention

In this section, we describe the analysis of the cumulative effects of receiving the KLPS-4 storybook intervention and the KLPS-5 reinforcement intervention. This analysis only includes Wave 2 of data collection. We will estimate intention-to-treat (ITT) effects using the following equation:

$$Y_{it} = \alpha_0 + \alpha_1 ST_Treat_i + X'_{it}\lambda + \varepsilon_{it}, \qquad (2)$$

where Y_{it} is an outcome of interest for respondent *i* at time *t*, ST_Treat_i is an indicator equal to 1 if respondent *i* is in the storybook treatment group, and X'_{it} is a vector of control variables. The main specification will include a vector of control variables X_{it}', containing the variables used for stratification during storybook and sleep treatments randomizations in KLPS-4: PSDP or GSP treatment group, gender of KLPS parent, and baseline (1998) grade of KLPS parent. We will also include an indicator for PSDP program participation, gender of the interviewer; months elapsed since the start of the survey wave; an indicator for being in the sleep treatment group; the social desirability score of the PC constructed through the Hays et al. (1989) scale; and an indicator for inclusion in the vocational education/cash grant sample, as well as treatment groups within that intervention. We will use weights that take into account the two-stage tracking strategy of the KLPS-Kids data collection. Standard errors will be robust to heteroscedasticity.

The main hypothesis tests are two-sided *t*-tests of the null hypothesis that $\alpha_1 = 0$, corresponding to the effects of being assigned to the storybook treatment group. These tests estimate the average effect of receiving the storybook kit along with the associated promotion information

and reminders.

While treatment assignment was randomized, we acknowledge that not all individuals received the intended materials. Specifically, some respondents in the control group may have received the storybooks or the sleep kit (pillow and blanket), and a portion of those assigned to treatment may not have received them. These mismatches are the result of the random assignment through the BDM exercise described in Section 2.1. Despite this, we will continue to focus on ITT estimates, which remain unbiased but may underestimate the true effects of the interventions. This approach facilitates easier interpretation and maintains internal validity.

In exploratory analysis, we will consider pooling data between the KLPS-4 KSI/KSSI surveys, the KLPS-5 PC and Kids Modules, and the KLPS-5 KSSI surveys for outcomes that are found across all of these survey instruments.

3.1.3 Long-run effects of the KLPS-4 sleep intervention

In this section, we describe the analysis of the long-run effects of the KLPS-4 sleep intervention. This analysis only includes Wave 2 of data collection. The main equation examines the effects of receiving a sleep treatment in KLPS-4. We estimate the following equation:

$$Y_{it} = \alpha_0 + \alpha_1 SL_Treat_i + X_{it}^{'}\lambda + \varepsilon_{it}, \qquad (3)$$

where Y_{it} is an outcome of interest for respondent *i* at time *t*, SL_Treat_i is an indicator equal to 1 if respondent *i* is in the sleep treatment group, and $X_{it}^{'}$ is a vector of control variables. The main specification will include a vector of control variables $X_{it}^{'}$, containing the variables used for stratification during storybook and sleep treatments randomizations in KLPS-4: PSDP or GSP treatment group, gender of KLPS parent, and baseline (1998) grade of KLPS parent. We will also include an indicator for PSDP program participation, gender of the interviewer; months elapsed since the start of the survey wave; an indicator for being in the storybook treatment group; and an indicator for inclusion in the vocational education/cash grant sample, as well as treatment groups within that intervention. We will use weights that take into account the two-stage tracking strategy of the KLPS-Kids data collection. Standard errors will be robust to heteroscedasticity.

The main hypothesis tests are two-sided *t*-tests of the null hypothesis that $\alpha_1 = 0$, corresponding to the effects of being assigned to the sleep treatment group. These tests estimate the average effect of receiving the sleep kit along with the associated promotion information and reminders.

3.1.4 Estimates of the cumulative effect of the repeated sleep intervention

In this section, we describe the analysis of the cumulative effects of receiving the KLPS-4 sleep intervention and the KLPS-5 reinforcement intervention. This analysis only includes Wave 2 of data collection. We will estimate intention-to-treat (ITT) effects using the following equation:

$$Y_{it} = \alpha_0 + \alpha_1 SL_Treat_i + X_{it}^{'}\lambda + \varepsilon_{it}, \qquad (4)$$

where Y_{it} is an outcome of interest for respondent *i* at time *t*, SL_Treat_i is an indicator equal to 1 if respondent *i* is in the sleep treatment group, and $X_{it}^{'}$ is a vector of control variables. The main specification will include a vector of control variables $X_{it}^{'}$, containing the variables used for stratification during storybook and sleep treatments randomizations in KLPS-4: PSDP or GSP treatment group, gender of KLPS parent, and baseline (1998) grade of KLPS parent. We will also include an indicator for PSDP program participation, gender of the interviewer; months elapsed since the start of the survey wave; an indicator for being in the storybook treatment group; the social desirability score of the PC constructed through the Hays et al. (1989) scale; and an indicator for inclusion in the vocational education/cash grant sample, as well as treatment groups within that intervention. We will use weights that take into account the two-stage tracking strategy of the KLPS-Kids data collection. Standard errors will be robust to heteroscedasticity.

The main hypothesis tests are two-sided *t*-tests of the null hypothesis that $\alpha_1 = 0$, corresponding to the effects of being assigned to the sleep treatment group. These tests estimate the average effect of receiving the sleep kit along with the associated promotion information and reminders.

While treatment assignment was randomized, we acknowledge that not all individuals received the intended materials. Specifically, some respondents in the control group may have received the storybooks or the sleep kit (pillow and blanket), and a portion of those assigned to treatment may not have received them. These mismatches result from the random assignment through the BDM exercise described in Section 2.1. Despite this, we will continue to focus on ITT estimates, which remain unbiased but may underestimate the true effects of the interventions. This approach facilitates easier interpretation and maintains internal validity.

In exploratory analysis, we will consider pooling data between the KLPS-4 KSI/KSSI surveys, the KLPS-5 PC and Kids Modules, and the KLPS-5 KSSI surveys for outcomes that are found across all of these survey instruments.

3.2 Complementarities with Human Capital Interventions

Next, we explore whether there are complementarities between human capital interventions previously provided to KLPS respondents and the effects of the reading and sleep promotion interventions in the long-run analysis. Throughout the rest of this section, we use the storybook treatment status or sleep treatment status of the KLPS respondent in the corresponding intervention, even if the KLPS respondent is not the primary caregiver of the storybook/sleep child.

3.2.1 Deworming (PSDP) Sample

We first look for complementarities with a deworming intervention, known as the Primary School Deworming Program (***PSDP***), which took place between 1998 and 2003. Primary schools

were assigned to one of three treatment groups, where individuals in Group 1 and 2 schools received, on average, 2.41 more years of deworming than those in Group 3. See the demand pre-analysis plan (Bonds et al., 2019), Miguel and Kremer (2004), Miguel et al. (2014), and Baird et al. (2016) for more details.

For the PSDP sample, we exclude those who were also part of the treatment group in the vocational training and cash grants intervention (mentioned below). The sample thus includes 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. 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 estimating equations for PSDP complementarities interact PSDP treatment status with the indicators for the storybook and sleep interventions from Equations 1 and 3:

$$Y_{it} = \alpha_0 + \alpha_1 ST_Treat_i + \alpha_2 T_i^{PSDP} + \alpha_3 T_i^{PSDP} * ST_Treat_i + X_{it}'\lambda + \varepsilon_{it} \quad (5)$$

$$Y_{it} = \alpha_0 + \alpha_1 SL_Treat_i + \alpha_2 T_i^{PSDP} + \alpha_3 T_i^{PSDP} * SL_Treat_i + X_{it}'\lambda + \varepsilon_{it} \quad (6)$$

where Y_i is an outcome of interest for individual *i,* ST_Treat_i is an indicator equal to 1 if respondent *i* was in the storybook treatment group, SL_Treat_i is an indicator equal to 1 if respondent *i* was in the sleep treatment group. The binary variable T_i^{PSDP} is an indicator for individual *i* in the PSDP Deworming Groups 1 or 2 (versus Group 3) in 1998. We will include a vector of control variables X_i', containing variables used for stratification during storybook and sleep treatment randomization: gender of KLPS parent, and baseline grade (1998) of KLPS parent. We will also include a vector of controls used either to stratify the original PSDP sample, or in the sampling of the KLPS sample, as well as other key controls used in Baird et al. (2016, 2017). This vector comprises an indicator for the gender of interviewer; month of interview fixed effects; the total density of primary school children in a 6 km radius around the parents' PSDP school in 1998; an indicator for inclusion in the vocational education/cash grant sample; a wave 2 indicator (only for Equation 5); an indicator for being in the sleep treatment group (only for Equation 5); an indicator for being in the storybook treatment group (only for Equation 6); indicator for geographic zone of parent's school in 1998; population of parent's school in 1998; indicator for participation in deworming cost-sharing in 2001 (Kremer and Miguel 2007); and average 1996 test score of parent's PSDP school. The analysis of the long-run effects of the storybook intervention will include both waves of data collection in KLPS-5, while the analysis of the long-run effects of the sleep intervention will only include Wave 2 of data collection in KLPS-5. We will include survey weights to maintain initial (baseline PSDP) population representativeness. We also take into account both the sampling for the KLPS and the two-stage tracking strategy of KLPS-Kids data collection. We will report robust standard errors clustered at the 1998 school level.

When studying the long-run effect of the storybook intervention in Equation 5, the main

coefficient of interest is α_3, the differential effect of the storybook intervention for the PSDP treatment group. When studying the long-run effect of the sleep intervention in Equation 6, the main coefficient of interest is α_3, the differential effect of the sleep intervention for the PSDP treatment group. For each equation, the main hypothesis test is a two-sided t-test of the null hypothesis that $\alpha_3 = 0$. We are interested in both the magnitude and the statistical significance of the coefficient.

Of secondary interest for Equations 5 and 6 is the magnitude and significance of the coefficient on the indicator for PSDP treatment status (α_2), which captures whether PSDP treatment increases the level of outcomes of interest in this pre-analysis plan. We will also test the null hypothesis that there is no effect of PSDP treatment status on child storybook and sleep outcomes using a joint test significance of all PSDP terms. This is an F-test of the joint significance of α_2 and α_3.

There was a separate set of interventions in a subset of the KLPS sample that provided vocational training and cash grants (see Bonds et al., 2019, 2020; and Layvant et al., 2021). While not the main focus of this PAP, in exploratory analysis, we will consider carrying out a similar analysis as outlined above, examining heterogeneous treatment effects in different vocational training and cash grant treatment groups.

3.3 Heterogeneous Effects

In additional analyses beyond the main regression specification above, we will investigate heterogeneity in several dimensions, with a focus on household socioeconomic and demographic variables measured in KLPS-4 or KLPS-5 (as available).

- KLPS respondent education level, split above and below median years of educational attainment
- Total income of KLPS household, split above and below median
- Urban residence of KLPS respondent, where urban status is defined as those living in Nairobi, Mombasa or Kampala. (We may also include those that live in towns.)
- Gender of child
- Gender of KLPS parent
- Total number of children in household

We estimate effects by interacting these covariates with the storybook treatment indicator variable or the sleep indicator variable (along the lines of the PSDP heterogeneity analysis in Equations 5 and 6 above). For the follow-up analysis of the repeat interventions (using the KSSI phone survey data), we will additionally estimate heterogeneous treatment effects by the social desirability score of the PC constructed through the Hays et al. (1989) scale. We may also explore other dimensions of heterogeneity in exploratory tests.

To assess statistical significance for heterogeneous effects, we plan to compute the False Discovery Rate (FDR) adjusted q-values across the six dimensions of heterogeneity following Anderson (2008), Casey et al. (2012), and the references cited therein.

3.4 Tracking and attrition by group

We will follow the procedures outlined in Baird et al. (2025) for checking for balance and attrition, as well as for handling problematic levels of differential attrition. For this study, we will check tracking rates for a) the administration of the intervention and b) conducting the follow-up KSSI survey by treatment and control groups.

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 (see Baird et al., 2025 for a list of variables we plan to include). 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.

4. Outcomes and Hypotheses

This section details the primary and secondary outcomes of the Storybook and Sleep interventions, organized by survey instrument. First, we present outcomes constructed from two sources: (1) a set of child assessments and surveys (Kids module), and (2) the Primary Caregiver Module survey (PC Module), which is administered to the adult identified by the KLPS adult respondent as the child's primary caregiver. Following this, we will present outcomes derived from the KSSI module, which is also administered to the adult identified by the KLPS adult respondent as the child's primary caregiver.

The primary and secondary outcomes of interest for the KLPS-4 storybook intervention (long-run effects) are summarized in Table 2, while those constructed from the follow-up KSSI survey (cumulative effects) are in Table 3. Similarly, the long-run outcomes for the KLPS-4 sleep intervention are in Table 4, and the KSSI-derived outcomes for the cumulative effects of the sleep intervention are in Table 5. We refer to specific test items or survey questions using the survey name, section, and question number (e.g., “PC 3.3”).

The storybook intervention's long-run main outcomes encompass five families: (1) Willingness to pay, (2) Storybook ownership, (3) Reading practices, (4) Child Vocabulary and Literacy, and (5) Reading Motivation. The follow-up assessment for the storybook intervention includes outcomes related to (1) Storybook ownership and (2) Reading practices.

For the sleep intervention, we examine five families of outcomes: (1) Willingness to pay, (2) Sleep time, (3) Sleep environment, (4) Sleep knowledge, and (5) Child’s Language and Cognitive abilities. The KSSI follow-up for the sleep intervention includes outcomes related to (1) Sleep time, (2) Sleep environment, and (3) Sleep knowledge.

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 within 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 conduct 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 enhance understanding of what the indices represent, we will present the results for all component measures individually (unless specified otherwise, most likely in an appendix) in addition to the results for each final constructed index.

The remainder of this section is structured as follows: First, we explain our index construction methods and multiple testing adjustments. Second, we present the storybook intervention outcomes (Tables 2 and 3). Third, we provide details on the sleep intervention outcomes (Tables 4 and 5).

4.1 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 component variable to be mean zero with unit variance within the control group, thereafter constructing the index by summing each component variable. Where appropriate, 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 the indices in either the paper or 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, 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 errors[8]. 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 hypothesis[9]. 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 broad index). Second, we will compute FDR-adjusted q-values for all sub-indices *within* a broad index. Third, we will report FDR q-values *across* the set of all broad indices. We will repeat this procedure for each of our four pieces of analysis, outlined in Tables 2 through 5. For instance, when analyzing the long-run effects of the KLPS-4 storybook intervention: (1) we will compute FDR q-values for all component measures *within* a family of outcomes that make up a sub-index in Table 2, (2) we will compute FDR-adjusted q-values for all sub-indices *within* a broad index also in Table 2, and (3) we will report FDR q-values *across* the set of all broad indices contained in Panel A of Table 2 (primary outcomes). We will repeat this procedure for each of our four pieces of analysis, as summarized in Tables 2 through 5.

4.2 Storybook Intervention

4.2.1 Long-run effects

4.2.1.1 Primary outcomes (Table 2, panel A)

In this section, we describe our list of primary outcomes for the long-run effects of the storybook intervention. Panel A of Table 2 provides a complete listing of the outcomes and details (including survey question numbers) used to construct each outcome. In addition to examining various mean effect indices, analyses will also investigate raw outcomes for each family.

i) Willingness To Pay

The first outcome will measure the PC's willingness to pay (*WTP*) for the storybook kit, as measured by the BDM exercise administered in the PC Module. The values of the bids can go from 0 to 600 Ksh. We will create a Z-score using the bid value. As mentioned in Section 2, the BDM exercise was only administered during Wave 2. Thus, we can only evaluate the long-run effects of the storybook intervention on WTP using Wave 2 data.

ii) Storybook Ownership

We look at storybook ownership to document whether child reading materials are more prevalent

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

[9] 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.

among those in storybook treatment groups. We measure storybook ownership in the PC Module survey. We construct the *Storybooks Ownership Index* by constructing the Z-score of the total number of storybooks in the household (PC 5A.1d).

iii) Reading Practices

We construct the *Reading Practices Index* using measures of reading frequency as reported by the caregivers (PC Module) and the children themselves (Kids Module). We construct a mean effects index of the following outcomes:

1. Number of days child spent reading by themselves or with other children in the last week (PC 5A.11).
2. Indicator if the child read in the previous day (PC 5A.11a)[10]
3. Number of days child spent reading at home in the last week (Kids 2.20.1).
4. Indicator if the child read in the previous day (Kids 2.20.1a).

iv) Child Vocabulary and Literacy Assessments

We examine how the KLPS-4 Storybook intervention improved children's language abilities. Our outcome will be the Language Index included as a sub-index in the Cognitive Abilities Index proposed in Baird et al. (2025). The Language Index includes outcomes from the following four assessments administered in the Kids Module: the PPVT, Animal Naming, Uwezo Swahili, and Uwezo English assessments.

v) Child Reading Motivation

Here we examine the extent to which the KLPS-4 intervention improved children's motivation for reading, as reported by both the caregiver and the child. We will construct a *Child Reading Motivation Index* as a mean effect index composed of two sub-indices: the *Caregiver-Reported Child Reading Motivation Index* and the *Self-Reported Child Reading Motivation Index*. Both sub-indices measure the degree to which the PC or the child agree with the statements below. The *Caregiver-Reported Child Reading Motivation Index* includes statements 1 through 3, while the *Self-Reported Child Reading Motivation Index* includes statements 4 through 7. For each statement, we plan to make use of the ordered choice. For statements 1 through 6, the level of agreement can take three values: "a lot like me" (3), "a little like me" (2), and "not like me" (1). For statement 7, the level of agreement can take four values: not at all true (1), a little bit true (2), mostly true (3), and very true (4).

1. Child is a good listener when someone else is reading a story (PC 5B.6a)
2. Child has favorite stories from stories or books that he/she likes to read about or listen to (PC 5B.6b)
3. Child likes to tell others about what he/ she is reading/ someone has read to him/ her (PC 5B.6c)

[10] We construct this indicator as equal to 1 if the number of minutes the child read in the previous day is bigger than 0. In the secondary outcomes section, we include the number of minutes as part of the Extended Reading Practices Index.

4. You are a good listener when someone else is reading a story (Kids 2.19.1)
5. You have favorite stories from stories or books that you like to read about or listen to (Kids 2.19.2)
6. You like to tell others about what you are reading/ someone has read to you (Kids 2.19.3)
7. I enjoy reading books (Kids 2.18.5)

Additionally, we plan to explore how using binary indicators will affect the results. For statements 1 through 6, the indicator will set "a lot like me" and "a little like me" equal to 1 and "not like me" equal to 0[11]. For the statement (7), the indicator will set "very true" and "mostly true" equal to 1, and "a little bit true" and "not at all true" equal to 0.

In addition to the *Child Reading Motivation Index*, we will examine the two sub-indices (*Caregiver-Reported Child Reading Motivation Index* and *Self-Reported Child Reading Motivation Index*) as secondary outcomes.

4.2.1.2 Secondary outcomes (Table 2, panel B)

In this section, we describe our list of secondary outcomes for the long-run effects of the storybook intervention.

i) Language and Cognitive abilities

We utilize the Cognitive Abilities Index proposed by Baird et al. (2025) as a secondary outcome to investigate how the KLPS-4 Storybook intervention impacted the cognitive performance of the children. This Cognitive Abilities Index includes four sub-indices: (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 Language Sub-Index is the same as we mentioned before as part of our primary outcomes for the KLPS-4 Storybook Intervention. The Math and Spatial Abilities sub-index includes the Uwezo Math assessment; the Executive Function sub-index includes the Digit Span and PLUS-EF assessments; and the Fluid Intelligence Index includes the Raven's Assessment[12].

ii) Academic Self-Concept

We will measure the effect of the KLPS-4 Storybook intervention on children's self-perception of their language abilities. We calculate a mean effect index based on the degree to which the child agrees with the two statements below. For each statement, we plan to make use of the ordered choice (not at all true = 1, a little bit true = 2, mostly true = 3, very true = 4).

1. I am good at English (Kids 2.18.2)

[11] If we have little variation (i.e. if most parents answer "a lot like me" or "a little like me"), we may redefine this indicator as equal to 1 only for those that answer "a lot like me".
[12] Note that in Wave 1, the PLUS-EF test was administered only to children aged 8–10, while the Raven's test was given only to those aged 11–14. In Wave 2, both tests were administered to the full age range of children.

2. I am good at Swahili (Kids 2.18.3)

iii) Parental Reading Self-Efficacy

We examine whether the parent-child reading intervention improves parental self-efficacy concerning their ability to engage in reading with their child. We will construct a *Parental Reading Self-Efficacy Index* as a mean effect index of indicators for the PC agreeing with the following 6 items (PC Module, Section 5B). For each statement, we plan to make use of the ordered choice. The level of agreement can take three values: "strongly agree" (4), "agree" (3), “disagree” (2), and "strongly disagree" (1).

1. I can choose appropriate storybooks or children’s books for my child (PC 5.5a)
2. I can provide active involvement for my child with storybook or children's book reading (PC 5.5b)
3. I can ask appropriate recall questions after I finish reading a storybook or children’s book (PC 5.5c)
4. I can encourage my child to talk about a book while reading (PC 5.5d)
5. I can help my child answer “What”, “Why”, and “How” questions about a story when reading (PC 5.5e)
6. I can help my child to learn new words through storybook or children’s book reading (PC 5.5f)

Additionally, we plan to explore how using binary indicators will affect the results. The indicator will set “agree” and “strongly agree” equal to 1 and “disagree” and “strongly disagree” equal to 0[13].

iv) Family Care Indicators

Given that the reading intervention may have affected overall parent-child bonding beyond reading alone, our final family of outcomes measures the extent to which adults in the household have performed other activities with the child, and will also allow us to test whether parents who read with their child substitute away from other activities. We will construct a *Family Care Indicators Index* as a mean effect index of the following set of binary family care indicators (PC Module, Section 5A):

1. Read books to or look at books with the child (PC 5A.12a)
2. Tell stories to child (PC 5A.12b)
3. Sing songs/ play musical instruments with child (PC 5A.12c)
4. Play with child (PC 5A.12d)
5. Construct objects or art from paper, wire, mud, sticks, etc with child (PC 5A.12e)
6. Name, count, or draw things for or with child for instance, letters, numbers, shapes, colors, plants, animals, etc (PC 5A.12f)
7. Help child with homework (PC 5A.12g)
8. Talk about what child is learning in school (PC Module, Section 5A, Question 12h)

[13] If we have little variation (i.e. if most parents agree or strongly agree), we may redefine this indicator as equal to 1 only for those that strongly agree.

