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

PC

KLPS-KIDS
PC-MODULE

VERSION: OCTOBER 24, 2018 — 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.

SECTION 1. Pre-Interview Information and Consent

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

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

Note: Child can play during PC.

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

1. KLPS Adult ID: |____|____|____|____|____|____|____|____|

2. KLPS Adult Family Name: _____

3. KLPS Adult (a) Name 1 / (b) Name 2: (a)_____ / (b) _____

4. KLPS Adult Gender: |____| (1=Male, 2=Female)

5. KLPS Adult Baseline School ID / Name: |____|____|____| / _____

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

6. Child First Name: _____

7. Child ID: |____|____|____|____|____|____|____|____| -- |____|____|

8a. Caregiver Family Name: _____

8b. Caregiver Name1 / Name2: _____ / _____

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

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

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

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

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

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

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

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

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

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

11d. Why are you not very confident? (1=Parent does not seem sure, 2=Parents/caregivers disagree about age, 3=Child looks to be a different age, 4=Other(specify)) |____|

_____

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

|____| _____

 FO Comments:

11f. ***Do we need to fill in the second biological for this child?*** (1=Yes, 2=No) |____|

Note: You will need to have the T-Sheet for the other biological parent to be able to finalize this part. You should only fill this out if the Child has already been surveyed through one of the biological parents if the child has not been surveyed through either of the parents, then mark this as No.

11g. ***Are you suspicious that this child's second biological parent is part of the KLPS-Kids sample?*** (1=Yes, very suspicious, 2=Moderately suspicious, 3=A bit suspicious, 4=Not at all suspicious) |____|

If 1 continue, Otherwise Skip to Question 12.

Note: You need to be completely sure that the other spouse is a biological parent in order to fill this.

i. ***Why do you suspect that the child's second biological parent is part of the KLPS-Kids sample?*** _____

_____

11h. ***What is the child's second biological parent's current, full name (as per the T-Sheet)?***

|_____| / |_____| / |_____|
(Family name) (Name 1) (Name 2)

11i. ***Is the child's second biological parent the FR's current spouse?*** (1=Yes, 2=No) |____|

11j. ***Write the pupid for the second biological parent?*** (1=Yes, 2=No) |____|
Second Parent KLPS Adult ID: |____|____|____|____|____|____|____|

11k. ***Date of assessment: (DD/MM/YYYY)*** |____|____|/|____|____|/|____|____|____|____|

11l. ***Alternate Child ID under other parent:*** |____|____|____|____|____|____|____| -- |____|____|

Skip to the conclusion section.

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. [*Read consent****]***

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

 FO Comments:

(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.***

 FO Comments:

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.

SECTION 2. Caregiver Information

Read: Before I collect some information from you about the child(ren), I would like to ask you just a few questions about yourself.

0a. What is your relationship with the child? ***Use G4 codes.*** |____|

0b. Next I would like to learn whether the child lives in your household. By your household, I mean the place where you usually sleep, not necessarily your ancestral lands or family home. Please consider the child to be part of your household if you "eat from the same pot" as the child and if the child spends 4 nights or more in an average week sleeping in your home.

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.

0c. What is your relationship with the parent of the child, **[name of KLPS Adult]?**

Use G4 codes. |____|

0d. 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 _____

 FO Comments:

If this interview is with the KLPS parent respondent listed on the tracking sheet, OR if the answer to Section 1, Q12 is YES, <u>SKIP TO SECTION 3</u>. Otherwise, continue.

7. CESD

<u>Read</u>: 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 |_____|

 FO Comments:

SECTION 3. Child Health and Development

Read: Thank you. Now I would like to ask you some questions about the health of **[child]**. You may not know the answers to some of these questions, and that is fine. Please try to answer to the best of your knowledge.

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) |____|

 FO Comments:

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) |____|

 FO Comments:

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) |____|

 FO Comments:

SECTION 4. Sleep Patterns: Children

***Read**:* Now I would like to ask you some questions about **[child]**'s sleep.

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. How long did it take [CHILD'S NAME] to fall asleep last night? [__][__] : [__][__] (99 = DK)
(hour) (min)

3. After falling asleep, how many times did [CHILD'S NAME] wake up during the night, not counting his or her final awakening? [___] (99=DK)

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

3a. If [CHILD'S NAME] woke up during the night, how long was he or she awake during the night in total? ***Minutes:*** [___] (99=DK)

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

4a. 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 5. Otherwise continue.
4b. Over the last month what was [CHILD'S NAME]'s usual wake up time?
[__][__] : [__][__] (99=DK)
(hour) (min)

