

Field	Question	Answer				
manipulation_consent <i>(required)</i>	Does the respondent consent to just doing part 1 of the survey?	<table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No
1	Yes					
0	No					
no_consent	Since the respondent did not consent, thank them for their time and end the interview.					
intervention_type <i>(required)</i>	Please enter the intervention you are performing today	<table border="1"> <tr><td>1</td><td>Placebo</td></tr> <tr><td>2</td><td>Aspirations</td></tr> </table>	1	Placebo	2	Aspirations
1	Placebo					
2	Aspirations					
part 1						
part 1 > Digit Span Task						
dis_dst	In this task, you will hear a sequence of digits, try to remember it, and then say the sequence back to me. We will begin with a sequence of three digits.					
dst_example	Let us practice: Repeat back to me after me: 1 6 2 <i>[NOTE TO INTERVIEWER: You must read the digits individually, one after the other: "one...six...two". Then have the respondents repeat.]</i>					
dst_1 <i>(required)</i>	Repeat after me: "3 2 8" <i>Three digit sequence one</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_2 <i>(required)</i>	Repeat after me: "4 8 6" <i>Three digit sequence two</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_3 <i>(required)</i>	Repeat after me: "7 5 2" <i>Three digit sequence three</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_4 <i>(required)</i>	Repeat after me: "8 3 9" <i>Three digit sequence four</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_5 <i>(required)</i>	Repeat after me: "9 5 1 2" <i>Four digit sequence one</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_6 <i>(required)</i>	Repeat after me: "6 9 4 1" <i>Four digit sequence two</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_7 <i>(required)</i>	Repeat after me: "5 4 7 6" <i>Four digit sequence three</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
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0	Respondent repeated INCORRECTLY					
dst_8 <i>(required)</i>	Repeat after me: "3 8 6 2" <i>Four digit sequence four</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_9 <i>(required)</i>	Repeat after me: "9 6 2 1 3" <i>Five digit sequence one</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
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0	Respondent repeated INCORRECTLY					
dst_10 <i>(required)</i>	Repeat after me: "3 8 4 5 2" <i>Five digit sequence two</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_11 <i>(required)</i>	Repeat after me: "5 6 2 1 8" <i>Five digit sequence three</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
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0	Respondent repeated INCORRECTLY					
dst_12 <i>(required)</i>	Repeat after me: "2 6 3 9 5" <i>Five digit sequence four</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
1	Respondent repeated CORRECTLY					
0	Respondent repeated INCORRECTLY					
dst_13 <i>(required)</i>	Repeat after me: "9 4 5 1 3 2" <i>Six digit sequence one</i>	<table border="1"> <tr><td>1</td><td>Respondent repeated CORRECTLY</td></tr> <tr><td>0</td><td>Respondent repeated INCORRECTLY</td></tr> </table>	1	Respondent repeated CORRECTLY	0	Respondent repeated INCORRECTLY
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0	Respondent repeated INCORRECTLY					

Field	Question	Answer
dst_14 (required)	Repeat after me: "1 6 7 3 4 8" <i>Six digit sequence two</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_15 (required)	Repeat after me: "7 4 8 3 9 2" <i>Six digit sequence three</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_16 (required)	Repeat after me: "4 8 9 2 7 1" <i>Six digit sequence four</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_17 (required)	Repeat after me: "8 3 5 5 7 3 9" <i>Seven digit sequence one</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_18 (required)	Repeat after me: "3 2 5 7 4 2 1" <i>Seven digit sequence two</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_19 (required)	Repeat after me: "3 1 6 8 5 4 3" <i>Seven digit sequence three</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_20 (required)	Repeat after me: "6 4 6 7 3 2 5" <i>Seven digit sequence four</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_21 (required)	Repeat after me: " 2 5 4 7 6 1 8 9 " <i>Eight digit sequence one</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_22 (required)	Repeat after me: " 4 9 5 3 6 8 7 1 " <i>Eight digit sequence two</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_23 (required)	Repeat after me: " 6 8 2 1 7 5 9 3 " <i>Eight digit sequence three</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
dst_24 (required)	Repeat after me: " 7 6 1 3 8 2 4 9 " <i>Eight digit sequence four</i>	1 Respondent repeated CORRECTLY
		0 Respondent repeated INCORRECTLY
part 1 > Raven's Task		
rav_n1	In the next task, you will see several pictures. There is always a picture above, which has a pattern (like a kitenge cloth). A small part of it near the bottom right is missing (as if somebody had cut it out). Below the picture are some pieces to fill the missing part. You need to find the right piece (the piece that has been cut out). Only one piece is the correct one. <i>ENUMERATOR: Hand respondent the laminated booklet of visual aids. Go to page 1, which reads: "Raven's Practice"</i>	
rav_pa	Practice A: Point to the piece that you think completes the pattern. If you don't know, guess. <i>ENUMERATOR: In the practice examples, you may give the respondent multiple chances so that they understand the exercise. If they get it right, explain why it is right. If they get it wrong, ask them to try again and explain their reasoning. In Practice A, piece 3 is correct.</i>	
rav_pb	Practice B: Point to the piece that you think completes the pattern. If you don't know, guess. <i>ENUMERATOR: In the practice examples, you may give the respondent multiple chances so that they understand the exercise. If they get it right, explain why it is right. If they get it wrong, ask them to try again and explain their reasoning.</i>	
rav_pc	Practice C: Point to the piece that you think completes the pattern. If you don't know, guess. <i>ENUMERATOR: In the practice examples, you may give the respondent multiple chances so that they understand the exercise. If they get it right, explain why it is right. If they get it wrong, ask them to try again and explain their reasoning.</i>	
rav_n2	We are now ready to proceed to the next page, where the actual task begins. <i>ENUMERATOR: The respondent may say the number or point to the piece. Do not correct respondent. Only mark the respondent's answer. On each of the 6 tasks, you should give the respondent no longer than 30 seconds to answer. Use a stopwatch on your phone to time respondents.</i>	
rav_1 (required)	Raven 1: Point to the piece that you think completes the pattern. If you don't know, guess.	1 Respondent says: piece 1
		2 Respondent says: piece 2
		3 Respondent says: piece 3
		4 Respondent says: piece 4

Field	Question	Answer	
		5	Respondent says: piece 5
		6	Respondent says: piece 6
		7	Respondent says: piece 7
		8	Respondent says: piece 8
rav_2 (required)	Raven 2: Point to the piece that you think completes the pattern. If you don't know, guess.	1	Respondent says: piece 1
		2	Respondent says: piece 2
		3	Respondent says: piece 3
		4	Respondent says: piece 4
		5	Respondent says: piece 5
		6	Respondent says: piece 6
		7	Respondent says: piece 7
		8	Respondent says: piece 8
rav_3 (required)	Raven 3: Point to the piece that you think completes the pattern. If you don't know, guess.	1	Respondent says: piece 1
		2	Respondent says: piece 2
		3	Respondent says: piece 3
		4	Respondent says: piece 4
		5	Respondent says: piece 5
		6	Respondent says: piece 6
		7	Respondent says: piece 7
		8	Respondent says: piece 8
rav_4 (required)	Raven 4: Point to the piece that you think completes the pattern. If you don't know, guess.	1	Respondent says: piece 1
		2	Respondent says: piece 2
		3	Respondent says: piece 3
		4	Respondent says: piece 4
		5	Respondent says: piece 5
		6	Respondent says: piece 6
		7	Respondent says: piece 7
		8	Respondent says: piece 8
rav_5 (required)	Raven 5: Point to the piece that you think completes the pattern. If you don't know, guess.	1	Respondent says: piece 1
		2	Respondent says: piece 2
		3	Respondent says: piece 3
		4	Respondent says: piece 4
		5	Respondent says: piece 5
		6	Respondent says: piece 6
		7	Respondent says: piece 7
		8	Respondent says: piece 8
rav_6 (required)	Raven 6: Point to the piece that you think completes the pattern. If you don't know, guess.	1	Respondent says: piece 1
		2	Respondent says: piece 2
		3	Respondent says: piece 3
		4	Respondent says: piece 4
		5	Respondent says: piece 5
		6	Respondent says: piece 6
		7	Respondent says: piece 7
		8	Respondent says: piece 8
rav_understand (required)	Did the respondent understand how the Raven tasks work.	1	Yes
		0	No
part 1 > Stroop Task			
generated_note_name_112	Now I will give you a page with several numbers on it. Your task is to count the number of objects in each row. <i>ENUMERATOR: Hand the respondent the laminated booklet of visual aids. Go to page 7, which reads: 'Stroop Practice'</i>		
part 1 > Stroop Task > Practice A			
pa_n1	Look at Practice A. If you count the number of objects in the first row, there are two of them. So the correct answer is "Two". Note that the task tries to trick you, because the objects are Threes. Still, you should NOT say "Three", but "Two". In the second row, there is one Five. The correct number is "One", NOT Five. In the third row, correct answer is "Three". Now go through the rest of practice A slowly. <i>ENUMERATOR: Note the answers on your answer sheet.</i>		
pa_n2	ENUMERATOR: Tell the respondent how she did in practice A.		
