

Time Started Page: HH:MM: |__|__| : |__|__|

13. Time	HH:MM: __ __ : __ __ - __ __ : __ __ [Use 24 hour clock]	
14. Respondents present for interview	<input type="checkbox"/> 1. Female caregiver only <input type="checkbox"/> 2. Male caregiver only <input type="checkbox"/> 3. Both caregivers for full time	<input type="checkbox"/> 4. Both caregivers, male drifting in & out <input type="checkbox"/> 5. Both caregivers, female drifting in & out
14B. Survey Status	<input type="checkbox"/> 1. Fully Administered <input type="checkbox"/> 2. Partially Administered	
14C. Survey Location	<input type="checkbox"/> 1. Respondent's home <input type="checkbox"/> 2. Respondent's business <input type="checkbox"/> 3. School	<input type="checkbox"/> 4. Town Center <input type="checkbox"/> 5. Other, specify:
Visit 2		
12_2 Date	__ __ / __ __ /2012	
13_2 Time	HH:MM: __ __ : __ __ - __ __ : __ __ [Use 24 hour clock]	
14_2 Respondents present for interview	<input type="checkbox"/> 1. Female caregiver only <input type="checkbox"/> 2. Male caregiver only <input type="checkbox"/> 3. Both caregivers for full time	<input type="checkbox"/> 4. Both caregivers, male drifting in & out <input type="checkbox"/> 5. Both caregivers, female drifting in & out
14B_2 Survey Status	<input type="checkbox"/> 1. Fully Administered <input type="checkbox"/> 2. Partially Administered	
14C_2. Survey Location	<input type="checkbox"/> 1. Respondent's home <input type="checkbox"/> 2. Respondent's business <input type="checkbox"/> 3. School	<input type="checkbox"/> 4. Town Center <input type="checkbox"/> 5. Other, specify:

RESPONDENT DETAILS PAGE

	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
	<u>Name:</u>	<u>Name:</u>

Notes:

15. Who is the primary female caregiver for (REFERENCE CHILD)?	<input type="checkbox"/> 1. Biological mother → Skip to 17 <input type="checkbox"/> 2. Aunt <input type="checkbox"/> 3. Grandmother <input type="checkbox"/> 4. Biological father's wife or partner <input type="checkbox"/> 5. No primary female caregiver (N/A) <input type="checkbox"/> 6. Other (Specify) _____ _____	<input type="checkbox"/> 1. Biological mother → Skip to 17 <input type="checkbox"/> 2. Aunt <input type="checkbox"/> 3. Grandmother <input type="checkbox"/> 4. Biological father's wife or partner <input type="checkbox"/> 5. No primary female caregiver (N/A) <input type="checkbox"/> 6. Other (Specify) _____ _____
16. Why is (REFERENCE CHILD)'s biological mother not his/her primary caregiver?	<input type="checkbox"/> 1. Deceased <input type="checkbox"/> 2. Parents not together, mother lives elsewhere <input type="checkbox"/> 3. Other (Specify) _____ _____	<input type="checkbox"/> 1. Deceased <input type="checkbox"/> 2. Parents not together, mother lives elsewhere <input type="checkbox"/> 3. Other (Specify) _____ _____
17. Who is the primary male caregiver for (REFERENCE CHILD)?	<input type="checkbox"/> 1. Biological father → Skip to next column <input type="checkbox"/> 2. Uncle <input type="checkbox"/> 3. Grandfather <input type="checkbox"/> 4. Biological mother's husband or partner <input type="checkbox"/> 5. No primary male caregiver (N/A) <input type="checkbox"/> 6. Other (Specify) _____ _____	<input type="checkbox"/> 1. Biological father → Skip to 19 <input type="checkbox"/> 2. Uncle <input type="checkbox"/> 3. Grandfather <input type="checkbox"/> 4. Biological mother's husband or partner <input type="checkbox"/> 5. No primary male caregiver (N/A) <input type="checkbox"/> 6. Other (Specify) _____ _____

Notes:

18. Why is (REFERENCE CHILD)'s biological father not his/her primary caregiver?	<input type="checkbox"/> 1. Deceased <input type="checkbox"/> 2. Parents not together, father lives elsewhere <input type="checkbox"/> 3. Other (Specify) _____	<input type="checkbox"/> 1. Deceased <input type="checkbox"/> 2. Parents not together, father lives elsewhere <input type="checkbox"/> 3. Other (Specify) _____
19. Which of (REFERENCE CHILDREN)'s male and female primary caregivers are in charge of educational decisions?	<input type="checkbox"/> 1. Female <input type="checkbox"/> 2. Male <input type="checkbox"/> 3. Both	
20. Which of (REFERENCE CHILD)'s male and female primary caregivers are available now to participate in the full survey	<input type="checkbox"/> 1. Both are available now <input type="checkbox"/> 2. Male only→ Skip to 22 <input type="checkbox"/> 3. Female only→ Skip to 22	

21. <i>If the answer to 19 is not both say:</i> Can we conduct the interview with [CAREGIVER FROM 19] alone? It is a long interview so we don't want to use both of your time. RA: If the answer to 19 is BOTH, say: Can we conduct the interview with the male caregiver alone?	<input type="checkbox"/> 1. Yes, will complete with [CAREGIVER FROM 19] <input type="checkbox"/> 2. No, will complete with the other caregiver alone because they are available for longer <input type="checkbox"/> 3. No, respondents refuse to be separate will conduct with both
22. (RA: Do not read)Are other people besides (REFERENCE CHILD)'s primary	<input type="checkbox"/> 1. Yes →Politely ask to interview the primary caregiver(s) alone. <u>Stress that the interview is private and</u>

Notes:

caregiver(s) present (excepting survey staff)?	<u>confidential, and that it is especially important that any children over the age of 5 are not present.</u> <input type="checkbox"/> 2. No →Skip to 27
23. (Enumerator: Do not read) Is [REFERENCE CHILD 1] present?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
24. (Enumerator: Do not read) Is [REFERENCE CHILD 2] present?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
25. (Enumerator: Do not read) Number of the interviewee's other children that are present?	__ __
26. (Enumerator: Do not read) Number of the other people that are present?	__ __
27. Additional detailed directions that will make it easier to find the location next time, including location clues or recognizable signs or landmarks in the vicinity.	
28. Who is the primary respondent for the interview?	<input type="checkbox"/> 1. Female caregiver <input type="checkbox"/> 2. Male caregiver

Notes:

BASELINE SURVEY

PART I: DEMOGRAPHICS

I will ask you questions about people living in your home and how you spend things like money and food.										
1.1. Name	1.2. Sex 1. Male 2. Female	1.3. Age -8. Does not know -9. Will not say	1.4. Is [NAME] in school? 1. Yes 2. No >> Skip to 1.8	1.5. What level is [NAME] in? <i>See School Codes</i> ALL Answers → 1.10	1.6. Can [NAME] read or write in Chichewa? 1. Yes 2. No 3. Respondent says yes but RA thinks they cannot -8. Does not know	1.7. Can [NAME] read or write in English? 1. Yes 2. No 3. Respondent says yes but RA thinks they cannot -888. Does not know	1.8. What was the highest educational institution [NAME] attended? <i>See School Codes</i> Answers 6 and above: Skip to 1.10	1.9. How many years of continuing/adult education has [NAME] completed? 00- None	1.10. What is the relationship of [NAME] to [REFERENCE CHILD 1]? [NAME] is [REFERENCE CHILD]'s _____ <i>See Relationship codes</i>	1.11. What is the relationship of [NAME] to [REFERENCE CHILD 2]? [NAME] is [REFERENCE CHILD]'s _____ <i>See Relationship codes</i>
A. We will talk about both of the primary caregivers to (REFERENCE CHILDREN) first. <i>RA Instructions: Tick box for # of caregivers: <input type="checkbox"/> 1. Fill in Rows 1 only <input type="checkbox"/> 2. Fill in Rows 1-2</i>										
1.	_	_ _			_	_	_ _	_ _	_ _	_ _
2.	_	_ _			_	_	_ _	_ _	_ _	_ _
B. Does the male primary caregiver of (REFERENCE CHILDREN) have any other co-wives? <input type="checkbox"/> 1. Yes → list them below <input type="checkbox"/> 2. No, or No male caregiver → Section C										
3.	_	_ _			_	_	_ _	_ _	_ _	_ _
4.	_	_ _			_	_	_ _	_ _	_ _	_ _
C. Now we will talk about all of the children who live in this house , and who either of (REFERENCE CHILD)'s primary caregivers is a primary caregiver for. Do not include students in boarding school. List from										
5.	_	_ _	_	_ _			_ _		_ _	_ _
6.	_	_ _	_	_ _			_ _		_ _	_ _
7.	_	_ _	_	_ _			_ _		_ _	_ _
8.	_	_ _	_	_ _			_ _		_ _	_ _
9.	_	_ _	_	_ _			_ _		_ _	_ _
10.	_	_ _	_	_ _			_ _		_ _	_ _
10a.	_	_ _	_	_ _			_ _		_ _	_ _
10b.	_	_ _	_	_ _			_ _		_ _	_ _
10b.	_	_ _	_	_ _			_ _		_ _	_ _
School Codes: 0=None; 1-8= stds 1-8; 9-12=Form 1-4; 13=College or university; 14=Vocational; 20=Nursery										

Notes:

Time Started Page: HH:MM: |__|__| : |__|__|

Relationship Codes: 1. Biological Mother; 2. Biological Father; 3. Step-mother; 4. Step-father; 5. Sister/Brother; 6. Cousin; 7. Half-sister/half-brother; 8. Self; 9. Father's co-wife; 10. Aunt/Uncle; 11. Grandparent; 12. Other (specify)							
1.1. Name	1.2. Sex 1. Male 2. Female	1.3. Age -888. Does not know -999. Will not say	1.4. Is [NAME] in school? 1. Yes 2. No >> Skip to 1.8	1.5. What level is [NAME] in? <i>See School Codes</i> All answers → SKIP to 1.10	1.8. What was the highest educational institution [NAME] attended? 00=None 1-8=stds 1-8 9-12=Form 1-4 13=College or university 14=Vocational	1.10. What is the relationship of [NAME] to [REFERENCE CHILD 1]? [NAME] is [REFERENCE CHILD]'s _____ <i>See Relationship Codes</i>	1.11. What is the relationship of [NAME] to [REFERENCE CHILD 2]? [NAME] is [REFERENCE CHILD]'s _____ <i>See Relationship Codes</i>
D. Do either of (REFERENCE CHILD)'s primary caregivers have any children who do not live in this house (including boarding students) ? <input type="checkbox"/> 1. Yes → List them below <input type="checkbox"/> 2. No ->Skip to Section E							
11.	_ _	_ _ _	_ _	_ _ _	_ _ _	_ _ _	_ _ _
12.	_ _	_ _ _	_ _	_ _ _	_ _ _	_ _ _	_ _ _
13.	_ _	_ _ _	_ _	_ _ _	_ _ _	_ _ _	_ _ _
14.	_ _	_ _ _	_ _	_ _ _	_ _ _	_ _ _	_ _ _
E. Are there any members of your household whom you have not yet mentioned? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No ->Skip to 1.12							
15.	_ _	_ _ _				_ _ _	_ _ _
16.	_ _	_ _ _				_ _ _	_ _ _
17.	_ _	_ _ _				_ _ _	_ _ _
School Codes: 0=None; 1-8= stds 1-8; 9-12=Form 1-4; 13=College or university; 14=Vocational; 20=Nursery							
Relationship Codes: 1. Biological Mother; 2. Biological Father; 3. Step-mother; 4. Step-father; 5. Sister/Brother; 6. Cousin; 7. Half-sister/half-brother; 8. Self; 9. Father's co-wife; 10. Aunt/Uncle;							