5. How alert or energetic is [CHILD'S NAME] today compared to how they normally are? (1=More Alert; 2 = Same Level of Alertness; 3=Less Alert) [___] (99=DK)

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

If YES, continue to 6a. If NO, skip to 7.
6a. How many daytime naps did [CHILD'S NAME] take yesterday? [___] (99=DK)
6b. In total, how long did [CHILD'S NAME] nap yesterday? [__][__] : [__][__] (99=DK)
(hour) (min)
6c. Tell me start-time and end times of any daytime naps you had yesterday
Use 24 hour clock.:
START [__][__]:[__][__] END [__][__]:[__][__]
START [__][__]:[__][__] END [__][__]:[__][__]
START [__][__]:[__][__] END [__][__]:[__][__]
START [__][__]:[__][__] END [__][__]:[__][__]

 FO Comments:

Read: Now think about the night before last.

7. What time did [CHILD'S NAME] go to bed the night before last? [__][__] : [__][__] (99 = DK)
(hour) (min)

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

 FO Comments:

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) |____|

   1di. About how many storybooks or picture books are in **[child]**'s home? (99=DK) |____|

   1diii. 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:_____-

   1dii. 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 Sega 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:

 FO Comments:

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 activitiesincluding 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: _____

.

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

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

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)

4a. Read books to or look at books with **[child]**? |____| **relation:**|___|/|___|

4b. Tell stories to **[child]**? |____| **relation:** |___|/|___|

 FO Comments:

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) |____|

(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 7a. 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) |____|

 FO Comments:

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. How many days did **[child]** attend last week?

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

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=Other (specify)

9. Is **[child]** currently enrolled in a daycare? (1=Yes, 2=No, 99=DK) |____|

If NO, skip to Section 6. If YES, continue.

9a. How much did your household pay for this daycare for **[child]** in the last month? (KSH) |_____| (99=DK)

 FO Comments:

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.

0= Not True ***8= Not applicable***
1= Somewhat True ***9= Don't know***
2= Certainly True

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	
18.	***If child is age 3 or younger, read:*** Often argumentative with adults ***If child is age 4 or older, read:*** Often lies or cheats	
19.	Picked on or bullied by other children	
20.	Often offers to help others (parents, teachers, other children)	
21.	***If child is age 3 or younger, read:*** Can stop and think things out before acting ***If child is age 4 or older, read:*** Thinks things out before acting	
22.	***If child is age 3 or younger, read:*** Can be spiteful to others ***If child is age 4 or older, read:*** 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	

 FO Comments:

26. Do you have any other comments or concerns regarding **[child]**'s behavior?
(1=Yes, 2=No) |_____|

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

SECTION 7. Storybook Intervention

DO NOT READ out loud, but please enter the following pre-assigned information:

A. GROUP NUMBER: [__] (Group 1, Group 2, Group 3, or Group 4)

If Group 1 or 2, please enter the following:
B. SUBSIDY LEVEL [__] (Ksh 150, Ksh 100, Ksh 50)

If Group 1, please proceed to Version 1. If Group 2, proceed to Version 2. If Group 3, proceed to Version 3. If Group 4, end Primary Caregiver Module.

SECTION 7.1 Version 1

Say: We are happy to inform you that you have been randomly selected to receive a gift of **Ksh 150**. We will send you this gift through M-Pesa after the survey.

Read: We would now like to tell you about the work we do related to education. As you may know, reading can be very useful for your children's growth and development. It is also a fun activity that you can do with your children. 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 in your area at a discounted price. The market value of each of these storybooks is Ksh 195. However, we would like to offer you the opportunity to buy one today for a reduced price instead – whichever price is randomly selected by this tablet. If you do wish to buy a storybook, you could use the money that you just earned in order to purchase the storybook, and we will send you the remaining balance through M-Pesa.

***Read*:** The tablet will now randomly select your reduced price for the storybook.

Congratulations! You have been offered a reduced storybook price of **[PRE-ASSIGNED SUBSIDY LEVEL].**

Read: Now I would like to show you our storybook selection for your children. We have four available Kiswahili options and two available English options. You are welcome to take a minute to look through the storybooks and decide whether you want to purchase one, and if so, which one.

Give respondent 5 minutes to look through the storybooks. When they have finished looking (or when the 5 minute time limit is up) please continue to Question 1a.

1a. Would you like to purchase a storybook today for your children? |___| (1=Yes, 2=No)

If YES, continue to 1b. Otherwise skip to Question 2.