part 1 > Stroop Task > Practice B			
pb_n1	ENUMERATOR: Prepare to show the respondent Stroop Practice B. Now, in practice B, proceed as fast as possible. If you skip a sequence, it will count as a mistake.		
pb_n3	ENUMERATOR: Tell the respondent how they did in practice B. We are now ready to proceed to the actual tasks. You will have 30 seconds to complete each task. The goal is to answer		

Field	Question	Answer																																										
as fast as possible. Answer at a rate of about one number per second. Any answers that are not given by the end of 30 seconds will be counted as incorrect																																												
part 1 > Stroop Task > Task 1																																												
task1_n1	<p>ENUMERATOR: Prepare to show the respondent Stroop Task 1. Have the answer sheet ready in front of you and your timer ready. Start the timer before telling the respondent to start. Remember after the 30 seconds is up all answers are wrong.</p> <p>Proceed when ready.</p>																																											
part 1 > Stroop Task > Task 1 > Answers																																												
stro_c_1 (required)	Number answered CORRECTLY:																																											
stro_i_1 (required)	Number answered INCORRECTLY:																																											
part 1 > Stroop Task > Task 2																																												
task2_n1	<p>ENUMERATOR: Prepare to show the respondent Stroop Task 2. Have the answer sheet ready in front of you and your timer ready. Start the timer before telling the respondent to start. Remember after the 30 seconds is up all answers are wrong.</p> <p>Proceed when ready.</p>																																											
part 1 > Stroop Task > Task 2 > Answers																																												
stro_c_2 (required)	Number answered CORRECTLY:																																											
stro_i_2 (required)	Number answered INCORRECTLY:																																											
part 1 > Stroop Task > Task 3																																												
task3_n1	<p>ENUMERATOR: Prepare to show the respondent Stroop Task 3. Have the answer sheet ready in front of you and your timer ready. Start the timer before telling the respondent to start. Remember after the 30 seconds is up all answers are wrong.</p> <p>Proceed when ready.</p>																																											
part 1 > Stroop Task > Task 3 > Answers																																												
stro_c_3 (required)	Number answered CORRECTLY:																																											
stro_i_3 (required)	Number answered INCORRECTLY:																																											
stro_understand (required)	Did the respondent understand how the Stroop tasks work	<table border="1"> <tr> <td>1</td> <td>Yes</td> </tr> <tr> <td>0</td> <td>No</td> </tr> </table>	1	Yes	0	No																																						
1	Yes																																											
0	No																																											
mpesa_nnote	I will now ask you for your Mpesa account details so that we can pay you for this task if you are selected to receive payment.																																											
mpesa_number (required)	What is the phone number for your m-pesa account? If you don't have one can you give a friend/family member's? Enter 9999999 if they do not know an m-pesa number.																																											
mpesa_number_re (required)	Phone number for Mpesa account re-enetry:																																											
number_owner (required)	Who does the number "[mpesa_number]" belong to?	<table border="1"> <tr><td>1</td><td>self/ respondent</td></tr> <tr><td>2</td><td>Father</td></tr> <tr><td>3</td><td>Mother</td></tr> <tr><td>4</td><td>Maternal Grandparent</td></tr> <tr><td>5</td><td>Paternal Grandparent</td></tr> <tr><td>6</td><td>Current Spouse/ Partner</td></tr> <tr><td>7</td><td>Former Spouse/ Partner</td></tr> <tr><td>8</td><td>Brother</td></tr> <tr><td>9</td><td>Sister</td></tr> <tr><td>10</td><td>Son</td></tr> <tr><td>11</td><td>Daughter</td></tr> <tr><td>12</td><td>Grandchild</td></tr> <tr><td>13</td><td>Co-Wife</td></tr> <tr><td>14</td><td>Current Neighbor</td></tr> <tr><td>15</td><td>Friend from School</td></tr> <tr><td>16</td><td>Work Friend/ Colleague</td></tr> <tr><td>17</td><td>Friend from Church</td></tr> <tr><td>18</td><td>Teacher/ School Official</td></tr> <tr><td>19</td><td>Village Elder/ Guide/ Liguru</td></tr> <tr><td>20</td><td>Employer/ Employee</td></tr> <tr><td>-222</td><td>Other</td></tr> </table>	1	self/ respondent	2	Father	3	Mother	4	Maternal Grandparent	5	Paternal Grandparent	6	Current Spouse/ Partner	7	Former Spouse/ Partner	8	Brother	9	Sister	10	Son	11	Daughter	12	Grandchild	13	Co-Wife	14	Current Neighbor	15	Friend from School	16	Work Friend/ Colleague	17	Friend from Church	18	Teacher/ School Official	19	Village Elder/ Guide/ Liguru	20	Employer/ Employee	-222	Other
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-222	Other																																											
number_owner_other (required)	Please specify:																																											
note_time_risk	Next, we are going to do two tasks for which you could be paid. This will be decided by the computer at the end of this meeting by drawing from a lottery with 20 names. The computer will decide which task has to be paid and there is an equal chance for either task to be paid.																																											
part 1 > risk_1g																																												
risk1 (required)	[Enumerator show the respondent the options]. There are 6 options. Imagine this is a lottery and you have to make a choice between these 6 options (1, 2, 3, 4, 5 or 6). Which of the two amounts you get for the option you have chosen will	<table border="1"> <tr> <td>1</td> <td>Option 6 A: 150, B: 150</td> </tr> <tr> <td>2</td> <td>Option 5 A: 130, B: 200</td> </tr> </table>	1	Option 6 A: 150, B: 150	2	Option 5 A: 130, B: 200																																						
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	<p>depend on whether A or B is randomly chosen by the computer. Note that there is an equal chance (50% probability each) of the computer choosing A or B. [Enumerator: point out the options and the amounts on the card/poster/tablet]. Now let me explain what these options are. Each option has the amount in front of it that you will get depending on if A or B is chosen. You can see this on the card. [Enumerator: point out the options and the amounts on the card/poster]. For example, one option gives Ksh. 150 if A is chosen and Ksh. 150 if B is chosen by computer. Similarly, another option gives Ksh. 130 if A is chosen and Ksh 200 if B is chosen. Another gives Ksh. 110 if A is chosen and Ksh. 250 if B is chosen. Another gives Ksh. 90 if A is chosen and Ksh. 300 if B is chosen. Another gives Ksh. 70 if A is chosen and Ksh. 350 if B is chosen. Finally, one gives Ksh. 50 if option A is chosen by computer and Ksh. 400 if option B is chosen.</p> <p>Let us look at an example. For instance, I choose option 2. If A is chosen by the computer, how much will I get? Which of these 6 options would you choose? Please note that you may actually be paid this amount through M-Pesa depending on if the computer selects your name in random lottery of 20 people and this task for payment.</p>	<table border="1"> <tr><td>3</td><td>Option 4 A: 110, B: 250</td></tr> <tr><td>4</td><td>Option 3 A: 90, B: 300</td></tr> <tr><td>5</td><td>Option 2 A: 70, B: 350</td></tr> <tr><td>6</td><td>Option 1 A: 50, B: 400</td></tr> <tr><td>-98</td><td>Refuse to answer (earn nothing/0)</td></tr> </table>	3	Option 4 A: 110, B: 250	4	Option 3 A: 90, B: 300	5	Option 2 A: 70, B: 350	6	Option 1 A: 50, B: 400	-98	Refuse to answer (earn nothing/0)
3	Option 4 A: 110, B: 250											
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-98	Refuse to answer (earn nothing/0)											
part 1 > Time												
