The Long-Term Impacts of Youth Investments in Kenya on Economic Preferences

Pre-Analysis Plan

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

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Appendix: KLPS-4 I Module Survey Instrument

Summary: This document outlines the plan for analyzing the long-term impacts of a series of child and adolescent health, skills and financial investments on a set of fundamental economic preferences. Our primary analysis will study the 20-year impacts of a randomized school deworming program in western Kenya using data from the fourth round of the Kenya Life Panel Survey (KLPS-4). The deworming analysis builds on that of Baird et al. (2016), using different outcome variables. The fourth round of KLPS was launched in 2018 and is currently ongoing. KLPS-4 also serves as the 10-year follow-up of a vocational training voucher program, and the 5-year follow-up of a cash grant program, and we analyze the impacts of these programs as a secondary analysis.

The analysis outlined here will be split into five groups of outcomes: (1) time preference, (2) decision-making under uncertainty, (3) pro-social behavior, (4) anti-social behavior, and (5) preference for truth-telling. To measure preferences, we use experimentally validated survey measures or incentivized tasks. This document lays out the main regression specifications and outcome variable definitions that are intended for use for the long-term impacts analysis of these five groups of outcomes.

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

1. Introduction

1.1. Summary

Economic preferences play a fundamental role in individual decision-making. This includes preferences in the domain of time, risk, ambiguity, and in the social domain, altruism, in-group favoritism, out-group hate, and preference for truth-telling. Much of the existing empirical work has documented a large heterogeneity in preferences across individuals and societies. A key challenge is to understand the potential causal determinants of individual preferences. A particular interest is to understand whether individual preferences are malleable via public policy interventions that improve human capital during childhood and adolescence. Recently, progress has been made in exploiting a randomized variation in access to education programs, in order to reliably estimate short-term impacts on social preferences of children (Cappelen et al. 2016, Kosse et al. 2018).

This project aims to provide causal evidence on long-term effects of a series of child and adolescent interventions on a wide range of economic preferences. Our primary analysis estimates the 20-year effects of a childhood health intervention, the Primary School Deworming Program (PSDP), which provided deworming medication in western Kenya starting in 1998. Previous research finds that this intervention had large positive impacts on the health, schooling, living standards, and labor hours and earnings of beneficiaries 10 years after treatment, with wage earnings rising 24% (Miguel and Kremer 2004, Baird et al. 2016).

We integrate an experimentally validated survey module, designed to measure various domains of economic preferences, into an established, long-term and large-scale panel data (Kenya Life Panel Survey – KLPS). The module contains questions on willingness to share resources with in-group members and out-group members, willingness to sacrifice own resources in order to harm in-group and out-group members, willingness to reciprocate kind acts, willingness to wait for future benefits as well as decision-making under uncertainty. The survey questions have been experimentally validated in an experimental economics laboratory in Nairobi, Kenya, on a sample of low-income individuals, building on Falk et al. (2018).

As a secondary analysis, we also estimate the 10-year effects of a vocational training voucher program and the 5-year effects of a cash grant program provided to a subset of the PSDP participants and participants of an educational scholarship program. Ongoing research on these programs find evidence of human capital effects for the vocational training intervention, but limited labor market effects. Those receiving the cash grant had short-run gains that appear to have dissipated over time.[1] Given these more limited effects, the channels by which these programs could influence economic preferences are less clear compared to the deworming intervention. As these programs are distinct from the deworming intervention, results on the vocational training and cash grant programs may be reported in an appendix, for completeness, or as part of a separate paper.

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

Below we describe the main features of the experimental design. Then, we describe our current thinking about the data analysis.

1.2. Experimental Design and Previous Work

This section briefly describes the experimental design and results from analyses of earlier data collection efforts; for further details, see Miguel and Kremer (2004), Baird et al. (2016) and Hicks et al. (2015a,b).

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

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

The vocational training and cash grant program took place during 2009-2014 and included 2,163 adolescents and young adults ranging from roughly 17 to 28 years of age who applied for vocational education tuition vouchers. Approximately 70% of these individuals were participants of PSDP, and the others were participants in the Girls' Scholarship Program (*GSP*), a separate randomized education intervention that took place in a neighboring area.[2] A randomly selected half of all training program applicants were awarded a vocational training voucher worth approximately 35,000 Kenyan shillings (about US $460), an amount sufficient to fully (or almost fully) cover the tuition costs for most public or private vocational education programs in Kenya. Voucher winners attended courses during 2009-2011. In 2013 and 2014, a random half of voucher winners and voucher non-winners were given an unconditional cash grant worth Ksh 20,000 (about US $230 at the time). In the present analysis, we consider voucher winners as "treated" with respect to the vocational training program if they were randomly selected to receive a voucher, and the cash grant winners as "treated" with respect to the cash grant program if they were selected to receive a grant.

As mentioned above, ongoing research on the vocational training and cash grant programs find less evidence for potential long-run effects. Given this, it is less clear to what extent the vocational training and cash grant interventions may have long-term implications for preferences.

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

The third round of the KLPS was collected during 2011-2014. KLPS-3 attempted to locate the same representative subset of 7,500 children from Primary School Deworming Program schools, as well as a representative subset of those participating in the GSP program, and achieved an effective tracking rate of 87.3%.

The current data collection round, KLPS-4, launched in 2018, seeks to locate the same representative sample of deworming respondents, as well as those from the GSP program that participated in the vocational training and cash grant programs. Data from the KLPS-4 I Module will be used for the analysis in this project.

1.3. Data examined to Date

Data collection for the fourth round of the KLPS (KLPS-4) I Module began in September 2018. On September 19, 2018 the research team registered a data management memo on the AEA registry, to outline who would have access to the KLPS-4 I Module data collected prior to the registration of this pre-analysis plan. This data management memo specified that all KLPS-4 I Module data collected prior to the registration of this plan would be compiled, organized, and stored by the Busia-based field research associate, Eric Ochieng, and that Eric would only provide access to Somara Sabharwal, a Berkeley-based research assistant, so that she could aid in developing data quality checks.[3] Thus far, the individuals writing this pre-analysis plan have only seen summary statistics on survey data quality and respondent tracking rates, which have been used to maintain high data quality and reduce attrition. Those with data access have not had any input into this pre-analysis plan, which was developed and reviewed only by researchers on the project who have not accessed the data in any way beyond these data collection summary statistics.

As described in the next section, there are numerous papers and pre-analysis plans that cover data collected as part of KLPS-4 broadly, and the I Module specifically. Access to the KLPS-4 I Module data will only be provided to Alfonsi, Bauer and Chytilová after this pre-analysis plan and the pre-analysis plan on truth-telling (Alfonsi et al. 2019) are filed on the AEA RCT Registry. After these plans are filed, Alfonsi, Bauer and Chytilová will receive access to the variables pre-specified in this analysis plan and in Alfonsi et al. (2019), but not to the deworming, vocational training, and cash grant treatment variables. Data access for Miguel and Walker, along with access to these treatment variables for all research team membesrs, will be provided after all KLPS-4 I Module pre-analysis plans outlined below have been filed to the AEA Trial Registry.

1.4 Relation to other pre-analysis plans covering KLPS-4 data

The KLPS-4 activity is a complex data collection effort, with numerous pieces that will feed into multiple papers. A number of pre-analysis plans have been or will be filed covering different aspects of the activity. Many of these utilize similar specifications and build on a common experimental design. Each of these pre-analysis plans may be a stand-alone paper, or we may combine multiple plans (or portion of plans) into a single paper. Below, we outline the other pre-analysis plans that also estimate long-term effects of the PSDP, including those that we currently anticipate filing:[4]

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[3] In November 2018, the data management plan was updated to allow Maxim Guzman to provide additional support for the Kids data quality checks.

[4] Note that titles for pre-analysis plans that have not yet been filed may be subject to change, though content will remain similar.

1. "The 20-year Economic Impacts of Child Deworming in Kenya", also known as the KLPS-4 E+ PAP (Baird et al. 2017) – this pre-analysis plan focuses on consumption and labor market impacts of deworming collected as part of the KLPS-4 E+ Module, and does not encompass data collected as part of the KLPS4 I-Module. It was filed to the AEA Trial Registry on November 8, 2017.
2. "The 20-year Impacts of Child Deworming in Kenya: Additional Domains", also known as the KLPS-4 I Module PAP (Baird et al. 2019) – this pre-analysis plan outlines additional families of outcomes from the I Module that will be analyzed using the same specifications as in Baird et al. (2017). This pre-analysis plan has yet to be filed.
3. "Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya", also known as the KLPS-4 Kids PAP (Fernald et al. 2019) - this pre-analysis plan studies intergenerational effects by looking at outcomes for kids of KLPS respondents, collected via surveys of primary caregivers and child assessments. It was filed to the AEA Trial Registry on March 11, 2019.
4. "Experimental Evidence on Determinants of Truth-Telling: The Role of Financial Incentives, Psychological Cost of Lying, Social Norms and Economic Well-Being", also known as the Mind Game PAP (Alfonsi et al. 2019) – this pre-analysis plan goes into more detail on the "mind game" experiment measuring honesty, which is also an outcome in this pre-analysis plan. It makes use of within-survey survey randomization to further study preferences for honesty, and is being filed to the AEA Trial Registry in conjunction with this pre-analysis plan.

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

1. "Promoting Child Reading in Kenya: Estimating the Demand for Storybooks" (Bonds et al. 2019) - this looks at demand for, and effects of, an intervention providing subsidized storybooks for children and information on the importance of reading to parents. This pre-analysis plan was filed to the AEA Trial Registry on May 3, 2019.

2. "Understanding recall of past reproductive desires", also known as the Recall PAP (Mueller 2019) - the focus of this pre-analysis plan is on respondent recall of past reproductive desires, making use of randomized and incentivized components included as part of the I Module survey. This pre-analysis plan was filed to the AEA Trial Registry on May 7, 2019.

3. "Development and Gender Differences in Competition", also known as the Competition PAP (Tungodden, Miguel and Walker 2019) - this pre-analysis plan looks at the willingness for adults and children to compete in an incentivized task included as part of the I Module and Kids surveys. This pre-analysis plan was filed to the AEA Trial Registry on May 11, 2019.

2. Analysis

This document lays out the specific analyses we intend to conduct for the long-term impacts evaluation along the five pre-specified outcome domains mentioned above. This plan captures our current thinking about analysis with this data but we anticipate carrying out some additional analyses beyond those included in this plan, so this document is not meant to be comprehensive nor to preclude additional analysis.

2.1. Samples for Analysis

There are two main samples of individuals from KLPS-4 that we use for analysis, which we refer to as i) the deworming sample, and ii) the vocational training and cash grants sample. Analyses conducted on the deworming sample serve as our primary analyses, while those conducted on the vocational training and cash grants sample are secondary.

The first sample of interest is the deworming sample. As described above, the KLPS sample includes a representative subset of approximately 7,500 individuals who participated in the original Primary School Deworming Program (PSDP). Approximately 1,500 of these individuals additionally took part in a vocational training voucher and cash grant program that was launched in early 2009, prior to the start of the KLPS-4 data collection round. Approximately three-quarters (1,070) of these individuals were randomly selected to receive either vocational training vouchers or cash grants (or both). These 1,070 individuals will be dropped from the deworming sample. Because the voucher and grant winners and non-winners were selected randomly, the analysis will adjust the survey weights for individuals in the non-winner comparison group in order to maintain initial (baseline PSPD) population representativeness. This sample adjustment was not made in Baird et al. (2016), which focused on data collected prior to the launch of the vocational training voucher and cash grant interventions, but is consistent with Baird et al. (2017).

Second, we study the vocational training and cash grant sample. This sample consists of respondents that originally took place in either the PSDP or GSP interventions, and then participated in the vocational training and cash grants study as either part of the treatment or control group.

For the measures of time preference and risk preference, we made changes in the wording of the questions few weeks after the KLPS-4 I Module was launched. In the analysis, we will exclude respondents who answered the original questions and we will use a sample of individuals who were presented with the final version of the questions on time preference and risk preference. We made the changes in a response to a low variation in the measures of time and risk preferences elicited at the beginning of the KLPS-4 I Module data collection, since a large share of respondents made choices which led to the most impatient and the most risk averse choices. Therefore, we decided to make changes in parameters of these questions in October 2018. In the following 200 interviews we randomized whether the original or the new parameters were used. After these 200 interviews, we decided to proceed with the adjusted parameters. For other measures of preferences (ambiguity aversion, pro-social behavior, anti-social behavior, preference for truth-telling) there were no changes implemented after the launch of the survey and we will use the responses from all respondents for the analysis of these outcome variables.

2.2. Econometric Approach: Primary Deworming Analysis

The analysis of the long-term effects of the deworming intervention will be based on the cross-sectional methodology in Baird et al. (2016), but focusing on different outcome variables. Following Baird et al. (2016) and Baird et al. (2017), the cross-sectional approach will estimate the 20-year impacts of deworming on the outcome variable using deworming sample and the following equation:

$$Y_{ij} = \alpha + \gamma_1 T_j + \gamma_2 C_j + \gamma_3 P_j + X_{\{ij,0\}}\beta + \epsilon_{ij} \quad (1)$$

where Y_{ij} is the outcome Y for individual i in school j, $T_j \in \{0,1\}$ is the assigned deworming program treatment status of the individual's primary school (defined as in Baird et al. 2016), $C_j \in [0,1]$ is an indicator

for whether the school was designated as "cost sharing" in later years of the PSDP[5], $P_j \in [0,1]$ is the treatment saturation proportion among neighboring schools within 6 km during the PSDP (explained in more detail in Baird et al. 2016), $X_{\{ij,0\}}$ is a set of individual and school covariates, and ε_{ij} is the error term clustered at the school level.

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

The main hypothesis test will be a two-sided t-test on the significance of γ_1, the coefficient on the Treatment indicator T_j, against a null hypothesis of $\gamma_1=0$. The secondary hypothesis test will be an F-test on the joint significance of the coefficients on T_j, C_j, and P_j. Finally, the analysis will be conducted on the entire sample, as well as broken out by gender (see Section 2.5 for more details on heterogeneous effects).

In addition, for the measures of altruism and anti-social behavior, we will run additional regressions for both equations, in which we will use two observations for each individual (the in-group and the out-group measure). In these regressions, we will control for a dummy variable indicating the out-group condition (in-group condition being the omitted category) and for an interaction term between the deworming treatment and this dummy variable. We will use clustering at the individual level.

2.3 Econometric Approach: Secondary Analysis

To estimate the effects of the vocational training and cash grant interventions, we use the vocational training and cash grant sample and following equation:

$$Y_{ij} = \alpha + \gamma^{voced}T_{ij}^{voced} + \gamma^{cash}T_{ij}^{cash} + X_{\{ij,0\}}\theta + \epsilon_{ij}, \quad (2)$$

where Y_{ij} is the outcome Y for individual i in school j, T_{ij}^{voced} is equal to one for those assigned to the vocational training program and T_{ij}^{cash} equals one for those assigned to the cash grant program. We include a vector of controls $X_{\{ij,0\}}$ that include an indicator for PSDP or GSP program participation, indicators for PSDP and GSP treatment groups, respondent gender and baseline grade, gender of interviewer, and indicators for survey month and wave. We will use survey weights that take into account both the sampling for the KLPS and the two-stage tracking strategy of KLPS-4 data collection.

The main hypothesis tests will be a two-sided t-test on the significance of γ^{voced}, the coefficient on the vocational training treatment indicator, against a null hypothesis of $\gamma^{voced}=0$, and a two-sided t-test of the significance of γ^{cash}, the coefficient on the cash grant treatment indicator, against a null hypothesis of $\gamma^{cash} = 0$. The analysis will be conducted on the entire sample, as well as broken out by gender.

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[5] See Baird et al. (2016) for a description of this cost-sharing experiment.

2.3. Multiple Testing Adjustment

For the main coefficient estimate of interest (γ_1), the analysis will present two sets of p-values. The first is standard "per comparison" p-values. These are appropriate for a researcher with an a priori interest in a specific outcome. For instance, researchers interested in the impact of deworming treatment on the measure of risk aversion should focus directly on this p-value.

Second, the analysis will also present additional p-values that account for multiple testing. Since the analysis tests multiple hypotheses within some family of outcomes, it is appropriate to control for the possibility that some true null hypotheses will be falsely rejected. Within each of the three pre-specified groups of outcomes which include multiple measures (decision-making under uncertainty, pro-social behavior, anti-social behavior), the analysis will compute the False Discovery Rate (FDR) adjusted q-values (analogue to the standard p-value) that control the expected proportion of rejections that are Type I errors. Specifically, the analysis will follow the approach adopted in Anderson (2008) and Casey et al. (2012), and the references cited therein. The analysis will carry out multiple testing adjustments within each family of outcomes, and present the associated q-values.

We will also report FDR q-values calculated over a variable from each of the five families, using the time preference measure, the risk preference measure, the index of pro-social behavior, the index of anti-social behavior, and the preference for truth-telling measure (see the next section for full details on these outcomes). These q-values take into account the fact that we test for changes in multiple types of preferences, but may not be appropriate for all audiences. For instance, to the extent that certain behavioral economists may be primarily interested in specific domains (say, time or risk preferences), this last adjustment may be unduly conservative as one would not be concerned about false positives in other domains, and either the p-value on the specific outcome or the FDR q-value calculated within families may be more appropriate.