Notes:

PART I: DEMOGRAPHICS (CONTINUED)

1.12. To what ethnic group do you belong?	<input type="checkbox"/> 1. Yao <input type="checkbox"/> 2. Chewa <input type="checkbox"/> 3. Lomwe	<input type="checkbox"/> 4. Tumbuka <input type="checkbox"/> 5. Other, specify:_____
1.13. To what ethnic group does your spouse belong?	<input type="checkbox"/> 1. Yao <input type="checkbox"/> 2. Chewa <input type="checkbox"/> 3. Lomwe	<input type="checkbox"/> 4. Tumbuka <input type="checkbox"/> 5. Other, specify:_____
1.14. What is the primary language spoken at your home?	<input type="checkbox"/> 1. Yao <input type="checkbox"/> 2. Chewa <input type="checkbox"/> 3. Lomwe	<input type="checkbox"/> 4. Tumbuka <input type="checkbox"/> 5. Other, specify:_____
1.15. What is your religious denomination?	<input type="checkbox"/> 1. Catholic <input type="checkbox"/> 2. Protestantism <input type="checkbox"/> 3. Pentecostalism/Born again/Savedee <input type="checkbox"/> 4. Seventh Day Adventist <input type="checkbox"/> 5. CCAP	<input type="checkbox"/> 6. Islam <input type="checkbox"/> 7. Other Christianity <input type="checkbox"/> 8. Traditional <input type="checkbox"/> 9. No Religion <input type="checkbox"/> 11. Other non-Christian:

PART II: INCOME AND WEALTH

I am going to ask you about the occupations and income for both of [REFERENCE CHILDREN]'s primary caregivers.		
	A. (REFERENCE CHILDREN)'s female primary caregiver	B. (REFERENCE CHILDREN)'s male primary caregiver
2.1 RA: Observe and Record: Do (REFERENCE CHILDREN) have a primary [FEMALE/MALE] caregiver?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to next column	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 2.12
2.2. Does [NAME] have any sources of income?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to next column	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 2.12
2.3. What is [NAME]'s primary occupation? (Enumerator: See codes at end of table; write in if no code)		
2.4. How many hours does [NAME] work at this occupation per week ? -777=N/A (Remittances) -888=Does not know -999=Will not say	__ __ __ hrs	__ __ __ hrs

Notes:

2.5. What is [NAME]'s joint income from this primary occupation? -888=Does Not Know -999=Will Not Say If income <u>joint between both caregivers</u> , put the value in the female column and -666 in Male column	__ __ __ __ MWK	__ __ __ __ MW K
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	A. (REFERENCE CHILDREN)'s female primary caregiver	B. (REFERENCE CHILDREN)'s male primary caregiver
2.6. Over what time period is this income received?	<input type="checkbox"/> 1. Daily <input type="checkbox"/> 2. Weekly <input type="checkbox"/> 3. Monthly <input type="checkbox"/> 4. Quarterly <input type="checkbox"/> 5. Other(specify)_____	<input type="checkbox"/> 1. Daily <input type="checkbox"/> 2. Weekly <input type="checkbox"/> 3. Monthly <input type="checkbox"/> 4. Quarterly <input type="checkbox"/> 5. Other(specify)_____ <input type="checkbox"/> -88. N/a: Joint income with female
2.7. Does (NAME) have a secondary source of income?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to next column	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 2.12
2.8. What is [NAME]'s secondary occupation? (Enumerator: See codes at end of table; write in if no code)		
2.9. How many hours does [NAME] work at this occupation per week ? -777=N/A (Remittances) -888=Does not know -999=Will not say	__ __ __ hrs	__ __ __ hrs
2.10. What is [NAME]'s income from this secondary occupation? -888=Does Not Know -999=Will Not Say If income joint, put the value in the female column and -666 in Male column	__ __ __ __ K	__ __ __ __ K
2.11. Over what time period is this income received?	<input type="checkbox"/> 1. Daily <input type="checkbox"/> 2. Weekly	<input type="checkbox"/> 1. Daily <input type="checkbox"/> 2. Weekly

Notes:

	<input type="checkbox"/> 3. Monthly <input type="checkbox"/> 4. Quarterly <input type="checkbox"/> 5. Other(specify)_____	<input type="checkbox"/> 3. Monthly <input type="checkbox"/> 4. Quarterly <input type="checkbox"/> 5. Other (specify) _____ <input type="checkbox"/> -88. N/a: Joint income with female
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Occupation Codes for income table	
1. Legislators, senior officials, and managers 2. Teachers and Professors 3. Professionals (Doctors, Nurses, Scientists, Business and Legal professionals, Social Science workers) 4. Technicians and Associate Professionals 5. Office and customer service clerks 6. Trader 7. Service worker 8. Farmer 9. Craft and trades skilled workers	10. Plant and machine operators 11. Drivers 12. Elementary occupations and labourers→ Specify 13. Military or Security 14. Household Enterprise or sells farming 15. Fishery worker 16. Bicycle taxi driver 17. No occupation 18. Receives remittances 19. Other (Specify) -77. Does not know -99. Will not say

2.12. How many members of the household older than 3 have at least one pair of shoes that they can wear on a daily basis? <i>The definition of shoes excludes slippers, tire shoes and gumboots.</i>	__ __ out of __ __
2.13. <i>At the place where you are staying, what is the MAIN material that the walls are made of?</i> <i>IF DOING INTERVIEW AT HOUSE, PLEASE OBSERVE IN ORDER TO RECORD THIS ANSWER. IF ANSWER IS NOT OBSERVABLE ASK RESPONDENT.</i>	<input type="checkbox"/> 1. Grass <input type="checkbox"/> 2. Mud (Yomata) <input type="checkbox"/> 3. Compacted Earth (Yamdindo) <input type="checkbox"/> 4. Mud Brick (unfired) <input type="checkbox"/> 5. Burned Bricks <input type="checkbox"/> 6. Concrete <input type="checkbox"/> 7. Wood <input type="checkbox"/> 8. Iron Sheets <input type="checkbox"/> 9. Other
2.14 How much cash do you have accessible to right now?	<input type="checkbox"/> 1. 0-200 kwacha <input type="checkbox"/> 2. 200-500 <input type="checkbox"/> 3. 500-1,000 kwacha <input type="checkbox"/> 4. 1,000-2,000 kwacha

	<input type="checkbox"/> 5. 2,000-5,000 kwacha <input type="checkbox"/> 6. 5,000+ kwacha
2.15. Roughly how much savings do you have in banks, savings or credit groups, safekeeping with family or friends, or safekeeping with a shopkeeper or employer? <i>RA: Remind respondent that this is a confidential survey and no one will be able to find out these answers</i>	__ __ , __ __ __ , __ __ __
2.16. Roughly how much savings does your spouse have in banks, savings or credit groups, safekeeping with family or friends, or safekeeping with a shopkeeper or employer? <i>RA: Remind respondent that this is a confidential survey and no one will be able to find out these answers</i>	__ __ , __ __ __ , __ __ __ -77. Does not know
2.17 If you needed 10,000 kwacha to pay for care for a health emergency within the next week, how difficult would it be for you to get it?	<input type="checkbox"/> 1. Very Difficult <input type="checkbox"/> 2. Medium difficult <input type="checkbox"/> 3. Easy

PART III: SPENDING ON EDUCATION

	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2	C. ALL OTHER CHILDREN LIVING AT HOME (Children in household roster rows 5-9) <u>Name(s):</u>
3.1. How many days of class do you think (NAME) missed in the last four weeks for reasons such as sickness, having to stay home to help on the farm, skipping school to play with friends, etc.? If 0 → Probe. If sure answer is 0, skip to 3.6	__ __ -7. Does not know	__ __ -7. Does not know	
3.2. How many days of class do you think (NAME) missed in the last four weeks due to sickness?	__ __ -7. Does not know	__ __ -7. Does not know	
3.3. How many days of class did (NAME) miss in the last four weeks due to having to stay home to help on the farm, help with family business, do chores, watch the house, take care of children, or other things of this nature?	__ __ -7. Does not know	__ __ -7. Does not know	
3.4. How many days of class do you think (NAME) missed in the last four weeks due to things you would not approve of (like playing with friends, being lazy, etc.)?	__ __ -7. Does not know	__ __ -7. Does not know	
3.4b. How many days did (name) not go to school because their uniform was dirty, they had no school fees, or lack of money?	__ __ -7. Does not know	__ __ -7. Does not know	
3.5. RA: Are 3.2+3.3+3.4 +3.4b ≤ 3.1? [less or equal to]	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Probe and fix	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Probe and fix	
3.6. How many hours per week did (NAME) spend on homework during the last two weeks?	__ __ : __ __ (HH:MM) -7. Does not know	__ __ : __ __ (HH:MM) -7. Does not know	

Notes:

3.7. Does (NAME) do their homework on their own or do you have to force them to do it?	<input type="checkbox"/> 1. Normally (NAME) does it on own <input type="checkbox"/> 2. Normally the respondent has to force them <input type="checkbox"/> 3. It's a mix <input type="checkbox"/> 4. (NAME) never does any homework	<input type="checkbox"/> 1. Normally (NAME) does it on own <input type="checkbox"/> 2. Normally the respondent has to force them <input type="checkbox"/> 3. It's a mix <input type="checkbox"/> 4. (NAME) never does any homework	
	A. REFERENCE CHILD 1 <u>Name:</u>	B. REFERENCE CHILD 2 <u>Name:</u>	C. ALL OTHER CHILDREN LIVING AT HOME (Children in household roster rows 5-9) <u>Name(s):</u>
3.8. How hard do you think (NAME) works in school?	<input type="checkbox"/> 1. Very hard <input type="checkbox"/> 2. Medium hard <input type="checkbox"/> 3. Not very hard For all, skip to 3.10	<input type="checkbox"/> 1. Very hard <input type="checkbox"/> 2. Medium hard <input type="checkbox"/> 3. Not very hard For all, skip to 3.10	
3.9. Do you have any other children who are living at home and enrolled in school?			<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 3.30
3.10. In the last academic year, how much was spent by the household on (NAME/ALL OTHERS) for school fees, registration fees, exam fees, expenses for guards, and other school dues?	MWK __ __ __ __ __ -7. Does not know	MWK __ __ __ __ __ -7. Does not know	MWK __ __ __ __ __ -7. Does not know
3.11. In the last academic year, how much was spent by the household on (NAME/ALL OTHERS) for uniforms and school sports clothes	MWK __ __ __ __ __ (Whole numbers only) -7. Does not know	MWK __ __ __ __ __ (Whole numbers only) -7. Does not know	MWK __ __ __ __ __ (Whole numbers only) -7. Does not know
3.12. In the last academic year, how much was spent by the household on (NAME/ALL OTHERS) for required school textbooks?	MWK __ __ __ __ __ (Whole numbers only) -7. Does not know	MWK __ __ __ __ __ (Whole numbers only) -7. Does not know	MWK __ __ __ __ __ (Whole numbers only) -7. Does not know

3.13. In the last academic year, how much was spent by the household on (NAME/ALL OTHERS) for exercise books and school supplies?	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know
3.14. In the last academic year, how much was spent by the household on (NAME/ALL OTHERS) for a backpack?	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know
3.15. In the last 12 months how much was spent by the household on (NAME/ALL OTHERS) for supplementary books (reading books not required by schools)?	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know	MWK _ _ _ _ _ _ _ (Whole numbers only) -7. Does not know
	A. REFERENCE CHILD 1 <u>Name:</u>	B. REFERENCE CHILD 2 <u>Name:</u>	C. ALL OTHER CHILDREN LIVING AT HOME (Children in household roster rows 5-9) <u>Name(s):</u>
3.16. In the last 12 months, was (NAME/ALL OTHERS) enrolled in any supplementary tutoring or extra classes?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 3.18	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 3.18	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 3.18
3.17. In the last 12 months, how much was spent by the household on (NAME/ALL OTHERS) for expenses on extra classes?	MWK _ _ _ _ _ _ _ -7. Does not know	MWK _ _ _ _ _ _ _ -7. Does not know	MWK _ _ _ _ _ _ _ -7. Does not know
3.18. In the last year, how much was spent by the household on (NAME) for medicines, hospital fees, clinic fees, and traditional doctors fees?	MWK _ _ _ _ _ _ _ -7. Does not know	MWK _ _ _ _ _ _ _ -7. Does not know	MWK _ _ _ _ _ _ _ -7. Does not know
3.19. Did anyone besides (NAME)'s primary female and male caregivers contribute more than 100 kwacha to (NAME)'s education in the last year?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No→ 3.22	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No→ 3.22	<input type="checkbox"/> 1. Yes→ 3.35 <input type="checkbox"/> 2. No→ 3.35

Notes:

3.20. Who contributed to (NAME)'s education? <i>MARK ALL THAT APPLY</i>	<input type="checkbox"/> 1. (NAME)'s biological mother or father <input type="checkbox"/> 2. Aunt <input type="checkbox"/> 3. Uncle <input type="checkbox"/> 4. Grandparent <input type="checkbox"/> 5. Other, specify:	<input type="checkbox"/> 1. (NAME)'s biological mother or father <input type="checkbox"/> 2. Aunt <input type="checkbox"/> 3. Uncle <input type="checkbox"/> 4. Grandparent <input type="checkbox"/> 5. Other, specify:	
3.21. How much did they contribute?	MWK __ __ __ __ __ -7. Does not know	MWK __ __ __ __ __ -7. Does not know	
3.22. In the last month, how many times did you or (NAME)'s other primary caregiver help (NAME) with his homework?	__ __	__ __	
3.23. In the last month, how many times did you ask someone to help (NAME) with their homework/studies?	__ __	__ __	

	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2	C. ALL OTHER CHILDREN LIVING AT HOME (Children in household roster rows 5-9)
	<u>Name:</u>	<u>Name:</u>	<u>Name(s):</u>
3.24. In the last two weeks, how often did you monitor (NAME)'s exercise books?	__ __	__ __	
3.25. In the last week, how many times did you ask (NAME) to fetch water?	__ __	__ __	
3.26. How many times in the last week have you asked (NAME) to fetch firewood?	__ __	__ __	
3.27. How many times in the last week have you instructed (NAME) to work on schoolwork?	__ __	__ __	

3.28. How many hours of chores have you given (NAME) in the last week?	__ __ : __ __ (HH:MM) -7. Does not know	__ __ : __ __ (HH:MM) -7. Does not know	
3.29. How many times in the last month have you given (NAME) a candle or paraffin so he/she could study at night?	__ __	__ __	
3.30. Does (NAME) have a school uniform?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 3.32	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 3.32	
3.31. What is the condition of the uniform?	<input type="checkbox"/> 1. Brand new <input type="checkbox"/> 2. Good <input type="checkbox"/> 3. Fair <input type="checkbox"/> 4. Quite old <input type="checkbox"/> 5. Bad	<input type="checkbox"/> 1. Brand new <input type="checkbox"/> 2. Good <input type="checkbox"/> 3. Fair <input type="checkbox"/> 4. Quite old <input type="checkbox"/> 5. Bad	
3.32 How many times in the last week did (NAME) have to skip a meal?	__ __ -7. Does not know	__ __ -7. Does not know	
3.33. How many times in the last month did (NAME) have to go to school without food or money for food?	__ __ -7. Does not know 22 if everyday	__ __ -7. Does not know 22 if everyday FOR ALL >>SKIP TO 3.9C	

3.34. Do the primary caregivers have any other children not living at home who they pay for the education of? RA Instructions: This should refer to children listed in Roster Section D: If the respondent says "No" but they have children listed in D, probe	1. Yes 2. No>> SKIP TO 3.38
3.35. In the last academic year, how much was spent by (REFERENCE CHILDREN)'s caregivers on those children for school fees, registration fees, exam fees, expenses for guards, and other school dues, and school supplies? 3.35.	MWK __ __ __ __ __ -7. Does not know
3.36. In the last academic year, how much was spent by (REFERENCE CHILDREN)'s caregivers on those children for school textbooks, and any other school-related expenditures?	MWK __ __ __ __ __ -7. Does not know

Notes:

3.38. Are (REFERENCE CHILD 1) and (REFERENCE CHILD 2) equally respectful?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
3.39. If you had to choose, which one of (REFERENCE CHILD 1) and (REFERENCE CHILD 2) is more respectful?	<input type="checkbox"/> 1. REFERENCE CHILD 1 <input type="checkbox"/> 2. REFERENCE CHILD 2
3.40. Are (REFERENCE CHILD 1) and (REFERENCE CHILD 2) equally hard working?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
3.41. If you had to choose, which one of (REFERENCE CHILD 1) and (REFERENCE CHILD 2) is harder working?	<input type="checkbox"/> 1. REFERENCE CHILD 1 <input type="checkbox"/> 2. REFERENCE CHILD 2
3.42. Do you spend equal amounts on the education of (REFERENCE CHILD 1) and (REFERENCE CHILD 2)?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
3.43. If you had to say, who do you spend more on the education of currently?	<input type="checkbox"/> 1. REFERENCE CHILD 1 <input type="checkbox"/> 2. REFERENCE CHILD 2
3.44. Why?	<input type="checkbox"/> 1. (REFERENCE CHILD) is harder working <input type="checkbox"/> 2. (REFERENCE CHILD) is higher performing <input type="checkbox"/> 3. (REFERENCE CHILD) is in a different standard <input type="checkbox"/> 4. (REFERENCE CHILD) is more respectful <input type="checkbox"/> 5. (REFERENCE CHILD) is a preferred gender 6. Other reason: _____
3.45. Many people would like to send their children to secondary school but simply can't. Realistically, if both (REFERENCE CHILD 1) and (REFERENCE CHILD 2) were admitted, how many of them do you think you would be able to pay for secondary school fees for?	<input type="checkbox"/> 1. Neither <input type="checkbox"/> 2. One <input type="checkbox"/> 3. Two

	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
<i>RA Instruction: Ask each question "across rows" (ie. 3.46A, 3.46B, 3.47A, 3.47B)</i>		
3.46. How much do you think (REFERENCE CHILD) will earn per month when he/she grows up? -88=Does not know	_ _ _ _ _ _ K	_ _ _ _ _ _ K

Notes:

3.47. If money were no concern, what is the highest level that you think (REFERENCE CHILD) could attain in school?	<input type="checkbox"/> 1. Some primary <input type="checkbox"/> 2. Complete primary <input type="checkbox"/> 3. Form 2 <input type="checkbox"/> 4. Form 4 <input type="checkbox"/> 5. College or University <input type="checkbox"/> -7. Does not know	<input type="checkbox"/> 1. Some primary <input type="checkbox"/> 2. Complete primary <input type="checkbox"/> 3. Form 2 <input type="checkbox"/> 4. Form 4 <input type="checkbox"/> 5. College or University <input type="checkbox"/> -7. Does not know
<i>RA: Say: For the next few questions, we will now ask you a number of questions about how likely it is that something will happen. There are 10 beans. Each bean corresponds to a 10% chance that something will happen. I want you to split the 10 beans between these two boxes. So, if you think something will surely happen, place all of the beans in the "Yes" box. If you think there is no chance something will happen, place all of the beans in the "No" side of the page. As an example, imagine I was asking you how likely it is that it will rain tomorrow. If I was sure it would rain, I would put all the beans in "Yes." If I was sure it would not rain, I would put all the beans on the "no" side of the page. If you thought it would If you think it is a little more likely to happen than not, put 6 beans in the "Yes" and 4 beans in the "No."</i>		
3.48. How likely do you think it is that a cow will give birth to a dog? <i>Answers: 0-10</i>	__ __ beans placed in Yes <i>If not 0 and no valid explanation →Continue explaining</i>	
3.49. How likely do you think it is that (REFERENCE CHILD) would be able to be admitted to secondary school? <i>Answers: 0-10</i>	__ __ beans placed in Yes	__ __ beans placed in Yes
3.50. How likely do you think it is that (REFERENCE CHILD) will want to attend secondary school if they are capable of being admitted? <i>Answers: 0-10</i>	__ __ beans placed in Yes	__ __ beans placed in Yes
3.51. How likely do you think it is that you will pay for (REFERENCE CHILD)'s school fees if they are admitted? <i>Answers: 0-10</i>	__ __ beans placed in Yes	__ __ beans placed in Yes
3.52. Is (REFERENCE CHILD) repeating the standard they are currently in?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
3.53. How many total times has (REFERENCE CHILD) repeated a standard?	__	__
3.54. How likely do you think it is that you will be able to pay for the secondary school fees of at least one of (REF CHILD 1) and (REF CHILD 2)?	__ __ beans placed in "Y"	