time_n1	<p>Now I would like to ask you a set of questions where you have to make a decision about when to receive some money. For each decision you have to choose how much to receive earlier or later in the future. There is no correct answer; what I am interested in is your personal preference.</p> <p>Please note that you may actually be paid this amount through M-Pesa depending on if the computer selects your name in a random lottery of 20 people and this task for payment. The computer will choose any one of the choices that you will make for payment. Note that each choice has an equal chance of being chosen.</p>											
part 1 > Time > Preferences												
part 1 > Time > Preferences > t_1group												
time1 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 360 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 360 in 15 days	-98	refuse to answer (earn nothing/0)				
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time2 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 440 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 440 in 15 days	-98	refuse to answer (earn nothing/0)				
1	KSH 400 tomorrow											
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time3 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 500 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 500 in 15 days	-98	refuse to answer (earn nothing/0)				
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2	KSH 500 in 15 days											
-98	refuse to answer (earn nothing/0)											
time4 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 700 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 700 in 15 days	-98	refuse to answer (earn nothing/0)				
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2	KSH 700 in 15 days											
-98	refuse to answer (earn nothing/0)											
time5 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 800 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 800 in 15 days	-98	refuse to answer (earn nothing/0)				
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2	KSH 800 in 15 days											
-98	refuse to answer (earn nothing/0)											
time6 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 1200 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 1200 in 15 days	-98	refuse to answer (earn nothing/0)				
1	KSH 400 tomorrow											
2	KSH 1200 in 15 days											
-98	refuse to answer (earn nothing/0)											
time7 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 tomorrow</td></tr> <tr><td>2</td><td>KSH 1600 in 15 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 tomorrow	2	KSH 1600 in 15 days	-98	refuse to answer (earn nothing/0)				
1	KSH 400 tomorrow											
2	KSH 1600 in 15 days											
-98	refuse to answer (earn nothing/0)											
part 1 > Time > Preferences > t_2group												
time8 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 in 15 days</td></tr> <tr><td>2</td><td>KSH 360 in 29 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 in 15 days	2	KSH 360 in 29 days	-98	refuse to answer (earn nothing/0)				
1	KSH 400 in 15 days											
2	KSH 360 in 29 days											
-98	refuse to answer (earn nothing/0)											
time9 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 in 15 days</td></tr> <tr><td>2</td><td>KSH 440 in 29 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 in 15 days	2	KSH 440 in 29 days	-98	refuse to answer (earn nothing/0)				
1	KSH 400 in 15 days											
2	KSH 440 in 29 days											
-98	refuse to answer (earn nothing/0)											
time10 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 in 15 days</td></tr> <tr><td>2</td><td>KSH 500 in 29 days</td></tr> <tr><td>-98</td><td>refuse to answer (earn nothing/0)</td></tr> </table>	1	KSH 400 in 15 days	2	KSH 500 in 29 days	-98	refuse to answer (earn nothing/0)				
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2	KSH 500 in 29 days											
-98	refuse to answer (earn nothing/0)											
time11 <i>(required)</i>	Which would you prefer to receive?	<table border="1"> <tr><td>1</td><td>KSH 400 in 15 days</td></tr> <tr><td>2</td><td>KSH 700 in 29 days</td></tr> <tr><td>-98</td><td></td></tr> </table>	1	KSH 400 in 15 days	2	KSH 700 in 29 days	-98					
1	KSH 400 in 15 days											
2	KSH 700 in 29 days											
-98												

Field	Question	Answer	
			refuse to answer (earn nothing/0)
time12 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 in 15 days
		2	KSH 800 in 29 days
		-98	refuse to answer (earn nothing/0)
time13 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 in 15 days
		2	KSH 1200 in 29 days
		-98	refuse to answer (earn nothing/0)
time14 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 in 15 days
		2	KSH 1600 in 29 days
		-98	refuse to answer (earn nothing/0)
part 1 > Time > Preferences > t_3group			
time_1 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 360 in 15 days
		-98	refuse to answer (earn nothing/0)
time_2 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 440 in 15 days
		-98	refuse to answer (earn nothing/0)
time_3 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 500 in 15 days
		-98	refuse to answer (earn nothing/0)
time_4 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 700 in 15 days
		-98	refuse to answer (earn nothing/0)
time_5 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 800 in 15 days
		-98	refuse to answer (earn nothing/0)
time_6 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 1200 in 15 days
		-98	refuse to answer (earn nothing/0)
time_7 <i>(required)</i>	Which would you prefer to receive?	1	KSH 400 tomorrow
		2	KSH 1600 in 15 days
		-98	refuse to answer (earn nothing/0)
part 1 > risk_2g			
risk2 <i>(required)</i>	<p>[Enumerator show the respondent the options]. There are 6 options. Imagine this is a lottery and you have to make a choice between these 6 options (1, 2, 3, 4, 5 or 6). Which of the two amounts you get for the option you have chosen will depend on whether A or B is randomly chosen by the computer. Note that there is an equal chance (50% probability each) of the computer choosing A or B. [Enumerator: point out the options and the amounts on the card/poster/tablet].</p> <p>Now let me explain what these options are. Each option has the amount in front of it that you will get depending on if A or B is chosen. You can see this on the card. [Enumerator: point out the options and the amounts on the card/poster]. For example, one option gives Ksh. 150 if A is chosen and Ksh. 150 if B is chosen by computer. Similarly, another option gives Ksh. 130 if A is chosen and Ksh 200 if B is chosen. Another gives Ksh. 110 if A is chosen and Ksh. 250 if B is chosen. Another gives Ksh. 90 if A is chosen and Ksh. 300 if B is chosen. Another gives Ksh. 70 if A is chosen and Ksh. 350 if B is chosen. Finally, one gives Ksh. 50 if option A is chosen by computer and Ksh. 400 if option B is chosen.</p> <p>Let us look at an example. For instance, I choose option 2. If A is chosen by the computer, how much will I get? Which of these 6 options would you choose? Please note that you may actually be paid this amount through M-Pesa depending on if the computer selects your name in random lottery of 20 people and this task for payment.</p> <p><i>ENUMERATOR: Make sure the respondent understands they will not be paid based on their answer.</i></p>	1	Option 6 A: 150, B: 150
		2	Option 5 A: 130, B: 200
		3	Option 4 A: 110, B: 250
		4	Option 3 A: 90, B: 300
		5	Option 2 A: 70, B: 350
		6	Option 1 A: 50, B: 400
		-98	Refuse to answer (earn nothing/0)
Administering video intervention			
part1_intervention	<p>ENUMERATOR: we are now going to administer the intervention (video). Please set up the tablet and make sure the respondent is able to hear and see it clearly.</p> <p>The video should be watched away from distraction. If you are in a noisy place, by the roadside or it's raining, make sure to hand the headphones.</p> <p>Do a quick test to ensure you have the right video, the respondent is able to hear and she is comfortable. It is important to</p>		

Field	Question	Answer												
	alert the respondent that the video will take roughly 20 minutes to avoid distraction half way through the video. Please save the survey and load the video.													