9. Teach vocabulary words to child in Swahili or English or local language (PC 5A.12i, 5A.12j)
10. Play sports/ games or other physical activity, such as football, rukaruka, swimming, etc with child (PC 5A.12k)
11. Take child on fun outing, such as a football match, other sports event, religious services or event, hotel, restaurant, or to a local event (PC 5A.12l)

v) Reading Practices

In this section, we extend the *Reading Practices Index* proposed in Section 3.2.1.1. We construct a mean effects index of the following outcomes:

1. Indicator for correctly naming the title of the storybooks received as part of the intervention, among those in storybook treatment arms (PC 5B.7).
2. Number of days any adults/teenagers read with child at home in the last week (PC 5A.10).
3. Number of minutes any adults/teenagers spent reading with child yesterday (PC 5A.10a).
4. Number of days child spent reading by themselves or with other children in the last week (PC 5A.11).
5. Number of minutes child spent reading by themselves in the previous day (PC 5A.11a)
6. Number of days child spent reading at home in the last week (Kids 2.20.1).
7. Indicator if the child read in the previous day (Kids 2.20.1a).

vi) Educational Investments

We construct the *Educational Investments* Index, a mean effects index of the following outcomes, measured with the PC Module:

1. Indicator for being enrolled in school (PC 5B.1)
2. Number of days attending school out of the last 5 days school was in session (PC 5B.1di)

4.2.2 Cumulative effects

4.2.2.1 Primary outcomes (Table 3, panel A)

In this section, we describe our list of primary outcomes for the effects of the storybook intervention after the reinforcement treatment in KLPS-5. Panel A of Table 3 provides a complete listing of the outcomes and details (including survey question numbers) used to construct each outcome. In addition to looking at a variety of mean effects indices, analyses will also examine raw outcomes for each family.

i) Storybook Ownership

Similar to the outcome described in Section 3.2.1.1, we look at storybook ownership to

document differences between treatment and control children after the reinforcement intervention done in KLPS-5. We construct the *Storybooks Ownership Index* by constructing the Z-score of the total number of storybooks in the household (KSSI 4.2).

ii) Reading Practices

We also construct a *Reading Practices Index* using measures of reading frequency as reported by the caregivers in the KSSI Module. We construct a mean effects index of the following outcomes:

1. Number of days child spent reading by themselves or with other children in the last week (KSSI 4.4).
2. Indicator if the child read in the previous day (KSSI 4.4a)

4.2.2.2 Secondary outcomes (Table 3, panel B)

In this section, we describe our list of secondary outcomes for the effects of the storybook intervention after the reinforcement treatment administered in KLPS-5.

i) Reading Practices

In this section, we extend the *Reading Practices Index* proposed in Section 3.2.1.1. We construct a mean effects index of the following outcomes:

1. Number of days any adults/teenagers read with child at home in the last week (KSSI 4.3).
2. Number of minutes any adults/teenagers spent reading with child yesterday (KSSI 4.3a).
3. Number of days child spent reading by themselves or with other children in the last week (KSSI 4.4).
4. Number of minutes child spent reading by themselves in the previous day (KSSI 4.4a).

ii) Educational Investments

Similar to Section 3.2.1.2, we construct an *Educational Investments* Index, a mean effects index of the following outcomes:

1. Indicator for being enrolled in school (KSSI 4.5)
2. Number of days attending school out of the last 5 days school was in session (KSSI 4.5a)

4.3 Sleep Intervention

4.3.1 Long-run effects

4.3.1.1 Primary outcomes (Table 4, panel A)

In this section, we describe our list of primary outcomes for the long-run effects of the sleep intervention. Panel A of Table 4 provides a complete listing of the outcomes and details (including survey question numbers) used to construct each outcome. In addition to looking at a variety of mean effects indices, analyses will also examine raw outcomes for each family.

i) Willingness To Pay

Our first outcome will measure the PC's willingness to pay (*WTP*) for the sleeping kit, as measured by the BDM exercise administered in the PC Module. The values of the bids can go from 0 to 600 Ksh. We will calculate a Z-score using the bid value.

ii) Sleep Time

This outcome captures the total sleep duration in order to assess whether access to free sleep materials and information on the importance of sleep leads to increased sleep time among children. Specifically, we will calculate the total time in bed yesterday as the sum of nighttime sleep (bedtime to wake time) and nap duration. While this measure does not precisely reflect time asleep (which would account for sleep onset latency or nighttime awakenings), the research team considers caregiver-reported data on sleep onset latency or nighttime awakenings to be potentially unreliable.

iii) Sleep Environment

This outcome assesses the impact of the intervention on the child's sleep environment and bedtime conditions. We will construct a **Sleep Environment Index** as a mean effects index comprising the following binary indicators:

1. The child does **not** share a room for sleeping (PC 8.6)
2. The child does **not** sleep in a room with the TV or radio on (PC 8.7)
3. The child does **not** sleep in a room with bright lights on. (PC 8.8)
4. The child sleeps on a mattress (PC 8.10)
5. The child uses a pillow when sleeping (PC 8.11)
6. The child sleeps with a blanket (PC 8.12)

This composite measure captures improvements in the sleep setting that are associated with healthier sleep practices, as encouraged by the intervention.

iv) Sleep Knowledge

This outcome assesses the impact of the intervention on the primary caregiver's (PC's) knowledge about healthy sleep practices and the benefits of sleep. The main measure is the **Sleep Knowledge Index**, constructed as a mean effects index composed of two sub-indices: the **Sleep Time Knowledge Index** and the **Sleep Benefits Knowledge Index**.

The **Sleep Time Knowledge Index** includes the following binary indicators:

1. PC correctly identifies that experts recommend 7–9 hours of sleep for adults (PC 8.14)
2. PC correctly identifies that experts recommend 8–11 hours of sleep for children in the age range of child (PC 8.15)

The **Sleep Benefits Knowledge Index** includes binary indicators for whether the PC mentions each of the following outcomes as benefits of sleep (all from PC 8.17):

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 or test scores

The combined Sleep Knowledge Index reflects both factual understanding of recommended sleep durations and broader awareness of the cognitive, emotional, and physical benefits of adequate sleep for children.

In addition to the composite Sleep Knowledge Index, we will examine the two sub-indices—**Sleep Time Knowledge Index** and **Sleep Benefits Knowledge Index**—as secondary outcomes. These disaggregated measures will allow us to assess whether the intervention differentially affects knowledge of recommended sleep durations versus awareness of sleep-related benefits.

Furthermore, for the Sleep Benefits Knowledge Index, we will conduct separate analyses of each component indicator (e.g., improved memory, reduced stress) to identify which specific sleep benefits are most commonly recognized by caregivers and most responsive to the intervention.

v) Language and Cognitive abilities

We will use the Cognitive Abilities Index, as proposed in Baird et al. (2025), as a primary outcome to assess the effect of the KLPS-4 Sleep intervention on children's cognitive performance. This index comprises four sub-indices: (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 Language Sub-Index incorporates outcomes from the PPVT, Animal Naming, Uwezo Swahili, and Uwezo English assessments, all administered within the Kids Module. The Math and Spatial Abilities Sub-Index includes the Uwezo Math assessment; the Executive Function Sub-Index comprises the Digit Span and PLUS-EF assessments; and the Fluid Intelligence Sub-Index is based on the Raven's Assessment.

4.3.1.2 Secondary outcomes (Table 4, panel B)

In this section, we describe our list of secondary outcomes for the long-run effects of the sleep intervention. Panel A of Table 4 provides a complete listing of the outcomes and details (including survey question numbers) used to construct each outcome.

i) Sleep Time

This secondary outcome measures nighttime sleep duration, calculated as the difference between the child's reported bedtime and wake time on the previous night. Unlike the primary sleep outcome, this measure excludes nap time and focuses solely on sleep occurring at night. This distinction enables us to assess whether the intervention specifically affects nighttime sleep patterns, independent of daytime napping behavior.

ii) Sleep Environment

This secondary outcome uses a modified version of the Sleep Environment Index that excludes two components directly influenced by the experimental design—namely, whether the child uses a pillow (PC 8.11) and whether the child sleeps with a blanket (PC 8.12). These items are omitted to ensure the index captures broader changes in sleep conditions that are not mechanically driven by the distribution of free materials.

The **Restricted Sleep Environment Index** therefore includes the following binary indicators:

1. The child does **not** share a room for sleeping (PC 8.6)
2. The child does **not** sleep in a room with the TV or radio on (PC 8.7)
3. The child does **not** sleep in a room with bright lights on (PC 8.8)
4. The child sleeps on a mattress (PC 8.10)

In addition to analyzing both the full and restricted indices, we will examine each individual component separately to identify which specific aspects of the sleep environment are most affected by the intervention.

iii) Behavior and Socio-emotional Development

This secondary outcome captures the child's behavioral and socio-emotional functioning, as reported by both the child and the primary caregiver. It consists of two components:

Depressive Symptoms Index (Child-Reported)

This index is constructed from the Center for Epidemiological Studies Depression Scale for Children (CES-DC) (Faulstich et al., 1986), administered in the Kids Module (Kids 2.2). It is calculated by summing the responses to selected items, each rated on a 4-point scale ranging from 1 (rarely or none of the time) to 4 (most or all of the time). Where necessary, items will be reverse-coded so that higher values consistently reflect greater depressive symptoms.

In line with standard practice, higher index values will indicate more severe depressive symptoms. For ease of interpretation in specific contexts (e.g., policy briefs or public presentations), we may also present a reverse-coded version of the index, where higher values indicate more positive outcomes. In such cases, we will clearly state the directionality of the scale to avoid misinterpretation.

In addition to the continuous index, we will report a binary indicator for exhibiting symptoms consistent with depression, defined as a total CES-DC score exceeding 15, a commonly used threshold indicating elevated depressive symptomatology.

While our primary analyses will focus on the overall index, we do not plan to report treatment effects for individual items.

Emotional Symptoms Index (Caregiver-Reported)
This index measures caregiver-reported emotional difficulties exhibited by the child over the past six months. It is based on the Emotional Symptoms Subscale of the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997), a widely validated instrument for assessing child mental health and socio-emotional well-being.

The index includes the following five items from the Primary Caregiver (PC) module:

1. Often complains of headaches, stomach aches, or sickness (PC 6.3)
2. Has many worries or often seems worried (PC 6.8)
3. Is often unhappy, depressed, or tearful (PC 6.13)
4. Is nervous or clingy in new situations and easily loses confidence (PC 6.16)
5. Has many fears and is easily scared (PC 6.24)

Responses are coded on a 3-point scale: 0 = Not True, 1 = Somewhat True, and 2 = Certainly True. These items will be standardized and combined using the mean effects index approach.

iv) Primary Caregiver (PC) Sleep Time

We plan to analyze whether the KLPS-4 intervention affected the sleep patterns of the Primary Caregiver, which would indicate spillovers of the intervention to an adult household member. We calculate the sleep time of the PC in the same way we specified the primary outcome on Sleep Time for the child: the total time in bed yesterday as the sum of nighttime sleep (bedtime to wake time) and nap duration. These data are available from the KLPS-5 I+ Module (only for the PCs or other household members of the child that are KLPS respondents).

4.3.2 Cumulative effects

4.3.2.1 Primary outcomes (Table 5, panel A)

i) Sleep Time

This outcome measures the total sleep duration to assess whether access to sleep materials and information on the importance of sleep leads to increased sleep time among children. Specifically, we will calculate the total time in bed yesterday as the sum of nighttime sleep (bedtime to wake time) and nap duration. While this measure does not precisely reflect time asleep (which would account for sleep onset latency or nighttime awakenings), the research team considers caregiver-reported data on sleep onset latency or nighttime awakenings to be potentially unreliable.

ii) Sleep Environment

This outcome assesses the impact of the intervention on the child's sleep environment and bedtime conditions. We will construct a **Sleep Environment Index** as a mean effects index comprising the following binary indicators:

1. The child does **not** share a room for sleeping (KSSI 2.4)
2. The child does **not** sleep in a room with the TV or radio on (KSSI 2.5)
3. The child does **not** sleep in a room with bright lights on (KSSI 2.6)

4. The child sleeps on a mattress (KSSI 2.7)
5. The child uses a pillow when sleeping (KSSI 2.8)

This composite measure captures improvements in the sleep setting that are associated with healthier sleep practices, as encouraged by the intervention.

iii) Sleep Knowledge

The **Sleep Time Knowledge Index** measures the primary caregiver's (PC's) knowledge of expert-recommended sleep durations. It is constructed as a mean effects index and includes the following two binary indicators:

1. PC correctly identifies that experts recommend 7–9 hours of sleep for adults (KSSI 3.1.6a)
2. PC correctly identifies that experts recommend 8–11 hours of sleep for children in the age range of child (KSSI 3.1.6b)

Each component is standardized using the control group mean and standard deviation, and the index is calculated as the unweighted average of the standardized indicators. This measure assesses the caregiver's basic factual understanding of the recommended sleep duration across different age groups.

5. Exploratory Analysis

i) Long-run effects of the sleep intervention on Anthropometrics (Height-for-Age)

This exploratory outcome captures the child's nutritional status using a standardized measure of physical growth. Specifically, we use **height-for-age z-scores (HAZ)**, calculated based on the child's measured height (Kids 5.1) and age in months (WHO, 2006).

ii) Long-run effects of the sleep intervention on parental reported relevance of sleep

During the Wave 2 of data collection of the PC Module, we asked the PCs to rank the following items in order of importance for their child's development: Doing physical exercise, Sleeping a good number of hours, Getting along well with friends, Eating healthy food, and Drinking water (PC 3.8a). We plan to explore whether PCs in the sleep treatment group tend to rank "Sleeping a good number of hours" higher among these options.

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.

References

Anderson, M.L. (2008). Multiple Inference and Gender Differences in the Effects of Early Intervention: A Reevaluation of the Abecedarian, Perry Preschool, and Early Training Projects, *Journal of the American Statistical Association*, 103:484, 1481-1495.

Baird, S, J. Hamory, and E. Miguel (2008). Tracking, Attrition, and Data Quality in the Kenyan Life Panel Survey Round 1 (KLPS-1). Center for International and Development Economics Research Working Paper No. C08-151.

Baird, S., J. Hamory Hicks, M. Kremer and E. Miguel (2016). Worms at Work: Long-run Impacts of a Child Health Investment, *Quarterly Journal of Economics*, 131(4): 1637-1680.

Baird, S. J. Hamory Hicks, M. Kremer and E. Miguel (2017). Pre-Analysis Plan for "The 20-year Impacts of Child Deworming in Kenya." AEA RCT registry. RCT ID: AEARCTR-0001191.

Baird, S. J. Hamory Hicks, M. Kremer, E. Miguel and M. Walker (2019). Pre-Analysis Plan for "The 20-year Impacts of Child Deworming in Kenya: I Module Data." AEA RCT registry. RCT ID: AEARCTR-0001191.

Baird, S., Fernald, L., Hamory, J., Miguel, E., Ochieng, E., Smith, E., and Walker, M. (2025). Pre-Analysis Plan for "Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya using Kenya Life Panel Survey (KLPS) Round 5 Data." AEA RCT registry. RCT ID: AEARCTR-0003995.

Becker, G. M., Degroot, M. H., and Marschak, J. (1964). Measuring utility by a single-response sequential method. *Behavioral Science*, *9*(3), 226-232. https://doi.org/10.1002/bs.3830090304

Behrman, J.R., J. Hoddinott, J.A. Maluccio, E. Soler-Hampejsek, E.L. Behrman, R. Martorell, M. Ramírez-Zea, and A.D. Stein (2014). "What Determines Adult Skills? Impacts of Pre-School, School-Years, and Post-School Experiences in Guatemala," *Latin American Economic Review*, 23:4.

Bonds, S., J. Hamory Hicks, E. Miguel and M. Walker (2019). Pre-Analysis Plan for "Promoting Child Reading in Kenya: Estimating the Demand for Storybooks." AEA RCT registry. RCT ID: AEARCTR-0003995.

Bonds, S., J. Hamory Hicks, E. Miguel and M. Walker (2020). Pre-Analysis Plan for "Effects of Promoting Parent-Child Reading in Kenya." AEA RCT registry. RCT ID: AEARCTR-0003995.

Bonds, S., J. Hamory Hicks, E. Miguel and M. Walker (2021). Pre-Analysis Plan for "Effects of Promoting Parent-Child Reading in Kenya: Wave 2" AEA RCT registry. RCT ID: AEARCTR-0003995.

Bonds, S., J. Hamory Hicks, E. Ochieng, E. Miguel and M. Walker (2025). "Evaluating the short-run Impact of low-cost and light-touch experiment promoting parental-shared reading: Evidence from Kenya", unpublished working paper.

Busch, V., Altenburg, T. M., Harmsen, I. A., & Chinapaw, M. J. (2017). Interventions that stimulate healthy sleep in school-aged children: a systematic literature review. The European Journal of Public Health, 27(1), 53-65.

Casey, K. R., Glennerster, and E. Miguel (2012). "Reshaping Institutions: Evidence on Aid Impacts Using a Pre-Analysis Plan," *Quarterly Journal of Economics*. Vol. 127, Issue 4, Pages 1755-1812.

Curenton, S. M., and Justice, L. M. (2008). Children's preliteracy skills: Influence of mothers' education and beliefs about shared-reading interactions. *Early Education and Development*, 19(2), 261-283.

Faulstich ME, Carey MP, Ruggiero L, et al. (1986). Assessment of depression in childhood and adolescence: An evaluation of the Center for Epidemiological Studies Depression Scale for Children (CES-DC). *American Journal of Psychiatry* 143(8):1024–1027.

Fernald, L., J. Hamory Hicks, P. Kariger, E. Miguel and M. Walker (2019). Pre-Analysis Plan for "Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya," AEA RCT registry. RCT ID: AEARCTR-0003995.

Frosch, C. A., Cox, M. J., & Goldman, B. D. (2001). Infant-parent attachment and parental and child behavior during parent-toddler storybook interaction. *Merrill-Palmer Quarterly*, *47*(4), 445-474.

Gildner, T., M. Liebert, P. Kowal, S. Chatterji, and J. Snodgrass (2014). "Associations between Sleep Duration, Sleep Quality, and Cognitive Test Performance among Older Adults from Six Middle Income Countries: Results from the Study on Global Ageing and Adult Health (SAGE)," *Sleep*, 10 (6): 613–621.

Goodman R. (1997). The Strengths and Difficulties Questionnaire: a research note. *J Child Psychol Psychiatry*. Jul;38(5):581-6. doi: 10.1111/j.1469-7610.1997.tb01545.x. PMID: 9255702.

Gove, A., and Cvelich, P. (2011). *Early reading: Igniting education for all. A report by the early grade learning community of practice*. RTI International.

Hays, R. D., Hayashi, T., & Stewart, A. L. (1989). A five-item measure of socially desirable response set. Educational and Psychological Measurement, 49(3), 629–636. https://doi.org/10.1177/001316448904900315

Hicks, J. Hamory, M. Kremer, I. Mbiti and E. Miguel (2015). Vocational Education in Kenya: A Randomized Evaluation, Unpublished Manuscript.

Hirshkowitz, M., K. Whiton, S. M. Albert, C. Alessi, O. Bruni, L. DonCarlos, N. Hazen, J. Herman, E. S. Katz, L. Kheirandish-Gozal, D. N. Neubauer, A. E. O'Donnell, M. Ohayon, J. Peever, R. Rawding, R. C. Sachdeva, B. Setters, M. V. Vitiello, J. CatesbyWare, and P. J. Adams Hillard (2015). "National Sleep Foundation's Sleep Time Duration Recommendations: Methodology and Results Summary," *Sleep Health*, 1 (1), 40–43.

Jagnani, M. (2024). Children's Sleep and Human Capital Production. *Review of Economics and Statistics*, *106*(4), 983-996.

Kling, J.R., J.B. Liebman, and L.F. Katz. (2007). "Experimental Analysis of Neighborhood Effects." *Econometrica*, 75 (1) 83-119.

Knauer, H.A., P. Jakiela, O. Ozier, F. Aboud, L.C.H. Fernald. (2019). "Enhancing Young Children's Language Acquisition through Parent-Child Book-Sharing: A Randomized Trial in Rural Kenya." CGD Working Paper 502. Washington, DC: Center for Global Development. https://www.cgdev.org/publication/enhancing-young-childrens-language-acquisition-through-parentchild-book-sharing

Kremer, M., and E. Miguel (2007). "The Illusion of Sustainability," *Quarterly Journal of Economics*, 112 1007-1065.

Kremer, M., E. Miguel and R. Thornton (2009). "Incentives to Learn", *Review of Economics and Statistics*, 91(3), 437-456.

Layvant, M., Miguel, E., and Walker, M. (2021). Pre-Analysis Plan for "Effects of Promoting Child Sleep in Kenya." AEA RCT registry. RCT ID: AEARCTR-0003995.

Layvant, M., Ochieng, E. Miguel, E., and Walker, M. (2023). "Promoting Child Sleep: Evidence from Kenya", unpublished working paper.

Miguel, E. and M. Kremer (2004). Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities, *Econometrica*, 72(1), 159-217.

Miguel, E., M. Kremer, J.Hamory Hicks, C. Nekesa. (2014). Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities, Data User's Guide. Center for Effective Global Action Working Paper Series #40.

Mindell, J. A., & Williamson, A. A. (2018). Benefits of a bedtime routine in young children: Sleep, development, and beyond. *Sleep medicine reviews*, *40*, 93-108.

Mol, S. E., Bus, A. G., De Jong, M. T., & Smeets, D. J. (2008). Added value of dialogic parent-child book readings: A meta-analysis. *Early education and development*, *19*(1), 7-26.

Neuman, S. B., & Kaefer, T. (2018). Developing low-income children's vocabulary and content knowledge through a shared book reading program. *Contemporary Educational Psychology*, *52*, 15-24.

Orr, Larry, et al. (2003). *Moving to Opportunity: Interim Impacts Evaluation*. Washington D.C.: U.S. Dept. of HUD.

Walker, D., Greenwood, C., Hart, B., & Carta, J. (1994). Prediction of school outcomes based on early language production and socioeconomic factors. *Child Development*, 65(2), 606-621.

Walker, M. (2017). *Why We Sleep: Unlocking the Power of Sleep and Dreams*. New York, Scribner.

WHO. (2006). *WHO child growth standards: Length/height for age, weight-for-age, weight-for-length, weight-for-height and body mass index-for-age, methods and development*. World Health Organization. Retrieved from: https://www.who.int/publications/i/item/924154693X

Zhang, Y. (2006). Urban-rural literacy gaps in Sub-Saharan Africa: The roles of socioeconomic status and school quality. *Comparative Education Review*, 50(4), 581-602.

Table 2: Long-run Storybook Intervention Outcomes

Outcomes	Survey Question (s) KLPS-4	Survey Question (s) KLPS-5	Sub-Index	Broad Index
Panel A: Primary outcomes				
Willingness To Pay				
BDM bid		PC 10		WTP
Storybook Ownership				
Total number of storybooks in the household	PC 5.1di, KSSI 4.2	PC 5A.1d		Storybook Ownership Index
Reading Practices				
Number of days child spent reading by themselves or with other children in the last week	PC 5.3m, KSSI 4.4	PC 5A.11		Reading Practices Index
Indicator if the child read in the previous day	PC 5.3mi, KSSI 4.4a	PC 5A.11a		
Number of days child spent reading at home in the last week		Kids 2.20.1		
Indicator if the child read in the previous day		Kids 2.20.1a		
Child Vocabulary and Literacy Assessments				
Peabody Picture Vocabulary Test Z-Score	Kids 1	Kids 1.2		Language Index
Animal Naming Z-Score		Kids 1.1		
Uwezo Swahili Augmented Z-Score		Kids 1.3.1		
Uwezo English Augmented Z-Score		Kids 1.3.2		
Child Reading Motivation				
Child is a good listener when someone else is reading a story	PC5.14a	PC 5B.6a	Caregiver-Reported Child Reading Motivation Index	Child Reading Motivation Index
Child has favorite stories from stories or books that he/she likes to read about or listen to	PC5.14b	PC 5B.6b		
Child likes to tell others about what he/ she is reading/ someone has read to him/ her	PC5.14c	PC 5B.6c		
You are a good listener when someone else is reading a story		Kids 2.19.1	Self-Reported Child Reading Motivation Index	
You have favorite stories from stories or books that you like to read about or listen to		Kids 2.19.2		
You like to tell others about what you are reading/ someone has read to you		Kids 2.19.3		
I enjoy reading books		Kids 2.18.5		
Panel B: Secondary outcomes				
Language and Cognitive abilities				
Peabody Picture Vocabulary Test Z-Score	Kids 1	Kids 1.2	Language Index	Cognitive Abilities Index
Animal Naming Z-Score		Kids 1.1		
Uwezo Swahili Augmented Z-Score		Kids 1.3.1		
Uwezo English Augmented Z-Score		Kids 1.3.2		
Uwezo Math Augmented Z-Score		Kids 1.3.3	Math and Spatial Abilities Index	
Digit Span Z-Score	Kids 3	Kids 1.4	Executive Function Index	
PLUS-EF Hearts & Flowers Z-Score: Congruent Task	Kids 6	Kids 1.6		
PLUS-EF Hearts & Flowers Z-Score: Incongruent Task	Kids 6	Kids 1.6		
PLUS-EF Hearts & Flowers Z-Score: Mixed Task	Kids 6	Kids 1.6		
Raven's Test Z-Score		Kids 1.5	Fluid Intelligence Index	
Language Academic Self-Concept				
I am good at English		Kids 2.18.2		Language Academic Self-Concept Index
I am good at Swahili		Kids 2.18.3		
Parental Reading Self-Efficacy				
I can choose appropriate storybooks or children's books for my child	PC 5.13a	PC 5B.5a		Parental Reading Self-Efficacy Index
I can provide active involvement for my child with storybook or children's book reading	PC 5.13b	PC 5B.5b		
I can ask appropriate recall questions after I finish reading a storybook or children's book	PC 5.13c	PC 5B.5c		
I can encourage my child to talk about a book while reading	PC 5.13d	PC 5B.5d		
I can help my child answer "What", "Why" and "How" questions about a story when reading	PC5.13e	PC 5B.5e		
I can help my child to learn new words through storybook or children's book reading	PC5.13f	PC 5B.5f		
Family Care Indicators				
Read books to or look at books with the child	PC5.4a	PC 5A.12a		Family Care Indicators Index
Tell stories to child	PC5.4b	PC 5A.12b		
Sing songs/ play musical instruments with child	PC5.4c	PC 5A.12c		
Play with child	PC5.4d	PC 5A.12d		
Construct objects or art from paper, wire, mud, sticks, etc with child	PC5.4e	PC 5A.12e		
Name, count, or draw things for or with child for instance, letters, numbers, shapes, colors, plants, animals, etc	PC5.4f	PC 5A.12f		
Help child with homework	PC5.4g	PC 5A.12g		
Talk about what child is learning in school	PC5.4h	PC 5A.12h		
Teach vocabulary words to child in Swahili or English or local language	PC5.4i, 5.4j	PC 5A.12i, 5A.12j		

Play sports/ games or other physical activity, such as football, rukaruka, swimming, etc with child	PC5.4k	PC 5A.12k	
Take child on fun outing, such as a football match, other sports event, religious services or event, hotel, restaurant, or to a local event	PC5.4l	PC 5A.12l	
Reading Practices			
Indicator for correctly naming the title of the storybooks received as part of the intervention, among those in storybook treatment arms	PC 5.13aii	PC 5B.7	Extended Reading Practices Index
Number of days any adults/teenagers read with child at home in the last week	PC 5.3l, KSSI 4.3	PC 5A.10	
Number of minutes any adults/teenagers spent reading with child yesterday	PC 5.3li, KSSI 4.3a	PC 5A.10a	
Number of days child spent reading by themselves or with other children in the last week	PC 5.3m, KSSI 4.4	PC 5A.11	
Number of minutes child spent reading by themselves in the previous day	PC 5.3mi, KSSI 4.4a	PC 5A.11a	
Number of days child spent reading at home in the last week		Kids 2.20.1	
Indicator if the child read in the previous day		Kids 2.20.1a	
Educational Investments			
Indicator for being enrolled in school	PC 5.6, KSSI 4.5	PC 5B.1	Educational Investments Index
Number of days attending school out of the last 5 days school was in session	PC 5.7d, 5.7di, KSSI 4.5a	PC 5B.1di	

Notes:
1. Items in yellow were also administered in KLPS-4, but the KLPS-5 version has some modifications.
2. In Wave 1, the PLUS-EF test was administered only to children aged 8–10, while the Raven's test was given only to those aged 11–14. In Wave 2, both tests were administered to the full age range of children.