For our secondary analysis on the vocational training and cash grant interventions, we will proceed analogously in terms of multiple testing corrections, separately for the each of the two main coefficients (γ^{voced} and γ^{cash}).

2.4. Outcome variables

The outcome variables are divided into five families, each of which captures a different type of preferences: (i) time preference, (ii) decision-making under uncertainty (risk preference and ambiguity aversion), (iii) pro-social behavior, (iv) anti-social behavior, and (v) preference for truth-telling. In this section we describe the measures of these preferences. The KLPS-4 I Module survey instrument is attached in the Appendix.

Measuring economic preferences using incentivized experiments is viewed as the gold standard, but implementing the experiments among such a large and diverse sample of respondents as in KLPS would not be feasible, due to survey time constraints. Therefore, for the first four families of outcomes, we follow the approach of Falk et al. (2018) who developed a survey module (Global Preference Survey – GPS) that aims to capture a range of economic preferences, which has been implemented in more than seventy countries. To overcome the concern that non-incentivized survey measures of preferences may not capture real life choices, Falk et al. (2018) experimentally validated these survey questions, by correlating survey responses with incentivized experimental choices, among university students in Germany.

Questions designed to measure time preference, risk preference, generalized altruism and reciprocity closely follow questions from the GPS (Falk et al. 2018) implemented in Kenya, including the translation to Swahili, with only slight adjustments of the wording motivated by feedback from our pilot that focused on understanding. Questions on ambiguity aversion, in-group and out-group prosocial behavior, and on generalized, in-group and out-group anti-social behavior were designed specifically for KLPS-4 and were not a part of the Global Preference Survey. All the questions are hypothetical but mimic an incentivized experimental task.

To assess the predictive power of the survey questions among individuals with little schooling and with a similar cultural background as KLPS participants, we conducted a validation experiment among 123 low-income individuals from Nairobi slums (not participating in KLPS), implemented in the Busara experimental laboratory in Nairobi. We elicited hypothetical and incentivized measures for the first four families of outcomes described in this pre-analysis plan. The subjects were invited to the lab twice, the visits being one week apart. During one visit, they made choices in a set of incentivized experiments – one for each type of preference. During the other visit, they answered survey questions of two types: survey quantitative measure (a hypothetical question mimicking the experimental task) and one or two survey qualitative measures (willingness to act in a certain way) measured on a 0-10 scale (following the approach of Falk et al. (2018)). We find that, in general, quantitative survey measures (hypothetical versions of the experiments) are good predictors of the choices in the incentivized tasks, while the qualitative measures do not correlate with the incentivized measures. Therefore, we decided to drop the qualitative survey measures from the KLPS survey and focus solely on quantitative ones.

The last type of outcome – a measure of preference for truth-telling, is derived from an incentivized experiment also implemented as a part of the KLPS-4 I Module survey.

2.4.1. Family 1: Time preference

There is one outcome variable measuring time preference. The measure of time preference is derived from a series of five interdependent hypothetical binary choices between immediate and delayed financial rewards (using so-called "staircase" or "unfolding brackets" procedure), as in GPS. In each of the five questions, the respondents make a choice between receiving a payment today or a larger payment in one month. Each respondent starts with a choice between KSh300 today or KSh461 in one month. The immediate payment remains the same in the subsequent four questions, but the delayed payment is increased or decreased depending on previous choices. Choice of the delayed payment results in a decrease of the delayed payment offered in the next question, and vice versa, thereby zooming in around the respondent's point of indifference between the smaller immediate and the larger delayed payment. The specific amounts of money are taken from the Global Preference Survey in Kenya, but we have decided to use a shorter delay between earlier and later payment – one month (instead of twelve months as in GPS) - in order to increase variation in responses among our subject pool that made relatively impatient decisions. In addition, the respondents who choose KSh300 today in all five questions make a choice in a sixth binary choice between KSh10 today or KSh644 in one month. The sequence of questions has 33 possible ordered outcomes. Figure 1 below displays the entire sequence. We will use the values between 1 and 33 as our main measure of patience, with higher values corresponding to individuals that are more patient.

We also analyze this outcome dropping those selecting the most impatient option (KSh 300 today for the five choice questions, then KSh 10 today), in case the high degree of impatience implied by these responses is capturing something other than time preferences, such as lack of trust or lack of comprehension.

2.4.2. Family 2: Decision-making under uncertainty

There are two outcome variables in this family of outcomes – one measuring risk preference and one measuring ambiguity aversion. When we conduct multiple hypotheses testing adjustments across families, we use the measure of risk preferences as the main outcome within this family.

Risk preference. Similarly to the measure of time preference, the measure of risk preference is derived from a series of five interdependent hypothetical binary choices between a fixed lottery, in which the respondent can win KSh900 or zero, and varying sure payments. Each respondent starts with a choice between the lottery or a sure payment of KSh240. Choice of the lottery results in an increase of the sure amount offered in the next question, and vice versa, thereby zooming in around the respondent's certainty equivalent. The specific amounts of money follow the Global Preference Survey in Kenya, but in our case all sure payments were reduced to 50% of the amount used in the GPS, in order to better differentiate the levels of risk aversion among a sample with relatively high average risk aversion. In addition, the respondents who choose the sure amount in all five questions, make a choice in a sixth binary choice between the lottery and a sure payment of zero. The sequence of questions has 33 possible ordered outcomes. Figure 2 below displays the entire sequence. We will use the values between 1 and 33 as our main measure of risk preference, with higher values representing greater risk preferences.

As with time preferences above, we will also analyze this outcome dropping those selecting a sure payment of zero rather than the lottery, as this may instead represent an aversion to gambling (common among certain religious denominations) rather than an accurate measure of risk preferences.

Ambiguity aversion. Respondents are presented with a hypothetical situation in which they are asked to draw a ball out of a bag without looking. They make a choice between two bags: (i) bag 1 which contains four red and six yellow balls, (ii) bag 2 which contains ten balls, but the number of red and yellow balls is unknown. If they choose bag 1, the need to draw a red ball to win KSh50. If they choose bag 2, they need to decide a color and draw a ball of that color to win KSh50. Our measure of ambiguity aversion will be a dummy variable equal to 1 if the respondent chooses bag 1, and equal to 0 if the respondent chooses bag 2.
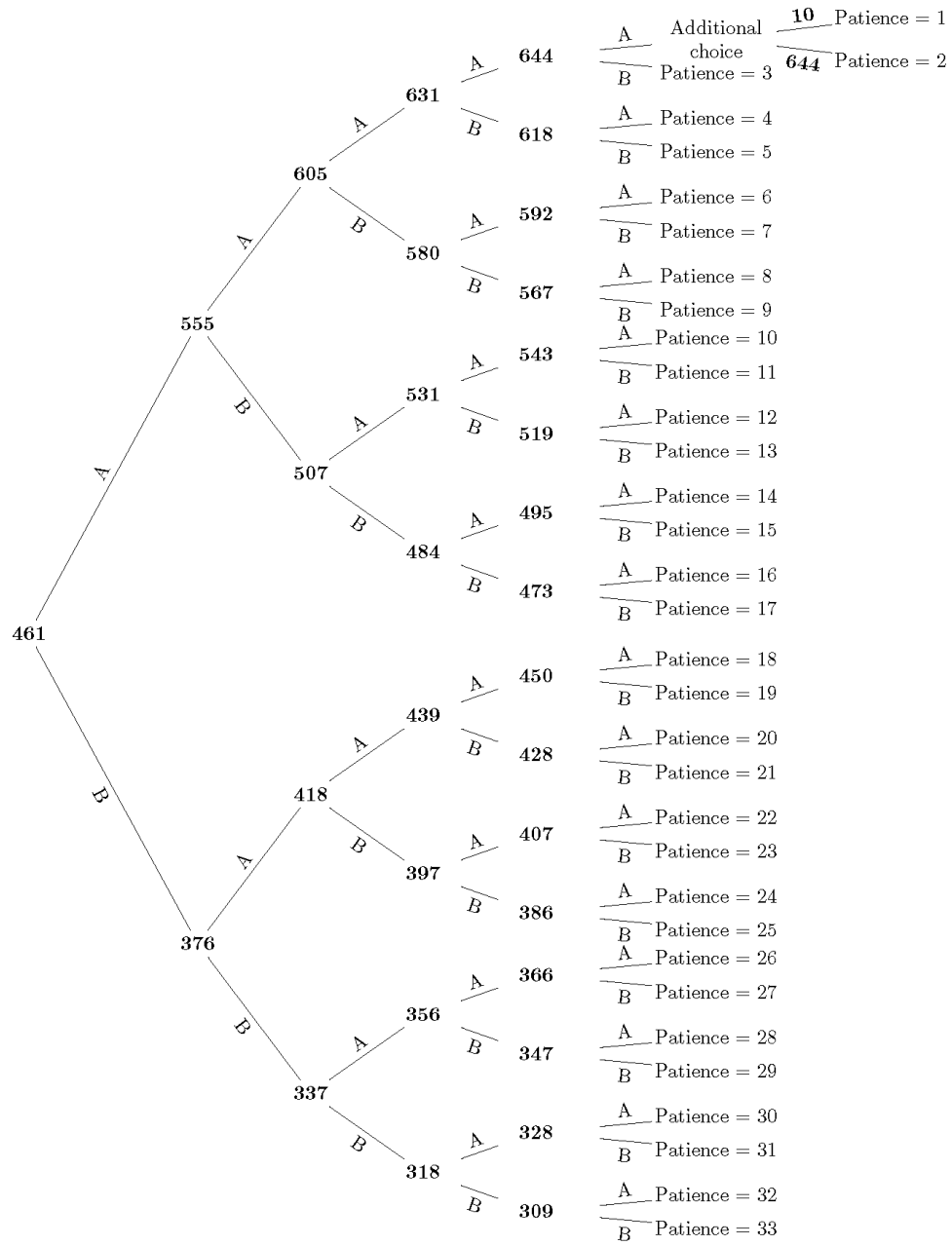
Figure 1: Tree for the staircase time task (numbers = payment in 1 month, A = choice of KSh300 today, B = choice of x KSH in 30 days). Respondents who choose KSh300 today in all five questions, make a choice in a sixth binary choice between KSh10 today or KSh644 in one month.
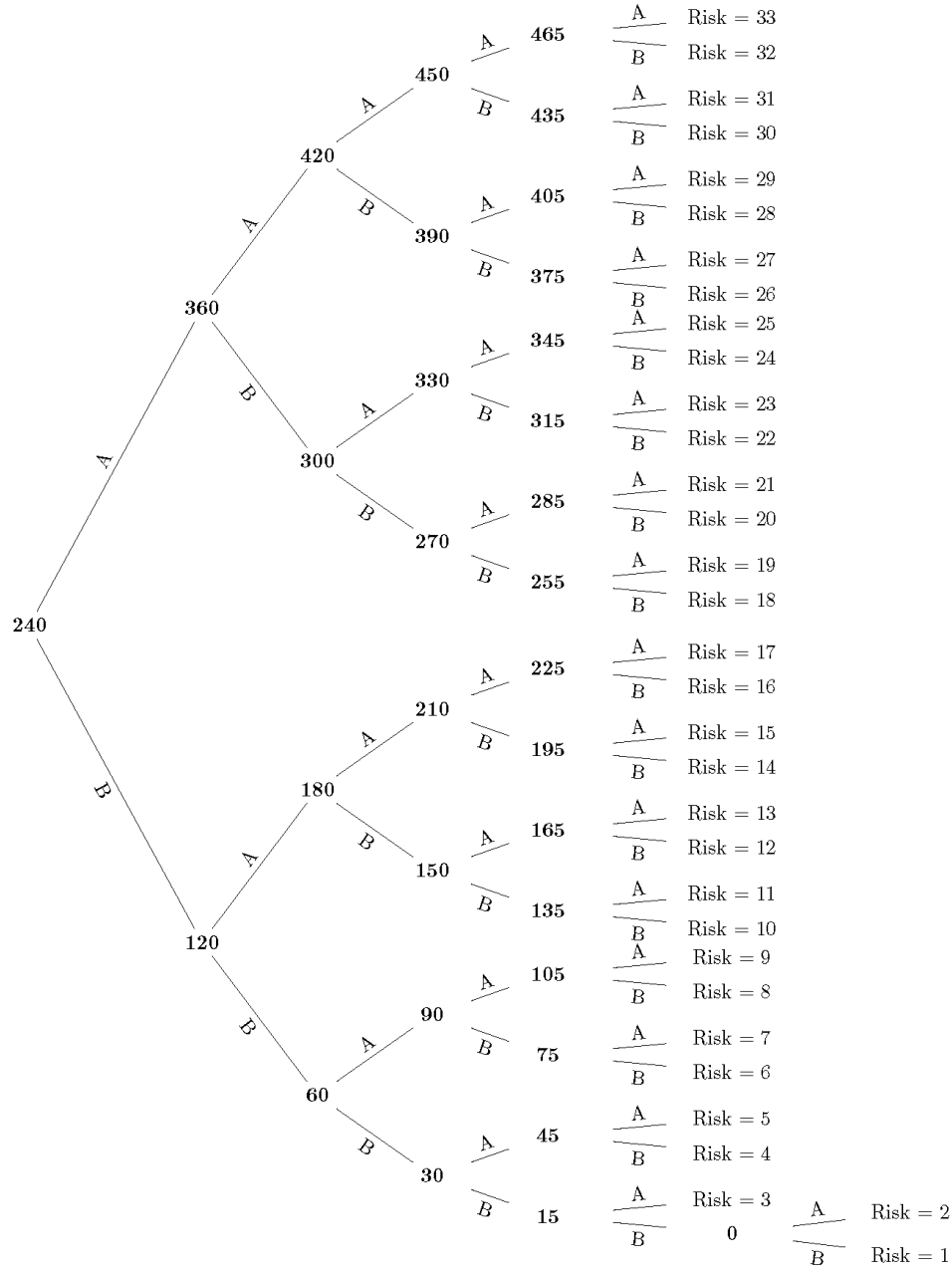
Figure 2: Tree for the staircase risk task (numbers = sure payment, A = choice of lottery, B = choice of sure payment). The staircase procedure worked as follows. First, each respondent was asked whether they would prefer to receive KSh240 for sure or whether they preferred a 50:50 chance of receiving KSh900 shillings or nothing. In case the respondent opted for the safe choice (B), the safe amount of money being offered in the second question decreased to KSh120. If instead the respondent opted for the gamble (A), the safe amount was increased to KSh360. Working further through the tree follows the same logic. In addition, the respondents who choose the sure amount in all five questions, make an additional choice between the lottery and a sure payment of KSh0.

2.4.3. Family 3: Pro-social behavior

There are four outcome variables in this family of outcomes – generalized altruism, in-group altruism, out-group altruism and reciprocity.

Generalized altruism. Respondents are presented with a hypothetical situation in which they unexpectedly receive KSh3200 and they are asked how much of this amount they would donate to a charity. Our measure of generalized altruism will be the amount between 0 and 3200 they decide to donate.

In-group altruism. Respondents are presented with a hypothetical situation in which they unexpectedly receive KSh3200 and they are asked how much of this amount they would donate to a charity, if they knew it was a charity helping people in their ancestral home area. Our measure of in-group altruism will be the amount between 0 and 3200 they decide to donate to such a charity.

Out-group altruism. Respondents are presented with a hypothetical situation in which they unexpectedly receive KSh3200 and they are asked how much of this amount they would donate to a charity, if they knew it was a charity helping people from other parts of Kenya, other than their ancestral home area. Our measure of out-group altruism will be the amount between 0 and 3200 they decide to donate to such a charity.

Reciprocity. Respondents are presented with a hypothetical situation in which they got lost in city they are not familiar with and that a stranger – when asked for directions – offers them to walk with them and show them the way to their destination. They are also informed that by helping them the stranger misses an hour of work and thus loses KSh50, and that the stranger does not want any money from them. The respondents are asked whether they would buy a gift for the stranger in a shop when they arrive to their destination, and if yes, how much money they would spend on the gift. Our measure of reciprocity will be the amount of money they would spend on the gift, which equals zero for those who answer they would not buy a gift.

In addition, we will create an *Index of pro-social behavior* from all four measures in this family of outcomes. Specifically, we will standardize each of the four measures to a mean of zero and unit standard deviation, and then we will take a sum of the four standardized measures. We use this index for multiple testing adjustments across families.

2.4.4. Family 4: Anti-social behavior

There are three outcome variables in this family of outcomes – generalized anti-social behavior, in-group anti-social behavior and out-group anti-social behavior.

Generalized anti-social behavior. Respondents are presented with a hypothetical situation in which they and another unknown person unexpectedly receive an opportunity to get KSh3200 each. They are asked to make a choice between two options: (i) the respondent and the other person receive KSh3200 each, or (ii) the respondent gets KSh3150 and the other person gets KSh1600. Our measure of generalized anti-social behavior is a dummy variable equal to one if the respondent chooses the [3150; 1600] option, and equal to zero if the respondent chooses the [3200; 3200] option.