asp_video	FO – female: Show "Aspirations female" video.													
video_attendance <i>(required)</i>	FO: Besides the main respondent, please select who was present during the video:	<table border="1"> <tr> <td>1</td> <td>Children aged < 13</td> </tr> <tr> <td>2</td> <td>Children aged 13 - 18</td> </tr> <tr> <td>3</td> <td>Spouse</td> </tr> <tr> <td>4</td> <td>Other adult HH member</td> </tr> <tr> <td>5</td> <td>Other adult non-HH member</td> </tr> <tr> <td>0</td> <td>No one else was present</td> </tr> </table>	1	Children aged < 13	2	Children aged 13 - 18	3	Spouse	4	Other adult HH member	5	Other adult non-HH member	0	No one else was present
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Administering video intervention > Video Attendance														
video_child_u13 <i>(required)</i>	How many children under 13 attended the video?													
video_child_1318 <i>(required)</i>	How many children between 13 and 18 attended the video?													
video_spouse <i>(required)</i>	How many spouses attended the video?													
video_adult_hh <i>(required)</i>	How many adult HH members attended the video? <i>Please do not include the spouse again here</i>													
video_adult_nonhh <i>(required)</i>	How many adult non-HH members attended the video?													
asp_summary	<p>"You have now seen two stories. The first story was about Judy, who one day decided that instead of accepting her circumstances as being "fixed" and difficult to alter, she was determined to improve her economic situation for herself and her family.</p> <p>The second story was about Josefine, who decided that it was never too late to learn new skills and that success depends on one's willingness to learn. She continued seeking out opportunities instead of waiting for them to come to her. She found learning and improving to be fulfilling and exciting. You saw that both Judy and Josefine were very determined to make plans for their lives and to never give up on these plans.</p> <p>They believed that even people who are from poor backgrounds can make real changes in their own lives using resources that are widely available."</p>													
asp_drawing	<p>FO: Hand out pen and paper.</p> <p>"Now let's do an exercise like Judy did. Please take a moment to imagine your 'best possible self' in 5 years, in 2021. This means that you imagine in 5 years, in the year 2021, after everything has gone as well as it possibly could. You have worked hard and succeeded at accomplishing everything you wanted.</p> <p>Think of this as the realization of your dreams. You have reached your full potential. Imagine the best possible way that your life could look in 5 years, in the year 2021.</p> <p>You can think of what your house will look like, what your farm will look like, what your business will look like, which new abilities you will have developed, or what your family will look like, what your children or grandchildren will be doing."</p>													
asp_drawing2	<p>FO: Pause for 30 seconds. "Try to draw what you just pictured. You can draw anything.</p> <p>It does not have to be a beautiful drawing; the only thing that is important is that you know what it shows.</p> <p>The drawing can be as simple as you want, but please try to think of as many details as possible. And please let me know if you need help with the drawing."</p>													
asp_drawing3	<p>FO: Let the participant draw for approximately 5 minutes.</p> <p>FO: While the participant is drawing ask them to explain what they are drawing to keep them engaged. Encourage them and ask for details.</p> <p>E.g. if they draw a house, ask them "How large? What is it made of? Where is it located?" If they draw livestock, ask "which kind, how many." If they draw a plot ask "how large," what crop do you want to grow".</p> <p>Encourage them to draw more than one goal (preferably no less than three).</p>													
asp_present	<p>Presentation of drawing and identification of goals FO: Ask the following question to respondent.</p> <p>3.A. "Imagine that what you drew is actually a picture of your life in 5 years, in the year 2021/2. Please, explain what your future looks like in as much detail as possible."</p> <p>FO: For each question below, try to let the participant speak without interruption. "I will now ask you to share your drawings and the futures they represent with me.</p> <p>FO: Try to let subject speak without interruption until they stop by themselves. Take notes of specific goals. If they give very short answers ask clarifying questions as you did while they drew.</p> <p>3.B. "To achieve your ideal future 5 years from now, in 2021, it sounds like you should be working towards achieving the following goals:</p> <p>[List goals from drawing and make sure to present them in a very clear and specific way, e.g. 'get a tin roof,' 'send children to university', 'get a plot of land'. Exclude things they say that are more "fluffy" such as 'know who I am' and 'be happy'. List only goals that are concrete and specific -- they have to be possible to summarize in approximately 5 words.]</p>													
asp_ranking1	<p>4.A. "You mentioned several goals: [repeat goals from previous round].</p> <p>Now, I'd now like you to think of which of these goals are most important to you and which goals you are most certain that you can achieve by 2021/2.</p> <p>Which is the goal that is the most important for you to achieve that you also think is possible? [Wait for answer.] Which is the second? [Wait for answer.]</p> <p>Which is the third? [Continue until all goals are ranked]</p> <p>"FO: Write down ranked goals for participant and repeat the list to the participant. The rest of the exercise is going to be based on these goals, so it is very important to get this right.</p> <p>FO: For the following questions: ask each question separately and wait for an answer before moving on to the next question.</p>													
asp_ranking2														

Field	Question	Answer
asp_ranking3	<p>4.B. "How long do you think, realistically, that it will take you to achieve your goal of [insert highest ranked goal] if you actively work towards achieving it already from today?"</p> <p>4.C. "In order to achieve your goal of [insert highest ranked goal] you need to have a plan. For this plan to work it has to be as specific and detailed as possible.</p> <p>What can you do or who can you go talk to today or over the next week in order to work towards achieving your goal of [insert highest ranked goal]?"</p>	
asp_mental_contr	<p>4.D. "In order for your plan to work, you need to have a strategy for what to do if something unexpected happens that challenges your plan.</p> <p>Such strategy could be, for example, to agree with your family members that you will sit down together and discuss what to do if something unexpected happens that challenges your plan.</p> <p>Another strategy could be to identify specific people you will consult with if something happens that challenges your goal. For example, in the first movie Judy saved money in two different places, such that you have one saving that you will only use for achieving your goal and a backup saving you can use if something unexpected happens.</p> <p>What works as a good strategy can be very different from person to person, so what can you do to avoid giving up on your goal if you encounter obstacles?"</p>	
asp_conclusion	<p>5. Mental contrasting</p> <p>FO: The following questions should be answered only for the chosen goal (highest ranked) for the participant.</p> <p>5.A. "How would your future be better than your life now if you achieved your goal of [insert highest ranked goal]?"</p> <p>5.B. "How would it make you feel to achieve this goal?"</p> <p>"Great work [pre_name]! You now know how to set goals and have determined plans and strategies that will help you achieve your most important goals.</p> <p>Remind me again, what are you going to do today or over the next week in order to achieve your most important goal?</p> <p>FO: Pause for response and provide support if needed: "Keep the drawing as a reminder of your goals. This can be your life in 2021/2 if you stay focused on achieving your goals and never give up. You can do whatever you want with this drawing but we hope you will put it to good use. For example, you can put it on the wall as a reminder of your goals or to show visitors which goals you are working toward. You can also show it to your spouse or parents to engage them in working towards your goals. Or you could store it in a box or keep it somewhere safe, so that one day you can show it to your children when you have achieved your goal to inspire them to set goals like you have done. As a thank you for your participation today, I'd like to give a wall calendar with the pictures of Judy and Josephine. On this calendar, there is a blank space. First, I'd like to ask you whether you would like me to write your most important goal in this blank space?"</p> <p>FO: Ask if they would like to write their most important goal written in this blank space. If they want to, help them write it in the space (e.g. purchase a tin roof, learn to sew)</p> <p>"Today, you have shared your goals and plans with me. I would suggest you discuss what you drew and your goals with other members of your family and your community. Talk with them about any obstacles you have encountered and what you will do to overcome them.[F1]</p> <p>Remember how [Judy and Josephine] overcame obstacles to achieve their goals. Thank you for your participation today and I hope you have found this time we have spent to be useful!</p> <p>I have also brought a bunch of stickers and if you want, you can choose a sticker or multiple stickers that remind you of our conversation, and I would encourage you to place it on your calendar."</p> <p>Concluding questionnaire</p> <p>FO: Then complete the concluding questionnaire.</p>	
plac_video	FO – female: Show "placebo female" video.	