Table 3: Cumulative Storybook Intervention Outcomes

Outcomes	Survey Question(s) KLPS-4	Survey Question(s) KLPS-5	Broad Index
Panel A: Primary outcomes			
Storybook Ownership			
Total number of storybooks in the household	PC 5.1di, KSSI 4.2	KSSI 4.2	Storybook Ownership Index
Reading Practices			
Number of days child spent reading by themselves or with other children in the last week	PC 5.3m, KSSI 4.4	KSSI 4.4	Reading Practices Index
Indicator if the child read in the previous day	PC 5.3mi, KSSI 4.4a	KSSI 4.4a	
Panel B: Secondary outcomes			
Reading Practices			
Number of days any adults / teenagers read with child at home in the last week	PC 5.3l, KSSI 4.3	KSSI 4.3	Extended Reading Practices Index
Number of minutes any adults/teenagers spent reading with child yesterday	PC 5.3li, KSSI 4.3a	KSSI 4.3a	
Number of days child spent reading by themselves or with other children in the last week	PC 5.3m, KSSI 4.4	KSSI 4.4	
Number of minutes child spent reading by themselves in the previous day	PC 5.3mi, KSSI 4.4a	KSSI 4.4a	
Educational Investments			
Indicator for being enrolled in school	PC 5.6, KSSI 4.5	KSSI 4.5	Educational Investments Index
Number of days attending school out of the last 5 days school was in session	PC 5.7d, 5.7di, KSSI 4.5a	KSSI 4.5a	

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

Table 4: Long-run Sleep Intervention Outcomes

Outcomes	Survey Question(s) KLPS-4	Survey Question(s) KLPS-5	Sub-Index	Broad Index
Panel A: Primary outcomes				
Willingness To Pay				
BDM bid		PC 10		WTP
Sleep time				
Total time in bed yesterday (including naps)	KSSI 2.1, 2.2, 2.3b	PC 4.1, 4.2, 4.3 Kids 2.3.1, 2.3.2		Total time in bed yesterday (including naps)
Sleep environment				
Indicator for child not sharing room for sleeping	KSSI 3.2	PC 8.6		Sleep environment index
Indicator for child not sleeping in a room with tv or radio	KSSI 3.3	PC 8.7		
Indicator for not sleeping in a room with bright lights	KSSI 3.4	PC 8.8		
Indicator for sleeping on mattress	KSSI 3.5	PC 8.10		
Indicator for using a pillow for sleeping	KSSI 3.6b	PC 8.11		
Indicator for sleeping with blanket/duvet	KSSI 3.1.5	PC 8.12		
Sleep Knowledge				
Indicator for answering between 7-9 hours of total recommended sleep time for adults	PC 8.1.14a, KSSI 3.1.6a	PC 8.14	Sleep time knowledge index	Sleep knowledge index
Indicator for answering 8-11 hours of total recommended sleep time for children the age of child	PC 8.1.14b, KSSI 3.1.6b	PC 8.15		
Indicator mentioning mental relaxation as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17	Sleep benefits knowledge index	
Indicator mentioning physical relaxation as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning physical growth as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning increased alerness as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning improved behavior as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning reduced stress as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning improved mood as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning improved memory as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Indicator mentioning improved school performance / test scores as benefit of sleep	PC 8.1.16b, KSSI 3.1.7b	PC 8.17		
Language and Cognitive abilities				
Peabody Picture Vocabulary Test Z-Score	Kids 1	Kids 1.2	Language Index	Cognitive Abilities Index
Animal Naming Z-Score		Kids 1.1		
Uwezo Swahili Augmented Z-Score		Kids 1.3.1		
Uwezo English Augmented Z-Score		Kids 1.3.2		
Uwezo Math Augmented Z-Score		Kids 1.3.3	Math and Spatial Abilities Index	
Digit Span Z-Score	Kids 3	Kids 1.4	Executive Function Index	
PLUS-EF Hearts & Flowers Z-Score: Congruent Task	Kids 6	Kids 1.6		
PLUS-EF Hearts & Flowers Z-Score: Incongruent Task	Kids 6	Kids 1.6		
PLUS-EF Hearts & Flowers Z-Score: Mixed Task	Kids 6	Kids 1.6		
Raven's Test Z-Score		Kids 1.5	Fluid Intelligence Index	
Panel B: Secondary outcomes				
Sleep time				
Total time in bed yesterday (excluding naps)	PC 4.1, 4.3	PC 4.1, 4.2 Kids 2.3.1, 2.3.2	Total time in bed yesterday (excluding naps)	Total time in bed yesterday (excluding naps)
Sleep environment				
Indicator for child not sharing room for sleeping	PC 8.1.3a	PC 8.6		Sleep environment index (excluding pillow and blanket)
Indicator for child not sleeping in a room with tv or radio	PC 8.1.4	PC 8.7		
Indicator for not sleeping in a room with bright lights	PC 8.1.5	PC 8.8		
Indicator for sleeping on mattress	PC 8.1.7	PC 8.10		
Behavior and Socio-emotional Development				
CES-DC		Kids 2.2		Depressive Symptoms Index
Emotional symptoms sub-scale of Strengths and Difficulties Questionnaire (SDQ)		PC 6.3, PC 6.8, PC 6.13, PC 6.16, PC 6.24		Emotional Symptoms Index
PC Sleep time				
PC Total time in bed yesterday (including naps)		I+ 11.1, 11.4, 11.7b		PC total time in bed yesterday (including naps)

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

Table 5: Cumulative Sleep Intervention Outcomes

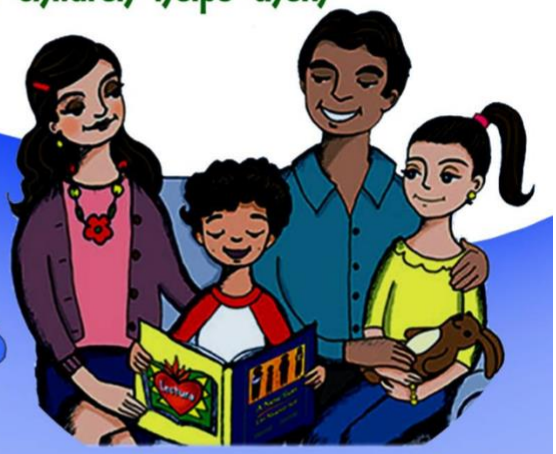
Outcomes	Survey Question(s) KLPS-4	Survey Question(s) KLPS-5	Broad Index
Panel A: Primary outcomes			
Sleep time			
Total time in bed yesterday (including naps)	KSSI 2.1, 2.2, 2.3b	KSSI 2.1, 2.2, 2.3b	Total time in bed yesterday (including naps)
Sleep environment			
Indicator for child not sharing room for sleeping	KSSI 3.2	KSSI 2.4	Sleep environment index
Indicator for child not sleeping in a room with tv or radio	KSSI 3.3	KSSI 2.5	
Indicator for not sleeping in a room with bright lights	KSSI 3.4	KSSI 2.6	
Indicator for sleeping on mattress	KSSI 3.5	KSSI 2.7	
Indicator for using a pillow for sleeping	KSSI 3.6b	KSSI 2.8	
Sleep Knowledge			
Indicator for answering between 7-9 hours of total recommended sleep time for adults	PC 8.1.14a, KSSI 3.1.6a	KSSI 3.1.6a	Sleep time knowledge index
Indicator for answering 8-11 hours of total recommended sleep time for children the age of child	PC 8.1.14b, KSSI 3.1.6b	KSSI 3.1.6b	

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

Appendix A. Storybook informational poster provided to households as part of the KLPS-5 storybook intervention

REMEMBER TO READ WITH YOUR CHILDREN TODAY

Reading with your children helps them love learning



Ask your children questions about the story

Point to where the words are in the picture

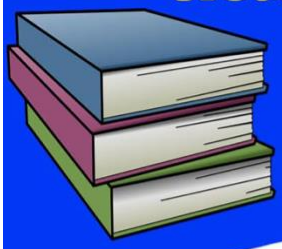
Even 10 to 15 minutes is good

Follow the link below on your smartphone or tablet to download more storybooks for free

https://www.africanstorybook.org/

ipa Innovations for Poverty Action

KUMBUKA KUSOMA PAMOJA NA WATOTO WAKO LEO



Kusoma pamoja na watoto wako huwasaidia kupenda masomo

Uliza watoto wako maswali kuhusu hadithi

Onyesha mahali ambapo maneno yapo kwenye picha

Hata dakika 10 hadi 15 ni nzuri

Follow the link below on your smartphone or tablet to download more storybooks for free
https://www.africanstorybook.org
Normal internet browsing charges will apply if one visits this site

ipa Innovations for Poverty Action

B. Sleep informational poster provided to households as part of the KLPS-5 sleep intervention

ENSURE YOUR CHILD SLEEPS WELL TONIGHT

Pillow
Blanket

KEEP THE ROOM COOL, DARK & QUIET

Go to sleep at:	8:30PM	9:00PM	9:30PM
Wake up at:	5:30AM	6:00AM	6:30AM

BETTER SLEEP LEADS TO:

- Better school performance
- Reduced stress
- Growth
- Better memory

ipa Innovations for Poverty Action

HAKIKISHA MTOTO WAKO ANALALA VIZURI USIKU WA LEO

Pillow
Blanketi

HAKIKISHA NYUMBA KUNA GIZA NA KUMENYAMAZA

Kuenda kulala saa:	8:30PM	9:00PM	9:30PM
Kuamka ni saa:	5:30AM	6:00AM	6:30AM

KULALA BORA HUAKIKISHA:

- Matokeo bora shuleni
- Upungufu wa dhiki/ stress
- Ukuaji wa mtoto
- Kukumbuka vitu haraka

ipa Innovations for Poverty Action

C. Sleep informational pamphlet provided to households as part of the sleep intervention

Help your child sleep better

"A child needs at least 10 hours of sleep, but most school-going children in Kenya get … not enough; they are growing, and there are many changes taking place in their bodies, changes that require the body to get sufficient rest." – Dr. Walter Otieno, source: Daily Nation

- Start a quiet time routine at least 20-30 minutes before bedtime. TVs, phones, and tablets should be switched off at this time. You might bathe your child or read storybooks together.

- Put your child to bed at a consistent time every day which allows them to get the recommended number of hours of sleep for their age group.

Age (years)	Hours
3-5	10-13
6-13	9-11
14-17	8-10
18+	7-9

For example, to ensure your teenager gets 9 hours of sleep, follow the given sleep and wake times.

Sleep time (pm):	8:30	9:00	9:30
Wake time (am):	5:30	6:00	6:30

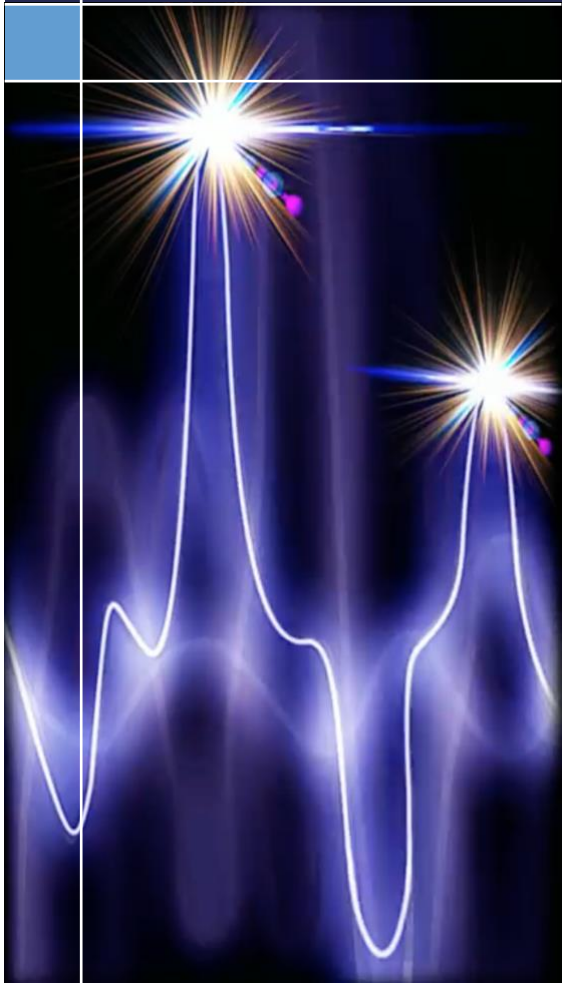
- Keep the room cool, dark, and quiet to maximize sleep quality.

ipa Innovations for Poverty Action

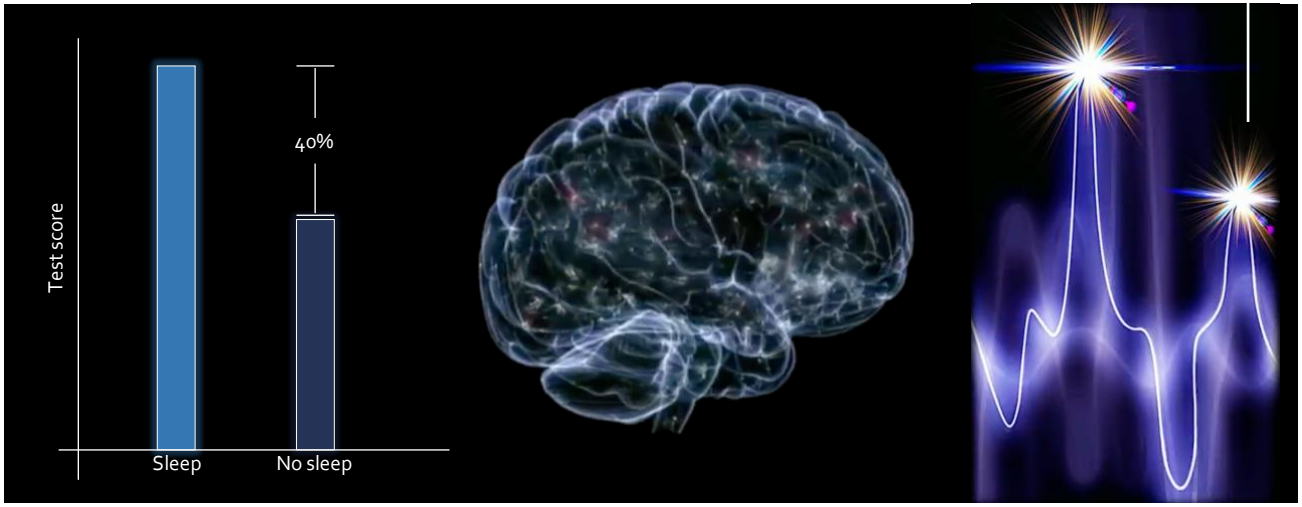
Innovations for Poverty Action - Kenya

Physical Address: Sandalwood Lane, Next to the Sandalwood Apartments (off Riverside Drive), Nairobi, Kenya
Postal Address: P.O. Box 72427 - 00200 Nairobi, Kenya
Phone: +254 (0) 707 387 429
Email: info-kenya@poverty-action.org

The Power of Sleep



Unlocking the Power of Sleep and Dreams



"[Sleep] allows us to deal with our memories properly; to process; to process emotional experiences; to replenish our brain fuel; and to protect our cognitive activity." – Daily Nation

LEARNING. Sleep is essential to the functions of learning and memory. Research over the past 10 years shows that sleeping *after* learning allows us to store new information safely in our memory so that we don't forget. Recent research shows that we need sleep *before* learning to prepare the brain, like a dry sponge ready to soak up new information. Without sleep, the memory circuits of the brain shut down, and we can't absorb new information.

TEST SCORES. Matthew Walker, a sleep specialist at the University of California, Berkeley, tested two groups: a sleep group and a sleep deprivation group. The sleep group received a full eight hours of sleep; the sleep deprivation group was kept awake under supervision. The two groups were shown a list of new facts and tested on them. The sleep deprivation group scored 40 percent lower.

IMMUNE SYSTEM. Our bodies contain natural killer cells. They identify dangerous, unwanted elements in the body and eliminate them. An experiment showed one night of deprived sleep lead to a 70% reduction in the activity of such cells – a concerning state of immune deficiency.

GENERAL HEALTH. So it is not surprising that short sleep is associated with numerous forms of cancer, heart disease, and high blood pressure, among several other diseases. There is a simple truth: the shorter you sleep, the shorter your life.

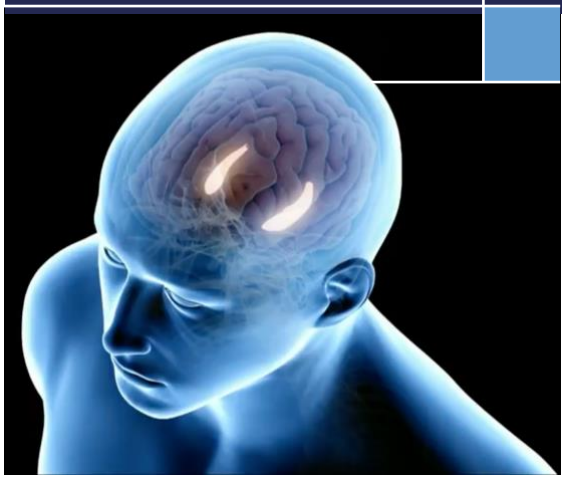
Sleep is one of the best ways to keep us happy, healthy, and *alive.*

How does it work?

There is a part of the brain [see photo below] which is responsible for storing memories that we have learned throughout the day. Sleep triggers changes in the brain that solidify memories in order to be accessed later.

People who don't get enough sleep have more difficulty receiving information because they don't have the same concentration and attention. The brain can no longer transfer information properly from one side of the brain to another.

People who get a full night's sleep, however, are able to preserve memories that help with learning, and have the capacity to learn more.



Saidia mtoto wako kulala vyema.

"Mtoto anahitaji angalau masaa 10 ya kulala, lakini Watoto wengi wanaoenda shule nchini Kenya wanapata … kulala ambayo haitoshi; wanakua, na kuna mabadiliko mengi yanayofanyika katika miili yao, mabadiliko yanayohitaji mwili kupata mapumziko ya kutosha. – Dr. Walter Otieno, source: Daily Nation

- Anza kwenye mazingira taratibu na wakati wa utulivu angalau dakika 20-30 kabla ya kulala. Televisheni na simu hazipaswi kuw katika mazingira haya tulivu. Unaweza kumwogesha mtoto wako au kumsomea vitabu vya hadithi.

- Weka mtoto wako kitandani kwa wakati thabiti kila siku ili apate idadi ya masaa inayopendekezwa na wataalamu ya kulala kulingana na umri wao.

Umri (Miaka)	Masaa
3-5	10-13
6-12	9-11
13-19	8-10
20+	7-9

- Kwa mfano, ili kuhakikisha kuwa mtoto/kijana wako anapata masaa 10 ya kulala, fuata taratibu wakati wa kulala na wakati wa kuamka.

Masaa ya kulala (pm):	8:30	9:00	9:30
Masaa ya kuamka (am):	5:30	6:00	6:30

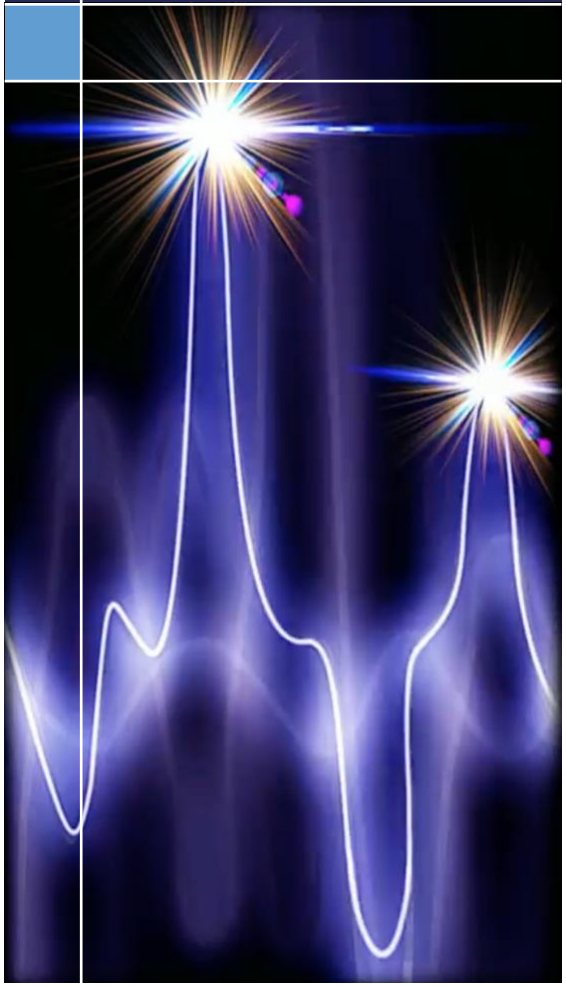
- Weka chumba kiwe na baridi ya wastani, kiwe na giza, na kimya ili kuongeza ubora wa kulala.

ipa Innovations for Poverty Action

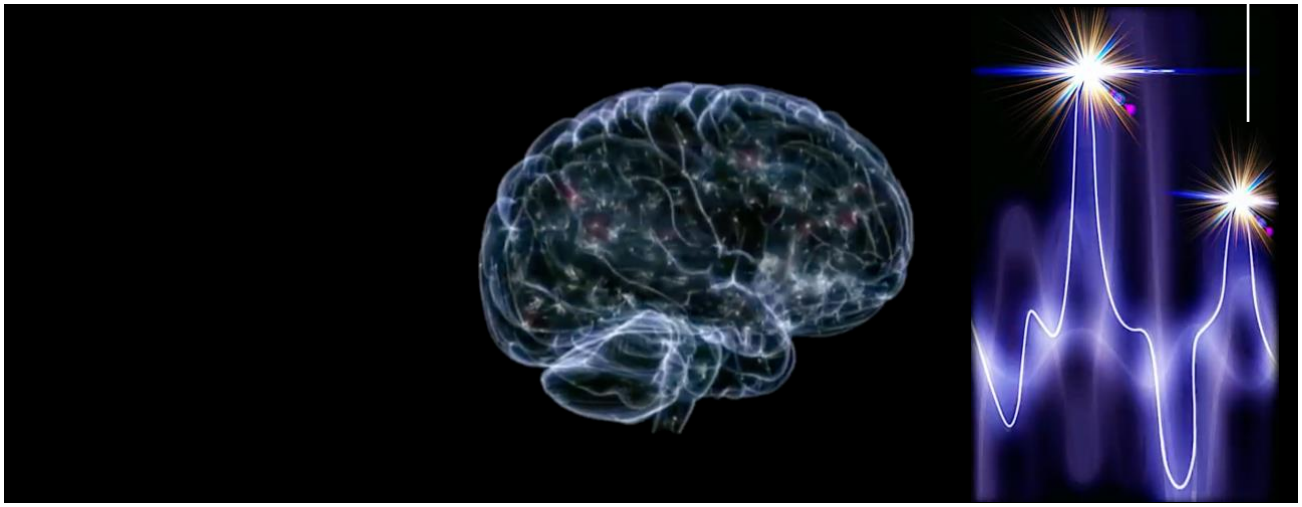
Innovations for Poverty Action - Kenya

Physical Address: Sandalwood Lane, Next to the Sandalwood Apartments (off Riverside Drive), Nairobi, Kenya
Postal Address: P.O. Box 72427 - 00200 Nairobi, Kenya
Phone: +254 (0) 707 387 429
Email: info-kenya@poverty-action.org

Umuhimu wa kulala



Kufungua Umuhimu wa kulala vyema



"[Kulala] huturuhusu kushughulikia bongo zetu vizuri; kusindika; kushughulikia uzoefu wa kihemko (emotional experiences); kujaza bongo zetu akili; na kulinda shughuli zetu za utambuzi. "- Daily Nation

MASOMO. Kulala ni muhimu kwa masomo na akili. Utafiti katika kipindi cha miaka 10 iliyopita unaonyesha kwamba kulala baada ya kusoma husaidia kuhifadhi masomo katika akili zetu ili tusisahau. Utafiti wa hivi karibuni unaonyesha kuwa tunahitaji kulala kabla ya kusoma ili kuandaa ubongo, kama sifongo (sponge) kavu iliyo tayari kupata habari mpya. Kutolala hufanya mizunguko ya kumbukumbu ya ubongo kufungika, na hutuwezi kupata habari mpya..

