

## Pre-Analysis Plan

### “Effects of Promoting Parent-Child Reading in Kenya: Wave 2”<sup>1</sup>

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**AEA RCT Registry:** AEARCTR-0003995

**AEA RCT Registry Title:** Estimating Causal Intergenerational Impacts of Parent Human Capital Interventions in Kenya

**Summary:** This document describes a randomized controlled trial (RCT) for parents and their children in Kenya that promotes parent-child reading by providing free and subsidized storybooks, along with information about the benefits of reading and reminders to read. A previously implemented Wave 1 of the RCT was designed to (a) elicit demand for storybooks and (b) estimate the impacts of a reading encouragement on reading practices and human capital investment. This document outlines the plan for Wave 2 of the RCT, consisting of an intervention administered at baseline, a first follow-up survey conducted an average of 3 months after the intervention and a second follow-up survey conducted an average of 4 months after the intervention. It builds on the previously-filed Wave 1 plans for estimating the demand for storybooks and estimating the impacts on reading practices and human capital investment. The Wave 1 results have informed the development of this plan, but none of the data from Wave 2 has been examined to date. This document outlines planned regression specifications and outcome variable definitions and descriptions; for more details on the first part of the study, please see the pre-analysis plan for Wave 1. We note that we anticipate possibly carrying out further analyses beyond those included in this document; hence, this document is not intended to be comprehensive or to preclude additional or exploratory analysis.

**Appendices:** I-Module including storybook intervention module, information script read to primary caregivers as part of the intervention, and list of storybook titles for intervention; informational poster provided to households as part of the intervention; follow-up SMS message to remind households to read, Kids Module (follow-up assessments), PC-Module (3-month follow-up survey), KSSI (4-month follow-up phone survey)

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<sup>1</sup>As data collection launched prior to the registration of this pre-analysis plan, a Data Management Plan was registered under AEA RCT Registry #1191 (Experimental Evidence on Child Health and Long-run Outcomes in Kenya) on September 19, 2018, describing who would have access to any data collected prior to the registration of this pre-analysis plan.

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## 1. Introduction

### 1.1 Summary

Reading with young children is believed to be an especially important investment in human capital, preparing children for literacy and teaching them the importance of learning (Behrman et al. 2014, Curenton and Justice 2008, Gove and Cvelich 2011, Walker, Greenwood, Hart, and Carta 1994, Zhang 2006). However, many households in western Kenya lack reading materials for young children, and may or may not be aware of the benefits of early reading even if they do have age-appropriate books on hand. We seek to improve the early-childhood human capital investments of parents in Kenya by encouraging the practice of reading to young children at home. In particular, we conduct a randomized controlled trial that promotes reading by providing free and subsidized storybooks, along with information about the benefits of reading, suggestions on reading practices, and reminders to read. This project seeks to estimate effects on reading practices, educational investments, and early-child vocabulary and literacy rates.<sup>3</sup> We also estimate long-term complementarities with human capital interventions previously provided to parents.

We previously filed two pre-analysis plans with the AEA Registry that outlined analysis conducted during Wave 1 of the study: 1) estimating the demand for storybooks and 2) estimating the effects of the randomly assigned intervention on reading practices and educational investments, respectively (Bonds et al. 2019, 2020).

This pre-analysis plan outlines the Wave 2 storybook randomized controlled trial and subsequent analysis. The Wave 2 research design includes an intervention administered at baseline and two follow-up surveys that will be administered 3 months and 4 months after baseline, respectively. We may conduct additional phone follow-up surveys, which will be registered in an addendum to this pre-analysis plan.

### 1.2 Sample

The Kenya Life Panel Survey (*KLPS*) is a longitudinal dataset that contains educational, health, nutritional, demographic, labor market, and other information for nearly 10,000 Kenyan adults, spanning from their time in primary school up through early adulthood. The KLPS sample comprises individuals who participated in one of two previous randomized NGO programs: one which provided deworming medication to primary school students during 1998–2003 (known as the Primary School Deworming Program, or *PSDP*; Miguel and Kremer, 2004) and one which provided merit scholarships to upper primary school girls in 2001 and 2002 (known as the Girls' Scholarship Program, or *GSP*; Kremer, Miguel, and Thornton, 2009). An approximately 20% subset of these individuals also participated in the vocational training and cash grants programs during 2009–2014 (Hicks et al., 2015b).

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<sup>3</sup> As noted in the pre-analysis plan for the demand analysis, this study builds on Knauer et al. (2019), a randomized controlled trial which provided storybooks, both by themselves and in conjunction with reading training sessions. The training sessions were randomly varied in the degree of intensity, from group sessions to home visits. We thank authors of that study, along with Dr. Patricia Kariger, for helpful conversations that have informed the design and creation of materials for the current study.

The fourth round of the KLPS data collection effort (*KLPS-4*) focuses on the subsets of the KLPS sample who participated in the PSDP or the vocational training and cash grants interventions. KLPS-4 collects information from the KLPS focus respondent (through survey modules known as the E+ and *I Modules*) and also targets a subset of their children aged 3-9 and the primary caregivers (*PCs*) of these children.<sup>4</sup> Selected children are administered a series of child assessments known as the *KLPS-Kids* modules (see Fernald et al. 2019 for more details), and PCs are administered a *PC Module*.

The sample for the reading promotion intervention is a subset of those participating in the KLPS-Kids modules. The child reading promotion intervention is provided to the KLPS respondent with a 3-6 year old KLPS-Kids child.<sup>5</sup> While we aim to promote child reading among all young children of a KLPS parent, and intervention materials are not child-specific, for the purposes of administering the intervention, tracking and assessment, we designate a specific *storybook child* for eligible KLPS parents. In cases where a KLPS parent has more than one sampled child in this age range, we designate the KLPS-Kids 3-5 year old child as the storybook child. In Wave 2, the intervention is administered as part of the I-Module survey for parents assigned to treatment with an eligible storybook child, and is framed around promoting parent-child reading (rather than reading with a particular child).

As previously mentioned, KLPS-4 data collection is currently ongoing. At the time of finalizing and registering this plan (week of March 8, 2021), 1248 children have been sampled for the storybook intervention in Wave 2, 2075 I-Modules have been completed, 577 PC Modules have been completed, 569 children's assessments have been completed, and plan to launch KSSI Module follow-up surveys next week of March 15, 2021. We anticipate a full sample of roughly 1,600 children across Waves 1 and 2 of the main KLPS-Kids activity, though the exact number will depend both on the tracking rate and the number of children that fall within the target age range. We note that we plan on using a two-stage tracking methodology to minimize the biases related to survey attrition.<sup>6</sup>

### *1.3 Wave 2 Child Reading Promotion Intervention<sup>7</sup>*

The **Wave 2** child reading promotion intervention entails the following:

- Three free storybooks, selected by the FR;
- An informational script on the benefits of reading to young children and strategies for doing so;
- A poster summarizing the informational script;

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<sup>4</sup> Analyses on the adult respondents, in particular related to the long-term impacts of the PSDP intervention, have been pre-specified separately; see Baird et al. (2019) and references therein.

<sup>5</sup> Specifically, the eligible sample for the reading promotion intervention in Wave 2 of KLPS-4 is the sub-sample of KLPS parents with at least one sampled child between 2.5 years and 6 years of age at time of Wave 2 survey launch (October 2021).

<sup>6</sup> For more information on the two-stage tracking procedure we employ in the main KLPS study, see Baird, Hamory, and Miguel (2008) and Baird et al. (2016). Our approach is related to that used in the U.S. Moving to Opportunity evaluation project (Kling, Liebman and Katz, 2007; Orr et al., 2003).

<sup>7</sup> Background information included here and in other sections is taken from Bonds et al. (2019, 2020).

- An SMS reminder message to encourage reading, sent 1-2 months after the initial encounter.

The storybooks are printed by Longhorn Publishers PLC, East African Educational Publishers, and Moran Publishers and include short stories with animations that are appropriate for children aged 3 to 6. In Wave 2, we offer 8 different storybooks that were selected based on pilot work and focus groups in the local area<sup>8</sup>. Four of the books are in English and the remaining four are in Kiswahili. These books can be purchased at textbook stores in larger urban areas or cities, including Busia Town, Kisumu, or Nairobi.

Please see the Appendix for the script, poster, full list of book titles, and SMS reminder message. The instructions in the script are specifically tailored to account for the possibility that some parents may not be literate, and focus on the ways that parents can encourage familiarity with and love for books by creating stories based on the pictures, and engaging children with questions about the story. The poster includes drawings of parents reading to their children, and summarizes the key points of the information script. It also serves as a later reminder for parents to continue reading to their children.

There are two key differences in the intervention between the two waves. First, in Wave 2 those in the storybook treatment group are offered three storybooks for free. In contrast, in Wave 1, we included multiple storybook treatment arms, some of which provided cash plus a randomly-assigned storybook subsidy, as well as an arm offering free storybooks, in order to allow us to estimate the demand for storybooks. Given the high demand for storybooks exhibited in Wave 1, we will include specifications that pool treatment (storybook offered) across the waves. Second, in Wave 1, the intervention was conducted within the primary caregiver (PC) of the selected storybook child, while in Wave 2 the intervention was conducted with the KLPS respondent (FR) in cases where the KLPS respondent has an eligible child under the condition that the FR has to either (a) live in same household as the storybook child, (b) spend at least two days in the same household as storybook child in the last 30 days, or (c) normally communicate with child's PC, other parent, or child in a typical week. Thus, in wave 1, we are assured that the adult to which the intervention was administered is in close contact with the storybook child. In wave 2, this is not guaranteed (for instance, the KLPS respondent could stay in Nairobi while their child stays in Busia, or the respondent may be separated from the partner that cares for their child), though the additional conditions may help ameliorate this issue. The benefit of conducting the intervention with the KLPS respondent is that we are then able to use the PC and Kids Assessments as an endline measure of effects of the storybook intervention (see Figure 1). Please see Section 2 below for more details.

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<sup>8</sup> These books differ from those offered during Wave 1, since the original storybooks were no longer in print at the time of the Wave 2 intervention.

### 1.4 Experimental Design: Child Reading Promotion

Our Wave 2 experiment consists of one storybook treatment group (25 percent of sample) and one control group (75 percent of sample<sup>9</sup>). In the storybook treatment group, the FR is offered three free storybooks, and informational script and poster, and SMS reminder message described above. The second group is the control group, which receives no storybook offer, informational materials, or SMS reminder message.

As described in the previously registered Pre-Analysis Plans, our Wave 1 experiment consists of three storybook treatment groups and one control group. In Storybook Treatment Arms 1 and 2, caregivers are offered a small amount of cash plus the opportunity to purchase a subsidized storybook. In Storybook Treatment Arm 3, the caregiver is offered a free storybook (full subsidy) instead of the cash plus subsidized book offer. All three storybook treatment arms also receive the informational script and poster, as well as the SMS reminder message described above. The fourth arm is the storybook control arm, which receives no storybook offer, informational materials, or SMS reminder message. Please see previous plans for more details on the first wave of the study (Bonds et al 2019, 2020).

The Wave 1 and Wave 2 groups are summarized in the tables below:

**Table 1: Child Reading Promotion Intervention Group Assignment**

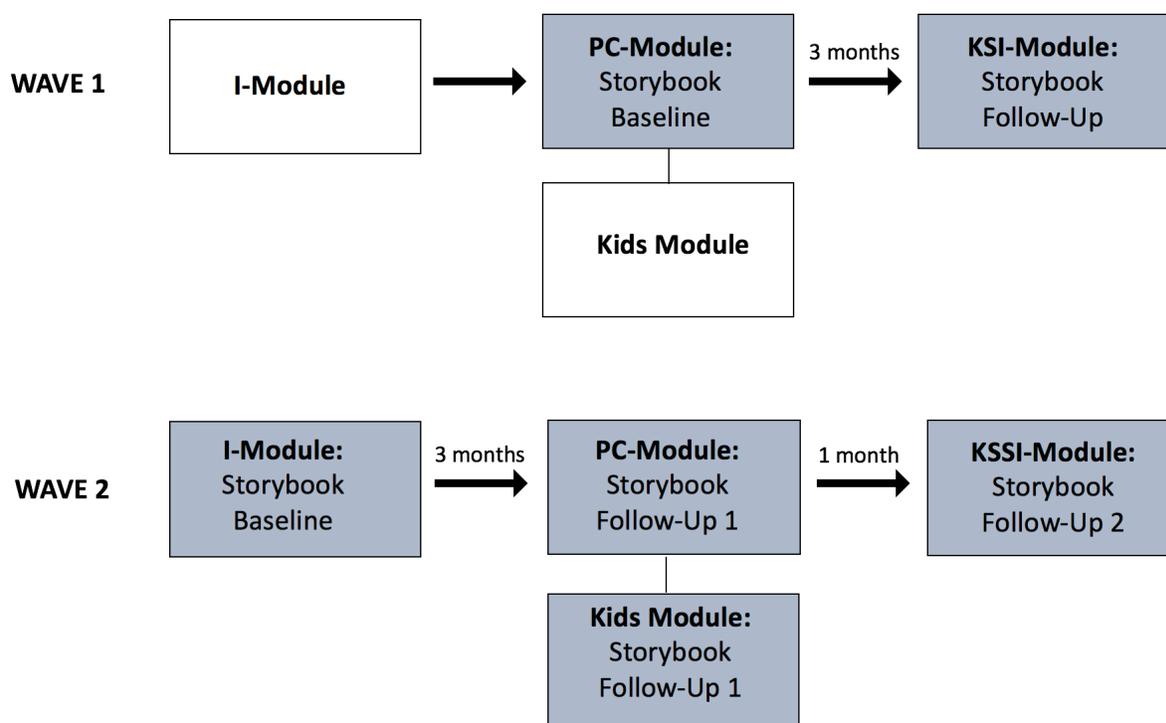
|   | Wave 1                    |                           |                           | Wave 2              | Wave 1 & 2        |
|---|---------------------------|---------------------------|---------------------------|---------------------|-------------------|
|   | Storybook Treatment Arm 1 | Storybook Treatment Arm 2 | Storybook Treatment Arm 3 | Storybook Treatment | Storybook Control |
| KES 150 + offer to purchase up to 1 subsidized storybook  | ✓                         |                           |                           |                     |                   |
| KES 300 + offer to purchase up to 2 subsidized storybooks |                           | ✓                         |                           |                     |                   |
| 1 Free Storybook  |                           |                           | ✓                         |                     |                   |
| 3 Free Storybooks   |                           |                           |                           | ✓                   |                   |
| Informational Script                                      | ✓                         | ✓                         | ✓                         | ✓                   |                   |
| Informational Poster                                      | ✓                         | ✓                         | ✓                         | ✓                   |                   |
| SMS Reminder Message                                      | ✓                         | ✓                         | ✓                         | ✓                   |                   |

<sup>9</sup> The 75 percent of the sample comprises 50 percent of the sample that receives no intervention (control) and 25 percent of the sample that receives a separate sleep intervention at the end of the in-person follow-up (PC-Module). We will discuss this further in Section 2.8.

**Table 2: Any Storybook Treatment Indicator: Wave 1, Wave 2, Pooled**

|   | Wave 1<br>“Any Storybook<br>Treatment” | Wave 2<br>“Any Storybook<br>Treatment” | Wave 1 & 2<br>“Any Storybook<br>Treatment” |
|---|--|--|--|
| KES 150 + offer to purchase 1 subsidized storybook (Group 1)        | ✓                                      |  | ✓  |
| KES 300 + offer to purchase up to 2 subsidized storybooks (Group 2) | ✓                                      |  | ✓  |
| 1 Free Storybook (Group 3)  | ✓                                      |  | ✓  |
| 3 Free Storybooks   |  | ✓                                      | ✓  |

**Figure 1: Storybook Timeline**



*Note:* Shaded cells reflect the data used for child reading promotion analyses across survey rounds.

Assignment to storybook treatment groups in Wave 2 was done as follows:<sup>10</sup> since eligible children (aged 3-6) are not identified until the time of the I Module interview (as discussed in Section 1.2

<sup>10</sup> In Wave 1, the full sample of KLPS adults were assigned to one of the four groups (three treatment groups and one control group). Randomization was stratified by three adult characteristics: PSDP or GSP

above), the full sample of KLPS Wave 2 adults were assigned to either storybook treatment or control. Randomization was stratified by three adult characteristics: treatment status, grade in school at baseline, and gender. The PSDP group<sup>11</sup> was stratified by deworming treatment group and cost-sharing status, gender, and the school grade at baseline while the GSP group<sup>12</sup> was stratified based on the GSP treatment status and the school grade at baseline. Stratification by grade ensures that the age distribution of the caregivers is balanced across treatment groups.

At the time of the I Module survey with the KLPS respondent, enumerators determine whether the respondent has a child (or children) eligible for the KLPS-Kids activity. For those with eligible children, sampled children are selected and information is collected about their primary caregivers. From this, the storybook child is determined, and the appropriate child reading promotion intervention for the KLPS parent's storybook treatment assignment is implemented as part of the I Module for the KLPS FR, conditional on meeting at least one of the three conditions. The FR has to either (a) live in same household as the storybook child, (b) spend at least two days in the same household as storybook child in the last 30 days, or (c) normally communicate with child's PC, other parent, or child in a typical week.

KLPS-4 data collection is still ongoing. We estimate the expected eligible sample for the child reading promotion intervention will be approximately 1,600 individuals for Wave 2 of the KLPS-4 round, with 25% of these assigned to the storybook treatment.

## *1.5 Data*

### *1.5.1 Wave 2 - Child Reading Promotion Baseline*

KLPS-4 serves as a baseline for the child reading promotion intervention. Immediately before the intervention, an I-Module is administered to each respondent (FR). This module asks detailed questions about the child's home environment, reading at home, and school attendance (Section 26.1).

As part of the reading promotion intervention (Section 26.2), we collect data on storybooks selected (Question 15a); the reason why each book was selected (Question 15b, 15c, 15d), and who in the household selected or helped to select the storybooks (KLPS Adult FR, Spouse to KLPS Adult FR, the storybook child, other household member, other adult (non-household member), or other child (non-household member), Question 15e). Lastly, if the caregiver chooses *not* to accept a free storybook, we ask why they did not purchase or accept a storybook (Question 16).

### *1.5.2 PC-Module Follow-up Survey*

The PC-Module follow-up survey is meant to be administered to the storybook child's primary caregiver about 3 months after baseline, though there will be some variation around this given

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group, grade in school at baseline, and gender. There were three PSDP/ GSP groups used for stratification: i) PSDP treatment (Groups 1 and 2), ii) PSDP control (Group 3), iii) GSP sample.

<sup>11</sup> There are two PSDP groups used for stratification: i) PSDP treatment (Groups 1 and 2), ii) PSDP control (Group 3).

<sup>12</sup> The GSP group was all female and so was not stratified by gender.

logistics of tracking and surveying these respondents. This module asks detailed questions about the KLPS child, primary caregiver, and household environment in order to estimate effects of the storybook intervention. Particular sections of interest include: caregiver characteristics, home environment, reading at home, child's educational enrollment, caregiver reading self-efficacy, and child motivation for reading. (see the Appendix for the full module and outcomes outlined below.)

- Reading Materials: indicator for purchased any additional storybooks (Section 5, Question 1dv), total number of storybooks currently in household (Section 5, Question 1di)
- Reading Practices: number of days in the last 7 days that an adult or teenager read with storybook child at home (Section 5, Question 3l), number of minutes in the previous day adult or teenager read with storybook child at home (Section 5, Question 3li), number of days in the last 7 days storybook child read by herself or with other children (Section 5, Question 3m), number of minutes in the previous day storybook child read by herself or with other children (Section 5, Question 3mi), knowledge of best reading practices (Section 5, Questions 13bi, 13ci)
- Family Care Indicators: reading with child, tell stories to child, sing songs/ play musical instruments with child, play with child, construct objects with child, name/ county. Draw things with child, help child with homework, talk about what child is learning in school, teach vocabulary words, play sports/ games, taking child on outing (PC-Module, Section 5, Questions 4a-4l).  
Parental Reading Self-Efficacy: Self-efficacy index including six statements about parent reading with child. (Section 5, Question 13a-13f)
- Child Reading Motivation: Parent perception of child reading motivations (Section 5, Question 14a-14c)
- Investment in Human Capital: enrollment in school, including ECD, pre-school, primary school, or other school, number of days storybook child attended school in the last 5 days school was in session (PC-Module, Section 5, Question 7d, 7di)

### *1.5.3 Kids Assessments*

The KLPS Kids assessment activity administer age-appropriate cognitive tests to children in the sample. In particular, the following cognitive assessments will allow us to measure the impact of the storybook intervention on early-child vocabulary and literacy for children in our storybook sample:

- The Peabody Picture Vocabulary Test (PPVT; Dunn and Dunn, 2007) which measures receptive vocabulary. This test is administered to children aged 3 to 6 in our storybook sample.
- Malawi Developmental Assessment Tool (MDAT) which measures general language abilities, including receptive and expressive vocabulary, understanding analogies, ability to identify common objects and their use, and ability to answer questions. This test is administered to children aged 3 to 5 in our storybook sample.
- Early Grade Reading Assessment Swahili (EGRA Swahili) which is a standardized assessment measuring literacy. The EGRA Swahili is administered to children age 6 in our storybook sample.

Please refer to the KLPS Kids pre-analysis plan for more details on the assessments administered as part of this activity (Fernald et al 2019), including details on the additional cognitive tests administered to children in our sample.

#### *1.5.4 KSSI Follow-up Phone Survey*

The KSSI follow-up phone survey asks additional follow-up questions on reading practices and investment in the education of the storybook child. The interview lasts about 10 minutes and will be conducted with the primary caregiver<sup>13</sup> of each storybook child one month after PC-Module (in most cases four months after the initial intervention). Please see Section 3 below for a detailed description of outcomes.

- Reading Materials: total number of books currently in household (Section 4, Question 1) total number of storybooks currently in household (Section 4, Question 2)
- Reading Practices: number of days in the last 7 days that an adult or teenager read with storybook child at home (Section 4, Question 3), number of minutes in the previous day adult or teenager read with storybook child at home (Section 4, Question 3a), number of days in the last 7 days storybook child read by herself or with other children (Section 4, Question 4), number of minutes in the previous day storybook child read by herself or with other children (Section 4, Question 4a)
- Investment in Human Capital: enrollment in school, including ECD, pre-school, primary school, or other school (Section 4, Question 5), number of days storybook child attended school in the last 5 days school was in session (Section 4, Question 5a).

#### *1.6 Analysis and Data Examined to Date*

At the time of registering this pre-analysis plan, we have collected information on and administered the intervention to a subset of the Wave 2 sample using a tablet-based survey instrument. The first rounds of SMS reminder messages for Wave 2 were sent every 2 weeks starting on 20th, November 2020.

The pre-analysis plan covering the Wave 1 demand estimation was filed to the AEA Trial Registry on May 3, 2019 and the pre-analysis covering the Wave 1 follow-up was filed to the AEA Trial Registry on January 6, 2020.

At the start of Wave 1 data collection, we registered a data management memo on the AEA registry to outline who would have access to KLPS-4 data in advance of filing pre-analysis plans, and have followed this with follow-up phone survey data collected prior to the registration of this pre-

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<sup>13</sup> For the Wave 2 KSSI follow up, we follow the same protocol as in Wave 1, where we first attempt to interview the Primary Caregiver or spouse, if they have spent time with the child in the last week. If they both have not, but usually spend time with the child, we reschedule the interview. If the Primary Caregiver or spouse are not currently spending time with the child, we ask for an alternative contact. For the main analysis, we expect to include respondents regardless of their relationship to the storybook child or primary caregiver that received the intervention. If we find systematically worse data quality among non-primary caregiver respondents, we may also conduct robustness checks restricting the sample to primary caregiver respondents.

analysis plan. The data management memo specifies that all KLPS-4 data collected prior to the registration of this plan has been compiled, organized, and stored only by those team members who are *not* involved in writing of this pre-analysis plan. Research team members who have been involved in writing this pre-analysis plan have only seen summary statistics and tracking rates for the purposes of ensuring data quality. They have not examined the data nor performed any data analysis before registering this plan. No team members have performed any estimates of treatment effects. Access to the survey data will be provided to research team members involved in writing the pre-analysis plan only after the pre-analysis plan is filed on the AEA RCT Registry.

## 2. Analysis

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

All analysis will include both: (i) Wave 2 only and (ii) pooled analysis, combining Wave 1 and Wave 2. Analysis for Wave 1 only was pre-specified in the earlier Pre-Analysis Plans (Bonds et al. 2019, 2020), and we will also conduct and present these analyses.

### 2.1 Effects of Reading Promotion: Full Sample

The full sample includes children of parents who were in the Primary School Deworming Program (PSDP) sample and/or vocational education and cash grant samples.

The main estimating equation looks at effects from receiving any storybook treatment. Since demand for storybooks in Wave 1 was high, we use an indicator equal to one for respondents in Storybook Treatment Arms 1, 2, and 3 in Wave 1, and in the Storybook Treatment in Wave 2 for pooled analysis.

We estimate the following equation:

$$Y_{it} = \alpha_0 + \alpha_1 AnyTreat_{it} + X'_{it}\lambda + \varepsilon_{it}, \quad (1)$$

where  $Y_{it}$  is an outcome of interest for respondent  $i$  at time  $t$ ,  $AnyTreat_{it}$  is an indicator equal to 1 if respondent  $i$  was in any storybook treatment group at time  $t$ , and  $X'_{it}$  is a vector of control variables. The main specification will include a vector of control variables  $X'_{it}$ , containing the variables used for stratification during storybook treatment randomization: PSDP or GSP treatment group, gender of KLPS parent, and baseline (1998) grade of KLPS parent. For the pooled analysis, we will include an indicator for survey wave. In outcome families where we collect data at both the 3-month and 4-month follow-ups (Family 1, 2, and 6 – see Section 3 below), we will include three survey wave indicators: Wave 1 indicator, Wave 2 follow-up 1 indicator, Wave 2 follow-up 2 indicator. We also include an indicator for respondents assigned to the sleep intervention, as this is administered in advance of the KSSI survey. We will also estimate outcomes for the Wave 2 rounds separately to examine trends over time. We will also include an indicator for PSDP program

participation, gender of interviewer; months elapsed since the start of the survey wave; and an indicator for inclusion in the vocational education / cash grant sample as well as treatment groups within that intervention. We will use weights that take into account the two-stage tracking strategy of KLPS-Kids data collection. Standard errors will be robust to heteroscedasticity.

Our main hypothesis test is a two-sided t-test of the null hypothesis that  $\alpha_1=0$ , which captures the effect of being assigned to any storybook treatment group. It is an average effect for receiving either a free storybook or the offer to purchase subsidized storybooks (and the corresponding small amount of cash), as well as the reading promotion information and reminders.

## 2.2 Complementarities with Human Capital Interventions

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

### 2.2.1 Deworming (PSDP) Sample

We first look for complementarities with a deworming intervention, known as the Primary School Deworming Program (*PSDP*), which took place between 1998 and 2003. Primary schools were assigned to one of three treatment groups, and that individuals in Group 1 and 2 schools were assigned 2.41 more years of deworming on average than Group 3 individuals. See the demand pre-analysis plan (Bonds et al. 2019), Miguel and Kremer (2004), Miguel et al. (2014) and Baird et al. (2016) for more details.

For the PSDP sample, we exclude those who were additionally treatment group individuals in the vocational training and cash grants intervention (described in the next section). The sample thus includes PSDP individuals who were not involved in the training/grant program, as well as PSDP individuals who were part of the training/grant program control group. Because the voucher/grant winners and non-winners were randomly selected, the analysis will adjust the survey weights for individuals in the non-winner comparison group in order to maintain initial (baseline PSDP) population representativeness.

Our main estimating equation for PSDP complementarities interacts PSDP treatment status with the indicator for any reading promotion treatment (Equation 1):

$$Y_{it} = \alpha_0 + \alpha_1 AnyTreat_{it} + \alpha_2 T_i^{PSDP} + \alpha_3 T_i^{PSDP} * AnyTreat_{it} + X'_{it} \lambda + \varepsilon_{it}, \quad (1a)$$

where  $Y_i$  is an outcome of interest for individual  $i$ . The binary variable  $T_i^{PSDP}$  is an indicator for individual  $i$  in the PSDP Deworming Groups 1 or 2 (versus Group 3) in 1998. We will include a vector of control variables  $X'_i$ , containing the variables used for stratification during storybook treatment randomization: gender of KLPS parent, and baseline grade (1998) of KLPS parent. For the pooled analysis, we will include an indicator for survey Wave. We will also include a vector of controls used either to stratify the original PSDP sample, or in the sampling of the KLPS sample,

as well as other key controls used in Baird et al. (2016, 2017). This vector comprises an indicator for gender of interviewer; month of interview fixed effects; the total density of primary school children in a 6 km radius around the parents' PSDP school in 1998; an indicator for inclusion in the vocational education / cash grant sample; indicator for geographic zone of parent's school in 1998; population of parent's school in 1998; indicator for participation in deworming cost-sharing in 2001 (Kremer and Miguel 2007); and average 1996 test score of parent's PSDP school.<sup>14</sup> We will include survey weights to maintain initial (baseline PSDP) population representativeness. We also take into account both the sampling for the KLPS and the two-stage tracking strategy of KLPS-Kids data collection. We will report robust standard errors clustered at the 1998 school level. In outcome families where we collect data at both the 3-month and 4-month follow-ups (Family 1, 2, and 6 – see Section 3 below), we will include three survey wave indicators: Wave 1 indicator Wave 2 follow-up 1 indicator, Wave 2 follow-up 2 indicator. We also include an indicator for respondents assigned to the sleep intervention, as this is administered in advance of the KSSI survey. We will also estimate outcomes for the Wave 2 rounds separately to examine trends over time.

Our main coefficient of interest is  $\alpha_3$ , the differential effect of the reading intervention for the PSDP treatment group. The main hypothesis test is a two-sided t-test of the null hypothesis that  $\alpha_3=0$ . We are interested in both the magnitude and the statistical significance of the coefficient.

Of secondary interest for Equation 1a is the magnitude and significance of the coefficient on the indicator for PSDP treatment status ( $\alpha_2$ ), which captures whether PSDP treatment increases the level of outcomes of interest in this pre-analysis plan. We will also test the null hypothesis that there is no effect of PSDP treatment status on reading and investment outcomes using a joint test significance of all PSDP terms. This is an F-test of the joint significance of  $\alpha_2$  and  $\alpha_3$ .

### *2.2.2 Vocational Training and Cash Grant Samples*

The vocational training and cash grant program we study, which took place during 2009-2014, included 2,163 adolescents and young adults ranging from roughly 17 to 28 years of age who applied for vocational education tuition vouchers. Approximately 70% of these individuals were participants of PSDP, and the others were participants in the Girls' Scholarship Program (*GSP*), a separate randomized education intervention that took place in a neighboring area.<sup>15</sup> 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

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<sup>14</sup> If we continue the intervention in Wave 2, we will also include an indicator for surveys conducted during wave 2.

<sup>15</sup> 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).

receive a grant.