1b. Which storybook would you like to purchase? |___|
[1=Nyimbo zetu (Swa), 2=Nikicheka, anacheka (Swa), 3=Sungura Mjanja (Swa), 4= Mwanasayansi (Swa), 5= A New King (Eng), 6=Goat Matata (Eng)]

1c. Why did you choose to purchase this storybook? ***Please do not read the answer options out loud, but select all that apply.***
|___| I like the pictures.
|___| I like the story/ topic.
|___| My children like the story/ topic.
|___| My children can relate to this story/ topic.

 FO Comments:

|___| I want my children to learn from this storybook.
|___| No reason.
|___| Other (specify) _____

1d. ***DO NOT read the following question out loud, but please select all that apply:***
Who selected or helped to select the storybooks?
|___| Primary Caregiver (PC)
|___| Spouse of PC
|___| KLPS child of PC
|___| Other children in household
|___| Other household member
|___| Other adult (non-household member)
|___| Other child (non-household member)

Skip to INFORMATION SCRIPT A.

2. Why don't you want to purchase a storybook? ***Please do not read the answer options out loud, but select all that apply.***
|___| I need the money for something else.
|___| I can get cheaper storybooks elsewhere.
|___| 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) _____

Skip to INFORMATION SCRIPT B.

INFORMATION SCRIPT A
Please put storybooks away for the Information Script. 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.

 FO Comments:

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 this storybook in the house and make sure your children treat it with care. If you like this storybook, you can get more storybooks just like this 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.

NOTE: DO NOT ASK the respondent if they want to purchase a storybook, or an additional storybook after reading the information script. However, if they change their mind and decide to purchase a storybook or purchase an additional storybook, please answer ***Question 3*** below.

 FO Comments:

INFORMATION SCRIPT B- Read Out Loud.
Please put storybooks away for the Information Script. Keep the respondent engaged during the information script by making eye contact and using a dynamic voice.

We would like to give you some information about reading with your children just for your reference. 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 a storybook, 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 a 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 any books in the house and make sure your children treat them with care. If you decide to purchase a storybook later, you can get other storybooks just like these 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.

NOTE: DO NOT ASK the respondent if they want to purchase a storybook after reading the information script. However, if they change their mind and decide to purchase a storybook, please answer ***Question 3*** below.

3. Which storybook did they decide to purchase *after* the script was read? Remember that the respondent can only purchase **one storybook.** |___|

[1=Nyimbo zetu (Swa), 2=Nikicheka, anacheka (Swa), 3=Sungura Mjanja (Swa), 4= Mwanasayansi (Swa), 5= A New King (Eng), 6=Goat Matata (Eng)]
END INTERVENTION

SECTION 7.2 Version 2

Say: We are happy to inform you that you have been randomly selected to receive a gift of **Ksh 300.** We will send you this gift through M-Pesa after the survey.

Read: We would now like to tell you about the work we do related to education. As you may know, reading can be very useful for your children's growth and development. It is also a fun activity that you can do with your children. 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 in your area at a discounted price. The market value of each of these storybooks is Ksh 195. However, we would like to offer you the opportunity to buy up to two today for a reduced price instead – whichever price is randomly selected by this tablet. If you do wish to buy storybooks, you could use the money that you just earned in order to purchase one or two storybooks, and we will send you the remaining balance through M-Pesa.

***Read*:** The tablet will now randomly select your reduced price for the storybooks.

Congratulations! You have been offered a reduced storybook price of Ksh **[PRE-ASSIGNED SUBSIDY LEVEL]**.

Read: Now I would like to show you our storybook selection for your children. We have four available Kiswahili options and two available English options. You are welcome to take a minute to look through the storybooks and decide whether you want to purchase one or two, and if so, which storybooks.

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 Question 1a.

1a. Would you like to purchase storybooks today for your children? Remember that you can choose up to two at this subsidized price. |___| (1=Yes, 2=No)

If YES, continue to 1ai. Otherwise skip to Question 2.

1ai. How many storybooks would you like to purchase? ***May choose 1 or 2.*** |___|

1b. Which storybook(s) would you like to purchase? ***Select up to 2.*** |___|
[1=Nyimbo zetu (Swa), 2=Nikicheka, anacheka (Swa), 3=Sungura Mjanja (Swa), 4= Mwanasayansi (Swa), 5= A New King (Eng), 6=Goat Matata (Eng)]

1c. Why did you choose to purchase the storybook(s)? ***Please do not read the answer options out loud, but select all that apply.***
|___| 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.
|___| Other (specify) _____

1d. ***DO NOT read the following question, but please select all that apply:***
Who selected or helped to select the storybooks?
|___| Primary Caregiver (PC)

 FO Comments:

|___| Spouse of PC
|___| KLPS child of PC
|___| Other children in household
|___| Other household member.
|___| Other adult (non-household member)
|___| Other child (non-household member)

Skip to INFORMATION SCRIPT A.