ALAMA ZA SHULE. Matthew Walker, mtaalam wa chou kikuu cha California, Berkeley, alijaribu vikundi viwili: Kikundi cha watu kulala na kikundi cha watu wasiolala. Kikundi cha kulala kilipewa masaa nane ya kulala; na kikundi cha kutolala kilisimamiwa ili kisilale. Vikundi hivi viwili vilionyeshwa orodha ya vitu walivyofanyiwa kwenye utafiti. Kikundi ambacho hakikulala kilipata alama 40 chini ya kile kiliruhusiwa kulala.

MFUMO WA IMMUNE. Miili yetu ina seli asili za kuua. Inatambua vitu hatari kwenye milli yetu, visivyohitajika katika mwili na huondoa. Jaribio la Mathew Walker lilionyesha usiku mmoja wa kutolala ulisababisha upungufu wa kazi za seli hizi kwa alama 70% - hali inayohusu upungufu wa kinga.

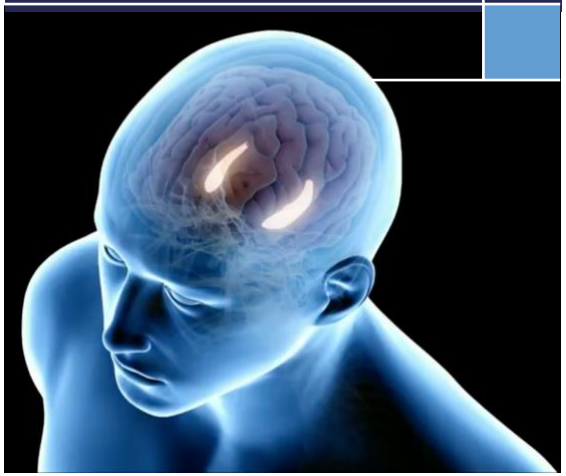
AFYA KWA UJUMLA. Kwa hivyo haishangazi kuwa usingizi mfupi unahusishwa na aina nyingi za saratani, magonjwa ya moyo, na shinikizo la damu, kati ya magonjwa mengine kadhaa. Kuna ukweli rahisi: ukilala kidogo, unafupisha maisha yako.

Kulala ni moja wapo ya njia nzuri ya kutufanya tuendelee kuwa na *furaha*, *afya njema* na *uhai.*

Kuna sehemu ya ubongo [angalia picha hapa chini] ambalo lina jukumu la kuhifadhi kumbukumbu ambazo tumejifunza siku nzima. Kulala husababisha mabadiliko katika ubongo ambayo yanahakikisha kuimarishwa kwa kumbukumbu ili iweze kufikiwa baadaye.

Watu ambao hawalali kutosha wako na ugumu zaidi kupokea habari kwa sababu hawana umakini na uzingatizi sawa na wale wanao lala kutosha. Ubongo hauwezi kuhamisha habari vizuri kutoka upande mmoja wa ubongo kwenda nyingine.

Hata hivyo, watu ambao hupata usingizi wa kutosha usiku wana uwezo wa kuhifadhi kumbukumbu zinazosaidia kwa masomo na wana uwezo wa kujufunza Zaidi.



D. Sleep informational video script provided to households as part of the sleep intervention

KLPS SLEEP VIDEO SCRIPT
English - Version

Hello! Do you know the benefits you get when you sleep? Do you know how bad things can be when you don't get enough sleep?

Today we are going to talk a bit about the benefits of sleep when you get it, and the bad things that happen when you don't get enough. Sleep has profound effects on the brain and the body.

Let me start with the brain. As we all know, one of its main functions is to help us learn. Over the past 10 years we have learned that without sleep, our brain's capacity to store information naturally falls. When we sleep, our brain transfers information from short-term memory to long-term memory to keep them safe. This is why sleep is important after learning. But recently, we discovered that you also need sleep before learning to prepare your brain to store new information. Without sleep, the memory pathways in the brain are blocked, and you can't create new ones.

Now let me tell you about the body. Sleep allows the body to repair and rejuvenate. Energy is restored. Rest helps the healing of injuries and protects from disease by strengthening the immune system. And it reduces stress by regulating hormones. Sleep is shown to have extremely positive effects on the health of our hearts, and even our DNA. Through this, it helps prevent cancer, inflammation, and decreased memory associated with aging. There's a simple truth: sleep has the power to prolong your life.

School-going kids in Kenya are not getting enough sleep. Doctor Walter Otieno, a pediatrician based in Western Kenya, agrees and discusses a number of health implications in the Daily Nation. He quotes "It's true that children are waking up too early, a factor that is manifested in the number seeking treatment for airway infections and asthmatic attacks... a child needs at least 10 hours of sleep, but most school-going children in Kenya get between 6-8 hours, which is not enough; they are growing, and there are many changes taking place in their bodies, changes that require the body to get sufficient rest for the process to take place efficiently."

So how do we get enough sleep? Sleep experts suggest two pieces of advice for you.

The first is regularity. Go to bed at the same time, wake up at the same time, no matter whether it's the weekday or the weekend. It will improve the quantity and the quality of that sleep.

The second is keep the room quiet, dark, and cool. This environment helps our brains recognize that the body needs sleep and produces hormones that help initiate and stay asleep.

So what is the critical statement here? Sleep, unfortunately, is not an optional lifestyle luxury. Sleep is a nonnegotiable biological necessity. It is your life-support system, and it is Mother Nature's best effort yet at keeping you alive.

I believe it is now time for us to reclaim our right to a full night of sleep, and without embarrassment or that unfortunate stigma of laziness. And now I will simply say, good night, good luck, and above all ... I do hope you sleep well.

E. KLPS-5 Wave 1 PC Module

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

PC

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.

SECTION 1: PRE-INTERVIEW INFORMATION AND CONSENT.....3
SECTION 2: CAREGIVER INFORMATION.....12
SECTION 2.7: CESD.....16
SECTION 2.2: CHILD LOCATION HISTORY..... 17
SECTION 3: CHILD HEALTH AND DEVELOPMENT..... 21
SECTION 4: SLEEP PATTERNS - CHILDREN.....25
SECTION 5A: HOME ENVIRONMENT INFORMATION.....26
SECTION 5B: EDUCATIONAL INVESTMENTS AND READING.....34
SECTION 5C: EDUCATIONAL EXPECTATIONS..... 44
SECTION 6: STRENGTHS AND DIFFICULTIES QUESTIONNAIRE.....44
SECTION 7: PARENT - CHILD RELATIONSHIP..... 46
SECTION 8: SLEEP HOME ENVIRONMENT..... 48
SECTION 9: CONCLUSION OF MODULE..... 50

SECTION 1: PRE-INTERVIEW INFORMATION AND CONSENT

READ*:* We would like to consult the child's health card during the interview in order to record information on birthdate, weight, and/or vaccinations. Could you get that card, or the birth certificate, before we begin?
READ: Tungependa kuiona kadi ya kliniki ya mtoto wakati wa mahojiano ndiposa tuweze kunakili habari ya mwaka wa kuzaliwa, uzito na/au chanjo. Unaweza leta hiyo kadi, au stakabadhi ya kuzaliwa, kabla tuanze?

If the PC hesitates to produce a health card, READ: Please be assured that any information you share with me will be held as confidential as possible. You do not have to answer any question or provide me with the health card if you do not want to.

Note: Child can play during PC.

Fill in this information before the interview from IDENTITY SECTION of TRACKING SHEET:
1. KLPS Adult ID: |____|____|____|____|____|____|____|
2. KLPS Adult Family Name: _____
3. KLPS Adult (a) Name 1 / (b) Name 2: (a)_____ / (b) _____
4. KLPS Adult Gender: |____| (1=Male, 2=Female)
5. KLPS Adult Baseline School ID / Name: |____|____|____| / _____
Fill in this information before the interview from PARTICIPATING CHILD INFO SHEET:
6. Child First Name: _____
7. Child ID: |____|____|____|____|____|____|____| -- |____|____|
8a. Caregiver Family Name: _____
8b. Caregiver Name1 / Name2: _____/_____

9a. Date of interview: (DD/MM/YYYY)|____|____| / |____|____| / |____|____|____|____|
9b. Time start interview: (24 hr clock) |____|____| : |____|____|
10a. Interviewer ID: |____|____|____|____|
10b. Interviewer name: (first) _____ / (surname) _____
11a. ***Do you have access to the child's health card or birth certificate?*** |____| 1 = Yes | 2 = No
11b. ***If YES, record birthdate from the health card or birth certificate. If NO, ask FR:*** Can you tell me the child's date of birth?
(DD/MM/YYYY) |____|____| / |____|____| / |____|____|____|____|
If the birth date given is different than that collected in the I-module and included on the tracking sheet, probe to get the most accurate birthdate.
11c***. Are you confident that the birthdate recorded above is correct?*** |____|
1 = Very confident | 2 = Somewhat confident | 3 = No, not confident
If 2 or 3, continue. Otherwise, skip to question 11e.

 FO Comments:

11d. Why are you not very confident? |____|
1 = Parent does not seem sure | 2 = Parents/caregivers disagree about age | 3 = Child looks to be a different age | 777= Other (specify): _____
11e. ***From what source did you record the child's birth date?*** |____|
1 = Health Card | 2 = Birth certificate | 3 = Parent's or caregiver's memory | 4 = Tracking sheet | 5 = KLPS-4 PC Mod Information | 777 = Other(specify
12a. ***Do not ask the following question. Simply record your response:*** Was a PC module collected in KLPS-4 for this child? |____| 1 = Yes| 2 = No
12b. ***Do not ask the following question. Simply record your response:*** Is the KLPS adult respondent specified on the tracking sheet deceased? |____| 1 = Yes | 2 = No
12c. ***Do not ask the following question. Simply record your response.*** Has a separate PC Module already been filled out for this caregiver, with regard to a different child with the same KLPS Parent? |____| 1 = Yes | 2 = No
If YES, continue. If NO, skip to question 13.
12d. ***List the identification number for that other child's PC Module here. Make sure to record the other child's ID number carefully and correctly.***
|____|____|____|____|____|____|____| -- |____|____|
Skip to Question 0a of Section 2.
13. Is this interview with the KLPS adult respondent specified on the tracking sheet?
|____| 1 = Yes | 2 = No
If YES, continue. If NO, skip to CONSENT.

Hello, I am **[name]** from IPA, in **[Busia Town / Nairobi]**. IPA is an organization that was established by the research team who formerly worked with **ICS** on health and education projects in Kenya.
Hujambo, mimi ni **[name]** kutoka IPA **[Busia Town/Nairobi]** IPA ni shirika lilioundwa na watafiti waliokuwa wakifanya kazi na ICS kwa miradi ya afya na elimu nchini Kenya.

We spoke with you recently to invite you to participate in a new research study. For the present study, we are interested in children who were born between March 1, 2010 and March 1, 2016. If you have multiple children in this age range, then we have randomly selected which children we would like to participate. We would like to speak to you about **[name(s) of child(ren) to be assessed today]** and your interactions with him/her (them).
Tuliongea nawe hivi karibuni kukualika kushiriki katika mradi mpya wa utafiti. Kwa utafiti wa sasa, tunahaja na watoto waliozaliwa kati ya March 1, 2010 na March 1, 2016. Ikiwa una watoto wengi waliozaliwa katika kipindi hiki, basi tumeshachagua kwa njia ya bahati na sibu watoto ambao watashiriki. Tungependa kuongea na wewe kuhusu **[name(s) of child(ren) to be assessed today]** na unavyotangamana naye (nao).

To participate in this study, we will ask you to do three things. First, we would like to briefly interview you. Second, we will ask this child (these children) to participate in a series of child assessment exercises. Most of these exercises will be described as "games" to the child(ren). To

put the children at ease, you and/or another caregiver may sit with them during any of the activities, but you are free to stop the assessments at any time. Finally, we will ask you to be around while we take height measurements of the child (these children). We expect the survey will take approximately 45 minutes for each child. To thank you for your participation, we will give you a small token of our appreciation to compensate you for your time in form of Mpesa amounting to Ksh.200 that will be sent to you within 48 hours. If you have a Ugandan-based line, we will send your phone number to a service provider contracted by IPA to disburse your airtime.
Kushiriki katika utafiti huu, tutakuuliza kufanya vitu vitatu. Kwanza, tungependa kukuhoji kwa ufupi. Pili tutauliza mtoto huyu (watoto) kushiriki katika msururu wa majaribio na mazoezi. Nyingi ya majaribio haya yataelezwa kama “michezo” ya mtoto/ watoto. Ili kuwafanya watoto watulivu, wewe na/au mtunzi mwingine anaweza kukaa naye wakati wa majaribio yoyote, lakini uko huru kutamatisha majaribio wakati wowote. Mwisho, tutakuomba uwe karibu wakati tunapochukuwa kipimo cha urefu cha mtoto (hawa watoto). Tunatarajia kuwa maswali haya yatachukua muda wa dakika 45 kwa kila mtoto. Kukushukuru kwa kushiriki, tungependa kukupa shilingi 200 kwa njia ya Mpesa chini ya masaa yasiozidi 48. Ikiwa nambari yako ya simu ni ya Uganda, tutatuma nambari yako ya simu kwa mtoaji wa huduma amesajiliwa na IPA ili akutumie airtime yako.

Skip to question 14.

CONSENT

Hello, I am **[FO Name]** from IPA, in **[Busia Town / Nairobi]**. IPA is an organization that was established by the research team who formerly worked with ICS on health and education projects in Kenya. I work with a research team from the University of California, Berkeley, in the United States.
Habari, Mimi ni **[FO Name]** kutoka IPA, mjini **[Busia Town/ Nairobi]**. IPA ni shirika lililoundwa na watafiti waliokuwa wakifanya kazi na ICS kwa miradi ya afya na elimu nchini Kenya. Ninafanya kazi na kundi la watafiti kutoka chuo kikuu cha California, Berkeley, kule Marekani.

We are studying the effectiveness of health and training programs administered by ICS and IPA over many years. We are contacting many individuals who were participants in or applicants to these programs. We hope to better understand the long-term effects of these programs on health and employment, and in particular, we are interested in how these effects may impact the biological children of individuals who participated in those programs. For the present study, we are interested in children who were born between March 1, 2010 and March 1, 2016. If you have multiple children in this age range, then we have randomly selected which children we would like to participate.
Tunakadiria athari za mradi wa ICS wa matibabu ya minyoo ulioendelea katika shule yako ya msingi kuanzia mwaka wa 1998. Tunawasiliana na wengi walioandikishwa wakiwa darasa la 2

hadi 7 kwa shule zilizoshiriki mwaka wa 1998. Tunatumai kuelewa ubora wa matokeo ya muda mrefu ya kazi ya ICS kwenye matibabu ya minyoo na afya, na haswa, tunahaja na jinsi vile athari hizi zinaweza changia kwa watoto wa wale waliohudhuria shule hizo. Kwa utafiti wa sasa, tunahaja na watoto waliozaliwa kati ya March 1, 2010 na March 1, 2016. Ikiwa una watoto wengi waliozaliwa katika kipindi hiki, basi tumeshachagua kwa njia ya bahati na sibu watoto ambao watashiriki.

We are speaking with you because you are the guardian or caregiver of a child of one of the individuals who participated in or applied to these ICS and IPA programs. That parent, **[name of KLPS Adult]**, has told us that you are the primary caregiver for one or more of their own children who were born between March 1, 2010 and March 1, 2016. That parent has already given us permission to perform some assessments on their child(ren). We would also like to speak to you about this child (these children), and your interactions with him/her (them).
Tunaongea nawe kwa sababu wewe ndiye mlezi au anayetunza mmoja ya watoto wa wale walioandikishwa kwa shule zilizoshiriki kwa mradi wa kutibu minyoo. Mzazi huyo ametambia ya kwamba wewe ndiwe mtunzi mkuu wa mmoja au Zaidi ya watoto wake waliozaliwa kati ya March 1, 2010 na March 1, 2016. Mzazi yule tayari ametupa ruhusa ya kutathimini **[name of KLPS Adult]** watoto wao. Tungependa pia kuongea na wewe kuhusu mtoto huyu (watoto hawa) na unavyotangamana naye (nao).

Let me briefly tell you what your participation will entail.
Acha nikuambie kwa ufupi kuhusu kile kushiriki kwako kitajumuisha.

You are freely providing consent for Innovations for Poverty Action ("IPA") to collect, process and transfer your sensitive personal data and personal data ("data"). In doing so, IPA commits to comply with the principles of data protection set forth in the Kenya Data Protection Act, 2019. We would like to inform you that you have the right: 1) to be informed on IPA's use of your data, 2) access your data that IPA holds, 3) to request IPA update, correct, or delete my data, or opt-out at any time.
Unapeana Innovation for Poverty Action (IPA) idhini kwa hiari kukusanya, kusindika na kuhamisha habari (data) yako ya kibinafsi. Kwa kufanya hivyo, IPA inakubali kufuata kanuni za ulinzi wa data zilizowekwa katika Sheria ya Ulinzi wa Takwimu ya Kenya, 2019. Tungependa kukujulisha ya kuwa una haki: 1) kufahamishwa juu ya utumiaji wa data yako na IPA, 2) Kupata data yako ambayo IPA imeweka, 3) Kuomba IPA, kusahihisha, Kurekebisha au futa data yako, au kujiondoa wakati wowote

In this survey, IPA will collect, process, store and may transfer the following data of yours inside or outside Kenya including:

1. Your information; Name, phone number, address, gender.
2. Mental health
3. Child health development
4. Sleep pattern for the child

 FO Comments:

5. Home environment information
6. Strength and difficulties
7. Sleep environment

IPA itakusanya, kusindika, na kuhifadhi habari yako nnje au ndani ya Kenya zikiwemo. Habari tunakusanya wakati huu itajumuisha;-

1. Habari kukuhusu; Jina, nambari ya simu, anwani, jinsia yako.
2. Maswali ya afya
3. Habari kuhusu afya na kukua kwa mtoto
4. Habari kuhusu kulala kwa mtoto
5. Habari kuhusu mazingira ya mtoto
6. Uwezekano wako
7. Maswala kuhusu mazingira ya kulala kwa mtoto

IPA may transfer your data inside or outside Kenya including:

- All the data points listed above will be shared with the study researchers from the University of California, Berkeley and the University of California, Berkeley's Center for Effective Global Action (CEGA). These parties will be responsible for data analysis in a bid to understand the impact of the KLPS's interventions on health and education.
- Innovations for Poverty Action – United States (IPA-US): IPA-US will access the data points as they will be responsible for ensuring the data is stored in a secure storage and ensuring all data recipients have data security standards similar to those of IPA before the data is transferred.

IPA inaweza kuhamisha habari yako ndani au nje ya Kenya ikijumuisha:

- Vidokezo vyote vya habari vilivyoorodheshwa hapo juu vitashirikiwa na watafiti kutoka Chuo Kikuu cha Carlifonia Berkeley pamoja na University of California, Berkeley's Center for Effective Global Action (CEGA). Washiriki hawa watawajibika kwa uchambuzi wa habari ili kuelewa iwapo mradi wa KLPS umeleta mabadiliko yoyote ya elimu na afya nchini Kenya.
- Innovations for Poverty Action - United States (IPA-US): (IPA-US): IPA-US itaweza kuangalia vidokezo vyote vya habari kwani watawajibika katika kuhakikisha kuwa habari hiyo inahifadhiwa salama na kuhakikisha kuwa wapokeaji wote wa data wana viwango vya usalama wa data sawa na ile ya IPA kabla ya data kuhamishiwa.

When IPA collects, stores, processes, and transfers your data, IPA uses Cryptomator software and limits access to your personal data on a need-to-know basis. When IPA transfers your data to a third-party, IPA ensures the recipient will have similar security standards to IPA.
Wakati IPA inakusanya, kuhifadhi, michakato, na kuhamisha data yako, IPA hutumia programu ya Cryptomator, na kuweka mipaka ya ufikiaji wa data yako ya kibinafsi kwa msingi wa kujua.
Wakati IPA inahamisha data yako kwa mtu wa tatu yeyote, IPA inahakikisha mpokeaji atakuwa na viwango sawa vya usalama kwa IPA.

If at any time you would like to withdraw consent, know how your data is being used, receive a copy of, update, correct, change, or delete your data, you may contact IPA through the contacts provided below. Your data will be retained as long as reasonably necessary for the Project. Afterwards, IPA will either delete your data or anonymize or de-identify (remove personal identifiers from) your data, in a manner to ensure you are no longer identifiable.
Ikiwa wakati wowote ungependa kuondoa idhini, kujua jinsi data yako inatumika, kupokea nakala ya habari yako, kusitisha, sahihisha, kubadilisha, au kufuta habari yako, unaweza kuwasiliana na IPA kupitia anwani zilizopewa hapa chini. Majibu yako yatahifadhiwa kwa muda mrefu kama inavyostahili kwa Mradi. Baadaye, IPA itafuta habari yako au kutoa habari yanayokutambulisha (kuondoa habari yanayokutambulisha ya kibinafsi kutoka) habari yako, kuhakikisha kuwa hautambuliki tena.

Disclosure of your data is voluntary. If you do not wish to provide data, you will not be eligible to participate in this Study/Project.
Kuweka wazi habari yako ni kwa hiari. Ikiwa hutaki kujibu maswali uko huru kufanya hivyo. Uko huru kusitisha kushiriki katika Utafiti / Mradi huu wakati wowote.

By providing this consent, you acknowledge that you are at least 18 years of age/or older.
Kwa kubali kupeani idhini hii, unakiri kuwa una umri wa miaka 18 au zaidi.

This consent shall not be construed as an offer of employment or imply any rights except as explicitly stated. This consent shall not be construed in any way to provide rights in excess of those prescribed under the Kenya Data Privacy Act, 2019 and subsequent interpretation or regulations.
Idhini hii haitachukuliwa kama toleo la ajira au kumaanisha haki zozote isipokuwa kama ilivyoelezwa wazi. Idhini hii haitahesabiwa kwa njia yoyote ile kutoa haki zaidi ya zile zilizoamriwa chini ya Sheria ya Usiri wa Siri ya Kenya, 2019 na tafsiri au kanuni zilizofuata.