In-group anti-social behavior. Respondents are presented with a similar situation, the difference being that now they know that the other person is from their ancestral home area. Our measure of in-group anti-social

behavior is a dummy variable equal to one if the respondent chooses the [3150; 1600] option, and equal to zero if the respondent chooses the [3200; 3200] option.

Out-group anti-social behavior. Respondents are presented with a similar situation, the difference being that now they know that the other person is from other parts of Kenya, other than their ancestral home area. Our measure of out-group anti-social behavior is a dummy variable equal to one if the respondent chooses the [3150; 1600] option, and equal to zero if the respondent chooses the [3200; 3200] option.

In addition, we will create an *Index of anti-social behavior* from all three measures in this family of outcomes. Specifically, we will take a sum of the three measures. Thus, the index will take values between 0 and 3. We use this index for multiple testing adjustments across families.

2.4.5. Family 5: Preference for truth-telling

There is one outcome variable measuring preference for truth-telling. The measure comes from an incentivized experiment which was implemented as a part of the KLPS-4 survey.

The design of the experiment builds on Green and Paxton (2009) and Jiang (2013). In the task, which we refer to as the "Mind Game", the subjects are told that they will be shown five 40KSh coins each of which can display either heads or tails. Before revealing the outcome, they are asked to choose in their mind which side of the coin is the winning side. At this stage, they do not report their choice. Then, the subjects are shown the outcome, they report their choice of the winning side and are paid the monetary payoff based on this report. Specifically, they receive KSh40 for each coin which displays the winning side they reported. Since subjects self-report their choice only after they see the outcome, they can lie about the winning side they chose in order to get higher earnings. Because subjects make their choice in their mind, it is impossible to detect whether the reported choice is the one they actually made. Therefore it is impossible to identify lying at an individual level. Nevertheless, when we compare the share of reported choices which imply higher earnings with the true probability of winning (1/2), we can infer information about truth-telling/lying among different groups of subjects. The measure which we will use in the analysis will be a dummy variable equal to one if the respondent reports the side of the coin which implies lower earnings, and equal to zero if the respondent reports the side of the coin which implies higher earnings.

The design of the experiment involves three more types of experimental manipulations, besides the child health investment: (i) the size of financial incentives to lie, (ii) the size of psychological cost of lying, and (iii) contextual factors that increase the salience of social norms associated with religion, politics and markets/financial constraints. Here, we focus on the impact of the child and adolescent investments on a set of economic preferences, preference of truth-telling being one of them. We plan to study a broader set of determinants of preference for truth-telling in a separate paper. This plan, including the design of the other experimental manipulations, is described in a separate pre-analysis plan (Alfonsi et al. 2019).

2.4.6. Overview of outcome variables and their location in the survey instrument

Outcome variable	Survey question
Family 1: Time preference	
Patience: measure derived from a series of five (or six) interdependent hypothetical binary choices between immediate and delayed financial rewards, valued 1-33 following Figure 1	KLPS-4 I Module: Section 6.4, q.8
Family 2: Decision-making under uncertainty	
Risk preference: measure derived from a series of five (or six) interdependent hypothetical binary choices between a fixed lottery and varying sure payments, valued 1-33 following Figure 2	KLPS-4 I Module: Section 6.2, q.4
Ambiguity aversion: dummy variable equal to 1 if a bag with known composition of red and yellow balls is chosen, equal to 0 if a bag with unknown composition of red and yellow balls is chosen	KLPS-4 I Module: Section 6.5, q.9
Family 3: Pro-social behavior	
Generalized altruism: an amount a respondent wants to donate to a charity, value 0-3200	KLPS-4 I Module: Section 6.3, q.7a
In-group altruism: an amount a respondent wants to donate to a charity that helps people in her ancestral home area, value 0-3200	KLPS-4 I Module: Section 6.3, q.7b
Out-group altruism: an amount a respondent wants to donate to a charity that helps people in other parts of Kenya, value 0-3200	KLPS-4 I Module: Section 6.3, q.7c
Reciprocity: an amount a respondent wants to spend on a gift to a stranger who helped the respondent (0 if no gift given)	KLPS-4 I Module: Section 6.3, q.6ai
Index of pro-social behavior: a sum of the standardized measures of generalized altruism, in-group altruism, out-group altruism and reciprocity	
Family 4: Anti-social behavior	
Generalized anti-social behavior: dummy variable equal to 1 if the allocation [3150 for self; 1600 for another unknown person] is chosen, equal to 0 if the allocation [3200; 3200] is chosen	KLPS-4 I Module: Section 6.3, q.5a
In-group anti-social behavior: dummy variable equal to 1 if the allocation [3150 for self; 1600 for another unknown person from own ancestral home area] is chosen, equal to 0 if the allocation [3200; 3200] is chosen	KLPS-4 I Module: Section 6.3, q.5b
Out-group anti-social behavior: dummy variable equal to 1 if the allocation [3150 for self; 1600 for another unknown person from other parts of Kenya] is chosen, equal to 0 if the allocation [3200; 3200] is chosen	KLPS-4 I Module: Section 6.3, q.5c
Index of anti-social behavior: a sum of the measures of generalized anti-social behavior, in-group anti-social behavior and out-group anti-social behavior	
Family 5: Preference for truth-telling	
Preference for truth-telling: dummy variable equal to 1 if the side of the coin which implies lower earnings is reported, equal to 0 if the side of the coin which implies higher earnings is reported	KLPS-4 I Module: Section 10, q.2a

2.5 Heterogeneous Effects

As mentioned above, we plan to look at all effects separately for males and females. In addition, we will look for heterogeneity by the educational attainment of the parents of the KLPS respondents, using an indicator for whether or not one's parents completed any secondary school.[6] This variable is of interest in its own right and also serves as a proxy for the economic well-being of the household in which the respondent grew up.

To statistically test for differences by these dimentions of heterogeneity, we will include both the main variable and an interaction term with the treatment status variables. We will calculate FDR q-values for the interaction term following our approach for the main outcomes of interest.

In addition, we may conduct more exploratory analyses related to heterogeneity in preferences and treatment effects. We will look for heterogeneity by urban status (whether or not currently living in an urban area, or whether one has ever lived in an urban area). While this may not have a causal interpretation, as those migrating to urban areas may be a selected sample, it will nonetheless be interesting to understand whether preferences and treatment effects differ for those in urban versus rural areas.

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[6] We use data from KLPS-2, KLPS-3, and KLPS-4 to construct this indicator. In cases where we have this information from multiple survey rounds, we use information from the earliest survey round.

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Appendix – KLPS-4 I Module Survey Instrument

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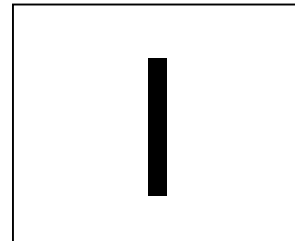
KENYAN LIFE PANEL SURVEY ROUND 4, WAVE 1 (KLPS4)
I MODULE

CONTENTS SECTION

VERSION: SEPTEMBER 27, 2018 — ENGLISH

PUPIL ID
|____|____|____|____|____|____|____|

FO Comments:

SECTION 5. Family

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

1a. Is your father alive?
   (1=Yes, 2=No, 3=DK this person so cannot answer further questions about him, 99=DK) |___|
If YES or DK, skip to question 2. If "DK this person", skip to question 6a. If NO, continue.

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

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

3.   What are / were your father's main occupations? *Use G9 codes.* (99=DK)
        Job 1 |_____| Other: _____
        Job 2 |_____| Other: _____
        Job 3 |_____| Other: _____

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

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

6a. Is your mother alive?
   (1=Yes, 2=No, 3=DK this person so cannot answer further questions about her, 99=DK) |___|
If YES or DK, skip to q.7. If "DK this person", skip to the statement before q.12. If NO, continue.

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

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

8. What are / were your mother's main occupations? *Use G9 codes.* (99=DK)
        Job 1 |_____| Other: _____
        Job 2 |_____| Other: _____
        Job 3 |_____| Other: _____

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

10. Is / was she married to your father? (1=Yes, 2=No—divorced, 3=No—never). |_____|
If YES or NO-DIVORCED, AND question 5>1, ask question 11. OTHERWISE, skip to the statement before question 12.

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

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

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

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

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

(999=DK) |_____|

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

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

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

(999=DK) |_____|

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

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

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

(999=DK) |_____|

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

If YES, continue. If NO or DK, skip to to the Read Statement before question 16.

15a. How old is your maternal grandmother? *Please estimate if don't know*.

(999=DK) |_____|

Read: We would like to learn some brief information about your siblings. Please think of all of your living siblings.

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

FO Comments:

2									
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9									
10									
11									
12									

FO Comments:

There is no Section 6.1.

SECTION 6.2 Risk Preferences

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

4a. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 240 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
If "50/50", skip to question 4q.
If "Sure payment", continue to 4b.

4b.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 120 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
If "50/50", skip to question 4j.
If "sure payment", continue to 4c.

4c.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 60 Khs as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
If "50/50", continue to 4d.
If "sure payment", skip to 4g.

4d.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 90 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
If "50/50", continue to 4e.
If "sure payment", skip to 4f.

4e.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 105 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
Skip to Section 6.3.

4f.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 75 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
Skip to Section 6.3.

4g.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 30 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
If "50/50", continue to 4h.
If "sure payment", skip to question 4i.

4h.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 45 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|
Skip to Section 6.3.

4i. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 15 Ksh as a sure payment?

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

If "50/50", skip to Section 6.3.
If "sure payment", skip to question 4ff.

4j. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 180 Ksh as a sure payment?

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

If "50/50", skip to question 4n.
If "sure payment", continue to 4k.

4k. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 150 Ksh as a sure payment?

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

If "50/50", skip to question 4m.
If "sure payment", continue to 4l.

4l. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 135 Ksh as a sure payment?

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

Skip to Section 6.3.

4m. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 165 Ksh as a sure payment?

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

Skip to Section 6.3.

4n. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 210 Ksh as a sure payment?

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

If "50/50", continue to 4o.
If "sure payment", skip to question 4p.

4o. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 225 Ksh as a sure payment?

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

Skip to Section 6.3.

4p. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 195 Ksh as a sure payment?

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

Skip to Section 6.3.

4q. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 360 Ksh as a sure payment?

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

If "50/50", skip to question 4y.
If "sure payment", continue to 4r.

4r. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 300 Ksh as a sure payment?

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

If "50/50", skip to question 4v.
If "sure payment", continue to 4s.

4s. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 270 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

If "50/50", continue to 4t.
If "sure payment", skip to question 4u.

4t. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 285 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

Skip to Section 6.3.

4u. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 255 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

Skip to Section 6.3.

4v. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 330 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

If "50/50", continue to 4w.
If "sure payment", skip to 4x.

4w. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 345 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

Skip to Section 6.3.

4x. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 315 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

Skip to Section 6.3.

4y. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 420 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

If "50/50", skip to question 4cc.
If "sure payment", continue to 4z.

4z. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 390 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

If "50/50", continue to 4aa.
If "sure payment", skip to question 4bb.

4aa. What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 405 Ksh as a sure payment?
(1=50/50, 2=Sure payment, 99=Don't Know) |___|

Skip to Section 6.3.

FO Comments:

4bb.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 375 Ksh as a sure payment?

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

Skip to Section 6.3.

4cc.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 450 Ksh as a sure payment?

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

If "50/50", skip to question 4ee.
If "sure payment", continue to 4dd.

4dd.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 435 Ksh as a sure payment?

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

Skip to Section 6.3.

4ee.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 465 Ksh as a sure payment?

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

Skip to Section 6.3.

4ff.What would you prefer: A draw with a 50-percent chance of receiving 900 Ksh and the same 50-percent chance of receiving nothing, OR the amount of 0 Ksh as a sure payment?

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

SECTION 6.3 Social Preferences 2

Read: Imagine the following situation: Today you and another unknown person unexpectedly received an opportunity to get 3,200 shillings each. You can decide between the following two options.

5a. What would you prefer: Each of you gets 3,200 shillings, OR you get 3,150 shillings and the other person gets 1,600 shillings? |____|
      (1=Each receives 3,200 Ksh,
      2=FR receives 3,150 Ksh and other person receives 1,600 Ksh, 99=DK)

5b. Now, imagine that you know that the other person is from your ancestral home area. What would you prefer: Each of you gets 3,200 shillings, OR you get 3,150 shillings and the other person gets 1,600 shillings? |____|
      (1=Each receives 3,200 Ksh,
      2=FR receives 3,150 Ksh and other person receives 1,600 Ksh, 99=DK)

5c. Now, imagine instead that you know that the other person is from other parts of Kenya, other than your ancestral home area. What would you prefer: Each of you gets 3,200 shillings, OR you get 3,150 shillings and the other person gets 1,600 shillings? |____|
      (1=Each receives 3,200 Ksh,
      2=FR receives 3,150 Ksh and other person receives 1,600 Ksh, 99=DK)

Read: Please think about what you would do in the following situation. You are in a city you are not familiar with, and you realize you lost your way. You ask a stranger for directions. The stranger offers to walk with you and show you the way to your destination. By helping you the stranger misses an hour of work and thus loses 50 shillings in total. However, the stranger says he or she does not want any money from you. When you arrive to your destination, you can buy a gift for the stranger in a shop.

6a. Do you buy a "thank-you"- gift for the stranger?   (1=Yes, 2=No, 99=DK) |____|
If "yes", continue. Otherwise, skip to read statement before 7a.
6ai. How much money will you spend on the present? |_____| Ksh

Read: Imagine the following situation: Today you unexpectedly received 3,200 shillings.

7a. How much of this amount would you donate to a charity? |_____| Ksh
 (Values between 0 and 3,200 are allowed.)

7b. How much of this amount would you donate to a charity, if you knew it was a charity helping people in your ancestral home area? |_____| *Ksh*
 (Values between 0 and 3,200 are allowed.)

7c. How much of this amount would you donate to a charity, if you knew it was a charity helping people from other parts of Kenya, other than your ancestral home area? |_____| Ksh
 (Values between 0 and 3,200 are allowed.

SECTION 6.4. Time Preferences

Read: Suppose you were given the choice between receiving a payment today or a payment in 1 month We will now present to you five situations. The payment today is the same in each of these situations. The payment in 1 month is different in every situation. For each of these situations we would like to know which you would choose. Please assume there is no inflation, i.e., future prices are the same as today's prices.

8a. Please consider the following: Would you rather receive 300 shillings today or 461 shillings in 1 month? 　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

If "now", skip to question 8q.
If "in 1 month", continue to 8b.

8b. Would you rather receive 300 shillings today or 376 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

If "now", skip to question 8j.
If "in 1 month", continue to 8c.

8c. Would you rather receive 300 shillings today or 337 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

If "now", skip to question 8g.
If "in 1 month", continue to 8d.

8d. Would you rather receive 300 shillings today or 318 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

If "now", skip to 8f.
If "in 1 month", continue to 8e.

8e. Would you rather receive 300 shillings today or 309 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

Skip to Section 6.5.

8f. Would you rather receive 300 shillings today or 328 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

Skip to Section 6.5.

8g. Would you rather receive 300 shillings today or 356 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

If "now", continue to 8h.
If "in 1 month", skip to 8i.

8h. Would you rather receive 300 shillings today or 366 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

Skip to Section 6.5.

8i. Would you rather receive 300 shillings today or 347 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

Skip to Section 6.5.

8j. Would you rather receive 300 shillings today or 418 shillings in 1 month?
　　　　　　　　　　　　　　　(1=Now, 2=In 1 month, 99=DK) 　　|___|

If "now", skip to question 8n.
If "in 1 month", continue to 8k.

8k. Would you rather receive 300 shillings today or 397 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to question 8m.
If "in 1 month", continue to 8l.

8l. Would you rather receive 300 shillings today or 386 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8m. Would you rather receive 300 shillings today or 407 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8n. Would you rather receive 300 shillings today or 439 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to question 8p.
If "in 1 month", continue to 8o.

8o. Would you rather receive 300 shillings today or 428 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8p. Would you rather receive 300 shillings today or 450 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8q. Would you rather receive 300 shillings today or 555 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

If "now", continue to 8r.
If "in 1 month", skip to question 8y.

8r. Would you rather receive 300 shillings today or 605 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to question 8v.
If "in 1 month", continue to 8s.

8s. Would you rather receive 300 shillings today or 580 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

If "now", continue to 8t.
If "in 1 month", skip to question 8u.

8t. Would you rather receive 300 shillings today or 592 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8u. Would you rather receive 300 shillings today or 567 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8v. Would you rather receive 300 shillings today or 631 shillings in 1 month?

(1=Now, 2=In 1 month, 99=DK) |___|

If "now", continue to 8w.
If "in 1 month", skip to question 8x.

FO Comments:

8w. Would you rather receive 300 shillings today or 644 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to 8ff.
If "in 1 month", skip to Section 6.5.

8x. Would you rather receive 300 shillings today or 618 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8y. Would you rather receive 300 shillings today or 507 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to question 8cc.
If "in 1 month", continue to 8z.

8z. Would you rather receive 300 shillings today or 484 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to question 8bb.
If "in 1 month", continue to 8aa.