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. Given these, it is unclear what we should expect to see now in terms of demand for storybooks.<sup>16</sup>

The vocational training and cash grants sample consists of individuals who previously participated in either the PSDP or the GSP, and applied to participate in the vocational training voucher program which launched in 2009. For this sample, we proceed similarly as for the PSDP sample. The main estimating equation will interact indicators vocational training and cash grant treatment status with the any reading intervention indicator from Equation 1:

$$Y_{it} = \alpha_0 + \alpha_1 AnyTreat_{it} + \alpha_2 T_i^{VOCED} + \alpha_3 T_i^{VOCED} * AnyTreat_{it} + \alpha_4 T_i^{SCY} + \alpha_5 T_i^{SCY} * AnyTreat_{it} + X'_{it} \lambda + \varepsilon_{it}, \quad (1b)$$

As before,  $Y_{it}$  is an outcome for individual  $i$  in time  $t$ . The binary variable  $T_i^{VOCED}$  indicates whether individual  $i$  is in the vocational training treatment group. The binary variable  $T_i^{SCY}$  indicates whether individual  $i$  is in the cash grant treatment group. Note that some individuals were in only one treatment group (or none), while others were in both voucher and cash grant treatment groups. We will include a vector of control variables  $X_{it}$ , containing the variables used for stratification during the reading promotion randomization: PSDP/ GSP treatment group, gender of KLPS parent and baseline grade of KLPS parent. For the pooled analysis, we will include an indicator for survey wave. We will also include an indicator for PSDP or GSP program participation, gender of interviewer and months elapsed since the start of the survey wave. We will calculate standard errors that are robust for heteroscedasticity. In outcome families where we collect data at both the 3-month and 4-month follow-ups (Family 1, 2, and 6 – see Section 3 below), we will include three survey wave indicators: Wave 1 indicator, Wave 2 follow-up 1 indicator, Wave 2 follow-up 2 indicator. We also include an indicator for respondents assigned to the sleep intervention, as this is administered in advance of the KSSI survey. We will also estimate outcomes for the Wave 2 rounds separately to examine trends over time.

The main coefficients of interest are  $\alpha_3$  and  $\alpha_5$ . The main hypothesis tests will be two-sided t-tests for i) the null hypothesis that  $\alpha_3=0$ , which tests for differential effects of the reading intervention by vocational education treatment status, and ii) the null hypothesis that  $\alpha_5=0$ , which tests for differential effects of the reading intervention by SCY treatment status.

Of secondary interest is the magnitude and significance of the coefficients on the indicator for vocational training ( $\alpha_2$ ) and SCY treatment status ( $\alpha_4$ ), which captures whether these treatments increase the level of outcomes of interest in this pre-analysis plan. We will also test the null hypothesis that there is no effect of vocational training and SCY treatment status on reading and investment outcomes using a joint test significance of all terms. For vocational training, this is an

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<sup>16</sup> 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.

F-test of the joint significance of  $\alpha_2$  and  $\alpha_3$ . For SCY, this is an F-test of the joint significance of  $\alpha_4$  and  $\alpha_5$ .

We may explore interaction effects between the vocational training voucher and cash grant, but anticipate limited statistical power given the smaller sample size for individuals that received both interventions, and thus do not consider this to be primary.

## *2.4 Heterogeneous Effects*

In additional analyses beyond the main regression specification above, we will investigate heterogeneity in two dimensions. First, we estimate heterogeneous treatment effects based on household socioeconomic and demographic variables of particular interest.

- KLPS respondent education level, split above and below median years of educational attainment
- Total income of KLPS household, split above and below median (KLPS-4 E+ Module, Sections 15.1-15.4)
- Urban residence of KLPS respondent, where urban status is defined as those living in Nairobi, Mombasa or Kampala (KLPS-4 I Module, question 3.1). We may also study effects based on the amount of time spent in urban areas, and including those that live in towns as well.
- Gender of storybook child (KLPS-4 I Module child selection)
- Gender of KLPS parent (KLPS-4 I Module, Section 1)
- Total number of children in household (KLPS-4 E+ household roster, Section 4 Question 10)<sup>17</sup>

We estimate effects by interacting these covariates with the storybook treatment indicator variables in Equations 1 and 2.<sup>18</sup> We note that some of these dimensions may have been affected by human capital treatments for KLPS respondents, which may affect interpretation of our estimates, and we may also look at heterogeneity for the human capital complementarities by interacting these variables with our measures of heterogeneity. We may also explore other dimensions of heterogeneity, using KLPS-4 (baseline) data, in secondary exploratory tests.

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

## *2.5 Tracking and attrition by group*

We will follow procedures outlined in Baird et al. (2019) for checking for balance and attrition, and for handling problematic levels of differential attrition. For this study, we will check tracking rates for a) the administration of the intervention and b) conducting follow-up surveys by

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<sup>17</sup> We may also look at the number of biological children reported in the KLPS-4 I Module, Section 4, though not all biological children may live in the same household.

<sup>18</sup> If we find limited evidence of heterogeneous effects, we may focus on reporting results from Equation 1.

storybook treatment arm. We will also check to ensure that characteristics such as original program treatment statuses and demographic variables are balanced across storybook treatment arms (see Baird et al. 2019 for a list of variables we plan to include).

## *2.6 Robustness Checks and Additional analyses*

We will also implement several robustness checks and secondary analyses, described below:

1. As secondary analysis, we will estimate additional sets of equations that restrict the sample to households for which (1) the FR is the same person as the PC and (2) the FR and PC live in the same household. We may see lower treatment effects for households where the FR who received the storybooks is not the primary caregiver of the child. This additional analysis will allow us to estimate the effects restricted to the sample of households for which the storybooks directly reach the child.

2. We also study whether effects differ based on the type of storybook selected. While these may be endogenous to household characteristics, they nonetheless provide an interesting window into potential mechanisms. First, we interact an indicator for households that received or purchased a storybook with an indicator for whether an English storybook was selected, including both indicators and their interaction in a regression. Second, we do the same with the difficulty of the book selected, where we create an indicator equal to one for the three “hardest” books, based on their reading level as classified by the publisher<sup>19</sup>. We also anticipate conducting several exploratory analyses. We will explore heterogeneity by the age of the storybook child and/or other children in the household.

3. We will include a robustness check in our analysis of outcomes from the KSSI follow-up survey that drops the 1/3 of the control group that is assigned to the sleep intervention in order to check that the sleep intervention is not driving any differences in treatment effects over time.

4. We are targeting the timeline specified in this pre-analysis plan (Figure 1), but note that there is some uncertainty of what the exact distribution will look like as we go through tracking. We will consider several additional robustness checks to explore whether any differences in tracking affect our estimates. This includes first, dropping those surveyed more than 4 months after the I-module, and second, checking for balance based on those surveyed “on time” versus those surveyed “late”, and then testing for differences in treatment effects by months since I Module.

We note that we anticipate possibly carrying out further analyses beyond those included in this document; hence, this document is not intended to be comprehensive or to preclude additional or exploratory analysis.

## **3. Outcomes**

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<sup>19</sup> In our Wave 2 sample, we have three level 2 books and five level 1 books.

We estimate effects for seven families of outcomes. For each family, we define a mean effects index that serves as a summary measure for the family. We will also examine raw outcomes for each family. To account for multiple hypothesis testing, we will calculate False Discovery Rate (FDR) adjusted q-values following Anderson (2008), Casey et al. (2012) and the references therein across the three mean effects index. When looking at outcomes within each family, we calculate FDR adjusted q-values based on the number of outcomes within each family.

### *3.1 Family 1: Storybook Ownership (First-Stage)*

Our first family looks at storybook ownership, in order to document whether child reading materials are indeed higher for those in storybook treatment groups. We will measure storybook ownership in both follow up surveys: conducted 3 months after baseline and 4 months after baseline. We construct the *Storybooks Ownership Index* as a mean effects index of the following two outcomes:

1. Indicator for purchased any additional storybooks (PC-Module, Section 5, Question 1dv)
2. Total number of storybooks in the household (PC-Module, Section 5, Question 1di, KSSI Follow-up Section 4, Question 2)

### *3.2 Family 2: Reading Practices*

Our main measure is the *Reading Practices Index*, a mean effects index of the following outcomes, at follow up 1 (PC-Module) and follow up 2 (KSSI phone survey):

1. Number of days any adults / teenagers read to child at home in the last week (PC-Module, Section 5, Question 3l, KSSI Follow-up Section 4, Question 3)
2. Number of minutes any adults/teenagers spent reading to child yesterday (coded as 0 for those with no minutes reading in the previous day) (PC-Module, Section 5, Question 3li, KSSI Follow-up Section 4, Question 3a)
3. Number of days child spent reading by themselves or with other children in the last week (PC-Module, Section 5, Question 3m, KSSI Follow-up Section 4, Question 4)
4. Number of minutes child spent reading by themselves in the previous day (PC-Module, Section 5, Question 3mi, KSSI Follow-up Section 4, Question 4a)

We will also look at the following secondary outcomes related to attitudes and knowledge of reading practices:

1. Indicator for correctly indicating at least one way to make reading with their children interactive (PC-Module Section 5, Question 13bi)
2. Indicator for correctly giving the minimum recommended time to spend reading each day (PC-Module Section 5, Question 13ci)
3. Indicator for correctly naming the title of the storybooks received as part of the intervention, among those in storybook treatment arms (PC-Module Section 5, Question 13aii)

Secondary outcomes 1 and 2 can be compared between treatment and control groups using the regression specifications outlined above. As secondary outcome 3 is only collected from those in treatment groups, we can only compare this across treatment arms. The level of this outcome is

also of interest.<sup>20</sup> We will correlate these secondary measures with other outcomes to understand their relationship with attitudes and behaviors.

### 3.3 Family 3 – Early Child Vocabulary and Literacy Assessments

Our third family of outcomes will examine the effects of the intervention on cognitive tests administered during the KLPS Kids survey that are designed to assess early child vocabulary and literacy:

1. **Peabody Picture Vocabulary Test (PPVT):** The test is administered to storybook children aged 3 to 6. The outcome is the Z-score of the sum of correct items (not including practice items), created within gender and age bands. Children aged 3-5 years are tested on Sets 1 to 6, while children aged 6 are tested on Sets 3 to 10. We may also report raw scores.
2. **Malawi Developmental Assessment Tool (MDAT):** The test is administered to storybook children aged 3 to 5. The outcome is a Z-score sum of correct items created within gender and age bands. We may also report raw scores.
3. **Early Grade Reading Assessment Swahili (EGRA Swahili):** The assessment is administered to storybook children aged 6 years. Outcomes will be Z-scores of the sum of correct items created within gender and age bands for each of the 6 sections (not including practice items). We may also report raw scores.

The construction of these outcomes will follow Fernald et al. (2019). The outcomes above are most plausibly linked to parent-child reading. As secondary outcomes, we will examine the effect of the storybook intervention on other cognitive tests administered during the KLPS Kids Assessments that are not directly related to vocabulary and literacy, as outlined in Fernald et al. (2019).

### 3.4 Family 4: Parental Reading Self-Efficacy

The fourth family of outcomes examines whether the parent-child reading intervention improves parental self-efficacy concerning their ability to engage in reading with their child. We will construct a *Parental Reading Self-Efficacy Index* as a mean effect index of indicators for the PC agreeing with the following 6 items (PC-Module Section 5, Questions 13a-13f). We will examine a specification that makes use of the ordered choice (strongly agree =4, agree = 3, disagree = 2, strongly disagree = 1), as well as with a binary indicator that sets “agree” and “strongly agree” equal to 1 and “disagree” and “strongly disagree” equal to 0, for ease of interpretation<sup>21</sup>:

1. I can choose appropriate storybooks for my child. (PC-Module Section 5, Question 13a)
2. I can provide active involvement for my child with storybook reading. (PC-Module Section

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<sup>20</sup> It should be noted, however, that in some cases the survey respondent may not be the principal household member reading with the child, and thus may not be able to answer these questions despite the child being read to by adults within the household.

<sup>21</sup> If we have little variation (i.e. if most parents agree or strongly agree), we may redefine this indicator as equal to 1 only for those that strongly agree.

- 5, Question 13b)
3. I can ask appropriate recall questions after I finish reading a storybook. (PC-Module Section 5, Question 13c)
  4. I can encourage my child to talk about a book while reading (PC-Module Section 5, Question 13d)
  5. I can help my child answer “What”, “Why” and “How” questions about a story when reading. (PC-Module Section 5, Question 13e)
  6. I can help my child to learn new words through storybook reading. (PC-Module Section 5, Question 13f)

### 3.5 Family 5: Child Reading Motivation

The fifth family of outcomes examines the extent to which the intervention improves child’s motivation for reading (as measured by parent). We will construct a *Child Reading Motivation Index* as a mean effect index of indicators for the PC agreeing with the following 3 statements in Section 3 Q14a-14c of the PC-Module. We will examine a specification making use of the ordered choice (a lot like me =3, a little like me = 2, not like me = 1), and also at specifications with a binary indicator that sets “a lot like me” and “a little like me” equal to 1 and “not like me” equal to 0, for ease of interpretation:

1. Child is a good listener when someone else is reading a story. (PC-Module, Section 5, Question 14a)
2. Child has favorite stories from book that he/ she likes read about or listen to. (PC-Module, Section 5, Question 14b)
3. Child likes to tell others about what he/ she is reading/ someone has read to him/ her. (PC-Module, Section 5, Question 14c)

### 3.6 Family 6: Educational Investments

The sixth family of outcomes looks at additional education-related outcomes for children, which may be less directly influenced by the child reading promotion intervention, but nonetheless provide an indication of the households’ overall level of investment in children.

The main measure is the *Educational Investments Index*, a mean effects index of the following outcomes, measured at both the three-month follow up and four month follow up:

1. Indicator for being enrolled in school / ECD program (PC-Module, Section 5, Question 6; KSSI Follow-up Section 4, Question 5)
2. Number of days attending school / ECD out of the last 5 days school was in session (PC-Module, Section 5, Question 7d, 7di; KSSI Follow-up Section 4, Question 5a)

### 3.7 Family 7: Family Care Indicators

Given that the reading intervention may affect overall parent-child bonding beyond reading alone, our final family of outcomes measures the extent to which adults in the household have performed other activities with child, and will also allow us to test whether parents who read with their child substitute away from other activities. We will construct a *Family Care Indicators Index* as a mean

effect index of the following set of binary family care indicators (PC-Module, Section 5, Question 3l, 4a-4l):

1. Read books to or look at books with [child]? (PC-Module, Section 5, Question 4a)
2. Tell stories to child (PC-Module, Section 5, Question 4b)
3. Sing songs/ play musical instruments with child (PC-Module, Section 5, Question 4c)
4. Play with child (PC-Module, Section 5, Question 4d)
5. Construct objects or art from paper, wire, mud, sticks, etc with child (PC-Module, Section 5, Question 4e)
6. Name, count, or draw things for or with child for instance, letters, numbers, shapes, colors, plants, animals, etc (PC-Module, Section 5, Question 4f)
7. Help child with homework (PC-Module, Section 5, Question 4g)
8. Talk about what child is learning in school (PC-Module, Section 5, Question 4h)
9. Teach vocabulary words to child in Swahili or English or local language (PC-Module, Section 5, Question 4i, 4j)
10. Play sports/ games or other physical activity, such as football, rukaruka, swimming, etc with child (PC-Module, Section 5, Question 4k)
11. Take child on fun outing, such as a football match, other sports event, religious services or event, hotel, restaurant, or to a local event (PC-Module, Section 5, Question 4l)

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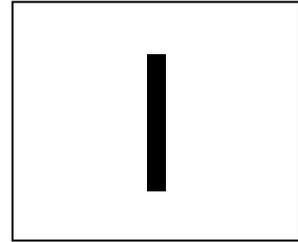
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## **Appendix I: I-Module**



# KENYAN LIFE PANEL SURVEY ROUND 4, WAVE 2 (KLPS4) I MODULE

## CONTENTS SECTION

VERSION: SEPTEMBER 29, 2020 — ENGLISH

| PUPIL ID |  |  |  |  |  |  |
|----------|--|--|--|--|--|--|
|          |  |  |  |  |  |  |

## **SECTION 5. Family**

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

1a. Is your father alive?

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

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

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

1c. Does your father live with you in the same compound/place? (1=Yes, 2=No, 99=DK)

**If YES, Skip to Question 2, otherwise**

1d. Where does your father currently live?

1di. Country? **Use G1 codes.**  Other: \_\_\_\_\_

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

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

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

1div. Town / city? **Use G3a codes. Code 20=Lives in a rural area.**  Other: \_\_\_\_\_

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

2a. What year was your father born? (9999=DK)

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 which year did she pass away? (9999=DK)

6c. Does your mother live with you in the same compound/place? (1=Yes, 2=No, 99=DK)

**If YES, Skip to Question 7, otherwise**

6e. Where does your mother currently live?

6di. Country? **Use G1 codes.**  Other: \_\_\_\_\_

6dii. County? **Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.**  Other: \_\_\_\_\_

**If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 6eiv.**

6diii. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments. Use G2b codes.**  Other: \_\_\_\_\_

6div. Town / city? **Use G3a codes. Code 20=Lives in a rural area.** |\_\_\_| Other:\_\_\_\_\_

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

7a. What year was your mother born? (9999=DK) |\_\_|\_|\_|\_|\_|

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

Job 1 |\_\_\_| Other: \_\_\_\_\_

Job 2 |\_\_\_| Other: \_\_\_\_\_

Job 3 |\_\_\_| Other: \_\_\_\_\_

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

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

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

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

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

**IF PHONE SURVEY, DO NOT ASK Q12-Q15**

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

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

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

15. Is your maternal grandmother alive? (1=Yes, 2=No, 99=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?<br><i>Prompt FR to estimate if unsure. (999=DK)</i> | 18. What is [name]'s gender?<br><i>(1=Male, 2=Female)</i> | 19. Where does this person live?<br>19a. Country<br><i>Use G1 codes.</i> | 19b. specify other County<br><i>Use G2a codes.</i><br><i>If FR DK county (Will specify 2010 district)</i><br><br>19b. 2010 District?<br><i>Use G2B codes</i><br><br><i>IF FR DOESN'T KNOW 2010 DISTRICT, BUT DOES KNOW AN EARLIER DISTRICT NAME, WRITE OLD DISTRICT NAME AND MAKE A COMMENT BELOW.</i> | 20a. Has [name] ever been married?<br><br>(1=Yes, 2=No, 99=DK)<br> ____ <br>If Yes, continue, otherwise skip to Q21 | 20b. At what age did [name] first get married?<br><br><i>(999=DK)</i> | 21. What is [name]'s highest level of education?<br><br><i>Use G6 codes.</i> |
|--|-----------------|---|---|--|--|---|---|--|
| 1  |                 |   |   |  |  |   |   |  |
| 2  |                 |   |   |  |  |   |   |  |
| 3  |                 |   |   |  |  |   |   |  |
| 4  |                 |   |   |  |  |   |   |  |
| 5  |                 |   |   |  |  |   |   |  |
| 6  |                 |   |   |  |  |   |   |  |
| 7  |                 |   |   |  |  |   |   |  |
| 8  |                 |   |   |  |  |   |   |  |
| 9  |                 |   |   |  |  |   |   |  |
| 10   |                 |   |   |  |  |   |   |  |
| 11   |                 |   |   |  |  |   |   |  |
| 12   |                 |   |   |  |  |   |   |  |

**There is no Section 6.1.**

**SECTION 6.2 Risk Preferences -DO NOT ASK IF PHONE SURVEY**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Skip to Section 6.3.**

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

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)

**If "sure payment", continue to 4gg. If "50/50", skip to Section 6.3.**

4gg. What is the reason you selected 0 as a sure payment instead of a draw, where you would have an equal chance of getting 900 shillings or getting nothing?

1. Gambling is not allowed by my religion
2. I have bad experiences from gambling
3. I think that gambling encourages laziness and so I avoid it
4. I have fear for unknown outcomes

77. Other reason (please specify) \_\_\_\_\_  Please specify: \_\_\_\_\_

**SECTION 6.3 Social Preferences 2**  
**[RANDOMIZATION: 16.67% Q5a-Q6C.]**

**NOTE:** FOR 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. PLEASE ENSURE TO GIVE THE FR MORE TIME IF THE FR NEEDS MORE TIME TO RESPOND TO THESE QUESTIONS.

**Read:** Now I will ask you to make six decisions that will influence how much money you or other people receive. You are not going to be paid for all of them. Importantly, after you are finished with all the decisions, the computer will pick one of them for which you will be paid. Each of the decisions has the same chance to be picked. Thus you should choose as if each decision determined your payment. It is in your interest to carefully make the following six decisions.

0. What is your ancestral home. Here we mean your encesstral 2010 Districts?

**Use code G2b** |\_\_\_\_\_| Other Specify County \_\_\_\_\_ and 2010 District \_\_\_\_\_

5a For this decision, you are matched with a person from Kenya who is unknown to you. You as well as the other person received an opportunity to get KSH.160 each. You can decide between two options. Remember, this decision can be the one chosen for payment. Which option do you choose?

1. = You receive KSH.160 and the other person receives KSH.160.
2. = You receive KSH.158 and the other person receives KSH.80.

5b. For this decision, you are matched with a different person from Kenya who is unknown to you, but we can tell you the person is from your ancestral home area. You and the other person received an opportunity to get KSH.160 each. You can decide between two options. Remember, this decision can be the one chosen for payment. Which option do you choose?

1. =You receive KSH.160 and the person from my ancestral area receives KSH.160.
2. =You receive KSH.158 and the person from my ancestral home area receives KSH.80.)

5c. For this decision, you are matched with yet another person from Kenya who is unknown to you, but we can tell you the person is not from your ancestral home area. The person comes from a different region. You and the other person received an opportunity to get KSH.160 each. You can decide between two options. Remember, this decision can be the one chosen for payment. Which option do you choose?

1. =You receive KSH.160 and the person from other parts of Kenya, other than my ancestral home area receives KSH.160.
2. =You receive KSH.158 and the person from Kenya, other than my ancestral home area receives KSH.80.

6a. For this decision, you receive KSH.160. If this decision is chosen for payment, you will receive the money you decide to keep for yourself and we will transfer your donation to a charity that helps people in Kenya. How much of KSH.160 do you want to donate to a charity that helps people in Kenya?

6b. For this decision, you receive KSH.160. If this decision is chosen for payment, you will receive the money you decide to keep for yourself and we will transfer your donation to a charity that helps people in your ancestral home area. How much of KSH.160 do you want to donate to a charity that helps people in your ancestral home area?

6c. For this decision, you receive KSH.160. If this decision is chosen for payment, you will receive the money you decide to keep for yourself and we will transfer your donation to a charity that helps

people from other parts of Kenya, other than your ancestral home area. How much of KSH.160 do you want to donate to a charity that helps people from other parts of Kenya, other than your ancestral area?

READ: The Computer has randomly selected one of your previous decisions above and for this you will receive **Ksh.[Selected Decision Amount]** and the other person/charity will receive **Ksh.[Allocated Amount]**. You will receive the money via Mpesa within 5 business workign days.

**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.

7a. Do you buy a "thank-you"- gift for the stranger? (1=Yes, 2=No, 99=DK) |\_\_\_|

**If "yes", continue. Otherwise, skip to 7a.**

7ai. How much money will you spend on the present? |\_\_\_\_\_| Ksh

#### **SECTION 6.4. Time Preferences-DO NOT ASK IF PHONE SURVEY**

**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.**

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)

**If “now”, continue to 8gg.**  
**If “in 1 month”, continue to Section 6.5.**

- 8gg. What is the reason you selected 10 KSh today instead of 644 KSh in 1 month?
1. I have an urgent need for money today
  2. I am not certain if I will be available in 1 month to receive the money
  3. I am uncertain that the money will actually be sent to me in 1 month

77. Other reason(Please Specify): \_\_\_\_\_

### **SECTION 6.5. Ambiguity -DO NOT ASK IF PHONE SURVEY**

**INSTRUCTIONS:** PUT THE SANITIZED LAMINATED AMBIGUITY SHEET ABOUT 1 METER AWAY FROM THE FR AND INSTRUCT THE FR GET A STICK NEARBY FROM THE COMPOUND THAT WILL BE USED TO USE TO POINT TO THE ITEMS IN THE SHEET. ENSURE THAT THE PAPER REMAINS VISIBLE ENOUGH TO THE FR.

**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 – DO NOT ASK IF PHONE SURVEY**

**INSTRUCTIONS:** MOUNT THE TABLET ONTO THE PROVIDED TABLET HOLDER AND ENSURE THAT A SAFE DISTANCE IS KEPT THROUGH THE ENTIRE TIME WHILE ADMINISTERING THE SURVEY

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

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

**RANDOMIZATION**

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

**If 1, then follow the instructions for Variant 1.**

**If 2, then follow the instructions for Variant 2.**

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

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

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

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

**If “Yes”, continue. If “No”, skip to the next section.**

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

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

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

**If Variant 2: Take out the paper pouch, and remove the coin in front of the respondent, and then hand the coin to the respondent. Then read:** Now please make your choice of the winning side in your mind. Don’t tell me what you have chosen, just keep this coin in your

fist with your chosen winning side facing up. Don't show me what you have chosen, this is just for you to remember. I will turn away while you make your choice. When you are done, please indicate that you made your choice by saying "We can proceed".

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

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

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

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

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

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

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

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

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

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

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

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

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

## SECTION 7. Ethnicity and Religion

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

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

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

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

|  |                      | Religion A                       | Religion B                       | Religion C                       |
|--|----------------------|----------------------------------|----------------------------------|----------------------------------|
| 4. To what religion or denomination did you change immediately after [-----]? <b>Start with January [year of last interview] religion.</b>                   | <b>Use G11 codes</b> | __ <br>Other: _____              | __ <br>Other: _____              | __ <br>Other: _____              |
| 5. In about what month and year did you change from [-----] to [-----]?  | MM/<br>YYYY          | __ _ _ / _ _ _ _                 | __ _ _ / _ _ _ _                 | __ _ _ / _ _ _ _                 |
| 6. Why did you change your religion or denomination? <b>List up to 3.</b>  | <b>Use R1 codes</b>  | _ _ / _ _ / _ _ <br>Other: _____ | _ _ / _ _ / _ _ <br>Other: _____ | _ _ / _ _ / _ _ <br>Other: _____ |
| 7. After this religion or denomination, did you change to another religion or denomination? <b>If YES, continue to next column. If NO, go to question 8.</b> | 1=Yes,<br>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? <b>This should include any donations to the church coffer, for a church event, or to any church leadership, but should not include gifts to non-leadership members of the church.</b> (66=Refuses to answer) | a.  __ _ _ <br>b.  __ _ _  Oth:<br>_____ |
| 11b. <b>List currency if not Ksh. Use G12 codes.</b>   |  |
| 12. In the past 30 days, how many hours of time, outside of regular worship or bible study, have you donated to working for, helping or organizing in your church / mosque?  | __ _ _  hours                            |

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

14. What is your tribe (or mother tongue)? **Use G10 codes. Female respondents should NOT give the tribe of their husband. If FR is LUHYA, press for subtribe.**

15. Is your ethnic or tribal origin somewhat important, very important or not very important to your life? **Probe FR to think about this and choose. Try not to use 99=DK.** (1=Very important, 2=Somewhat important, 3=Not very important)

16. If you had to say only one, what is more important, your tribe or your nationality (i.e., Kenyan / Ugandan)? **Probe FR to think about this and choose. Try not to use 99=DK.** (1=tribe, 2=nationality)

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

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

**If phone survey skip to Section 8, Otherwise, continue**

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

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

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

**Read:** Have you ever:

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

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

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

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

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

## **SECTION 8. Community Groups, Social Capital and Political Attitudes**

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

1. We have spoken to many people and they have all described themselves in different ways. Some people describe themselves in terms of their language, religion, race, gender, and others describe themselves in economic terms, such as working class, middle class, or a farmer. Besides being a Kenyan (Ugandan), which specific group do you feel you belong to first and foremost? **Do not read responses aloud. Simply allow FR to respond and code response according to which category it fits into.**  \_\_\_\_\_

(1=Ethnicity / Language, 2=Religion, 3=Class / Occupation, 4=Gender, 5=Other (specify))

2. Are you a member of any of the following groups? (1=Yes, 2=No)

a. a women's/men's group?

b. a farmer / agricultural group?

c. a youth group?

d. a water group / well committee?

e. a religious study group?

f. a burial committee?

g. a school committee or club?

h. a sports team?

i. another community group?  **If YES:** Describe: \_\_\_\_\_

3. In the past 12 months, have you donated time to any charity or community group?

(1=Yes, 2=No)

**If "Yes", continue. Otherwise, skip to question 4.**

- 3a. What is the total amount of time you have donated in the past 12 month?

3ai. Units (1=days, 2=hours, 3=other (specify))  Other \_\_\_\_\_

3a. Amount

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

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

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

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

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

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

**If ZERO to Q12, skip to question 14.**

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

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

\_\_\_\_\_

15. In the past 12 months, have you participated in any (1=Yes, 2=No)

a. political rallies (in support of a particular candidate or position)

b. demonstrations, mass actions or protests

c. discussions with friends or family about political issues

d. political campaigning activities

16. In 2017, did you participate in any (1=Yes, 2=No)

a. political rallies (in support of a particular candidate or position)

b. demonstrations, mass actions or protests

c. discussions with friends or family about political issues

d. political campaigning activities

17a. Did you vote in the Kenyan 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 /Mago" is ok.**

|   |                          |
|---|--------------------------|
| 20. Please name Kenya's current Cabinet Secretary of Health for me.<br><b>DO NOT READ: Correct answer is Mutahi Kagwe. "Mutahi/Kagwe" is ok.</b>    | <input type="checkbox"/> |
| 21. Please name the current President of Uganda for me.<br><b>DO NOT READ: Correct answer is YOWERI KAGUTA MUSEVENI. "MUSEVENI" is ok.</b>          | <input type="checkbox"/> |
| 22. Please name the current President of Tanzania for me.<br><b>DO NOT READ: Correct answer is JOHN MAGUFULI. "MAGUFULI" is ok.</b>                 | <input type="checkbox"/> |
| 23. Please name the current President of the United States of America for me.<br><b>DO NOT READ: Correct answer is DONALD TRUMP. "TRUMP" is ok.</b> | <input type="checkbox"/> |

**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.**

1=Very satisfied

2=Fairly satisfied

3=Not very satisfied

4=Not at all satisfied

**DO NOT READ** 8=Kenya is not a real democracy

**DO NOT READ** 99=DK

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

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

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

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

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

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

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

32. a) Girls and boys have equal opportunities to get a secondary education. (1=Strongly agree, 2=Agree, 3=Neither agree or disagree, 4=Disagree, 5=Strongly disagree, 99=DK)

32. b) Women and men have equal opportunities to get a job that pays a wage or salary. (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)
- 40.1 In the past year, how often, if at all, have you personally been discriminated against or harassed based on any of the following? (Never, once or twice, several times, and many times)
- a. Ethnicity
  - b. Gender
  - c. Age
  - d. Religion

**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.<br>B. I do not have problems understanding politics and government.  | <p><b>Probe:</b> Do you agree very strongly?</p> <p>1 = Agree very strongly with A</p> <p>2 = Agree with A</p> <p>3 = Agree with B</p> <p>4 = Agree very strongly with B</p> <p><b>DO NOT READ</b></p> <p><b>Option 5</b></p> <p>5 = Agree with neither</p> <p>99 = Don't know</p> | <input type="text"/> |
| 42. A. Only one political party should be allowed to stand for election and hold office.<br>B. We need multiple parties who can stand for election and hold office.  |  | <input type="text"/> |
| 43. A. The use of violence is never justified in politics.<br>B. In our country, it is sometimes necessary to use violence in support of a just cause.   |  | <input type="text"/> |
| 44. A. In our country, it's okay to pay a bribe to a government official to encourage them.<br>B. It's wrong to pay a bribe to any government official.  |  | <input type="text"/> |
| 45. A. As citizens, we should be more active in questioning the actions of our leaders.<br>B. In our country these days, we should show more respect for authority.  |  | <input type="text"/> |
| 45b. A. It is more important to have a government that can get things done, even if we have no influence over what it does.<br>B. It is more important for citizens to be able to hold government accountable, even if that means it makes decisions more slowly |  | <input type="text"/> |
| 46. A. Women can be good politicians and should be encouraged to stand in elections.<br>B. Women should stay at home to take care of their children.   |  | <input type="text"/> |
| 47. A. Women have always been subject to traditional laws and customs, and should remain so.<br>B. In our country, women should have equal rights and receive the same treatment as men do.  |  | <input type="text"/> |

|  |  |    |
|--|--|----|
| 48. A. A married man has a right to beat his wife if she misbehaves.<br>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.<br>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) |\_\_|

**SECTION 9. Savings and Credit**

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

2. Do you participate in a SACCO? (1=Yes, 2=No, 99 = DK)

**If YES, continue to question 2a. If NO, skip to question 3.**

2a. What was your SACCO contribution last month?