We expect the survey will take approximately 45 minutes for each child. To thank you for your participation, we will give you a small token of our appreciation to compensate you for your time in the form of Mpesa amounting to Ksh. 200 that will be sent to you within 48 hours. If you have a Ugandan-based line, we will send your phone number to a service provider contracted by IPA to disburse your airtime.
Tunatarajia kuwa maswali haya yatachukua muda wa dakika 45 kwa kila mtoto. Kukushukuru kwa muda wako, tungependa kukupa shilingi 200 kwa njia ya Mpesa chini ya masaa yasiozidi 48. Ikiwa nambari yako ya simu ni ya Uganda, tutatuma nambari yako ya simu kwa mtoaji wa huduma amesajiliwa na IPA ili akutumie airtime yako.

If you have any further questions or concerns about this study, please contact the following individuals:
Kama una maswali zaidi, tafadhali waweza wasiliana na wafuatao:

- Eric Ochieng - 0742984643

 FO Comments:

- Brenda Ochieng' - 0721433648

14. Will you participate in the interview? |____|
1 = Yes-Caregiver agrees to participate | 2 = No- Caregiver refuses to participate | 3 = No-Caregiver does not refuse but is unable to participate
14. Utashiriki katika mahojiano?

If YES, skip to question 16. If NO, continue.

15. ***Describe your impressions of the refusal / inability to participate. Do not ask.*** |____|
1 = Wants to reschedule ***(skip to "Rescheduling instructions" below) – Choose this option if the caregiver wants to speak to the child's parent before proceeding, and you are unable to get that parent on the phone at that time.***
2 = Refusal for this round only ***(skip to question 15a)***
3 = Refusal for this round and any future rounds ***(skip to question 15b)***
4 = Unable to survey – someone else refuses on caregiver's behalf ***(skip to "Closing Interview Statement A")***
6 = Unable to survey – in prison ***(skip to "Closing Interview Statement A")***
7 = Unable to survey – mental illness / disability ***(skip to "Closing Interview Statement A")***
10 = Unable to survey – other ***(skip to question 15c)***

Rescheduling instructions*:* 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. End the interview.
|____|/|____|/|____| Other: _____
Skip to "Closing Interview Statement C".

15a. ***Record your impressions of why the caregiver refuses to participate during this survey round. If you feel comfortable doing so, you may ask them why:*** Why don't you want to participate? ***Choose up to 3 reasons.***

1 = Survey is too long
2 = Caregiver has caregiving duties
3 = Caregiver has to work
4 = Caregiver does not want to disclose personal information
5 = Caregiver is suspicious of IPA
6 = Caregiver hasn't received assistance from IPA
7 = Caregiver just doesn't want to / no reason given
777 = Other (specify)

 FO Comments:

15b. ***Record your impressions of why the caregiver refuses to participate during this round and any future rounds. If you feel comfortable doing so, you may ask the caregiver why:*** Why don't you want to participate? ***Choose up to 3 reasons.***

1 = Survey is too long
2 = Caregiver has caregiving duties
3 = Caregiver has to work
4 = Caregiver does not want to disclose personal information
5 = Caregiver is suspicious of IPA
6 = Caregiver hasn't received assistance from IPA
7 = Caregiver just doesn't want to / no reason given
777 = Other (specify)

Skip to "Closing Interview Statement B."

15c. ***Record your impressions of why we are unable to survey the caregiver during this round.*** _____ ***(skip to "Closing Interview Statement B")***

Closing Interview Statement A: READ: Thank you very much for your time. ***End interview here. Note on the tracking sheet that we should try to find an alternate caregiver to interview, if possible.***

Closing Interview Statement B. READ: Thank you very much for your time. If you change your mind and would like to participate in the interview, please contact us at the IPA office.
Asante sana kwa muda wako. Ukibadilisha nia na ungependa kushiriki katika mahojiano, tafadhali wasiliana nasi katika afisi yetu ya IPA.

End interview here. Note on the tracking sheet that we should try to find an alternate caregiver to interview, if possible.

Closing Interview Statement C: READ: Thank you very much for your time.
Asante sana kwa muda wako.

End interview here.

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

0. Are you currently in boarding school? |____| 1 = Yes | 2 = No

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

READ*:* Because you are in boarding school, we would like the current address information for the place you stay at boarding school. ***Skip to question 0c..***

0a. What is your occupation? |____| 1 = Guard or house help | 2 = Other

 FO Comments:

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

0b. Are you currently working as live-in house help or a live-in guard? |____| 1 = Yes | 2 = No

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

16. ***Do not read the following question aloud.*** Is there another IPA FO present at this interview, who will be conducting the child assessments? |____| 1 = Yes | 2 = No

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

While I continue to talk to you, my colleague **[FO name]** would 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? ***Answer any questions the caregiver may have about the games.***
Ninavyoendelea kukuongelesha, ninayefanya naye kazi **[FO name]** angependa kuanza kuhoji mtoto. Mahojiano yatashirikisha msururu wa michezo kwa mtoto. Watoto wengi hufurahia kucheza michezo hii. Baadhi ya michezo itakuwa migumu kiasi kwa mtoto na mingine itakuwa rahisi kwa mtoto. Ukijihisi huru zaidi, unakaribishwa kukaa hapa na mtoto tunapocheza hii michezo. Hata hivyo, tunaomba kuwa usimwambie mtoto cha kufanya, kucheka au kutoa maoni kuhusu tabia za mtoto. Tunataka Kujifunza vile ambavyo mtoto anaweza kucheza michezo hii kivyake, bila usadizi au maoni kutoka kwako. Je unaelewa?

17. For now we will continue our conversation here while my colleague introduces these games to the child just over there. Is that okay? |____| 1 = Yes | 2 = No
17. Kwa sasa tutaendelea na mazungumzo hapa mwenzangu anapomwonyesha hii michezo pale kando. Hivyo ni sawa?

If the caregiver allows this, a second FO may begin the child assessments with the child nearby. If the caregiver seems reluctant, probe gently to explain that this speeds up the interview process. If they would prefer to be sitting with the child during the assessments, complete the PC Module first, and then move on to the assessments.

 FO Comments:

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.*** |___| 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.*** |___| Other: _____

If 77=FR DK 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.*** |___| Other: _____

0d. Town / city? ***Use G3a codes. Code 20=Lives in a rural area.*** |___| 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.*** |___| Other: _____

0f. Sub-location? ***For FRs born in Uganda, ask for "sub-county" rather than "sub-location". Use G3c codes.*** |___| 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.

_____

 FO Comments:

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. Tafadhali 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?

 FO Comments:

0k. Is there a phone number where you can receive money by M-pesa, even if the phone is not yours? |____| 1 = Yes | 2 = No
0k. 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.

0ka. 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: _____

0kb. Whose phone is this? ***Write name.*** _____
0kb. Hii ni nambari ya simu ya nani?

0kc. What is this person's relationship to you? ***Use G4 codes.*** |___| Other: _____
0kc. 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

 FO Comments:

Je mtoto “anakula kutoka kwenye chungu kimoja” na kulala usiku nne au zaidi kwa wiki ya kawaida?

0bi. 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. Tafadhali 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

 FO Comments:

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. Kabila 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. Tafadhali 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

 FO Comments:

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: _____

 FO Comments:

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?

 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: _____
 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 yeyote 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 yeyote mahali hapa?
 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. Tafadhali 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?

 FO Comments:

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.)*** |____|

 FO Comments:

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:
    a. Fever / malaria? - Joto Jingi/Malaria
    b. Vomiting? - kutapika
    c. Cough? - Kukohoa
    d. Diarrhea? - Kuhara/Kuendesha
    e. 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

 FO Comments:

(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 yeye 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.***

 FO Comments:

[__][__] : [__][__](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 smartphonei 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]**? Tafadhali jumuisha vitabu vyovyote vya hadithi au vya picha ulivyopokea kama zawadi. Tafadhali jumuisha tu vitabu vya Watoto vya hadithi au picha. Usijumuishe 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 vyovyote 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 vyovyote 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?

 FO Comments:

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 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 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 Sega 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…
 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 redio, 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)?

 FO Comments:

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 kufanyia 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 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

 FO Comments:

vitabu vya hadithi, textbooks au magazine, mradi tu wewe au mtu mwingine aliye na miaka kumi na tatu au zaidi alimsomea mtoto. Usijumuishe 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. Usijumuishe 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. Usijumuishe 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? Usijumuishe 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]**?
 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 mechi ya kandanda, michezo mingine, huduma za kidini au tukio, hotelini, au tukio lingine mtaani?

 FO Comments:

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?

 FO Comments:

1 = Public | 2 = Private | 999 = DK |____|
1b. Hii shule yenye **[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 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 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?

 FO Comments:

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, haukubaliani, 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

 FO Comments:

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
 FO Comments:

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 shuleni.
1 = Kama [child] sana | 2 = Kama [child] | 3 = Kidogo Si kama [child]

 FO Comments:

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].**

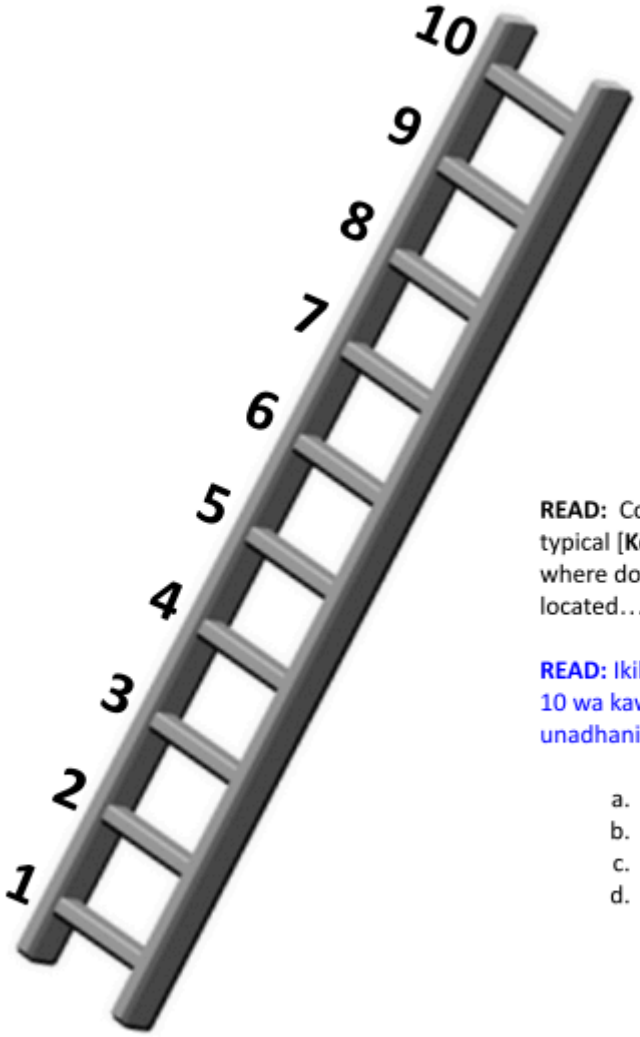
8. If child ever been enrolled in school :
READ: Is/was your child an average student, better than average, or below average? ***If child has never been in school READ:*** Is your child average, better than average, or below average in terms of their learning and development?
1 = Below Average | 2 = 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).

 FO Comments:

Ikilinganishwa na watoto hawa 10 wa kawaida **[Kenya/Uganda]**, unadhani **[child]** angepatikana…

(Show the primary caregiver the MacArthur ladder scale #3.)



READ: Compared to these 10 other typical [**Kenyan/Ugandan**] children, where do you think [**child**] would be located…

READ: Ikilinganishwa na watoto hawa 10 wa kawaida [**Wakenya/Uganda**], unadhani **[child]** wangepatikana…

a. … overall?
b. … in math?
c. … in Swahili?
d. … in English?

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)?

 FO Comments:

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) |___|

 FO Comments:

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

 FO Comments:

		Strongly agree			Strongly Disagree	5=Neither Agree nor Disagree	
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 juhudi 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.						

 FO Comments:

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	|____|
2.	Restless, overactive, cannot stay still for long Hatulii, hawezi 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 vya 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 Afadhali awe peke yake kuliko na vijana wengine	|____|
7.	Generally well behaved, usually does what adults request Kwa kawaida ni mtiifu, hufanya anachoambiwa na watu wazima	|____|
8.	Many worries or often seems worried Ana wasiwasi wa vitu vingi, mara kwa mara huonekana kuwa na wasiwasi	|____|
9.	Helpful if someone is hurt, upset or feeling ill Husaidia mtu kama ana huzuni, ameumizwa ama ni mgonjwa	|____|
10.	Constantly fidgeting or squirming Anapoketi, huwa huwaatulii na mikono yake huwa ina shikashika vitu	|____|
11.	Has at least one good friend Angalau ana rafiki mmoja wa karibu	|____|
12.	Often fights with other children or bullies them Mara kwa mara anapigana na watoto wenzake, huwa mchokozi na kuwaonea pia	|____|
13.	Often unhappy, depressed or tearful Mara kwa mara hana furaha, wasiwasi na ana machozi ya karibu	_____|
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	|____|
15.	Easily distracted, concentration wanders Ni rahisi kupoteza mwelekeo na kupoteza umakini haraka	|____|
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	|____|

 FO Comments:

	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, shuleni 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]**.
Tafadhali tafakari juu ya kiwango ambacho kila moja ya kauli zifuatazo zinatumika kwa uhusiano wako na **[child].**

 FO Comments:

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. |____|

 FO Comments:

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 redio 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?

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 |____|

 FO Comments:

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.

 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

 FO Comments:

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 yatashirikisha 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.

 FO Comments:

Answer any questions the caregiver may have about the games. Once the caregiver is comfortable, proceed to child assessments.

F. KLPS-5 Wave 2 PC Module including the sleep and storybook intervention module and the information scripts read to primary caregivers as part of each intervention

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

PC

KLPS-5 KIDS
PC-MODULE
Visit 2 - Wave 2

VERSION: MARCH, 2025

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.

SECTION 1: PRE-INTERVIEW INFORMATION AND CONSENT **3**
SECTION 2: CAREGIVER INFORMATION **12**
SECTION 2.7: CESD 17
SECTION 2.2: CHILD LOCATION HISTORY 18
SECTION 3: CHILD HEALTH AND DEVELOPMENT **23**
SECTION 4: SLEEP PATTERNS - CHILDREN **28**
SECTION 5A: HOME ENVIRONMENT INFORMATION **29**
SECTION 5B: EDUCATIONAL INVESTMENTS AND READING 38
SECTION 5C: EDUCATIONAL EXPECTATIONS 47
SECTION 6: STRENGTHS AND DIFFICULTIES QUESTIONNAIRE **48**
SECTION 7: PARENT - CHILD RELATIONSHIP **50**
SECTION 8: SLEEP HOME ENVIRONMENT 52
SECTION 10: BDM EXERCISE **57**
SECTION 9: CONCLUSION OF MODULE **54**

SECTION 1: PRE-INTERVIEW INFORMATION AND CONSNET

READ*:* We would like to consult the child's health card during the interview in order to record information on birthdate, weight, and/or vaccinations. Could you get that card, or the birth certificate, before we begin?

READ: Tungependa kuiona kadi ya kliniki ya mtoto wakati wa mahojiano ndiposa tuweze kunakili habari ya mwaka wa kuzaliwa, uzito na/au chanjo. Unaweza leta hiyo kadi, au stakabadhi ya kuzaliwa, kabla tuanze?

If PC hesitates to produce health card, READ: Please be assured that any information you share with me will be held as confidential as possible. You do not have to answer any question or provide me with the health card if you do not want to.

Note: Child can play during PC.

Fill in this information before the interview from IDENTITY SECTION of TRACKING SHEET:

1. KLPS Adult ID: |____|____|____|____|____|____|____|
2. KLPS Adult Family Name: _____
3. KLPS Adult (a) Name 1 / (b) Name 2: (a)_____ / (b) _____
4. KLPS Adult Gender: |____| (1=Male, 2=Female)
5. KLPS Adult Baseline School ID / Name: |____|____|____| / _____

Fill in this information before the interview from PARTICIPATING CHILD INFO SHEET:

6. Child First Name: _____
7. Child ID: |____|____|____|____|____|____|____| -- |____|____|
8a. Caregiver Family Name: _____
8b. Caregiver Name1 / Name2: _____ / _____

9a. Date of interview: (DD/MM/YYYY)|____|____| / |____|____| / |____|____|____|____|

9b. Time start interview: (24 hr clock) |____|____| : |____|____|

10a. Interviewer ID: |____|____|____|____|

10b. Interviewer name: (first) _____ / (surname) _____

11a. ***Do you have access to the child's health card or birth certificate?*** |____| 1 = Yes | 2 = No

11b. ***If YES, record birthdate from the health card or birth certificate. If NO, ask FR:*** Can you tell me the child's date of birth?

(DD/MM/YYYY) |____|____| / |____|____| / |____|____|____|____|

 FO Comments:

If the birth date given is different than that collected in the I-module and included on the tracking sheet, probe to get the most accurate birthdate.

11c***. Are you confident that the birthdate recorded above is correct?*** |____|
1 = Very confident | 2 = Somewhat confident | 3 = No, not confident

If 2 or 3, continue. Otherwise, skip to question 11e.

11d. Why are you not very confident? |____|
1 = Parent does not seem sure | 2 = Parents/caregivers disagree about age | 3 = Child looks to be a different age | 777= Other(specify

11e. ***From what source did you record the child's birth date?*** |____| 1 = Health Card | 2 = Birth certificate | 3 = Parent's or caregiver's memory | 4 = Tracking sheet | 5 = KLPS4 PC Mod Information | 777 = Other(specify

12a. ***Do not ask the following question. Simply record your response:*** Was a PC module collected in KLPS-4 for this child? |____| 1 = Yes| 2 = No

12b. ***Do not ask the following question. Simply record your response:*** Is the KLPS adult respondent specified on the tracking sheet deceased? |____| 1 = Yes | 2 = No

12c. ***Do not ask the following question. Simply record your response.*** Has a separate PC Module already been filled out for this caregiver, with regard to a different child with the same KLPS Parent? |____| 1 = Yes | 2 = No

If YES, continue. If NO, skip to question 13.

12d. ***List the identification number for that other child's PC Module here. Make sure to record the other child's ID number carefully and correctly.***
|____|____|____|____|____|____|____| -- |____|____|

Skip to Question 0a of Section 2.

13. Is this interview with the KLPS adult respondent specified on the tracking sheet? |____|

1 = Yes | 2 = No

If YES, continue. If NO, skip to CONSENT.

Hello, I am **[name]** from IPA, in **[Busia Town / Nairobi]**. IPA is an organization that was established by the research team who formerly worked with **ICS** on health and education projects in Kenya.

 FO Comments:

Hujambo, mimi ni **[name]** kutoka IPA [Mjini Busia/Nairobi] IPA ni shirika lilioundwa na watafiti waliokuwa wakifanya kazi na ICS kwa miradi ya afya na elimu nchini Kenya.

We spoke with you recently to invite you to participate in a new research study. For the present study, we are interested in children who were born between April 1, 2012 and April 1, 2018. If you have multiple children in this age range, then we have randomly selected which children we would like to participate. We would like to speak to you about **[name(s) of child(ren) to be assessed today]** and your interactions with him/her (them).
Tuliongea nawe hivi karibuni kukualika kushiriki katika mradi mpya wa utafiti. Kwa utafiti wa sasa, tunahaja na watoto waliozaliwa kati ya April 1, 2012 na April 1, 2018. Ikiwa una watoto wengi waliozaliwa katika kipindi hiki, basi tumeshachagua kwa njia ya bahati na sibu watoto ambao watashiriki. Tungependa kuongea na wewe kuhusu **[name(s) of child(ren) to be assessed today]** na unavyotangamana naye (nao).

To participate in this study, we will ask you to do three things. First, we would like to briefly interview you. Second, we will ask this child (these children) to participate in a series of child assessment exercises. Most of these exercises will be described as "games" to the child(ren). To put the children at ease, you and/or another caregiver may sit with them during any of the activities, but you are free to stop the assessments at any time. Finally, we will ask you to be around while we take height measurements of the child (these children). We expect the survey will take approximately 45 minutes for each child. To thank you for your participation, we will give you a small token of our appreciation to compensate you for your time in form of Mpesa amounting to Ksh.200 that will be sent to you within 48 hours. If you have a Ugandan-based line, we will send your phone number to a service provider contracted by IPA to disburse your airtime.
Kushiriki katika utafiti huu, tutakuuliza kufanya vitu vitatu. Kwanza, tungependa kukuhoji kwa ufupi. Pili tutauliza mtoto huyu (watoto) kushiriki katika msururu wa majaribio na mazoezi. Nyingi ya majaribio haya yataelezwa kama "michezo" ya mtoto/ watoto. Ili kuwafanya watoto watulivu, wewe na/au mtunzi mwingine anaweza kukaa naye wakati wa majaribio yoyote, lakini uko huru kutamatisha majaribio wakati wowote. Mwisho, tutakuomba uwe karibu wakati tunapochukuwa kipimo cha urefu cha mtoto (hawa watoto). Tunatarajia kuwa maswali haya yatachukua muda wa dakika 45 kwa kila mtoto. Kukushukuru kwa kushiriki, tungependa kukupa shilingi 200 kwa njia ya Mpesa chini ya masaa yasiozidi 48. Ikiwa nambari yako ya simu ni ya Uganda, tutatuma nambari yako ya simu kwa mtoaji wa huduma amesajiliwa na IPA ili akutumie airtime yako.

Skip to question 14.

CONSENT

Hello, I am **[FO Name]** from IPA, in **[Busia Town / Nairobi]**. IPA is an organization that was established by the research team who formerly worked with ICS on health and education projects

 FO Comments:

in Kenya. I work with a research team from the University of California, Berkeley, in the United States.
Habari, Mimi ni **[FO Name]** kutoka IPA, mjini [**Busia Town/ Nairobi]**. IPA ni shirika lililoundwa na watafiti waliokuwa wakifanya kazi na ICS kwa miradi ya afya na elimu nchini Kenya. Ninafanya kazi na kundi la watafiti kutoka chuo kikuu cha California, Berkeley, kule Marekani.

We are studying the effectiveness of health and training programs administered by ICS and IPA over many years. We are contacting many individuals who were participants in or applicants to these programs. We hope to better understand the long-term effects of these programs on health and employment, and in particular, we are interested in how these effects may impact the biological children of individuals who participated in those programs. For the present study, we are interested in children who were born between April 1, 2012 and April 1, 2018. If you have multiple children in this age range, then we have randomly selected which children we would like to participate.
Tunakadiria athari za mradi wa ICS wa matibabu ya minyoo ulioendelea katika shule yako ya msingi kuanzia mwaka wa 1998. Tunawasiliana na wengi walioandikishwa wakiwa darasa la 2 hadi 7 kwa shule zilizoshiriki mwaka wa 1998. Tunatumai kuelewa ubora wa matokeo ya muda mrefu ya kazi ya ICS kwenye matibabu ya minyoo na afya, na haswa, tunahaja na jinsi vile athari hizi zinaweza changia kwa watoto wa wale waliohudhuria shule hizo. Kwa utafiti wa sasa, tunahaja na watoto waliozaliwa kati ya April 1, 2012 na April 1, 2018. Ikiwa una watoto wengi waliozaliwa katika kipindi hiki, basi tumeshachagua kwa njia ya bahati na sibu watoto ambao watashiriki.

We are speaking with you because you are the guardian or caregiver a child of one of the individuals who participated in or applied to these ICS and IPA programs. That parent, **[name of KLPS Adult]**, has told us that you are the primary caregiver for one or more of their own children who was born between April 1, 2012 and April 1, 2018. That parent has already given us permission to perform some assessments on their child(ren). We would also like to speak to you about this child (these children), and your interactions with him/her (them).
Tunaongea nawe kwa sababu wewe ndiye mlezi au anayetunza mmoja ya watoto wa wale walioandikishwa kwa shule zilizoshiriki kwa mradi wa kutibu minyoo. Mzazi huyo ametambia ya kwamba wewe ndiwe mtunzi mkuu wa mmoja au Zaidi ya watoto wake waliozaliwa kati ya April 1, 2012 na April 1, 2018. Mzazi yule tayari ametupa ruhusa ya kutathimini **[name of KLPS Adult]** watoto wao. Tungependa pia kuongea na wewe kuhusu mtoto huyu (watoto hawa) na unavyotangamana naye (nao).