8aa. Would you rather receive 300 shillings today or 473 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8bb. Would you rather receive 300 shillings today or 495 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8cc. Would you rather receive 300 shillings today or 531 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

If "now", skip to question 8ee.
If "in 1 month", continue to 8dd.

8dd. Would you rather receive 300 shillings today or 519 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8ee. Would you rather receive 300 shillings today or 543 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

Skip to Section 6.5.

8ff. Would you rather receive 10 shillings today or 644 shillings in 1 month?
(1=Now, 2=In 1 month, 99=DK) |___|

SECTION 6.5. Ambiguity

Read: Imagine you are going to play a game where you draw a ball out of a bag without looking. We have two bags, with 10 balls each.

Show visual aid to help clarify the choice.
Read: Look at this diagram:
In bag 1, out of 10 balls there are 4 red balls and 6 yellow balls.
In bag 2, there are also 10 balls, but the number of red and yellow balls is unknown.

You can choose a bag from which you want to draw the ball.

If you choose bag 1, to win 50 shillings you need to draw a red ball.
If you choose bag 2, to win 50 shillings you need to decide a color and draw a ball of that color.

9. Which bag would you like to choose from? (1 = Bag 1, 2 = Bag 2) |____|

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

SECTION 10: Coin Game

0a. (Do not read) Is this survey being administered on tablet or on paper? (1=Tablet, 2=Paper) |____|
If 1, continue. If 2, skip to next section.

0b. (Do not read) Is the respondent able to receive money via M-Pesa? (1=Yes, 2=No) |___|

RANDOMIZATION

1. *(Do not read) Please record result of SurveyCTO randomization here (1=Variant 1, 2=Variant 2) |___|*

    If 1, then follow the instructions for Variant 1.

    If 2, then follow the instructions for Variant 2.

Read (Variant 1 AND Variant 2): Now you have an opportunity to win some money. On the computer screen there are five 40-shilling coins. **Show the respondent the tablet with the coins.**

Each of them is displaying one of the two sides - either "heads" or "tails", but at this point we do not know which coin displays which side, it is hidden. I will reveal that to you in a moment, by moving to the next screen.

Before that, I will ask you to choose in your mind whether "heads" or "tails" is the winning side. When the coins are revealed, for each coin that displays the side which you have chosen as the winning side you will receive 40 shillings.

All: Are you ready we continue?   (1=Yes, 2=No) |___|

If "Yes", continue. If "No", skip to the next section.

(If respondent able to receive money via M-Pesa, read): The money will be paid to you by M-PESA.

(If respondent is NOT able to receive money via M-Pesa, read): The money will be paid to you by another staff member

If Variant 1: Now please make your choice of the winning side in your mind. Don't tell me what you have chosen, just indicate that you made your choice by saying "We can proceed".

If Variant 2: **Take out the paper pouch, and remove the coin in front of the respondent, and then hand the coin to the respondent. Then read:** Now please make your choice of the winning side in your mind. Don't tell me what you have chosen, just keep this coin in your fist with your chosen winning side facing up. Don't show me what you have chosen, this is just for you to remember. I will turn away while you make your choice. When you are done, please indicate that you made your choice by saying "We can proceed".

Did you understand everything? *If FR says YES to this question, then move to the next statement. If FR says NO to this question then go over the procedure again.*

All: If the respondent by mistake says/shows what her/his choice is, say: All right, but you should keep your winning side only in your mind, don't tell me what your choice is. So please now make the choice again, it can be the same or a different one.

Are you comfortable to proceed?   (1=Yes, 2=No) |___|

All: Swipe to the next slide to reveal the coins. The computer displays a random draw from the following six options: 0 tails, 1 tails, 2 tails, 3 tails, 4 tails, 5 tails.

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

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

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

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

3. How many shillings does the FR win? (0, 40, 80, 120, 160, 200) |___|
If FR won 0 shillings read: I'm sorry, you did not win this time. We will now move on to the next section of the survey.
Skip to next section.

If FR won more than 0 shillings, read: Congratulations, you won *[amount from question 3]* shillings!
(If respondent can receive money by M-Pesa, read): You will receive this by You will receive this by M-Pesa within the next 5 business days **(If respondent is NOT able to receive money by M-Pesa, read):** If you reported at the beginning of the survey that you cannot receive funds by M-Pesa then you will receive this amount in cash at the end of the survey.

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

SECTION 7. Ethnicity and Religion

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

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

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

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

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

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

FO Comments:

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

14. What is your tribe (or mother tongue)? **Use G10 codes. Female respondents should NOT give the tribe of their husband. If FR is LUHYA, press for subtribe.** |___| _____
15. Is your ethnic or tribal origin somewhat important, very important or not very important to your life? **Probe FR to think about this and choose. Try not to use 99=DK.** (1=Very important, 2=Somewhat important, 3=Not very important) |___|
16. If you had to say only one, what is more important, your tribe or your nationality (i.e., Kenyan / Ugandan)? **Probe FR to think about this and choose. Try not to use 99=DK.** (1=tribe, 2=nationality) |___|

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

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

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

\|___\|

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

FO Comments:

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

|___|

Read: Have you ever:

  19a. Experienced or witnessed a divine healing of an illness or injury? |___|
                                                   (1=Yes, 2=No, 66=Refuses to answer, 99=DK)
  19b. Given or interpreted prophecy? |___|
                                                   (1=Yes, 2=No, 66=Refuses to answer, 99=DK)
  19c. Experienced or witnessed the devil or evil spirits being driven out of a person? |___|
                                                   (1=Yes, 2=No, 66=Refuses to answer, 99=DK)

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

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

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

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

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

  24. Are you saved? (1=Yes, 2=No, 66=Refuses to answer, 99=DK) |___|

  25. Do you believe in afterlife? (1=Yes, 2=No, 66=Refuses to answer, 99=DK) |___|

    FO Comments:

SECTION 8. Community Groups, Social Capital and Political Attitudes

Now, I would like to ask you about your social activities and your views on society.

1. We have spoken to many people and they have all described themselves in different ways. Some people describe themselves in terms of their language, religion, race, gender, and others describe themselves in economic terms, such as working class, middle class, or a farmer. Besides being a Kenyan (Ugandan), which specific group do you feel you belong to first and foremost? *Do not read responses aloud. Simply allow FR to respond and code response according to which category it fits into.* |___| _____
    (1=Ethnicity / Language, 2=Religion, 3=Class / Occupation, 4=Gender, 5=Other (specify))

2. Are you a member of any of the following groups? (1=Yes, 2=No)
   a. a women's/men's group? |____|
   b. a farmer / agricultural group? |____|
   c. a youth group? |____|
   d. a water group / well committee? |____|
   e. a religious study group? |____|
   f. a burial committee? |____|
   g. a school committee or club? |____|
   h. a sports team? |____|
   i. another community group? |____| *If YES:* Describe: _____

3. In the past 12 months, have you donated time to any charity or community group?
   (1=Yes, 2=No) |___|

If "Yes", continue. Otherwise, skip to question 4.
3a. What is the total amount of time you have donated in the past 12 month?
   3ai. Units (1=days, 2=hours, 3=other (specify)) |___| Other _____
   3aii. Amount |____|

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

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

9. In the past 7 days, how many days did you listen to the radio? (0 to 7) |___|	
10. In the past 7 days, how many days did you read the newspaper? (0 to 7)	|___|

FO Comments:

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

12. In the past 7 days, how many days did you use the Internet?   (0 to 7) |___|
If ZERO, skip to question 14.

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

14. What newspaper do you prefer? Choose one. (**Do NOT read responses aloud:** 0=None, 1=Taifa Leo, 2=The Daily Nation, 3=The East African Standard, 4=The Kenya Times, 5= The Standard, 6=The Star Newspaper, 7= The Nairobian Newsapaper, 8= Other)
            |___| _____

15. In the past 12 months, have you participated in any   (1=Yes, 2=No)
            c. discussions with friends or family about political issues |___|
            a. political rallies (in support of a particular candidate or position) |___|
            b. demonstrations, mass actions or protests |___|
            d. political campaigning activities |___|

16. In 2017, did you participate in any   (1=Yes, 2=No)
            c. discussions with friends or family about political issues |___|
            a. political rallies (in support of a particular candidate or position) |___|
            b. demonstrations, mass actions or protests |___|
            d. political campaigning activities |___|

17a. Did you vote in the presidential election in August, 2017?
                                         (1=Yes, 2=No, 99=DK) |___|

        IF NO: Why not? |___| _____
        1= Did not have ID card with me at the time (but does own an ID card);
        2= Was not near registered voting location at the time;
        3= Was sick;
        4= Was afraid;
        5= Was not interested in voting;
        7=Did not own an ID card
        6= Other (specify)

17b. Did you feel worried or afraid in the weeks surrounding the presidential election in August 2017?
                                         (1=Yes, 2=No, 99=DK) |___|

In this box: 1= Correct answer, 2= Incorrect Answer / No

    18. Please name the current Deputy President of Kenya for me. |___|
        DO NOT READ: Correct answer is WILLIAM RUTO. "RUTO" is ok.

    19. Please name Kenya's current Cabinet Secretary of Education for me. |___|
        DO NOT READ: Correct answer is GEORGE ALBERT OMORE MAGOHA . "George /Magoha" is ok.

    20. Please name Kenya's current Cabinet Secretary of Health for me. |___|

FO Comments:

> *DO NOT READ: Correct answer is Sicily Mbarire Kariuki. "Sicily/Mbarire" is ok.*
>
> 21. Please name the current President of Uganda for me. |___|
>   *DO NOT READ: Correct answer is YOWERI KAGUTA MUSEVENI. "MUSEVENI" is ok.*
>
> 22. Please name the current President of Tanzania for me. |___|
>   *DO NOT READ: Correct answer is JOHN MAGUFULI. "MAGUFULI" is ok.*
>
> 23. Please name the current President of the United States of America for me. |___|
>   *DO NOT READ: Correct answer is DONALD TRUMP. "TRUMP" is ok.*

If conducting survey on paper, read version 23a. Otherwise, use version randomly selected by the tablet.

In this box: 1= Correct answer, 2= Incorrect Answer / No

23a) "Please name who was the Vice President of Kenya (what is now called Deputy President) in the year [year of KLPS-2 interview]? |___|

DO NOT READ: Correct answer is MOODY AWORI IF [YEAR OF KLPS-2 INTERVIEW=2007], Correct answer is MOODY AWORI/KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2007/2008], Correct answer is KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2008/2009]

IF PAPER SURVEY, SKIP TO Question 24

23b) "Please name who was the Vice President of Kenya (what is now called Deputy President) in the year [year of KLPS-2 interview]? If you do correctly recall the name, we will later send you 20 KES via MPESA. |___|

DO NOT READ: Correct answer is MOODY AWORI IF [YEAR OF KLPS-2 INTERVIEW=2007], Correct answer is MOODY AWORI/KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2007/2008], Correct answer is KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2008/2009]

23c) "Please name who was the Vice President of Kenya (what is now called Deputy President) in the year [year of KLPS-2 interview]? If you do correctly recall the name, we will later send you 40 KES via MPESA |___|

DO NOT READ: Correct answer is MOODY AWORI IF [YEAR OF KLPS-2 INTERVIEW=2007], Correct answer is MOODY AWORI/KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2007/2008], Correct answer is KALONZO MUSYOKA IF [YEAR OF KLPS-2 INTERVIEW=2008/2009]

24. Which of these three statements is closest to your own opinion? |___|
    Read statements aloud. Only one option should be chosen.
        1 = Democracy is preferable to any other kind of government.
        2 = In some circumstances, a non-democratic government can be preferable.
        3 = For someone like me, it doesn't matter what kind of government we have.

25. Which of these three statements is closest to your own opinion? |___|
    Read statements aloud. Only one option should be chosen.
        1 = Politics are very important to me.
        2 = I follow politics in the media but do not really care about it.
        3 = Politics are irrelevant for someone like me .

26. Overall, how satisfied are you with the way democracy works in Kenya? Are you: |___|
    Read statements aloud. Only one option should be chosen.

FO Comments:

1=Very satisfied   4=Not at all satisfied
2=Fairly satisfied   ***DO NOT READ*** 8=Kenya is not a real democracy
3=Not very satisfied   ***DO NOT READ*** 99=DK

Read: For the next several questions, you will have the following response options: Strongly agree, Agree, Neither agree or disagree, Disagree, Strongly disagree. Please keep these in mind as we go through the next few questions. I will read a statement, and afterwards you may tell me if you agree or disagree.

27. This world is run by a few people in power, and there is not much that someone like me can do about it. ***Probe:*** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

28. We should choose our leaders in this country through regular, open and honest elections. ***Probe:*** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

29. People like me cannot get justice in this country. ***Probe:*** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

30. It is okay for a woman to be a mechanic. ***Probe:*** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

31. The important decisions in the family should be made by the men of the family. ***Probe:*** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

32. If the wife is working outside the home, then the husband should help her with household chores. ***Probe:*** Do you agree / disagree very strongly? (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

33. The national government should take measures to reduce differences in income levels in Kenya. (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

34. Local leaders (chiefs, assistant chiefs, and village elders) should take measures to reduce differences in income levels within the village. (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK) |___|

35. Compared to the economy two years ago, would you say that Kenya's current economy is much the same, better or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK) |___|

36. Compared to the quality of government of Kenya two years ago, would you say that Kenya's current quality of government is much the same, better or worse in quality? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion) |___|

37. Compared to two years ago, would you say that your own personal economic situation today is much the same, better, or worse? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK) |___|

38. In two years from now, do you think that Kenya's economy will be much the same, better than, or worse than today's economy? (1=Better, 2=Same, 3=Worse, 66=Refuses, 99=DK) |___|

39. In two years from now, do you think that Kenya's quality of government will be much the same, better than, or worse than today's quality of government? (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion) |___|

40. In two years from now, do you think your own personal economic situation will be the same, better or worse?
           (1=Better, 2=Same, 3=Worse, 66=Refuses to respond, 99=DK or no opinion) |___|

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

41. A. Politics and government are sometimes so complicated that you can't really understand what's going on. B. I do not have problems understanding politics and government.	*Probe:* Do you agree very strongly? 1 = Agree very strongly with A 2 = Agree with A 3 = Agree with B 4 = Agree very strongly with B **DO NOT READ Option 5** 5 = Agree with neither 99 = Don't know	|___|
42. A. Only one political party should be allowed to stand for election and hold office. B. We need multiple parties who can stand for election and hold office.		|___|
43. A. The use of violence is never justified in politics. B. In our country, it is sometimes necessary to use violence in support of a just cause.		|___|
44. A. In our country, it's okay to pay a bribe to a government official to encourage them. B. It's wrong to pay a bribe to any government official.		|___|
45. A. As citizens, we should be more active in questioning the actions of our leaders. B. In our country these days, we should show more respect for authority.		|___|
46. A. Women can be good politicians and should be encouraged to stand in elections. B. Women should stay at home to take care of their children.		|___|
47. A. Women have always been subject to traditional laws and customs, and should remain so. B. In our country, women should have equal rights and receive the same treatment as men do.		|___|
48. A. A married man has a right to beat his wife if she misbehaves. B. No one has the right to use physical violence against anyone else.		|___|
49. A. All households in a community should pay equal amounts for items that benefit the whole community. B. Households that are able to pay more should pay more for goods that benefit the whole community.		|___|

Read: Remember that this survey is confidential and that the information will be used for research purposes only. **Ensure the FR's privacy for the following questions.**

50. Have you ever been arrested? (1=Yes, 2=No) |___|
If YES, continue. If NO, skip to Section 9.

51. Have you ever been imprisoned? (1=Yes, 2=No) |___|

FO Comments:

SECTION 9. Savings and Credit

1. Do you have a savings account in a bank?   (1=Yes, 2=No, 99 = DK) |___|

2. Do you participate in a SACCO?   (1=Yes, 2=No, 99 = DK) |___|
If YES, continue to question 2a. If NO, skip to question 3.

>   2a. What was your SACCO contribution last month?
>   Amount: |_____| Currency if NOT Ksh *(use G12 codes)* |___| Other: _____

3. Do you participate in a merry-go-round or ROSCA?   (1=Yes, 2=No, 99 = DK) |___|
If YES, continue to question 3a. If NO, skip to question 4.

>   3a. How many different merry-go-rounds or ROSCAs do you participate in? |___|
>
>   3b. What is the total amount in shillings of merry-go-round / ROSCA contributions that you made last month?   Ksh |_____|
>   Currency if NOT Ksh *(use G12 codes)* |___| Other: _____

4. In the past 12 months, have you taken any loans from a commercial bank or commercial lender, including a mobile service such as Tala, Branch, KCB-Mpesa or M-Shwari?   (1=Yes, 2=No, 99 = DK)
    |___|
If YES, continue to Question 4a. If NO, skip to question 4f.