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(RA refer to 1-5 scale on likelihood sheet)	
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Notes:

PART IV: BELIEFS ABOUT EDUCATION IN GENERAL

4.1. Imagine a student who performs very well in school and one student who performs very badly in school. Whose earnings do you think <u>will increase by more</u> as a result of getting a secondary education?	1. Higher performing earnings would increase a lot more 2. Higher performing earnings would increase a little more 3. Higher performing earnings would increase earn the same 4. Higher performing earnings would increase a little less 5. Higher performing earnings would increase a lot less
4.2. <i>Observe and Record: Does the respondent's response to the previous question suggest that they are separating the level of education from the student's performance?</i>	1. Yes 2. No>> Continue explaining

Now, let's say there are 100 **MALE** students from this district who pass secondary school and they are all assigned positions based on their school performance. So, the person in position 1 is the highest performing student who passed and the person in position 100 is the lowest performing student who passed. We are going to ask you several questions about those students and how much they would earn when they grow up

	1. <u>Highest Performing</u>	1. <u>Lowest Performing</u>
4.3. Now, let's say the [HIGHEST/LOWEST] performing student had stopped school in standard 4. How much would you expect them to earn <u>per month</u> when they grow up?	_ _ _ _ MW K	_ _ _ _ MWK
4.4. Now, let's say the [HIGHEST/LOWEST] performing student had finished and passed standard 8 and then stopped school. How much would you expect them to earn <u>per month</u> when they grow up?	_ _ _ _ MW K	_ _ _ _ MWK
4.5. Now, let's say the [HIGHEST/LOWEST] performing student had finished and passed secondary and then stopped school. How much would you expect them to earn <u>per month</u> when they grow up?	_ _ _ _ MW K	_ _ _ _ MWK

4.6. <i>Observe and Record: Are the answers in the above table consistent with the respondent's answer to 4.1?</i>	1. Yes 2. No>> Continue to probe
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Now, let's say there are 100 **FEMALE** students from this district who pass secondary school and they are all assigned positions based on their school performance. So, the person in position 1 is the highest performing student who passed and the person in position 100 is the lowest performing student who passed. We are going to ask you several questions about those students and how much they would earn when they grow up.

4.7. Imagine a student who performs very well in school and one student who performs very badly in school. Whose earnings do you think will increase by more as a result of getting a secondary education?	1. Higher performing earnings would increase a lot more 2. Higher performing earnings would increase a little more 3. Higher performing earnings would increase earn the same 4. Higher performing earnings would increase a little less 5. Higher performing earnings would increase a lot less	
	1. Highest Performing	1. Lowest Performing
4.8. Now, let's say the [HIGHEST/LOWEST] performing student had stopped school in standard 4. How much would you expect them to earn per month when they grow up?	__ __ __ __ __ MW K	__ __ __ __ __ M WK
4.9. Now, let's say the [HIGHEST/LOWEST] performing student had finished and passed standard 8 and then stopped school. How much would you expect them to earn per month when they grow up?	__ __ __ __ __ MW K	__ __ __ __ __ M WK
4.10. Now, let's say the [HIGHEST/LOWEST] performing student had finished and passed secondary and then stopped school. How much would you expect them to earn per month when they grow up?	__ __ __ __ __ MW K	__ __ __ __ __ M WK

4.11. <i>Observe and Record: Are the answers in the above table consistent with the respondent's answer to 4.7?</i>	1. Yes 2. No>> Continue to probe
4.12. Imagine a child at the top of their class and a child at the bottom of their class. Whose educational outcomes will be affected more by parents putting in the time and effort into making sure the child attends school every day—the child at the top of their class or the child at the bottom of the class?	<input type="checkbox"/> 1. Child at the top of their class <input type="checkbox"/> 2. Child at the bottom of their class
4.13. How much larger would the effects be for [Answer chosen in previous question] than [answer not chosen in previous question] ?	<input type="checkbox"/> 1. A lot larger <input type="checkbox"/> 2. A little larger <input type="checkbox"/> 3. The same
4.14. How would the earnings of someone who had completed Form 2 compare with those of someone who had completed standard 8 or someone who had completed Form 4?	<input type="checkbox"/> 1. Same as the person who completed Form 4 <input type="checkbox"/> 2. Between the two but closer to the person who completed Form 4 <input type="checkbox"/> 3. In the middle <input type="checkbox"/> 4. Between the two but closer to the person who completed std 8 <input type="checkbox"/> 5. Same as the person who completed Std 8
4.15. Can you remind me who of REFERENCE CHILD 1 and REFERENCE CHILD 2 is in the higher standard?	<input type="checkbox"/> 1. REFERENCE CHILD 1 <input type="checkbox"/> 2. REFERENCE CHILD 2 <input type="checkbox"/> 3. The same
4.16. Can you remind me what standard is [answer from 4.15] in?	__ __

RA: For this table, ask the respondent to distribute beans between the “Yes” and “No” boxes. Record the number of beans placed in “Yes.” **For each box, answer for Highest and then lowest before moving on to the next box.**

	1. Complete primary school?	2. <u>Complete primary and be accepted into secondary?</u>	3. <u>Complete secondary?</u>
4.17. First, we will talk about the high performing and low performing male students who are in standard [Answer from 4.16] . Please place the beans to show us how likely you think it is that the	a) HIGHEST: __ __ beans in yes b) LOWEST	a) HIGHEST: __ __ beans in yes b) LOWEST	a) HIGHEST: __ __ beans in yes b) LOWEST

[HIGHEST/LOWEST] performing student in standard [STD] will.....	__ __ beans in yes	__ __ beans in yes	__ __ beans in yes
4.18. Would your answers be the same for a female student?	1. Yes>> SKIP TO 4.20 2. No		
4.19. First, we will talk about the high performing and low performing female students who are in standard [Answer from 4.16] . Please place the beans to show us how likely you think it is that the [HIGHEST/LOWEST] performing student in standard [STD] will.....	a) HIGHEST: __ __ b) LOWEST __ __	a) HIGHEST: __ __ b) LOWEST __ __	a) HIGHEST: __ __ b) LOWEST __ __
4.20. <i>Observe and record: Is $A \geq B$ in all boxes?</i>	1. Yes 2. No>> Probe and make sure		
4.21. <i>Observe and record: Is $1 \geq 2 \geq 3$ for High performing and low performing boys and girls?</i>	1. Yes 2. No>> Probe and make sure		

PART V: BELIEFS ABOUT CHILDREN'S SCHOOL PERFORMANCE

5.1. (Observe and Record): Which of (REFERENCE CHILD)'s primary caregivers are currently present?	<input type="checkbox"/> 1. Female only <input type="checkbox"/> 2. Male only <input type="checkbox"/> 3. Both
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RA, say: Now we are going to ask you a series of questions about how (REFERENCE CHILD) has performed in school recently and how you think they will perform in the future. We are also in touch with your child's school so may gather information on your child's recent performance from the school. It is completely fine if you do not know the answer to some of the questions, but please be truthful in your responses. **(RA Note): Do not let the spouse or children answer. Do not let the respondent check their child's school report cards—we want to know what the respondent knows.**

If parents don't know "Out Of", write -77 in the out of spaces.

RA: For the rest of this table, do not need to probe if the respondent does not know offhand—Just go quickly through the questions		
	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
5.2. Did [NAME]'s last report card contain grades for overall?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.5 <input type="checkbox"/> 3. Don't know>> Skip to 5.5 <input type="checkbox"/> 4. No Report Card>> Next column	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.5 <input type="checkbox"/> 3. Don't know>> Skip to 5.5 <input type="checkbox"/> 4. No Report Card>> Part VI
5.3. (If report contained grades): Do you know what grade [NAME] received for overall?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.5	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.5
5.4. (If yes): What was the grade?	__	__
5.5. Did [NAME]'s last report card contain positions for overall?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.8 <input type="checkbox"/> 3. Don't know>> Skip to 5.8	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.8 <input type="checkbox"/> 3. Don't know>> Skip to 5.8
5.6. (If report contained positions): Do you know what position [NAME] received for overall?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.8	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.8
5.7. (If yes): What was the position?	__ __ __ out of __ __ __	__ __ __ out of __ __ __
5.8. Did [NAME] last report card contain scores for overall?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.11 <input type="checkbox"/> 3. Don't know>> Skip to 5.11	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to 5.11 <input type="checkbox"/> 3. Don't know>> Skip to 5.11

5.9. <i>(If report contained scores)</i> : Do you know what score [NAME] received for overall?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 5.11	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 5.11
5.10. <i>(If yes)</i> : What was the score?	__	__

	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
5.11. Did [NAME]'s last report card contain grades for each subject?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 5.18 <input type="checkbox"/> 3. Don't know >> Skip to 5.18	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 5.18 <input type="checkbox"/> 3. Don't know >> Skip to 5.18
5.12. <i>((If report card contained grades)</i> : Do you know what grade they received in English?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.14	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.14
5.13. <i>(If yes)</i> : What was the grade?	__	__
5.14. <i>(If report card contained grades)</i> : Do you know what grade they received in Math?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.16	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.16
5.15. <i>(If yes)</i> : What was the grade?	__	__
5.16. <i>(If report card contained grades)</i> : Do you know what grade they received in Chichewa?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.18	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.18
5.17. <i>(If yes)</i> : What was the grade?	__	__
5.18. Do you know whether [NAME]'s last report card contained positions for each subject?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 5.25 <input type="checkbox"/> 3. Don't know >> Skip to 5.25	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> Skip to 5.25 <input type="checkbox"/> 3. Don't know >> Skip to 5.25
5.19. <i>(If report card contained positions)</i> : Do you know what position [NAME] received in English?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.21	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No >> SKIP TO 5.21

5.20. <i>(If yes):</i> What was the position?	__ __ __ out of __ __ __	__ __ __ out of __ __ __
5.21. <i>(If report card contained positions):</i> Do you know what position [NAME] received in Math?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.23	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.23
5.22. <i>(If yes):</i> What was the position?	__ __ __ out of __ __ __	__ __ __ out of __ __ __
	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
5.23. <i>(If report card contained positions):</i> Do you know what position [NAME] received in Chichewa?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.25	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.25
5.24. <i>(If yes):</i> What was the position?	__ __ __ out of __ __ __	__ __ __ out of __ __ __
5.25. Do you know whether [NAME]'s last report card contained scores for each subject?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to next column <input type="checkbox"/> 3. Don't know>> Skip to next column	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> Skip to next section <input type="checkbox"/> 3. Don't know>> Skip to next section
5.26. <i>(If report card contained scores):</i> Do you know what score [NAME] received in English?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.28	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.28
5.27. <i>(If yes):</i> What was the score?	__ __ __ out of __ __ __	__ __ __ out of __ __ __
5.28. <i>(If report card contained scores):</i> Do you know what score [NAME] received in Math?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.30	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO 5.30
5.29. <i>(If yes):</i> What was the score??	__ __ __ out of __ __ __	__ __ __ out of __ __ __
5.30. <i>(If report card contained grades):</i> Do you know what score [NAME] received in Chichewa?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO NEXT SECTION	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No>> SKIP TO NEXT SECTION

5.31. <i>(If yes):</i> What was the score?	__ __ __ out of __ __ __	__ __ __ out of __ __ __
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PART IV.i: Beliefs

SCRIPT: Now we are going to do a series of activities asking you about how (REFERENCE CHILD) has performed in school. Please keep in mind that we are also in touch with your child's school, so please be truthful in your response. It is completely fine if you do not know the answer to some of the questions, but please be truthful in your responses.