Let me briefly tell you what your participation will entail.
Acha nikuambie kwa ufupi kuhusu kile kushiriki kwako kitajumuisha.

You are freely providing consent for Innovations for Poverty Action ("IPA") to collect, process and transfer your sensitive personal data and personal data ("data"). In doing so, IPA commits to comply with the principles of data protection set forth in the Kenya Data Protection Act, 2019.

We would like to inform you that you have the right: 1) to be informed on IPA's use of your data, 2) access your data that IPA holds, 3) to request IPA update, correct, or delete my data, or opt-out at any time.
Unapeana Innovation for Poverty Action (IPA) idhini kwa hiari kukusanya, kusindika na kuhamisha habari (data) yako ya kibinafsi. Kwa kufanya hivyo, IPA inakubali kufuata kanuni za ulinzi wa data zilizowekwa katika Sheria ya Ulinzi wa Takwimu ya Kenya, 2019. Tungependa kukujulisha ya kuwa una haki: 1) kufahamishwa juu ya utumiaji wa data yako na IPA, 2) Kupata data yako ambayo IPA imeweka, 3) Kuomba IPA, kusahihisha, Kurekebisha au futa data yako, au kujiondoa wakati wowote

In this survey, IPA will collect, process, store and may transfer the following data of yours inside or outside Kenya including:

1. Your information; Name, phone number, address, gender.
2. Mental health
3. Child health development
4. Sleep pattern for the child
5. Home environment information
6. Strength and difficulties
7. Sleep environment

IPA itakusanya, kusindika, na kuhifadhi habari yako nnje au ndani ya Kenya zikiwemo. Habari tunakusanya wakati huu itajumuisha;-

1. Habari kukuhusu; Jina, nambari ya simu, anwani, jinsia yako.
2. Maswali ya afya
3. Habari kuhusu afya na kukua kwa mtoto
4. Habari kuhusu kulala kwa mtoto
5. Habari kuhusu mazingira ya mtoto
6. Uwezekano wako
7. Maswala kuhusu mazingira ya kulala kwa mtoto

IPA may transfer your data inside or outside Kenya including:

- All the data points listed above will be shared with the study researchers from the University of California, Berkeley and the University of California, Berkeley's Center for Effective Global Action (CEGA). These parties will be responsible for data analysis in a bid to understand the impact of the KLPS's interventions on health and education.
- Innovations for Poverty Action – United States (IPA-US): IPA-US will access the data points as they will be responsible for ensuring the data is stored in a secure storage and ensuring all data recipients have data security standards similar to those of IPA before the data is transferred.

IPA inaweza kuhamisha habari yako ndani au nje ya Kenya ikijumuisha:

- Vidokezo vyote vya habari vilivyoorodheshwa hapo juu vitashirikiwa na watafiti kutoka Chuo Kikuu cha Carlifonia Berkeley pamoja na University of California, Berkeley's Center for Effective Global Action (CEGA). Washiriki hawa watawajibika kwa uchambuzi wa

 FO Comments:

habari ili kuelewa iwapo mradi wa KLPS umeleta mabadiliko yoyote ya elimu na afya nchini Kenya.

- Innovations for Poverty Action - United States (IPA-US): (IPA-US): IPA-US itaweza kuangalia vidokezo vyote vya habari kwani watawajibika katika kuhakikisha kuwa habari hiyo inahifadhiwa salama na kuhakikisha kuwa wapokeaji wote wa data wana viwango vya usalama wa data sawa na ile ya IPA kabla ya data kuhamishiwa.

When IPA collects, stores, processes, and transfers your data, IPA uses Cryptomator software and limits access to your personal data on a need-to-know basis. When IPA transfers your data to a third-party, IPA ensures the recipient will have similar security standards to IPA.
Wakati IPA inakusanya, kuhifadhi, michakato, na kuhamisha data yako, IPA hutumia programu ya Cryptomator, na kuweka mipaka ya ufikiaji wa data yako ya kibinafsi kwa msingi wa kujua. Wakati IPA inahamisha data yako kwa mtu wa tatu yeyote, IPA inahakikisha mpokeaji atakuwa na viwango sawa vya usalama kwa IPA.

If at any time you would like to withdraw consent, know how your data is being used, receive a copy of, update, correct, change, or delete your data, you may contact IPA through the contacts provided below. Your data will be retained as long as reasonably necessary for the Project. Afterwards, IPA will either delete your data or anonymize or de-identify (remove personal identifiers from) your data, in a manner to ensure you are no longer identifiable.
Ikiwa wakati wowote ungependa kuondoa idhini, kujua jinsi data yako inatumika, kupokea nakala ya habari yako, kusitisha, sahihisha, kubadilisha, au kufuta habari yako, unaweza kuwasiliana na IPA kupitia anwani zilizopewa hapa chini. Majibu yako yatahifadhiwa kwa muda mrefu kama inavyostahili kwa Mradi. Baadaye, IPA itafuta habari yako au kutoa habari yanayokutambulisha (kuondoa habari yanayokutambulisha ya kibinafsi kutoka) habari yako, kuhakikisha kuwa hautambuliki tena.

Disclosure of your data is voluntary. If you do not wish to provide data, you will not be eligible to participate in this Study/Project.
Kuweka wazi habari yako ni kwa hiari. Ikiwa hutaki kujibu maswali uko huru kufanya hivyo. Uko huru kusitisha kushiriki katika Utafiti / Mradi huu wakati wowote.

By providing this consent, you acknowledge that you are at least 18 years of age/or older.
Kwa kubali kupeani idhini hii, unakiri kuwa una umri wa miaka 18 au zaidi.

This consent shall not be construed as an offer of employment or imply any rights except as explicitly stated. This consent shall not be construed in any way to provide rights in excess of those prescribed under the Kenya Data Privacy Act, 2019 and subsequent interpretation or regulations.
Idhini hii haitachukuliwa kama toleo la ajira au kumaanisha haki zozote isipokuwa kama ilivyoelezwa wazi. Idhini hii haitahesabiwa kwa njia yoyote ile kutoa haki zaidi ya zile zilizoamriwa chini ya Sheria ya Usiri wa Siri ya Kenya, 2019 na tafsiri au kanuni zilizofuata.

We expect the survey will take approximately 45 minutes for each child. To thank you for your participation, we will give you a small token of our appreciation to compensate you for your time in form of Mpesa amounting to Ksh. 200 that will be sent to you within 48 hours. If you have a Ugandan-based line, we will send your phone number to a service provider contracted by IPA to disburse your airtime.
Tunatarajia kuwa maswali haya yatachukua muda wa dakika 45 kwa kila mtoto. Kukushukuru kwa muda wako, tungependa kukupa shilingi 200 kwa njia ya Mpesa chini ya masaa yasiozidi 48. Ikiwa nambari yako ya simu ni ya Uganda, tutatuma nambari yako ya simu kwa mtoaji wa huduma amesajiliwa na IPA ili akutumie airtime yako.

If you have any further questions or concerns about this study, please contact the following individuals:
Kama una maswali zaidi, tafadhali waweza wasiliana na wafuatao:

- Eric Ochieng - 0742984643
- Brenda Ochieng' - 0721433648

14. Will you participate in the interview? |____|

14. Utashiriki katika mahojiano?

1 = Yes-Caregiver agrees to participate | 2 = No- Caregiver refuses to participate | 3 = No-Caregiver does not refuse but is unable to participate

If YES, skip to question 16. If NO, continue.

15. ***Describe your impressions of the refusal / inability to participate. Do not ask.***
|____|

1 = Wants to reschedule ***(skip to "Rescheduling instructions" below) – Choose this option if the caregiver wants to speak to the child's parent before proceeding, and you are unable to get that parent on the phone at that time.***
2 = Refusal for this round only ***(skip to question 15a)***
3 = Refusal for this round and any future rounds ***(skip to question 15b)***
4 = Unable to survey – someone else refuses on caregiver's behalf ***(skip to "Closing Interview Statement A")***
6 = Unable to survey – in prison ***(skip to "Closing Interview Statement A")***
7 = Unable to survey – mental illness / disability ***(skip to "Closing Interview Statement A")***
10 = Unable to survey – other ***(skip to question 15c)***

Rescheduling instructions*:* 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

 FO Comments:

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. End the interview.
|____|/|____|/|____| Other: _____
Skip to "Closing Interview Statement C".

15a. ***Record your impressions of why the caregiver refuses to participate during this survey round. If you feel comfortable doing so, you may ask them why:*** Why don't you want to participate? ***Choose up to 3 reasons.***

1 = Survey is too long
2 = Caregiver has caregiving duties
3 = Caregiver has to work
4 = Caregiver does not want to disclose personal information
5 = Caregiver is suspicious of IPA
6 = Caregiver hasn't received assistance from IPA
7 = Caregiver just doesn't want to / no reason given
777 = Other (specify)

15b. ***Record your impressions of why the caregiver refuses to participate during this round and any future rounds. If you feel comfortable doing so, you may ask the caregiver why:*** Why don't you want to participate? ***Choose up to 3 reasons.***

1 = Survey is too long
2 = Caregiver has caregiving duties
3 = Caregiver has to work
4 = Caregiver does not want to disclose personal information
5 = Caregiver is suspicious of IPA
6 = Caregiver hasn't received assistance from IPA
7 = Caregiver just doesn't want to / no reason given
777 = Other (specify)

Skip to "Closing Interview Statement B."

15c. ***Record your impressions of why we are unable to survey the caregiver during this round.***
_____ ***(skip to "Closing Interview Statement B")***

Closing Interview Statement A: READ: Thank you very much for your time. ***End interview here. Note on the tracking sheet that we should try to find an alternate caregiver to interview, if possible.***

Closing Interview Statement B. READ: Thank you very much for your time. If you change your mind and would like to participate in the interview, please contact us at the IPA office.
Asante sana kwa muda wako. Ukibadilisha nia na ungependa kushiriki katika mahojiano, tafadhali wasiliana nasi katika afisi yetu ya IPA.

 FO Comments:

End interview here. Note on the tracking sheet that we should try to find an alternate caregiver to interview, if possible.

Closing Interview Statement C: READ: Thank you very much for your time.
Asante sana kwa muda wako.

End interview here.

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

0. Are you currently in boarding school? |____| 1 = Yes | 2 = No

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

READ*:* Because you are in boarding school, we would like the current address information for the place you stay at boarding school. ***Skip to question 0c..***

0a. What is your occupation? |____| 1 = Guard or house help | 2 = Other

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

0b. Are you currently working as live-in house help or a live-in guard? |____| 1 = Yes | 2 = No

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

16. ***Do not read the following question aloud.*** Is there another IPA FO present at this interview, who will be conducting the child assessments? |____| 1 = Yes | 2 = No

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

While I continue to talk to you, my colleague **[FO name]** would 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? ***Answer any questions the caregiver may have about the games.***
Ninavyoendelea kukuongelesha, ninayefanya naye kazi [FO name] angependa kuanza kuhoji mtoto. Mahojiano yatashirikisha msururu wa michezo kwa mtoto. Watoto wengi hufurahia kucheza michezo hii. Baadhi ya michezo itakuwa migumu kiasi kwa mtoto na mingine itakuwa rahisi kwa mtoto. Ukijihisi huru zaidi, unakaribishwa kukaa hapa na mtoto tunapocheza hii

 FO Comments:

michezo. Hata hivyo, tunaomba kuwa usimwambie mtoto cha kufanya, kucheka au kutoa maoni kuhusu tabia za mtoto. Tunataka Kujifunza vile ambavyo mtoto anaweza kucheza michezo hii kivyake, bila usadizi au maoni kutoka kwako. Je unaelewa?

17. For now we will continue our conversation here while my colleague introduces these games to the child just over there. Is that okay? |____| 1 = Yes | 2 = No
17. Kwa sasa tutaendelea na mazungumzo hapa mwenzangu anapomwonyesha hii michezo pale kando. Hivyo ni sawa?

If the caregiver allows this, second FO may begin the child assessments with the child nearby. If the caregiver seems reluctant, probe gently to explain that this speeds up the interview process. If they would prefer to be sitting with the child during the assessments, complete the PC Module first, and then move on to the assessments.

SECTION 2: CAREGIVER INFORMATION

CONTACT SUB-SECTION

READ*:* We want to know the place that you usually sleep, not necessarily your ancestral lands or family home.
READ*:* Tungependa kujua mahali ambapo wewe pamoja na [child_name] hulala kwa kawaida, sio lazima kwa boma lenu asili wala kwenu.

0a. Country? ***Use G1 codes.*** |___| Other:_____

0b. County? ***Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.*** |___| Other:_____

If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 0d.

0c. 2010 District? ***If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments. Use G2b codes.*** |___| Other:_____

0d. Town / city? ***Use G3a codes. Code 20=Lives in a rural area.*** |___| 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.*** |___| Other:_____

 FO Comments:

0f. Sub-location? ***For FRs born in Uganda, ask for "sub-county" rather than "sub-location". Use G3c codes.*** |___| 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. Tafadhali 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?
0j. Iwapo hiyo nambari haifanyi kazi au hatuwezi kukufikia, kuna nambari nyingine ambayo tunaweza kupiga?
|____| 1 = Yes | 2 = No / Do not know a number
Probe FR for a second phone number. If NO, skip to question 0k. If YES, continue.

 FO Comments:

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? ***Use G4 codes.*** |___| Other: _____

0k. Is there a phone number where you can receive money by M-pesa, even if the phone is not yours? |____| 1 = Yes | 2 = No
0k. Je, kuna nambari ya simu ambapo unaweza kupata pesa kwa M-Pesa, hata kama simu si yako? 1 = Yes | 2 = No

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

If "yes", continue.

0ka. 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: _____

0kb. Whose phone is this? ***Write name.*** _____
0kb. Hii ni nambari ya simu ya nani?

0kc. What is this person's relationship to you? ***Use G4 codes.*** |___| Other: _____
0kc. 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.***

 FO Comments:

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 fikiria 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?

0bi. 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 [**jina la mtu mzima wa KLPS**]. Je, mtoto "hula kutoka chungu kimoja" na kukaa usiku 4 au zaidi katika wastani wa wiki nyumbani kwa [jina la mtu mzima wa KLPS]?

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, **[mtoto]** amewahi kuishi nje ya nyumba na **[jina la mtu mzima wa KLPS]** kwa muda wa miezi minne au zaidi?

 FO Comments:

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. Tafadhali fikiria 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 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.***

3. Ni kiwango kipi cha juu cha elimu ulichopata?

4. What is your current occupation? ***Use G9 codes.***

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 caregiver is LUHYA, press for subtribe.***

5. Kabila lako ni lipi?

5a. What is your religion / denomination? ***Use G11 Codes*** |____|

5a. Je, dini yako ni gani? If OTHER, describe: _____

Answer question 6 even if FR is KLPS FR.

 FO Comments:

6. What language do you speak most often with the child? |____| ***Use G13 codes.***

6. Lugha gani unatumia 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, Specify: _____

6b. Ni lugha zingine zipi? ***List up to three. Use G13 codes.*** |____||____||____| Other, Specify: _____

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. Tafadhali 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.

 FO Comments:

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 havinisumbui

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 (kuwa peke yako/lonely)

10. In the past week, I lacked the motivation to do anything |____|

10. Katika wiki iliyopita nilikosa motisha ya kufanya chochote

 FO Comments:

SECTION 2.2: CHILD LOCATION HISTORY

1. Where was **[child]** born?

1. **[child]** alizaliwa wapi?

ENUMERATOR NOTE: PLEASE PROBE AND ENSURE THE FR IS NOT MENTIONING THE HOSPITAL THEY GAVE BIRTH TO BUT THEIR RESIDENCE.

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

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

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

1c. 2010 District? ***If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments. Use G2b codes.***

|___| Other: _____

1d. Town / city? ***Use G3a codes. Code 20=Lives in a rural area.*** |___| Other: _____

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?

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? |____|

1i. Je **[child]** aliishi na **[KLPS adult]** kwa nyumba moja mahali hapa?

 FO Comments:

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 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 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? ***Write.*** 999 = DK _____

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?

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?

 FO Comments:

2i. 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

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 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.

 FO Comments:

4c. 2010 District? ***If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments. Use G2b codes.***

|___| Other: _____

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]**?

4h. Je **[child]** alikuwa katika shule ya bweni ama shule nyingine yeyote mahali hapa mwaka wa **[year]**?

1 = Yes | 2 = No |___|

5. Is there another location **[child]** lived for four months or more in **[year]** without **[KLPS adult]**?

5. Je kuna sehemu nyingine [child] aliishi kwa miezi minne au zaidi katika mwaka wa (year) bila **[KLPS adult]**?

1 = Yes | 2 = No |___|

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 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 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.*** 999 = DK _____

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 yeyote mahali hapa?

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. Tafadhali 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?

 FO Comments:

1. Je, wewe ndio mzazi wa kibiolojia wa mtoto? |___| 1 = Yes | 2 = No

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?

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?

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. Has **[child]** received a Polio vaccine, that is drops in the mouth?

3b. Huyu **[child]** amepokea chanjo dhidi ya ugonjwa wa kupooza (Polio vaccine), hii hupewa kwa kuweka matone mdomoni?

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

 FO Comments:

3c. Has **[child]** received a DPT vaccination, that is an injection in the thigh, sometimes at the same time as the polio drops?

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?

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. 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?

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)?

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. 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?

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?

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. 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?

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)?

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

 FO Comments:

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.)***

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?

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. Has **[child]** received a vaccination for Covid-19? ***(Since these are new questions in KLPS-5, ask these for all children.)***

3h. Huyu [child] amepata chanjo ya Covid-19?

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

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?

5. Madawa yoyote ya uambukizanaji wa minyoo au kichocho yamewahi pewa [**child]** kwa miezi kumi na miwili iliyopita? 1 = Yes | 2 = No | 999 = DK |____|

6. During the past seven days, has **[child]** experienced any of the following:

6. Kwa siku saba zilizopita, je [child] amekumbana/amekuwa na hali zifuatazo: 1 = Yes | 2 = No | 999 = DK |____|

a. Fever / malaria? Joto Jingi/Malaria
b. Vomiting? - kutapika
c. Cough? - Kukohoa
d. Diarrhea? - Kuhara/Kuendesha
e. 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? |____|

FO Comments:

7. Kwa ujumla utasema afya ya huyu **[child**] ni nzuri sana, nzuri, kadri, mbaya au mbaya sana?
5 = Very good | 4 = good | 3 = fair | 2 = poor | 1 = very poor | 999 = DK

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, [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

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? |____| months (999 = DK, 888=Never walked)

If DK, continue. Else skip to question 10.

9a. Was the child older or younger than 2 years old when he / she began walking?

9a. Je, mtoto alikuwa chini au zaidi ya miaka 2 alipoanza kutembea?

1 = Older | 2 = Younger | 999 =DK |____|

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?

1 = Yes | 2 = No | 999 = DK |____|

11. Does **[child]** appear to have difficulty hearing? 1 = Yes | 2 = No | 999 = DK |____|

11. Je, [**child**] anaonekana kuwa na ugumu kusikia? 1 = Yes | 2 = No | 999 = DK |____|

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 yeye 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? 1 = Yes | 2 = No | 999 = DK |____|

14. Does **[child]** sometimes have seizures, become rigid, or lose consciousness?

14. Je **[child]** wakati mwingine huwa anajinyosha (seizures), mwili kuwa mgumu au kupoteza fahamu?

1 = Yes | 2 = No | 999 = DK |____|

 FO Comments:

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)? 1 = Yes | 2 = No | 999 = DK |____|

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

 FO Comments:

READ: Now I would like to ask you some questions about **[child]**'s sleep.
READ: Sasa ningependa kukuuliza maswali kadhaa kuhusu kulala kwa mtoto 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? [__][__] : [__][__] (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? [__][__] : [__][__] (999 =DK)
4. Kwa mwezi uliopita, kwa kawaida **[child]** alikuwa anaenda kulala saa ngapi? (hour)(min)
Use 24 hour clock.

4b. **Over the last month** what was [**CHILD'S NAME**]'s usual wake up time? [__][__] : [__][__] (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?
[__][__] : [__][__]
(999 =DK) ***Use 24 hour clock*** -(hour) (min)

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.

 FO Comments:

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 smartphonei 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 book, 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]**? Tafadhali jumuisha vitabu vyovyote vya hadithi au vya picha ulivyopokea kama zawadi. Tafadhali jumuisha tu vitabu vya Watoto vya hadithi au picha. Usijumuishe vitabu vingine vya textbooks ama magazines ama e-books. (999 = DK) [__]

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 vyovyote vya hadithi au vya picha, na Textbooks?. (999 = DK) [__]

Ask if the response to question 1d or 1di is greater than 0.

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?

1 = English | 2 = Kiswahili | 3 = Luo | 4 = Luhya | 777 = Other (specify)____ | 999 = DK

1e. About how many children's textbooks are in **[child]**'s home? (999 = DK) [__]

 FO Comments:

1e. Ni kama vitabu vingapi vya watoto vya kusoma vipo kwenye nyumba ya **[child]**?

Number of children's books and number of textbooks should not exceed 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 vyovyote vya kusoma nyumbani kwa **[child]** kama magazeti, pamphlet, magazine au bronchures? 1 = Yes | 2 = No | 999 = DK [__]

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]**? 1 = Yes | 2 = No | 999 = DK [__]

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? 1 = Yes | 2 = No | 999 = DK [__]

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 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? 1 = Yes | 2 = No | 999 = DK [__]

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? [__]

 FO Comments:

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 Sega 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"?

2. Je, unakubali kwa kiasi gani na taarifa hii, "Ninajua jinsi mtoto wangu anavyotumia wakati wake kila siku"?

1 = Strongly disagree | 2 = Disagree | 3 = Neither agree nor disagree | 4 = Agree | 5 = Strongly agree | 999 = DK

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

 FO Comments:

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

 FO Comments:

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
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) Other, specify: _____

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 [mtoto] hutunza watoto kwa saa ngapi kwa siku ya kawaida ya wiki, hata kama **[mtoto]** anafanya mambo mengine kwa wakati mmoja? |____| (999 =DK)

5. Does **[child]** receive any pocket money for them to spend as they wish?
5. Je, **[child]** anapokea pocket money ili atumie apendavyo? 1 = Yes | 2 = No | 999 = DK

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)? |____| (999 = DK)

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**] alifanya kazi za nyumbani au kufanya kazi nyumbani kwa saa ngapi katika wiki iliyopita?

 FO Comments:

(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 kufanyia 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?
7a. Je, ni saa ngapi **[child]** alifanya kazi za nyumbani au kufanya kazi nje ya nyumba katika wiki iliyopita? |____| (999 = DK)

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? |____|1=Yes | 2 = No| 999 = DK

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. Usijumuishe kusoma shuleni. 999 = DK) |___| days

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

 FO Comments:

vya hadithi, textbooks au magazine mradi tu wewe au mtu mwingine aliye na miaka kumi na tatu au zaidi alimsomea mtoto. Usijumuishe 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. Usijumuishe 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.

11a. Sasa fikiria kuhusu jana. Ni dakika ngapi **[child]** alisoma mwenyewe au na Watoto wengine chini ya miaka 13 jana? Usijumuishe aliotumia kusoma shuleni.(Enter number of minutes, 999 = DK) |___| minutes

12. In the past 7 days, did you or any other person over the age of 15 in the child's household:

12. Kwa siku saba zilizopita, je wewe au mtu yeyote mwingine zaidi ya miaka 15 kwa nyumba:

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

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 [mtoto]? 1 = Yes | 2 = No | 999 = DK.

12b. Tell stories to **[child]**? 1 = Yes | 2 = No | 999 = DK. |____| **relation:** |___|/|___|

12b. Kumhadithia **[child]**? 1 = Yes | 2 = No | 999 = DK. |____| **relation:** |___|/|___|

12c. Sing songs or play musical instrument with **[child]**? |____| **relation:** |___|/|___|

12c. Aliimba nyimbo au kucheza vyombo vya muziki na **[child]**?