>   4a. What is the total amount of loans you took from commercial banks or commercial lenders in the past 12 months?
>   Amount: |_____| Currency if NOT Ksh *(use G12 codes)* |___| Other: _____
>
>   4b. What was the purpose of those loans? *Use T1 codes. List all that apply.*
> |___| |___| |___| Other:_____
>
>   4c. How much interest was charged on the most recent loan you took from a commercial bank or commercial lender?   (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)
>   *If no interest charged, fill in all three blanks with 88.*
>   Unit |___| _____   Amount: |____| per unit of time: |___|
>
>   4d. By when are/were you supposed to pay back the loan? (MM/YYYY) *If no specific date is given, fill in "77/7777".* |__||__|/|__||__||__||__|
>
>   4e. Are you currently in default on this loan?   (1=Yes, 2=No, 99 =DK) |___|
>
>   4f. In the past 12 months, did you apply for a loan from a commercial bank or commercial lender including a mobile service such as Tala, Branch, KCB-Mpesa or M-Shwari but not get it?   (1=Yes, 2=No, 99 = DK) |___|

5. In the past 12 months, have you taken any loans from a shylock (moneylender)?
    (1=Yes, 2=No, 99 = DK) |___|
If YES, continue to question 5a. If NO, skip to question 5e.

>   5a. What is the total amount of loans you took from shylocks (moneylenders) in the past ?
>   Amount: |_____| Currency if NOT Ksh (use G12 codes) |___| Other: _____

5b. What was the purpose of those loans? *Use T1 codes. List all that apply.*

|___| |___| |___| Other:_____

5c. How much interest was charged on the most recent loan you took from a shylock (moneylender)? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate) *If no interest charged, fill in all three blanks with 88.*
Unit |___| _____ Number: |____| per unit of time: |___|

5d. By when are/were you supposed to pay back the loan? (MM/YYYY) *If no specific date is given, fill in "77/7777".* |__||__|/|__||__||__||__|

5e. Did you ask for a (another) loan from a shylock (moneylender) in the past 12 months but not get it? (1=Yes, 2=No, 99 = DK) |___|

6. In the past 12 months, have you ever borrowed money from someone else outside your household? By borrowing, I mean that you have received money that you had to repay <u>or</u> will have to repay at some point in the future. (1=Yes, 2=No, 99 = DK) |___|
If YES, continue to question 6a. If NO, skip to question 6f.

6a. What is your relationship to those people? *Use G4 codes. List up to 3 relationships, starting with the relationship of the person FR borrowed the most from. If the FR has borrowed money from more than 3 people outside the household, make a comment at the bottom of this page with the total number of individuals borrowed from. Choose codes such that, for instance, if the sender is the FR's mother, you select the code for "mother".* |___| |___| |___| Other:_____

6b. What is the total amount you borrowed from friends or from relatives outside your household in the past 12 months?
Amount: |_____| Currency if NOT Ksh (use G12 codes) |___| Other: _____

6c. What was the purpose of that borrowing? *Use T1 codes. List all that apply.*

|___| |___| |___| Other:_____

6d. How much interest was charged on the most recent loan you took from someone else outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate) *If no interest charged, fill in all three blanks with 88.*
Unit |___| _____ Number: |____| per unit of time: |___|

6e. By when are/were you supposed to pay back the loan? (MM/YYYY) *If no specific date given, fill in "77/7777".* |__||__|/|__||__||__||__|

6f. Did you ask for a (another) loan from someone else outside your household in the past 12 months but not get it? (1=Yes, 2=No, 99 = DK) |___|

7. In the past 12 months, have you ever lent money to someone outside your household? By lending, I mean that you gave money to someone that you have received back <u>or</u> are expecting to receive back at some point in the future. (1=Yes, 2=No, 99 = DK) |___|
If YES, continue to questions 7a. If NO, skip to question 7e.

7a. What is your relationship to those people? *Use G4 Codes. List up to 3 relationships, starting with relationship of person FR lent the most money to. If the FR has lent money to more than 3 people outside the household, please make a comment at the bottom of this page with the total number of people lent to. Choose codes such that, for instance, if the sender is the FR's mother, you select the code for "mother".* |___| |___| |___| Other:_____

7b. What is the total amount you lent to people outside your household in the past 12 months? Amount: |_____| Currency if NOT Ksh (use G12 codes) |___| Other: _____

7c. How much interest did you charge on the most recent loan you gave to someone outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate) *If no interest charged, fill in all three blanks with 88.*
   Unit |___| _____   Number: |____| per unit of time: |___|

7d. By when is / was this person supposed to pay back the loan? (MM/YYYY) *If no specific date given, fill in "77/7777".* |__||__|/|__||__||__||__|

7e. Did someone ask for a loan in the past 12 months but you did not give it?
                        (1=Yes, 2=No, 99 = DK) |___|

Read: Now I would like to ask you about some mobile money and credit services.

8a. Have you used any mobile money services (such as M-Pesa, Airtel Money, Orange Money, T-cash) in the past 12 months? (1=Yes, 2=No, 99=DK) |_____|

8b. Have you used any mobile credit services (such as M-Shwari, KCB-Mpesa, MTN Banking) in the past 12 months? *By mobile credit, we mean services that allow for receiving loans via your mobile phone.*   (1=Yes, 2=No, 99=DK) |_____|

There is no question 9.

10. Now I would like to ask you about some airtime sharing services. Have you ever heard of any of the following sharing services: Sambaza, Me2U, Easy Share, yu Share Airtime, UTL's Share Airtime, or Balance Share? (1=Yes, 2=No, 99=DK) |___|

10a. Have you ever used any of these services? (1=Yes, 2=No, 99=DK) |___|

11. In 4 years, what do you think your total annual income will be, including earnings from wage jobs, business profits, and farming profits?   *(7777=Refuses to answer, 9999=DK)*

   Amount: |_____| Currency if NOT Ksh (use G12 codes) |___| Other: _____

12. Now I would like to ask you about your past expectations. Four years ago, what did you think your annual income would be today? Include earnings from any wage jobs, business profits, and farming profits. *(7777=Refuses to answer, 9999=DK)*

   Amount: |_____| Currency if NOT Ksh (use G12 codes) |___| Other: _____

SECTION 11. Competencies

0. ***Is the respondent physically disabled and unable to read, hear, and write?***
(1=Yes, 2=No) |___|

If "Yes", skip to Section 12. Otherwise, continue.

Materials Needed: Stopwatch, paper, pencil, and sheet of paper with printed instructions for scenario B (farming scenario).

Read: Now I am going to ask you a series of questions that test your abilities in a variety of areas, including following instructions, mathematics skills, and reading and listening comprehension. We will do a few story problems, where I explain various scenarios to you and ask for your answers.

Give the respondent a pencil and the answer sheet face down to be used as scratch paper.

Read: You can use this page as scratch paper – please do not flip it over. I want you to imagine that you are an entrepreneur running a business. For the purpose of this exercise, I am going to provide you with different scenarios, and wish you to give me the correct change under each scenario. If needed, you may ask me to repeat information, but please work as quickly as you can. Although we will be timing you, the most important factor is trying to get the correct answer, so take the time you need to try to answer the question correctly.

Scenario A: Making Change

Start the timer and then begin to read the question aloud. Read this part exactly as it is here, pausing for a moment after each sentence.
Assume I am a customer coming to your stall. I buy 3 tomatoes, which cost 10 shillings each. I buy 2 bunches of onions, which cost 10 shillings each. I also buy a box of matches that costs 5 shillings. I give you a 200 shilling note. Please make my change.

Remind the respondent that you can repeat the scenario. Keep timer running.
  1. ***Amount of change given*** |___||___||___| Ksh (9999=DK)
  2. ***Time taken to complete*** |___||___|:|___||___| (MAX OF 4 MIN)

Scenario B: Farming Scenario
Give the respondent the paper with the maize selling scenario printed, a piece of paper and pencil.

Read: Now I am going to explain a farming scenario and ask you a few questions about it. You can follow along on the page in front of you,and may continue to use it as scrap paper as needed.

Start the timer, then begin to read the question aloud.

Remind the respondent that you can repeat the calculation or the instructions – keep the timer running.

Read: In your village, a 90 kg bag of maize is selling for 3000 shillings. In a nearby village, the same bag of maize is instead selling for 3,100 shillings. You have 16 bags of maize to sell. To transport all of these, and yourself to and from the nearby community, will cost you 1,350 shillings.
  3. Which one makes more profit – selling in your village, or in the nearby community? ***(Keep timer running)*** |___|
    (1=selling in home village, 2=selling in nearby community, 99=won't answer)
  4. How much more profit does it make? |_____| Ksh (9999=DK)

5. ***Time taken to complete*** |___||___|:|___||___| (MAX OF 4 MIN)

       FO Comments:

SECTION 12. Raven's Tests

0. ***Was the respondent interviewed in KLPS-3? Note that this information can be found on the tracking sheet. (1=Yes, 2=No)*** |___|

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

Read: Here is a pattern with a piece missing. Below are six pieces, choose the one that completes the pattern.

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

Test B		Correct?	Test B (continued)		Correct?
1	(1) **(2)** (3) (4) (5) (6)		7	(1) (2) (3) (4) **(5)** (6)	
2	(1) (2) (3) (4) (5) **(6)**		8	(1) (2) (3) (4) (5) **(6)**	
3	**(1)** (2) (3) (4) (5) (6)		9	(1) (2) (3) **(4)** (5) (6)	
4	(1) **(2)** (3) (4) (5) (6)		10	(1) (2) **(3)** (4) (5) (6)	
5	**(1)** (2) (3) (4) (5) (6)		11	(1) (2) (3) **(4)** (5) (6)	
6	(1) (2) **(3)** (4) (5) (6)		12	(1) (2) (3) (4) **(5)** (6)	

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

    13a. ***If YES:*** Describe disturbance. _____

FO Comments:

SECTION 13. Schooling History

A. ***Do not ask the following question to the FR.*** What was the last year of a ***[YEAR OF latest schooling information]*** with this respondent? ***This information can be found in the OTHER INFO section of the TRACKING SHEET.*** |__|__|__|__| (YYYY)

Collect information on every year <u>*starting*</u> *with the last year of schooling history interview (question A). Include ALL schooling in this table, whether primary, secondary, college or bible school, vocational training, or university.*

	1. Were you attending school at any time during **[year]**? (1=Yes, 2=No) *If YES, continue across row. If NO, go to next row.* *If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.*	2. What school did you attend in **[year]**? *Write name of school. If more than one, take school where pupil completed the highest level of education that year.* *If same as previous row, write "444", and skip to question 5.*	3. School ID? ***Use E1 codes***	4. Is this school public or private? (1=Private, 2=Public)	5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr) *Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.*	6. ***If NO:*** Why not? ***Use E2 codes***	7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify) *If 1 or 2, continue to question 8.* *If 3, 5, 6, or 7 skip to question 11.* *If 4, skip to question 11b.*
(A) 1998	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(B) 1999	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(C) 2000	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(D) 2001	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(E) 2002	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(F) 2003	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(G) 2004	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____

FO Comments:

	1. Were you attending school at any time during **[year]**? (1=Yes, 2=No) *If YES, continue across row. If NO, go to next row.* *If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.*	2. What school did you attend in **[year]**? *Write name of school. If more than one, take school where pupil completed the highest level of education that year.* *If same as previous row, write "444", and skip to question 5.*	3. School ID? *Use E1 codes*	4. Is this school public or private? (1=Private, 2=Public)	5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr) *Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.*	6. *If NO*: Why not? *Use E2 codes*	7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify) *If 1 or 2, continue to question 8.* *If 3, 5, 6, or 7 skip to question 11.* *If 4, skip to question 11b.*
(H) 2005	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(I) 2006	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(J) 2007	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(K) 2008	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(L) 2009	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(M) 2010	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(N) 2011	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(O) 2012	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(P) 2013	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(Q) 2014	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____
(R) 2015	|__|	_____	|__|	|__|	|__|	|__||__||__|	|__| _____

FO Comments:

	1. Were you attending school at any time during **[year]**? (1=Yes, 2=No) *If YES, continue across row. If NO, go to next row.* *If a row is skipped because we have data on that year from a previous survey round, enter "88" and leave rest of row blank.*	2. What school did you attend in **[year]**? *Write name of school. If more than one, take school where pupil completed the highest level of education that year.* *If same as previous row, write "444", and skip to question 5.*	3. School ID? Use E1 codes	4. Is this school public or private? (1=Private, 2=Public)	5. Did you attend school for the full year? (1=Yes, full yr, 2=No, partial yr) *Note: want full "school year" here, whatever that may be (ie, for many it is ~9 months, but may be less for others) For current year, write "1" if still in school.*	6. *If NO:* Why not? Use E2 codes	7. What type of school is this? 1=Primary school 2=Secondary school 3=College 4=Bible / Qur'an school 5=Vocational training 6=University 7=Other (specify) *If 1 or 2, continue to question 8.* *If 3, 5, 6, or 7 skip to question 11.* *If 4, skip to question 11b.*
(S) 2016	|__|	_____	|__|	|_|	|_|	|_||_||_|	|_| _____
(T) 2017	|__|	_____	|__|	|_|	|_|	|_||_||_|	|_| _____
(U) 2018	|__|	_____	|__|	|_|	|_|	|_||_||_|	|_| _____
(V) 2019 (if applies)	|__|	_____	|__|	|_|	|_|	|_||_||_|	|_| _____
(W) 2020 (if applies)	|__|	_____	|__|	|_|	|_|	|_||_||_|	|_| _____

FO Comments:

Fill in this table for any years that PRIMARY (1) or SECONDARY (2) were attended. Leave all other rows blank.

	8. What standard / form were you in during **[year]**? *Use G6 codes* *If more than one, take highest standard / form*	9. Is this the same standard / form you were in in **[year before]**? (1=Yes, 2=No)	10. *If YES*: For what reason did you repeat the standard / form? *Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.*
(A) 1998	|___|	|___|	|___|/|___| If other: _____
(B) 1999	|___|	|___|	|___|/|___| If other: _____
(C) 2000	|___|	|___|	|___|/|___| If other: _____
(D) 2001	|___|	|___|	|___|/|___| If other: _____
(E) 2002	|___|	|___|	|___|/|___| If other: _____
(F) 2003	|___|	|___|	|___|/|___| If other: _____
(G) 2004	|___|	|___|	|___|/|___| If other: _____
(H) 2005	|___|	|___|	|___|/|___| If other: _____
(I) 2006	|___|	|___|	|___|/|___| If other: _____
(J) 2007	|___|	|___|	|___|/|___| If other: _____
(K) 2008	|___|	|___|	|___|/|___| If other: _____
(L) 2009	|___|	|___|	|___|/|___| If other: _____
(M) 2010	|___|	|___|	|___|/|___| If other: _____
(N) 2011	|___|	|___|	|___|/|___| If other: _____
(O) 2012	|___|	|___|	|___|/|___| If other: _____
(P) 2013	|___|	|___|	|___|/|___| If other: _____

FO Comments:

	8. What standard / form were you in during **[year]**? **Use G6 codes** **If more than one, take highest standard / form**	9. Is this the same standard / form you were in in **[year before]**? (1=Yes, 2=No)	10. **If YES**: For what reason did you repeat the standard / form? **Use E2 codes. List 2 most important reasons. PROBE for most accurate reasons.**
(Q) 2014	|___|	|___|	|___|/|___| If other: _____
(R) 2015	|___|	|___|	|___|/|___| If other: _____
(S) 2016	|___|	|___|	|___|/|___| If other: _____
(T) 2017	|___|	|___|	|___|/|___| If other: _____
(U) 2018	|___|	|___|	|___|/|___| If other: _____
(V) 2019 (if applies)	|___|	|___|	|___|/|___| If other: _____
(W) 2020 (if applies)	|___|	|___|	|___|/|___| If other: _____

FO Comments:

Fill in this table for any years that COLLEGE (3), BIBLE SCHOOL (4), VOCATIONAL TRAINING SCHOOL (5), UNIVERSITY (6), or OTHER (7) were attended. Leave all other rows blank.