RA, say: So, imagine this is a new format for a report card. **(RA: Show "SAMPLE REPORT CARD". Note for reader: This visual aid can be found in Online Appendix Section F.1.5.)** The first column shows the average score that your child received across all the tests they took in English, Math, and Chichewa **(RA: Point to first column)**. All scores are given on a scale of 0-100. If they missed an exam, the report card would just contain the child's performance from the exams they took. This may be different than what was done by their teacher. This also means that their score could be a little higher or lower than expected if they missed an easy or hard exam.

The next column shows the grades that those scores correspond to. In most schools in Malawi, the highest grade, 4 or "Excellent" is for scores 80-100, then Good (grade 3) is 60-80, Average (grade 2) is 40-60, and Needs Support (Grade 1) is 0-40. **(RA: Point to second column)**

The final column shows the position your child would receive if their class size was 100. So, if they were the top child in their class based on their test performance, they would receive a 1; if they were the bottom child in their class, they would receive a 100 **(RA: Point to third column)** The first row shows the child's performance in Maths; the second row shows the child's performance in English; the third row shows the child's performance in Chichewa; and, the final row shows the child's Average performance across those 3 subjects. Do you have any questions? **(Pause to answer questions)**

6.01 RA, Observe and record: Are you confident respondent understands?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No → Spend more time explaining to make sure they understand
6.02. Which subject is the child who received this report card doing better in—English or Math?	<input type="checkbox"/> 1. English → Spend more time explaining you are confident respondent understands. <input type="checkbox"/> 2. Math

RA: CONTINUE TO SCORES AND POSITIONS TABLES TO RECORD RESPONDENT'S BELIEFS ABOUT THEIR OWN CHILDREN'S SCORES; RETURN AND READ UNCERTAINTY SCRIPT WHEN INSTRUCTED

Go slowly through the next section. Ask many questions to coach the respondent.

UNCERTAINTY SCRIPT (Script to be read when asking respondent about their uncertainty in row II of the Positions table and row VII of the Scores table): Imagine your child's class size is 100 and they are assigned positions based on their performance on their last report card for [SUBJECT]. The boxes represent the scores/positions received. There are 10 beans. I want you to put the beans into the boxes based on how likely you think it is that your child's score/position falls in that box **(RA: Show "POSITIONS VISUAL AID" or "SCORES VISUAL AID"; Note for reader: These visual aids are in Online Appendix Sections F.1.6 and F.1.7)**. For example, if you were sure that your child would be in positions 21-40 (receive score 21-40), you would put all the beans in there **(RA: Put all beans in box 21-40)**. If you think they will definitely be at position 21 or lower (score 80 or lower), split all the beans between the 21-40, 41-60, 61-80, and 81-100 boxes (1 to 20, 21-40, 41-60, 61-80 boxes). **(RA: split beans between those boxes)**. When you do this, make sure to put more beans in the boxes that you think your child is more likely to fall in; for example, if I thought my child was more likely to be in 41-60 than the other positions (scores), I would put more beans in there **(RA: Put 2 beans in box 21-40, 4 beans in box 41-60, 2 beans in box 61-80, and 2 beans in box 81-100)**. If you have absolutely no idea what position (score) your child will have, you might split the beans evenly between all the boxes **(RA: Put 2 beans in each box on the sheets for both parents, and leave the beans there)**. Note that these are all examples, there is no right answer; you should just place the beans according to your beliefs. Please place the beans to show us how you think your child will perform.

Positions Table

RA Instructions: Use the "Positions Visual Aid." Ask questions I-V for each column before moving to the next column.

	REFERENCE CHILD 1					REFERENCE CHILD 2			
Question	6.5 Math	6.6 English	6.7 Chichewa	6.8 Overall		6.9 Math	6.10 English	6.11 Chichewa	6.12 Overall
I. First, imagine that your child was assigned a position based on their Term 2 exam performance. Do	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

Notes:

you have any idea what position (REFERENCE CHILD) would receive for [SUBJECT]?								
<i>RA: Read Uncertainty Script (Above). Coach the respondent through the exercise if they are having trouble. If the respondent said in part A that they had "no idea" but then their beans are not spread out, probe to make sure they understand.</i>								
II. Uncertainty: Record how the beans are distributed between bins.	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __	a. 1- 20 __ __ b. 21-40 __ __ c. 41- 60 __ __ d. 61-80 __ __ e. 81-100 __ __
III. Now, please show us what position you think [NAME] would score if you had to give your best guess.	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
V. RA: Observe and record: Did the respondent 1) have an idea, or 2) have no idea and	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had absolutely no idea

Notes:

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<i>had to be forced to choose?</i>									
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Notes:

Scores Table. **RA, Say:** Now, as you may know, in most schools in Malawi, scores are assigned on a scale from 0-100, where 100 is the highest. They then assign a grade, where the highest grade, 4 or “Excellent” is for scores 80-100, then Good (grade 3) is 60-80, Average (grade 2) is 40-60, and Needs Support (Grade 1) is 0-40. **RA: Point using the “Scores” visual aid. Then use the “Scores” Visual Aid to fill in the table. Ask questions VI-X for each column before moving to the next column.**

	REFERENCE CHILD 1					REFERENCE CHILD 2			
Question	6.5 Math	6.6 English	6.7 Chichewa	6.8 Overall		6.9 Math	6.10 English	6.11 Chichewa	6.12 Overall
VI. Now, imagine your child is assigned a score and grade based on their Term 2 exam performance. Do you have any idea what grade OR score (REFERENCE CHILD) would receive for [SUBJECT]?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No		<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
RA, say: Now, please place the beans to show us how you think your child would score. RA: Spend a lot of time coaching. If the respondent is unfamiliar with the grading system, ask them questions like “Do you think your child is failing? How much better than failing are they doing—a little? A lot?” to try to help them get the answer. <u>Start by asking them about what grade they think their child would receive, then narrow in on the score.</u>									
VII. Uncertainty: Record how the beans are	a. 1-20 __ __ b. 21-40 __ __	a. 1-20 __ __ b. 21-40 __ __	a. 1-20 __ __ b. 21-40 __ __	a. 1-20 __ __ b. 21-40 __ __		a. 1-20 __ __ b. 21-40 __ __	a. 1-20 __ __ b. 21-40 __ __	a. 1-20 __ __ b. 21-40 __ __	a. 1-20 __ __ b. 21-40 __ __

Notes:

<i>distributed between bins.</i>	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __	c. 41-60 __ __ d. 61-80 __ __ e. 81-100 __ __
VIII. Now, please point to what score you think [NAME] would score if you had to give your best guess. <i>Answers should be in multiples of 5</i>	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __	__ __ __
X. RA: Observe and record: <i>Did the respondent 1) have an idea, or 2) have no idea and had to be forced to choose?</i>	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea	<input type="checkbox"/> 1. Had an idea <input type="checkbox"/> 2. Had no idea

Notes:

AMENDED BELIEFS TABLE

6.18: RA: Look back over beliefs and probe respondent about inconsistencies: After probing, are there any amendments to beliefs?	<input type="checkbox"/> 1. Yes>>Record amended beliefs in tables below <input type="checkbox"/> 2. No>>6.25
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	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
6.2A. Does respondent think [NAME] is better at Math or English?	<input type="checkbox"/> 1. Math <input type="checkbox"/> 2. English <input type="checkbox"/> 3. The Same	<input type="checkbox"/> 1. Math <input type="checkbox"/> 2. English <input type="checkbox"/> 3. The Same
6.3A Does respondent think [NAME] is worst at Math, English, or Chichewa?	<input type="checkbox"/> 1. Math <input type="checkbox"/> 2. English <input type="checkbox"/> 3. Chichewa <input type="checkbox"/> 4. The same	<input type="checkbox"/> 1. Math <input type="checkbox"/> 2. English <input type="checkbox"/> 3. Chichewa <input type="checkbox"/> 4. The same
6.4A Which child does respondent think is doing better in school?	<input type="checkbox"/> 1. REFERENCE CHILD 1 <input type="checkbox"/> 2. REFERENCE CHILD 2	

Notes:

	REFERENCE CHILD 1					REFERENCE CHILD 2			
Question	6.5A. Math	6.6.A English	6.7.A.Chiche wa	6.8.A. Overall		6.9.A. Math	6.10.A. English	6.11.A. Chichewa	6.12.A. Overall
I. Beans for POSITIONS	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _		a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _
II. Best Guess for POSITION	_ _ _	_ _ _	_ _ _	_ _ _		_ _ _	_ _ _	_ _ _	_ _ _
III. Beans for SCORES	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _		a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _	a. 1-20 _ _ b. 21-40 _ _ c. 41- 60 _ _ d. 61-80 _ _ e. 81-100 _ _
IV. Best Guess for SCORES	_ _ _	_ _ _	_ _ _	_ _ _		_ _ _	_ _ _	_ _ _	_ _ _

Notes:

	A. REFERENCE CHILD 1	B. REFERENCE CHILD 2
6.25 .RA Check Track Sheet: What standard is (REFERENCE CHILD) in?	__	__
<p>Now, this is a sample skills report card showing how a child performed on several of the important skills areas they are learning in school. (RA: Show "SAMPLE SKILLS REPORT CARD") In this first column, you can see if the teacher said a given child could do the skill. On the right side of the page, you can see how many of the child's classmates can do the skill.</p> <p>We will now ask you some questions about how well you think your child can do some of the skills that he/she learns in school. If the question is about multiple skills and they can do some but not others, say 2=A little.</p> <p>Answers: 1=Yes, 2=A Little, 3=No, 4=Don't know, 5=Can't understand skills RA: Fill in one column at a time.</p>		
6.26 How well can your child do [MATH SKILL 1 FROM "SKILLS GUIDE" FOR STD [STD]]?	__	__
6.27 How well can your child do [MATH SKILL 2 FROM "SKILLS GUIDE" FOR STD [STD]]?	__	__
6.28 How well can your child do [ENGLISH SKILL 1 FROM "SKILLS GUIDE" FOR STD [STD]]?	__	__
6.29 How well can your child do [ENGLISH SKILL 2 FROM "SKILLS GUIDE" FOR STD [STD]]?	__	__
6.30 How well can your child do [CHICHEWA SKILL 1 FROM "SKILLS GUIDE" FOR STD [STD]]?	__	__
6.31 How well can your child do [CHICHEWA SKILL 2 FROM "SKILLS GUIDE" FOR STD [STD]]?	__	__

PART VI.ii: INFORMATION DELIVERY**PROGRESS REPORT SCRIPT**

RA, say: Now here is the report card, but now filled in with (REFERENCE CHILD 1/2'S) true performance in Term 2 of this year (**RA, show the respondent REFERENCE CHILD's report card**). REFERENCE CHILD's teacher administered [#] Exams this term (**RA: check track sheet for number of exams administered**). In Math they received the score [MATH SCORE] out of 100 and their grade was [MATH GRADE], for a position of [MATH POSITION]. In English they received the score [ENGLISH SCORE] out of 100 and their grade was [ENGLISH GRADE], for a position of [ENGLISH POSITION]. In Chichewa they received the score [CHICHEWA SCORE] out of 100 and their grade was [CHICHEWA GRADE], for a position of [CHICHEWA POSITION]. So, you can see that, on average, across Math, English, and Chichewa, they received score [OVERALL SCORE] out of 100, and their grade was [OVERALL GRADE], which means they would have a position of [OVERALL POSITION] in a class of 100. **RA: ask whether respondent has any questions.**

RA: Repeat PROGRESS REPORT script once for REFERENCE CHILD 1 and once for REFERENCE CHILD 2.

RA, say: I know that was a lot of information to take in. I'm going to ask you a few questions now just to make sure that I explained this clearly of whether there's anything else I need to clarify.

	REFERENCE CHILD 1	REFERENCE CHILD 2
6.33. Now, can you tell me what grades your child received in Math, English, Chichewa, and Overall? <i>RA: Record whether the answer was correct</i>	<input type="checkbox"/> 1. Answer was correct <input type="checkbox"/> 2. Answer was incorrect → Continue explaining until they understand	<input type="checkbox"/> 1. Answer was correct <input type="checkbox"/> 2. Answer was incorrect → Continue explaining until they understand
6.34. What about their positions?	<input type="checkbox"/> 1. Answer was correct <input type="checkbox"/> 2. Answer was incorrect → Continue explaining until they understand	<input type="checkbox"/> 1. Answer was correct <input type="checkbox"/> 2. Answer was incorrect → Continue explaining until they understand
6.35. (RA: Observe and Record): Which of the primary caregivers was present for the delivery of the information?	<input type="checkbox"/> 1. Male primary caregiver <input type="checkbox"/> 2. Female primary caregiver <input type="checkbox"/> 3. Both	

Notes:

FIRST ENDLINE SURVEY

PART VII: SECONDARY SCHOOL LOTTERY

LOTTERY Description:

IPA is holding a lottery to pay for secondary school fees. We are giving each participant in the lottery 9 lottery tickets. We are then asking you to write a name on each lottery ticket. Then, in a couple of months, we will choose a winner at the office. We will put the lottery tickets from 100 of the families together. Without looking, we will then pick one of the tickets. If one of your tickets is chosen, then we will pay for four years of government school fees for secondary school for whoever's name you have written on the lottery ticket. So, one out of every 100 households will receive a scholarship for four years of government school fees for one of their children. So, let's say I had two children, Yamikani and Billy, and I wrote Billy's name on a lottery ticket. Then, if my lottery ticket was chosen, the NGO would pay for Billy's expenses while still in primary school, and for Billy's government school fees at whatever government secondary school he was admitted to. If Billy was admitted to district secondary school, the NGO would pay for his district secondary school fees; if he was admitted to CDSS, IPA would pay for his CDSS school fees. As an example, fees this year at Liwonde CDSS were 1500 per term, so if Billy were admitted there, IPA would pay 1500 kwacha per term to Liwonde CDSS; fees this year at Balaka Secondary School, a District Secondary School, were 12,000 kwacha per term, so if Billy were admitted there, IPA would pay 12,000 per term to the school. If Billy was not admitted to any government secondary school or did not want to attend, then the NGO would not pay any school fees.

TICKET DEMO: So, let's do an example to make sure you understand the concept, remember this is just an example so not how it will work in reality. Let's pretend the only people entering the lottery were you and me. We would each be given nine tickets—your tickets are white, and mine are striped. We would each write a name on the back of each ticket. *RA: Demonstrate by writing the name "Billy" on the ticket.* Then, the NGO would put all of the lottery tickets together, close their eyes, and choose one out of the hat. *RA: Demonstrate by putting all tickets together in a pile and pulling the ticket out of the hat.* Whoever's name was written on the back of the ticket would receive the secondary school fees. So, if the ticket said "Billy", Billy would get the fees. So, as you can see, my choice of which names to write on which tickets and how many tickets to give to each of my children has no effect on the chance that one of my tickets will be chosen. That is, writing "Billy" or "Yamikani" on this ticket does not change the chance that this ticket will be pulled out of the hat—the person picking out of the hat is not going to look at the names before picking. RA: Demonstrate. However, my choice of which name I write does affect which of my children would receive the scholarship if I won—if I wrote Billy on all of my tickets, he would certainly be the one to receive the fees if I won; if I split my tickets between Billy and Yamikani, then there would be

Notes:

some chance that Billy would get the fees if I win and some chance that Yamikani would get the fees if I won.

Do you have any questions? *RA, pause to answer questions*

RA Say: Please note that winning the lottery will not change your child's chances of admission—your child's chances of admission will be exactly the same .

Questions to make sure lottery was explained clearly:

7.1. What would happen if a ticket was chosen out of the hat and it had the name Billy on it?	a. The NGO would pay for the government secondary school fees for Billy b. Other >> RA continue explaining
7.2. What would happen if a ticket was chosen out of the hat with the name Billy, but then Billy was not admitted to secondary school?	a. The NGO would not pay for anything for Billy b. Other >> RA continue explaining
7.3. What would the NGO pay for if Billy won the lottery and Billy was admitted to secondary school?	a. Billy's school fees only b. Billy's school fees + other expenses>> RA continue explaining
7.4. Imagine that one person splits their tickets between their two children, and another person gives all of her tickets to one child. Are those two peoples' chances of winning the lottery the same or different?	a. Different>> RA continue explaining until they understand b. The same

Actual lottery allocations:

<p>7.5. How many tickets do you want to write (REFERENCE CHILD 1) on and how many do you want to write (REFERENCE CHILD 2) on?</p> <p><i>RA INSTRUCTIONS: Write the selected child's name and circle the appropriate number (1 or 2) on all of the tickets. Show them to the respondent, and then put them back in the envelope and seal it.</i></p> <p><i>Give the respondent one receipt ticket and take the sealed envelope with the tickets back to the office. DO NOT LEAVE ANY TICKETS WITH A CHILD'S NAME ON THEM WITH THE RESPONDENT.</i></p>	<p>a. [____] tickets for [REFERENCE CHILD 1] b. [____] tickets with [REFERENCE CHILD 2]</p> <p><i>RA Note: Must sum to 9</i></p>
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Notes:

7.6. RA: Observe and Record: Which caregiver was present for the Lottery Section?	1. Female caregiver only→Skip to 7.8a 2. Male caregiver only→Skip to 7.8a 3. Both
7.7. RA: Observe and Record: Did the caregivers disagree about which child to give more lottery tickets to?	1. Yes 2. No
7.8b. Why did you choose to give more lottery tickets to [CHILD GIVEN MORE LOTTERY TICKETS IN [Q 7.5]]? RA: Don't probe: Check all that apply	<input type="checkbox"/> 1. Higher-performing <input type="checkbox"/> 2. More-obedient <input type="checkbox"/> 3. Higher standard/older <input type="checkbox"/> 4. Harder-working <input type="checkbox"/> 5. Preferred Gender <input type="checkbox"/> 7. Lower performing <input type="checkbox"/> 8. So that both children have a chance of winning <input type="checkbox"/> 9. Respondent's biological child <input type="checkbox"/> 10. Incentive for that child to work harder in school <input type="checkbox"/> 11. Increases the child's chances of being admitted to secondary <input type="checkbox"/> 12. Older <input type="checkbox"/> 13. The other sibling is a girl who might get pregnant <input type="checkbox"/> 14. Other, specify:_____

7.9 Why did you decide to give [# TICKETS GIVEN TO REF CHILD 1] to [REF CHILD 1] and [# TICKETS GIVEN TO REF CHILD 2] to [REF CHILD 2]? RA: Don't prompt: Check all that apply	<input type="checkbox"/> 1. They're both my children, would feel badly not giving some tickets to both kids <input type="checkbox"/> 2. Chances of winning are higher if split tickets <input type="checkbox"/> 3. Wanted one child to win the lottery more than the other child <input type="checkbox"/> 4. Disagreement between primary caregivers
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Notes:

	<input type="checkbox"/> 5. Other, specify: _____
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PART VIII: WILLINGNESS TO PAY FOR REMEDIAL TEXTBOOKS

RA, say: Now, we are going to give you the opportunity to purchase textbooks, potentially at a discounted price. We have two textbooks: Math and English, for each standard (**RA: Show the textbooks**). All the textbooks were purchased at a bookstore in Lilongwe for 1900 MKC. These are “remedial” textbooks (i.e., textbooks designed to be better for a subject your child is behind in). A question/price has already been selected for you, but you will not find out which question/price until the end of the interview. At the end of the interview, I will then tell you which question was selected and you will receive your choice for that question. For example, the first question asks if you will purchase the Math textbook if the price we choose at the end is 1900 MWK. If you answer yes and we pick that question at the end of the survey, you will need to purchase the textbook for 1900 MWK at that time; if you say no, you will not have the option to do so. Another question asks if you will purchase the textbook if the question chosen at the end of the interview is 300 MWK. If you say yes, you will need to purchase the textbook for 300; if you say no, you will not have the option to purchase the textbook. You will see that it is in your best interest to answer honestly to these questions, as you will not be able to change your response once we end this exercise. Notice that your answer **does not** affect the price that we will offer you the textbook, so this is not like bargaining, you should just be truthful about your response. We will only choose one of the questions, so you will only have the option of buying the math book **or** the English book for Reference child 1 **or** Reference child 2. Here is the math book so you can see it (**RA, Show the respondent the math textbook**).