plac_summary	<p>"You have now seen two short documentaries about Western Kenya. The first video started with a discussion of agriculture in the region: for instance, what food people grow, how they grow it, and what they do with it. It also talked about livestock, like chicken and cows. The video then proceeded to talk about community matters: for instance, marriage, family housing, and health. Then there was a brief commercial break. The second video that proceeded to talk about education: for instance, what skills people can learn, and where they can learn them. It ended with a discussion about finance and business: for example, what kind of work some people in the region do, and what they do with the money that they earn."</p>	
plac_discussion	<p>First discussion</p> <p>"Do you think that there was any specific fact that was presented in this video, but was wrong? Or was everything that was said in this movie correct?"</p> <p>Second discussion</p> <p>"Beyond just the facts, do you think that this movie was well made, or do you think that it is a bad movie? For example, is it rather interesting or rather boring?"</p> <p>Third discussion</p> <p>"Overall, do you think that this movie accurately describes life in Western Kenya?"</p>	
plac_drawing1	<p>First drawing exercise</p> <p>FO: Give the participant pens and paper.</p> <p>"Now let's do an exercise. I am curious which scene in the movie was most memorable to you. When you think of everything you saw, what is the first thing you remember?"</p> <p>"FO: Pause for 30 seconds</p> <p>"Try to draw the scene you just remembered. You can draw anything. It does not have to be a beautiful drawing; but it should be a reminder of what you saw.</p> <p>The drawing can be as simple as you want, but please try to remember as many details as possible. And please let me know if you need help with the drawing.</p>	

Field	Question	Answer												
	<p>"FO: Let the participant draw for approximately 5 minutes. Ask him or her to explain what he or she is drawing to keep him or her engaged. Encourage him or her and ask for details. Presentation of first drawing exercise: "Can you describe what you have drawn in the exercise?"</p>													
plac_drawing2	<p>Second drawing exercise "Now let's do another exercise. Think of the last section: the one about business. Different kinds of work were listed in this section: for instance, brick making and tailoring were listed. Some other jobs were also listed. Try to remember one of these jobs. " FO: Pause for 10 seconds" Now please draw a tool that people use when they do this work. You can draw anything. It does not have to be a beautiful drawing; but it should be a reminder of what you saw. The drawing can be as simple as you want, but please try to remember as many details as possible. And please let me know if you need help with the drawing. "FO: Let the participant draw for approximately 5 minutes. Ask him or her to explain what he or she is drawing to keep him or her engaged. Encourage him or her and ask for details. Presentation of second drawing exercise "Can you describe what you have drawn in the exercise?"</p>													
plac_conclusion	<p>"Feel free to keep the drawing. As a thank you for your participation today, I'd like to give a wall calendar (give placebo calendar). I have also brought a bunch of stickers and if you want, you can choose a sticker or multiple stickers that remind you of our conversation, and I would encourage you to place it on your calendar. ""Thank you for your participation today and I hope you have found this time we have spent together to be useful!" Concluding questionnaire FO: Then complete the concluding questionnaire.</p>													
main_goals <i>(required)</i>	Please list the respondent's main goals:													
exer_attendance <i>(required)</i>	<p>FO: Besides the main respondent, please select who was present during the exercises you performed with the respondent: <i>The exercises refers to the questions and drawing exercises you just performed with the respondent, not the questionnaire at the beginning and end of the intervention.</i></p>	<table border="1"> <tr><td>1</td><td>Children aged < 13</td></tr> <tr><td>2</td><td>Children aged 13 - 18</td></tr> <tr><td>3</td><td>Spouse</td></tr> <tr><td>4</td><td>Other adult HH member</td></tr> <tr><td>5</td><td>Other adult non-HH member</td></tr> <tr><td>0</td><td>No one else was present</td></tr> </table>	1	Children aged < 13	2	Children aged 13 - 18	3	Spouse	4	Other adult HH member	5	Other adult non-HH member	0	No one else was present
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3	Spouse													
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5	Other adult non-HH member													
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Administering video intervention > Exercises Attendance														
exer_child_u13 <i>(required)</i>	How many children under 13 attended the exercises?													
exer_child_1318 <i>(required)</i>	How many children between 13 and 18 attended the exercises?													
exer_spouse <i>(required)</i>	How many spouses attended the exercises?													
exer_adult_hh <i>(required)</i>	How many adult HH members attended the exercises? <i>Please do not include the spouse again here</i>													
exer_adult_nonhh <i>(required)</i>	How many adult non-HH members attended the exercises?													