Amount:  Currency if NOT Ksh (**use G12 codes**)  Other:

3. Do you participate in a merry-go-round or ROSCA? (1=Yes, 2=No, 99 = DK)

**If YES, continue to question 3a. If NO, skip to question 4.**

3a. How many different merry-go-rounds or ROSCAs do you participate in?

3b. What is the total amount in shillings of merry-go-round / ROSCA contributions that you made last month? Ksh

Currency if NOT Ksh (**use G12 codes**)  Other:

4. In the past 12 months, have you taken any loans from a commercial bank or commercial lender, including a mobile service such as Tala, Branch, KCB-Mpesa or M-Shwari? (1=Yes, 2=No, 99 = DK)

**If YES, continue to Question 4a. If NO, skip to question 4f.**

4a. What is the total amount of loans you took from commercial banks or commercial lenders in the past 12 months?

Amount:  Currency if NOT Ksh (**use G12 codes**)  Other:

4b. What was the purpose of those loans? **Use T1 codes. List all that apply.**

Other:

4c. How much interest was charged on the most recent loan you took from a commercial bank or commercial lender? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit   Amount:  per unit of time:

4d. By when are/were you supposed to pay back the loan? (MM/YYYY) **If no specific date is given, fill in "77/7777".**   /

4e. Are you currently in default on this loan? (1=Yes, 2=No, 99 =DK)

4f. In the past 12 months, did you apply for a loan from a commercial bank or commercial lender including a mobile service such as Tala, Branch, KCB-Mpesa or M-Shwari but not get it? (1=Yes, 2=No, 99 = DK)

5. In the past 12 months, have you taken any loans from a shylock (moneylender)? (1=Yes, 2=No, 99 = DK)

**If YES, continue to question 5a. If NO, skip to question 5e.**

5a. What is the total amount of loans you took from shylocks (moneylenders) in the past ?

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

5b. What was the purpose of those loans? **Use T1 codes. List all that apply.**  
|\_\_| |\_\_| |\_\_| Other: \_\_\_\_\_

5c. How much interest was charged on the most recent loan you took from a shylock (moneylender)? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit |\_\_| \_\_\_\_\_ Number: |\_\_| per unit of time: |\_\_|

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

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

6. In the past 12 months, have you ever borrowed money from someone else outside your household? By borrowing, I mean that you have received money that you had to repay or will have to repay at some point in the future. (1=Yes, 2=No, 99 = DK) |\_\_|

**If YES, continue to question 6a. If NO, skip to question 6f.**

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

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

6c. What was the purpose of that borrowing? **Use T1 codes. List all that apply.**  
|\_\_| |\_\_| |\_\_| Other: \_\_\_\_\_

6d. How much interest was charged on the most recent loan you took from someone else outside your household? (Units: 1=Ksh, 2=Rate / percent, 3=Other (specify), 4=Ush; Units of time: 1=Day; 2=Week; 3=Month; 4=Year; 88=Flat rate)

**If no interest charged, fill in all three blanks with 88.**

Unit |\_\_| \_\_\_\_\_ Number: |\_\_| per unit of time: |\_\_|

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

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

7. In the past 12 months, have you ever lent money to someone outside your household? By lending, I mean that you gave money to someone that you have received back or are expecting to receive back at some point in the future. (1=Yes, 2=No, 99 = DK) |\_\_|

**If YES, continue to questions 7a. If NO, skip to question 7e.**

7a. What is your relationship to those people? **Use G4 Codes. List up to 3 relationships, starting with relationship of person FR lent the most money to. If the FR has lent**



## **SECTION 11. Competencies**

**INSTRUCTIONS:** HAND OVER THE PACK OF PEN TO CHOOSE THE PEN FROM. DO NOT TAKE THE PEN BACK.

### **DO NOT ASK THIS SECTION IF PHONE SURVEY**

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

If “Yes”, skip to Section 12. Otherwise, continue.

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

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

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

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

#### **Scenario A: Making Change**

**Start the timer and then begin to read the question aloud. Read this part exactly as it is here, pausing for a moment after each sentence.**

Assume I am a customer coming to your stall. I buy 3 tomatoes, which cost 10 shillings each. I buy 2 bunches of onions, which cost 10 shillings each. I also buy a box of matches that costs 5 shillings. I give you a 200 shilling note. Please make my change.

**Remind the respondent that you can repeat the scenario. Keep timer running.**

1. **Amount of change given**      |\_\_||\_\_||\_\_| Ksh (9999=DK)
2. **Time taken to complete**      |\_\_||\_\_|:|\_\_||\_\_| (MAX OF 4 MIN)

#### **Scenario B: Farming Scenario**

**Give the respondent the paper with the maize selling scenario printed, a piece of paper and pencil.**

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

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

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

**Read:** In your village, a 90 kg bag of maize is selling for 3000 shillings. In a nearby village, the same bag of maize is instead selling for 3,100 shillings. You have 16 bags of maize to sell. To transport all of these, and yourself to and from the nearby community, will cost you 1,350 shillings.

3. Which one makes more profit – selling in your village, or in the nearby community? (**Keep timer running**)       
(1=selling in home village, 2=selling in nearby community, 99=won't answer)
4. How much more profit does it make?                      Ksh (9999=DK)
5. **Time taken to complete**     ||    :|    ||    | (MAX OF 4 MIN)

**SECTION 12. Raven's Tests**

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

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

**DO NOT ASK THIS SECTION IF PHONE SURVEY**

**INSTRUCTIONS:** PUT THE SANITIZED LAMINATED RAVENS SHEETS IN ORDER ABOUT 1 METER AWAY FROM THE FR AND INSTRUCT THE FR TO USE THE STICK ALREADY USED IN THE AMBIGUITY SECTION TO USE IT TO POINT TO THE ITEMS IN THE SHEET ACCORDINGLY. ENSURE THAT THE PAPERS REMAINS VISIBLE ENOUGH TO THE FR.

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

| Test A |                                | Correct?    |                    |                                | Correct? |
|--------|--------------------------------|-------------|--------------------|--------------------------------|----------|
| 1 (ex) | (1) (2) (3) <b>(4)</b> (5) (6) | Don't count |                    |                                |          |
| 2 (ex) | (1) (2) (3) (4) <b>(5)</b> (6) | Don't count |                    |                                |          |
| 3      | <b>(1)</b> (2) (3) (4) (5) (6) |             |                    |                                |          |
| 4      | (1) <b>(2)</b> (3) (4) (5) (6) |             |                    |                                |          |
| Test B |                                | Correct?    | Test B (continued) |                                | Correct? |
| 1      | (1) <b>(2)</b> (3) (4) (5) (6) |             | 7                  | (1) (2) (3) (4) <b>(5)</b> (6) |          |
| 2      | (1) (2) (3) (4) (5) <b>(6)</b> |             | 8                  | (1) (2) (3) (4) (5) <b>(6)</b> |          |
| 3      | <b>(1)</b> (2) (3) (4) (5) (6) |             | 9                  | (1) (2) (3) <b>(4)</b> (5) (6) |          |
| 4      | (1) <b>(2)</b> (3) (4) (5) (6) |             | 10                 | (1) (2) <b>(3)</b> (4) (5) (6) |          |
| 5      | <b>(1)</b> (2) (3) (4) (5) (6) |             | 11                 | (1) (2) (3) <b>(4)</b> (5) (6) |          |
| 6      | (1) (2) <b>(3)</b> (4) (5) (6) |             | 12                 | (1) (2) (3) (4) <b>(5)</b> (6) |          |

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

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

**SECTION 13. Schooling History**

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

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

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

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

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

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

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

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

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

|          | <p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p> | <p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no".</b> Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p> | <p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units:<br/>1=Day<br/>2=Week<br/>3=Month<br/>4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p> | <p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day<br/>2=Week<br/>3=Month<br/>4=Year<br/>5=Semester (~4 mths)<br/>6=Term (~3 mths)<br/>7=Total for the entire course (99=DK)</p> | <p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p> | <p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family<br/>2=Private sponsor (including IPA)<br/>3= CDF bursary / other government bursary<br/>4= Government paid for me<br/>5=Loan<br/>6=Fundraising<br/>7=Other (<b>specify in FO comments</b>)</p> | <p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p> |
|----------|---|---|--|--|---|---|---|--|--|
| (E) 2002 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (F) 2003 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (G) 2004 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (H) 2005 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (I) 2006 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (J) 2007 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>   | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/>  | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/>  |

|          | <p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p> | <p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no".</b> Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p> | <p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units:<br/>1=Day<br/>2=Week<br/>3=Month<br/>4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p> | <p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day<br/>2=Week<br/>3=Month<br/>4=Year<br/>5=Semester (~4 mths)<br/>6=Term (~3 mths)<br/>7=Total for the entire course (99=DK)</p> | <p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p> | <p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family<br/>2=Private sponsor (including IPA)<br/>3= CDF bursary / other government bursary<br/>4= Government paid for me<br/>5=Loan<br/>6=Fundraising<br/>7=Other (<b>specify in FO comments</b>)</p> | <p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p> |
|----------|---|---|--|--|---|---|---|--|--|
|          | iii.  __  | iii.  __  | iii. Num: ____ Unit: ____  | iii. Ksh ____ per ____   | iii.  __  ____  | iii.  __   __   __  | iii.  __  | iii.  __   | iii.  __   |
| (K) 2008 | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | i.  __  ____<br>ii.  __  ____<br>iii.  __  ____   | i.  __   __   __ <br>ii.  __   __   __ <br>iii.  __   __   __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |
| (L) 2009 | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | i.  __  ____<br>ii.  __  ____<br>iii.  __  ____   | i.  __   __   __ <br>ii.  __   __   __ <br>iii.  __   __   __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |
| (M) 2010 | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | i.  __  ____<br>ii.  __  ____<br>iii.  __  ____   | i.  __   __   __ <br>ii.  __   __   __ <br>iii.  __   __   __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |
| (N) 2011 | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | i.  __  ____<br>ii.  __  ____<br>iii.  __  ____   | i.  __   __   __ <br>ii.  __   __   __ <br>iii.  __   __   __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |
| (O) 2012 | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | i.  __  ____<br>ii.  __  ____<br>iii.  __  ____   | i.  __   __   __ <br>ii.  __   __   __ <br>iii.  __   __   __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |

|          | <p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p> | <p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no".</b> Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p> | <p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units:<br/>1=Day<br/>2=Week<br/>3=Month<br/>4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p> | <p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day<br/>2=Week<br/>3=Month<br/>4=Year<br/>5=Semester (~4 mths)<br/>6=Term (~3 mths)<br/>7=Total for the entire course (99=DK)</p> | <p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p> | <p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family<br/>2=Private sponsor (including IPA)<br/>3= CDF bursary / other government bursary<br/>4= Government paid for me<br/>5=Loan<br/>6=Fundraising<br/>7=Other (<b>specify in FO comments</b>)</p> | <p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p> |
|----------|---|---|--|--|---|---|---|--|--|
| (P) 2013 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (Q) 2014 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (R) 2015 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (S) 2016 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | iii. <input type="checkbox"/><br>iv. <input type="checkbox"/><br>ii. <input type="checkbox"/>                     | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |
| (T) 2017 | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. Num: <input type="text"/> Unit: <input type="text"/><br>ii. Num: <input type="text"/> Unit: <input type="text"/><br>iii. Num: <input type="text"/> Unit: <input type="text"/>   | i. Ksh <input type="text"/> per <input type="text"/><br>ii. Ksh <input type="text"/> per <input type="text"/><br>iii. Ksh <input type="text"/> per <input type="text"/>  | v. <input type="checkbox"/><br>vi. <input type="checkbox"/><br>iii. <input type="checkbox"/>                      | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>  | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   | i. <input type="checkbox"/><br>ii. <input type="checkbox"/><br>iii. <input type="checkbox"/>   |

|                          | <p><b>Skip to q.11b if bible school.</b></p> <p>11. In what discipline(s) was this training?</p> <p><b>Use E7 codes. If other, describe in FO comments.</b></p> | <p>11b. <b>If this is the 1<sup>st</sup> yr or FR did not attend school in previous yrs, select "no".</b> Otherwise, ask: Is this the same school and course you described when we spoke about the previous year?</p> <p>1=Yes, 2=No</p> <p><b>If YES, skip to next discipline or year.</b></p> | <p>12. For how long did you attend this training in total? <b>For completed courses, include full length of course (even if more than 1 year). For courses currently underway, include time so far (even if more than 1 year).</b></p> <p>Units:<br/>1=Day<br/>2=Week<br/>3=Month<br/>4=Year</p> <p><b>If FR was in school for full number of terms per year, count that as a full year of training (even though they get holidays throughout the year).</b></p> | <p>13. What were the total fees required by the school (including registration fees, tuition, exam fees, books, materials, and uniform) for this training? <b>For completed courses, consider total duration of course. For those currently underway, consider what has been paid so far (across duration of course).</b></p> <p>1=Day<br/>2=Week<br/>3=Month<br/>4=Year<br/>5=Semester (~4 mths)<br/>6=Term (~3 mths)<br/>7=Total for the entire course (99=DK)</p> | <p>13a. <b>If monetary value listed in question 13 is NOT in Ksh, write the currency used. Use G12 codes.</b></p> | <p>14. How did you finance this training? <b>List up to 3. For completed courses, consider total duration of course. For courses currently underway, consider how they have been financed so far.</b></p> <p>1=Self / family<br/>2=Private sponsor (including IPA)<br/>3= CDF bursary / other government bursary<br/>4= Government paid for me<br/>5=Loan<br/>6=Fundraising<br/>7=Other (<b>specify in FO comments</b>)</p> | <p>15. Have you already finished the entire course? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No, 3=Current-ly enrolled</p> <p><b>If NO or CURRENTLY ENROLL-ED, skip to next discipline or year.</b></p> | <p>16. Did you obtain a diploma, degree, or certificate from this training? <b>Consider entire course, even if it lasted more than 1 yr.</b></p> <p>1=Yes, 2=No</p> <p><b>If NO, skip to next discipline or year. If YES, continue.</b></p> <p><b>Note: Count a driver's license as certificate.</b></p> | <p>17. What type of diploma, degree, or certificate was it?</p> <p><b>Probe for examination body if it is not institutional. Use E6 codes. Specify other in FO comments.</b></p> |
|--------------------------|---|---|--|--|---|---|---|--|--|
| (U) 2018                 | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | vii.  __ <br>iv.  __  | i.  __  __  __ <br>ii.  __  __  __ <br>iii.  __  __  __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |
| (V) 2019<br>(if applies) | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | ix.  __ <br>x.  __ <br>v.  __   | i.  __  __  __ <br>ii.  __  __  __ <br>iii.  __  __  __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |
| (W) 2020<br>(if applies) | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __   | i. Num: ____ Unit: ____<br>ii. Num: ____ Unit: ____<br>iii. Num: ____ Unit: ____   | i. Ksh ____ per ____<br>ii. Ksh ____ per ____<br>iii. Ksh ____ per ____  | xi.  __ <br>xii.  __ <br>vi.  __  | i.  __  __  __ <br>ii.  __  __  __ <br>iii.  __  __  __   | i.  __ <br>ii.  __ <br>iii.  __   | i.  __ <br>ii.  __ <br>iii.  __  | i.  __ <br>ii.  __ <br>iii.  __  |

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

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

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

**OTHERWISE, CONTINUE.**

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

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

## **SECTION 14. School Attitudes**

### **DO NOT ASK THIS SECTION IF PHONE SURVEY**

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

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

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

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

1 = Agree very strongly with A

2 = Agree with A

3 = Agree with B

4 = Agree very strongly with B

5 = Agree with neither

99 = Don't know

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

8. A. Children can be disciplined by any adult. |\_\_|  
B. Children should only be disciplined by their parents
9. A. Parents should never be criticized by children. |\_\_|  
B. Children should point out when parents are wrong

## **SECTION 15. Migration**

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

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

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

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

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

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

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

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

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

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

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

|   |  |   | Residence #1                  | Residence #2                  | Residence #3                  | Residence #4                  | Residence #5                  |
|---|--|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <p>4. Where did you move immediately after living in [ - ]?</p> <p><i>Start with the [year of last Migration interview] location.</i></p> | <p>a) Country?<br/><b>Use G1 codes</b></p>                                     |   | <p>____ ____</p> <p>_____</p> |
|   | <p>b) County?<br/><b>Use G2a codes</b></p>                                     | <p><i>Refer to “1992 district” if FR DK county (they are equivalent). (Uganda =district)</i></p>  | <p>____ ____</p> <p>_____</p> |
|   | <p>c) <i>If 77=DK county, ask:</i> 2010 District?<br/><b>Use G2b codes</b></p> | <p><i>If FR DK 2010 District but knows an earlier district, write here and comment below.</i></p> | <p>____ ____</p> <p>_____</p> |
|   | <p>d) Town / City<br/><b>Use G3a codes</b></p>                                 | <p><i>If NOT 20 (lives in rural area), skip to (g).</i></p>                                       | <p>____ ____</p> <p>_____</p> |
|   | <p>e) Location?<br/><b>Use G3b codes</b></p>                                   | <p><i>(Uganda = county)</i></p>   | <p>____ ____</p> <p>_____</p> |
|   | <p>f) Sub-location?<br/><b>Use G3c codes</b></p>                               | <p><i>(Uganda = sub-county)</i></p>   | <p>____ ____</p> <p>_____</p> |

|   |   |  | Residence #1             | Residence #2                 | Residence #3             | Residence #4                 | Residence #5                 |
|---|---|--|--------------------------|------------------------------|--------------------------|------------------------------|------------------------------|
|   | g) Village / Neighborhood                           |  | _____                    | _____                        | _____                    | _____                        | _____                        |
| 5. When did you arrive at this place?   | (MM/YYYY)   |  | ____/____<br> _ _ _ _    | ____/____<br> _ _ _ _        | ____/____<br> _ _ _ _    | ____/____<br> _ _ _ _        | ____/____<br> _ _ _ _        |
| 6. Why did you move to this place?  | <b>Use G5 codes</b><br><b>List up to 3 reasons.</b> |  | ____ ____ ____ <br>_____ | ____ ____ <br>____ <br>_____ | ____ ____ ____ <br>_____ | ____ ____ <br>____ <br>_____ | ____ ____ <br>____ <br>_____ |
| 7. When you moved, whom did you live with in this place?  | <b>Use G4 codes</b>                                 | <b>List up to 3 persons.</b>                                     | ____ ____ ____ <br>_____ | ____ ____ <br>____ <br>_____ | ____ ____ ____ <br>_____ | ____ ____ <br>____ <br>_____ | ____ ____ <br>____ <br>_____ |
| 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 administrative Location for at least four months? | (1=Yes, 2=No)                                       | <b>If YES, continue to next column. If NO, go to question 9.</b> | ____                     | ____                         | ____                     | ____                         | ____                         |

**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.**

**5 MINUTE BREAK AFTER THIS SECTION.**  
**NO BREAK IF PHONE SURVEY**

**Read:** We will now take a 5 minute break before continuing with the remainder of the survey.

## SECTION 16. Health and Nutrition

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

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

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

\_\_\_\_\_

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

- 2a. On a scale of 1-7, with 1 being sad and 7 being happy, how do you feel right now?

(66=Refuses to respond, 99=DK)

\_\_\_\_\_

- 2b. On a scale of 1-7, with 1 being tired and 7 being alert, how do you feel right now?

(66=Refuses to respond, 99=DK)

\_\_\_\_\_

|  |       |   |       |
|--|-------|---|-------|
| 3. I am going to read to you a list of illnesses and symptoms. Please let me know if you have experienced any of these illnesses or symptoms in the last four weeks. |       |   |       |
| <b>Read options. Indicate all that apply.</b> (1=Yes, 2=No, 3=DK what that symptom / illness is)   |       |   |       |
| (A) Fever  | _____ | (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<br><b>If yes, specify type:</b> _____  | _____ |
| (L) Serious wound or injury  | _____ | (W) <b>Men only:</b> Unusual discharge from the tip of the penis.   | _____ |
|  |       | (X) Anything else I have not mentioned? (1 =Yes, 2 = No,99 = DK)<br>If yes DESCRIBE OTHER SYMPTOM:____<br><b>If yes, specify:</b> _____ | _____ |
|  |       | (Y) COVID-19  | _____ |
|  |       | (Z) Loss of taste   | _____ |
|  |       | (ZA) Difficulty in Breathing  | _____ |

|  |       |
|--|-------|
| 4. During the last 4 weeks, how many visits to a hospital or clinic did you make? <b>Only include visits for the FR's own medical care, not that of a family member or friend.</b><br><b>If ZERO, skip to question 4b.</b> | _____ |
| 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)? <b>Only include payment for the FR's own medical care, not that of a family member or friend. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b>  | a. _____<br>ai. _____ Oth: _____ |
| 5ai. List currency if not Ksh. <b>Use G12 codes.</b>  |                                  |
| 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?<br><b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt. Make sure to include all expenses paid by the FR. If the FR has insurance, include all expenses the FR paid out of pocket, including any expenses that were later reimbursed. If the total bill was covered by insurance up front and the FR had to pay zero out of pocket, count that as zero shillings.</b> | b. _____<br>bi. _____ Oth: _____ |
| 5bi. List currency if not Ksh. <b>Use G12 codes.</b>  |                                  |
| 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?<br><b>Do not include medicines for others; include medicines purchased for you by a family member or friend but not those provided free by the govt.</b>  | c. _____<br>ci. _____ Oth: _____ |
| 5ci. List currency if not Ksh. <b>Use G12 codes.</b>  |                                  |
| 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)<br><b>If 2 or 3, continue. OTHERWISE, skip to question 11b.</b>  | _____                            |
| 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? <b>Use H1 codes</b> | _____ Other: _____ | _____ Other: _____ | _____ Other: _____ |
| 13. In what year and month did this health problem begin?     | ____\N____         | ____\N____         | ____\N____         |



**SECTION 16.2. Income/Expenditure (COVID-19)**

1. Have you or the members of your HH performed any agricultural or pastoralist activities in the last 12 months? (1=Yes, 2=No)

1a. Did you perform any agricultural or pastoralist activities in the last 12 months?

1b. What were the earnings of your HH from agriculture or pastoral over the last 12 months? Here we mean the value of everything you produced, whether or not you sold it, but then subtracting out expenses for this activity, including hired workers, land rental, storage, and purchase of inputs, such as raw materials, fuel, and electricity, but before purchasing personal items for yourself or your household. Ksh.

2. Are you currently self-employed or running a business to earn a living not including agricultural or pastoralist activities already discussed? (1=Yes, 2=No)

2a. What is your total self-employment profit over the last 30 days? Here we mean the amount you received after paying for expenses for this business, including hired workers, money for household members who helped, purchase of goods for sale or for inputs, such as raw materials, fuel, and electricity, but before purchasing personal items for yourself or your household. ASK IN TERMS OF "COMMISSION" IF THE FR RUNS AN M-PESA SHOP.

Ksh.

3. Are you currently employed, working for pay? (1=Yes, 2=No)

3a. Are you currently working as a volunteer, intern or an attachment, with either no pay or only occasional pay?

3b. What was your total wage earnings over the last 30 days? This includes both cash salary and the total value of all benefits and payment in kind (e.g. food, NSSF/ health insurance, housing, uniforms/ clothing, training, etc) received or expected over the last 30 days worked at their job. Ksh.

4. Since March 2020, did you or anyone in this household receive a gift / assistance of money or goods cash or a job from a government program, an NGO, church/mosque, CBO, or an individual politician or government official? (1=Yes, 2=No)

4a. What was the total value of the money or goods or job received from a government program, an NGO, church/mosque, CBO, or an individual politician or government official in the last 30 days? Ksh.

**SECTION 16.3. Food Security**

1. How many meals did you eat yesterday? Chai (tea) itself is not to be considered as a meal. (99=DK)

**If ZERO, skip to question 2, Otherwise continue.**

1a. How many of these meals included meat, fish, or chicken? Omena/Fulu (small fish) should be included, but eggs should not. (99=DK)

1b. How many of these meals included eggs? (99=DK)

2. In the last 7 days, did you worry that your household would not have enough food? (1=Yes, 2=No)

3. In the last 7 days, how many days have anyone from your household aged 16 and above skipped meals or cut the amount of meals? **Note that this includes the FR**

3a. In the last 7 days, how many days have any boys aged 15 years and below in your household skipped meals or cut the amount of meals?

3b. In the last 7 days, how many days have any girls aged 15 years and below in your household skipped meals or cut the amount of meals?

4. In the last 7 days, how many days have anyone aged 16 years and above in your household gone entire days without food? **Note that this includes the FR**

4a. In the last 7 days, how many days have any boys aged 15 years and below in your household gone entire days without food?

4b. In the last 7 days, how many days have any girls aged 15 years and below in your household gone entire days without food?

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

**Read:** Let's discuss this recent marriage, starting with the first one

|  | Marriage A   | Marriage B   | Marriage C   | Marriage D   | Marriage E   |
|--|--|--|--|--|--|
| 4. What is the first name of this spouse?  | <input type="text"/>   |
| 5. How old were you (in years) when you began co-residing with [name]? (99=DK) <b>If "never", code 888.</b>  | <input type="text"/>   |
| 6. How old was [name] when you began co-residing? (99=DK) <b>If "never", code 888.</b>   | <input type="text"/>   |
| 7. How long did you know [name] before you were married? (99=DK) <b>Include time even before courtship began, where applicable. Fill in days only if knew each other less than 2 months.</b> | Years <input type="text"/><br>Months <input type="text"/><br>Days <input type="text"/> |
| 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)                 | <input type="text"/>   |

|  | Marriage A   | Marriage B   | Marriage C   | Marriage D   | Marriage E   |
|--|--|--|--|--|--|
| 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)<br><i>If "someone else", specify all individuals with G4 codes.</i>   | _ _ <br>Someone else:<br><b>(G4 codes)</b><br> _ _ |
| 9b. Did you choose [name] as your spouse, or did someone else choose? (1=Own decision, 2=Someone else, 99=DK)<br><i>If "someone else", specify all individuals with G4 codes.</i>  | _ _ <br>Someone else:<br><b>(G4 codes)</b><br> _ _ |
| 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)   | _ _  | _ _  | _ _  | _ _  | _ _  |
| 11. Was a bride price paid? (1=Yes, 2=No, 99=DK)<br><i>If YES, continue. ELSE, skip to q.12.</i>   | _ _  | _ _  | _ _  | _ _  | _ _  |
| 11a. What was the value (in shillings) of the total agreed upon price? (99=DK) <i>If bride price was in cattle, ask the FR to estimate the total cost in shillings.</i><br>11ai. <i>List currency if not Ksh. Use G12 codes.</i> | a.  ____ <br>ai. ____  Other:<br>_____             | a.  ____ <br>ai. ____ q  Other:<br>_____           |
| 11b. What is the value (in shillings) of the amount that has been paid so far? (99=DK)<br>10bi. <i>List currency if not Ksh. Use G12 codes.</i>  | b.  ____ <br>bi. ____  Other:<br>_____             |

|   | Marriage A   | Marriage B   | Marriage C   | Marriage D   | Marriage E   |
|---|--|--|--|--|--|
| 12. What type of marriage was this?<br>(1=Yes, 2=No, 99=DK)<br>a. Religious            c. Traditional<br>b. Civil                 d. Informal   | a. <input type="text"/><br>b. <input type="text"/><br>c. <input type="text"/><br>d. <input type="text"/> | a. <input type="text"/><br>b. <input type="text"/><br>c. <input type="text"/><br>d. <input type="text"/> | a. <input type="text"/><br>b. <input type="text"/><br>c. <input type="text"/><br>d. <input type="text"/> | a. <input type="text"/><br>b. <input type="text"/><br>c. <input type="text"/><br>d. <input type="text"/> | a. <input type="text"/><br>b. <input type="text"/><br>c. <input type="text"/><br>d. <input type="text"/> |
| 13. Have you ever used any form of birth control with this partner? (1=Yes, 2=No, 99=DK)<br><b>If "No", skip to question 17.</b>  | <input type="text"/>   |
| 14. Have you or [name] ever used condoms during this marriage? (1=Yes, 2=No, 99=DK)   | <input type="text"/>   |
| 15. Have you or [name] ever used pills to prevent pregnancy during this marriage? (1=Yes, 2=No, 99=DK)  | <input type="text"/>   |
| 16. What primary form of birth control have you and [name] used? (1=Condoms, 2=Pills, 3=Injectibles (eg. Depo Provera), 4=IUD (eg. Coil), 5="Safe days", 6=Herbal, 8=Other (specify)) | <input type="text"/><br>Other: _____   |
| 17. Are you still married to this person? (1=Yes, 2=No)<br><b>If YES, skip to q.21. If NO, continue.</b>  | <input type="text"/>   |
| 18. Is this person still alive? (1=Yes, 2=No, 99=DK)<br><b>If YES/DK, skip to 20. If NO, continue.</b>  | <input type="text"/>   |
| 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)                             | _____<br>_____   | _____<br>_____   | _____<br>_____   | _____<br>_____   | _____<br>_____   |
| 20. How old were you when the marriage ended? (99=DK) <b>If spouse died, enter FR age when spouse died.</b>   | <input type="text"/>   |

|   | Marriage A         | Marriage B         | Marriage C         | Marriage D         | Marriage E         |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| 21. What is / was the tribe / mother tongue of this spouse? <b>Use G10 codes.</b>   | __ <br>Other:_____ |
| 22. In what county was [name] born? <b>Use G2a codes. If not born in Kenya, code 88.</b>  | __ <br>Other:_____ |
| 23a. Did this spouse attend primary school in Busia County? (1=Yes, 2=No, 99=DK)<br><b>If YES, skip to q23d. If NO, skip to q24. If DK, continue.</b>   | __                 | __                 | __                 | __                 | __                 |
| 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)<br><b>If YES, skip to q23d. If NO, continue. If DK, skip to q24.</b> | __                 | __                 | __                 | __                 | __                 |
| 23c. Did this spouse attend primary school in Angurai Division, Amagoro Division, Amukura Division, or Chakol Division? (1=Yes, 2=No, 99=DK)<br><b>If YES, continue. If NO/DK, skip to q24.</b>                                   | __                 | __                 | __                 | __                 | __                 |
| 23d. Which primary school did your spouse attend? (99=DK) <b>Use E1 codes.</b>  | __                 | __                 | __                 | __                 | __                 |
| 24. What is / was the religion / denomination of this spouse? (99=DK) <b>Use G11 codes</b>  | __ <br>Other:_____ |
| 25. What is / was the highest level of education this spouse has completed? (99=DK) <b>Use G6 codes.</b>  | __                 | __                 | __                 | __                 | __                 |
| 26. What is / was the primary occupation of this spouse (while you were married)? <b>Use G9 codes</b> (99=DK)   | __                 | __                 | __                 | __                 | __                 |

|   | Marriage A                               | Marriage B                               | Marriage C                               | Marriage D                               | Marriage E                               |
|---|--|--|--|--|--|
| <b>Skip to q.28 if “Student”, “No work or school”, or “Retired”. Otherwise, cont.</b>   |  |  |  |  |  |
| 27. What was the amount of your spouse’s <u>cash salary</u> for the last month (while you were married)? (99=DK) <b>Ask for pre-tax salary, where applicable.</b><br>27i. <b>List currency if not Ksh. Use G12 codes.</b> | a.  ____ <br><br>ai. __  Other:<br>_____ |
| 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)<br><b>If YES, continue. If NO/DK, skip to q.31.</b>                   | ____                                     | ____                                     | ____                                     | ____                                     | ____                                     |
| 29. What was your spouse’s total profit from this activity in the last month (while you were married)? (99=DK)<br>29i. <b>List currency if not KSH. Use G12 codes.</b>  | c.  ____ <br><br>ci. __  Other:<br>_____ |
| 30. <b>If FEMALE:</b> Did you ever have a co-wife?<br><b>If MALE:</b> Was this a polygamous marriage?<br>(1=Yes, 2=No, 99=DK)<br><b>If YES, continue. If NO/DK, skip to q.32.</b>   | ____                                     | ____                                     | ____                                     | ____                                     | ____                                     |
| 30a. <b>If FEMALE:</b> How many co-wives do you have?<br><b>If MALE:</b> How many wives do/did you have at one time?<br>(999=DK)<br><b>If ZERO, skip to q.31.</b><br><b>If MALE, skip to question 31.</b>                 | ____                                     | ____                                     | ____                                     | ____                                     | ____                                     |
| 30b. How many of these women were married to your spouse before you married him? (999=DK)   | ____                                     | ____                                     | ____                                     | ____                                     | ____                                     |

|   | Marriage A | Marriage B | Marriage C | Marriage D | Marriage E |
|---|------------|------------|------------|------------|------------|
| 31. Have you been married to anyone else since this spouse? (1=Yes, 2=No)<br><b>If YES, continue to next column. If NO, skip to Section 19.</b> | _          | _          | _          | _          | _          |