	Skip to q.11b if bible school. 11. In what discipline(s) was this training? *Use E7 codes. If other, describe in FO comments.*	11b. *If this is the 1st yr or FR did not attend school in previous yrs, select "no". Otherwise, ask:* Is this the same school and course you described when we spoke about the previous year? 1=Yes, 2=No *If YES, skip to next discipline or year.*	12. For how long did you attend this training in total? *For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).* Units: 1=Day 2=Week 3=Month 4=Year *If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).*	13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? *For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).* 1=Day 2=Week 3=Month 4=Year 5=Semester (~4 mths) 6=Term (~3 mths) 7=Total for the entire course (99=DK)	13a. *If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.*	14. How did you finance this training? *List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.* 1=Self / family 2=Private sponsor (including IPA) 3= CDF bursary / other government bursary 4= Government paid for me 5=Loan 6=Fundraising 7=Other *(specify in FO comments)*	15. Have you already finished the entire course? *Consider entire course, even if it lasted more than 1 yr.* 1=Yes, 2=No, 3=Current-ly enrolled *If NO or CURREN-TLY ENROLL-ED, skip to next discip-line or year.*	16. Did you obtain a diploma, degree, or certificate from this training? *Consider entire course, even if it lasted more than 1 yr.* 1=Yes, 2=No *If NO, skip to next discipline or year. If YES, continue.* *Note: Count a driver's license as certificate.*	17. What type of diploma, degree, or certificate was it? *Probe for examina-tion body if it is not institu-tional. Use E6 codes. Specify other in FO com-ments.*
(A) 1998	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. Num:____ Unit:___ ii. Num:____ Unit:___ iii. Num:____ Unit:___	i. Ksh____ per ____ ii. Ksh ____ per ___ iii. Ksh____ per ___	i. |___|___| ii. |___|___| iii. |___|___|	i. |___||___||___| ii. |___||___||___| iii. |___||___||___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|
(B) 1999	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. Num:____ Unit:___ ii. Num:____ Unit:___ iii. Num:____ Unit:___	i. Ksh____ per ____ ii. Ksh ____ per ___ iii. Ksh____ per ___	i. |___|___| ii. |___|___| iii. |___|___|	i. |___||___||___| ii. |___||___||___| iii. |___||___||___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|
(C) 2000	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. Num:____ Unit:___ ii. Num:____ Unit:___ iii. Num:____ Unit:___	i. Ksh____ per ____ ii. Ksh ____ per ___ iii. Ksh____ per ___	i. |___|___| ii. |___|___| iii. |___|___|	i. |___||___||___| ii. |___||___||___| iii. |___||___||___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|
(D) 2001	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. Num:____ Unit:___ ii. Num:____ Unit:___ iii. Num:____ Unit:___	i. Ksh____ per ____ ii. Ksh ____ per ___ iii. Ksh____ per ___	i. |___|___| ii. |___|___| iii. |___|___|	i. |___||___||___| ii. |___||___||___| iii. |___||___||___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|
(E) 2002	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. Num:____ Unit:___ ii. Num:____ Unit:___ iii. Num:____ Unit:	i. Ksh____ per ____ ii. Ksh ____ per ___ iii. Ksh____ per ___	i. |___|___| ii. |___|___| iii. |___|___|	i. |___||___||___| ii. |___||___||___| iii. |___||___||___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|	i. |___| ii. |___| iii. |___|

FO Comments:

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

FO Comments:

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

FO Comments:

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

FO Comments:

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

18. Did you attend any Secondary school? (1 = Yes, 2 = No)

BEFORE CONTINUING TO NEXT QUESTION, BE SURE THE FIRST TABLE IN THIS SECTION HAS BEEN COMPLETED.

CHECK YEAR OF LATEST SCHOOLING INFORMATION IN THE TRACKING SHEET. IF THIS YEAR IS NOT BETWEEN 2011-2014 AND THERE ARE NO NEW YEARS OF SCHOOLING RECORDED ABOVE, SKIP TO SECTION 14.

OTHERWISE, CONTINUE.

FO Comments:

If FR COMPLETED PRIMARY SCHOOL BUT NOT FORM 4, skip to question 26. If FR DID NOT COMPLETE PRIMARY SCHOOL, skip to question 27. Otherwise, continue.

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

SECTION 14. School Attitudes

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

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

Read: For each of the following pairs of statements, tell me which statement is closest to your view. Choose Statement A or Statement B.
Possible responses (DO NOT READ Option 5 or DK):

1 = Agree very strongly with A	4 = Agree very strongly with B
2 = Agree with A	5 = Agree with neither
3 = Agree with B	99 = Don't know

Probe: Do you agree very strongly?

8. A. Children can be disciplined by any adult.   \|___\|
    B. Children should only be disciplined by their parents

9. A. Parents should never be criticized by children.   \|___\|
    B. Children should point out when parents are wrong

SECTION 15. Migration

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

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

   3. Where were you living in January **[year of last Migration interview]**?
      3a. Country? ***Use G1 codes*** |___| Other: _____

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

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

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

         3e. Location? ***For FRs living in Uganda, ask for "county" rather than "location". Use G3b codes.***
                                                                   |___| Other:_____

         3f. Sub-location? ***For FRs living in Uganda, ask for "sub-county" rather than "sub-location". Use G3c codes.***
                                                                   |___| Other:_____

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

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

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

FO Comments:

			Residence #1	Residence #2	Residence #3	Residence #4	Residence #5
7. When you moved, whom did you live with in this place?	*Use G4 codes*	*List up to 3 persons.*	⌊__⌋ ⌊__⌋ ⌊__⌋ _____	⌊__⌋ ⌊__⌋ ⌊__⌋ _____	⌊__⌋ ⌊__⌋ ⌊__⌋ _____	⌊__⌋ ⌊__⌋ ⌊__⌋ _____	⌊__⌋ ⌊__⌋ ⌊__⌋ _____
7a. Were any of these individuals your schoolmates from primary school?	(1=Yes, 2=No, 99=DK)		⌊__⌋	⌊__⌋	⌊__⌋	⌊__⌋	⌊__⌋
8. After living here, did you live in any other adminis-trative Location for at least four months?	(1=Yes, 2=No)	*If YES, continue to next column. If NO, go to question 9.*	⌊__⌋	⌊__⌋	⌊__⌋	⌊__⌋	⌊__⌋

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

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

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

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

If "No", skip to question 12.
If "Yes", continue.
11. Think of the last ADMINISTRATIVE LOCATION you lived before your current location. When you first moved to that place, how long did you think you would stay there?

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

Continue to section 16.
Calculate years since the last interview: [current year] – [year last migration interview] = |___|

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

5 MINUTE BREAK AFTER THIS SECTION.

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

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

FO Comments:

SECTION 16. Health and Nutrition

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

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

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

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

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

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

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

5a. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for hospital / clinic medical care (not including medicines)? *Only include payment for the FR's own medical care, not that of a family member or friend. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.* 5ai. List currency if not Ksh. *Use G12 codes.*	a. |_____| ai. |____| Oth: _____
5b. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for modern medicines to treat a health problem? *Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.* 5bi. List currency if not Ksh. *Use G12 codes.*	b. |_____| bi. |____| Oth: _____
5c. During the last <u>4 weeks</u>, how much did you pay in total (in cash or kind) for traditional medicines to treat a health problem? *Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt.* 5ci. List currency if not Ksh. *Use G12 codes.*	c. |_____| ci. |____| Oth: _____
6. During the last <u>12 months</u>, have you taken any drugs for worm infections or schistosomiasis? (1=Yes, 2=No, 99 =DK)	|___|
7. Did you sleep under a bednet last night? (1=Yes, 2=No, 99 =DK)	|___|
8. During the last <u>4 weeks</u>, how many <u>days</u> of work or housework or school did you miss due to poor health? (0=None, 88=N/A)	|___|
9. Would you describe your general health as very good, somewhat good, or not good? (1=Very Good, 2=Somewhat good, 3=Not good) *If 2 or 3, continue. OTHERWISE, skip to question 11b.*	|___|
10. Would you describe your general health as good, fair, poor, or very poor? (1= Good, 2=Fair, 3=Poor, 4=Very poor)	|___|

11a. *Do not ask the following question to the FR.* What was the last year we did a health interview with this respondent? *This information can be found in the OTHER INFO section of the TRACKING SHEET.* \|__\|__\|__\|__\|
Use this "year of last interview" to ask the following questions.

11b. Have you experienced any major health problems that seriously affected your life or work, since January **[year of last health interview]**?   (1=Yes, 2=No, 99 = DK)   \|___\|

If YES, fill in the table starting at question 12, beginning with the most important problem. If NO, skip to question 16.

Fill in the table by proceeding across for question 12 and then down each column.

	(A) Problem #1	**(B) Problem #2**	**(C) Problem #3**
12. What sort of health problem was this? *Use H1 codes*	|____| Other:_____	|____| Other:_____	|____| Other:_____
13. In what year and month did this health problem begin?	|__|__||__|__|__|__|	|__|__||__|__|__|__|	|__|__||__|__|__|__|

14. In what year and month was this health problem resolved? (Still bothersome=7777)	|__|__N|__|__|__|__|	|__|__N|__|__|__|__|	|__|__N|__|__|__|__|
15. What impact has this health problem had on your life? **Use H2 codes. List up to 3.**	|__| |__| |__| Other:_____	|__| |__| |__| Other:_____	|__| |__| |__| Other:_____

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

16. Can you dress yourself easily, with difficulty, or not at all?
(1=Easily, 2=With difficulty, 3=Not at all) |____|

17. If you had to walk for 1 hour, could you do it easily, with difficulty, or not at all?
(1=Easily, 2=With difficulty, 3=Not at all) |____|

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

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

SECTION 17. Crime Victimization

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

	(A) *If YES:* How many times? (999=DK)	(B) How many of these cases have you reported to the police or a liguru? (999=DK)
1. During the last 12 months, has someone stolen or attempted to steal any livestock from you? (1=Yes, 2=No) |____|	|_____|	|_____|
2. During the last 12 months, has someone stolen or attempted to steal any household items? (1=Yes, 2=No) |____|	|_____|	|_____|
3. During the last 12 months, has someone stolen or attempted to steal any cash from you? (1=Yes, 2=No) |____|	|_____|	|_____|
4. During the last 12 months, has someone assaulted you without a weapon? (1=Yes, 2=No) |____|	|_____|	|_____|
5. During the last 12 months, has someone assaulted you using a weapon (such as a club, machete or gun)? (1=Yes, 2=No) |____|	|_____|	|_____|
6. During the last 12 months, have you been the victim of arson? (1=Yes, 2=No) |____|	|_____|	|_____|
7. During the last 12 months, have you been the victim of witchcraft? (1=Yes, 2=No) |____|	|_____|	|_____|
8. During the last 12 months, have you been the victim of any other crime or attempted crime? (1=Yes, 2=No) |____| 8a. Describe:_____	|_____|	|_____|

9. In the last 12 months, have you been somewhat worried about, very worried about, or not very worried about crime and safety in your neighbourhood?
(1=Very worried, 2=Somewhat worried, 3=Not very worried, 99=DK)   \|____\|

SECTION 18. Marriage

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

Read: Now I would like to ask you some questions about any marriages you might have had. Please remember that this survey is confidential and that the information will be used for research purposes only. Also, I understand it may be difficult or upsetting to talk about, but please remember to include marriages that may now be over.

1. Have you ever been married?   (1=Yes, 2=No) |____|
If YES, continue. If NO, skip to Section 19.
   1a. How old were you the first time you married or began co-residing? |___| years
2. How many times have you been married?   (99=DK) |____|

Add matrix of year of each marriage.

Check the tracking sheet for the "YEAR OF LAST MARRIAGE INTERVIEW", which is the year we collected detailed information on children of this individual. If year=8888 (never), continue. Otherwise, skip to question 3.

If FR has been married only once, read: Let's discuss this marriage. *Then, skip to q.4.*
If FR has been married more than once, read: Let's discuss these marriages, starting with the first one. *Then, skip to q.4.*

3. Now let's focus on a shorter timeframe. Since January *[year of last marriage interview],* have you married anyone? Do not include a
   marriage that began before January *[year of last marriage interview].*   (1=Yes, 2=No) |____|
If YES, continue. If NO and FEMALE, skip to question 21. If NO and MALE, skip to Section 19.

Read: Let's discuss this recent marriage, starting with the first one since January *[year of last marriage interview]* if there was more than one*.*

	Marriage A	**Marriage B**	**Marriage C**	**Marriage D**	**Marriage E**
4. What is the first name of this spouse?	_____	_____	_____	_____	_____
5. How old were you (in years) when you began co-residing with **[name]**? (99=DK) *If "never", code 888.*	|___|	|___|	|___|	|___|	|___|

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

FO Comments:

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
11. Was a bride price paid? (1=Yes, 2=No, 99=DK) **If YES, continue. ELSE, skip to q.12.**	|___|	|___|	|___|	|___|	|___|
11a. What was the value (in shillings) of the total agreed upon price? (99=DK) **If bride price was in cattle, ask the FR to estimate the total cost in shillings.** 11ai. **List currency if not Ksh. Use G12 codes.**	a. |_____| ai.|___| Other: _____	a. |_____| ai.|___| Other: _____	a. |_____| ai.|___| Other: _____	a. |_____| ai.|___| Other: _____	a. |_____| ai.|___ q| Other: _____
11b. What is the value (in shillings) of the amount that has been paid so far? (99=DK) 10bi. **List currency if not Ksh. Use G12 codes.**	b. |_____| bi.|___| Other: _____	b. |_____| bi.|___| Other: _____	b. |_____| bi.|___| Other: _____	b. |_____| bi.|___| Other: _____	b. |_____| bi.|___| Other: _____
12. What type of marriage was this? (1=Yes, 2=No, 99=DK) a. Religious c. Traditional b. Civil d. Informal	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|
13. Have you ever used any form of birth control with this partner? (1=Yes, 2=No, 99=DK) **If "No", skip to question 17.**	|___|	|___|	|___|	|___|	|___|
14. Have you or **[name]** ever used condoms during this marriage? (1=Yes, 2=No, 99=DK)	|___|	|___|	|___|	|___|	|___|
15. Have you or **[name]** ever used pills to prevent pregnancy during this marriage? (1=Yes, 2=No, 99=DK)	|___|	|___|	|___|	|___|	|___|
16. What primary form of birth control have you and **[name]** used? (1=Condoms, 2=Pills, 3=Injectibles (eg. Depo Provera), 4=IUD (eg. Coil), 5="Safe days", 6=Herbal, 8=Other (specify))	|___| Other: _____	|___| Other: _____	|___| Other: _____	|___| Other: _____	|___| Other: _____

	Marriage A	Marriage B	Marriage C	Marriage D	Marriage E
17. Are you still married to this person? (1=Yes, 2=No) **If YES, skip to q.21. If NO, continue.**	|___|	|___|	|___|	|___|	|___|
18. Is this person still alive? (1=Yes, 2=No, 99=DK) **If YES/DK, skip to 20. If NO, continue.**	|___|	|___|	|___|	|___|	|___|
19. I understand it may be difficult or upsetting to talk about, but could you share with me what was the cause of **[name]**'s death? (66=Refuses to answer)	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
20. How old were you when the marriage ended? (99=DK) **If spouse died, enter FR age when spouse died.**	|___|	|___|	|___|	|___|	|___|
21. What is / was the tribe / mother tongue of this spouse? **Use G10 codes.**	|___| Other:_____	|___| Other:_____	|___| Other:_____	|___| Other:_____	|___| Other:_____
22. In what county was **[name]** born? **Use G2a codes. If not born in Kenya, code 88.**	|___| Other:_____	|___| Other:_____	|___| Other:_____	|___| Other:_____	|___| Other:_____
23a. Did this spouse attend primary school in Busia County? (1=Yes, 2=No, 99=DK) **If YES, skip to q23d. If NO, skip to q24. If DK, continue.**	|___|	|___|	|___|	|___|	|___|
23b. Did this spouse attend primary school in Bunyala District, Butula District, Matayos District, Nambale District, or Samia District? (1=Yes, 2=No, 99=DK) **If YES, skip to q23d. If NO, continue. If DK, skip to q24.**	|___|	|___|	|___|	|___|	|___|
23c. Did this spouse attend primary school in Angurai Division, Amagoro Division, Amukura Division, or Chakol Division? (1=Yes, 2=No, 99=DK)	|___|	|___|	|___|	|___|	|___|

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

FO Comments:

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

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

                                                 (1=Yes, 2=No, 99=DK)   \|___\|

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

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

                                                 (999=DK)   \|___\|

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

    32b. How many of these women were married to your spouse before you married him?   (999=DK)   \|___\|

        FO Comments:

SECTION 19. Fertility

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

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

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

1a. ***Only if FEMALE:*** When did you experience menarche?
  (MM/YYYY; 99/9999=DK; 77/7777 = has not yet experienced menarche) |__||__|/|__||__||__||__|

1b. ***For male FRs:*** Has a sexual partner of yours ever been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?
  For female FRs: Have you ever been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?
  (1=Yes, 2=No, 99=DK) |____|

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

2. ***For male FRs:*** How many times has a sexual partner of yours been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?
  For female FRs: How many times have you been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?
  (99=DK) |____|
If FR claims to DK, try to prompt them for how many pregnancies they do know about.

Check the tracking sheet for the "YEAR OF LAST FERTILITY INTERVIEW", which is the year we collected detailed information on children of this individual.
If year=8888 (never), continue. Otherwise, skip to question 3.