int_finished <i>(required)</i>	ENUMERATOR: Have you completed watching the video and doing the exercises with the respondent?	<table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No								
1	Yes													
0	No													
no_int_comment <i>(required)</i>	<p>ENUMERATOR: You must complete the intervention before you proceed with the rest of the survey. If you were unable to complete the intervention, give your explanation here:</p>													
Part 2														
Part 2 > Generalised self-efficacy														
intro_1_r	<p>I will now read out statements that may apply or not apply to you. For each item, please tell me to what extent they are true for you using the following scale. Note to FO: Show the respondent scale #12 and ask her to refer to that scale for the rest of this section.</p>													
se1_r <i>(required)</i>	I can always manage to solve difficult problems if I try hard enough	<table border="1"> <tr><td>1</td><td>Not at all true</td></tr> <tr><td>2</td><td>Not very true</td></tr> <tr><td>3</td><td>Somewhat true</td></tr> <tr><td>4</td><td>Completely true</td></tr> <tr><td>-98</td><td>Refuse to answer</td></tr> </table>	1	Not at all true	2	Not very true	3	Somewhat true	4	Completely true	-98	Refuse to answer		
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se2_r <i>(required)</i>	If someone opposes me, I can find the means and ways to get what I want.	<table border="1"> <tr><td>1</td><td>Not at all true</td></tr> <tr><td>2</td><td>Not very true</td></tr> <tr><td>3</td><td>Somewhat true</td></tr> <tr><td>4</td><td>Completely true</td></tr> <tr><td>-98</td><td>Refuse to answer</td></tr> </table>	1	Not at all true	2	Not very true	3	Somewhat true	4	Completely true	-98	Refuse to answer		
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se3a_r <i>(required)</i>	It is easy for me to stick to my aims and accomplish my goals.	<table border="1"> <tr><td>1</td><td>Not at all true</td></tr> <tr><td>2</td><td>Not very true</td></tr> <tr><td>3</td><td>Somewhat true</td></tr> <tr><td>4</td><td>Completely true</td></tr> <tr><td>-98</td><td>Refuse to answer</td></tr> </table>	1	Not at all true	2	Not very true	3	Somewhat true	4	Completely true	-98	Refuse to answer		
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4	Completely true													
-98	Refuse to answer													

Field	Question	Answer
se6_r (required)	I can solve most problems if I invest the necessary effort.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se7_r (required)	I can remain calm when facing difficulties because I can rely on my coping abilities.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se8_r (required)	When I am confronted with a problem, I can usually find several solutions.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se9_r (required)	If I am in trouble, I can usually think of a solution.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se9_1r (required)	If I am in trouble, I can usually think of a solution.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
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se6_1r (required)	I can solve most problems if I invest the necessary effort.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se3a_1r (required)	It is easy for me to stick to my aims and accomplish my goals.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se2_1r (required)	If someone opposes me, I can find the means and ways to get what I want.	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
se1_1r (required)	I can always manage to solve difficult problems if I try hard enough	1 Not at all true 2 Not very true 3 Somewhat true 4 Completely true -98 Refuse to answer
Part 2 > Movie		
recall_name1_yn (required)	Were any names mentioned in the movie?	1 Yes 0 No -99 Don't know
recall_judy (required)	If yes, what was a name of one of the main character in the movie?	1 Answers Judy/Josephine 2 Answers name other than Judy or Josephine

Field	Question	Answer	
		-99	Don't Know
Part 2 > Aspirations			
asp1_total_inc (required)	Now think about all sources of cash income for your household, including what you earn from all agricultural and non-agricultural activities, and money that you have received from any NGO or government programmes. What is the total cash income your household received in the last 12 months? <i>KSh [Don't Know: -99, Refusal: -98]</i>		
asp2_inc_desired (required)	We just asked you about the total income your household received in the last year (12 months). Now tell us what is the level of ANNUAL income that you would like your household to achieve in your life? <i>KSh [Don't Know: -99, Refusal: -98]

 Enumerator: please explain to the respondent that we are asking for the income she would like to receive every year and not the total she thinks she will receive in her lifetime."</i>		
asp2_inc_desired_check (required)	INTERVIEWER: You entered [asp2_inc_desired]. Is this correct?	1	Yes
		0	No
asp_retry_note	The values you entered are inconsistent. The current income (you entered [asp1_total_inc] KSh) should be less than or equal to the desired income (you entered [asp2_inc_desired] KSh). In other words, CURRENT <= DESIRED. Please try to ask the respondent these questions one more time.		
Part 2 > Beliefs about Education			
ed_note	Enumerator: please ask the following questions only about the child name that comes up on the next screen. In case that child is not alive or his/her name was incorrectly entered at baselin please enter the reason and go to the list of children for that household. Ask the respondent if the first child in this list is a member of this household, if not ask about the second child and so on for all the children listed. If none are correct please enter a child's name or select no children if there are no children associated with the household.		
ed_confirm_child (required)	Remember when we first chatted to you - we asked about your children and recorded the information. We listen carefully to you and do not want to waste time by asking the same things many times. So we chose one child of the children you gave us the names of to ask about, to keep the time of the survey short. Now we will ask about this child. Is "[pre_child_name]" a child who belonged to this household when we last spoke to you? <i>This child may be biologically a relative's but lived in this household during the baseline. We still want to ask about this child. The child may also have left the home and village and now be living elsewhere. We are still interested in asking about this child. Please only select no if the child listed here is incorrect and has nothing to do with this household or if the child has died.</i>	1	Yes
		0	No
not_child (required)	Why is [pre_child_name] not correct as a child associated with this household?	1	There is no such child in this household
		2	This child is dead
chosen_child (required)	Are any of these children associated with this household? FO: If children's names are listed, please read each child's name starting with the child at the top. After reading the first child's name ask the respondent if this child has been a member of this household. If they say yes select this child. If not go to the next child in the list. If none of the children listed here are known to the respondent, or there are no children listed, but the respondent has other children, please select this option and enter the name manually. If there are no children associated with this household, select this option.	1	...
		2	...
		3	...
		4	...
		5	...
		6	...
		7	...
		8	...
		9	...
		10	...
		11	...
		-222	None is my child (has children)
		-99	Has no children
other_child (required)	Please write the name of the child		
child_gender (required)	What gender is the child?	2	male
		1	female
child_age (required)	How old is the child?		
child_relation (required)	What is the relationship of this child to you?	1	oldest/ only spouse
		2	other spouse
		3	own child
		4	step-child
		5	parent
		6	sibling
		7	grandparent
		8	grandchild
		9	cousin
		10	nephew/ niece
		11	son/ daughter-in-law
		12	brother/ sister-in-law
		13	parent-in-law
		14	co-wife
		15	aunt/ uncle
		16	other relative

Field	Question	Answer	
		17	worker
		18	coworker
		19	self/ respondent
		20	neighbour
		22	Other unrelated
		-98	Refuse to answer
		-222	Other
ed1 <i>(required)</i>	Do you expect that "[current_n]" will enroll in a school next year?	1	Yes
		0	No
		2	This depends on whether the household can obtain funding
ed2 <i>(required)</i>	What level of schooling would you like "[current_n]" to achieve?	0	None
		1	Pre-school
		2	Standard 1
		3	Standard 2
		4	Standard 3
		5	Standard 4
		6	Standard 5
		7	Standard 6
		8	Standard 7
		9	Standard 8
		10	Form 1
		11	Form 2
		12	Form 3
		13	Form 4
		14	Form 5
		15	Form 6
		16	Vocational 1
		17	Vocational 2
		18	Vocational 3
		19	College 1
		20	College 2
		21	College 3
		22	College 4
		23	University 1
		24	University 2
		25	University 3
		26	University 4
		27	University 5+
		-100	Don't understand
		-88	Not applicable
		-98	Refused
		-99	Don't know
		-222	Other, specify
ed3_expectation <i>(required)</i>	What is the level of education that you think "[current_n]" will achieve?	0	None
		1	Pre-school
		2	Standard 1
		3	Standard 2
		4	Standard 3
		5	Standard 4
		6	Standard 5
		7	Standard 6
		8	Standard 7
		9	Standard 8
		10	Form 1
		11	Form 2
		12	Form 3
		13	Form 4
		14	Form 5
		15	Form 6
		16	Vocational 1
		17	Vocational 2
18	Vocational 3		

Field	Question	Answer																																																																																																																				
child_job_desire <i>(required)</i>	What type of job or occupation would you like "[current_n]" to have when he or she is 30 years old?	<table border="1"> <tr><td>19</td><td>College 1</td></tr> <tr><td>20</td><td>College 2</td></tr> <tr><td>21</td><td>College 3</td></tr> <tr><td>22</td><td>College 4</td></tr> <tr><td>23</td><td>University 1</td></tr> <tr><td>24</td><td>University 2</td></tr> <tr><td>25</td><td>University 3</td></tr> <tr><td>26</td><td>University 4</td></tr> <tr><td>27</td><td>University 5+</td></tr> <tr><td>-100</td><td>Don't understand</td></tr> <tr><td>-88</td><td>Not applicable</td></tr> <tr><td>-98</td><td>Refused</td></tr> <tr><td>-99</td><td>Don't know</td></tr> <tr><td>-222</td><td>Other, specify</td></tr> </table> <table border="1"> <tr><td>1</td><td>Accountant</td></tr> <tr><td>2</td><td>Artisan</td></tr> <tr><td>3</td><td>Carpenter</td></tr> <tr><td>4</td><td>Casual worker</td></tr> <tr><td>5</td><td>Civil servant</td></tr> <tr><td>6</td><td>Clerk</td></tr> <tr><td>7</td><td>Construction</td></tr> <tr><td>8</td><td>Doctor</td></tr> <tr><td>9</td><td>Driver</td></tr> <tr><td>10</td><td>Electrician</td></tr> <tr><td>11</td><td>Engineer</td></tr> <tr><td>12</td><td>Farmer</td></tr> <tr><td>13</td><td>Government security officer</td></tr> <tr><td>14</td><td>Headmistress</td></tr> <tr><td>15</td><td>Informal sector</td></tr> <tr><td>16</td><td>Journalist</td></tr> <tr><td>17</td><td>Judge</td></tr> <tr><td>18</td><td>Lawyer</td></tr> <tr><td>19</td><td>Lecturer</td></tr> <tr><td>20</td><td>Mason</td></tr> <tr><td>21</td><td>Mechanic</td></tr> <tr><td>22</td><td>Nurse</td></tr> <tr><td>23</td><td>Own a computer store</td></tr> <tr><td>24</td><td>Own a hotel</td></tr> <tr><td>25</td><td>Own a large business</td></tr> <tr><td>26</td><td>Own a small business</td></tr> <tr><td>27</td><td>Pharmacy</td></tr> <tr><td>28</td><td>Pilot</td></tr> <tr><td>29</td><td>Policeman</td></tr> <tr><td>30</td><td>Priest</td></tr> <tr><td>31</td><td>Priest/nun</td></tr> <tr><td>32</td><td>Researcher</td></tr> <tr><td>33</td><td>Run an M-Pesa kiosk</td></tr> <tr><td>34</td><td>Social worker</td></tr> <tr><td>35</td><td>Tailor</td></tr> <tr><td>36</td><td>Teacher</td></tr> <tr><td>37</td><td>Welding</td></tr> <tr><td>38</td><td>Work in a store</td></tr> <tr><td>39</td><td>Not working</td></tr> <tr><td>40</td><td>Child disabled</td></tr> <tr><td>-98</td><td>Refuse to answer</td></tr> <tr><td>-99</td><td>Don't know</td></tr> <tr><td>-100</td><td>Don't understand</td></tr> <tr><td>-222</td><td>Other</td></tr> </table>	19	College 1	20	College 2	21	College 3	22	College 4	23	University 1	24	University 2	25	University 3	26	University 4	27	University 5+	-100	Don't understand	-88	Not applicable	-98	Refused	-99	Don't know	-222	Other, specify	1	Accountant	2	Artisan	3	Carpenter	4	Casual worker	5	Civil servant	6	Clerk	7	Construction	8	Doctor	9	Driver	10	Electrician	11	Engineer	12	Farmer	13	Government security officer	14	Headmistress	15	Informal sector	16	Journalist	17	Judge	18	Lawyer	19	Lecturer	20	Mason	21	Mechanic	22	Nurse	23	Own a computer store	24	Own a hotel	25	Own a large business	26	Own a small business	27	Pharmacy	28	Pilot	29	Policeman	30	Priest	31	Priest/nun	32	Researcher	33	Run an M-Pesa kiosk	34	Social worker	35	Tailor	36	Teacher	37	Welding	38	Work in a store	39	Not working	40	Child disabled	-98	Refuse to answer	-99	Don't know	-100	Don't understand	-222	Other
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own_ed1 <i>(required)</i>	Do you expect that you will enroll in any new form of education or training?	<table border="1"> <tr><td>1</td><td>Yes</td></tr> <tr><td>0</td><td>No</td></tr> </table>	1	Yes	0	No																																																																																																																
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own_ed2 <i>(required)</i>	What type of education or training do you plan to enroll in?	<table border="1"> <tr><td>1</td><td>Vocational training</td></tr> <tr><td>2</td><td>Apprenticeship</td></tr> <tr><td>3</td><td></td></tr> </table>	1	Vocational training	2	Apprenticeship	3																																																																																																															
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end30_1 <i>(required)</i>	Which of the following is true for young Kenyan men who complete secondary school?	<table border="1"> <tr> <td data-bbox="1211 359 1252 386">1</td> <td data-bbox="1252 359 1466 386">They are more likely to end up working in a paid job than those who do not complete secondary school.</td> </tr> <tr> <td data-bbox="1211 386 1252 413">2</td> <td data-bbox="1252 386 1466 413">They are more likely to end up working independently than those who do not complete secondary school.</td> </tr> <tr> <td data-bbox="1211 413 1252 441">3</td> <td data-bbox="1252 413 1466 441">They are equally likely to end up working independently as those who do not complete secondary school.</td> </tr> <tr> <td data-bbox="1211 441 1252 468">4</td> <td data-bbox="1252 441 1466 468">They always end up working in a paid job.</td> </tr> <tr> <td data-bbox="1211 468 1252 495">5</td> <td data-bbox="1252 468 1466 495">They never end up working in a paid job.</td> </tr> </table>	1	They are more likely to end up working in a paid job than those who do not complete secondary school.	2	They are more likely to end up working independently than those who do not complete secondary school.	3	They are equally likely to end up working independently as those who do not complete secondary school.	4	They always end up working in a paid job.	5	They never end up working in a paid job.
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mindset_note	I will now read out some statements. For each item, please tell me to what extent you agree using the following scale. Note to FO: Show the respondent scale #19 and ask her to refer to that scale for the rest of this section.															
Part 2 > fixed_mindset																
fixed_1 <i>(required)</i>	Your skills are something you can't change very much.	<table border="1"> <tr><td data-bbox="1211 869 1235 896">1</td><td data-bbox="1235 869 1466 896">Agree A Lot</td></tr> <tr><td data-bbox="1211 896 1235 924">2</td><td data-bbox="1235 896 1466 924">Agree</td></tr> <tr><td data-bbox="1211 924 1235 951">3</td><td data-bbox="1235 924 1466 951">Agree Mostly</td></tr> <tr><td data-bbox="1211 951 1235 978">4</td><td data-bbox="1235 951 1466 978">Disagree Mostly</td></tr> <tr><td data-bbox="1211 978 1235 1005">5</td><td data-bbox="1235 978 1466 1005">Disagree</td></tr> <tr><td data-bbox="1211 1005 1235 1033">6</td><td data-bbox="1235 1005 1466 1033">Disagree A Lot</td></tr> <tr><td data-bbox="1211 1033 1235 1060">-98</td><td data-bbox="1235 1033 1466 1060">Refuse to answer</td></tr> </table>	1	Agree A Lot	2	Agree	3	Agree Mostly	4	Disagree Mostly	5	Disagree	6	Disagree A Lot	-98	Refuse to answer
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fixed_2 <i>(required)</i>	You have a certain amount of skills, and you really can't do much to change it.	<table border="1"> <tr><td data-bbox="1211 1062 1235 1089">1</td><td data-bbox="1235 1062 1466 1089">Agree A Lot</td></tr> <tr><td data-bbox="1211 1089 1235 1117">2</td><td data-bbox="1235 1089 1466 1117">Agree</td></tr> <tr><td data-bbox="1211 1117 1235 1144">3</td><td data-bbox="1235 1117 1466 1144">Agree Mostly</td></tr> <tr><td data-bbox="1211 1144 1235 1171">4</td><td data-bbox="1235 1144 1466 1171">Disagree Mostly</td></tr> <tr><td data-bbox="1211 1171 1235 1199">5</td><td data-bbox="1235 1171 1466 1199">Disagree</td></tr> <tr><td data-bbox="1211 1199 1235 1226">6</td><td data-bbox="1235 1199 1466 1226">Disagree A Lot</td></tr> <tr><td data-bbox="1211 1226 1235 1253">-98</td><td data-bbox="1235 1226 1466 1253">Refuse to answer</td></tr> </table>	1	Agree A Lot	2	Agree	3	Agree Mostly	4	Disagree Mostly	5	Disagree	6	Disagree A Lot	-98	Refuse to answer
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2	Agree															
3	Agree Mostly															
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fixed_3 <i>(required)</i>	You can learn new things, but you can't really change your basic skill level.	<table border="1"> <tr><td data-bbox="1211 1255 1235 1283">1</td><td data-bbox="1235 1255 1466 1283">Agree A Lot</td></tr> <tr><td data-bbox="1211 1283 1235 1310">2</td><td data-bbox="1235 1283 1466 1310">Agree</td></tr> <tr><td data-bbox="1211 1310 1235 1337">3</td><td data-bbox="1235 1310 1466 1337">Agree Mostly</td></tr> <tr><td data-bbox="1211 1337 1235 1365">4</td><td data-bbox="1235 1337 1466 1365">Disagree Mostly</td></tr> <tr><td data-bbox="1211 1365 1235 1392">5</td><td data-bbox="1235 1365 1466 1392">Disagree</td></tr> <tr><td data-bbox="1211 1392 1235 1419">6</td><td data-bbox="1235 1392 1466 1419">Disagree A Lot</td></tr> <tr><td data-bbox="1211 1419 1235 1446">-98</td><td data-bbox="1235 1419 1466 1446">Refuse to answer</td></tr> </table>	1	Agree A Lot	2	Agree	3	Agree Mostly	4	Disagree Mostly	5	Disagree	6	Disagree A Lot	-98	Refuse to answer
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Part 2 > growth_mindset																
growth_1 <i>(required)</i>	No matter who you are, you can change your skills a lot.	<table border="1"> <tr><td data-bbox="1211 1476 1235 1503">1</td><td data-bbox="1235 1476 1466 1503">Agree A Lot</td></tr> <tr><td data-bbox="1211 1503 1235 1530">2</td><td data-bbox="1235 1503 1466 1530">Agree</td></tr> <tr><td data-bbox="1211 1530 1235 1558">3</td><td data-bbox="1235 1530 1466 1558">Agree Mostly</td></tr> <tr><td data-bbox="1211 1558 1235 1585">4</td><td data-bbox="1235 1558 1466 1585">Disagree Mostly</td></tr> <tr><td data-bbox="1211 1585 1235 1612">5</td><td data-bbox="1235 1585 1466 1612">Disagree</td></tr> <tr><td data-bbox="1211 1612 1235 1640">6</td><td data-bbox="1235 1612 1466 1640">Disagree A Lot</td></tr> <tr><td data-bbox="1211 1640 1235 1667">-98</td><td data-bbox="1235 1640 1466 1667">Refuse to answer</td></tr> </table>	1	Agree A Lot	2	Agree	3	Agree Mostly	4	Disagree Mostly	5	Disagree	6	Disagree A Lot	-98	Refuse to answer
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growth_2 <i>(required)</i>	You can always greatly change what skills you have.	<table border="1"> <tr><td data-bbox="1211 1669 1235 1696">1</td><td data-bbox="1235 1669 1466 1696">Agree A Lot</td></tr> <tr><td data-bbox="1211 1696 1235 1724">2</td><td data-bbox="1235 1696 1466 1724">Agree</td></tr> <tr><td data-bbox="1211 1724 1235 1751">3</td><td data-bbox="1235 1724 1466 1751">Agree Mostly</td></tr> <tr><td data-bbox="1211 1751 1235 1778">4</td><td data-bbox="1235 1751 1466 1778">Disagree Mostly</td></tr> <tr><td data-bbox="1211 1778 1235 1806">5</td><td data-bbox="1235 1778 1466 1806">Disagree</td></tr> <tr><td data-bbox="1211 1806 1235 1833">6</td><td data-bbox="1235 1806 1466 1833">Disagree A Lot</td></tr> <tr><td data-bbox="1211 1833 1235 1860">-98</td><td data-bbox="1235 1833 1466 1860">Refuse to answer</td></tr> </table>	1	Agree A Lot	2	Agree	3	Agree Mostly	4	Disagree Mostly	5	Disagree	6	Disagree A Lot	-98	Refuse to answer
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growth_3 <i>(required)</i>	No matter how skilled you are, you can always change it a good amount.	<table border="1"> <tr><td data-bbox="1211 1862 1235 1890">1</td><td data-bbox="1235 1862 1466 1890">Agree A Lot</td></tr> <tr><td data-bbox="1211 1890 1235 1917">2</td><td data-bbox="1235 1890 1466 1917">Agree</td></tr> </table>	1	Agree A Lot	2	Agree										
1	Agree A Lot															
2	Agree															

Field	Question	Answer	
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
growth1_3 (required)	No matter how skilled you are, you can always change it a good amount.	1	Agree A Lot
		2	Agree
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
growth1_2 (required)	You can always greatly change what skills you have.	1	Agree A Lot
		2	Agree
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
growth1_1 (required)	No matter who you are, you can change your skills a lot.	1	Agree A Lot
		2	Agree
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
Part 2 > fixd_mindset			
fixed1_3 (required)	You can learn new things, but you can't really change your basic skill level.	1	Agree A Lot
		2	Agree
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
fixed1_2 (required)	You have a certain amount of skills, and you really can't do much to change it.	1	Agree A Lot
		2	Agree
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
fixed1_1 (required)	Your skills are something you can't change very much.	1	Agree A Lot
		2	Agree
		3	Agree Mostly
		4	Disagree Mostly
		5	Disagree
		6	Disagree A Lot
		-98	Refuse to answer
t1_choice	From the randomization proces, one of your time options was selected and now you will recieve 0 by M-Pesa		
t2_choice	From the randomization proces, one of your time options was selected and now you will recieve 0 by M-Pesa		
risk_note	From the random proces, your risk option was selected. You will recieve 0 tomorrow through M-pesa		
national_id (required)	Please ask for the respondent's national ID number: Tell the respondent, this number will be very useful for school enrolment data, national insurance data (if applicable) and for confirming respondents during future study touch points <i>Enter:
-97 Not Applicable
-98 Refuse to answer
-99 Don't know</i>		
final_note	Note to FO: Please thank the respondent of their time. Remember to hand them their token of appreciation (sugar), calendar and stickers. Remind them we would like to visit them on a later date to observe their progress.		
fo_comments	Comments:		