

# Kenya - Building State Capacity and National Unity with Market Design 2019

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## Identification

### SURVEY ID NUMBER

KEN\_2019\_GU-VGA\_v01\_M

### TITLE

Building State Capacity and National Unity with Market Design 2019

### SUBTITLE

The Problem of Assignment in Kenya's G-United Program

### COUNTRY/ECONOMY

Name	Country code
Kenya	KEN

### ABSTRACT

This project examines a Kenyan government program, G-United, which places university graduates in primary schools around the country with the goals of boosting national unity and improving student learning. One part of the project examines the effect of the program on national unity objectives, including applicants' and participating communities' inter-tribal prejudice. Another examines the impact of market-design inspired strategies for assigning participants to positions on applicant retention, satisfaction, and performance as well as on increasing commitment and improving productivity.

### UNIT OF ANALYSIS

Community-level questionnaires with units of analysis being individuals (G-united participants, local community members, teachers, school students)

## Version

### VERSION DESCRIPTION

Version 2.1: Edited, anonymous dataset for public distribution.

### VERSION NOTES

The original dataset has been edited to remove identifiers. Variable labels have been added and renamed wherever necessary. Other data quality checks have been done to remove duplicates etc.

## Scope

### NOTES

The scope of the study includes the following themes:

- Individuals (G-United volunteers and community members): Employment characteristics, education, national unity measures, hygiene, impact due to COVID-19.
- Children: Educational aspirations, national unity and inter-ethnic trust, learning assessment
- School teachers: School characteristics, national unity, volunteer contact module

## Coverage

### GEOGRAPHIC COVERAGE

Counties covered: Bungoma, Busia, Embu, Kajiado, Kakamega, Kiambu, Kilifi, Kirinyaga, Kisii, Kisumu, Kwale, Machakos, Meru, Migori, Nyeri, Samburu, Taita Taveta, Uasin Gishu, West Pokot.

## Producers and sponsors

### PRIMARY INVESTIGATORS

Name	Affiliation
Michael Kremer	Harris School of Public Policy, University of Chicago

## PRODUCERS

Name	Role
Willa Friedman	Assistant Professor of Economics, University of Houston
Guthrie Gray-lobe	University of Chicago

## FUNDING AGENCY/SPONSOR

Name
World Bank, Strategic Impact Evaluation Fund
International Growth Centre
J-PAL Governance Initiative
AESTUS Foundation
Douglas B. Marshall Jr. Foundation

## Data Collection

## DATES OF DATA COLLECTION

Start	End	Cycle
2019-01		Baseline student surveys
2020-02	2020-03	Endline community and school surveys
2020-02		VGA Phone surveys and follow-up Wave 1
2020-08		VGA Phone surveys and follow-up Wave 2
2020		VGA Phone surveys and follow-up Wave 3

## DATA COLLECTION MODE

Computer Assisted Personal Interview [capi]

## SUPERVISION

Each team of enumerators were supervised by a field supervisor. Weekly field visits were undertaken by the Research Associate.

## DATA COLLECTION NOTES

Enumerator training sessions were conducted before every round of data collection by the Research Associate/Manager in the presence of all field supervisors in the data collection team.

Each interview took approximately 45 minutes, and all interviews were conducted in English.

## Questionnaires

## QUESTIONNAIRES

Questionnaires - Baseline:

Student survey questionnaire

VGA survey questionnaire

Questionnaires - Endline:

Pupil survey (in-person survey with students of grades 2 and 3 in sample schools)

Head teacher survey (in-person survey with head teachers in sample schools)

Homestay owner survey (in-person survey with homestay owners where G-United volunteers lived)  
 GU VGA Phone Survey Nov 2020 (Follow up Phone Survey with G-United volunteers in Oct-Nov 2020)  
 GU VGA Phone Survey Aug 2020 (Follow up Phone Survey with G-United volunteers in July-Aug 2020)  
 GU VGA Phone Survey March 2020 (Phone Survey with G-United volunteers in Feb-Mar 2020)

## Access policy

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### CONFIDENTIALITY

### CITATION REQUIREMENTS

Use of the dataset must be acknowledged using a citation which would include:

- the Identification of the Primary Investigator
- the title of the survey (including country, acronym and year of implementation)
- the survey reference number
- the source and date of download

Example:

Michael Kremer (Harris School of Public Policy, University of Chicago). Building State Capacity and National Unity with Market Design 2019 (GU-VGA 2019). Ref: KEN\_2019\_GU-VGA\_v01\_M. Downloaded from [uri] on [date].

## Disclaimer and copyrights

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## Metadata production

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### DDI DOCUMENT ID

DDI\_KEN\_2019\_GU-VGA\_v01\_M\_WB

### PRODUCERS

Name	Abbreviation	Affiliation	Role
Development Data Group	DECDG	World Bank	Documentation of the study

### DATE OF METADATA PRODUCTION

2022-11-22

### DDI DOCUMENT VERSION

Version 01 (2022-11-22)

## Data Dictionary

Data file	Cases	Variables
<b>Adults</b> The 2020 school and community data collection also included interviews with community members (head-teachers and homestay hosts) where VGAs served, regarding their experience with the program and national-unity-related beliefs. In comparison communities, these homestay families were prospective homestay families. These surveys collected data on the respondent's level of local and generalized trust, degree of identification with their ethnic group, demographic characteristics, and interactions with the volunteer.	1498	128
<b>C4 County Preference</b> Preferences over geographic placements (across counties) while volunteering	2336	45
<b>C5 Applicants Data</b> Application data from potential volunteers from the 2018 G-United cohort was compiled, including: 1) background demographic characteristics and interest in the program	13504	118
<b>C5 County Preference</b> Preferences over geographic placements (across counties) while volunteering	13504	113
<b>Pupil Level data</b> Among pupils at schools where volunteers did or would have been assigned, we administered a second round (ENDLINE) of literacy tests in Feb-March 2020, in both English and Kiswahili, and surveys to measure students' feelings towards others.	6122	172
<b>Student Baseline data</b> In January 2019, at the start of the 2019-20 school academic year, a baseline assessment of literacy outcomes (in English and Kiswahili) for students in grades 2 and 3 was conducted in the 1,626 schools in our sample. We also collected data on student professional and educational aspirations, as well as on school-level characteristics. To the extent possible, we sampled eight students in each school, stratified by grade and by gender. This means that, in each school and in each grade, we attempted to survey two boys and two girls.	12987	63
<b>VGA Follow up</b> Follow-up surveys for all applicants about where they were living, their employment, and their beliefs on a range of questions dealing with national unity. The last two rounds (Aug and Nov 2020) also included questions related to impact of Covid-19 on employment, hygiene, financial situation etc.	2242	101
<b>VGA Phone Survey Aug</b> Follow-up surveys for all applicants about where they were living, their employment, and their beliefs on a range of questions dealing with national unity. The last two rounds (Aug and Nov 2020) also included questions related to impact of Covid-19 on employment, hygiene, financial situation etc.	1947	132
<b>VGA Phone Survey Feb</b> Follow-up surveys for all applicants about where they were living, their employment, and their beliefs on a range of questions dealing with national unity. The last two rounds (Aug and Nov 2020) also included questions related to impact of Covid-19 on employment, hygiene, financial situation etc.	1790	69
<b>VGA Phone Survey Nov</b> Follow-up surveys for all applicants about where they were living, their employment, and their beliefs on a range of questions dealing with national unity. The last two rounds (Aug and Nov 2020) also included questions related to impact of Covid-19 on employment, hygiene, financial situation etc.	1836	83