 FO Comments:

12d. Play with **[child]**? 1 = Yes | 2 = No | 999 = DK. |____| **relation:** |___|/|___|

12d. Kucheza na **[child]**? 1 = Yes | 2 = No | 999 = DK. |____| **relation:** |___|/|___|

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? (88=Not in school) |____|**relation:**|___|/|___|

12h. Talk about what **[child]** is learning in school? (88=Not in school) |____| **relation:** |___|/|___|

12h. Aliongea kuhusu chenye **[child]** anasoma shule? |____| **relation:** |___|/|___|

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? |____| **relation:** |___|/|___|

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.?

 FO Comments:

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 mechi 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 shida 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. 1 = Yes | 2 = No | 999 = DK |____|

13b. Explained why **[child]**'s behavior was wrong. 1 = Yes | 2 = No | 999 = DK |____|

14b. Alieleza kwa nini tabia ya **[child]** ilikua mbaya. 1 = Yes | 2 = No | 999 = DK |____|

13c. Shouted, yelled at or screamed at him/her. 1 = Yes | 2 = No | 999 = DK |____|

13c. Kupiga kelele, kumpigia mayowe (screamed at him/her). 1 = Yes | 2 = No | 999 = DK |____|

13d. Gave him/her something else to do. 1 = Yes | 2 = No | 999 = DK |____|

13d. Kumpa kitu kingine cha kufanya. 1 = Yes | 2 = No | 999 = DK |____|

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. 1 = Yes | 2 = No | 999 = DK

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.

 FO Comments:

SECTION 5B: EDUCATIONAL INVESTMENTS AND READING

1. Is **[child]** currently enrolled in school, including primary school, or another school?
1. Je, [child] kwa sasa anasoma katika shule ya msingi au shule nyingine yoyote? 1 = Yes | 2 = No | 999 = DK

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 kibinafsi?

1c. Is the school that **[child]** is enrolled in a boarding school or day school?

1c. Shule yenye **[child]** anasoma ni ya malezi au ya kurudi nyumbani?

1 = Day school | 2 = Boarding | 999 = DK

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 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 old district name and make a remark in FO Comments. Use G2b codes. |___|
Other:_____

 FO Comments:

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? 1 = Yes | 2 = No | 999 = DK |____|

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 [mtoto] alihudhuria?

1ei. How much was your household asked to pay for school fees for **[child]** in the last month? (KSH) |_____|
ENUMERATOR NOTE: WE WANT TO CAPTURE THE FEE STRUCTURE AND CALCULATE THE MONTHLY RATE E.G IF FEE IS STRUCTURED PER YEAR DIVIDE THAT BY 12"
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? (KSH) |_____|

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? (KSH)|____|

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) |_____|
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
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. (KSH) |_____|

2. Why is **[child]** not enrolled in any type of schooling program?

 FO Comments:

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, haukubaliani, 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.

 FO Comments:

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 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.

 FO Comments:

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 IP
10 = Msuya Augua Tumbo
777 = Named book not on this list / Other: **If OTHER**, describe:_____

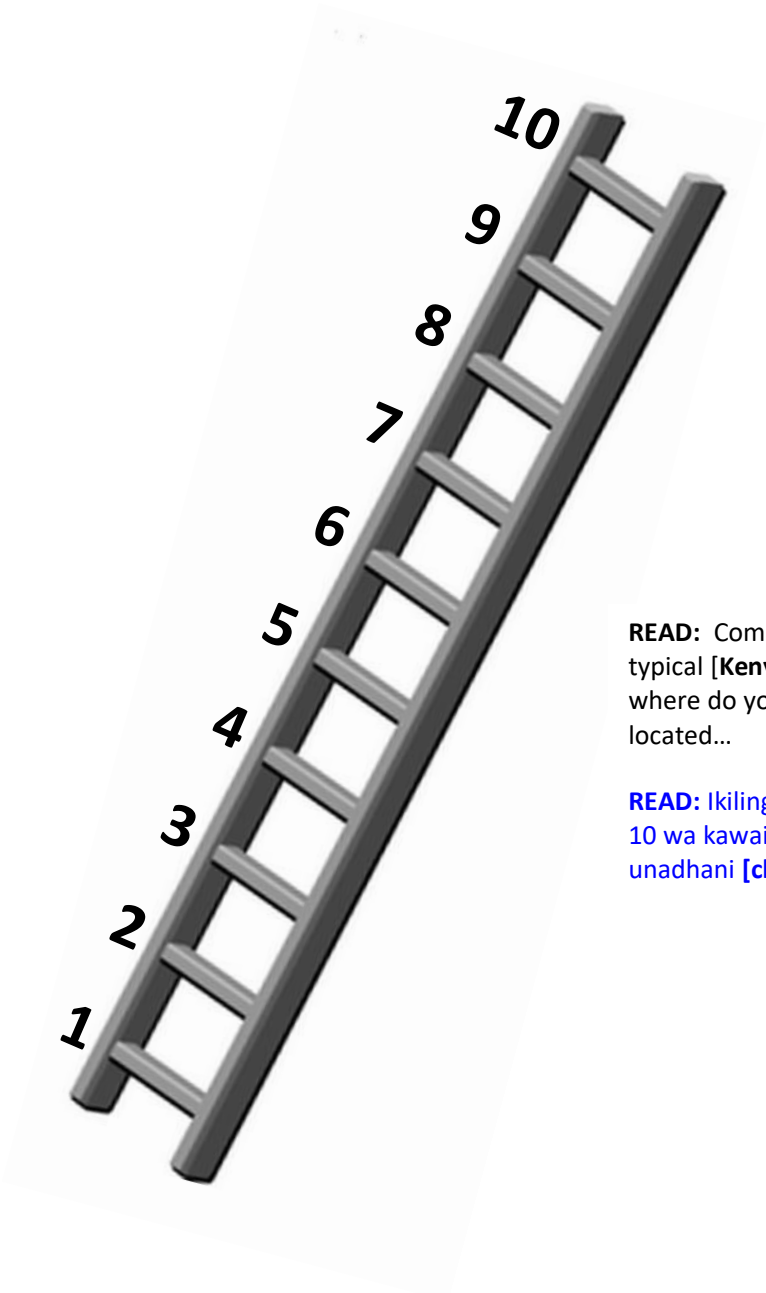
READ: Now we're going to ask you a few questions about **[Selected child]'s** Schooling **.**
READ: Sasa tutakuuliza maswali machache kuhusu masoma ya **[Selected child].**

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…

 FO Comments:

(Show the primary caregiver the MacArthur ladder scale #3.)



READ: Compared to these 10 other typical [**Kenyan/Ugandan**] children, where do you think [**child]** would be located…

READ: Ikilinganishwa na watoto hawa 10 wa kawaida [**Wakenya/Uganda**], unadhani **[child]** wangepatikana…

… overall?

… in math?

… in

10. IF KENYA FR READ: Has **[child]** taken the Kenya Primary School Education Assessment (KPSEA) national exam?

10. **IF KENYA FR READ:** Je, **[child]** amefanya mtihani wa Kenya Primary School Education Assessment (KPSEA)?

 FO Comments:

1 = Yes, results available| 2 = Yes, results not yet available | 3 = No, has not done 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? (999 =DK) |___|

 FO Comments:

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.
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 36, what score do you think **[child]** will most likely earn based on his/her ability? Please make your best guess.
13b. IF UGANDA FR READ: Kati ya alama zisizopungua 0 na zisizozidi 36, unadhani **[child]** atapata alama gani kulingana na uwezo wake? Tafadhali fanya kukadiria wako bora.
Most likely score: (999 =DK) |____|

(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 juhudi 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						

 FO Comments:

	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. Fikiria kuhusu **[child]** ataenda umbali gani katika masomo yake. Je, una uhakika gani kwamba **[child]** atamaliza shule ya msingi?
1 = Very confident | 2 = Somewhat confident | 3 = Not at all confident | 4 = Not applicable (has already completed) | 999 = DK

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? 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.

PC for Child Questions

 FO Comments:

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	

	Considerate of other people's feelings	
1.	Anajali hisia za wengine	|____|
	Restless, overactive, cannot stay still for long	
2.	Hatulii, hawezi kutulia mahali pamoja kwa muda mrefu	|____|

 FO Comments:

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 vya 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 Afadhali awe peke yake kuliko na watoto wengine	|____|
7.	Generally well behaved, usually does what adults request Kwa kawaida ni mtiifu, hufanya anachoambiwa na watu wazima	|____|
8.	Many worries or often seems worried Ana wasiwasi wa vitu vingi, mara kwa mara huonekana kuwa na wasiwasi	|____|
9.	Helpful if someone is hurt, upset or feeling ill Husaidia mtu kama ana huzuni, ameumizwa ama ni mgonjwa	|____|
10.	Constantly fidgeting or squirming Anapoketi, huwaatulii na mikono yake huwa ina shikashika vitu	|____|
11.	Has at least one good friend Angalau ana rafiki mmoja wa karibu	|____|
12.	Often fights with other children or bullies them Mara kwa mara anapigana na watoto wenzake, huwa mchokozi na kuwaonea pia	|____|
13.	Often unhappy, depressed or tearful Mara kwa mara hana furaha, wasiwasi na ana machozi ya karibu	|_____|
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 watoto wengine	|____|
15.	Easily distracted, concentration wanders Ni rahisi kupoteza mwelekeo na kupoteza umakini haraka	|____|
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	|____|

FO Comments:

	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	|____|
	If child is age 10 or younger, READ: Picked on or bullied by other children Watoto wenzake humchokoza au kumuonea	
19.	***If child is age 11 or older, READ:*** Picked on or bullied by other youth Kuchokozwa au kuonewa na watoto 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, shuleni au sehemu nyingine	|____|
	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	
23.	***If child is age 11 or older, READ:*** Gets along better with adults than with other youth Anashirikiana vyema na watu wazima kuliko na watoto 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]**? 1 = Yes | 2 = No

26a. ***If yes***: What are they? _____

SECTION 7: PC - CHILD RELATIONSHIP

Please reflect on the degree to which each of the following statements currently applies to your relationship with **[child]**.

Tafadhali 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 tutakuwa na 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 redio 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? |____|

 FO Comments:

If YES, continue. Otherwise, skip to question 7.

6a. 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)
6a. 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 bright lights other than dim light for the child 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 |____|

 FO Comments:

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.

|____| 1 = Come home late from work / school
|____| 2 = Need to wake up early for work
|____| 3 = Eat dinner late
|____| 4 = Cooking and cleaning
|____| 5 = Too hot
|____| 6 = Too crowded
|____| 7 = Too much light
|____| 8 = Too much noise
|____| 9 = Difficult to get children to bed
|____| 10 = Mosquitos / bugs
|____| 11 = No challenges / child gets enough sleep
|____| 777 = Other (specify) _____
|____| 999 = Don't know

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.

|____| 1 = Kurudi nyumbani kuchelewa kutoka kazini / shuleni
|____| 2 = Haja ya kuamka mapema kwa ajili ya kazi
|____| 3 = Kula chakula cha jioni kuchelewa
|____| 4 = Kupika na kusafisha

 FO Comments:

|____| 5 = Joto jingi
|____| 6 = Watu wengi chumbani
|____| 7 = Mwangaza mwingi
|____| 8 = Kelele nyingi
|____| 9 = Ugumu wa kufanya watoto kuenda kulala
|____| 10 = Wadudu (kwa mfano mosquitos, chawa, kunguni e.t.c)
|____| 11 = Hakuna changamoto / mtoto anapata usingizi wa kutosha
|____| 777 = Nyingine (bainisha) _____
|___| 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
|____| 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 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.iIn 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 utalipa bei iliyofafanuliwa 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 yaliamua 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?
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

 FO Comments:

[Do not Read Aloud] If the respondent does not give the correct answer, explain the rules again.

Read: Great, now let's look at the toothpaste example
Read: Nzuri, sasa hebu tuangalie mfano wa dawa ya meno

Read: Again, remember the computer will select one of the items and a price between 0 and Ksh.600. Let's assume the computer picks the toothpaste and a specific price. What happens if the computer's price for the toothbrush is less than or equal to **[Answer to A2]**?
Read: Tena, kumbuka kompyuta itachagua moja ya vitu na bei kati ya 0 na Ksh.600. Hebu kudhani kompyuta inachukua dawa ya meno na bei maalum. Nini kinatokea ikiwa bei ya kompyuta ya dawa ya meno ni chini ya au sawa na **[Answer to A2]?**

[Do not Read Aloud] The correct answer is that **the respondent will buy the toothpaste at the price selected by the computer**.

A3. **[Do not read]** Did the respondent answer correctly? 1 = Yes | 2 = No

Read: The correct answer is that you will buy the toothpaste at the price selected by the computer and we will send you the balance from the Ksh.600.

Read: Jibu sahihi ni kwamba utanunua dawa ya meno kwa bei iliyochaguliwa na kompyuta na tutakutumia salio ya pesa kutoka Ksh.600 tuliokuzawadi

Read: Instead, what happens if the computer's price for the toothpaste is greater than **[Answer to A2]**?
Read: Badala yake, nini kitatokea ikiwa bei ya kompyuta ya dawa ya meno ni kubwa kuliko **[Answer to A2]?**

[Do not Read Aloud] The correct answer is that the respondent will not be able to purchase the toothpaste and we will deduct the price from FR's Ksh.600 gift

A4. **[Do not read]** Did the respondent answer correctly? 1 = Yes | 2 = No

Read: The correct answer is that you will not be able to purchase the toothpaste and we will instead send you the full Ksh.600 gift.
Read: Jibu sahihi ni kwamba hautaweza kununua dawa ya meno na badala yake tutakutumia zawadi yako ya shilingi Ksh.600.

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.

 FO Comments:

Kwa yoyote ya kesi hizi zote mbili, huwezi kubadilisha zawadi yako baada ya kompyuta kuchukua bidhaa na bei. Umeelewa?
Kabla ya kuanza mchezo, je, una maswali yoyote? Hebu tucheze kwa vitu vitatu.

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 tuanze 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?
B1. 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?
C1. 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 two English storybooks. 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

 FO Comments:

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?

1. **[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.

 FO Comments:

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 [JINA LA MTOTO] 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.

|____| 1 = Mental relaxation
|____| 2 = Physical relaxation
|____| 3 = Physical growth
|____| 4 = Increased alertness
|____| 5 = Improved behavior
|____| 6 = Reduced stress
|____| 7 = Reduced depression
|____| 8 = Improved memory
|____| 9 = Improved school performance / test scores
|____|777= Other (specify) _____
|____|999 = Don't know

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]*.**

 FO Comments:

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 chenye maelezo zaidi juu ya usingizi. Ina sehemu tatu:

[Fold right flap back in] 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 Dk 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 kupitia kitu katika ubongo wetu kinachoitwa hippocampus ***[refer to picture].***

Tafadhali jisikie huru kusoma kupitia 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 vya 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 |____|

FO Comments:

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?
   1 = Kuna uwezekano zaidi | 2 = Kuna uwezekano | 3 = Kuna uwezekano sawa | 4 = Hakuna uwezekano | 5 = Hakuna uwezekano

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?

 FO Comments:

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 your 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 ambao 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. Unganisha 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 Strorybook 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.

 FO Comments:

- 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.
71 / 73 FO Comments:

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 |____|

 FO Comments:

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 yatashirikisha 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.

 FO Comments:

G. KLPS-5 Wave 1 Kids Module

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

KT

KLPS5-KIDS

ASSESSMENTS

Visit 2 - Wave 1

VERSION: MAY 10, 2024

CHILD ID
|_____|_____|_____|_____|_____|_____|_____| -- |_____|_____|

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

SECTION 1:COGNITION **3**

Section 1.1: ANIMAL NAMING 3

Section 1.2: PPVT 4

Section 1.3: Literacy, Reading, Comprehension 7

Uwezo Swahili 7

Uwezo Assessment English 12

Uwezo Assessment Math 18

Section 1.7: Making Change 24

Section 1.4: Forward and Backward Digit Span 25

Section 1.5: Raven's Tests 27

Section 1.6: Plus EF 28

SECTION 2: NON COGNITIVE **29**

Section 2.2: CES-D 29

Section 2.3: Sleep 30

Section 2.4: Physical Activities of the Child (Previously asked to Caregivers) 31

Section 2.6: Resilience 33

Section 2.7: Locus of Control 34

Section 2.8: Aspirations 35

Section 2.11: Gender Attitudes 35

Section 2.14: Support System 36

Section 2.15: Voice 37

Section 2.16: Identity 37

Section 2.17: Political Knowledge 37

Section 2.18: Academic Self Concept 38

Section 2.19: Reading Motivation Questions 39

Section 2.20: Reading Practice Questions 40

SECTION 3: FOOD NUTRITION **40**

Section 3.1: Food security 40

Section 3.2: Diet quality 41

SECTION 4 - ECONOMIC PREFERENCES **43**

Section 4.1: Time Preferences 44

Section 4.2: Pro-Sociality Preferences 48

Section 4.3: Risk Preferences 50

Section 4.4: Ambiguity Preferences 52

SECTION 5 - ANTHROPOMETRICS **55**

Section 5.1: Height 55

Section 5.2: Weight 56

Section 5.3: Blood Pressure 57

Section 5.4: Hemoglobin 59

End of General Instructions **61**

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	nyathi	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	tucho	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
82	kulukulu/bata 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

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 sand paper	Okhuruda	rudho sandpaper	1	2	3	4	NR
119	salamu	Okhesia	mosruok	1	2	3	4	NR

120	furushi la maua	Esifurusi sia maua	chokruok mar maua	1	2	3	4	NR

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. Tafadhali 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]: 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	
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	

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]: Tafadhali 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 uzisome kwa sauti.
[READ]: Tafadhali 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.	

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	

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	

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. Tafadhali 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. Tafadhali onyesha kwa kila zoezi kabla ya kulitatua. 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)	

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. 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**
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 uzisome 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	
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):
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. Tafadhali 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. Tafadhali 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)	

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=AOvVaw0ezb7JxcuPk4IpR3FlGVmV

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. Tafadhali 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 hayakufanyika vile ulivyotaka.
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 aliyekujali.
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	During the past 7 days, for how many days have you been physically active? ***NOTE:*** *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.* Katika siku saba zilizopita,umekuwa na mazoezi ya kimwili kwa siku ngapi? ***NOTE:*** *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 eli*mu ya viungo, kucheza na marafiki au kazi ya mikono. ***SOURCE:*** *(Global School Health Surveys)*	0 = 0 days 1 = 1 day 2 = 2 days 3 = 3 days 4 = 4 days 5 = 5 days 6 = 6 days 7 = 7 days
2	On those days when you were physically active during the past 7 days, how many minutes were you physically active? Siku hizo ulipokuwa unafanya mazoezi katika siku 7 zilizopita, ulikuwa na dakika ngapi za mazoezi ya mwili? ***SOURCE:*** *(Global School Health Surveys)*	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	During the past 7 days, on average per day, how	1 = 0 to 15 minutes per day

	much time did you spend sitting and watching television, playing computer games, talking with friends, using your mobile phone, or doing other sitting activities? 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? ***SOURCE:*** *(Global School Health Surveys)*	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	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? 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? ***SOURCE:*** *Original question*	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] Katika wiki iliyopita ulipohudhuria shule, ulifikaje shuleni na kurudi? ***SOURCE:*** *(Global School Health Surveys)*	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 _____
6	Compared to other people of your age, would you say you are physically more active, less active, or about as active? Ikilinganishwa na watu wengine wa rika lako, je unaweza kusema kuwa una shughuli nyingi za kimwili,una shughuli kidogo za kimwili, au karibu	1 = More active 2 = Less active 3 = About as active

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

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: |____|____|____|____|____|

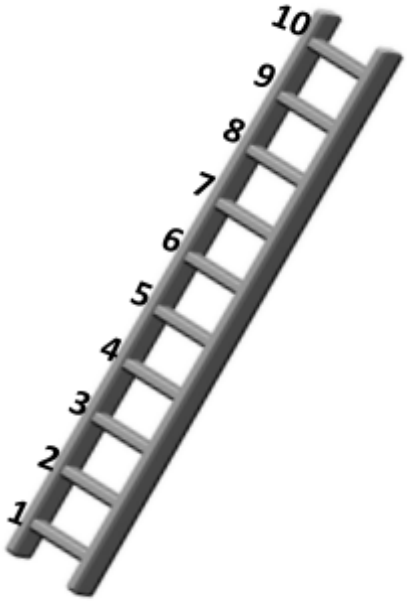
2. Getting an education is important to me. |_____|
2. Kupata elimu ni muhimu kwangu.
3. I feel that my parent(s)/ caregiver(s) know a lot about me (for example, who my friends are, what I like to do). |_____|
3. Ninahisi kuwa mzazi/wazazi/mlezi wangu anajua mengi kunihusu (kwa mfano, marafiki zangu 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 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).

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. Tafadhali 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, tafadhali 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

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 swali?
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.*** |____|
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, kabila 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 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

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 zenye 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 zenye 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 |____|
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., 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).
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, spagetti), 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., Viazi 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

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: |____|____|____|____|____|

<u>TODAY VS TOMORROW</u>:
[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.
[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: |____|____|____|____|____|

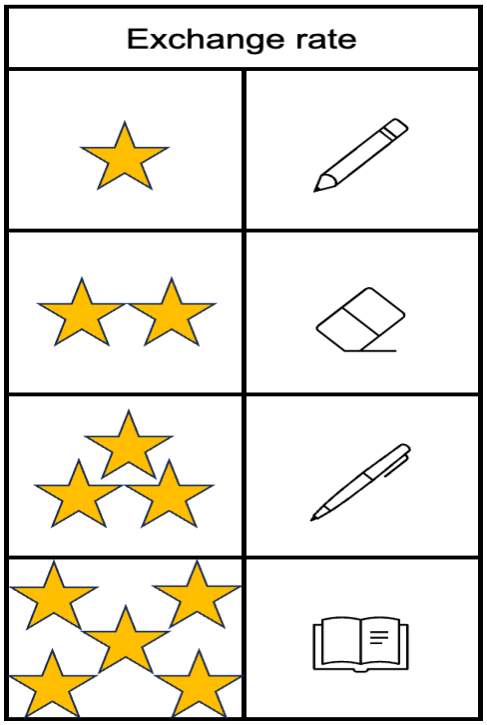
[1 = 2 today | 2 = 10 tomorrow]

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 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:



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 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 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 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.

[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 hatakujua. Hata hivyo, nitahakikisha kwamba mtoto mwingine kweli anapokea zawadi inayolingana na penseli utakazompa ikiwa huu ndio mchezo utakaohesabika.

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, tafadhali 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.

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.

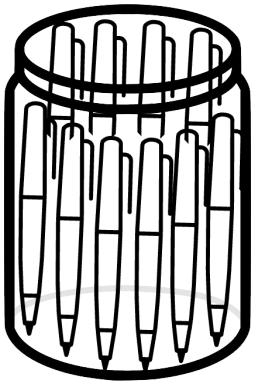
[DO NOT READ] Do not let the participant take the pencils one at a time. They need to grab them all at the same time.

[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]

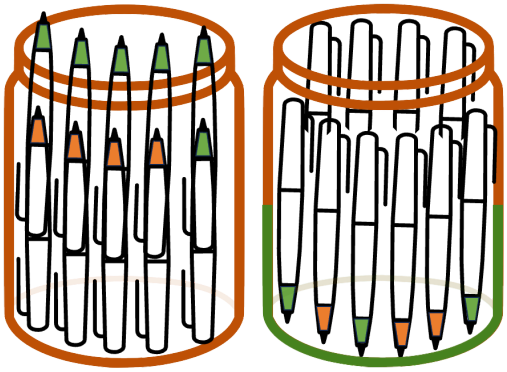
[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, we will see which game will be the one that counts.
[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, tutaona ni mchezo gani utakaohesabiwa.

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.*

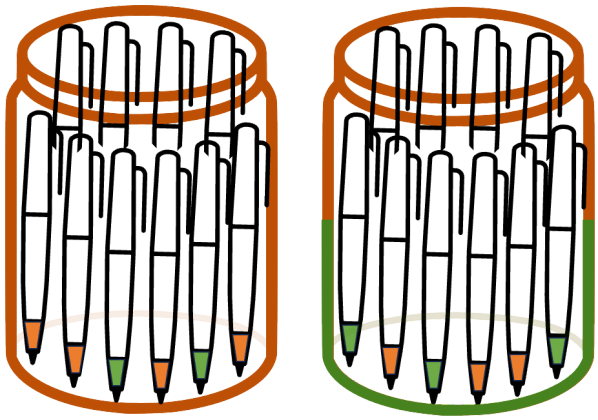


[READ] Now, let's play another game. We are going to play a game where you draw a pencil out of a cup without looking. We have two cups, with 10 pencils each. *(Count the number of pencils in each cup WITHOUT taking them out of the cups).*
In the **orange** cup, out of 10 pencils, there are 4 with an **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 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*).
Ndani ya kikombe chenye rangi ya **chungwa/orange**, kati ya penseli 10, kuna 4 yenye alama ya **chungwa/orange** na 6 yenye 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 yenye 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.