(RA NOTE: Once the respondent answers “Yes”, you do not have to keep asking them, just fill in the rows below that with “Yes”).

RA, Say: First, we will start with textbooks for (REFERENCE CHILD 1).

8.7.	Imagine a child has one subject he/she is ahead in and one subject he/she is behind in. Would it be more helpful for the child’s learning to buy a textbook in the subject the child is ahead in or the subject the child is behind in?	<input type="checkbox"/> 1. Subject ahead in <input type="checkbox"/> 2. Subject behind in
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8.14. RA: For each row, say: “If the price we draw for the <u>math</u> book at the end of this interview is [PRICE] MWK, will you purchase the <u>math</u> book?”			
a)	1900MWK	<input type="checkbox"/>	1. YES or <input type="checkbox"/> 2. NO
b)	1500MWK	<input type="checkbox"/>	1. YES or <input type="checkbox"/> 2. NO

Notes:

c)	1300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
d)	1100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
e)	900MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
f)	700MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
g)	500MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
h)	300MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
i)	200 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
j)	100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
k)	50 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
l)	25MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
m)	10 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO

RA, say: Now here is the English book for standard [STD] so you can see it **(RA, Show the respondent the English textbook)**

8.15. RA: For each row, say: "If the price we draw for the <u>English</u> book at the end of this interview is [PRICE] MWK, will you purchase the <u>English</u> book?"						
a)	1900 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
b)	1500 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
c)	1300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
d)	1100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
e)	900 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
f)	700 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
g)	500 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
h)	300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
i)	200 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
j)	100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
k)	50 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
l)	25 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
m)	10 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO

RA, say: Now, we will do the textbooks for (REFERENCE CHILD 2), starting with the math textbook. **(RA, Show the respondent the math textbook.)**

8.20. RA: For each row, say: "If the price we draw for the <u>math</u> book at the end of this interview is [PRICE] MWK, will you purchase the <u>math</u> book?"						
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a)	1900 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
b)	1500 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
c)	1300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
d)	1100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
e)	900 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
f)	700 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
g)	500 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
h)	300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
i)	200 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
j)	100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
k)	50 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
l)	25 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
m)	10 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO

RA, say: Now we will do the English textbook for (REFERENCE CHILD 2). **(RA, Show the respondent the English textbook)**

8.21. RA: For each row, say: “If the price we draw for the English book at the end of this interview is [PRICE] MWK, will you purchase the English book?”						
a)	1900 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
b)	1500 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
c)	1300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
d)	1100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
e)	900 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
f)	700 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
g)	500 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
h)	300 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
i)	200 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
j)	100 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
k)	50 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
l)	25 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO
m)	10 MWK	<input type="checkbox"/>	1. YES	or	<input type="checkbox"/>	2. NO

PART IX: HYPOTHETICALS

9.1.	RA: Observe and Record: What position did the respondent originally think (REFERENCE CHILD 1) would have? Find the answer in Question 6.8, Row III	__ __ __
9.2.	RA: Observe and Record: What position did the respondent originally think (REFERENCE CHILD 2) would have? Find the answer in Question 6.12, Row III	__ __ __
9.3.	RA: Observe and Record: Which child do 9.1 and 9.2 suggest that the parent originally thought was higher performing?	1. REFERENCE CHILD 1 2. REFERENCE CHILD 2

9.4a	Now, think back to the lottery. Imagine that (REFERENCE CHILD 1) was the lowest performing child in her class and (REFERENCE CHILD 2) was the highest performing child in her class. How would you divide the 9 lottery tickets for a secondary school scholarship between them in that case?	i. [] for (REFERENCE CHILD 1) ii. [] for (REFERENCE CHILD 2) <i>RA Note: Should sum to 9</i>
9.4b	Now imagine that (REFERENCE CHILD 1) was the highest performing child in her class and (REFERENCE CHILD 2) was the lowest performing child in her class. How would you divide the 9 lottery tickets for a secondary school scholarship between them in that case?	i. [] for (REFERENCE CHILD 1) ii. [] for (REFERENCE CHILD 2) <i>RA Note: Should sum to 9</i>
9.5.	Now imagine that (REFERENCE CHILD 1) and (REFERENCE CHILD 2) were both in the middle of their classes. How would you divide the 9 lottery tickets for a secondary school scholarship between them in that case?	i. [] for (REFERENCE CHILD 1) ii. [] for (REFERENCE CHILD 2) <i>RA Note: Should sum to 9</i>

9.6. Now, imagine that (REFERENCE CHILD 1) had position [Answer from 9.1] and (REFERENCE CHILD 2) had position [Answer from 9.2] . How would you divide the 9 lottery tickets for a secondary school scholarship between them in that case?	i. [] for (REFERENCE CHILD 1) ii. [] for (REFERENCE CHILD 2) <i>RA Note: Should sum to 9</i>
9.8. Who would you pay school fees for if you could only pay school fees for one of (REFERENCE CHILD 1) and (REFERENCE CHILD 2) next year?	<input type="checkbox"/> 1. REFERENCE CHILD 1 <input type="checkbox"/> 2. REFERENCE CHILD 2

Notes:

<p>9.9. Why?</p> <p><i>RA: Don't probe: Check all that apply</i></p>	<input type="checkbox"/> 1. Higher-performing <input type="checkbox"/> 2. More-obedient <input type="checkbox"/> 3. Higher standard/older <input type="checkbox"/> 4. Harder-working <input type="checkbox"/> 5. Preferred Gender <input type="checkbox"/> 5. Other, specify:
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PART X: FAIRNESS, RISK, AND TIME PREFERENCES

10.1.	Imagine two secretaries, of the same age, doing practically the same job. One finds out that the other earns considerably more than she does. The better paid secretary, however, is quicker, more efficient and more reliable at her job. In your opinion, is it fair or not fair that one secretary is paid more than the other?	<input type="checkbox"/> 1. Fair <input type="checkbox"/> 2. Not Fair
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Imagine that we are going to give some money to two different people who both live in Mangochi. You do not know either of these people, but you get to choose how much money they will each receive. Choose between the following options:

10.2.	<u>MONEY GAME A</u> Choice 1: Total of 8,000 MWK: Person A receives 4,000 kwacha and person B receives 4,000 kwacha Choice 2: Total of 11,000 MWK Person A receives 8,000 kwacha and person B receives 3,000 kwacha	<input type="checkbox"/> 1. Choice 1 <input type="checkbox"/> 2. Choice 2
10.2.b	If both primary caregivers are present, did they agree on this answer?	<input type="checkbox"/> 1. Yes>> Skip to 10.3 <input type="checkbox"/> 2. No <input type="checkbox"/> 3. N/A, only 1 present >> Skip to 10.3
10.2.c	Whos choice is reflected in the answer?	<input type="checkbox"/> 1. Male caregiver <input type="checkbox"/> 2. Female caregiver
10.3.	<u>MONEY GAME B</u> Choice 1: Total of 8,000 MWK Person A receives 4,000 kwacha and person B receives 4,000 kwacha	<input type="checkbox"/> 1. Choice 1 <input type="checkbox"/> 2. Choice 2

Notes:

	Choice 2: Total of 12,500 MWK Person A receives 9,000 kwacha and person B receives 3,500 kwacha	
10.3.b .	If both primary caregivers are present, did they agree on this answer?	<input type="checkbox"/> 1. Yes>> Skip to 10.4 <input type="checkbox"/> 2. No <input type="checkbox"/> 3. N/A, only 1 present >> Skip to 10.4
10.3.c .	Whos choice is reflected in the answer?	<input type="checkbox"/> 1. Male caregiver <input type="checkbox"/> 2. Female caregiver
10.4.	<u>MONEY GAME C</u> Choice 1: Total of 8,000 MWK Person A receives 4,000 kwacha and person B receives 4,000 kwacha Choice 2: Total of 12,000 MWK Person A receives 12,000 kwacha and person B receives 0 kwacha	<input type="checkbox"/> 1. Choice 1 <input type="checkbox"/> 2. Choice 2
10.4.b .	If both primary caregivers are present, did they agree on this answer?	<input type="checkbox"/> 1. Yes>> Skip to 10.5 <input type="checkbox"/> 2. No <input type="checkbox"/> 3. N/A, only 1 present >> Skip to 10.5
10.4.c .	Whos choice is reflected in the answer?	<input type="checkbox"/> 1. Male caregiver <input type="checkbox"/> 2. Female caregiver
10.5.	<u>MONEY GAME D</u> Choice 1: Total of 8,000 MWK Person A receives 4,000 kwacha and person B receives 4,000 kwacha Choice 2: Total of 48,000 MWK Person A receives 48,000 kwacha and person B receives 0 kwacha	<input type="checkbox"/> 1. Choice 1 <input type="checkbox"/> 2. Choice 2
10.5.b .	If both primary caregivers are present, did they agree on this answer?	<input type="checkbox"/> 1. Yes>> Skip to 10.6 <input type="checkbox"/> 2. No <input type="checkbox"/> 3. N/A, only 1 present >> Skip to 10.6

10.5.c .	Whose choice is reflected in the answer?	<input type="checkbox"/> 1. Male caregiver <input type="checkbox"/> 2. Female caregiver
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Notes:

10.6.	How much do you think a person whose highest level of education is standard 8 typically earns per month?	__ __ __ __ __ kwacha
10.7.	How much do you think a person whose highest level of education is form 4 typically earns per month?	__ __ __ __ __ kwacha
10.8.	<p>RA: Use Yes/No visual aid</p> <p>Imagine that these 10 beans represent your total family budget. Please divide the beans between the bins to represent how much you plan to spend on all of your children's education over the next year vs. how much you spend on all other things. Specifically, put beans in the "Yes" box to represent how much you spend on education, and in "No" to represent how much you spend on other things. For example, if I spent a large part of my monthly budget on education, I'd put five beans in the "Yes" and two beans in the "No".</p>	<p>[] beans in "Yes"</p> <p>[] beans in "No"</p> <p><i>RA Note: Should sum to 10</i></p>
10.9.	<p>RA: Use Yes/No visual aid</p> <p>Now, imagine that the return to getting a secondary education will fall in the future for people of your children's age group. So, if your children got a secondary education, they might earn only [answer from 9.3], not [Answer from 9.4]; that is, they would earn the exact same amount as other people who gone through standard 8 only. So, peoples' earnings would not increase as a result of getting a secondary education. Do you understand the scenario? RA: Pause to answer questions. How would you divide your budget in that case?</p>	<p>[] beans in "Yes"</p> <p>[] beans in "No"</p> <p><i>RA Note: Should sum to 10</i></p>