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

(1=Yes, 2=No, 99=DK)      |\_|

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

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

(999=DK)      |\_|

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

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

(999=DK)      |\_|

### **SECTION 19. Fertility**

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

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

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

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

**Otherwise, skip to 1b.**

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

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

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

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

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

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

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

**For female FRs:** How many times have you been pregnant (including pregnancies that are current or ended in stillbirth, miscarriage or abortion)? (99=DK)

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

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

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

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

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

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

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

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

Table (part 1)

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

|  |                   |                   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 9a. In what month and year did the pregnancy end? (99=DK) <b>Try to get at least year. Then, skip to q.29.</b>   | _ _ _ <br>MM/YYYY |
| 12. Was the baby born in a hospital or clinic (as opposed to at a home)?<br>(1=Yes, 2=No, 99=DK)   | _                 | _                 | _                 | _                 | _                 | _                 |
| 14. Was the baby a boy or girl?<br>(1=Boy, 2=Girl, 99=DK)  | _                 | _                 | _                 | _                 | _                 | _                 |
| 13. What is the first name of this child?<br><b>(DK=99) 88=NA (i.e. never named)</b>   | _____             | _____             | _____             | _____             | _____             | _____             |
| 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?<br>(1=Yes, 2=No, 99=DK)<br><b>If YES, skip to question 17 If NO or DK, continue.</b>   | _                 | _                 | _                 | _                 | _                 | _                 |
| 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)<br><b>Record NO if card is not available or does not exist.</b> | _                 | _                 | _                 | _                 | _                 | _                 |
| 11. <b>Record child's birth month and year from health card. If not available or does not contain birthdate, ask "In what month and year was the baby born?" Try to get at least year.</b> (99=DK)                                       | _ _ _ <br>MM/YYYY |
| 11a. <b>Was birthdate information obtained from health card?</b> (1=Yes, 2=No)   | _                 | _                 | _                 | _                 | _                 | _                 |
| 13. What is the first name of this child?<br><b>(DK=99) 88=NA (i.e. never named)</b>   | _____             | _____             | _____             | _____             | _____             | _____             |

|   |                                     |                                     |                                     |                                     |                                     |                                     |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 15. <b>Record the birthweight of the child, according to the health card. If not available, ask</b> "What was [name]'s weight at birth?" (Code 9.9 = Weight not measured at birth, 99.0 = Weight measured but FR doesn't know / cannot discern it from health card) | _ . _ <br>kg                        |
| 15a. <b>Was birthweight obtained from healthcard?</b> (1=Yes, 2=No)   | _                                   | _                                   | _                                   | _                                   | _                                   | _                                   |
|   | _____                               | _____                               | _____                               | _____                               | _____                               | _____                               |
| 16a. How old is this child now? <b>Record age in years. Use 0 if &lt;1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18.</b>   | _  years                            |
| 17. How old in years and months was [name] when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 29.</b>   | _   _ <br>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)<br>a. Fever / malaria?<br>b. Vomiting?<br>c. Cough?<br>d. Diarrhea?   | a.  _ <br>b.  _ <br>c.  _ <br>d.  _ | a.  _ <br>b.  _ <br>c.  _ <br>d.  _ | a.  _ <br>b.  _ <br>c.  _ <br>d.  _ | a.  _ <br>b.  _ <br>c.  _ <br>d.  _ | a.  _ <br>b.  _ <br>c.  _ <br>d.  _ | a.  _ <br>b.  _ <br>c.  _ <br>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)<br><b>If YES, skip to q.23. If NO, continue.</b>                               | <input type="checkbox"/>   |
| 22a. With whom does [name] live? What is this person's relationship to you?<br><b>Record person's relationship to FR. Use G4 codes. (99=DK)</b>                                     | <input type="checkbox"/><br>_____                                    |
| 23. Who is the primary caregiver for [name] during the week? <b>List up to 2 individuals. Use G4 codes. Code based on relationship with FR, not with child. (99=DK)</b>             | <input type="checkbox"/> <input type="checkbox"/><br>Other:<br>_____ |
| 24. Is [name] currently enrolled in a daycare? (1=Yes, 2=No, 99=DK)   | <input type="checkbox"/>   |
| 25. Is [name] currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK)<br><b>If NO, continue. If YES, skip to 26b. If DK, skip to q.29.</b> | <input type="checkbox"/>   |
| 26a. Why is [name] not currently enrolled in school, including ECD, pre-school, or another school? <b>Use E2 codes.</b>   | <input type="checkbox"/><br>_____<br>_____                           |
| 26b. What grade is [name] currently enrolled in? <b>Use G6 codes. (99=DK)</b>   | <input type="checkbox"/>   |
| 26. Select Grade  | <input type="checkbox"/>   |
| 27. Is this school that [name] is enrolled in public or private? (1=Public, 2=Private, 99=DK)   | <input type="checkbox"/>   |
| 27b. Does [name] board at this school? (1=Yes, 2=No, 99=DK)   | <input type="checkbox"/>   |
| 28. Did [name] attend school last week? <b>If it is currently a holiday from school, ask about the last week before the holiday started. (1=Yes, 2=No, 99=DK)</b>                   | <input type="checkbox"/>   |

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

**Table (part 2)**

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

|  |                    |                    |                    |                    |                    |                    |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 9a. In what month and year did the pregnancy end? (99=DK) <b>Try to get at least year. Then, skip to q.29.</b>   | _      <br>MM/YYYY |
| 12. Was the baby born in a hospital or clinic (as opposed to at a home)?<br>(1=Yes, 2=No, 99=DK)   | _                  | _                  | _                  | _                  | _                  | _                  |
| 14. Was the baby a boy or girl?<br>(1=Boy, 2=Girl, 99=DK)  | _                  | _                  | _                  | _                  | _                  | _                  |
| 13. What is the first name of this child?<br><b>(DK=99) 88=NA (i.e. never named)</b>   | _____              | _____              | _____              | _____              | _____              | _____              |
| 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?<br>(1=Yes, 2=No, 99=DK)<br><b>If YES, skip to question 17. If NO or DK, continue.</b>  | _                  | _                  | _                  | _                  | _                  | _                  |
| 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)<br><b>Record NO if card is not available or does not exist.</b> | _                  | _                  | _                  | _                  | _                  | _                  |
| 11. <b>Record child's birth month and year from health card. If not available or does not contain birthdate, ask "In what month and year was the baby born?" Try to get at least year.</b> (99=DK)                                       | _      <br>MM/YYYY |
| 11a. <b>Was birthdate information obtained from health card?</b> (1=Yes, 2=No)   | _                  | _                  | _                  | _                  | _                  | _                  |
| 13. What is the first name of this child?<br><b>(DK=99) 88=NA (i.e. never named)</b>   | _____              | _____              | _____              | _____              | _____              | _____              |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 15. <b>Record the birthweight of the child, according to the health card. If not available, ask</b> "What was [name]'s weight at birth?" (Code 9.9 = Weight not measured at birth, 99.0 = Weight measured but FR doesn't know / cannot discern it from health card) | _ . _ <br>kg                                |
| 15a. <b>Was birthweight obtained from healthcard?</b> (1=Yes, 2=No)   | _   | _   | _   | _   | _   | _   |
|   | _____                                       | _____                                       | _____                                       | _____                                       | _____                                       | _____                                       |
| 16a. How old is this child now? <b>Record age in years. Use 0 if &lt;1 year. Compare year of birth to child age, and probe if they do not make sense together. Skip to question 18.</b>   | _  years                                    |
| 17. How old in years and months was [name] when he / she died? (99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 29.</b>   | _   _ <br>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)<br>a. Fever / malaria?<br>b. Vomiting?<br>c. Cough?<br>d. Diarrhea?   | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>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)<br><b>If YES, skip to q.23. If NO, continue.</b>                               | <input type="checkbox"/>   |
| 22a. With whom does [name] live? What is this person's relationship to you?<br><b>Record person's relationship to FR. Use G4 codes.</b> (99=DK)                                     | <input type="checkbox"/><br>_____                                    |
| 23. Who is the primary caregiver for [name] during the week? <b>List up to 2 individuals. Use G4 codes. Code based on relationship with FR, not with child.</b> (99=DK)             | <input type="checkbox"/> <input type="checkbox"/><br>Other:<br>_____ |
| 24. Is [name] currently enrolled in a daycare? (1=Yes, 2=No, 99=DK)   | <input type="checkbox"/>   |
| 25. Is [name] currently enrolled in school, including ECD, pre-school, or another school? (1=Yes, 2=No, 99=DK)<br><b>If NO, continue. If YES, skip to 26b. If DK, skip to q.29.</b> | <input type="checkbox"/>   |
| 26a. Why is [name] not currently enrolled in school, including ECD, pre-school, or another school? <b>Use E2 codes.</b>   | <input type="checkbox"/><br>_____<br>_____                           |
| 26b. What grade is [name] currently enrolled in? <b>Use G6 codes.</b> (99=DK)   | <input type="checkbox"/>   |
| 27. Is this school that [name] is enrolled in public or private? (1=Public, 2=Private, 99=DK)   | <input type="checkbox"/>   |
| 27b. Does [name] board at this school? (1=Yes, 2=No, 99=DK)   | <input type="checkbox"/>   |
| 28. Did [name] attend school last week? <b>If it is currently a holiday from school, ask about the last week before the holiday started.</b> (1=Yes, 2=No, 99=DK)                   | <input type="checkbox"/>   |

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

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?<br>(99=DK, 88=NA i.e. never named) | _____ | _____ | _____ | _____ | _____ | _____ |
| 34. Is <b>[name]</b> a boy or girl?<br>(1=Boy, 2=Girl, 99=DK)          | __    | __    | __    | __    | __    | __    |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 35. What year was [name] born?<br>(9999=DK)<br>What was [name]'s month of birth?<br>(99=DK)   | _ _ / _ _                                   | _ _ / _ _                                   | _ _ / _ _                                   | _ _ / _ _                                   | _ _ / _ _                                   | _ _ / _ _                                   |
| 35a. Was [child name] born pre-term?<br>(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)<br><b>If NO, continue. If YES, skip to q.38. If DK, skip to q.48.</b>  | _   | _   | _   | _   | _   | _   |
| 36a. How old in years and months was [name] when he / she died?<br>(99=DK) <b>If less than one year, enter "0" in year blank and continue to months. If less than one month, enter "0" in month blank. Then, go to q. 48.</b> | _   _ <br>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)<br>a. Fever / malaria?<br>b. Vomiting?<br>c. Cough?<br>d. Diarrhea?   | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>d.  _ _ | a.  _ _ <br>b.  _ _ <br>c.  _ _ <br>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 <b>[name]</b> live with you?<br>Meaning, does <b>[name]</b> typically<br>sleep in your household?<br>(1=Yes, 2=No)<br><b>If YES, skip to q.42. If NO,<br/>continue.</b> | <input type="checkbox"/>                                     |
| 41a. With whom does <b>[name]</b> live?<br>What is this person's relationship<br>to you? <b>Record person's<br/>relationship to FR. Use G4<br/>codes.</b> (99=DK)                | <input type="checkbox"/><br>_____                            |
| 42. Who is the primary caregiver for<br><b>[name]</b> during the week? (99=DK)<br><b>List up to two. Use G4 codes.<br/>Code based on relationship with<br/>FR, not child.</b>    | <input type="checkbox"/> / <input type="checkbox"/><br>_____ |
| 43. Is <b>[name]</b> currently enrolled in a<br>daycare? (1=Yes, 2=No, 99=DK)  | <input type="checkbox"/>                                     |
| 44. Is <b>[name]</b> currently enrolled in<br>school, including ECD, pre-school,<br>or another school? (1=Yes, 2=No,<br>99=DK)<br><b>If YES, cont. Else, skip to q.48.</b>       | <input type="checkbox"/>                                     |
| 44a. Why is <b>[name]</b> not currently<br>enrolled in school, including ECD,<br>pre-school, or another school?<br><b>Use E2 codes.</b>  | <input type="checkbox"/>                                     |
| 45. What grade is <b>[name]</b> currently<br>enrolled in? <b>Use G6 codes.</b><br>(99=DK)  | <input type="checkbox"/>                                     |
| 46. Is this school that <b>[name]</b> is<br>enrolled in public or private?<br>(1=Public, 2=Private, 99=DK)   | <input type="checkbox"/>                                     |
|  | <input type="checkbox"/>                                     |

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

49. ***Does the FR have any living, biological children?***

(1=Yes, 2=No)

|\_\_|

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

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

1= Respondent  
2= Spouse / partner

3= Respondent and partner jointly  
4= Someone else

5= Respondent & someone else jointly  
88= N/A

- a. Any decisions about children's schooling? |\_\_|
- b. What to do if a child falls sick? |\_\_|
- c. How children should be disciplined? |\_\_|
- d. Whether to have another child? |\_\_|

***If no children of school age, enter 88.***

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) |\_\_|

### **RECALL SUBSECTION** **DON'T ASK IF PHONE SURVEY**

**Read:** Now, think back to the year of [year of KLPS-2 interview]:  
**If conducting survey on paper, read version 1. Otherwise, use version randomly selected by the tablet.**

**One option between 61a. and 61e. chosen at random (TBD: e.g. 40% control, 10% Reminder, 40% monetary incentives (20% & 20%), 10% psychological concerns)**

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

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

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

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

60e. **[Version 5]:** When we asked you back then, how many children in total did you say you would like you or your partner to give birth to, including any who had already been born)? Remember that we often have good reasons to change our mind and therefore, having a

different number of children than you initially desired does not mean you are not in control of your own life. With that in mind, what answer did you provide us with back then?

(44=As many as possible, 88=I don't recall, 99=DK) |\_\_|

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

**If participated in KLPS-1 Fertility module, continue. Otherwise, skip to question 65.**

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)|\_\_|

62a. Think back to the year of [year of KLPS-3 interview] If I had asked you back then, how many children in total would you have said you would want to have in total, including any who were already born? (44 = As many as possible, 99=DK) |\_\_|

### **NORMS, EXPECTATIONS AND BELIEFS**

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

(1=not at all, 2, 3, 4, 5, 6, 7, 8, 9, 10=completely) |\_\_|

67. How many children do you expect to have in total around age 45? (44 = As many as possible, 99=DK) |\_\_|

68. How confident are you in your answer to the previous question? **Show the respondent scale N, and demonstrate that they should select their answer using the scale.**

(1=not confident at all, 2, 3, 4, 5, 6, 7, 8, 9, 10=absolutely certain) |\_\_|

**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) |\_\_|

**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) |\_\_|

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**

|  |     |
|--|-----|
| <b>CESD</b>  |     |
| <b>Read:</b> 4. I will read out a list of some of the ways you may feel or behave. Please indicate how often you have felt this way during the past week, using the following scale.   |     |
| 1= Rarely or none of the time<br>2= Some or a little of the time<br>3= Occasionally or a moderate amount of time<br>4= All of the time<br>66= <b>(Do not read aloud):</b> Refuses to respond<br>99= <b>(Do not read aloud):</b> Don't know   |     |
| <b>Show the respondent scale D. Demonstrate that they should select their response using the scale.</b>  |     |
| NOTE: FOR THE REST OF THE QUESTIONS IN THIS SECTION, READ THE QUESTIONS EXACTLY AS WRITTEN. YOU MAY REPEAT ANY QUESTIONS AS MANY TIMES AS YOU'D LIKE, BUT DO NOT REPHRASE ANY QUESTION OR ADD ADDITIONAL COMMENTS OR EXPLANATIONS. IF THE FR HAS TROUBLE UNDERSTANDING THE STATEMENT, PLEASE RE-READ BUT DO NOT TRY TO EXPLAIN THE QUESTION IN A DIFFERENT MANNER. |     |
| a. In the past week, I was bothered by things that usually don't bother me   | [ ] |
| 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.   | <b>Probe:</b> Do you agree or disagree very strongly?<br><br>1 = Agree very strongly<br>2 = Agree<br>3 = Disagree<br>4 = Disagree very strongly<br><b>DO NOT READ Option 5, 66, 88, 99</b><br>5 = Neither agree nor disagree<br>66 = Refuses to respond<br>88 = N/A<br>99 = DK | [ ] |
| 6. I feel proud of the work that I do. <b>Even if the FR doesn't "work" in the traditional sense, ask them to consider the things that they do (school, housework, etc).</b> |  | [ ] |
| 7. I feel proud of my child/children. <b>Use code "88" if FR has no children.</b>  |  | [ ] |

**Section 20.2 Big 5**  
**DO NOT ASK IF PHONE SURVEY**

**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) [ ]

**19.** Over the past 14 days, has there been a higher than usual amount of fights with adults or children you live with?

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**

**DO NOT ASK IF PHONE SURVEY**

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

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

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

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

**Section 20.4. Perceived Stress Scale 4 - ASK IF PHONE SURVEY**

**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- DO NOT ASK IF PHONE SURVEY**

**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)

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

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

**Activity Codes:**

|   |  |   |
|---|--|---|
| <p><b>Personal, Family, and Social</b></p> <p>1 = Sleep<br/>                 2 = Eat<br/>                 3 = Bathe, dress<br/>                 4 = Pray<br/>                 5 = Other religious activity (e.g., study, group participation)<br/>                 6 = Rest, watch TV, listen to radio, read book, watch movie, watch sport, sew<br/>                 6b = On phone / tablet<br/>                 7 = Cook, prepare food<br/>                 8 = Shop for family<br/>                 9 = Clean, dust, sweep, wash dishes or clothes, ironing, other HH chores<br/>                 10 = Fetch water, firewood<br/>                 11 = Repairs around / on home<br/>                 12 = Care for others: bathe, feed, look after children / sick / elderly<br/>                 13 = Play with children, help homework<br/>                 14 = Visit / entertain friends<br/>                 15 = Participate in community activities / meetings / voluntary work</p> | <p><b>Personal, Family, and Social (cont.)</b></p> <p>16 = Study / attend class<br/>                 17 = Play sports<br/>                 18 = Spend time with spouse / partner<br/>                 19 = Other: _____<br/>                 20 = Other: _____<br/>                 21 = Other: _____</p> <p><b>Work and Travel</b></p> <p>22 = Light farm work (driving a tractor, ploughing with a tractor, pruning, bagging, hand picking, planting, shelling, sorting, bundling, fertilizing, splitting, feeding and milking animals)<br/>                 23 = Heavy farm work (loading crops onto truck, pulling hand cart, digging, hoeing, ploughing with a cow, spraying, weeding, gleaning, grinding, husking, harvesting, threshing, cutting, tending and grooming animals)</p> | <p><b>Work and Travel (cont.)</b></p> <p>24 = Fishing or hunting<br/>                 25 = At work – office / desk work<br/>                 26 = At work – light manual (non-agricultural work, such as nailing, roofing, shoemaking, tailoring, baking, doing textile factory work, sales)<br/>                 27 = At work – heavy manual (non-agricultural work, such as carrying wood, cement making, sawing, digging)<br/>                 28 = Improve land / buildings<br/>                 29 = Travel by foot<br/>                 30 = Travel by bicycle<br/>                 31 = Travel by motorized means<br/>                 32 = Other: _____<br/>                 33 = Other: _____<br/>                 34 = Other: _____<br/>                 35 = Other: _____</p> <p><b>36 = Same activity as previous half hour</b></p> |
|---|--|---|

**Notes:**

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

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

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

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

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

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



**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 24. Private Behavior Questionnaire – DO NOT ASK IF PHONE SURVEY**

**Instructions:** We have only two options i.e doing the section on a self-filled paper version or reading the survey to the FR.

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) |\_\_\_|

## **SECTION 26: STORYBOOK**

### **SECTION 26.1: STORYBOOK HOME ENVIRONMENT**

#### **IF FR IS SELECTED FOR STORYBOOK INTERVENTION, CONTINUE OTHERWISE SKIP TO THE NEXT SECTION**

2. Do you live in the same household with **[Selected Storybook Child Name]**? (1=Yes, 2=No) \_\_\_\_\_

***If yes, skip to Question 3, Otherwise, continue***

2a. Have you spent at least 2 days in the same household with **[Selected Storybook Child Name]** within the last 30 days? (1=Yes, 2=No) \_\_\_\_\_

2b. Do you normally communicate with **[Selected Storybook Child Name]**'s primary caregiver or the other **[Selected Storybook Child Name]**'s parent or with **[Selected Storybook Child Name]** in a typical week? (1=Yes, 2=No) \_\_\_\_\_

***If Yes to either question 2, 2a, 2b continue, otherwise, Skip to the next section.***

**READ:** Thank you. Now I'd like to ask you about some questions about the home environment for **[Selected Child-1 NAME]** with regard to education.

3. About how many books are there in **[Selected Storybook Child Name]**'s home (including the Bible or other religious book, dictionary, textbooks, children's books and picture books)? (99=DK) \_\_\_\_\_

4. About how many storybooks or picture books are in **[Selected Storybook Child Name]**'s home? (99=DK) \_\_\_\_\_

5. What language(s) are these storybooks in? ***Please select all that apply*** (1=English, 2=Kiswahili, 3=Luo, 4=Luhya, 5=Other (specify), 9=DK) \_\_\_/Specify: \_\_\_\_\_

6. About how many children's textbooks are in **[Selected Storybook Child Name]**'s home? (99=DK) \_\_\_\_\_

7. What language(s) are these textbooks in? ***Please select all that apply*** (1=English, 2=Kiswahili, 3=Luo, 4=Luhya, 5=Other (specify), 9=DK) \_\_\_/Specify: \_\_\_\_\_

***Number of children's books and number of textbooks should not exceed total number of books (question 3).***

8. Is there any other reading material in **[Selected Storybook Child Name]**'s home, such as newspapers, magazines, pamphlets, or brochures? (1=Yes, 2=No, 99=DK) \_\_\_\_\_

9. Are there any pictures, posters, calendars, or other type of art work on the walls at **[Selected Storybook Child Name]**'s home? (1=Yes, 2=No, 99=DK) \_\_\_\_\_

10. Does **[Selected Storybook Child Name]** have paper and pencil, pen or art supplies (such as crayons or paints) to write or draw with at home? (1=Yes, 2=No, 99=DK) \_\_\_\_\_

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

Read books to or look at books with **[Selected Storybook Child Name]**?

|\_\_\_\_| relation:|\_\_\_\_|/|\_\_\_\_|

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

11a. **If yes, ask who performed this activity with Selected Storybook Child Name.**

(1=mother; 2=father, 3=mother and father, 4=Current Child Primary Caregiver (if not a parent), 5=siblings, 6=other adult relative, 7=other adult non-relative)

12. Was **[Selected Storybook Child Name]** enrolled in school on February of 2020 before schools were closed, including ECD, pre-school, primary school, or another school?

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

12c. Is **[Selected Storybook Child Name]** currently enrolled in school including ECD, pre-school, primary school, or another school? (1=Yes, 2=No, 99=DK)**If YES, continue to 12a. If NO or DK, skip to question 13.**

12a. In which class / grade was **[Selected Storybook Child Name]** enrolled? (99=DK)

|\_\_\_\_|

12b. Was the school that **[Selected Storybook Child Name]** was enrolled in public or private? (1=Public, 2=Private, 99=DK) |\_\_\_\_|

13. Why is **[Selected Storybook Child Name]** not enrolled in any type of ECD or schooling program?

1=Child is too young

2=Child would not do well / is not smart

3=There is not enough money to pay for it / those programs are too expensive

4=Distance/too far away

5=Program is not available

6=Child refuses/doesn't want to

7= Child helps with work around the house/ takes care of other children

8=Dropped out

9 =Schools are closed due to COVID-19

77=Other (specify)

14. Is **[Selected Storybook Child Name]** currently enrolled in a daycare?

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

## **SECTION 26.2: STORYBOOK INTERVENTION**

### ***INFORMATION SCRIPT– READ OUT LOUD:***

#### ***KEEP THE RESPONDENT ENGAGED DURING THE INFORMATION SCRIPT BY MAKING EYE CONTACT AND USING A DYNAMIC VOICE.***

Now I would like to give you some information about reading with your children. Research has shown that reading to your young children, especially those who are not yet reading themselves, can help them love books and love learning. It also gives you and your children something special to do together. Try to read with your children every day - even 10 or 15 minutes is good. Pick a time when your children are not tired or hungry, and when you can give them your full attention. When reading together, you can sit side-by-side or with your children on your lap.

When you read the story, point to the words as you read. Stop and talk about the words, and point to where the words are in the picture. Even if you cannot read yourself, you can still use the pictures to create your own story. If some of your children know a word, let them sound it out. Listen to your children and encourage them to talk about the story. Make the experience interactive by asking them questions about the story. For example: “What do you see here in this picture?”, “Where have you seen these things before?”, “What is this person feeling?”, “Why do they feel that way?”, “What is this person doing?”, “Who is your favorite character?”. When your children respond, repeat what your children say and add more details. Connect what is happening in the story to previous experiences for your children.

It is normal for your children to want to read the story over and over again, so be patient. When you have fun, your children will have fun too!

Books are precious, so you should keep these storybooks in the house and make sure your children treat them with care. If you like these storybooks, you can get more storybooks just like them at your nearest bookstore. If you have a smart phone or tablet you can also download stories for free by visiting the African Storybook website. Here is a poster with a link to the African Storybook website and some information about reading, that you can hang on your wall as a reminder.

#### ***GIVE RESPONDENT POSTER.***

To summarize:

- Remember to read with your children every day! Reading will help them to love learning.
- Even 10 to 15 minutes is good.
- Ask your children questions about the story, and point to where the words are in the picture.

### ***END INTERVENTION***

***Read:*** We are happy to inform you that you have been randomly selected to receive a gift of three free storybooks. We do not work for a storybook company, but we are trying to make more children’s storybooks available to families with young children, by offering storybooks to selected participants for free.

We have four available Kiswahili options and four available English options. You are welcome to take a few minutes to look through the storybooks and decide which ones you would like for free. If agreeable to you, you will be selecting three storybooks. You can choose any books you would like of any language.

***GIVE RESPONDENT 5 MINUTES TO LOOK THROUGH STORYBOOKS. WHEN THEY HAVE FINISHED LOOKING (OR WHEN THE 5 MINUTE TIME LIMIT IS UP) PLEASE CONTINUE TO o Question 15a.***

15a. Which three storybooks would you like for free today?  Select three

- 1=Hyena learns a lesson
- 2=Why Chameleon Eats Insects
- 3=Thanks you Oba
- 4=Super Sara and the School Trip
- 5=Sungura na Mbweha
- 6=Kisa cha Mebo
- 7=Ndege wa Nyumbani
- 8=Usalama wa Sudi na Shada
- 99=Refused to accept storybooks

15b. What is the main reason why you selected the [Selected Storybook1]? *Please do not read the answer options out loud.*

- I like the pictures.
- I like the story/ topic.
- My children like the story/ topic.
- My children can relate to this story/ topic.
- I want my children to learn from this storybook.
- Language of the book
- No reason.
- Refused to accept storybooks
- Other (specify) \_\_\_\_\_

15c. What is the main reason why you selected the [Selected Storybook2]? *Please do not read the answer options out loud.*

- I like the pictures.
- I like the story/ topic.
- My children like the story/ topic.
- My children can relate to this story/ topic.
- I want my children to learn from this storybook.
- No reason.
- Refused to accept storybooks
- Other (specify) \_\_\_\_\_

15d. What is the main reason why you selected the [Selected Storybook3]? **PLEASE DO NOT READ THE ANSWER OPTIONS OUT LOUD**

- I like the pictures.
- I like the story/ topic.
- My children like the story/ topic.
- My children can relate to this story/ topic.
- I want my children to learn from this storybook.
- No reason.
- Refused to accept storybooks
- Other (specify) \_\_\_\_\_

15E. WHO SELECTED OR HELPED TO SELECT THE STORYBOOKS? **DO NOT read the following question.**

- KLPS Adult FR
- Spouse to KLPS Adult FR
- The storybook child
- Other children in households
- Other household member (Not Spouse)
- Other adult (non-household member)
- Other child (non-household member)

Other person specify \_\_\_\_\_

16. Why don't you want free storybooks? ***Please do not read the answer options out loud, but select all that apply.***

- My children already have storybooks at home.
- My children are not interested in reading storybooks.
- I am not interested in reading storybooks.
- Storybooks are already provided by schools.
- I do not know how to read.
- I don't have time to read to my children.
- I don't like any of these storybook options.
- Don't know/ no reason.
- Other (specify) \_\_\_\_\_

## 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)  |  |  |

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

**If FERTILITY VERSION A or B:**

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

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

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

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

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

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

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

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

7ci. Fertility Version C winnings:

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

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

Competition Earnings:  (from XX)

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

**FO NOTES:**

---

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

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

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

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

Time end interview: (24 hr clock)  :

## **Appendix II: Poster**

English Translation:

“Remember to read with your children today.