2. Why don't you want to purchase a storybook? ***Please do not read the answer options out loud, but select all that apply.***

|___| I need the money for something else.
|___| I can get cheaper storybooks elsewhere.
|___| 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) _____

Skip to INFORMATION SCRIPT B.

INFORMATION SCRIPT A – Read out loud:

Please put storybooks away for the Information Script. 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 a 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 stories over and over again, so be patient. When you have fun, your children will have fun too!

Books are precious, so you should keep 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 this 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.

NOTE: DO NOT ASK the respondent if they want to purchase a storybook after reading the information script. However, if they change their mind and decide to purchase a storybook or purchase an additional storybook, please answer ***Question 3*** below. Remember they can only choose up to two storybooks.

INFORMATION SCRIPT B- Read Out Loud.

Please put storybooks away for the Information Script. Keep the respondent engaged during the information script by making eye contact and using a dynamic voice.

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

It is normal for your children to want to read a 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 any storybooks in the house and make sure your children treat them with care. If you decide to purchase a storybook later, you can get other storybooks just like these 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.

 FO Comments:

- Ask your children questions about the story, and point to where the words are in the picture.

NOTE: DO NOT ASK the respondent if they want to purchase a storybook, or an additional storybook after reading the information script. However, if they change their mind and decide to purchase a storybook or purchase an additional storybook, please answer ***Question 3*** below.

3. Which storybook(s) did they decide to purchase *after* the script was read? Remember that the respondent can only purchase up to **two storybooks**. |___|

[1=Nyimbo zetu (Swa), 2=Nikicheka, anacheka (Swa), 3=Sungura Mjanja (Swa), 4= Mwanasayansi (Swa), 5= A New King (Eng), 6=Goat Matata (Eng)]

END INTERVENTION

 FO Comments:

SECTION 7.3 Version 3

Say:
We are happy to inform you that you have been randomly selected to receive a gift of a free storybook. 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 storybooks and two available English storybooks. Please feel free to take a minute to look through the storybooks and decide which one you would like for free.

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 Question 1a.

1a. Which storybook would you like for free today? |___|
[1=Nyimbo zetu (Swa), 2=Nikicheka, anacheka (Swa), 3=Sungura Mjanja (Swa), 4= Mwanasayansi (Swa), 5= A New King (Eng), 6=Goat Matata (Eng), 8=Refusal to accept storybook]

If refuse to accept storybook, skip to Question 2. Otherwise CONTINUE to Question 1b.

1b. Why did you select this storybook? ***Please do not read the answer options out loud, but select all that apply.***
|___| 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.
|___| Other (specify) _____

1c. ***DO NOT read the following question, but please select all that apply:***
Who selected or helped to select the storybook?
|___| Primary Caregiver (PC)
|___| Spouse of PC
|___| KLPS child of PC
|___| Other children in households
|___| Other household member
|___| Other adult (non-household member)
|___| Other child (non-household member)

2. Why don't you want a free storybook? ***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) _____

 FO Comments:

Skip to INFORMATION SCRIPT B.

INFORMATION SCRIPT A– Read out loud:

Please put storybooks away for the Information Script. Keep the respondent engaged during the information script by making eye contact and using a dynamic voice.

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

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

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

Books are precious, so you should keep this storybook in the house and make sure your children treat it with care. If you like this storybook, you can get more storybooks just like this 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

INFORMATION SCRIPT B- Read Out Loud.

Please put storybooks away for the Information Script. Keep the respondent engaged during the information script by making eye contact and using a dynamic voice.

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

It is normal for your children to want to read a 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 any storybooks in the house and make sure your children treat them with care. If you decide to purchase a storybook later, you can get other storybooks just like these 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.

NOTE: For those respondents who refused the book, ***DO NOT ASK*** the respondent if they want to purchase a storybook after reading the information script. However, if they change their mind and decide to purchase a storybook, please answer ***Question 3*** below.