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

3. ***For male FRs:*** Now let's focus on a shorter timeframe. Since January ***[year of last fertility interview],*** how many times has a sexual partner of yours been pregnant with your child (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?
  For female FRs: Now let's focus on a shorter timeframe. Since January ***[year of last fertility interview],*** how many times have you been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)?   (99=DK) |____|

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

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

FO Comments:

Table (part 1)

Note: Enter twins as two separate pregnancies.	(A)	(B)	(C)	(D)	(E)	(F)
4. What was your relationship to the father / mother during the time of the pregnancy? (1= Legally married, 2= Living together but not legally married, 3= Engaged to be married, 4= Regular boyfriend or girlfriend, 5= Casual sexual partner, 6= Other (specify), 99=DK)	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____
5. *If male respondent:* Did the mother of the baby seek antenatal care during the pregnancy? *If female respondent:* Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) *If YES, continue. OTHERWISE, skip to question 7.*	|___|	|___|	|___|	|___|	|___|	|___|
6. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify) 99= DK) *If care sought at multiple locations, list the most frequent location.*	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____
7. Is this a current pregnancy? (1=Yes, 2=No, 99=DK) *If YES or DK, skip to question 29. OTHERWISE, continue.*	|___|	|___|	|___|	|___|	|___|	|___|
8. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) *If "1", skip to q.12 If "2","3", or "4" continue. If "99", skip to q.29.*	|___|	|___|	|___|	|___|	|___|	|___|

FO Comments:

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

FO Comments:

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

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

FO Comments:

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

FO Comments:

Table (part 2)

Note: Enter twins as two separate pregnancies.	(A)	(B)	(C)	(D)	(E)	(F)
4. What was your relationship to the father / mother during the time of the pregnancy? (1= Legally married, 2= Living together but not legally married, 3= Engaged to be married, 4= Regular boyfriend or girlfriend, 5= Casual sexual partner, 6= Other (specify), 99=DK)	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____
5. *If male respondent:* Did the mother of the baby seek antenatal care during the pregnancy? *If female respondent:* Did you seek antenatal care during the pregnancy? (1=Yes, 2=No, 99=DK) *If YES, continue. OTHERWISE, skip to question 7.*	|___|	|___|	|___|	|___|	|___|	|___|
6. Where was antenatal care sought? (1= Govt hospital / health center / dispensary, 2= Mission hospital / health center / dispensary, 3= Private hospital / clinic, 4= Traditional birth attendant, 5= Other (specify) 99= DK) *If care sought at multiple locations, list the most frequent location.*	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____	|___| _____
7. Is this a current pregnancy? (1=Yes, 2=No, 99=DK) *If YES or DK, skip to question 29. OTHERWISE, continue.*	|___|	|___|	|___|	|___|	|___|	|___|
8. How did the pregnancy end? (1=Live birth, 2=Stillbirth, 3=Miscarriage, 4=Abortion, 99=DK) *If "1", skip to q.12 If "2","3", or "4" continue. If "99", skip to q.29.*	|___|	|___|	|___|	|___|	|___|	|___|

FO Comments:

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

FO Comments:

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

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

FO Comments:

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

30. **Was this respondent interviewed in KLPS Round 3? This information is indicated on the tracking sheet.** (1=Yes, 2=No) \|____\|
If NO, continue. If YES, skip to question 49.

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

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

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

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

FO Comments:

35. What year was **[name]** born? (9999=DK)	|__|__|/	|__|__|/	|__|__|/	|__|__|/	|__|__|/	|__|__|/
What was **[name]**'s month of birth? (99=DK)	|__|__|__|__|	|__|__|__|__|	|__|__|__|__|	|__|__|__|__|	|__|__|__|__|	|__|__|__|__|
35a. Was **[child name]** born pre-term? (1=Yes, 2=No, 99=DK)	|___|	|___|	|___|	|___|	|___|	|___|
35b. What month of the pregnancy was **[child name]** born?	|___|	|___|	|___|	|___|	|___|	|___|
36. Is this child still living? (1=Yes, 2=No, 99=DK) **If NO, continue. If YES, skip to q.38. If DK, skip to q.48.**	|___|	|___|	|___|	|___|	|___|	|___|
36a. How old in years and months was **[name]** when he / she died? (99=DK) **If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 48.**	|___||___| YY/MM	|___||___| YY/MM	|___||___| YY/MM	|___||___| YY/MM	|___||___| YY/MM	|___||___| YY/MM
38. Last night, did **[name]** sleep under a bed net? (1= Yes, 2= No, 99=DK)	|___|	|___|	|___|	|___|	|___|	|___|
39. During the past seven days, has **[name]** experienced any of the following: (1=Yes, 2=No, 99=DK) a. Fever / malaria? b. Vomiting? c. Cough? d. Diarrhea?	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|	a. |___| b. |___| c. |___| d. |___|
40. Overall, would you say **[name]**'s health is very good, good, fair, poor, or very poor? (5=Very good; 4=good; 3=fair; 2=poor; 1=very poor; 99=DK)	|___|	|___|	|___|	|___|	|___|	|___|

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

FO Comments:

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

49. ***Does the FR have any living, biological children?*** (1=Yes, 2=No)

\|___\|

If YES, continue. If NO, skip to question 51.

50. Now think about all of your children. Who in your family usually has the final say on the following decisions about your children:

1= Respondent	3= Respondent and partner jointly	5= Respondent & someone else jointly
2= Spouse / partner	4= Someone else	88= N/A

     a. Any decisions about children's schooling?   \|___\| ***If no children of school age, enter 88.***

     b. What to do if a child falls sick?   \|___\|

     c. How children should be disciplined?   \|___\|

     d. Whether to have another child?   \|___\|

51. Have you purchased any drugs for worm infections or schistosomiasis for your children in the last year? (1= Yes, 2= No, 99=DK) \|__\|

    51a. ***If YES:*** How much have you spent in total on drugs for worm infections or schistosomiasis for your children in the last year? \|_____\|
              24b. ***List currency if not KSH. Use G12 codes****.* \|__\| Other: _____

52. Have you received any drugs for worm infections or schistosomiasis (for free) for your children in the last year? (1= Yes, 2= No, 99=DK) |____|

If respondent / partner HAS NEVER GIVEN (LIVE) BIRTH, ask question 53. OTHERWISE, skip to question 54.
53. Have you ever tried for 12 months to conceive a child with a partner but have been unable to? (1=Yes, 2=No, 99=DK) |____|

Note: If survey is being conducted on paper, ask questions in the following order. If survey is being conducted on the tablet, 80% GET VERSION 1 (CURRENT PREFERENCES first, RECALL [Q36-Q41] second), while 20% GET VERSION 2 (RECALL Q36-Q41 first, CURRENT PREFERENCES second).

CURRENT PREFERENCES
54. Today, if you could choose exactly, how many children do you want to have in total, including any you have now? (44=As many as possible, 99=DK) |____|

If 44, skip to question 57. Otherwise continue.

55. If you were forced to choose between (Number given in Q54 + 1) and (Number given in Q54 - 1), which would you prefer? (99=DK) |____|

57. If your partner/spouse could choose exactly, how many children would he/she want to have in total with you (including those whom you have now)? (44=As many as possible, 99= DK) |____|

Read: Now, I would like to ask you some questions about your hopes for the future, the children you would like to have, and the kind of family that you envision for yourself.

58. Do you want to have (any more) children someday? *If respondent/partner is currently pregnant, read:* This is in addition to the one you are currently expecting.
(1=Yes, soon; 2=Yes, later; 3=No, 99=DK) |____|

If "NO", continue. If "yes", skip to question 60.

59. Do you think that you might change your mind about having additional children? (1=Yes, 2=No, 99=DK) |____|

RECALL SUBSECTION

60. If you could go back to the time you did not have any children and could choose exactly the number of children to have in your whole life, how many would that be? |____|, 99=DK

Read: Now, think back to the year of **[year of KLPS-2 interview]**:
If conducting survey on paper, read version 1. Otherwise, use version randomly selected by the tablet.
One option between 61a. and 61e. chosen at random (TBD: e.g. 40% control, 10% Reminder, 40% monetary incentives (20% & 20%), 10% psychological concerns)

FO Comments:

60a. *[Version 1]* If we had asked you back then, how many children in total would you have said you would like you or your partner to give birth to, including any who had already been born?
(44=As many as possible, 88= I don't recall, 99=DK) |___|

60b. *[Version 2]* When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born? Please note that we actually asked you this question back then and recorded its answer.
(44=As many as possible, 88= I don't recall, 99=DK) |___|

60c. *[Version 3]* When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born? Please note that we actually asked you this question back then and recorded its answer. If you remember your past answer correctly, we will transfer you 20KES via MPESA in the next 5 business days.
(44=As many as possible, 88= I don't recall, 99=DK). |___|

60d. *[Version 4]* When we asked you back then, how many children in total did you say you would like you or your partner to give birth to,including any who had already been born? Please note that we actually asked you this question back then and recorded its answer. If you remember your past answer correctly, we will transfer you 40KES via MPESA in the next 5 business days.
(44=As many as possible, 88=I don't recall, 99=DK). |___|

60e. *[Version 5]*: When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born)? Remember that we often have good reasons to change our mind and therefore, having a different number of children than you initially desired does not mean you are not in control of your own life. With that in mind, what answer did you provide us with back then?
(44=As many as possible, 88=I don't recall, 99=DK) |___|

61. You recall having wanted **[number given in Q60]** children in **[year of KLPS-2]**. Let's suppose you did not say you wanted to have **[numer given in Q60]** children: What's the most likely answer you provided us with back then instead of **[number given in Q60]** children? (99=DK) |___|

If participated in KLPS-1 Fertility module, continue. Otherwise, skip to question 63.

62. Think back to the year of **[year of KLPS-1 interview]**: If I had asked you back then, how many children in total would you have said you would want to have, including any who were already born?
(44 = As many as possible, 99=DK) |___|

63. When you were a teenager, did you want more or less number of children compared to your currently preferred number of children? (1=yes -more, 2=yes- less, 3=same, 99=DK)   (1=yes, 2=no, 99=DK)|___|

If yes-more or yes-less , continue. Otherwise, skip to the <u>Information Treatment Subsection</u>.

64. Why have you changed the ideal number of children you want to have?
Don't read out the options, simply check the ones given by the respondent. If they give a different reason, denote in "Other".

1=Enjoyed children more than expected
2=Enjoyed children less than expected
3=My spouse wanted more children than me
4=My spouse wanted fewer children than me
5=Finances have worsened
6=Finances have improved

7=All my desired children were of the same gender and I wanted at least one of the opposite gender, too
8=I migrated and the norms are different
9=I migrated and it was costlier to have children

10=Having children turned out being more expensive than I had thought
11=Most of my friends/neighbors had more children than I desired
12=Most of my friends/neighbors had fewer children than I desired
13=The pregnancies were difficult
14=I or my partner was in bad health
15=I got married early
16=My spouse died
17=I got divorced
18=My husband took another wife
19=My co-wife had many children
20=I no longer got along with spouse
21=I decided not to get married and/or to have kids
22=Other (specify)

FO Comments:

Other: _____

NORMS, EXPECTATIONS AND BELIEFS

65. Which number of children is most highly regarded where you currently live? Think about your village and surrounding villages (or neighborhood, if live in city). |__| 99=DK

66. How much do you agree with the following statement on a scale of 1 to 10: the number of children we end up having is something god-given and cannot be controlled by us. ***Show the respondent scale M, and demonstrate that they should select their answer using the scale.***

<div align="center">(1=not at all, 2, 3, 4, 5, 6, 7, 8, 9, 10=completely) |___|</div>

67. How many children do you expect to have in total around age 45?

<div align="center">(44 = As many as possible, 99=DK) |___|</div>

68. How confident are you in your answer to the previous question? ***Show the respondent scale N, and demonstrate that they should select their answer using the scale.***
<div align="center">(1=not confident at all, 2, 3, 4, 5, 6, 7, 8, 9, 10=absolutely certain) |___|</div>

69a. Imagine that there is a woman in your surrounding village/ neighborhood with one daughter but no son and is currently expecting a second child. What is your best guess that this person gives birth to a son or a daughter as her second child? (1 - a lot less likely to have a son, 2 - slightly less likely to have a son, 3 - roughly equally likely to have a son or daughter, 4 - slightly more likely to have a son, 5 - a lot more likely to have a son)   (99=DK) |___|

69b. Imagine that there is a woman in your surrounding village/ neighborhood with three daughters but no son and is currently expecting a fourth child. What is your best guess that this person gives birth to a son or a daughter as her fourth child? (1 - a lot less likely to have a son, 2 - slightly less likely to have a son, 3 - roughly equally likely to have a son or daughter, 4 - slightly more likely to have a son, 5 - a lot more likely to have a son)   (99=DK) |___|

For question 70 and 71 ask women about girls, men about boys.

70. ***If male respondent:*** Imagine a typical 18-year old boy like a neighbor's child, or a nephew: How many children would you recommend this boy to have in her/his life? (99=DK) |___|

If female respondent: Imagine a typical 18-year old girl like a neighbor's child, or a niece: How many children would you recommend this girl to have in her/his life? (99=DK)|___|

71. ***If male respondent:*** Imagine a typical 18-year old boy like a neighbor's child, or a nephew: At what age would you recommend this boy to get married?   (99=DK) |___|

If female respondent: Imagine a typical 18-year old girl like a neighbor's child, or a niece: At what age would you recommend this girl to get married?   (99=DK) |___|

72a. Imagine that we asked some girls aged 18 from your surrounding village/ neighborhood who ideally would like to have either 4 or fewer children in total: how likely are they to end up having more children at age 40 than they currently desire? 1 - very unlikely, 2 - unlikely, 3 - somewhat likely, 4 - likely, 5 - very likely |___|

72b. Imagine that we asked some boys aged 18 from your surrounding village/ neighborhood who ideally would like to have either 4 or fewer children in total: how likely are they to end up

having more children at age 40 than they currently desire? 1 - very unlikely, 2 - unlikely, 3 - somewhat likely, 4 - likely, 5 - very likely |___|

73. How much do you agree with the following statement? There is a strong need for family planning programs providing access to contraceptives and advice for planning marriage and children in my district/ neighborhood.
 (1=strongly disagree, 2=disagree, 3=disagree a little, 4=Neither disagree nor agree, 5=agree a little, 6=agree, 7=strongly agree) |___|

INFORMATION TREATMENT

If conducting this survey on paper, skip to Section 20.1 .Otherwise continue.

Check the tracking sheet to see whether the respondent was surveyed in KLPS-2. If yes, enter the randomized group reported by the tablet. If no, enter C

Fertility Info Treatment Version: |___| (Valid responses: A, B or C)

[Randomization: 60% Version A, 40% Version B.]

IF INFO AT KLPS-2 available, ask 42a. or 42.b – IF NOT, ask 42c. to a subset (e.g. 1000 or 500).
Information text to appear here, 42a. to 42c. to be filled out at the end of the survey, depending on whether respondent chooses to obtain information. Note whether respondent chose one of the following: [0 – no, 1 – yes, 2 – yes, but closed eyes/avoided reading the answer]

65a. If VERSION A: Read: Remember that in the year of **[year of KLPS-2]**, we asked you how many children in total you would like you or your partner to give birth to. Once we're done with the survey, you have the chance to find out what you told us back then: simply remind me after the end of the survey and you will be able to see your past answer on my tablet. I will not get to see your answer.
Skip to Norms, Expectations, and Beliefs.

65b. If VERSION B: Read: Remember that in the year of **[year of KLPS-2]**, we asked you how many children in total you would like you or your partner to give birth to. Once we're done with the survey, you have the chance to find out what you told us back then: simply remind me after the end of the survey and you will be able to see your past answer on my tablet. I will not get to see your answer. The tablet also tells me that you've been drawn in a lottery: if you do choose to remind me to see your past answer, you will be sent 20 KES via MPESA in the next 5 business days. ***Skip to Norms, Expectations, and Beliefs.***

65c. If VERSION C: Read: The tablet just told me that you've been drawn in a lottery: if you want to receive 20 KES via MPESA later today, simply remind me after the end of the survey and you can confirm on the tablet that you indeed want to receive those 20KES.

SECTION 20.1. Mental Health and Well-being

<table>
<tr><td>

CESD

Read: 4. I will read out a list of some of the ways you may feel or behave. Please indicate how often you have felt this way during the past week, using the following scale.

1= Rarely or none of the time
2= Some or a little of the time
3= Occasionally or a moderate amount of time
4= All of the time
66= *(Do not read aloud):* Refuses to respond
99= *(Do not read aloud):* Don't know

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

NOTE: FOR THE REST OF THE QUESTIONS IN THIS SECTION, READ THE QUESTIONS EXACTLY AS WRITTEN. YOU MAY REPEAT ANY QUESTIONS AS MANY TIMES AS YOU'D LIKE, BUT DO NOT REPHRASE ANY QUESTION OR ADD ADDITIONAL COMMENTS OR EXPLANATIONS. IF THE FR HAS TROUBLE UNDERSTANDING THE STATEMENT, PLEASE RE-READ BUT DO NOT TRY TO EXPLAIN THE QUESTION IN A DIFFERENT MANNER.

</td></tr>
</table>

a.	In the past week, I was bothered by things that usually don't bother me	[____]
b.	In the past week, I had a problem in concentration on what I was doing	[____]
c.	In the past week, I felt depressed and troubled in my mind	[____]
d.	In the past week, I felt that everthing that I did took up all my energy	[____]
e.	In the past week, I felt hopeful about the future	[____]
f.	In the past week, I felt afraid	[____]
g.	In the past week, I had difficulty in sleeping peacefully	[____]
h.	In the past week, I was happy	[____]
i.	In the past week, I felt lonely	[____]
j.	In the past week, I lacked the motivation to do anything	[____]

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

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

Section 20.2 Big 5

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

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

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

For each statement, Read: Do you Agree stongly, Agree a little, Disagree a little, Disagree Stongly or are neutral/have no opinion that the following statement describes you. **[READ STATEMENT]**

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

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

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

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

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

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

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

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

Section 20.3. MacArthur Ladder

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

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

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

1. Where would you place yourself on this ladder?
   <div align="right">***(1-10, 66=Refuses to respond, 99= DK)*** |___|</div>
2. What place on the ladder would you like to achieve in your life? |
   <div align="right">***(1-10, 66=Refuses to respond, 99= DK)*** |___|</div>

Section 20.4. Perceived Stress Scale 4
Read: Next, I would like to ask you about your feelings and thoughts during the last month***.***
Show the respondent scale J. Demonstrate that they should select their response using the scale.

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

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

Section 20.5. Generalized Self Efficacy

> ***For the rest of the questions in this section, read the questions EXACTLY AS WRITTEN. You may repeat any question as many times as you'd like, but do NOT rephrase any question or add additional comments or explanations.***
>
> ***Read:*** I am now going to read statements that may apply or not apply to you. For each item, please tell me to what extent they are true for you.

Use the following scale.

Show the respondent scale K. Demonstrate that they should select their response using the scale.
1=Not at all true
2=Not very true
3=Somewhat true
4=Completely true
66= *(Do not read):* Refuses to respond
99= *(Do not read):* Don't know

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

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

For each of the following statements, please say whether the statement describes you very much, mostly, somewhat, not much, or not at all.
   11. I am a hard worker.
      Is this very much like you, mostly like you, somewhat like you, not much like you, or not like you at all?

      \|___\|

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

   12. I often set a goal but later choose to pursue a different one.
      Is this very much like you, mostly like you, somewhat like you, not much like you, or not like you at all?

      \|___\|

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

to ask about your activities during the past 24 hours starting with yesterday at 6am up until this morning at 6am. For
uld tell me what you did during that half hour. If you had several activities, please let me know the <u>main</u> activity.

d Social	Personal, Family, and Social (cont.)	Work and Travel (cont.)
	16 = Study / attend class	24 = Fishing or hunting
	17 = Play sports	25 = At work – office / desk work
	18 = Spend time with spouse / partner	26 = At work – light manual (non-agricultural
	19 = Other: _____	work, such as nailing, roofing,
ctivity (e.g., study,	20 = Other: _____	shoemaking, tailoring, baking, doing
n)	21 = Other: _____	textile factory work, sales)
isten to radio, read		27 = At work – heavy manual (non-
e, watch sport, sew	**Work and Travel**	agricultural work, such as carrying wood,
od	22 = Light farm work (driving a tractor,	cement making, sawing, digging)
	ploughing with a tractor, pruning,	28 = Improve land / buildings
ep, wash dishes or	bagging, hand picking, planting,	29 = Travel by foot
other HH chores	shelling, sorting, bundling, fertilizing,	30 = Travel by bicycle
vood	splitting, feeding and milking animals)	31 = Travel by motorized means
on home	23 = Heavy farm work (loading crops onto	32 = Other: _____
athe, feed, look	truck, pulling hand cart, digging,	33 = Other: _____
ck / elderly	hoeing, ploughing with a cow,	34 = Other: _____
, help homework	spraying, weeding, gleaning, grinding,	35 = Other: _____
ends	husking, harvesting, threshing, cutting,	
mmunity activities /	tending and grooming animals)	**36 = Same activity as previous half hour**
ary work		

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

For the past day, ask: In the past day, from ___ [start time] to ___ [end time], what were you doing?
For today, ask: Today, from ___ [start time] to ___ [end time], what were you doing?

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

	AFTERNOON				EVENING											
	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)
	14:00-14:30	14:30-15:00	15:00-15:30	15:30-16:00	16:00-16:30	16:30-17:00	17:00-17:30	17:30-18:00	18:00-18:30	18:30-19:00	19:00-19:30	19:30-20:00	20:00-20:30	20:30-21:00	21:00-21:30	21:30-22:00
Activity																
If activity=17, specify sport *If activity =25,26, or 27,* specify occup *(G9 codes)*																

	NIGHT															
	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)
	22:00-22:30	22:30-23:00	23:00-23:30	23:30-00:00	00:00-00:30	00:30-01:00	01:00-01:30	01:30-02:00	02:00-02:30	02:30-03:00	03:00-03:30	03:30-04:00	04:00-04:30	04:30-05:00	05:00-05:30	05:30-06:00
Activity																
If activity=17, specify sport *If activity =25,26, or 27,* specify occup *(G9 codes)*																

FO Comments:

SECTION 22. Sleep Patterns: Adults

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

1. What time did you go to bed last night? *Use 24 hour clock.*   [__][__] : [__][__]
    (99=DK, 88=Not applicable / Did not sleep)   (hour)   (min)

    1a. Was that earlier than, later than, or the same as your typical bedtime?   (1=Earlier; 2=Later; 3=Same; 99=DK, 88=Not applicable / Did not sleep)   [___]

    If "Same", skip to question 2. Otherwise continue.

    1b. Over the last month what was your usual bedtime? *Use 24 hour clock.*
                                  [__][__] : [__][__] (99=DK)
                                    (hour)   (min)

2. How long did it take you to fall asleep last night?   [__][__] : [__][__]
    (99=DK, 88=Not applicable / Did not sleep)   (hour)   (min)

3. After falling asleep, how many times did you wake up during the night, not counting your final awakening? [___]   (99=DK, 88=Not applicable / Did not sleep)

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

3a. If you woke up during the night, how long were you awake during the night in total?
    (99=DK, 88=Not applicable / Did not sleep)   [___] (minutes)

4. What time did you wake up this morning? *Use 24 hour clock.* [__][__] : [__][__]
    (99=DK, 88=Not applicable / Did not sleep)   (hour)   (min)

    4a. Was that earlier than, later than, or the same as your typical wake up time?
    (1=Earlier; 2=Later; 3=Same; 99=DK, 88=N/A)   [___]

    If "Same", skip to question 5. Otherwise continue.

    4b. Over the last month what was your usual wake up time?   [__][__] : [__][__] (99=DK)
                                        (hour)   (min)

5. How would you rate the quality of your sleep last night?
    (1=Very Poor; 2=Poor; 3=Fair; 4=Good;   5=Very Good; 99=DK, 88=N/A) [___]

6. When you woke up for the day, how did you feel?
    (1=Very Fatigued; 2=Fatigued; 3=Fair; 4=Refreshed; 5=Very Refreshed 99=DK, 88=Not applicable / Did not sleep) [___]

7. Did you nap yesterday? (1 = Yes; 2 = No; 99 = DK)   [___]

If YES, continue to 7a. If NO, skip to read statement before question 8.

    7a. How many daytime naps did you take yesterday? [___]   (99=DK)

    7b. In total, how long did you nap yesterday? *Use 24 hour clock.*
                               [__][__] : [__][__]   (99=DK)
                               (hour)   (min)

FO Comments:

7c. Tell me start-time and end times of any daytime naps you had yesterday *Use 24 hour clock.*:

START [__][__]:[__][__]   END [__][__]:[__][__]
START [__][__]:[__][__]   END [__][__]:[__][__]
START [__][__]:[__][__]   END [__][__]:[__][__]
START [__][__]:[__][__]   END [__][__]:[__][__]

Read: Now think about the night before last.

8. What time did you go to bed the night before last? *Use 24 hour clock.*
     (99=DK, 88=Not applicable / Did not sleep)   [__][__] : [__][__]
                                                 (hour) (min)
9. What time did you wake up yesterday morning? *Use 24 hour clock.* [__][__] : [__][__]
     (99=DK, 88=Not applicable / Did not sleep)   (hour)   (min)

      FO Comments:

SECTION 23: Competition

For this section, any children aged 6-8 of the FR should not be present.

23.1. Instructions and practice

You will now do a task where you have the possibility of earning real money. If you earn money, you will be paid in M-Pesa within 5 business days.
Set up the task. Draw the ring using the short rope. And measure the distance to where the person should be throwing from, using the 3-meter rope.
The task is to throw a sandbag into a circle three meters away. You will get 5 throws. To be counted as a successful hit, the bag needs to stay inside the circle, and cannot touch the borders.

Illustrate what counts as a successful hit and what is not a successful hit. Have the respondent practice the task. Allow 5 throws.
Record number of hits on practice test (5 throws):

|____|

In the practice round, you had X successful hits. Now that you have practiced the task, you are ready to do the task with the possibility of earning money. We ask you to choose between one of two ways in which you can be paid for the task

SHOW the illustrations for ALONE and COMPETE. And use these to explain the concepts.
 1. ALONE: you will get 20 Ksh, regardless of the number of successful hits. For example, if you get 0 successful hits, you get 20 ksh. If you get 5 successful hits, you get 20 Ksh.
 2. COMPETE: you will get 40 Ksh or 0 Ksh. You will get 40 Ksh if you win over another person who did the task in Busia. You will also get 40 Ksh if you have the same as the other person. You will get 0 Ksh if you lose.

If the subject asks questions about who the other person is, explain that the other person will be one of 10 persons, 5 women and 5 men, who already have done the task in Busia, where the task was only offered for ALONE. The computer will select randomly one of these persons to be the other person competing.
 1a. How much money do you get if you choose ALONE?

|____|

 2a. How much money do you get if you choose COMPETE and win, or get the same as the other person?

|____|

 2b. How much money do you get if you choose COMPETE and lose?

|____|

If the subject gets any of the above questions wrong: Tell them the right answer, repeat the instructions and ask the questions again. If the subject also makes a mistake after hearing the instructions for a second time, indicate below that the subject did not understand the instructions, and proceed.

3. Did the subject understand the instructions? (1=Yes, 2=No)

|____|

23.2 Game Play
 1. Do you want to do the task for ALONE or COMPETE?
        (1= ALONE pay, 2= COMPETE, 3= Does not wish to play the game). |____|
    If ALONE: Let's do the task for ALONE. **Allow 5 throws.**
    If COMPETE: Let's do the task for COMPETE. **Allow 5 throws.**
                        Record number of successful hits: |____|
If ALONE: You have now completed the task and you had X successful hits.
If COMPETE: You have now completed the task and you had X successful hits. We will ask you some more questions before we will reveal how many successful hits the other person had.

2. Relative to others, do you think that you are better or worse at this task? **Use the scale from 1-5 to illustrate the range of answers.**

(1= Much worse, 2= Worse, 3= About the same, 4= Better, 5= Much better)
|____|

23.3 Questions Directed at Parent About Child

If no children in age range 6 through 8 years old, skip to section 3. Parent payment
For this section, ask that the child of the parent will not be present.
We will ask your child **[child name]**, to do a version of the task you just did. Your child will throw the sandbag in to the circle from two meters away.
DRAW the line where the child will throw from, to illustrate for the parent.
Your child can earn stars which can be exchanged for color crayons, pencils and erasers which we will give to them as a gift.
One star can be exchanged for one item. Your child will get one star to begin with and can earn more stars on the task.
Show the parent the star, the crayons, pencils and erasers.
Before doing the task for stars, the child will get a practice round. We then ask you to choose if your child should do the task for ALONE or COMPETE.
Show the illustrations when explaining the instructions
1. ALONE: your child will get 1 star, regardless of the number of successful hits. For example, if your child gets 0 successful hits he/she will get 1 star. If your child gets 5 successful hits, he/she will get 1 star.
2. COMPETE: your child will get 2 stars or 0 stars. Your child will get 2 stars if he/she wins over another child of the same age who did the task in Busia. Your child will also get 2 stars if he/she has the same as the other child. Your child will get 0 stars if he/she loses.

If the subject asks questions about who the other child is, explain that the other child will be one of 10 children, 5 girls and 5 boys, who did the task in Busia, where the task was only offered for ALONE. The computer will randomly select one of these children to be the other child to compete.
1. Do you want your child to do the task for ALONE or COMPETE? We will not tell the child that the choice was made by you.

(1= ALONE, 2= COMPETE, 99= Does not want child to play the game) |____|

2. What do you think your child would choose for him/herself?

(1= ALONE, 2= COMPETE, 99= Child will not want to play the game) |____|
3. Relative to other children, do you think that your child is better or worse at this task? **Use the scale from 1-5 to illustrate the range of answers.**

(1= Much worse, 2= Worse, 3= About the same, 4= Better, 5= Much better) |____|

4. Do you think it is useful to be competitive to be successful? Answer on a scale from 1-10 where 1 is "not important at all" and 10 is "very important. **Use the scale from 1-10 to illustrate the range of answers.**
` |____|

22.4. Payment parent
If chose ALONE: You have earned 20 Ksh, which will be paid to you in M-Pesa within one week.
If chose COMPETE: The other person got X hits.
If survey being done on paper: Please enter the current time (hours: minutes):
|__|__| : |__|__|

Use the rightmost number (the space in bold) as the person against whom the FR is competing. Look up this score and record here:

Score of competition person: |___|

If won: You have won or got the same, and earned 40 Ksh, which will be paid to you in M-Pesa within 5 business days.

If lost: You have lost and therefore did not earn any money on this task.

FO Comments:

SECTION 24. Private Behavior Questionnaire

READ: This section of the survey covers topics related to private behavior. These topics include your past and current sexual partners, birth control, Gender-Based violence as well as spiritual practices and beliefs.

As we mentioned before, one purpose of this survey is to understand how people in Kenya grow up and change in all the many aspects of their lives as they become adults. Some of these aspects are health and spiritual practices.

To ensure your privacy and confidentiality in responding to these very personal questions, I will have you read and answer the private behavior questions on the tablet, which are available in both English and Kiswahili. You will have to select the responses that are correct on the tablet. When you finish filling out the questions, just swipe to the end and hand me the tablet to finalize. If you would prefer, I can also read the questions aloud. If you choose to read the questions silently yourself, I am available to clarify anything you don't understand.

Please answer accurately and do not worry about whether there is a correct answer. Your answers will have no effect on your personal life. As I mentioned, this information is confidential, only the researchers can access the data. Thank you for your cooperation.

0. Will you answer these questions? (1=Yes, 2=No) |___|
If YES, hand FR the questionnaire to fill out and skip to question 2. If NO, prompt FR if agreeable to do this section on paper. If this is the case, change the response to yes and choose the paper option for this section in the next slide.

      0a. ***Do not ask the following question, simply record your impressions.*** Why does FR refuse to fill out the questionnaire? _____

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

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

IF PRIVATE BEHAVIOR SECTION HAS BEEN DONE ON PAPER:

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

Section 25. Conclusion

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

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

Do not read the questions in this box aloud. Simply record your own impressions.
0a. Did the respondent terminate the survey early? (1=Yes, 2=No) |___|
If YES, continue. If NO, skip to question 1.

0b. Why did the respondent terminate the survey early? |___| _____
    1 = Temporary stop only – Wishes to continue survey at a later time. ***See "Temporary Stop Instructions" below.***
    2 = Tired
    3 = Too busy, does not have time
    4 = Offended at question
    5 = Suspicious of FO / survey intent / IPA
    6 = Does not feel like continuing survey
    7 = Other (eleza)
Temporary Stop Instructions: You have indicated that the FR wishes to continue the survey in the future. Please ask the FR when they are next available, and then call your team lead (or other senior team member) to confirm this day and time. If you are unable to confirm this day and time, make a tentative appointment with the FR. Then, let the FR know that you will contact them to confirm when you will return. Record this information and the current time on the tracking sheet now.
1. Time end interview: (24 hr clock) |__|__| : |__|__|

2. ***How was the respondent's skill in speaking and understanding Kiswahili?***
|___|
        1 = Displayed no problems speaking or understanding Kiswahili
        2 = Displayed a little difficulty speaking or understanding Kiswahili
        3 = Displayed moderate difficulty speaking or understanding Kiswahili
        4 = Displayed serious problems speaking or understanding Kiswahili

3. Who among the following answered questions in this module? (Indicate all that apply ***1=Yes, 2=No***)
    A). Focus respondent |___|
    B). Focus respondent's parents |___|
    C). Focus respondent's sibling(s) |___|
    D). Focus respondent's spouse(s) |___|
    E). Focus respondent's other relatives |___|
    F). Focus respondent's other household members who are not relatives |___|

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

5. How reliable do you think the information in this survey is?
      (1= Very reliable, 2=Somewhat reliable, 3= Not at all) |___|
    5a. If SOMEWHAT or NOT RELIABLE: Why? _____
6a. Is this interview being performed at the respondent's current residence, place of work, or school?
     | (1=Yes, 2=No) |___|
If YES, continue. If NO, skip to read end statement.
6b. Please record a GPS reading now.
        | *(i) Elevation* |_____|m
               (ii) N / S (Circle one) |____|o|____|.|____|'
               (iii) E / W (Circle one) |____|o|____|.|____|'

If FERTILITY VERSION A or B:
7a. Has the respondent reminded you to see their KLPS-2 answers? (1=Yes, 2=No) |____|
    If NO, skip to 7b. If at any time while concluding the survey, the respondent does remind you, come back and change this response to YES.

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

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

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

IF FERTILITY VERSION C, continue. Otherwise skip to question 8.
7c. Has the respondent reminded you about their lottery winnings from the fertility section? (1=Yes, 2=No). |____|
   If YES, enter 20 for question 7ci. Otherwise, enter 0
   7ci. Fertility Version C winnings: |___|

8. Enter the respondent's earnings from the following questions:
   Fertility Earnings: |_____| (total of 7b and 7ci)
   Competition Earnings: |_____| (from XX)
   Total Earnings: |_____| ***(total of Fertility and Competition Earnings)***

FO NOTES:
_____
_____
_____

If respondent has won money, continue. Otherwise, conclude survey.
 Read: You have won [total earnings]   during our survey today.

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

IF FR does not have M-Pesa account: [add in non-Mpesa instructions]
Time end interview: (24 hr clock) |__|__| : |__|__|