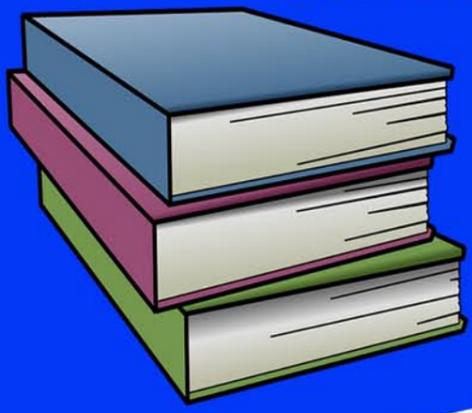
Reading with your children helps them love learning.

Ask your children questions about the story: When? Where? Who? How? What?

Point to where the words are in the picture

Even 10 to 15 minutes is good”

# KUMBUKA **KUSOMA** PAMOJA NA **WATOTO** WAKO LEO



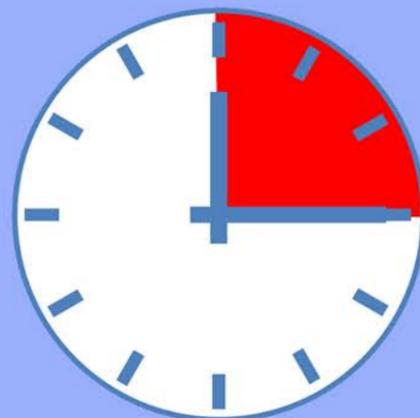
Kusoma pamoja na watoto wako huwasaidia kupenda masomo



Uliza watoto wako maswali kuhusu hadithi

Onyesha mahali ambapo maneno yapo kwenye picha

Hata dakika 10 hadi 15 ni nzuri



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



ipa  
INNOVATIONS FOR  
POVERTY ACTION

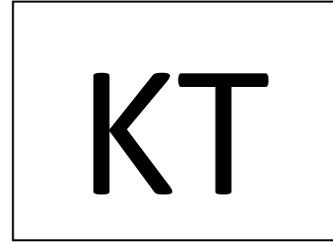
### **Appendix III: SMS Reminder Text**

"Habari! Huu ni ujumbe wa bure kutoka IPA. Tafadhali usijibu. Tungependa kukukumbusha kusoma pamoja na watoto wako leo. Kusoma pamoja na watoto wako huwasaidia kupenda masomo. Hata dakika 10 hadi 15 ni nzuri!"

English Translation: "Hello! This is a free message from IPA. Please do not respond. We would like to remind you to read with your children today. Reading together with your children helps them love learning. Even 10 or 15 minutes is good!"

**Appendix IV: Kids Module (3 month follow-up)**

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



**KLPS-KIDS  
ASSESSMENTS  
Wave 2**

VERSION: NOVEMBER 1, 2020

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

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

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

***INSTRUCTIONS FOR INTERVIEWING CHILDREN IN THE CONTEXT OF COVID-19:***

- 1. Ensure to have your hands well sanitized as well as that of the caregiver and the child before starting.**
- 2. Provide the child and caregiver with the masks and ensure that they both have the masks on before starting the assessments. Have casual chat with the child on masks to make him/her be free to talk to you with your masks on.**
- 3. Ensure the sitting arrangement complies with the 1.5 meters required for social distancing and that the mother sits 1.5 meters away from the child on the opposite side of the child before you start the assessment.**
- 4. Hand the child a sanitized Pencil and demonstrate to him/her how that should be used to point at items.**

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

**Test 1: PPVT**

**INSTRUCTIONS**

**Circle the answer the respondent gives (1,2,3,4, or NR). Also, circle the language used for each item. Start with the first set.**  
**Prompt:** "Point using your Pencil to..." "Show me using your Pencil..." **Give neutral feedback for each response:** "OK," "Hmm."  
 Remind the child to use the Pencil to point to the pictures.

TRAINING ITEMS (Final answer by child)

**Sum the total number training items PASSED.**

|           |         |           |           |        |   |   |   |   |    |
|-----------|---------|-----------|-----------|--------|---|---|---|---|----|
| <b>A1</b> | baby    | Mtoto     | mwana     | nyathi | 1 | 2 | 3 | 4 | NR |
| <b>A2</b> | car     | gari      | motoka    | gari   | 1 | 2 | 3 | 4 | NR |
| <b>A3</b> | fish    | samaki    | eng'eni   | rech   | 1 | 2 | 3 | 4 | NR |
| <b>A4</b> | candy   | peremende | Switi     | tamtam | 1 | 2 | 3 | 4 | NR |
| <b>B1</b> | crying  | kulia     | Khurira   | yuak   | 1 | 2 | 3 | 4 | NR |
| <b>B2</b> | washing | kuosha    | Khuosia   | luoko  | 1 | 2 | 3 | 4 | NR |
| <b>B3</b> | sitting | kukaa     | Khwikhala | bet    | 1 | 2 | 3 | 4 | NR |
| <b>B4</b> | hiding  | kujificha | Khwekisa  | pondo  | 1 | 2 | 3 | 4 | NR |

**Child failed 4 or more training items Skip to the NEXT ASSESSMENT --(NR= No Response)**

**IF CHILD IS 6 YEARS OLD AND ABOVE, SKIP TO SET 3, OTHERWISE CONTINUE.**

| SET 1 | English  | Swahili  | Luhya       | Luo    |   |   |   |   |    |
|-------|----------|----------|-------------|--------|---|---|---|---|----|
| 1     | Cat      | paka     | Epusi/Epaka | paka   | 1 | 2 | 3 | 4 | NR |
| 2     | Apple    | apple    | Apple       | apple  | 1 | 2 | 3 | 4 | NR |
| 3     | Balloon  | baluni   | Ebaluni     | balun  | 1 | 2 | 3 | 4 | NR |
| 4     | Hand     | mkono    | Omukhono    | lwedo  | 1 | 2 | 3 | 4 | NR |
| 5     | TRACTOR  | Tractor  | Etractor    | tracta | 1 | 2 | 3 | 4 | NR |
| 6     | Bird     | ndege    | Eyoni       | winyo  | 1 | 2 | 3 | 4 | NR |
| 7     | Tree     | mti      | Omusala     | yien   | 1 | 2 | 3 | 4 | NR |
| 8     | Table    | meza     | Emesa       | mesa   | 1 | 2 | 3 | 4 | NR |
| 9     | Drinking | kukunywa | Okhung'wa   | modho  | 1 | 2 | 3 | 4 | NR |
| 10    | Frog     | chura    | Ekhere      | ogwal  | 1 | 2 | 3 | 4 | NR |
| 11    | Money    | pesa     | Esende      | pesa   | 1 | 2 | 3 | 4 | NR |
| 12    | Umbrella | mwavuli  | Enyinya     | mabul  | 1 | 2 | 3 | 4 | NR |

**SET 2**

|    |         |          |                |        |   |   |   |   |    |
|----|---------|----------|----------------|--------|---|---|---|---|----|
| 13 | Running | kukimbia | Okhwirukha     | ringo  | 1 | 2 | 3 | 4 | NR |
| 14 | Window  | dirisha  | Edirisa        | dirisa | 1 | 2 | 3 | 4 | NR |
| 15 | Neck    | shingo   | Ekosi          | ng'ut  | 1 | 2 | 3 | 4 | NR |
| 16 | Talking | kuongea  | Okhulomaloma   | wuoyo  | 1 | 2 | 3 | 4 | NR |
| 17 | Blue    | buluu    | Buluu/Namaresi | bluu   | 1 | 2 | 3 | 4 | NR |

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

|    |             |              |                      |                |   |   |   |   |    |
|----|-------------|--------------|----------------------|----------------|---|---|---|---|----|
| 18 | Thumb       | kidole gumba | Olwala lwe sigumba   | lwedo ma dhuon | 1 | 2 | 3 | 4 | NR |
| 19 | Grapes      | zambarau     | Mijambula/misambarau | jamna          | 1 | 2 | 3 | 4 | NR |
| 20 | Swimming    | kuogelea     | Okhusoga             | go abal        | 1 | 2 | 3 | 4 | NR |
| 21 | Circle      | duara        | Omufiringo/ecircle   | circle         | 1 | 2 | 3 | 4 | NR |
| 22 | Mail / book | barua        | Ebarua               | barua          | 1 | 2 | 3 | 4 | NR |
| 23 | Hammer      | nyundo       | Enyundo              | nyundo         | 1 | 2 | 3 | 4 | NR |
| 24 | Candle      | mshumaa      | Omusumaa             | msumaa         | 1 | 2 | 3 | 4 | NR |

| SET 3 | English        | Swahili              | Luhya                      | Luo           |   |   |   |   |    |
|-------|----------------|----------------------|----------------------------|---------------|---|---|---|---|----|
| 25    | Flag           | bendera              | Ebendera                   | bandera       | 1 | 2 | 3 | 4 | NR |
| 26    | Gate           | gate                 | Egate                      | rangach       | 1 | 2 | 3 | 4 | NR |
| 27    | Tired/Happy    | kuchoka              | Ojong'a                    | Olo           | 1 | 2 | 3 | 4 | NR |
| 28    | Hopping        | kurukaruka           | Okhudumakala               | chikruok      | 1 | 2 | 3 | 4 | NR |
| 29    | Plant          | mmea                 | Esimera                    | pith          | 1 | 2 | 3 | 4 | NR |
| 30    | Kangaroo/Camel | kangaru              | Kangaru                    | kangaruu      | 1 | 2 | 3 | 4 | NR |
| 31    | Queencake      | queencake            | Queencake                  | queencake     | 1 | 2 | 3 | 4 | NR |
| 32    | Game           | mchezo               | Omubayo                    | tugo          | 1 | 2 | 3 | 4 | NR |
| 33    | Barn/airport   | zizi/uwanja wa ndege | Esidwoli/esikuri sie ndege | kul/pau ndege | 1 | 2 | 3 | 4 | NR |
| 34    | Writing        | Kuandika             | Okhwandika                 | ndiko         | 1 | 2 | 3 | 4 | NR |
| 35    | Ring           | pete                 | Embeta                     | pete          | 1 | 2 | 3 | 4 | NR |
| 36    | Farmer         | mkulima              | Omurimi                    | japur         | 1 | 2 | 3 | 4 | NR |

| SET 4 |              |                |                          |                     |   |   |   |   |    |
|-------|--------------|----------------|--------------------------|---------------------|---|---|---|---|----|
| 37    | Zipper       | zipu           | Ezipu                    | zip                 | 1 | 2 | 3 | 4 | NR |
| 38    | Nest         | kiota          | Esiyu                    | od winyo            | 1 | 2 | 3 | 4 | NR |
| 39    | Mountain     | mlima          | Olugulu                  | got                 | 1 | 2 | 3 | 4 | NR |
| 40    | Horn         | tarumbeta      | Etarumbeta               | tarumbeta           | 1 | 2 | 3 | 4 | NR |
| 41    | Pear/Avocado | peas/avocado   | Epeyasi/avocado          | peas/avocado        | 1 | 2 | 3 | 4 | NR |
| 42    | Yawning      | kupiga miayo   | Okhucha amayu            | hamo                | 1 | 2 | 3 | 4 | NR |
| 43    | Caterpillar  | caterpillar    | Esa check if better word | dudu look for other | 1 | 2 | 3 | 4 | NR |
| 44    | Chin         | kidevu         | Esinanwa                 | tik                 | 1 | 2 | 3 | 4 | NR |
| 45    | Pouring      | kumwaga        | Okhuchukha               | olo                 | 1 | 2 | 3 | 4 | NR |
| 46    | Decorated    | iliyorembeshwa | Ipambirwe                | molos maber         | 1 | 2 | 3 | 4 | NR |
| 47    | Triangle     | triangle       | Eturayango               | triangle            | 1 | 2 | 3 | 4 | NR |
| 48    | Desk         | dawati         | Edesiki                  | desk                | 1 | 2 | 3 | 4 | NR |

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

**SET 5**

|    |                  |                    |                         |               |   |   |   |   |    |
|----|------------------|--------------------|-------------------------|---------------|---|---|---|---|----|
| 49 | Knee             | goti               | Ekhumbo                 | chong         | 1 | 2 | 3 | 4 | NR |
| 50 | Donkey           | punda              | Epunda                  | punda         | 1 | 2 | 3 | 4 | NR |
| 51 | Measuring        | kupima             | Opima                   | pimo          | 1 | 2 | 3 | 4 | NR |
| 52 | Huge             | kubwa sana         | Okukhongo               | duong' ahinya | 1 | 2 | 3 | 4 | NR |
| 53 | Coin             | shilingi           | Emingili                | siling/sende  | 1 | 2 | 3 | 4 | NR |
| 54 | Porcupine/Hip po | nungu/kiboko       | Enjejeje/efubu          | chiew/rao     | 1 | 2 | 3 | 4 | NR |
| 55 | Tearing          | kurarua            | Otandula                | yiecho        | 1 | 2 | 3 | 4 | NR |
| 56 | Rectangle        | mstatili/rectangle | Erekitango              | rectangle     | 1 | 2 | 3 | 4 | NR |
| 57 | Full             | kujaa              | Okhwichula              | mopong'       | 1 | 2 | 3 | 4 | NR |
| 58 | Astronaut        | Mwanaanga          | Omundu oburukha mumiuya | jakorlwase    | 1 | 2 | 3 | 4 | NR |
| 59 | Ship             | meli               | Emeli                   | meli          | 1 | 2 | 3 | 4 | NR |
| 60 | Hook             | ndoano             | Elobo                   | olowu         | 1 | 2 | 3 | 4 | NR |

**SET 6**

|    |                     |                 |                     |              |   |   |   |   |    |
|----|---------------------|-----------------|---------------------|--------------|---|---|---|---|----|
| 61 | Map                 | ramani          | Emapo               | map          | 1 | 2 | 3 | 4 | NR |
| 62 | Lock                | kufuli          | esifuli             | kiful        | 1 | 2 | 3 | 4 | NR |
| 63 | Package             | kifurushi       | Esifurusi           | parcel/osigo | 1 | 2 | 3 | 4 | NR |
| 64 | Fruit               | matunda         | amatunda            | olembe       | 1 | 2 | 3 | 4 | NR |
| 65 | Brain               | ubongo          | Obwongo             | obuongo      | 1 | 2 | 3 | 4 | NR |
| 66 | Goat                | mbuzi           | Embusi              | diel         | 1 | 2 | 3 | 4 | NR |
| 67 | Jewellery/neck lace | mapambo/ushanga | Ebipambiro/olunyolo | tigo         | 1 | 2 | 3 | 4 | NR |
| 68 | Statue              | sanamu          | Esifwanani          | stachu       | 1 | 2 | 3 | 4 | NR |
| 69 | Chain               | nyororo         | Olunyororo          | nyororo      | 1 | 2 | 3 | 4 | NR |
| 70 | Leaking             | kuvuja          | Odonya              | ton          | 1 | 2 | 3 | 4 | NR |
| 71 | Cashier             | keshia          | Omubari we sende    | jakan pesa   | 1 | 2 | 3 | 4 | NR |
| 72 | Binoculars          | darubini        | Edarubini           | tur-bin      | 1 | 2 | 3 | 4 | NR |

*NOTE: We mostly stopped after set 6.*

***IF CHILD IS BELOW 6 YEARS OLD, SKIP TO TEST 2: MELQO - MENTAL TRANSFORMATION, OTHERWISE CONTINUE.***

**SET 7**

|    |                   |                 |                  |                   |   |   |   |   |    |
|----|-------------------|-----------------|------------------|-------------------|---|---|---|---|----|
| 73 | Diving            | kupiga mbizi    | Okhwebaya        | nimo              | 1 | 2 | 3 | 4 | NR |
| 74 | Fox               | mbweha          | libwe/???        | mbweha/???        | 1 | 2 | 3 | 4 | NR |
| 75 | Island            | kisiwa          | Esikinga         | chula             | 1 | 2 | 3 | 4 | NR |
| 76 | Drilling          | kutoboa         | Ofudula          | tucho             | 1 | 2 | 3 | 4 | NR |
| 77 | Xylaphone/whistle | marimba/firimbi | marimba/efirimbi | xylaphone/firimbi | 1 | 2 | 3 | 4 | NR |
| 78 | Time              | saa             | Ebikha           | saa               | 1 | 2 | 3 | 4 | NR |

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

|    |                  |                       |                     |                  |   |   |   |   |    |
|----|------------------|-----------------------|---------------------|------------------|---|---|---|---|----|
| 79 | Electrician      | fundi wa stima        | Fundi we sitima     | fundi stima      | 1 | 2 | 3 | 4 | NR |
| 80 | Frame            | fremu                 | Efuremu             | frame            | 1 | 2 | 3 | 4 | NR |
| 81 | Accident         | ajali                 | ajali               | ajali            | 1 | 2 | 3 | 4 | NR |
| 82 | Peacock/turkey   | tausi/kulukulu        | Peacock/ekulukulu   | tausi/kulukulu   | 1 | 2 | 3 | 4 | NR |
| 83 | Annoying/teasing | ghadhabisha/kuchozoza | Osinyisia/ochokosia | wang'o ich/kinyo | 1 | 2 | 3 | 4 | NR |
| 84 | Parachute        | parachut              | Eparachuti          | parachut         | 1 | 2 | 3 | 4 | NR |

### SET 8

|    |            |           |             |              |   |   |   |   |    |
|----|------------|-----------|-------------|--------------|---|---|---|---|----|
| 85 | Tugging    | kuvuruta  | Okhwesa     | ywayo        | 1 | 2 | 3 | 4 | NR |
| 86 | Roots      | mizizi    | Emisi       | tie yien     | 1 | 2 | 3 | 4 | NR |
| 87 | Sharing    | kugawana  | Okabana     | pogruok      | 1 | 2 | 3 | 4 | NR |
| 88 | Hive       | mzinga    | Omusinga    | od kich      | 1 | 2 | 3 | 4 | NR |
| 89 | Guitar     | gita      | Egita       | gita         | 1 | 2 | 3 | 4 | NR |
| 90 | Terrified  | kuogopa   | okhutia     | luor         | 1 | 2 | 3 | 4 | NR |
| 91 | Ambulance  | ambulance | ambulance   | ambulance    | 1 | 2 | 3 | 4 | NR |
| 92 | Liquid     | majimaji  | Amachimachi | machalo pipi | 1 | 2 | 3 | 4 | NR |
| 93 | Exercising | mazoezi   | mazoezi     | orako        | 1 | 2 | 3 | 4 | NR |
| 94 | Tortoise   | kobe      | Ekhudu      | opuk         | 1 | 2 | 3 | 4 | NR |
| 95 | Unhappy    | huzuni    | osinyikha   | kuyo         | 1 | 2 | 3 | 4 | NR |
| 96 | Racket     | racket    | Eraketi     | racket       | 1 | 2 | 3 | 4 | NR |

### SET 9

|     |             |               |                            |            |   |   |   |   |    |
|-----|-------------|---------------|----------------------------|------------|---|---|---|---|----|
| 97  | Antelope    | swara         | embongo                    | mwanda     | 1 | 2 | 3 | 4 | NR |
| 98  | Calculating | kupiga hesabu | ukhube esabu               | timo kwano | 1 | 2 | 3 | 4 | NR |
| 99  | Pair        | jozi          | epea                       | pair       | 1 | 2 | 3 | 4 | NR |
| 100 | Knitting    | kushona       | Osona                      | chwecho    | 1 | 2 | 3 | 4 | NR |
| 101 | Missile     | kombora       | Ekombora                   | kombora    | 1 | 2 | 3 | 4 | NR |
| 102 | Angle       | pembe         | Ekona                      | angle      | 1 | 2 | 3 | 4 | NR |
| 103 | Jaw         | taya          | Olusaya                    | chock lemb | 1 | 2 | 3 | 4 | NR |
| 104 | Cliff       | cliff         | cliff                      | cliff      | 1 | 2 | 3 | 4 | NR |
| 105 | Rough       | gwaragwara    | Esimanya/Esigwara/esiakalo | gwar gwar  | 1 | 2 | 3 | 4 | NR |
| 106 | Nostril     | tundu la pua  | Esiolu                     | ludhum     | 1 | 2 | 3 | 4 | NR |
| 107 | Warthog     | ngiri         | engiri                     | njiri      | 1 | 2 | 3 | 4 | NR |
| 108 | Compass     | dira          | ekompassi                  | compass    | 1 | 2 | 3 | 4 | NR |

### SET 10

|     |          |          |           |       |   |   |   |   |    |
|-----|----------|----------|-----------|-------|---|---|---|---|----|
| 109 | Pedal    | pedali   | Epedoli   | pedal | 1 | 2 | 3 | 4 | NR |
| 110 | Loading  | kupakia  | khupakira | pango | 1 | 2 | 3 | 4 | NR |
| 111 | Arriving | kuwasili | Okhwola   | chopo | 1 | 2 | 3 | 4 | NR |

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

|     |           |                   |                    |                   |   |   |   |   |    |
|-----|-----------|-------------------|--------------------|-------------------|---|---|---|---|----|
| 112 | Pyramid   | piramidi          | Epiramidi          | piramid           | 1 | 2 | 3 | 4 | NR |
| 113 | Valley    | bonde             | mudoma/olukoba     | gode ga aore      | 1 | 2 | 3 | 4 | NR |
| 114 | Signal    | signal            | signal             | signal/ranyisi    | 1 | 2 | 3 | 4 | NR |
| 115 | Fictional | ya uwongo         | Eyobubacha         | miriambo          | 1 | 2 | 3 | 4 | NR |
| 116 | Shore     | ufuo              | Olukuku            | dho nam           | 1 | 2 | 3 | 4 | NR |
| 117 | Deflated  | isiyo na hewa     | Ebweremo emiuya    | ofuongre          | 1 | 2 | 3 | 4 | NR |
| 118 | Sanding   | kupiga sand paper | Okhuruda           | rudho sandpaper   | 1 | 2 | 3 | 4 | NR |
| 119 | Greeting  | salamu            | Okhesia            | mosruok           | 1 | 2 | 3 | 4 | NR |
| 120 | Bouquet   | furushi la maua   | Esifurusi sia maua | chokruok mar maua | 1 | 2 | 3 | 4 | NR |

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

**Test 2: MELQO - Mental Transformation**

*Materials: Sheet #5 Mental Transformation*

*STOP RULES: None*

**INSTRUCTIONS:** *Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil*

Practice Trial:

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

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

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

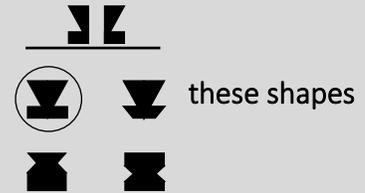
If you put these pieces together (*point to set of 2 pieces*), they will make one of

(*wave hand over 4 choices*).

Point to the shape the pieces make.

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

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



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

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

|     |  |  |  |  |  |
|-----|--|--|--|--|--|
| 16d | <p>Point to the shape (<i>point to each of the 4 choices</i>) these pieces make (<i>wave hand over set of 2 pieces</i>).</p> |  |  |  |  |
|-----|--|--|--|--|--|

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

**Test 3: MELQO - Forward Digit Span**

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

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

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

#### Test 4: Dimensional Change Card Sort (DCCS)

*INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil*

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

#### **ENSURE YOU HAVE:**

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

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

### COLOR GAME

#### Color Game Instructions

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

We are going to play a game called color game.

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

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

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

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

This is the color game.

Have you understood?

Now let's play!

#### Color Game Rule Check

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### COLOR TRIALS

#### **REMEMBER:**

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

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

1. If it is a green one, put it here, but if it is a red one, put it here. Here's a red one.

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

2. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.

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

3. If it is a green one, put it here, but if it is a red one, put it here. Here is a green one.

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

4. If it is a green one, put it here, but if it is a red one, put it here. Here is a red one.

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

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

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

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

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

### SHAPE GAME

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

#### Shape Game Instructions

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

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

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

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

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

This is the shape game.

Have you understood?

Let's play!

#### Shape Rule Check

Oai. Can you show me where the stars go in the shape game?  
**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_\_|

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

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

Oaii. Can you show me where the stars go in the shape game?  
**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_\_|

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

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

Obi. Can you show me where the lorrys go in the shape game?  
**Points to (1=Box with green star, 2=Box with red truck, 77=Refuses to respond):** |\_\_\_|

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

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

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

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

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

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

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

### SHAPE TRIALS

#### **REMEMBER:**

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

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

1. If it is a star, put it here, but if it is a lorry put it here. Here's a lorry.

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

2. If it is a star, put it here, but if it is a lorry put it here. Here is a star.

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

3. If it is a star, put it here, but if it is a lorry put it here. Here is a lorry.

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

4. If it is a star, put it here, but if it is a lorry put it here. Here is a lorry.

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

5. If it is a star, put it here, but if it is a lorry put it here. Here is a star.

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

6. If it is a star, put it here, but if it is a lorry put it here. Here is a star.

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

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

**Read:** Great job!

**PUT AWAY ALL BOXES AND CARDS.**

**20. CHILD CAN TELL YOU HIS OR HER FIRST NAME. YOU SHOULD HAVE ALREADY INTRODUCED YOURSELF TO THE CHILD. (1 =Yes, 2 = No)**

**36. CHILD KNOWS HOW OLD THEY ARE. ASK, “How old are you?” THIS CAN ALSO BE ASKED IN ENGLISH, IF YOU BELIEVE THE CHILD MAY BE BETTER ABLE TO UNDERSTAND THE QUESTION AND RESPOND IN ENGLISH. (1 =Yes, 2 = No)**

**44. CHILD CAN TELL YOU THE NAME OF THE VILLAGE WHERE S/HE CURRENTLY LIVES. ASK THE CHILD, “Tell me, what is the name of the village where you are living now?” (1 =Yes, 2 = No)**

*INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil*

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

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

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

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

**KIS:** Ipi ni ya kunywa?

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

**LUO:** Mane mar modho?

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

**1 = YES**

**88 = N/A**

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

**KIS:** Ipi ni ya kuandika?

**SAM:** Esiriena esia khwekhonyera okhwandika?

**LUO:** Mane mar ndiko?

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

**1 = YES**

**88 = N/A**

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

**KIS:** Gani ni ya kushonea?

**SAM:** Esiriena esia khwekhonyera osona?

**LUO:** Mane mar kuoyo?

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

**1 = YES**

**88 = N/A**

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

**KIS:** Gani ni ya kula?

**SAM:** Esiriena esia khwekhonyera okhuria?

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

**1 = YES**

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

|  |   |
|--|---|
| <b>LUO:</b> Mane mar chiemo?   | <b>88 = N/A</b>   |
| <b>21e. ENG:</b> Which one is for cutting?                                       | <b>21e. PASS: 0 = NO</b><br><b>1 = YES</b><br><b>88 = N/A</b> |
| <b>KIS:</b> Gani ni ya kukata?   |   |
| <b>SAM:</b> Esiriena esia khwekhonyera okhenga?                                  |   |
| <b>LUO:</b> Mane mar ng'ado?   |   |
| <b>Score each item as a PASS if child can point to or name the correct item.</b> |   |

**23. Child can NAME objects.**

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

**Point to each object and ask:**

**ENG:** What is this?

**KIS:** Hii ni nini?

**SAM:** Sino ni sii?

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

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

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

|    | <b>ENG:</b> | <b>KIS:</b> | <b>SAM:</b> | <b>LUO:</b> |                                 |
|----|-------------|-------------|-------------|-------------|---------------------------------|
| a. | soap        | sabuni      | esabuni     | sabun       | <b>23a. 0=NO, 1=YES, 88=N/A</b> |
| b. | nail        | msumari     | msumari     | musumwal    | <b>23b. 0=NO, 1=YES, 88=N/A</b> |
| c. | comb        | kichana     | esichanuo   | kichanu     | <b>23c. 0=NO, 1=YES, 88=N/A</b> |
| d. | scissors    | makasi      | makasi      | makas       | <b>23d. 0=NO, 1=YES, 88=N/A</b> |
| e. | torch       | tochi       | itochi      | toch        | <b>23e. 0=NO, 1=YES, 88=N/A</b> |
| f. | safety pin  | kipini      | esipini     | kipino      | <b>23f. 0=NO, 1=YES, 88=N/A</b> |
| g. | candle      | msumaa      | musuma      | msumaa      | <b>23g. 0=NO, 1=YES, 88=N/A</b> |
| h. | thread      | uzi         | ovuusi      | usi         | <b>23h. 0=NO, 1=YES, 88=N/A</b> |
| i. | mirror      | kioo        | ikiyoo      | kioo        | <b>23i. 0=NO, 1=YES, 88=N/A</b> |
| j. | sieve       | kichungi    | esichungo   | rachungi    | <b>23j. 0=NO, 1=YES, 88=N/A</b> |
| k. | fork        | uma         | euma        | uma         | <b>23k. 0=NO, 1=YES, 88=N/A</b> |
| l. | wick        | kitambi     | olutambi    | kitambi     | <b>23l. 0=NO, 1=YES, 88=N/A</b> |
| m. | watch       | saa         | esa         | saa         | <b>23m. 0=NO, 1=YES, 88=N/A</b> |
| n. | funnel      | kichoteo    | efaneli     | nyang'wara  | <b>23n. 0=NO, 1=YES, 88=N/A</b> |

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

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

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

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

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

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

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

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

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

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

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

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

**SAM:** Khukhoreranga sina esabuni?

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

**26a. PASS: 0 = NO  
1 = YES  
88 = N/A**

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

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

**SAM:** khukhoreranga sina olutambi?

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

**26b. PASS: 0 = NO  
1 = YES  
88 = N/A**

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

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

**SAM:**Khukhoreranga sina esaa?

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

**26c. PASS: 0 = NO  
1 = YES  
88 = N/A**

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

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

**SAM:** Khukhoreranga sina itochi?

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

**26d. PASS: 0 = NO  
1 = YES  
88 = N/A**

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

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

**SAM:** Khukhoreranga sina esiberiti?

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

**26e. PASS: 0 = NO  
1 = YES  
88 = N/A**

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

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

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

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

**Say:**

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

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

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

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

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

**You can encourage the**

**child by saying:**

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

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

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

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

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

**25. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**24. PASS: 0 = NO**

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

**88 = N/A**

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

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

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

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

**SAM:** Okholanga sina injala niikhuluma?

**LUO:** Itimo ga ang'o ka kech kayi?

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

**1 = YES**

**88 = N/A**

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

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

**SAM:** Okholanga sina nojong'ere?

**LUO:** Itimo ga ang'o ka iol?

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

**1 = YES**

**88 = N/A**

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

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

**SAM:** Okholanga sina noburira imboo?

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

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

**1 = YES**

**88 = N/A**

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

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

**29. Child understands adjectives.**

**Ask:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Say:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

:

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

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

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

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

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

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

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

**1 = YES**

**88 =**

**N/A**

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

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

**SAM** esidete khumoka, esiro khu

:

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

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

**1 = YES**

**88 =**

**N/A**

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

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

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

:

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

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

**1 = YES**

**88 =**

**N/A**

**32. (Continued)**

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

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

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

:

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

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

**1 = YES**

**88 = N/A**

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

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

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

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

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

:

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

**1 = YES**

**88 =**

**N/A**

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

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

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

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

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

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

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

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

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

**35. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

**34. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

**33. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

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

1=English

2=KiSwahili

3=Samia

4=Luo

5=Other (specify)

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

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

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

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

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

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

**46. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

**Say:**

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

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

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

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

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

**47. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

**Say:**

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

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

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

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

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

**48. PASS: 0 = NO**

**1 = YES**

**88 = N/A**

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

**Point to RED circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

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

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

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

**Point to BLUE circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

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

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

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

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

**ENG:** Tell me this letter.

**KIS:** Niambie hii herufi.

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

**LUO:** Nyisa leta ni.

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

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

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

**Point to YELLOW circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

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

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

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

**Point to GREEN circle and say:**

**ENG:** What color is this?

**KIS:** Hii ni rangi gani?

**SAM:** Ino ni kala sina?

**LUO:** Ma en rangi mane?

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

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

**42. Names two or more letters in first name.**  
**Score PASS if child correctly names 2 or more.**

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

**41. Names one or more letters in first name.**  
**Score PASS if child correctly names 1 or more.**

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

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

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

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

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

**Test 6: PLUS – EF**

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

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

*INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise. Have the tablet wipes with alcohol-based sanitizer and that the child sanitize before and after the Plus-EF exercise.*

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

Early Grade Reading Assessment: Protocol  
KLPS4-KIDS  
**SWAHILI**

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General Instructions

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

**INSTRUCTIONS:** *Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil*

## Sehemu ya Kwanza: Ufahamu Wa Sauti Za Herufi

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

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

**Kwa mfano, sauti ya herufi hii [kisha mwonyeshe herufi o] ni "lo!"**

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

*Iwapo jawabu la mwanafunzi ni sahihi, sema: Vyema, sauti ya herufi hii ni "n!"*

*Iwapo jawabu la mwanafunzi sio sahihi, sema: Sauti ya herufi hii ni "n!"*

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

*Iwapo jawabu la mwanafunzi ni sahihi, sema: Vyema, sauti ya herufi hii ni "m!"*

*Iwapo jawabu la mwanafunzi sio sahihi, sema: Sauti ya herufi hii ni "m!" Je,*

**umeelewa unavyopaswa kufanya?**

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



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

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

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

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

Mifano:

|    | 1 | 2   | 3  | 4  | 5  | 6 | 7  | 8  | 9 | 10 |       |
|----|---|-----|----|----|----|---|----|----|---|----|-------|
| t  | a | e   | S  | M  | a  | N | u  | S  | n |    | (10)  |
| i  | W | n   | a  | u  | l  | p | i  | k  | z |    | (20)  |
| ny | u | A   | p  | ch | b  | A | th | o  | n |    | (30)  |
| i  | O | p   | e  | a  | gh | u | n  | w  | i |    | (40)  |
| E  | z | ng' | n  | T  | A  | K | m  | ch | i |    | (50)  |
| a  | u | d   | dh | V  | l  | i | z  | M  | e |    | (60)  |
| sh | i | l   | u  | h  | a  | R | p  | v  | f |    | (70)  |
| k  | U | N   | g  | A  | L  | u | O  | s  | f |    | (80)  |
| y  | n | B   | R  | k  | n  | D | gh | t  | K |    | (90)  |
| m  | o | h   | gh | G  | y  | a | i  | A  | l |    | (100) |

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

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

## Sehemu ya Pili: Ufahamu Wa Silabi

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

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

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

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

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

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

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

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

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

**Je, umeelewa unavyopaswa kufanya?**

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



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

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

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

Mifano:      ya      si      fu

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

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

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

## Sehemu ya Tatu: Kutambua Maneno ya Kubuni

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

|  |
|--|
|  |
|  |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

| HADITHI 1: Katana   |    | MASWALI   | JIBU SAHIHI | JIBU LISILOSAHIHI | KUTOJIBU |
|---|----|---|-------------|-------------------|----------|
| Katana anaishi katika kijiji cha Busia.   | 6  | 1. Katana anaishi wapi? [Busia, katika kijiji cha Busia]  |             |                   |          |
| Busia kunaishi watu wengi. Wezi wamekuwa wakivamia wanakijiji wa Busia  | 16 | 2. Ni nani wamevamia wanakijiji wa Busia? [Wezi]  |             |                   |          |
| na kuwasumbua sana. Kamau ambaye ni chifu wa kijiji cha Busia amewapa wezi onyo kali. Amesema wezi watashikwa.                            | 34 | 3. Chifu amesema wezi watafanyiwa nini? [Wataashikwa]   |             |                   |          |
| Wakipatikana na hatia wezi watafungwa jela  | 40 | 4. Wezi watafanyiwa nini wakipatikana na hatia? [Wafungwa/watafungwa jela/watafungwajela kwa muda mrefu sana] |             |                   |          |
| kwa muda mrefu sana. Chifu amewaambia wanakijiji watoe habari kwa polisi. Wakifanya hivyo itakuwa ni rahisi kuwashika wezi wote kijijini. | 60 | 5. Je, unafikiri wezi wanaiba nini kwa kijiji nini? [mifugo, vitu shambani / nyumbani Any relevant answer]    |             |                   |          |

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

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

|  |
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|  |

**Sehemu ya Sita (a): Hadithi ya Kusikiliza***Muonyeshe mwanafunzi hadithi iliyomo katika kijitabu chako. Halafu sema hivi,*

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

**Sehemu ya Sita (b). Ufahamu wa Hadithi ya Kusikiliza***Baada ya kusoma hadithi, muulize mwanafunzi maswali. Mpe mwanafunzi hadi sekunde 15 alijibu swali, tia alama mwafaka kulingana na jibu lake, halafu uendelee katika swali linalofuata.**Soma maswali ya kila mstari hadi mwisho.**Sehemu hii haitapimwa muda.*

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

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

## Early Grade Reading Assessment: Protocol

KLPS4-KIDS

# ENGLISH

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### General Instructions

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

**INSTRUCTIONS:** *Ensure to maintain the social distancing as much as possible during this exercise and remind the child to only point using the provided sanitized Pencil*

### Section 5a. Oral passage reading

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

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



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

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

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

### Section 5b. Reading comprehension

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

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

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

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

| Story 3: Sara’s Cat  |    | QUESTIONS   | CORRECT RESPONSE | INCORRECT RESPONSE | NO RESPONSE |
|--|----|---|------------------|--------------------|-------------|
| Sara had a big cat.  | 1  | 1. Who had a cat? [Sara]  |                  |                    |             |
| The big cat was black. Sara and the cat liked to play.   | 17 | 2. What did Sara and the cat like to do? [Play]                               |                  |                    |             |
| One day Sara came home from school. She looked for the big cat but it was not at home. Sara was sad. | 39 | 3. Why was Sara sad? [The cat was not at home]                                |                  |                    |             |
| After a while the cat came back. Sara gave the cat some milk.  | 52 | 4. What did Sara give the cat? [Milk]   |                  |                    |             |
| The big cat was happy and slept on her lap. Sara was happy too.                                      | 66 | 5. Why do you think Sara was happy[ she found the cat, Any reasonable answer] |                  |                    |             |

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

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

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

Early Grade Reading Assessment: Protocol

KLPS4-KIDS

**MATHEMATICS**

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General Instructions

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

*INSTRUCTIONS: Ensure to maintain the social distancing as much as possible during this exercise. Provide the child with a plain paper for rough work and the paper should not be taken back.*

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

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

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

## Task 3: Missing number - PRACTICE

Sheet 3A

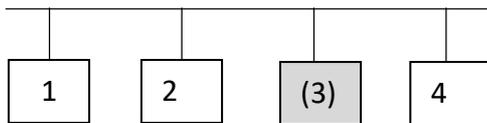


(Not Timed)

P1:

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

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



✓

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

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

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

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

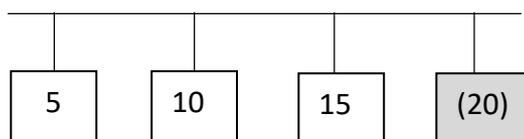
*[Elekeza kidole kwa kila nambari]. 1, 2, 3, 4. Nambari 3 itawekwa hapa.*

*Tujaribu mfano mwingine.*

P2:

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

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



✓

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

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

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

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

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

*Tujaribu mifano zaidi.*

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

| <b>Task 4A: Addition: Level 1 - EXERCISE</b>  | <b>Sheets 4A1</b>   | <b>60 seconds (Timed)</b> |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
|---|---|---------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|-------------|---------------|--------------|---------------|---|
| <p><b>Here are some addition exercises [glide hand from top to bottom]. I am going to time you and will tell you when to start and when to stop. Say the answer for each question. If you don't know an answer, move to the next question. Are you ready? . . .</b></p> <p><i>Kiswahili: Hapa kuna mazoezi ya kuongezea. [Pitisha mkono kutoka juu hadi chini]. Nitakuhesabia muda na nitakuambia wakati wa kuanza na wa kumaliza. Sema jibu kwa kila swali. Kama hujui jibu, endelea na swali linalofuata. Uko Tayari? . . .</i></p> <p><b>Start here [point to the first problem].</b></p> <p><i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p> | <p>( / ) Incorrect or no response<br/>( ] ) After last problem attempted</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td>1 + 3 = (4)</td><td>7 + 8 = (15)</td></tr> <tr><td>2 + 3 = (5)</td><td>4 + 7 = (11)</td></tr> <tr><td>6 + 2 = (8)</td><td>7 + 5 = (12)</td></tr> <tr><td>4 + 5 = (9)</td><td>8 + 6 = (14)</td></tr> <tr><td>3 + 3 = (6)</td><td>9 + 8 = (17)</td></tr> <tr><td>8 + 1 = (9)</td><td>6 + 7 = (13)</td></tr> <tr><td>7 + 3 = (10)</td><td>8 + 8 = (16)</td></tr> <tr><td>3 + 6 = (9)</td><td>8 + 5 = (13)</td></tr> <tr><td>2 + 7 = (9)</td><td>8 + 10 = (18)</td></tr> <tr><td>9 + 1 = (10)</td><td>10 + 2 = (12)</td></tr> </tbody> </table> | 1 + 3 = (4)               | 7 + 8 = (15) | 2 + 3 = (5) | 4 + 7 = (11) | 6 + 2 = (8) | 7 + 5 = (12) | 4 + 5 = (9) | 8 + 6 = (14) | 3 + 3 = (6) | 9 + 8 = (17) | 8 + 1 = (9) | 6 + 7 = (13) | 7 + 3 = (10) | 8 + 8 = (16) | 3 + 6 = (9) | 8 + 5 = (13) | 2 + 7 = (9) | 8 + 10 = (18) | 9 + 1 = (10) | 10 + 2 = (12) | <p> (Stop)</p> <ul style="list-style-type: none"> <li>• If the time runs out (60 seconds), the Tablet will turn red.</li> </ul> <p> (Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on an item for <b>5 SECONDS</b>, mark as wrong then prompt pupil to move on.</li> </ul> |
| 1 + 3 = (4)   | 7 + 8 = (15)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 2 + 3 = (5)   | 4 + 7 = (11)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 6 + 2 = (8)   | 7 + 5 = (12)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 4 + 5 = (9)   | 8 + 6 = (14)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 3 + 3 = (6)   | 9 + 8 = (17)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 8 + 1 = (9)   | 6 + 7 = (13)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 7 + 3 = (10)  | 8 + 8 = (16)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 3 + 6 = (9)   | 8 + 5 = (13)  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 2 + 7 = (9)   | 8 + 10 = (18)   |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| 9 + 1 = (10)  | 10 + 2 = (12)   |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| <p> Record time left (seconds):</p>   | <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto;"></div>  |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |
| <p>To solve the problems, indicate the method the child used (tick all that apply):</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other (  describe) _____</p>   |   |                           |              |             |              |             |              |             |              |             |              |             |              |              |              |             |              |             |               |              |               |   |

| <b>Task 4B: Addition: Level 2 – EXERCISE</b>  |  <b>Sheet 4A2</b> |  <b>x</b><br>(Not Timed)   |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
|---|--|---|--------------------------|--------------------------|-----------------|--------------------------|--------------------------|------------------|--------------------------|--------------------------|------------------|--------------------------|--------------------------|------------------|--------------------------|--------------------------|---|
|  Paper and pencil.  |  |  (Stop)  |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| <p> <b>Here are more addition exercises.</b><br/> <b>You may use this paper and pencil if you want to. But you do not have to do so.</b><br/> <i>Kiswahili: Hapa kuna mazoezi mengine ya kuongezea. Ukipenda, waweza kutumia hii penseli na karatasi. Lakini sio lazima.</i></p> <p><b>Start here [point to the first problem].</b><br/> <i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>  |  | <ul style="list-style-type: none"> <li>• If the child did not answer any Level 1 question correctly.</li> <li>• If the child makes 4 consecutive errors.</li> </ul> |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| <p> <u>Circle: 1 = Correct.</u><br/>           0 = Incorrect or no response.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><math>12 + 7 = (19)</math></td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 10%;"><input type="checkbox"/></td> </tr> <tr> <td><math>17 + 8 = (25)</math></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><math>18 + 11 = (29)</math></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><math>22 + 37 = (59)</math></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><math>38 + 26 = (64)</math></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> |  | $12 + 7 = (19)$   | <input type="checkbox"/> | <input type="checkbox"/> | $17 + 8 = (25)$ | <input type="checkbox"/> | <input type="checkbox"/> | $18 + 11 = (29)$ | <input type="checkbox"/> | <input type="checkbox"/> | $22 + 37 = (59)$ | <input type="checkbox"/> | <input type="checkbox"/> | $38 + 26 = (64)$ | <input type="checkbox"/> | <input type="checkbox"/> | <p> (Move on)</p> <ul style="list-style-type: none"> <li>• If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?”</li> <li>• If a child continues to use an inefficient strategy or stops on an item <b>for 5 SECONDS.</b></li> </ul> |
| $12 + 7 = (19)$   | <input type="checkbox"/>   | <input type="checkbox"/>  |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| $17 + 8 = (25)$   | <input type="checkbox"/>   | <input type="checkbox"/>  |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| $18 + 11 = (29)$  | <input type="checkbox"/>   | <input type="checkbox"/>  |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| $22 + 37 = (59)$  | <input type="checkbox"/>   | <input type="checkbox"/>  |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| $38 + 26 = (64)$  | <input type="checkbox"/>   | <input type="checkbox"/>  |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |
| <p>To solve the problems, indicate the method the child used [( ) tick all that apply]:</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other (  describe) _____</p>  |  |   |                          |                          |                 |                          |                          |                  |                          |                          |                  |                          |                          |                  |                          |                          |   |

| <b>Task 5A: Subtraction: Level 1 - - EXERCISE</b>   | Sheet 5A1   | 60 seconds (Timed) |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
|---|---|--------------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|----------------|----------------|---------------|----------------|---------------|-----------------|----------------|-----------------|--|--|
| <p><b>Here are some subtraction exercises [glide hand from top to bottom]. I am going to time you and will tell you when to start and when to stop. Say the answer for each question. If you don't know an answer, move to the next question. Are you ready? . . .</b></p> <p><i>Kiswahili: Hapa kuna mazoezi ya kutoa [elekeza mkono kutoka juu hadi chini]. Nitakuhesabia muda na nitakuambia wakati wa kuanza na wa kumaliza. Sema jibu kwa kila swali. Kama hujui jibu, endelea na swali linalofuata. Uko Tayari? . . .</i></p> <p><b>Start here [point to the first question].</b></p> <p><i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>  | <p>(Stop)</p> <ul style="list-style-type: none"> <li>• If the time runs out (60 seconds), the Tablet will turn red.</li> </ul> <p>(Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on an item for <b>5 SECONDS</b>, mark as wrong and prompt pupil to move.</li> </ul> |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| <p>( / ) Incorrect or no response<br/>( ) After last problem attempted</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr><td><math>4 - 3 = (1)</math></td><td><math>15 - 8 = (7)</math></td></tr> <tr><td><math>5 - 3 = (2)</math></td><td><math>11 - 7 = (4)</math></td></tr> <tr><td><math>8 - 2 = (6)</math></td><td><math>12 - 5 = (7)</math></td></tr> <tr><td><math>9 - 5 = (4)</math></td><td><math>14 - 6 = (8)</math></td></tr> <tr><td><math>6 - 3 = (3)</math></td><td><math>17 - 8 = (9)</math></td></tr> <tr><td><math>9 - 1 = (8)</math></td><td><math>13 - 7 = (6)</math></td></tr> <tr><td><math>10 - 3 = (7)</math></td><td><math>16 - 8 = (8)</math></td></tr> <tr><td><math>9 - 6 = (3)</math></td><td><math>13 - 5 = (8)</math></td></tr> <tr><td><math>9 - 7 = (2)</math></td><td><math>18 - 10 = (8)</math></td></tr> <tr><td><math>10 - 1 = (9)</math></td><td><math>12 - 2 = (10)</math></td></tr> </tbody> </table> | $4 - 3 = (1)$   | $15 - 8 = (7)$     | $5 - 3 = (2)$ | $11 - 7 = (4)$ | $8 - 2 = (6)$ | $12 - 5 = (7)$ | $9 - 5 = (4)$ | $14 - 6 = (8)$ | $6 - 3 = (3)$ | $17 - 8 = (9)$ | $9 - 1 = (8)$ | $13 - 7 = (6)$ | $10 - 3 = (7)$ | $16 - 8 = (8)$ | $9 - 6 = (3)$ | $13 - 5 = (8)$ | $9 - 7 = (2)$ | $18 - 10 = (8)$ | $10 - 1 = (9)$ | $12 - 2 = (10)$ |  |  |
| $4 - 3 = (1)$   | $15 - 8 = (7)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $5 - 3 = (2)$   | $11 - 7 = (4)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $8 - 2 = (6)$   | $12 - 5 = (7)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $9 - 5 = (4)$   | $14 - 6 = (8)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $6 - 3 = (3)$   | $17 - 8 = (9)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $9 - 1 = (8)$   | $13 - 7 = (6)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $10 - 3 = (7)$  | $16 - 8 = (8)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $9 - 6 = (3)$   | $13 - 5 = (8)$  |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $9 - 7 = (2)$   | $18 - 10 = (8)$   |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| $10 - 1 = (9)$  | $12 - 2 = (10)$   |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| <p><b>Record time left (seconds):</b></p>   |   |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |
| <p>To solve the problems, indicate the method the child used [( ) tick all that apply]:</p> <p>A.Solved the problems in his/her head</p> <p>B.Fingers</p> <p>C.Counters</p> <p>D. Tick marks on paper with a pencil</p> <p>E.Other ( describe ) _____</p>   |   |                    |               |                |               |                |               |                |               |                |               |                |                |                |               |                |               |                 |                |                 |  |  |

| <b>Task 5B: Subtraction: Level 2 - EXERCISE</b>  |  <b>Sheet 5A2</b> |  <b>x</b> (Not Timed)   |
|--|--|--|
|   Paper and pencil.   |  |  (Stop)   |
| <p> <b>Here are more subtraction exercises.</b><br/> <b>You may use this paper and pencil if you want to. You do not have to do so.</b><br/> <i>Kiswahili: Hapa kuna mazoezi zaidi ya kutoa. Ukipenda, unaweza Kutumia hii penseli na karatasi. Lakini sio lazima.</i></p> <p><b>Start here [point to first problem].</b><br/> <i>Kiswahili: Anzia hapa [elekeza kidole kwa swali la kwanza]</i></p>   |  | <ul style="list-style-type: none"> <li>• If the child did not answer any Level 1 question correctly.</li> <li>• If the child makes 4 consecutive errors.</li> </ul>  |
| <p> <b>Circle: 1 = Correct.</b><br/> <b>0 = Incorrect or no response.</b></p> <p>19 – 7 = (12)      <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>25 – 8 = (17)      <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>29 – 11 = (18)      <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>59 – 37 = (22)      <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> <p>64 – 26 = (38)      <input type="checkbox"/> 1   <input type="checkbox"/> 0</p> |  | <p> (Move on)</p> <ul style="list-style-type: none"> <li>• If a child uses an inefficient strategy (e.g., tick marks), ask the child “Do you know another way to solve the problem?”</li> <li>• If a child continues to use an inefficient strategy or stops on an item for <b><u>5 SECONDS.</u></b></li> </ul> |
| <p>To solve the problems, indicate the method the child used [( ) tick all that apply]:</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other (  describe) _____</p>   |  |  |

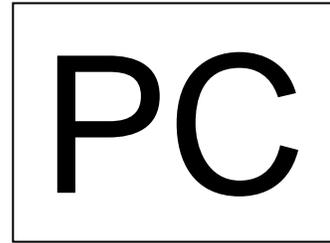
| Task 6: Word Problems - PRACTICE  | x (No stimuli Sheet) | x (Not Timed) |
|---|----------------------|---------------|
| <p>Counters, paper and pencil.</p>  |                      |               |
| <p><b>I have some questions that I am going to read to you. You will work them out and tell me the answer. Here are some objects to help you. You can use them if you need them, but you don't have to use them. Listen very carefully to each question. If you want me to repeat the question, please ask me to do so. Okay, let's get started.</b></p> <p><i>Kiswahili: Hapa nina maswali ambayo nitakusomea uyafanye. Utazifanya na kuniambia jibu. Hapa pana vifaa kadhaa vya kukusaidia. Ukitaka, waweza kuvitumia lakini sio lazima uvitumie. Sikiliza kila swali kwa makini. Ukitaka nirudie swali, niko tayari kufanya hivyo. Sawa! Hebu tuanze.</i></p> <p><b>There are three children in the matatu. One child gets out of the matatu.</b></p> <p><b>How many children are left in the matatu? Kiswahili:</b><br/> <i>Kuna watoto watatu ndani ya matatu. Mtoto mmoja akatoka nje ya matatu.</i><br/> <i>Je, ni watoto wangapi wamebaki ndani ya matatu?</i></p> <p>✓ <b>That's right. There are two children left in the matatu. Let's do some more.</b></p> <p><i>Kiswahili: Hiyo ni sahihi; watoto wawili wamebaki ndani ya matatu. Hebu tufanye mazoezi zaidi.</i></p> <p>x <b>Imagine these counters are children [point to counters]. Count out three children. These children are in the matatu. One child gets out of the matatu. Using the counters, show me one child getting out of the matatu. How many children are left in the matatu? That's right. There are two children left in the matatu. Let's do some more.</b></p> <p><i>Kiswahili: Chukulia hivi vihesabio ni watoto [elekeza kidole kwa vihesabio]. Hesabu watoto watatu. Hawa watoto wako ndani ya matatu. Mtoto mmoja anatoka nje ya matatu. Ukitumia vihesabio, nionyeshe mtoto mmoja akitoka nje ya matatu. Je, ni watoto wangapi wamebaki ndani ya matatu? Hiyo ni sahihi; watoto wawili wamebaki ndani ya matatu. Hebu tufanye mazoezi zaidi</i></p> |                      |               |

| Task 6: Word Problems - EXERCISE   |   | (No stimuli Sheet)   | (Not Timed) |
|--|---|--|-------------|
| Counters, paper and pencil.  |   |  |             |
| <p><b>Now I have some more exercises for you.</b><br/> <i>Kiswahili: Sasa nina mazoezi zaidi kwako.</i></p>  |   | <p>(Stop)</p> <ul style="list-style-type: none"> <li>If the child gets 4 successive errors</li> </ul> <p>(Move on)</p> <ul style="list-style-type: none"> <li>If a child stops on an item for <b>5 SECONDS.</b> (and does not attempt to use counters, fingers, paper, or pencil)</li> </ul> |             |
| <p><u>Exercise 1</u></p> <p>There are 3 children in a house. [<i>pause and check</i>]<br/>           4 more children go into the house. [<i>pause and check</i>]<br/>           How many children are in the house altogether?</p> <p><i>Kiswahili: Kuna watoto 3 ndani ya nyumba. [pumziko]. Watoto wengine 4 wanaingia ndani ya nyumba. [pumziko]. Je, sasa ni watoto wangapi wako ndani ya nyumba kwa jumla?</i></p>  | <p>Correct answer: 7</p> <p><u>Circle one:</u></p> <p><input type="checkbox"/> 1 Correct<br/> <input type="checkbox"/> 0 Incorrect</p>  | <p><b>Comment:</b> The “[<i>pause and checks</i>]” in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, “<b>Do you understand?</b>” “<b>Je, unaelewa?</b>”</p>  |             |
| <p><u>Exercise 2</u></p> <p>There are 7 children in the house. [<i>pause and check</i>]<br/>           3 are boys. The others are girls. [<i>pause and check</i>]<br/>           How many girls are in the house?</p> <p><i>Kiswahili: Kuna watoto 7 ndani ya nyumba. [pumziko]. 3 ni wavulana. Wengine ni wasichana. [pumziko]. Je, ni wasichana wangapi wako ndani ya nyumba?</i></p>  | <p>Correct answer: 4</p> <p><u>Circle one</u> :</p> <p><input type="checkbox"/> 1 Correct<br/> <input type="checkbox"/> 0 Incorrect</p> |  |             |
| <p><u>Exercise 3</u></p> <p>There are 4 children in John’s house. [<i>pause and check</i>]<br/>           There are 7 children in Mary’s house. [<i>pause and check</i>]<br/>           How many more children must go into John’s house so that it has the same number of children as Mary’s house?</p> <p><i>Kiswahili: Kuna watoto 4 kwa nyumba ya John. [pumziko]. Kuna watoto 7 kwa nyumba ya Mary. [pumziko]. Je, ni watoto wangapi wengine wanafaa kuingia kwa nyumba ya John ili idadi ya watoto iwe sawa na idadi ya watoto waliomo kwa nyumba ya Mary?</i></p> | <p>Correct answer: 3</p> <p><u>Circle one:</u></p> <p><input type="checkbox"/> 1 Correct<br/> <input type="checkbox"/> 0 Incorrect</p>  |  |             |

|  |   |  |
|--|---|--|
| <p>🧠 There are some children in a house.<br/>4 more children go into the house. [<i>pause and check</i>]<br/>Now there are 9 children in the house. [<i>pause and check</i>]<br/>How many children were in the house at the beginning?</p> <p><b>Kiswahili:</b> <i>Kuna watoto kadhaa ndani ya nyumba. Watoto wengine 4 wanaingia kwa nyumba. [pumziko]. Sasa kuna watoto 9 ndani ya nyumba. [pumziko]. Je, ni watoto wangapi walikuwa ndani ya nyumba mwanzoni?</i></p>                           | <p>Correct answer: 5</p> <p><b>Circle one:</b><br/>_____</p> <p><input type="checkbox"/> 1 Correct<br/><input type="checkbox"/> 0 Incorrect</p> | <p>🛑 (Stop)</p> <ul style="list-style-type: none"> <li>• If the child gets 4 successive errors</li> </ul> <p>➡ (Move on)</p> <ul style="list-style-type: none"> <li>• If a child stops on an item for for <b>5 SECONDS.</b> (and does not attempt to use counters, fingers, paper, or pencil)</li> </ul> |
| <p><u>Exercise 5</u></p> <p>🧠 There are 12 sweets. [<i>pause and check</i>]<br/>3 children share the sweets equally. [<i>pause and check</i>]<br/>How many sweets does each child get?</p> <p><b>Kiswahili:</b> <i>Kuna peremende 12. [pumziko].<br/>Watoto 3 wanagawana peremende zile kwa kiasi sawa. [pumziko]. Je, kila mtoto anapata peremende ngapi?</i></p>   | <p>Correct answer: 4</p> <p><b>Circle one:</b><br/>_____</p> <p><input type="checkbox"/> 1 Correct<br/><input type="checkbox"/> 0 Incorrect</p> | <p><b>Comment:</b> The “[<i>pause and checks</i>]” in each problem indicate that you should be certain that the child understands what you have said before continuing. You may want to ask, “<b>Do you understand?</b>” “<b>Je, unaelewa?</b>”</p>  |
| <p>To solve the problems, indicate the method the child used [( <input checked="" type="checkbox"/> ) tick all that apply]:</p> <p><input type="checkbox"/> Solved the problems in his/her head</p> <p><input type="checkbox"/> Fingers</p> <p><input type="checkbox"/> Counters</p> <p><input type="checkbox"/> Tick marks on paper with a pencil</p> <p><input type="checkbox"/> Other (  describe) _____</p> |   |  |

**Appendix V: PC-Module (3 month follow-up)**

Log Number: | | | | |



**KLPS-KIDS  
PC-MODULE  
Wave -2**

VERSION: NOVEMBER 2, 2020 — ENGLISH

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

***This survey should be administered to the PRIMARY CAREGIVER of the child identified above. Note that for a caregiver with multiple children in our sample, a separate PC Module should be filled out for each child.***



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

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

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

--

**Skip to Question 6 of Section 2.**

13. Is this interview with the KLPS adult respondent specified on the tracking sheet? (1=Yes, 2=No)

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

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

We spoke with you recently to invite you to participate in a new research study. For the present study, we are interested in children who were born between April, 2012 and March, 2018. If you have multiple children in this age range, then we have randomly selected which children we would like to participate. We would like to speak to you about [name(s) of child(ren) to be assessed today] and your interactions with him/her (them).

To participate in this study, we will ask you to do three things. First, we would like to briefly interview you. Second, we will ask this child (these children) to participate in a series of child assessment exercises. Most of these exercises will be described as "games" to the child(ren). To put the children at ease, you and/or another caregiver may sit with them during any of the activities, but you are free to stop the assessments at any time. Finally, we will ask you to be around while we take height measurements of the child (these children). We expect the survey will take approximately 45 minutes for each child. To thank you for your participation, we will give you a small token of our appreciation to compensate you for your time in form of Mpesa/airtime amounting to Ksh.150 that will be sent to you within 24 hours. If you have a Ugandan-based line, we will send your phone number to a service provider contracted by IPA to disburse your airtime.

**Skip to question 14.**

## **CONSENT**

Hello, I am [FO Name] from IPA, in [Busia Town / Nairobi]. IPA is an organization that was established by the research team who formerly worked with ICS on health and education projects in Kenya. I work with a research team from the University of California, Berkeley, in the United States. We are studying the effectiveness of health and training programs administered by ICS and IPA over many years. We are contacting many individuals who were participants in or applicants to these programs. We hope to better understand the long-term effects of these programs on health and employment, and in particular, we are interested in how these effects may impact the biological children of individuals who participated in those programs. For the present study, we are interested in children who were born between April 2012 and March 2018. If you have multiple children in this age range, then we have randomly selected which children we would like to participate. We are speaking with you because you are the guardian or caregiver a child of one of the individuals who participated in or applied to these ICS and IPA programs. That parent, [name of KLPS Adult], has told us that you are the primary caregiver for one or more of their own children who was born between April 2012 and March 2018. That parent has already given us

permission to perform some assessments on their child(ren). We would also like to speak to you about this child (these children), and your interactions with him/her (them).

Let me briefly tell you what your participation will entail.

You are freely providing consent for Innovations for Poverty Action (“IPA”) to collect, process and transfer your sensitive personal data and personal data (“data”). In doing so, IPA commits to comply with the principles of data protection set forth in the Kenya Data Protection Act, 2019. We would like to inform you that you have the right: 1) to be informed on IPA’s use of your data, 2) access your data that IPA holds, 3) to request IPA update, correct, or delete my data, or opt-out at any time.

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

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

IPA may transfer your data inside or outside Kenya including:

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

When IPA collects, stores, processes, and transfers your data, IPA uses Boxcryptor software and limits access to your personal data on a need-to-know basis. When IPA transfers your data to a third-party, IPA ensures the recipient will have similar security standards to IPA.

If at any time you would like to withdraw consent, know how your data is being used, receive a copy of, update, correct, change, or delete your data, you may contact IPA through the contacts provided below. Your data will be retained as long as reasonably necessary for the Project. Afterwards, IPA will either delete your data or anonymize or de-identify (remove personal identifiers from) your data, in a manner to ensure you are no longer identifiable.

Disclosure of your data is voluntary. If you do not wish to provide data, you will not be eligible to participate in this Study/Project.

By providing this consent, you acknowledge that you are at least 18 years of age/or older.

This consent shall not be construed as an offer of employment or imply any rights except as explicitly stated. This consent shall not be construed in any way to provide rights in excess of those prescribed under the Kenya Data Privacy Act, 2019 and subsequent interpretation or regulations.

We expect the survey will take approximately 45 minutes for each child. To thank you for your participation, we will give you a small token of our appreciation to compensate you for your time

in form of Mpesa/airtime amounting to Ksh.150 that will be sent to you within 24 hours. If you have a Ugandan-based line, we will send your phone number to a service provider contracted by IPA to disburse your airtime.

If you have any further questions or concerns about this study, please contact the following individuals:

Eric Ochieng- 0742984643  
Ronald Mandela -0721433648  
Esther Isokat- 0799477457  
Abigael Mwanyiro- 0701805451

14. Will you participate in the interview? (1=Yes-Caregiver agrees to participate; 2=No- Caregiver refuses to participate; 3=No- Caregiver does not refuse but is unable to participate)

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

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

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

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

||| Other: \_\_\_\_\_  
**Skip to “Closing Interview Statement C”.**

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

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

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

**Choose up to 3 reasons.**

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

**Skip to "Closing Interview Statement B."**

15c. **Record your impressions of why we are unable to survey the caregiver during this round.** \_\_\_\_\_

**(skip to "Closing Interview Statement B")**

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

**Closing Interview Statement B. Read:** Thank you very much for your time. If you change your mind and would like to participate in the interview, please contact us at the IPA office. **End interview here. Note on the tracking sheet that we should try to find an alternate caregiver to interview, if possible.**

**Closing Interview Statement C: Read:** Thank you very much for your time. **End interview here.**

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

0. Are you currently in boarding school? (1=Yes, 2=No)  |  
**If NO, skip to question 0a. If YES, continue.**

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

0a. What is your occupation? (1=Guard or house help, 2=Other)  |  
**If 1, continue to question 0b. If 2, skip to "read #1" statement below.**

0b. Are you currently working as live-in house help or a live-in guard? (1=Yes, 2=No)  |  
**If YES, skip to "read #2" statement below. If NO, continue to "read #1" statement.**

16. **Do not read the following question aloud.** Is there another IPA FO present at this interview, who will be conducting the child assessments? (1=Yes, 2=No)  |  
**If YES, continue. If NO, skip to Section 2.**

While I continue to talk to you, my colleague **[FO name]** would like to begin interviewing the child. The interview will consist of a series of games for the child. Most children find these games fun to play. Some games will be a bit hard for the child, and some will be easy for the child. If you feel more comfortable, you are welcome to sit here with the child while we play these games. However, we kindly ask that you do not tell the child what to do, laugh or comment on the child's behavior. We want to learn how the child can play these games on their own, without any help or comment from you. Do you understand? **Answer any questions the caregiver may have about the games.**

17. For now we will continue our conversation here while my colleague introduces these games to the child just over there. Is that okay? (1=Yes, 2=No)

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



Oj. If that number isn't working or I can't reach you, is there another number that I can call? (1=Yes, 2=No / Do not know a number)

**Probe FR for a second phone number. If NO, skip to question Ok. If YES, continue.**

Oja. Please give me that number.

i. **If Kenyan phone number**, Number: | 0 | | | | | | | | | | | | | |

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.**  Other: \_\_\_\_\_

B. Number: \_\_\_\_\_

Ojb. Whose phone is this? **Write name.** \_\_\_\_\_

Ojc. What is this person's relationship to you? **Use G4 codes.**  Other: \_\_\_\_\_

Ok. Is there a phone number where you can receive money by M-pesa, even if the phone is not yours?

(1=Yes, 2=No)

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

**If "yes", continue.**

Oka. Please give me that number.

i. **If Kenyan phone number**, Number: | 0 | | | | | | | | | | | | | |

ii. **If non-Kenyan phone number:**

A. Country of phone number: **Use G1 codes.**  Other: \_\_\_\_\_

B. Number: \_\_\_\_\_

Okb. Whose phone is this? **Write name.** \_\_\_\_\_

Okc. What is this person's relationship to you? **Use G4 codes.**  Other: \_\_\_\_\_

**Read:** Before I collect some information from you about the child(ren), I would like to ask you just a few questions about yourself.

Oa. What is your relationship with the child? **Use G4 codes.**

Ob. Next I would like to learn whether the child lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the child to be part of your household if you "eat from the same pot" as the child and if the child spends 4 nights or more in an average week sleeping in your home.

Does the child "eat from the same pot" and spend 4 nights or more in an average week sleeping in your home? (1=Yes, 2=No, 99=DK)

**If this interview is with the KLPS adult respondent listed on the tracking sheet, OR if the answer to Section 1, Q12 is YES, SKIP TO QUESTION 6. Otherwise, continue.**

Oc. What is your relationship with the parent of the child, [name of KLPS Adult]?

**Use G4 codes.**

Od. Next I would like to learn whether the parent of the child, [name of KLPS Adult] lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the parent to be part of your household if you "eat from the same pot" as the parent and if the parent spends 4 nights or more in an average week sleeping in your home.

Does the parent of the child, [name of KLPS Adult] "eat from the same pot" and spend 4 nights or more in an average week sleeping in your home? (1=Yes, 2=No, 99=DK) |\_\_\_\_|

1. **Do not ask the following question.** What is the caregiver's gender? (1=Male, 2=Female) |\_\_\_\_|
2. What is your current age, in years? **Probe if the caregiver says they don't know. Try to get them to estimate year of birth, and calculate age from that.** (99=DK) |\_\_\_\_|
3. What is the highest level of education you received? **Use G6 codes.** |\_\_\_\_|
4. What is your current occupation? **Use G9 codes.** |\_\_\_\_|
5. What is your tribe (or mother tongue)? **Use G10 codes. Females should NOT give the tribe of their husband. If caregiver is LUHYA, press for subtribe.** |\_\_\_\_| \_\_\_\_\_

**Answer question 6 even if FR is KLPS FR.**

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

6a. Are there other languages you speak often with the child? (1=Yes, 2=No, 99=DK) |\_\_\_\_|

**If YES, continue. If NO or DK, skip to question 7.**

6b. Which other languages? **List up to three. Use G13 codes.** |\_\_\_\_||\_\_\_\_||\_\_\_\_|  
Other, Specify \_\_\_\_\_

**If this interview is with the KLPS parent respondent listed on the tracking sheet, OR if the answer to Section 1, Q12 is YES, SKIP TO SECTION 3. Otherwise, continue.**

## 7. CESD

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

- 1= Rarely or none of the time
- 2= Some or a little of the time
- 3= Occasionally or a moderate amount of time
- 4= All of the time

**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 questions in a different manner.**

- 7a. In the past week, I was bothered by things that usually don't bother me |\_\_\_\_|
- 7b. In the past week, I had a problem in concentration on what I was doing |\_\_\_\_|
- 7c. In the past week, I felt depressed and troubled in my mind |\_\_\_\_|
- 7d. In the past week, I felt that everything that I did took up all my energy |\_\_\_\_|
- 7e. In the past week, I felt hopeful about the future |\_\_\_\_|

- 7f. In the past week, I felt afraid
- 7g. In the past week, I had difficulty in sleeping peacefully
- 7h. In the past week, I was happy
- 7i. In the past week, I felt lonely
- 7j. In the past week, I lacked the motivation to do anything

### **SECTION 2.1 Religious Denomination**

0. **Do not ask the following question. Simply record your response.** Has a separate PC Module already been filled out for this caregiver, with regard to a different child with the same KLPS Parent? Note that this is the same as Q12 in section 1 (1=Yes, 2=No)
- If YES, Skip to Section 3.**

**Read:** Now I'd like to ask you some questions about your religion and that of the parents for [KLPS adult Focus Respondent].

#### **DO NOT READ: Religious denomination of the Parents of the Focus respondents**

1. **DO NOT READ ALOUD: Is this PC-Module with the [KLPS adult Focus Respondent]?**  
 1=YES, 2=NO   
**If No, skip to the read statement before Question 4 otherwise continue**
2. Is your MOTHER alive? 1=YES, 2=NO   
 2a. What year was the mother to [KLPS adult FR Name] born? (9999=DK)   
 2b. Does the mother to [KLPS adult FR Name] live with you in the same compound/place?  
 (1=Yes, 2=No, 99=DK)   
**If YES, Skip to Question 7, otherwise**  
 2c. Where does the mother to [KLPS adult FR Name] currently live?  
 2ci. Country? **Use G1 codes.**  Other: \_\_\_\_\_  
 2cii. County? **Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.**  Other: \_\_\_\_\_  
**If 77=FR DK COUNTY, continue. OTHERWISE, skip to question 6eiv.**  
 2ciii. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments. Use G2b codes.**  Other: \_\_\_\_\_  
 2civ. Town / city? **Use G3a codes. Code 20=Lives in a rural area.**  Other: \_\_\_\_\_

3. Is your FATHER alive? 1=YES, 2=NO   
 3a. What year was the father to [KLPS adult FR Name] born? (9999=DK)   
 3b. Does the father to [KLPS adult FR Name] live with you in the same compound/place?  
 (1=Yes, 2=No, 99=DK)   
**If YES, Skip to Question 2, otherwise**  
 3c. Where does the father to [KLPS adult FR Name] currently live?  
 3ci. Country? **Use G1 codes.**  Other: \_\_\_\_\_  
 3cii. County? **Refer to "1992 district" if FR does not know county (1992 district and county are equivalent). For FRs living in Uganda, this is "district" rather than "county". Use G2a codes.**  Other: \_\_\_\_\_

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

8ciii. 2010 District? **If FR doesn't know 2010 district, but does know an earlier district name, write old district name and make a remark in FO Comments. Use G2b codes.**  Other: \_\_\_\_\_

8civ. Town / city? **Use G3a codes. Code 20=Lives in a rural area.**  Other: \_\_\_\_\_

**Read:** Think about the **[KLPS adult Focus respondent (FR)]**.

4. Is MOTHER of the focus respondent alive? 1=YES, 2=NO   
**If YES, 4a. what is the religion / denomination of MOTHER of the focus respondent? Use G11 Codes**   
**If OTHER, describe:** \_\_\_\_\_

5. Is FATHER of the focus respondent alive? 1=YES, 2=NO   
**If YES, 5a. what is the religion / denomination of FATHER of the focus respondent? Use G11 Codes**   
**If OTHER, describe:** \_\_\_\_\_

**DO NOT READ: Religious denomination of the Caregiver**

6. **DO NOT READ ALOUD: Is survey with the [KLPS adult Focus respondent (FR)] or his/her spouse?** 1=YES, 2=NO   
**If Yes, skip to question 8 otherwise continue**

7. What is your religion / denomination? **Use G11 Codes**   
If OTHER, describe: \_\_\_\_\_

### **SECTION 3. Child Health and Development**

**Read:** Thank you. Now I would like to ask you some questions about the health of **[child]**. You may not know the answers to some of these questions, and that is fine. Please try to answer to the best of your knowledge.

1. ***Is the caregiver being interviewed here the child's biological parent? If you are unsure, you may ask.*** Are you the biological parent of the child? (1=Yes, 2=No)
2. ***If you can see the health card, record the following information without asking. Otherwise, ask:*** What was the weight of **[child]** at birth? (9.9 = Weight not measured at birth, 99.0 = Weight measured but caregiver doesn't know it, or caregiver doesn't know if weight was taken at birth)

|\_\_\_|.|\_\_\_| kg

- 2a. ***Was information on birth weight recorded from the health card?*** (1=Yes, 2=No)

**Note:** *If you can see the health card, record responses to questions 3-3f using the health card. If no health card is available or if a vaccine is not indicated, ask the respondent.*

3. Has **[child]** ever received any vaccinations to prevent him/her from getting diseases? (1=Yes, 2=No, 99=DK)

***If YES, continue. Otherwise, skip to question 4.***

- 3a. Has **[child]** received a BCG vaccination against tuberculosis, that is an injection in the left arm that usually causes a scar? (1=Yes, on health card, 2=No, 3=Don't know what the vaccine is, 4=Yes, not on health card but PC confirms, 99=Don't know whether child has received vaccine)
- 3b. Has **[child]** received a Polio vaccine, that is drops in the mouth? (1=Yes, on health card, 2=No, 3=Don't know what the vaccine is, 4=Yes, not on health card but PC confirms, 99=Don't know whether child has received vaccine)
- 3c. Has **[child]** received a DPT vaccination, that is an injection in the thigh, sometimes at the same time as the polio drops? (1=Yes, on health card, 2=No, 3=Don't know what the vaccine is, 4=Yes, not on health card but PC confirms, 99=Don't know whether child has received vaccine)
- 3d. Has **[child]** received a measles (or MMR or MR) vaccination, that is an injection in the arm at the age of 9 months or older, to prevent him/her from getting the measles? (1=Yes, on health card, 2=No, 3=Don't know what the vaccine is, 4=Yes, not on health card but PC confirms, 99=Don't know whether child has received vaccine)
- 3e. Has **[child]** received a yellow fever vaccination, that is an injection in the arm at the age of 9 months or older, to prevent yellow fever? (1=Yes, on health card, 2=No, 3=Don't know what the vaccine is, 4=Yes, not on health card but PC confirms, 99=Don't know whether child has received vaccine)
- 3f. Has **[child]** received any other vaccination?  
(1= Yes (specify), 2= No, 99=DK)  \_\_\_\_\_

4. Last night, did **[child]** sleep under a bed net? (1= Yes, 2= No, 99=DK)

5. Have any drugs for worm infections or schistosomiasis been given to **[child]** in the last 12 months? (1= Yes, 2= No, 99=DK)

6. During the past seven days, has **[child]** experienced any of the following: (1=Yes, 2=No, 99=DK)
- a. Fever / malaria?
  - b. Vomiting?
  - c. Cough?
  - d. Diarrhea?
  - e. Any other infection?  **If Yes, Specify:** \_\_\_\_\_

7. Overall, would you say **[child]**'s health is very good, good, fair, poor, or very poor?  
(5=Very good; 4=good; 3=fair; 2=poor; 1=very poor; 99=DK)

8. Has **[child]** experienced any major health problems since or at birth? By this I mean serious illnesses or injuries, whether they required hospitalization or not, such as cerebral malaria, pneumonia, tuberculosis, asthma, malnutrition, anemia or a broken arm or leg, or any other diagnosis of chronic or acute problems? (1=Yes, 2=No, 99=DK)

8a. **If yes:** Describe. \_\_\_\_\_

9. How old (in months) was **[child]** when he/she began walking?  months (99=DK)

**If DK, continue. Else skip to question 10.**

9a. Was the child older or younger than 2 years old when he / she began walking?  
(1=Older, 2=Younger, 99=DK)

10. Compared with other children, does **[child]** have difficulty seeing, either in the daytime or at night? (1=Yes, 2=No, 99=DK)

11. Does **[child]** appear to have difficulty hearing? (1=Yes, 2=No, 99=DK)

12. When you tell **[child]** to do something, does he/she seem to understand what you are saying? (1=Yes, 2=No, 99=DK)

13. Does **[child]** have difficulty in walking or moving his/her arms or does he/she have weakness and/or stiffness in the arms or legs? (1=Yes, 2=No, 99=DK)

14. Does **[child]** sometimes have seizures, become rigid, or lose consciousness? (1=Yes, 2=No, 99=DK)

15. Does **[child]** learn to do things like other children his/her age? (1=Yes, 2=No, 99=DK)

16. Does **[child]** speak at all (can he/she make himself/herself understood in words; can he/she say any recognizable words)? (1=Yes, 2=No, 99=DK)

17. Is **[child]**'s speech in any way different from normal? (1=Yes, 2=No, 99=DK)

18. Compared with other children of his/her age, does **[child]** appear in any way cognitively delayed, or delayed in language? **Note: If parent's do not understand, probe if child was speaking or saying words by age 2. If not speaking, please select YES.** (1=Yes, 2=No, 99=DK)

19. During the last **14 days**, did you, or any adult member of your household ever beat any of the children living in this household? (1=Never, 2=Sometimes, 3=Often, 88=Refuse)



## **SECTION 5. Home Environment Information**

**Read:** Thank you. Now I would like to ask you some questions about the daily life of **[child]**.

1. Now I'd like to ask about things that are in the home where the child lives.

1a. Is there a music player or radio that **[child]** can listen to at home?  
(1=Yes, 2=No, 99=DK)

1b. Is there something **[child]** uses to make music at home such as a drum, horn, kayamba, or guitar? (1=Yes, 2=No, 99=DK)

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

1dv. Did you purchase any children's storybooks since [INSERT MONTH], when **[KLPS adult Focus respondent (FR)]** was interviewed by Innovations for Poverty Action (IPA)? Please DO NOT include any gifts. Note: DO NOT include any free storybooks received as part of the KLPS storybook intervention. (1=Yes, 2=No, 3 = DK)

1di. About how many storybooks or picture books are in **[child]**'s home? Please include any storybooks or picture books you received as a gift. Please only include children's storybook and/or picture books. DO NOT include any textbooks or magazines. **Note: Here you SHOULD include any books that were received for free from IPA as part of the KLPS storybook intervention** (99=DK)

1dii. What language(s) are these storybooks in? **Please select all that apply** (1=English, 2=Kiswahili, 3=Luo, 4=Luhya, 5=Other (specify), 9=DK)  Specify: \_\_\_\_\_

1diii. About how many children's textbooks are in **[child]**'s home? (99=DK)

1div. What language(s) are these textbooks in? **Please select all that apply** (1=English, 2=Kiswahili, 3=Luo, 4=Luhya, 5=Other (specify), 9=DK)  Specify: \_\_\_\_\_

**Number of children's books and number of textbooks should not exceed total number of books (question 1c).**

1e. Is there any other reading material in **[child]**'s home, such as newspapers, magazines, pamphlets, or brochures?  
(1=Yes, 2=No, 99=DK)

1f. Are there any pictures, posters, calendars, or other type of art work on the walls at **[child]**'s home?  
(1=Yes, 2=No, 99=DK)

1g. Does **[child]** have paper and pencil, pen or art supplies (such as crayons or paints) to write or draw with at home?  
(1=Yes, 2=No, 99=DK)

1h. Does **[child]** make his/her own toys to play with, such as a football or dolls?  
(1=Yes, 2=No, 99=DK)

1i. Does **[child]** play any games of strategy such as ludo game, draught (checkers), chess, or strategy video/phone games?  
(1=Yes, 2=No, 99=DK)

1j. In the last year, how often has a family member taken **[child]** to travel to another region or city?

**If Busia-based FR Read:** By another region, we mean a trip of 30km or more. 30km is about the distance from Busia Town to Segla or Malaba.

**If Nairobi-based FR Read:** By another region, we mean a trip of 30km or more. 30km is about the distance from Nairobi Town to Kitengela or Ruiru

**Enter number of times in the last year.** (99=DK)  times

2. I am interested in learning about the things that **[child]** plays with when he/she is at home. Does he/she play with:

2a. Homemade toys (such as dolls, cars, or other toys made at home)? (1=Yes, 2=No, 99=DK)

2b. Toys from a shop or manufactured toys? (1=Yes, 2=No, 99=DK)

**Note: In the following questions, please round to the nearest hour.**

- 3.
- a. How many hours did **[child]** spend at school, pre-school or daycare during the last day **[child]** attended school?  (99=DK)
  - b. How long does it take **[child]** to get to and from school?  (99=DK)

From 6am yesterday morning to 6am this morning...

- c. How many hours did **[child]** spend doing structured activity outside of school or daycare, for example, a dancing/music/drama club, an environmental club, a scouts club, not including religious activities or sports?  (99=DK)
- d. How many hours did **[child]** spend doing prayers, bible study, religious study or other religious activities?  (99=DK)
- e. How many hours did **[child]** spend playing formal sports with a team?  (99=DK)
- f. How many hours did **[child]** spend playing with friends (such as rukaruka, playing football with friends, or other games), not including formal sports?  (99=DK)
- g. How many hours did **[child]** spend doing chores, such as fetching water, washing, cooking, caring for other siblings, etc (not including agricultural activities or taking care of chicken, livestock or other animals)?  (99=DK)
- h. How many hours did **[child]** spend on the family business, family farm, or agricultural activities including taking care of chicken, livestock, or other animals?  (99=DK)
- i. How many hours did **[child]** spend reading, doing homework, or studying for school?  (99=DK)
- j. How many hours did **[child]** spend watching television, listening to the radio, playing video games, or playing with a phone, tablet, or computer?  (99=DK)
- k. Is there another activity, beside sleep, that the child did for more than 2 hours? **If yes**, what is the activity, and how many hours did **[child]** do this activity?

(99 = Don't know) Other, specify: \_\_\_\_\_

3l. In the last 7 days, how many days did you or another adult or teenager (age 13 or older) read with **[child]** at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 99= DK)

days

**If 1 or more days, continue to 3li. Otherwise skip to 3m.**

3li. Now think about yesterday. How many minutes did you or another adult or teenager (age 13 or older) read with **[child]** yesterday? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school.

(Enter number of minutes, 99 = DK)  minutes

3m. In the last 7 days, how many days did **[child]** read by themselves (or with other children) at home. Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school.

(Enter number of days from 0 to 7; 99 = DK)  days

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

3mi. Now think about yesterday. How many minutes did **[child]** read by themselves or with other children yesterday? Do not include any time spent reading while in school.

(Enter number of minutes, 99 = DK)  minutes

4a. In the past 7 days, did you or any other person over the age of 15 in the child's household: Read books to or look at books with **[child]**? (1=Yes, 2=No, 99=DK).  **relation:** /

**If yes, ask who performed this activity with child.** (1=mother; 2=father, 3=mother and father, 4=PC module respondent (if not a parent), 5=siblings, 6=other adult relative, 7=other adult non-relative)

4b. Tell stories to **[child]**?  **relation:** /

4c. Sing songs or play musical instrument with **[child]**?  **relation:** /

4d. Play with **[child]**?  **relation:** /

4e. Construct objects or art from paper, wire, mud, sticks, etc with **[child]**?  **relation:** /

4f. Name, count, or draw things for or with **[child]** for instance, letters, numbers, shapes, colors, plants, animals, etc?  **relation:** /

4g. Help **[child]** with homework? (88=Not in school)  **relation:** /

4h. Talk about what **[child]** is learning in school? (88=Not in school)  **relation:** /

4i. Teach vocabulary words in Swahili or English?  **relation:** /

4j. Teach vocabulary words in local language?  **relation:** /

4k. Play sports or games or other physical activity, such as football, rukaruka, swimming, etc?  **relation:** /

4l. Take **[child]** on a fun outing, such as a football match, other sports event, religious services or event, hotel, restaurant, or to a local event?  **relation:** /

**5. Read:** Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you or anyone else in the child's household has used this method with **[child]** in the past month.

5a. Took away privileges, forbade something **[child]** liked or did not allow him/her to leave the house/compound. (1=Yes, 2=No, 99=DK)

5b. Explained why **[child]**'s behavior was wrong. (1=Yes, 2=No, 99=DK)

5c. Shouted, yelled at or screamed at him/her. (1=Yes, 2=No, 99=DK)

5d. Gave him/her something else to do. (1=Yes, 2=No, 99=DK)

5e. Called him/her dumb, lazy, or another name like that. (1=Yes, 2=No, 99=DK)

5f. Physically punish, for example caning, slapping etc. (1=Yes, 2=No, 99=DK)

6. Is **[child]** currently enrolled in school, including ECD, pre-school, primary school, or another school? (1=Yes, 2=No, 99=DK)

**If YES, continue to 6a. If NO or DK, skip to question 8.**

7a. In which class / grade is **[child]** currently enrolled? (99=DK) \_\_\_\_\_

7b. Is the school that **[child]** is enrolled in public or private? (1=Public, 2=Private, 99=DK) \_\_\_\_\_

7c. Is the school that **[child]** is enrolled in a boarding school or day school?  
(1=Day school, 2=Boarding, 99=DK) \_\_\_\_\_

7d. Did **[child]** attend school last week? *If it is currently a holiday from school, ask about the last week before the holiday started.* (1=Yes, 2=No, 99=DK) \_\_\_\_\_

7di. Of the last five days school was in session, how many days did **[child]** attend? \_\_\_\_\_

7ei. How much was your household asked to pay for school fees for **[child]** in the last month? *If paid on a term or annual basis, calculate monthly amount asked to pay.*

(KSH) \_\_\_\_\_

7eii. How much did your household actually pay in school fees for **[child]** in the last month?  
(KSH) \_\_\_\_\_

**Skip to Question 9.**

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

1=Child is too young

2=Child would not do well / is not smart

3=There is not enough money to pay for it / those programs are too expensive

4=Distance/too far away

5=Program is not available

6=Child refuses/doesn't want to

7= Child helps with work around the house/ takes care of other children

8=Dropped out

9 =Schools are closed due to covid-19

77=Other (specify)

9. Is **[child]** currently enrolled in a daycare? (1=Yes, 2=No, 99=DK) \_\_\_\_\_

*If NO, skip to Question 10. If YES, continue.*

9a. How much did your household pay for this daycare for **[child]** in the last month? (KSH)  
\_\_\_\_\_ (99=DK)

10. Was **[selected KLPS child]** enrolled in school the last time we spoke to child's guardian on [INSERT DATE OF I-MODULE], including ECD, pre-school, primary school, or another school?

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

*If YES, continue to 10a. If NO or DK, skip to question 11*

10a. In which class / grade was **[Selected Storybook Child Name]** enrolled? (99=DK) \_\_\_\_\_

10b. Was the school that **[Selected Storybook Child Name]** was enrolled in public or private?  
(1=Public, 2=Private, 99=DK) \_\_\_\_\_

11. Does **[selected KLPS child]** ever attend religious services? (1=Yes, 2=No) \_\_\_\_\_

12. What is the religion / denomination of this **[selected KLPS child]**? *Use G11 Codes* \_\_\_\_\_  
*If OTHER, describe: \_\_\_\_\_*

**READ:** Now we're going to ask you a few more questions about reading with **[Selected child]**.

|      |  | 1=Strongly Disagree | 2=Disagree | 3=Agree | 4=Strongly Agree | 88=Refuse to answer | 99=DK |
|------|--|---------------------|------------|---------|------------------|---------------------|-------|
| 13a. | I can choose appropriate storybooks for my child.  |                     |            |         |                  |                     |       |
| 13b. | I can provide active involvement for my child with storybook reading.                        |                     |            |         |                  |                     |       |
| 13c. | I can ask appropriate recall questions after I finish reading a storybook.                   |                     |            |         |                  |                     |       |
| 13d. | I can encourage my child to talk about a book while reading                                  |                     |            |         |                  |                     |       |
| 13e. | I can help my child answer, "What?", "Why?", and "How?" questions about a story when reading |                     |            |         |                  |                     |       |
| 13f. | I can help my child to learn new words through storybook reading                             |                     |            |         |                  |                     |       |

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

**14a. [Child] is a good listener when someone else is reading a story. |\_\_\_|**  
(1= a lot like me, 2 = a little like me, 3= not like me)

**14b. [Child] has favorite stories from books that he/she like to read about or listen to. |\_\_\_|**  
(1= a lot like me, 2 = a little like me, 3= not like me)

**14c. [Child] likes to tell others about what he/she is reading/ someone has read to him/her. |\_\_\_|**  
(1= a lot like me, 2 = a little like me, 3= not like me)

**If Storybook Treatment Group, Read 13a, Otherwise continue to 13b:**

13ai. Do you remember you or anyone in your household receiving three storybooks from IPA in [INSERT MONTH]? (1 = Yes, 2=No, 3 = DK) |\_\_\_|  
**If yes, continue to 13aii. Otherwise skip to question 13aiii.**

13aii. Do you remember the titles of your storybook(s) from IPA? If yes, kindly tell us. **Note: Do Not read answers out loud, but select all that apply. If FR gives approximate title, please mark as correct):**

- 1=Hyena learns a lesson
- 2=Why Chameleon Eats Insects
- 3=Thank you Oba
- 4=Super Sara and the School Trip
- 5=Sungura na Mbweha
- 6=Kisa cha Mebo
- 7=Ndege wa Nyumbani

8=Usalama wa Sudi na Shada

13a.iii. Do you remember you or someone else in your household receiving an SMS message from IPA reminding you to read with your child? (1 = Yes, 2 = No)

13bi. How can you make reading with your children interactive?

**Did the respondent give an answer including at least one of the following: "ask your children questions about the story", "connect the story to your children's experiences", "encourage them to talk about the story", "read the story together", and/or "let your children sound out the words"? Note: the FR does not need to use the exact language above as long as they are describing one of these concepts.** (1 = Yes, 2 = No, 9 = respondent answered DK)

13ci. When reading with your children, what is the minimum amount of time in minutes recommended to spend reading? **Enter number of minutes that respondent states. If they answer in a unit other than minutes, probe them to get minutes. (99=DK)**

**READ:** Now we're going to ask you a few questions about **[Selected child]'s** Schooling

**14. If child ever been enrolled in school read:** Is/was your child an average student, better than average, or below average? **If child has never been in school read:** Is your child average, better than average, or below average in terms of their learning and development? (1=Below Average, 2=Average, 3=Above Average, 99=DK)

**15.** Now please think about other children of the same age in neighborhoods similar to **[neighborhood]** in all of **[county]**. How does **[child name]'s** ability in Math/Reading/Overall compare to other children of the same age in similar neighborhoods in **[county]**?

|      |         | 1=Much worse | 2=A little worse | 3=About the same | 4=A little better | 5=Much better | 99=DK |
|------|---------|--------------|------------------|------------------|-------------------|---------------|-------|
| i.   | Math    |              |                  |                  |                   |               |       |
| ii.  | Reading |              |                  |                  |                   |               |       |
| iii. | Overall |              |                  |                  |                   |               |       |

**16.** Now think about other children of the same age in all of **[neighborhood]**. How does **[child name]'s** academic ability in Math/Language/Overall compare to other children of the same age in **[neighborhood]**?

|      |         | 1=Much worse | 2=A little worse | 3=About the same | 4=A little better | 5=Much better | 99=DK |
|------|---------|--------------|------------------|------------------|-------------------|---------------|-------|
| i.   | Math    |              |                  |                  |                   |               |       |
| ii.  | Reading |              |                  |                  |                   |               |       |
| iii. | Overall |              |                  |                  |                   |               |       |

**17.** Please think about other children of the same age in neighborhoods similar to **[neighborhood]** in all of **[county]** in households with a similar financial situation as your household. How does **[child name]'s** ability in Math/Reading/Overall compare to other children of the same age in households with a similar financial situation in similar neighborhoods in **[county]**?

|    |      | 1=Much worse | 2=A little worse | 3=About the same | 4=A little better | 5=Much better | 99=DK |
|----|------|--------------|------------------|------------------|-------------------|---------------|-------|
| i. | Math |              |                  |                  |                   |               |       |

|      |         |  |  |  |  |  |  |
|------|---------|--|--|--|--|--|--|
| ii.  | Reading |  |  |  |  |  |  |
| iii. | Overall |  |  |  |  |  |  |

**18. Skip if not in school:** Compared to other children in your child’s class, how well do you think he/she is doing in school in math, reading, and overall? Do you think he/she is doing:

|      |         | 1=Much worse | 2=A little worse | 3=About the same | 4=A little better | 5=Much better | 99=DK |
|------|---------|--------------|------------------|------------------|-------------------|---------------|-------|
| i.   | Math    |              |                  |                  |                   |               |       |
| ii.  | Reading |              |                  |                  |                   |               |       |
| iii. | Overall |              |                  |                  |                   |               |       |

**19.** When it comes time for your child to take the KCPE/PLE, he/she will receive a total score across all subjects. Please take a moment to think about how your child will perform when he/she takes the exam in the future based on what you know about his/her ability. Now think about how other children of the same age in neighborhoods similar to **[neighborhood]** in all of **[county]** will perform. How do you think your child will score compared to other children of the same age in similar neighborhoods in **[county]**?

(1: Much worse 2: A little worse 3: About the same 4: A little better 5: Much better, 99:DK) |\_\_\_\_|

**20. IF KENYA FR READ:** Out of a minimum of 0 and a maximum of 500, what score do you think **[Selected Child]** will most likely earn based on his/her ability? Please make your best guess.

**Most likely KCPE Score:** |\_\_\_\_|

**IF UGANDA FR READ:** Out of a minimum of 0 and a maximum of 34 points, what score do you think **[Selected Child]** will most likely earn in the PLE based on his/her ability? Please make your best guess.

MOST LIKELY PLE SCORE:

**21.** Please indicate your level of agreement with the following:

|      |   | 1= Strongly agree | 2=Agree | 3= Disagree | 4= Strongly Disagree | Do Not Read 5=Neither Agree nor Disagree | 99=DK |
|------|---|-------------------|---------|-------------|----------------------|--|-------|
| i.   | I feel confident that I understand my child’s ability.  |                   |         |             |                      |  |       |
| ii.  | I feel confident that I know how my child’s ability compares to other children of the same age in <b>[county]</b> .   |                   |         |             |                      |  |       |
| iii. | I receive information about my child’s general abilities or how my child does in school from teachers, school representatives, or other adults in my community. |                   |         |             |                      |  |       |
| iv.  | My choices, actions, and effort as a parent/caregiver will determine how my child will do in school and in life.  |                   |         |             |                      |  |       |

For the following pair of statements, tell me which statement is closest to your view. Please choose Statement A or Statement B.

|  |   |               |
|--|---|---------------|
| <p><b>24.</b> A. My child's ability and effort will determine how well he/she will do in school &amp; in life.</p> <p>B. External factors such as the quality of my child's school will determine how well he/she will do in school and in life.</p>                       | <p><b>Probe:</b> Which statement is closest to your view?</p>   | <p> ____ </p> |
| <p><b>25.</b> A. A child of average ability from a relatively poor family in <b>[county]</b> will do well in school and in life.</p> <p>B. A child of average ability from a relatively rich family in <b>[county]</b> will do well in school and in life.</p>             | <p><b>Read if FR asks for meaning of doing well in school and in life:</b> By doing well in school, I mean learning the material in school, passing exams, and so on. By doing well in life, I mean getting a good job, being able to take care of his/herself or his/her family, being satisfied with his/her own life, and so on.</p> | <p> ____ </p> |
| <p><b>26.</b> A. A child of above average ability from a relatively poor family in <b>[county]</b> will do well in school and in life.</p> <p>B. A child of above average ability from a relatively rich family in <b>[county]</b> will do well in school and in life.</p> | <p>1=Agree very strongly with A<br/>2=Agree with A<br/>3=Agree with B<br/>4=Agree very strongly with B,</p>   | <p> ____ </p> |
| <p><b>27.</b> A. A child of above average ability from a relatively poor family in <b>[county]</b> will do well in school and in life.</p> <p>B. A child of average ability from a relatively rich family in <b>[county]</b> will do well in school and in life.</p>       | <p><b>Do not read:</b><br/>5: Agree with neither,<br/>99=Don't know)</p>  | <p> ____ </p> |

**SECTION 6. Strengths and Difficulties Questionnaire**

0. **Do not ask the following question.** Indicate the age of child in years, from **Section 1**. \_\_\_\_\_ years

**Read:** Now I would like to read some different descriptions of child behavior. Please consider [child]'s behavior over the last six months, and let me know whether each description that I read is not true, somewhat true, or certainly true for this child. Please answer as best as you can, even if you are not absolutely certain.

**For the following table, use the response codes. If PC says "True", repeat choices 0-2.**

- |                          |                          |
|--------------------------|--------------------------|
| <b>0= Not True</b>       | <b>8= Not applicable</b> |
| <b>1= Somewhat True</b>  | <b>9= Don't know</b>     |
| <b>2= Certainly True</b> |                          |

|  |       |
|--|-------|
| 1. Considerate of other people's feelings  | _____ |
| 2. Restless, overactive, cannot stay still for long                                    | _____ |
| 3. Often complains of headaches, stomach-aches or sickness                             | _____ |
| 4. Shares readily with other children, for example toys, treats, pencils               | _____ |
| 5. Often loses temper  | _____ |
| 6. Rather solitary, prefers to play alone  | _____ |
| 7. Generally well behaved, usually does what adults request                            | _____ |
| 8. Many worries or often seems worried   | _____ |
| 9. Helpful if someone is hurt, upset or feeling ill                                    | _____ |
| 10. Constantly fidgeting or squirming  | _____ |
| 11. Has at least one good friend   | _____ |
| 12. Often fights with other children or bullies them                                   | _____ |
| 13. Often unhappy, depressed or tearful  | _____ |
| 14. Generally liked by other children  | _____ |
| 15. Easily distracted, concentration wanders   | _____ |
| 16. Nervous or clingy in new situations, easily loses confidence                       | _____ |
| 17. Kind to younger children   | _____ |
| <b>If child is age 3 or younger, read:</b> Often argumentative with adults             |       |
| 18. <b>If child is age 4 or older, read:</b> Often lies or cheats                      | _____ |
| 19. Picked on or bullied by other children   | _____ |
| 20. Often offers to help others (parents, teachers, other children)                    | _____ |
| <b>If child is age 3 or younger, read:</b> Can stop and think things out before acting |       |
| 21. <b>If child is age 4 or older, read:</b> Thinks things out before acting           | _____ |
| <b>If child is age 3 or younger, read:</b> Can be spiteful to others                   |       |
| 22. <b>If child is age 4 or older, read:</b> Steals from home, school or elsewhere     | _____ |
| 23. Gets along better with adults than with other children                             | _____ |
| 24. Many fears, easily scared  | _____ |
| 25. Good attention span, sees work through to the end                                  | _____ |

26. Do you have any other comments or concerns regarding [child]'s behavior? (1=Yes, 2=No) \_\_\_\_\_

26a. **If yes:** What are they? \_\_\_\_\_

## **SECTION 8.1 Sleep Home Environment**

**READ:** Thank you. Now I'd like to ask you about the routines of you and your child and your home environment.

1a What activities did you do last night one hour before going to bed bed?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |   |
|--|---|
| <input type="checkbox"/> 1 = Eating                                | <input type="checkbox"/> 8 = Preparing children for bed |
| <input type="checkbox"/> 2 = Household chores                      | <input type="checkbox"/> 9 = Returning from job         |
| <input type="checkbox"/> 3 = Watching TV                           | <input type="checkbox"/> 10 = Bathing                   |
| <input type="checkbox"/> 4 = Talking on the phone                  | <input type="checkbox"/> 11 = Praying                   |
| <input type="checkbox"/> 5 = Using smartphone, tablet, or computer | <input type="checkbox"/> 12 = Reading                   |
| <input type="checkbox"/> 6 = Listening to the radio                | <input type="checkbox"/> 13 = Other (specify) _____     |
| <input type="checkbox"/> 7 = Playing with children                 | <input type="checkbox"/> 99 = Don't know                |

1b. What activities did [CHILD NAME] do last night one hour before going to bed bed?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |   |
|--|---|
| <input type="checkbox"/> 1 = Eating                                | <input type="checkbox"/> 8 = Playing with toys      |
| <input type="checkbox"/> 2 = Household chores                      | <input type="checkbox"/> 9 = Homework / studying    |
| <input type="checkbox"/> 3 = Watching TV                           | <input type="checkbox"/> 10 = Bathing               |
| <input type="checkbox"/> 4 = Talking on the phone                  | <input type="checkbox"/> 11 = Praying               |
| <input type="checkbox"/> 5 = Using smartphone, tablet, or computer | <input type="checkbox"/> 12 = Reading               |
| <input type="checkbox"/> 6 = Listening to the radio                | <input type="checkbox"/> 13 = Other (specify) _____ |
| <input type="checkbox"/> 7 = Playing with siblings                 | <input type="checkbox"/> 99 = Don't know            |

- 2a. Do you have a TV in your house? (1=Yes, 2=No, 99=DK)
- 2b. Do you have a radio in your house? (1=Yes, 2=No, 99=DK)
- 2c. Do you have a smartphone, computer, or tablet in your house? (1=Yes, 2=No, 99=DK)
- 2d. Do you have electricity in your house? (1=Yes, 2=No, 99=DK)
- 2e. Do you have solar energy in your house? (1=Yes, 2=No, 99=DK)
- 3a. Does [CHILD NAME] share a room for sleeping? (1=Yes, 2=No, 99=DK)
- 3b. How many people in the following age categories does **[child name]** share a room with when sleeping?
4. Does [CHILD NAME] sleep in a room where the radio or TV is on when they are sleeping? (1=Yes, 2=No, 99=DK)
5. Are the lights typically on in the room when [CHILD NAME] is going to sleep? (1=Yes, 2=No, 99=DK)
6. Does [CHILD NAME] share a bed for sleeping? (1=Yes, 2=No, 99=DK)
7. What does [CHILD NAME] typically sleep on? (1=Mattress on a bed, 2=Mattress on the floor, 3=Mat on the floor, 4=Other (specify), 99=Don't know) Other: \_\_\_\_\_
8. Does [CHILD NAME] have a pillow that they use when sleeping? (1=Yes, 2=No, 99=DK)
9. Does [CHILD NAME] have a blanket they use when sleeping? (1=Yes, 2=No, 99=DK)
10. Does [CHILD NAME] have a stuffed dolly that they use when sleeping?

(1=Yes, 2=No, 99=DK)    
 11. Does [CHILD NAME] use a mosquito net when sleeping? (1=Yes, 2=No, 99=DK)

12a. Which member of the household usually decides when the children should sleep and wake up?  
**Use G4 codes**

12b. Do you encounter disagreement about when the children should sleep and wake up?  
 (1=Yes, 2=No)

13. I will read a list of characteristics or behaviors that [CHILD NAME] may exhibit. How often does [CHILD NAME] do the following? Please use the following scale.

- 1=Rarely or none of the time
- 2=Sometimes
- 3=Occasionally, or a moderate amount of time
- 4=All of the time
- 5= Not Applicable

|                              |                      |
|------------------------------|----------------------|
| 13a. Is active and energetic | <input type="text"/> |
| 13b. Has a good memory       | <input type="text"/> |
| 13c. Performs well in school | <input type="text"/> |
| 13d. Is well-behaved         | <input type="text"/> |

14a. How many hours of sleep do you think sleep doctors/experts recommend for adults?  
 (99=DK) **Hours:**

14b. How many hours of night sleep do you think sleep doctors/experts recommend for children?  
 (99=DK) **Hours:**

15a. What kind of challenges do you face in having [CHILD NAME] get more sleep?  
**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |   |
|--|---|
| <input type="checkbox"/> 1 = Come home late from work / school | <input type="checkbox"/> 8 = Too much noise                           |
| <input type="checkbox"/> 2 = Need to wake up early for work    | <input type="checkbox"/> 9 = Difficult to get children to bed         |
| <input type="checkbox"/> 3 = Eat dinner late                   | <input type="checkbox"/> 10 = Mosquitos / bugs                        |
| <input type="checkbox"/> 4 = Cooking and cleaning              | <input type="checkbox"/> 11 = No challenges / child gets enough sleep |
| <input type="checkbox"/> 5 = Too hot                           | <input type="checkbox"/> 12 = Other (specify) _____                   |
| <input type="checkbox"/> 6 = Too crowded                       | <input type="checkbox"/> 99 = Don't know                              |
| <input type="checkbox"/> 7 = Too much light                    |   |

|  | Codes  | Challenge #1         | Challenge #2         | Challenge #3         | Challenge #4         | Challenge #5         |
|--|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| 15b. If you wanted [CHILD NAME] to get more sleep, would it be possible to address this challenge? | 1=Yes, easily<br>2=Yes, with some difficulty<br>3=Not sure<br>4=Not likely<br>5=Absolutely not | <input type="text"/> |

16a. Are you aware of any benefits of sleep for children? (1=Yes, 2=No)

16b. What are some of these benefits?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |  |
|--|--|
| <input type="checkbox"/> 1 = Mental relaxation   | <input type="checkbox"/> 7 = Improved mood                             |
| <input type="checkbox"/> 2 = Physical relaxation | <input type="checkbox"/> 8 = Improved memory                           |
| <input type="checkbox"/> 3 = Physical growth     | <input type="checkbox"/> 9 = Improved school performance / test scores |
| <input type="checkbox"/> 4 = Increased alertness | <input type="checkbox"/> 10 = Other (specify) _____                    |
| <input type="checkbox"/> 5 = Improved behavior   | <input type="checkbox"/> 99 = Don't know                               |
| <input type="checkbox"/> 6 = Reduced stress      |  |

### **SECTION 8.2 Sleep Behavioral Part 1**

- 1a. Do you often go to sleep later than you planned? (1=Yes, 2=No)
- 1b. Do you often wake up at a different time than you planned? (1=Yes, 2=No)
- 2a. How hard do you think it is to increase the number of hours that you sleep?  
Would you say it is (Very easy, Easy, Medium, Hard, very hard) (99=DK)
- 2b. How hard do you think it is to increase the number of hours that [CHILD NAME] sleeps?  
Would you say it is (Very easy, Easy, Medium, Hard, very hard) (99=DK)

### **SECTION 8.3 Sleep Intervention**

**READ:** Next, I'd like to show you a video about the benefits and importance of sleep.  
**Show FR video.**

**READ:** As you saw in the video, sleep is necessary for our mental and physical health, and our emotional well-being. It improves our memory and ability to make decisions; it helps our immune system, and it improves our metabolism.

Perhaps most importantly, sleep is critical to learning and school performance. When children sleep, their brains store the information they learned at school earlier in the day. It also helps them learn better the *next* day. Without enough sleep, the brain has less capacity to store and absorb new information. In fact, one study by Dr. Mathew Walker, a sleep expert at the University of California, Berkeley, in the United States, he shows that kids who stayed up all night scored 40 percent *lower*, on average, than students who got the recommended hours of sleep.

At different ages in our life, we require different amounts of sleep. For example, infants should sleep up to 15 hours, and adults should sleep 7-8 hours. Since [CHILD NAME] is **X** years old, (s)he should receive **hh-hh** hours of sleep. Both children and adults sleep best in a quiet, cool, dark environment.

8b. We have now talked about quite a number of benefits of sleep for children. What type of benefits would you like to see in [Child Name]?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |  |
|--|--|
| <input type="checkbox"/> 1 = Mental relaxation   | <input type="checkbox"/> 7 = Reduced depression                        |
| <input type="checkbox"/> 2 = Physical relaxation | <input type="checkbox"/> 8 = Improved memory                           |
| <input type="checkbox"/> 3 = Physical growth     | <input type="checkbox"/> 9 = Improved school performance / test scores |
| <input type="checkbox"/> 4 = Increased alertness | <input type="checkbox"/> 10 = Other (specify) _____                    |
| <input type="checkbox"/> 5 = Improved behavior   | <input type="checkbox"/> 99 = Don't know                               |
| <input type="checkbox"/> 6 = Reduced stress      |  |

**READ: [Give the FR the pamphlet.]** Here, we have a pamphlet with more details on sleep. It has three sections:

**[Open pamphlet completely to the inside.]**

First, we have the benefits of sleep – its effects on learning and test scores, and also on health. As you can see on this graph, which is based on a study by Dr. Matthew Walker, children who did not get adequate sleep scored considerably lower on a test than children who did. And we know from recent research this is because sleep has big effects on learning and memory.

The second section explains in more detail *how* sleep affects learning and memory through something in our brain called the hippocampus **[refer to picture]**.

Please feel free to read through these pages more carefully if you're interested in learning more about the effects of sleep and how it all works.

**[Fold right flap back in]**. And finally, the last part gives you information on how you can help your child sleep better. **[Go through main bullets]**.

Before putting your child to bed, you could turn off all electronics, bathe your child, and/or read a story together.

Regularity is also very helpful in improving sleep quality, so it would help to put your child to bed at a consistent time every night.

This chart **[refer to chart]** gives the recommended hours of sleep for each age group. So you can see how old your child is, and learn how many hours of sleep they should get. You can also do this for yourself and other members of the household.

And here **[refer to second chart]** you have a time table to see sleep and wake up times to ensure your child gets 10 hours of sleep. So, for example, if your child needs to wake up at 5:30 in the morning, you should ensure they are in bed by 7:30 the previous evening. Your child may need more than 10 hours of sleep, so please use this chart only as a guide.

Finally, keeping the room cool, dark, and quiet will increase your child's sleep quality so that they wake up feeling more rested. This means that other members of the household may need to turn off the TV, radio, and lights earlier than usual. By doing this, you are helping your child get the amount of sleep that they need.

**[Give FR poster.]** This information is further summarized on this poster. **[Read the poster from top to bottom. Point to the picture while noting how the child is using a pillow and a blanket when sleeping.]**

2. Based on the information we've given you, would you like [CHILD NAME] to sleep longer than they do now? (1=Yes, 2=No, 99=DK)

|\_\_\_\_|

**READ:** We would like to offer your child some things to help them sleep better. We'd like for them to choose what they would like. Are they available?

***If child not available have FR choose on child's behalf.  
Offer pillow options; child chooses one.  
Offer blanket options; child chooses one.***

3. ***Do not read.*** Did [CHILD NAME] choose the pillow and blanket? (1=Yes, 2=No)

Please take good care of these. They are meant especially for times when you are putting your child to sleep, so please put them away when your child wakes up.

**SECTION 8.4 Sleep Behavioral Part 2**

1. Given the information that you have learned, If your neighbors had these materials, how likely would they be to use them relative to you?

(1=More likely, 2=Likely, 3=Equally as likely, 4=Unlikely, 5=More unlikely)

2. Based on the information we've given you, how likely is it that [CHILD NAME] will sleep more than they currently do? (1=Very likely, 2=Likely, 3=Equally as likely, 4=Unlikely, 5=Very unlikely)

**SECTION 9. Conclusion of Module**

**Read:** These are all of the questions I have for you regarding **[name of child]** and yourself.

**Do not read the questions in the remainder of this section aloud.**

1. Did the caregiver terminate the survey module early? (1=Yes, 2=No)  |   
**If YES, continue. If NO, skip to question 2.**

1a. Why did the respondent terminate the survey early?  | \_\_\_\_\_

- 1 = Temporary stop only – Wishes to continue survey at a later time. See “Temporary Stop Instructions” below.
- 2 = Tired
- 3 = Too busy, does not have time

- 4 = Offended at question
- 5 = Suspicious of FO / survey intent / IPA
- 6 = Does not feel like continuing survey
- 7 = Other (specify)

1b. **If “4”:** Can you guess at which question or set of questions offended the caregiver?

\_\_\_\_\_

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

2. Time end survey module: (24 hr clock)  |  | :  |  |

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

4. Were any people present during all or part of this interview (other than the respondent, IPA staff, and the other children to be assessed)? (1 = Yes, 2 = No)  |

4a. **If YES:** What is their relationship to the caregiver?  
**Use G4 codes, list up to 4.**  |  |  |  | Other: \_\_\_\_\_

5. Are you very confident, somewhat confident or not very confident in the overall quality and truthfulness of this respondent’s responses? (1=Very confident, 2=Somewhat confident, 3=Not confident)  |

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

\_\_\_\_\_

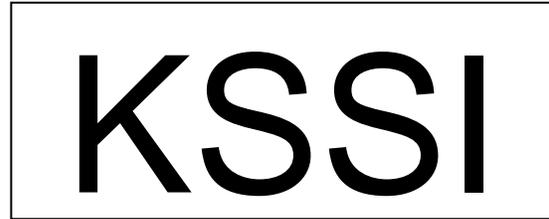
6. Were the child assessments started by another FO while the I-module or this PC module were in progress? (1=Yes, 2=No)  |

***If yes, stop here. Say:*** Thank you for your time. ***Otherwise, continue.***

***Read:*** I would now like to begin interviewing the child. The interview will consist of a series of games for the child. Most children find these games fun to play. Some games will be a bit hard for the child, and some will be easy for the child. If you feel more comfortable, you are welcome to sit here with the child while we play these games. However, we kindly ask that you do not tell the child what to do, laugh or comment on the child's behavior. We want to learn how the child can play these games on their own, without any help or comment from you. Do you understand? ***Answer any questions the caregiver may have about the games. Once the caregiver is comfortable, proceed to child assessments.***

**Appendix VI: KSSI (4 month follow-up)**

Log Number: | | | | |



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

VERSION: JANUARY 14, 2021 — ENGLISH

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

***This survey should be administered to the PRIMARY CAREGIVER of the child identified above. Note that for a caregiver with multiple children in our sample, a separate PC Module should be filled out for each child.***

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

**SECTION 1. Pre-Interview Information and Consent**

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

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

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

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

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

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

10a. Interviewer ID: |\_\_|\_\_|\_\_|\_\_|

10b. Interviewer name: (first) \_\_\_\_\_ / (surname) \_\_\_\_\_

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

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

**If Yes continue, if No end survey**

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

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

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

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

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

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

14a. Will you participate in the interview?

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

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

14b. Why don't you want to participate? |\_\_\_| Other: \_\_\_\_\_

- 1=Wants to reschedule (**skip to “Rescheduling instructions” below**)
- 2=No time/too busy
- 3=Privacy concerns
- 4=Religious concerns
- 5=Other (specify))

**Skip to Section 2.**

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

14c. **Do not read.** Describe your impressions of the inability to participate. |\_\_\_|ther: \_\_\_\_\_

- 1=Someone else refuses on caregiver's behalf
- 2=In prison
- 3=Mental illness / disability
- 4=Other (specify)

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

**Section 2 : Sleep Pattern Follow Up Questions**

**READ:** Now I'd like to ask you about [CHILD NAME].

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

1a. Was that earlier than, later than, or the same as [CHILD'S NAME]'s typical bedtime?  
(1=Earlier; 2=Later; 3=Same; 99=DK) [\_\_]

**If SAME, skip to question 2. Otherwise continue.**

1b. Over the last month what was [CHILD'S NAME]'s usual bedtime? [\_\_][\_\_] : [\_\_][\_\_] (99=DK)  
(hour) (min)

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

2a. Was that earlier than, later than, or the same as [CHILD'S NAME]'s typical wake up time?  
(1=Earlier; 2=Later; 3=Same; 99=DK) [\_\_]

**If SAME, skip to question 3. Otherwise continue.**

2b. Over the last month what was [CHILD'S NAME]'s usual wake up time? [\_\_][\_\_] : [\_\_][\_\_]  
(99=DK) (hour) (min)

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

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

3a. How many daytime naps did [CHILD'S NAME] take yesterday? [\_\_] (99=DK)

3b. In total, how long did [CHILD'S NAME] nap yesterday? [\_\_][\_\_] : [\_\_][\_\_] (99=DK)  
(hour) (min)

**READ:** Now think about the night before last.

4. What time did you go to bed last night? [\_\_][\_\_] : [\_\_][\_\_] (99=DK)  
(hour) (min)

5. What time did you wake up this morning? [\_\_][\_\_] : [\_\_][\_\_] (99=DK)  
(hour) (min)

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

**SECTION 3: Sleep Home Environment**

**READ:** Thank you. Now I'd like to ask you about the routines of you and your child and your home environment.

1a What activities did you do last night one hour before going to bed?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |   |
|--|---|
| <input type="checkbox"/> 1 = Eating                                | <input type="checkbox"/> 8 = Preparing children for bed |
| <input type="checkbox"/> 2 = Household chores                      | <input type="checkbox"/> 9 = Returning from job         |
| <input type="checkbox"/> 3 = Watching TV                           | <input type="checkbox"/> 10 = Bathing                   |
| <input type="checkbox"/> 4 = Talking on the phone                  | <input type="checkbox"/> 11 = Praying                   |
| <input type="checkbox"/> 5 = Using smartphone, tablet, or computer | <input type="checkbox"/> 12 = Reading                   |
| <input type="checkbox"/> 6 = Listening to the radio                | <input type="checkbox"/> 13 = Other (specify) _____     |
| <input type="checkbox"/> 7 = Playing with children                 | <input type="checkbox"/> 99 = Don't know                |

1b. What activities did [CHILD NAME] do last night one hour before going to bed?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

- |  |   |
|--|---|
| <input type="checkbox"/> 1 = Eating                                | <input type="checkbox"/> 8 = Playing with toys      |
| <input type="checkbox"/> 2 = Household chores                      | <input type="checkbox"/> 9 = Homework / studying    |
| <input type="checkbox"/> 3 = Watching TV                           | <input type="checkbox"/> 10 = Bathing               |
| <input type="checkbox"/> 4 = Talking on the phone                  | <input type="checkbox"/> 11 = Praying               |
| <input type="checkbox"/> 5 = Using smartphone, tablet, or computer | <input type="checkbox"/> 12 = Reading               |
| <input type="checkbox"/> 6 = Listening to the radio                | <input type="checkbox"/> 13 = Other (specify) _____ |
| <input type="checkbox"/> 7 = Playing with siblings                 | <input type="checkbox"/> 99 = Don't know            |

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

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

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

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

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

6a. Does [CHILD NAME] have a pillow? |\_\_\_| (1=Yes, 2=No, 99=DK)

6b. Does [CHILD NAME] use this pillow for sleeping? |\_\_\_| (1=Yes, 2=No, 99=DK)

7a. Does [CHILD NAME] have a stuffed doll or toy? |\_\_\_| (1=Yes, 2=No, 99=DK)

7b. Does [CHILD NAME] use this stuffed dolly/ toy for sleeping? |\_\_\_| (1=Yes, 2=No, 99=DK)

**SECTION 3.1: Sleep Intervention Follow Up Questions -(Some questions in this section should be asked to interventions only)**

1. Was the sleep video shown to you when you were visited on [PC VISIT DATE]? |\_\_\_| (1=Yes, 2=No, 99=DK)

2. Did you receive a blanket and a Pillow from IPA on [PC VISIT DATE]? |\_\_\_| (1=Yes, 2=No, 99=DK)

3. Did you receive a pamphlet and a sleep chart from IPA on [PC VISIT DATE]? |\_\_\_| (1=Yes, 2=No, 99=DK)

4. **Ask if q2 = Yes:** In the last week did [CHILD NAME] ever use a pillow they received from IPA when sleeping? |\_\_\_|(1=Yes, 2=No, 99=DK)

5. **Ask if q2 = Yes:** In the last week did [CHILD NAME] ever use a blanket they received from IPA when sleeping?|\_\_\_| (1=Yes, 2=No, 99=DK)

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

**Hours:** |\_\_\_|

6b. How many hours of night sleep do you think sleep doctors/experts recommend for children?

(99=DK) **Hours:** |\_\_\_|

7a. Are you aware of any benefits of sleep for children? (1=Yes, 2=No) |\_\_\_|

**If YES, go to 7b; if NO, skip to Section 8:**

7b. What are some of these benefits?

**Do not read possible responses, simply mark all that apply. Write any additional responses in the "other" blank.**

|\_\_\_| 1 = Mental relaxation

|\_\_\_| 7 = Improved mood

|\_\_\_| 2 = Physical relaxation

|\_\_\_| 8 = Improved memory

|\_\_\_| 3 = Physical growth

|\_\_\_| 9 = Improved school performance / test scores

|\_\_\_| 4 = Increased alertness

|\_\_\_| 10 = Other (specify) \_\_\_\_\_

|\_\_\_| 5 = Improved behavior

|\_\_\_| 99 = Don't know

|\_\_\_| 6 = Reduced stress

8. Since we last visited, has sleep pattern changed for you, your child or anyone else in your household? (1=Yes, 2=No, 99=DK)

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

## **Section 4: Kids Storybook follow-up**

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

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

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

*If Question 2 >=1 continue to Question 2a. Otherwise, skip to Question 3.*

2a. What language(s) are these storybooks in? **Please select all that apply** (1=English, 2=Kiswahili, 3=Luo, 4=Luhya, 5=Other (specify), 9=DK) |\_\_-|  
Specify: \_\_\_\_\_

3. In the last 7 days, how many days did you or another adult or teenager (age 13 or older) read with **[storybook child]** at home? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 99= DK) |\_\_| days

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

3a. Now think about yesterday. How many minutes did you or another adult or teenager (age 13 or older) read with **[storybook child]** yesterday? Here we mean any form of reading, including reading from a storybook, textbook, or magazine, as long as you or another adult or teenager were reading to the child. DO NOT include any reading that occurred at school. (Enter number of minutes, 99 = DK) |\_\_| minutes

4. In the last 7 days, how many days did **[storybook child]** read by themselves (or with other children) at home. Here we mean any form of reading, including reading from a storybook, textbook, or magazine. DO NOT include any reading that occurred at school. (Enter number of days from 0 to 7; 99 = DK) |\_\_| days

***If 1 or more days, continue to 4a.***

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

5. Is **[child]** currently enrolled in school, including ECD, pre-school, primary school, or another school? (1=Yes, 2=No, 99=DK) |\_\_|

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

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

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

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

1=Child is too young

2=Child would not do well / is not smart

3=There is not enough money to pay for it / those programs are too expensive

4=Distance/too far away

5=Program is not available

6=Child refuses/doesn't want to

7= Child helps with work around the house/ takes care of other children

8=Dropped out

9 = Covid-19 safety/health concerns

77 =Other (specify)\_\_\_\_\_