<u>DO NOT</u> 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 kuvaa 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) yenyewe (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 nilivyotaja 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 —

H. KLPS-5 Wave 2 Kids Module

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

KT

KLPS5-KIDS

ASSESSMENTS

Visit 2 - Wave 2

VERSION: MARCH, 2025

CHILD ID
|_____|_____|_____|_____|_____|_____|_____| -- |_____|_____|

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

SECTION 1:COGNITION **3**

Section 1.1: ANIMAL NAMING 3

Section 1.2: PPVT 4

Section 1.3: Literacy, Reading, Comprehension 4

Uwezo Swahili 3

Uwezo Assessment English 9

Uwezo Assessment Math 16

Listening Comprehension Swahili 22

Listening Comprehension English 22

Uwezo Math Word Questions 23

Section 1.7: Making Change 27

Section 1.4: Forward and Backward Digit Span 27

Section 1.5: Raven's Tests 29

Section 1.6: Plus EF 30

SECTION 2: NON COGNITIVE **31**

Section 2.2: CES-D 31

Section 2.3: Sleep 33

Section 2.4: Physical Activities of the Child (Previously asked to Caregivers) 33

Section 2.6: Resilience 35

Section 2.7: Locus of Control 37

Section 2.8: Aspirations 37

Section 2.11: Gender Attitudes 38

Section 2.14: Support System 38

Section 2.15: Voice 39

Section 2.16: Identity 39

Section 2.17: Political Knowledge 40

Section 2.18: Academic Self Concept 40

Section 2.19: Reading Motivation Questions 41

Section 2.20: Reading Practice Questions 42

SECTION 3: FOOD NUTRITION **42**

Section 3.1: Food security 42

Section 3.2: Diet quality 43

Section 4 - ECONOMIC PREFERENCE **46**

1. Time Preferences 46

2. Pro-Sociality Preferences 51

3. Risk Preferences 53

4. Ambiguity Preferences 54

SECTION 5 - ANTHROPOMETRICS **58**

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

1. Height 58
2. Weight 59
3. Blood Pressure 60
4. Hemoglobin 62

End of General Instructions **63**

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 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. Tafadhali 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	

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	

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]: Tafadhali 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 uzisome kwa sauti.
[READ]: Tafadhali 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. 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**
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. Tafadhali onyesha kwa kila zoezi kabla ya kulitatua. 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)	
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. 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
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. 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

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. 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**
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 uzisome 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	

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):

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. Tafadhali 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 Moraa. 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 Moraa? |____|

[DO NOT READ]: CORRECT ANSWER IS ***Moraa's mother gave her two hens***
1 = Correct | 2 = Incorrect | 666 = No response

2. Why does Moraa share her eggs with the family? |____|

[DO NOT READ]: CORRECT ANSWER IS ***Moraa 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. Tafadhali 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. Tafadhali 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. 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. Tafadhali 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. 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. Tafadhali 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. 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. Tafadhali 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. Tafadhali 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=AOvVaw0ezb7JxcuPk4IpR3FlGVmV
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. Tafadhali 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)

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 hayakufanyika vile ulivyotaka.
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 aliyekujali.
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	During the past 7 days, for how many days have you been physically active? ***NOTE:*** *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.* Katika siku saba zilizopita,umekuwa na mazoezi ya kimwili kwa siku ngapi? ***NOTE:*** *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 eli*mu ya viungo, kucheza na marafiki au kazi ya mikono.	0 = 0 days 1 = 1 day 2 = 2 days 3 = 3 days 4 = 4 days 5 = 5 days 6 = 6 days 7 = 7 days

	SOURCE: *(Global School Health Surveys)*	
2	On those days when you were physically active during the past 7 days, how many minutes were you physically active? Siku hizo ulipokuwa unafanya mazoezi katika siku 7 zilizopita, ulikuwa na dakika ngapi za mazoezi ya mwili? ***SOURCE:*** *(Global School Health Surveys)*	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	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? 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? ***SOURCE:*** *(Global School Health Surveys)*	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	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? 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? ***SOURCE:*** *Original question*	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)

	Katika wiki iliyopita ulipohudhuria shule, ulifikaje shuleni na kurudi? ***SOURCE:*** *(Global School Health Surveys)*	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 _____
6	Compared to other people of your age, would you say you are physically more active, less active, or about as active? 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? *SOURCE: (National Health Interview Survey, USA)*	1 = More active 2 = Less active 3 = About as active

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.

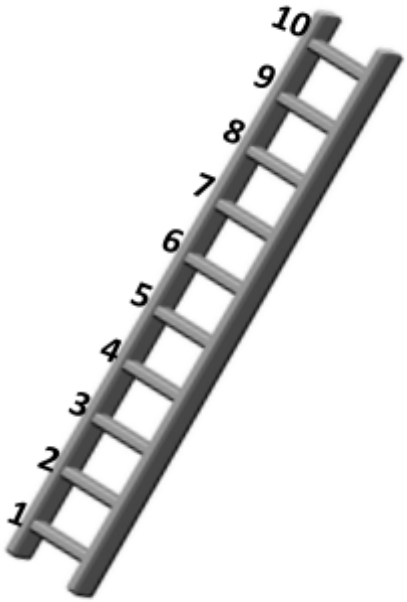
1. I have people I want to be like. |_____|
1. Nina watu ninaotaka kuwa kama wao.
2. Getting an education is important to me. |_____|
2. Kupata elimu ni muhimu kwangu.
3. I feel that my parent(s)/ caregiver(s) know a lot about me (for example, who my friends are, what I like to do). |_____|
3. Ninahisi 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 kujieka 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. Tafadhali 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, tafadhali 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 swali?
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, kabila 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,

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 zenye 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 zenye 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 (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.
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, spagetti), 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., Viazi 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.

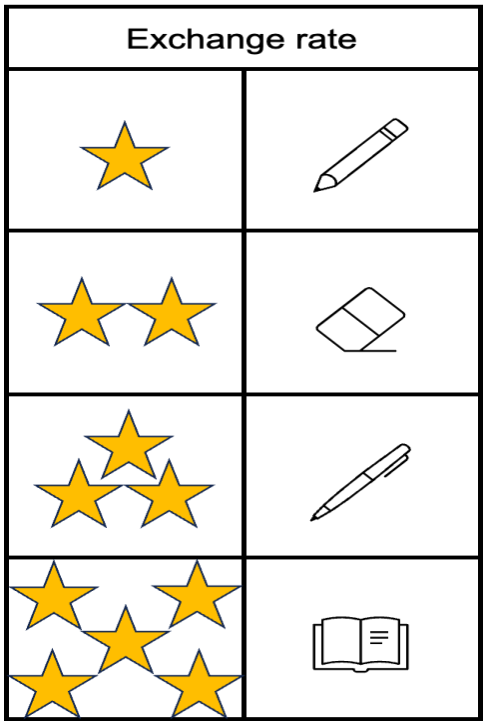
11. **[DO NOT READ]** Which cup did the respondent choose? [_____]
[1 = 2 today | 2 = 10 tomorrow]

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:



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 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 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 hatakujua. Hata hivyo, nitahakikisha kwamba mtoto mwingine kweli anapokea zawadi inayolingana na penseli utakazompa ikiwa huu ndio mchezo utakaohesabika.

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.

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, tafadhali 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.

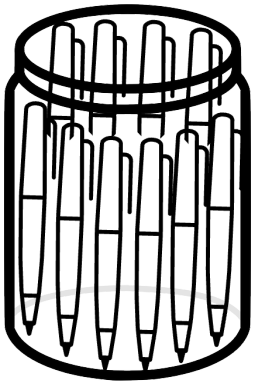
[DO NOT READ] Do not let the participant take the pencils one at a time. They need to grab them all at the same time.

[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]

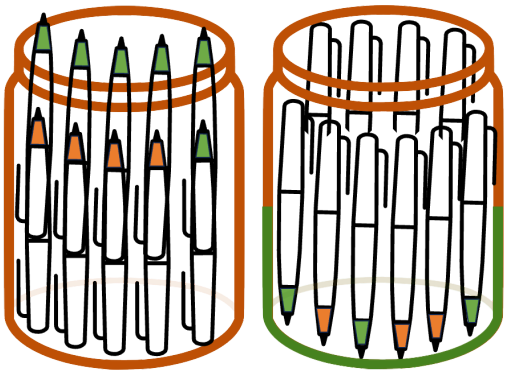
[READ] Ok, great job. Now we're going to put those pencils away, and at the end of the survey, we will see which game will be the one that counts.
[READ] Sawa, kazi nzuri. Sasa tutaweka penseli hizo, na mwisho wa mahojiano, tutaona ni mchezo gani utakaohesabiwa.

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.*

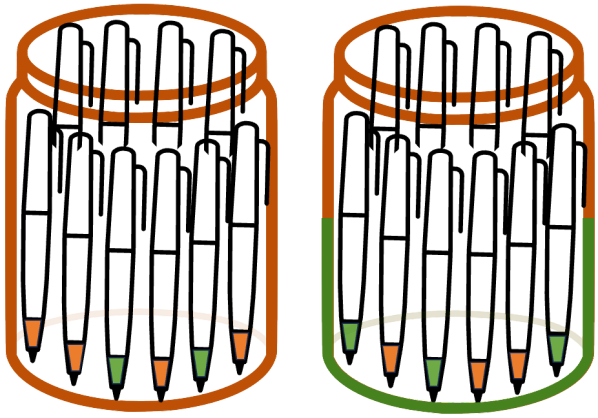


[READ] Now, let's play another game. We are going to play a game where you draw a pencil out of a cup without looking. We have two cups, with 10 pencils each. *(Count the number of pencils in each cup WITHOUT taking them out of the cups).*
In the **orange** cup, out of 10 pencils, there are 4 with an **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 yenye alama ya **chungwa/orange** na 6 yenye 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 yenye 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

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? Tafadhali 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

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.

<u>DO NOT</u> 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 kuvaa 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) yenyewe (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 **DAKIKA 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 nilivyotaja 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 —

I. KLPS-5 KSSI (3-month follow-up phone survey)

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

KSSI

KLPS-5 KIDS
Sleep and KSI Follow Up
Wave -2

VERSION: JUNE 12, 2025 — ENGLISH

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.

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

SECTION 1. Pre-Interview Information and Consent

Fill in this information before the interview from IDENTITY SECTION of TRACKING SHEET:

1. KLPS Adult ID: |____|____|____|____|____|____|____|
2. KLPS Adult Family Name: _____
3. KLPS Adult (a) Name 1 / (b) Name 2: (a)_____ / (b) _____
4. KLPS Adult Gender: |____| (1=Male, 2=Female)
5. KLPS Adult Baseline School ID / Name: |____|____|____| / _____

Fill in this information before the interview from PARTICIPATING CHILD INFO SHEET:

6. Child First Name: _____
7. Child ID: |____|____|____|____|____|____|____| -- |____|____|
8a. Caregiver Family Name: _____
8b. Caregiver Name1 / Name2: _____ / _____

9a. Date of interview: (DD/MM/YYYY) |____|____| / |____|____| / |____|____|____|____|

9b. Time start interview: (24 hr clock) |____|____| : |____|____|

10a. Interviewer ID: |____|____|____|____|

10b. Interviewer name: (first) _____ / (surname) _____

11. **Do Not Read:** Please confirm if this is the respondent, we visited on [**RESPONDENT VISIT DATE**] from the tracking sheet. (1=Yes, 2=No)

12. Are you a household member in this house? By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. (1=Yes, 2=No)
PROBE CAREFULLY TO DETERMINE WHETHER THIS RESPONDENT HAS BEEN IN THIS HOUSEHOLD FOR THE LAST TWO WEEKS.

If Yes continue, if No end survey

13. What is your relationship with **[CHILD NAME].**

Hello, I am **[name]** from IPA, in **[Busia Town / Nairobi]**. We visited you on [**RESPONDENT VISIT DATE**], and we asked you some questions about your children's home environment and how sleep affects children in this household. We would like to briefly ask you a few more questions about this child(ren) under your care and his or her home environment. The interview will take about 30 minutes, but you may choose to discontinue participation at any time.

Some of the research questions may make you uncomfortable or upset. You are free to decline to answer any questions you don't wish to, or to stop the interview at any time.

We will keep you and the children's study data as confidential as possible. If we present results of this study, we will not use individual names or other personally identifiable information. To help protect confidentiality, any information that identifies you will be separated from your other answers. Your identifying information will be replaced with a code, so that only our researchers will be able to track your answers back to you.

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

Participation in this study is completely voluntary. You have the right to decline to participate or to withdraw at any point in this study without penalty. To thank you for your participation, we will offer you a gift of Ksh.100 of airtime within 5 working days of the interview.

14a. Will you participate in the interview?

(1=Yes-Caregiver agrees to participate, 2= No-Caregiver refuses to participate, 3=No-Caregiver does not refuse but is unable to participate)
|____|

If "No – Caregiver refuses to participate," proceed to 14b. If "No – Caregiver does not refuse, but is unable to participate," terminate the interview, proceed to 14c.

14b. Why don't you want to participate? |____| Other: _____

1=Wants to reschedule ***(skip to "Rescheduling instructions" below)***

2=No time/too busy

3=Privacy concerns

4=Religious concerns

5=Other (specify))

Skip to Section 2.

Rescheduling instructions: Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now. End the interview

14c. ***Do not read.*** Describe your impressions of the inability to participate. |____|

1=Someone else refuses on caregiver's behalf

2=In prison

3=Mental illness / disability

4=Other (specify)

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

Section 2 : Sleep Pattern Follow Up Questions

READ: Now I would like to ask you some questions about [CHILD NAME]'s sleep.

1. What time did [CHILD'S NAME] go to bed last night? [__][__] : [__][__] (99 = DK)

(hour) (min)

2. What time did [CHILD'S NAME] wake up this morning? [__][__] : [__][__] (99 = DK)

(hour) (min)

3. Did [CHILD'S NAME] nap yesterday? [___] (1 = Yes; 2 = No; 99 = DK)

If YES, continue to 3a. If NO, skip to section 3.

3a. In total, how long did [CHILD'S NAME] nap yesterday? [__][__] : [__][__] (99=DK)

(hour) (min)

4. Does [CHILD NAME] share a room for sleeping? (1=Yes, 2=No, 99=DK) |____|

5. Does [CHILD NAME] sleep in a room where the radio or TV is on when they are sleeping? (1=Yes, 2=No, 99=DK) |____|

6. Are the bright lights other than dim light for the child typically on in the room when [CHILD NAME] is starting to sleep? (1=Yes, 2=No, 99=DK)
|____|

7. What does [CHILD NAME] typically sleep on? (1=Mattress on a bed, 2=Mattress on the floor, 3=Mat on the floor, 4=Other (specify), 5= On the Floor 99=Don't know) Other: _____ |____|

8. Does [CHILD NAME] typically use a pillow for sleeping? |____| (1=Yes, 2=No, 99=DK)

SECTION 3.1: Sleep Intervention Follow Up Questions

6a. How many hours of sleep do you think sleep doctors/experts recommend for adults? (99=DK)
Hours: |____|

6b. How many hours of night sleep do you think sleep doctors/experts recommend for children the age of **[CHILD NAME]**? (99=DK)
Hours: |____|

Section 4: Kids Storybook follow-up

Read: **Thank you. Now I would like to ask you some questions about your home environment and reading with your children**

1. About how many books are there in **[child]**'s home (including the Bible or other religious book, dictionary, textbooks, children's books and picture books)? (99=DK) |___|

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

2. About how many storybooks or picture books are in **[child]**'s home? Please include any storybooks or picture books you received as a gift or purchased. Please only include children's storybooks and/or picture books. DO NOT include any textbooks or magazines. ***Note: Here you SHOULD include any books that were received for free from IPA as part of the KLPS storybook intervention*** (99=DK) |____|

2a. Did you purchase any storybooks or picture books since **[INSERT MONTH]**, when you were visited by Innovations for Poverty Action (IPA)? Please DO NOT include any gifts. **Note: DO NOT include any free storybooks received as part of the KLPS storybook intervention.** (1=Yes, 2=No, 99=DK) |___|

If Yes, continue to 2b. Otherwise, skip to 3.

2b. How many storybooks or picture books did you purchase since **[INSERT MONTH]**, when you were visited by Innovations for Poverty Action (IPA)? Please DO NOT include any gifts. **Note: DO NOT include any free storybooks received as part of the KLPS storybook intervention.** (99 = DK) |___|

3. In the last 7 days, how many days did you or another adult or teenager (age 13 or older) read with [**storybook 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; 99= DK) |___| days

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

*3*a. Now think about yesterday. How many minutes did you or another adult or teenager (age 13 or older) read with [**storybook 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 with the child. DO NOT include any reading that occurred at school. (Enter number of minutes, 99 = DK) |___| minutes

4. In the last 7 days, how many days did [**storybook 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; 99 = DK) |___| days

If 1 or more days, continue to 4a.

4a. Now think about yesterday. How many minutes did [**storybook child**] read by themselves or with other children yesterday? Do not include any time spent reading while in school. (Enter number of minutes, 99 = DK) |___| minutes

5. Is **[child]** currently enrolled in school, including primary school, Junior Secondary school or another school? (1=Yes, 2=No, 99=DK) |____|

If YES, continue to 5a. If NO, continue to 5b.

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

5a. Of the last five days school was in session, how many days did [**child**] attend? (Enter number of days from 0 to 5, 99 = DK) |____|

5b. Why is **[storybook child]** not enrolled in any type of schooling program? |___|

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
9 = Safety/health concerns at the school
10=Disability
77 =Other (specify)_____

Section 5: Social Desirability

Read: **Thank you. Now I would like to ask you some questions about your relationships with others. These are general questions, unrelated to the topics we have just been discussing. For each statement, please tell me whether it is 'True' or 'False' for you. Note that there are no right or wrong answers, we just want your honest responses.**

(1=True, 2=False, 99=DK)

1. I am always courteous, even to people who are disagreeable |____|
2. There have been occasions when I took advantage of someone |____|
3. I sometimes try to get even rather than forgive and forget |____|
4. I sometimes feel resentful when I don't get my way |____|
5. No matter who I'm talking to, I'm always a good listener |____|

J. Data Management Plan.

KLPS-5 Storybook and Sleep Intervention Data Management Plan

Date: June 11, 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). In early April 2025, we filed a pre-analysis plan for the analysis of the KLPS-5-Kids data focused on the intergenerational effects.

During KLPS-4, we administered two interventions to parents and their children to promote parental shared reading and child sleep quality. We plan to file the pre-analysis plan for the analysis of the long-run effects of these interventions using KLPS-5 Kids and PC Modules data. Additionally, during the second representative wave of data collection, we are administering a repeat intervention reinforcing the KLPS-4 storybook and sleep interventions. We will also conduct a short phone follow-up survey an average of 3 months after the intervention to assess the impacts of the repeat intervention.

As of June 9, 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 June 9, 2025, we have completed 808 PC Module and Kids Module surveys.

We plan to file the pre-analysis plan for the storybook and sleep interventions on the AEA RCT Registry in mid-June 2025. The pre-analysis plan has been prepared by Stephanie Bonds, Michelle Layvant, Edward Miguel, Eric Ochieng, and Michael Walker, with support from Gonzalo Ferres and Claudia De Goyeneche, 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 Waves 1 and 2, the field and data team 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 Waves 1 and 2 of data collection, the field and data team 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 prior to filing the pre-analysis plan.

Prior to registration of the pre-analysis plan, no research team member has had access to outcome data merged with treatment assignment. We are registering this data management plan during the Wave 2 data collection to document that all Wave 1 and Wave 2 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 and PC Module data merged with treatment status will be granted to research team members only after this plan has been filed on the AEA RCT Registry.

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Stephanie Bonds <sbonds@rand.org> Wed, Jun 11, 2025 at 2:09 PM
To: Michelle Layvant <mlayvant@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>
Cc: Edward Miguel <emiguel@berkeley.edu>, Eric Ochieng <eochieng@poverty-action.org>, Michael Walker <mwwalker@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Gonzalo,

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Thanks,

Stephanie

Stephanie Bonds

Associate Economist

Economics, Sociology and Statistics Department

RAND Corporation

703-413-1100 x5922

[Quoted text hidden]

This email message is for the sole use of the intended recipient(s) and may contain information that is sensitive, proprietary, and/or privileged. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message.

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Michelle Layvant <mlayvant@berkeley.edu> Wed, Jun 11, 2025 at 1:02 PM
To: Gonzalo Ferres <gonzalo_ferres@berkeley.edu>
Cc: sbonds@rand.org, Edward Miguel <emiguel@berkeley.edu>, Eric Ochieng <eochieng@poverty-action.org>, Michael Walker <mwwalker@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Gonzalo,
I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Best,
Michelle

[Quoted text hidden]

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Edward Andrew MIGUEL <emiguel@berkeley.edu> Wed, Jun 11, 2025 at 12:41 PM
To: Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan
Best,
Ted Miguel

Sent from my iPhone
[Quoted text hidden]

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Eric Ochieng <eochieng@poverty-action.org> Wed, Jun 11, 2025 at 9:44 PM
To: Stephanie Bonds <sbonds@rand.org>
Cc: Michelle Layvant <mlayvant@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Thanks Gonzalo.

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Best,
Eric
--

Eric Ochieng
Research Manager & KLPS Researcher,
Innovations for Poverty Action
Mobile: +254742984643,
MORE EVIDENCE, LESS POVERTY
Website | LinkedIn | Twitter | Facebook

[Quoted text hidden]

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Michael Walker <mwwalker@berkeley.edu> Wed, Jun 11, 2025 at 10:48 PM
To: Eric Ochieng <eochieng@poverty-action.org>
Cc: Stephanie Bonds <sbonds@rand.org>, Michelle Layvant <mlayvant@berkeley.edu>, Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Brenda Ochieng <bochieng1@poverty-action.org>

Hi Gonzalo,

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Best,
Michael

[Quoted text hidden]

--
Michael Walker
mwwalker@berkeley.edu

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Gonzalo Ferres <gonzalo_ferres@berkeley.edu> Thu, Jun 12, 2025 at 5:47 AM
To: Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Best,
Gonzalo

On Wed, Jun 11, 2025 at 12:28 PM Gonzalo Ferres <gonzalo_ferres@berkeley.edu> wrote:
[Quoted text hidden]

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu> Thu, Jun 12, 2025 at 8:51 AM
To: Brenda Ochieng <bochieng1@poverty-action.org>
Cc: Gonzalo Ferres <gonzalo_ferres@berkeley.edu>, Eric Ochieng <eochieng@poverty-action.org>, Stephanie Bonds <sbonds@rand.org>, Michelle Layvant <mlayvant@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>

Hi Gonzalo,

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Best,
Claudia
[Quoted text hidden]
--
Claudia De Goyeneche M.
e-mail: cadegoyeneche@berkeley.edu
Phone: +1 (341) 208-9658

bConnected powered by Google

Gonzalo Ferres <gonzalo_ferres@berkeley.edu>

[Time Sensitive] KLPS-5 Storybook and Sleep Intervention Data Management Plan

Brenda Ochieng <bochieng1@poverty-action.org> Thu, Jun 12, 2025 at 4:59 AM
To: Gonzalo Ferres <gonzalo_ferres@berkeley.edu>
Cc: Eric Ochieng <eochieng@poverty-action.org>, Stephanie Bonds <sbonds@rand.org>, Michelle Layvant <mlayvant@berkeley.edu>, Edward Miguel <emiguel@berkeley.edu>, Claudia Andrea De Goyeneche Macaya <cadegoyeneche@berkeley.edu>, Michael Walker <mwwalker@berkeley.edu>

Hi Gonzalo,

I confirm the information in the KLPS-5 Storybook and Sleep Intervention Data Management Plan (dated June 11, 2025) is correct, and agree to follow the specified plan.

Kind regards,

ipa

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]