3. Which storybook did they choose *after* the script was read? Remember that the respondent can only purchase **one storybook.** |___|

[1=Nyimbo zetu (Swa), 2=Nikicheka, anacheka (Swa), 3=Sungura Mjanja (Swa), 4= Mwanasayansi (Swa), 5= A New King (Eng), 6=Goat Matata (Eng)]
END INTERVENTION

 FO Comments:

SECTION 8. 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? _____

_____

 FO Comments:

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.***

 FO Comments:

KLPS 4 PC-Module Code Sheet

(G)ENERAL

G1: Country
01= Kenya
02= Uganda
03= Tanzania
04= Other (specify)

G4: Relationship
01= Father
02= Mother
03= Parents
04= Maternal Grandparent
05= Paternal Grandparent
06= Current Spouse/Partner
07= Former Spouse/Partner
08= Brother
09= Sister
10= Cousin
11= Maternal Aunt/Uncle
12= Paternal Aunt/Uncle
13= Son
14= Daughter
15= Grandchild
16= Step Mother
17= Step Father
18= Half Brother/Sister
19= Mother in Law
20= Father in Law
21= Brother/Sister in Law
22= Co-Wife
23= Other Relative
24= Current Neighbor
25= Former Neighbor
26= Friend from School
27= Work Friend/Colleague
28= Friend from Church
29= Other Friend
30= Teacher/School Official
31= Village Elder/ Guide/ Liguru
32= No One/None
33= Self
34= Other (specify)
35= Step Brother/Sister
36= Nephew/Niece
37= Employer
38= Daughter-in-law
88= N/A
99= DK

G6: School class/ year
Current Kenyan system
100= No schooling
130= ECD/nursery/pre-unit
101= Std 1, 102= Std 2
103= Std 3, 104= Std 4
105= Std 5, 106= Std 6
107= Std 7, 108= Std 8
109= Form 1, 110= Form 2
111= Form 3, 112= Form 4
113= do not use this code
114= do not use this code
115= Some polytechnic
116= Completed polytechnic
117= Some college
118= Completed college
119= Some university
120= Completed university
121= Higher than college/ university
122= Special education (mentally handicap)
Previous Kenyan / Current Ugandan system
200= No schooling
230= ECD/nursery/pre-unit
201= Std 1, 202= Std 2
203= Std 3, 204= Std 4
205= Std 5, 206= Std 6
207= Std 7
208= do not use this code
209= Form 1, 210= Form 2
211= Form 3, 212= Form 4
213= Form 5, 214= Form 6
215= Some polytechnic
216= Completed polytechnic
217= Some college
218= Completed college
219= Some university
220= Completed university
221= Higher than college/ university
222= Special education (mentally handicap)
999= Don't know

G9: Occupation
Agriculture and Fishing
01= Farmer
02= Agricultural laborer
03= Livestock care/ Sheppard
04= Fishing
Retail and commercial
05= Sell own agricultural products in market
06= Hawking/ selling clothes, food, other items
07= Own shop (retail)
08= Work in other person's shop (retail)
09= Own other commercial or financial business
10= Work in other person's commercial or financial business
Unskilled trades
11= Domestic work (house boy/girl)
12= Hotel, restaurant or tourism job
13= Watchman/ Guard
14= Vehicle taxi work (matatu tout/conductor, not driver
15= Bicycle/motorbike taxi work (boda-boda, piki-piki)
16= Unskilled construction laborer
76= Cleaner (other)
77= Cook/ Chef/ Caterer
78= Local brewer
Skilled & semi-skilled trades
17= Barber or hairdresser
18= Tailor or seamstress
19= Butcher
20= Mechanic
21= Welder
23= Factory job
71= Carpenter
72= Mason
73= Plumber
74= Electrician
75= Other skilled construction work
79= Bicycle repair
80= Driver (public or private, including matatu drivers)
81= Shoe maker/ Cobbler/ Shiner
82= Brick baker/ Stone dresser
84= Caregiver / Nanny
Professionals
24= Teacher
25= Clerical and secretarial work
26= Salaried professional (manager, accountant, legal clerk)
27= NGO field worker
28= Nurse/health technician
29= Doctor
30= Police/military officer
31= Other government job
32= Computer/ electronics technician or repair
Other
40= Other (specify)
50= Student
60= No work or school but not retired
61= Retired
83= Religious officiant / leader

G10: Tribe/Ethn.Group
01= Luhya-Samia
02= Luhya-Nyala
03= Luhya-Khayo
04= Luhya-Marachi
05= Luhya-Other (specify)
06= Luo
07= Teso
08= Kikuyu
09= Asian
10= White
11= Other (specify)

G11: Religion
01= Traditional/ tribal religion
02= Muslim
03= Catholic
04= Anglican
05= Apostolic or New Apostolic Church
06= Assembly of God Church
07= Baptist Church
08= Church of Christ
09= Church of God
10= Gospel/ New Testament/ Injili Church
13= Jehovah's Witness
14= Legio Maria Church
16= NENO
17= Pentecostal Church
18= Roho Church
19= Salvation Army Church
20= Seventh Day Adventists
21= No Religion
22= Other (specify)

G13: Language
1= KiSwahili
2= Luhya-Samia
3= Luhya-Other (specify)
4= Luo
5= English
6= Other (specify)