<p>10.10. Please note that the following questions are hypothetical.</p> <p>The next question will ask you to choose whether you would rather receive money today or in the future. <i>RA: Get out the "Sooner/Later" visual aid</i></p> <p>Here are 10 beans and two boxes, the "Sooner" box and the "Later" box. One bean allocated to Dish A represents receiving 100 kwacha. One bean allocated to Dish B represents receiving 110 kwacha in 30 days. How would you allocate the 10 beans between these two dishes?</p>	<p> __ __ beans placed in "sooner"</p>
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Notes:

10.11. Now imagine that one bean allocated to Dish B represents receiving 150 kwacha in 30 days. How would you allocate the 10 beans between these two dishes?	__ __ beans placed in "sooner"
10.12. Now imagine that one bean allocated to Dish A represents receiving 100 kwacha in 60 days and one bean allocated to Dish B represents receiving 110 kwacha in 90 days. How would you allocate the 10 beans between these two dishes?	__ __ beans placed in "sooner"
10.13. Now imagine that one bean allocated to Dish A represents receiving 100 kwacha in 60 days and one bean allocated to Dish B represents receiving 150 kwacha in 90 days. How would you allocate the 10 beans between these two dishes?	__ __ beans placed in "sooner"

<p>10.14. The next question will ask you to choose whether or not to invest in a risky investment. You will know the chances of gain or loss and the returns to your investment should you win. Then you will have the choice as to how much you choose to invest.</p> <p>For example, say you were to invest 1,000 MWK in a small business. If your investment turned out successful, you would receive 2,800 MWK, but if the business investment did not turn out successful, you would lose your 1,000 MWK. Investing in a small business therefore has a certain risk — you could make money or you could lose money. I will ask you about several different types of investments. Do you understand what I mean when I say half of the time? (If not, use examples like coin flip, etc.) So, half the time you would get the amount on the grey bar, and half the time you would get the amount on the white bar. How much would you choose to invest?</p> <p><i>USE THE "RISK" VISUAL AIDE TO EXPLAIN ALL OF THE CHOICES CLEARLY TO THE RESPONDENT. MAKE A NOTE IF IT SEEMS THE RESPONDENT DOES NOT UNDERSTAND THE GAME, IS NOT GIVING SINCERE ANSWERS, OR HAS UNUSUAL LOGIC IN ANSWERING.</i></p>	<ol style="list-style-type: none"> 1. Choice 1 2. Choice 2 3. Choice 3 4. Choice 4 5. Choice 5 6. Choice 6
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PART XI. CHOICE OF LEVEL-SPECIFIC WORKBOOKS

RA, say: Now, please tell us how well you think your child would score if they took a test today in [SUBJECT].

RA: Have respondent point on the SCORES and POSITIONS visual aids. Use intervals of 5 for scores

	REFERENCE CHILD 1		REFERENCE CHILD 2	
	11.1. Position	11.2. Score	11.3. Position	11.4. Score
1. Math	__ __ __	__ __ __	__ __ __	__ __ __
2. English	__ __ __	__ __ __	__ __ __	__ __ __
3. Chichewa	__ __ __	__ __ __	__ __ __	__ __ __
4. Overall	__ __ __	__ __ __	__ __ __	__ __ __

RA, say: To thank you for participating in our survey, we are giving you the choice between several free packets with exercises for your children. We have three in math and three in English for each standard. You can choose one of each for (REFERENCE CHILD 1) and for (REFERENCE CHILD 2). For each standard, the “Beginners” math packet is the best packet for students who are struggling in math. So, it has problems that are designed to help students who are struggling to catch up with their class. The “Average” Math packet is the best packet for students who are average in math, with problems chosen for students of that level. The “Advanced” Math packet is the best packet for students who are doing very well and who would benefit from more advanced problems. Similarly, the “Beginners” English packet is the best workbook for students who are struggling in English and contains problems that are designed to help students who are struggling to catch up with their class. The “Average” English packet is the best workbook for students who are average in English, with problems chosen for students of that level. The “Advanced” English packet is the best for students who are very good at English.

	I. REFERENCE CHILD 1	II. REFERENCE CHILD 2
11.7 Which of the packets do you want for [NAME] for Math?	<input type="checkbox"/> 1. Advanced <input type="checkbox"/> 2. Average <input type="checkbox"/> 3. Needs Support	<input type="checkbox"/> 1. Advanced <input type="checkbox"/> 2. Average <input type="checkbox"/> 3. Needs Support
11.8 Which of the packets do you want for [NAME] for English?	<input type="checkbox"/> 1. Advanced <input type="checkbox"/> 2. Average <input type="checkbox"/> 3. Needs Support	<input type="checkbox"/> 1. Advanced <input type="checkbox"/> 2. Average <input type="checkbox"/> 3. Needs Support

RA: Give the 4 packets that the respondent chose to the respondent.

PART XII: WRAP UP

Now, we will see which textbook we will be offering you and what price. A number has been chosen, this number corresponds to the question in the textbooks tradeoff section. If you have answered that you will buy the textbooks at that price, we will sell it to you, but if in that question you answered that you did not

want to buy the textbooks, then we will not be able to offer you the textbooks even if you change your mind.

12.1. <i>ENUMERATOR, DO NOT READ: What number was the respondent assigned?</i>		__ . __ __ __
12.2. <i>ENUMERATOR, DO NOT READ: At what price did we offer the textbooks in Row {12.1} in textbook tradeoff section (Question 8.14-8.21)?</i>		__ __ __ __ KWC
12.3. <i>ENUMERATOR, DO NOT READ: Which textbook was being offered in Row {12.1} in textbook tradeoff section?</i>		<input type="checkbox"/> 1. Math for Standard __ <input type="checkbox"/> 2. English for Standard __
12.4. <i>ENUMERATOR, DO NOT READ: In question {12.1} in the textbooks tradeoff question, what was the respondent's response?</i>		<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No => Skip to 12.8
12.5. Number {12.1} has been chosen for you. In QN {12.1} in the textbooks tradeoff section, you answered that you wanted to buy the textbooks at {12.2} KWC. I will now sell you the textbooks for {12.2} KWC. <i>ENUMERATOR, DO NOT READ: Did the respondent buy the textbooks?</i> <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Specify why:_____)		
12.6. Do you regret saying that you would buy the textbooks at {12.2} KWC?		<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No -> Skip to 12.10
12.7. Why? After this skip to 12.10	<input type="checkbox"/> 1. When asked the question, I did not understand how the procedure works <input type="checkbox"/> 2. After more thought, the textbooks seem less attractive than I originally thought <input type="checkbox"/> -777. Other (specify):_____	
12.8. Number {12.1} has been chosen for you. In QN {12.1} in the textbooks tradeoff section, you have answered that you did NOT want to buy the textbooks at {12.2} KWC. Therefore, I will NOT be able to sell you the textbooks. Do you regret saying that you did NOT want to buy the textbooks at {12.2} KWC? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No -> Skip to 12.10		
12.9. Why?	<input type="checkbox"/> 1. When asked the question, I did not understand how the procedure works <input type="checkbox"/> 2. After more thought, the textbooks seem more attractive than I originally thought <input type="checkbox"/> -777. Other (specify):_____	

Notes:

	I. REFERENCE CHILD 1	II. REFERENCE CHILD 1
12.11. Why did you choose that Math workbook for (REFERENCE CHILD)?	<input type="checkbox"/> 1. Wanted to give it to a different sibling <input type="checkbox"/> 2. Fits with child's performance <input type="checkbox"/> 3. Push child to improve <input type="checkbox"/> 4. Other, specify: _____	<input type="checkbox"/> 1. Wanted to give it to a different sibling <input type="checkbox"/> 2. Fits with child's performance <input type="checkbox"/> 3. Push child to improve <input type="checkbox"/> 4. Other, specify: _____ : _____
12.13. Why did you choose that English workbook for (REFERENCE CHILD)?	<input type="checkbox"/> 1. Wanted to give it to a different sibling <input type="checkbox"/> 2. Fits with child's performance <input type="checkbox"/> 3. Push child to improve <input type="checkbox"/> 4. Other, specify: _____	<input type="checkbox"/> 1. Wanted to give it to a different sibling <input type="checkbox"/> 2. Fits with child's performance <input type="checkbox"/> 3. Push child to improve <input type="checkbox"/> 4. Other, specify: _____ : _____

RA, politely end interview and thank respondent for their time.

12.1 4	<i>(Observe and Record): How well do you think the female and male primary caregivers knew their child's performance?</i> Codes: 1. Very well 2. Ok/Decently well 3. No idea 4. Not present/ Not enough information to judge	Female __ Male __
12.1 5	<i>(Observe and Record): Did either caregiver ever ask the other caregiver to tell them the information from (REFERENCE CHILDREN)'s report card?</i> Codes: 1. Yes, female asked male 2. Yes, male asked female 3. No, only one present whole time 4. No, both there for information deliver, 5. No	
12.1 6	Record names of REFERENCE CHILD 1 and REFERENCE CHILD 2 RA note: This should be the same as the reference children listed on the track sheet, but if you accidentally switched them, just record it here the way you did it in the survey so that we know how to interpret the answers	a. Reference Child 1: b. Reference Child 2:

Notes:

<i>RA: Observe and record which supplies you had physically present during the interview. Write 1 if physicall presenty, 0 otherwise</i>	I. REFERENCE CHILD 1	II. REFERENCE CHILD 1
12.17. Math Textbook		
12.18. English textbook		
12.19. Math beginner packet		
12.20. Math average packet		
12.21. Math advanced packet		
12.22. English beginner packet		
12.23. English average packet		
12.24. English advanced packet		

12.25 Respondents present for interview	<input type="checkbox"/> 1. Female caregiver only <input type="checkbox"/> 2. Male caregiver only <input type="checkbox"/> 3. Both caregivers for full time <input type="checkbox"/> 4. Both caregivers, male drifting in and out <input type="checkbox"/> 5. Both caregivers, female drifting in and out
12.26 Was Progress Report delivered?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
12.27 Was Detailed Skills Report delivered?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

RA REMINDER: GO TO FRONT PAGE AND COMPLETE ALL INFORMATION (TIME COMPLETED, SURVEY STATUS, ETC.)

Notes: