| 5-17 CHILD INFORMATION PANEL | FS |
|---|---|
| **FS1**. *Cluster number:* ___ ___ ___ | **FS2**. *Household number:* ___ ___ |
| **FS3**. *Child's name and line number:*<br><br>NAME _____ ___ ___ | **FS4**. *Mother's / Caretaker's name and line number:*<br><br>NAME_____ ___ ___ |
| **FS5**. *Interviewer's name and number:*<br><br>NAME _____ ___ ___ | **FS6**. *Supervisor's name and number:*<br><br>NAME_____ ___ ___ |
| **FS7**. *Day / Month / Year of interview:*<br>___ ___ / ___ ___ / _1_ _4_ _0_ ___ | **FS8**. *Record the time:*     HOURS : MINUTES<br><br>__ __ : __ __ |

*Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:*

*If age 15-17, verify that adult consent for interview is obtained (HH33) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.*

| **FS9**. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?* | YES, INTERVIEWED ALREADY......1<br>NO, FIRST INTERVIEW ....................2 | 1 ⇨FS10B<br>2 ⇨FS10A |
|---|---|---|
| **FS10A**. Hello, my name is (*your name*). We are from the National Statistics and Information Authority (NSIA) of Afghanistan. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (*child's name from FS3*)'s health and well-being. This interview will take about **30** minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now? | **FS10B**. Now I would like to talk to you about (*child's name from FS3*)'s health and well-being in more detail. This interview will take about **30** minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now? | |
| YES..................................................................1<br>NO / NOT ASKED..............................................2 | 1 ⇨CHILD'S BACKGROUND Module<br>2 ⇨FS17 | |

| **FS17**. *Result of interview for child age 5-17 years*<br><br>*Codes refer to the respondent.*<br><br>*Discuss any result not completed with Supervisor.* | COMPLETED.................................................................. 01<br>NOT AT HOME ............................................................. 02<br>REFUSED........................................................................ 03<br>PARTLY COMPLETED ................................................ 04<br>INCAPACITATED<br>  (*specify*)_____ 05<br><br>NO ADULT CONSENT FOR MOTHER/<br>  CARETAKER AGE 15-17 ...................................... 06<br><br>OTHER (*specify*) _____ 96 |
|---|---|

| CHILD'S BACKGROUND | | CB |
|---|---|---|
| **CB1**. *Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE?* | YES, RESPONDENT IS THE SAME, FS4=HH47.................................1<br>NO, RESPONDENT IS NOT THE SAME, FS4≠HH47.................................2 | 1⇨End |
| **CB2**. In what month and year was (*name*) born?<br><br>*Month and year must be recorded.* | DATE OF BIRTH<br>MONTH ....................................... __ __<br><br>YEAR ........................... 1  3 __ __ | |
| **CB3**. How old is (*name*)?<br><br>*Probe*:<br>How old was (*name*) at (his/her) last birthday?<br><br>*Record age in completed years.*<br><br>*If responses to CB2 and CB3 are inconsistent, probe further and correct.* | AGE (IN COMPLETED YEARS)............. __ __ | |
| **CB4**. Has (*name*) ever attended school or formal Islamic education or any early childhood education programme? | YES ......................................................1<br>NO .......................................................2 | 2⇨End |
| **CB5**. What is the highest level and grade or year of school (*name*) has ever attended? | EARLY CHILDHOOD EDUCATION.........000<br>PRIMARY............................................ 1  __ __<br>LOWER SECONDARY ........................ 2  __ __<br>UPPER SECONDARY ........................ 3  __ __<br>HIGHER............................................... 4  __ __<br>FORMAL ISLAMIC EDUCATION..... 5  __ __ | 000⇨CB7 |
| **CB6**. Did (he/she) ever complete that (grade/year)? | YES ......................................................1<br>NO .......................................................2 | |
| **CB7**. At any time during 1401 school year did (*name*) attend school or formal Islamic education or any early childhood education programme? | YES ......................................................1<br>NO .......................................................2 | 2⇨CB9 |
| **CB8**. During 1401 school year, which level and grade or year is (*name*) attending? | EARLY CHILDHOOD EDUCATION.........000<br>PRIMARY............................................ 1  __ __<br>LOWER SECONDARY ........................ 2  __ __<br>UPPER SECONDARY ........................ 3  __ __<br>HIGHER............................................... 4  __ __<br>FORMAL ISLAMIC EDUCATION..... 5  __ __ | |
| **CB9**. At any time during the 1400 school year did (*name*) attend school or formal Islamic education or any early childhood education programme? | YES ......................................................1<br>NO .......................................................2 | 2⇨End |
| **CB10**. During 1400 school year, which level and grade or year did (*name*) attend? | EARLY CHILDHOOD EDUCATION.........000<br>PRIMARY............................................ 1  __ __<br>LOWER SECONDARY ........................ 2  __ __<br>UPPER SECONDARY ........................ 3  __ __<br>HIGHER............................................... 4  __ __<br>FORMAL ISLAMIC EDUCATION..... 5  __ __ | |

| CHILD LABOUR | | CL |
|---|---|---|
| **CL1**. Now I would like to ask about any work (*name*) may do.<br><br>Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour?<br><br>[A] Did (*name*) do any work or help on (his/her) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals?<br><br>[B] Did (*name*) help in a family business or a relative's business with or without pay, or run (his/her) own business?<br><br>[C] Did (*name*) produce or sell articles, handicrafts, clothes, food or agricultural products?<br><br>[X] Since last (*day of the week*), did (*name*) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour? |                                  YES  NO<br><br>WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS....................1     2<br><br><br>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS ........1     2<br><br>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS .........1     2<br><br><br><br>ANY OTHER ACTIVITY.............................1     2 | |
| **CL2**. *Check CL1, [A]-[X]:* | AT LEAST ONE 'YES' ........................................1<br>ALL ANSWERS ARE 'NO' .................................2 | 2⇨CL7 |
| **CL3**. Since last (*day of the week*) about how many hours did (*name*) engage in (this activity/these activities), in total?<br><br>*If less than one hour, record '00'.* | NUMBER OF HOURS .................................. __ __ | |
| **CL4**. (Does the activity/Do these activities) require carrying heavy loads? | YES ........................................................................ 1<br>NO.......................................................................... 2 | |
| **CL5**. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery? | YES ........................................................................ 1<br>NO.......................................................................... 2 | |

| | | |
|---|---|---|
| **CL6**. How would you describe the work environment of (*name*)? | | |
| [A] Is (he/she) exposed to dust, fumes or gas? | YES ......................................................................1 <br> NO........................................................................2 | |
| [B] Is (he/she) exposed to extreme cold, heat or humidity? | YES ......................................................................1 <br> NO........................................................................2 | |
| [C] Is (he/she) exposed to loud noise or vibration? | YES ......................................................................1 <br> NO........................................................................2 | |
| [D] Is (he/she) required to work at heights? | YES ......................................................................1 <br> NO........................................................................2 | |
| [E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives? | YES ......................................................................1 <br> NO........................................................................2 | |
| [X] Is (*name*) exposed to other things, processes or conditions bad for (his/her) health or safety? | YES ......................................................................1 <br> NO........................................................................2 | |
| **CL7**. Since last (*day of the week*), did (*name*) fetch water for household use? | YES ......................................................................1 <br> NO........................................................................2 | 2 ⇨*CL9* |
| **CL8**. In total, how many hours did (*name*) spend on fetching water for household use, since last (*day of the week*)? <br><br> *If less than one hour, record '00'.* | NUMBER OF HOURS .....................................__ __ | |
| **CL9**. Since last (*day of the week*), did (*name*) collect firewood for household use? | YES ......................................................................1 <br> NO........................................................................2 | 2 ⇨*CL11* |
| **CL10**. In total, how many hours did (*name*) spend on collecting firewood for household use, since last (*day of the week*)? <br><br> *If less than one hour, record '00'.* | NUMBER OF HOURS .....................................__ __ | |
| **CL11**. Since last (*day of the week*), did (*name*) do any of the following for this household? |                          YES  NO | |
| [A] Shopping for the household? | SHOPPING FOR HOUSEHOLD ..................1    2 | |
| [B] Cooking? | COOKING ......................................................1    2 | |
| [C] Washing dishes or cleaning around the house? | WASHING DISHES / <br>    CLEANING HOUSE ..................................1    2 | |
| [D] Washing clothes? | WASHING CLOTHES ...................................1    2 | |
| [E] Caring for children? | CARING FOR CHILDREN ..........................1    2 | |
| [F] Caring for someone old or sick? | CARING FOR OLD / SICK ..........................1    2 | |
| [X] Other household tasks? | OTHER HOUSEHOLD TASKS ..................1    2 | |
| **CL12**. *Check CL11, [A]-[X]:* | AT LEAST ONE 'YES' ......................................... 1 <br> ALL ANSWERS ARE 'NO' ................................. 2 | 2 ⇨*End* |

| | | |
|---|---|---|
| **CL13**. Since last (*day of the week*), about how many hours did (*name*) engage in (this activity/these activities), in total?<br><br>*If less than one hour, record '00'* | NUMBER OF HOURS ..................................__ __ | |

| CHILD DISCIPLINE | | FCD |
|---|---|---|
| **FCD1**. *Check CB3: Child's age?* | AGE 5-14 YEARS .................................................... 1<br>AGE 15-17 YEARS .................................................. 2 | 2⇨*End* |
| **FCD2**. Now I'd like to talk to you about something else.<br><br>Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with *(name)* <u>in the past month</u>.<br><br>[A] Took away privileges, forbade something *(name)* liked or did not allow (him/her) to leave the house.<br><br>[B] Explained why *(name)*'s behaviour was wrong.<br><br>[C] Shook (him/her).<br><br>[D] Shouted, yelled at or screamed at (him/her).<br><br>[E] Gave (him/her) something else to do.<br><br>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.<br><br>[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.<br><br>[H] Called (him/her) dumb, lazy or another name like that.<br><br>[I] Hit or slapped (him/her) on the face, head or ears.<br><br>[J] Hit or slapped (him/her) on the hand, arm, or leg.<br><br>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could. |                                    YES  NO<br><br>TOOK AWAY PRIVILEGES........................... 1    2<br><br><br>EXPLAINED WRONG<br>   BEHAVIOR .................................................... 1    2<br><br>SHOOK HIM/HER .......................................... 1    2<br><br>SHOUTED, YELLED,<br>   SCREAMED .................................................. 1    2<br><br>GAVE SOMETHING ELSE<br>   TO DO ........................................................... 1    2<br><br>SPANKED, HIT, SLAPPED ON<br>   BOTTOM WITH BARE HAND ................... 1    2<br><br>HIT WITH BELT, HAIRBRUSH,<br>   STICK OR OTHER HARD<br>   OBJECT ......................................................... 1    2<br><br>CALLED DUMB, LAZY OR<br>   ANOTHER NAME ....................................... 1    2<br><br>HIT / SLAPPED ON FACE,<br>   HEAD OR EARS .......................................... 1    2<br><br>HIT / SLAPPED ON HAND,<br>   ARM OR LEG ............................................... 1    2<br><br>BEAT UP, HIT OVER AND OVER<br>   AS HARD AS ONE COULD......................... 1    2 | |
| **FCD3**. *Check FS4: Is this respondent the mother or caretaker of any other children under age 5?* | YES ...............................................................................1<br>NO .................................................................................2 | 2⇨*FCD5* |
| **FCD4**. *Check FS4: Has this respondent already responded to the following question (UCD5) for another child?* | YES ...............................................................................1<br>NO .................................................................................2 | 1⇨*End* |
| **FCD5**. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished? | YES ............................................................................... 1<br>NO ................................................................................. 2<br><br>DK / NO OPINION ...................................................... 8 | |

| CHILD FUNCTIONING | | FCF |
|---|---|---|
| **FCF1**. I would like to ask you some questions about difficulties (***name***) may have.<br><br>Does (***name***) wear glasses or contact lenses? | YES .......................................................... 1<br>NO ........................................................... 2 | |
| **FCF2**. Does (***name***) use a hearing aid? | YES .......................................................... 1<br>NO ........................................................... 2 | |
| **FCF3**. Does (***name***) use any equipment or receive assistance for walking? | YES .......................................................... 1<br>NO ........................................................... 2 | |
| **FCF4**. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (***name***) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.<br><br>*Repeat the categories during the individual questions whenever the respondent does not use an answer category:*<br>Remember the four possible answers: Would you say that (***name***) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all? | | |
| **FCF5**. *Check FCF1: Child wears glasses or contact lenses?* | YES, FCF1=1 .......................................... 1<br>NO, FCF1=2 ........................................... 2 | 1⇨*FCF6A*<br>2⇨*FCF6B* |
| **FCF6A**. When wearing (his/her) glasses or contact lenses, does (***name***) have difficulty seeing?<br><br>**FCF6B**. Does (***name***) have difficulty seeing? | NO DIFFICULTY ................................... 1<br>SOME DIFFICULTY.............................. 2<br>A LOT OF DIFFICULTY ...................... 3<br>CANNOT SEE AT ALL ........................ 4 | |
| **FCF7**. *Check FCF2: Child uses a hearing aid?* | YES, FCF2=1 .......................................... 1<br>NO, FCF2=2........................................... 2 | 1⇨*FCF8A*<br>2⇨*FCF8B* |
| **FCF8A**. When using (his/her) hearing aid(s), does (***name***) have difficulty hearing sounds like peoples' voices or azan or bird chirping?<br><br>**FCF8B**. Does (***name***) have difficulty hearing sounds like peoples' voices or azan or bird chirping? | NO DIFFICULTY ................................... 1<br>SOME DIFFICULTY.............................. 2<br>A LOT OF DIFFICULTY ...................... 3<br>CANNOT HEAR AT ALL..................... 4 | |
| **FCF9**. *Check FCF3: Child uses equipment or receives assistance for walking?* | YES, FCF3=1 .......................................... 1<br>NO, FCF3=2 ........................................... 2 | 2⇨*FCF14* |
| **FCF10**. Without (his/her) equipment or assistance, does (***name***) have difficulty walking 100 meters on level ground?<br><br>*Probe:* That would be about the length of 1 football field.<br><br>*Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.* | SOME DIFFICULTY.............................. 2<br>A LOT OF DIFFICULTY ...................... 3<br>CANNOT WALK 100 METERS AT ALL ........... 4 | 3⇨*FCF12*<br>4⇨*FCF12* |

| | | |
|---|---|---|
| **FCF11**. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 500 meters on level ground?<br><br>*Probe:* That would be about the length of 5 football fields.<br><br>*Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.* | SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT WALK 500 METERS AT ALL ............4 | |
| **FCF12**. With (his/her) equipment or assistance, does (*name*) have difficulty walking 100 meters on level ground?<br><br>*Probe:* That would be about the length of 1 football field. | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT WALK 100 METERS AT ALL ............4 | 3⇨*FCF16*<br>4⇨*FCF16* |
| **FCF13**. With (his/her) equipment or assistance, does (*name*) have difficulty walking 500 meters on level ground?<br><br>*Probe:* That would be about the length of 5 football fields. | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT WALK 500 METERS AT ALL ............4 | 1⇨*FCF16*<br>2⇨*FCF16*<br>3⇨*FCF16*<br>4⇨*FCF16* |
| **FCF14**. Compared with children of the same age, does (*name*) have difficulty walking 100 meters on level ground?<br><br>*Probe:* That would be about the length of 1 football field. | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT WALK 100 METERS AT ALL ............4 | 3⇨*FCF16*<br>4⇨*FCF16* |
| **FCF15**. Compared with children of the same age, does (*name*) have difficulty walking 500 meters on level ground?<br><br>*Probe:* That would be about the length of 5 football fields. | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT WALK 500 METERS AT ALL ............4 | |
| **FCF16**. Does (*name*) have difficulty with self-care such as feeding or dressing (himself/herself)? | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT CARE FOR SELF AT ALL ..................4 | |
| **FCF17**. When (*name*) speaks, does (he/she) have difficulty being understood by people inside of this household? | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT BE UNDERSTOOD AT ALL ..............4 | |
| **FCF18**. When (*name*) speaks, does (he/she) have difficulty being understood by people outside of this household? | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT BE UNDERSTOOD AT ALL ..............4 | |
| **FCF19**. Compared with children of the same age, does (*name*) have difficulty learning things? | NO DIFFICULTY ..................................................1<br>SOME DIFFICULTY ..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT LEARN THINGS AT ALL ...................4 | |

| | | |
|---|---|---|
| **FCF20**. Compared with children of the same age, does (*name*) have difficulty remembering things? | NO DIFFICULTY ...................................................1<br>SOME DIFFICULTY..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT REMEMBER THINGS AT ALL..........4 | |
| **FCF21**. Does (*name*) have difficulty concentrating on an activity that (he/she) enjoys doing? | NO DIFFICULTY ...................................................1<br>SOME DIFFICULTY..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT CONCENTRATE AT ALL .................4 | |
| **FCF22**. Does (*name*) have difficulty accepting changes in (his/her) routine? | NO DIFFICULTY ...................................................1<br>SOME DIFFICULTY..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT ACCEPT CHANGES AT ALL ............4 | |
| **FCF23**. Compared with children of the same age, does (*name*) have difficulty controlling (his/her) behaviour? | NO DIFFICULTY ...................................................1<br>SOME DIFFICULTY..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT CONTROL BEHAVIOUR AT ALL ....4 | |
| **FCF24**. Does (*name*) have difficulty making friends? | NO DIFFICULTY ...................................................1<br>SOME DIFFICULTY..............................................2<br>A LOT OF DIFFICULTY .......................................3<br>CANNOT MAKE FRIENDS AT ALL .................4 | |
| **FCF25**. The next questions have different options for answers. I am going to read these to you after each question.<br><br>I would like to know how often (*name*) seems very anxious, nervous or worried.<br><br>Would you say: daily, weekly, monthly, a few times a year or never? | DAILY....................................................................1<br>WEEKLY ...............................................................2<br>MONTHLY ............................................................3<br>A FEW TIMES A YEAR ......................................4<br>NEVER...................................................................5 | |
| **FCF26**. I would also like to know how often (*name*) seems very sad or depressed.<br><br>Would you say: daily, weekly, monthly, a few times a year or never? | DAILY....................................................................1<br>WEEKLY ...............................................................2<br>MONTHLY ............................................................3<br>A FEW TIMES A YEAR ......................................4<br>NEVER...................................................................5 | |

| FOUNDATIONAL LEARNING SKILLS | | FL |
|---|---|---|

| **FL0**. *Check CB3: Child's age?* | AGE 5-6 YEARS.................................................... 1 | 1 ⇨*End* |
|---|---|---|
| | AGE 7-14 YEARS.................................................... 2 | |
| | AGE 15-17 YEARS................................................ 3 | 3 ⇨*End* |

**FL1**. Now I would like to talk to (*name*). I will ask (*him/her*) a few questions about (*himself/herself*) and about reading, and then ask (*him/her*) to complete a few reading and number activities.

These are not school tests and the results will not be shared with anyone, including other parents or the school.

You will not benefit directly from participating and I am not trained to tell you how well (*name*) has performed.

The activities are to help us find out how well children in Afghanistan are learning to read and to use numbers so that improvements can be made.

This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

| May I talk to (*name*)? | YES, PERMISSION IS GIVEN ...............................1 | |
|---|---|---|
| | NO, PERMISSION IS NOT GIVEN ........................2 | 2 ⇨*FL28* |

| **FL2**. *Record the time.* | HOURS AND MINUTES ...................... __ __ : __ __ | |
|---|---|---|

**FL3**. My name is (*your name*). I would like to tell you a bit about myself.

Could you tell me a little bit about yourself?

*When the child is comfortable, continue with the verbal consent:*

Let me tell you why I am here today. I am from the National Statistics and Information Authority (NSIA) of Afghanistan.  I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/*Name of caretaker*) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

| Are you ready to get started? | YES .......................................................................... 1 | |
|---|---|---|
| | NO / NOT ASKED ................................................... 2 | 2 ⇨*FL28* |

**FL4**. *Before you start with the reading and number activities, tick each box to show that:*

- ☐ *You are not alone with the child unless he/she is at least visible to an adult known to the child.*
- ☐ *You have engaged the child in conversation and built rapport, e.g. using an icebreaker.*
- ☐ *The child is sat comfortably, able to use the READING & NUMBERS BOOK without difficulty, while you can see which page is open.*

| **FL6**. First, we are going to talk about reading. | | YES | NO | |
|---|---|---|---|---|
| [A] Do you read books at home? | READS BOOKS AT HOME............................................. 1 | | 2 | |
| [B] Does someone read to you at home? | READ TO AT HOME ..................................... 1 | | 2 | |

| | | |
|---|---|---|
| **FL7.** Which language do you speak most of the time at home?<br><br>*Probe if necessary and read the listed languages.* | **READING TEST AVAILABLE**<br>DARI.....................................................................11<br>PASHTO ..............................................................12<br><br>**READING TEST NOT AVAILABLE**<br>UZBAKI ...............................................................21<br>TURKMANI..........................................................22<br>NOORISTANI ......................................................23<br>BALOCHI.............................................................24<br>PASHAIE .............................................................25<br><br>OTHER (*specify*) _____ 96<br>DK ........................................................................98 | |
| **FL8.** *Check CB7: In the current school year, did the child attend school or formal Islamic education or any early childhood education programme?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1.................................................... 1<br>NO, CB7/ED9=2 OR BLANK ................................. 2 | 1⇨*FL9A* |
| **FL8A.** *Check CB4: Did the child ever attend school or formal Islamic education or any early childhood education programmes?*<br><br>*Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.* | YES, CB4/ED4=1.................................................... 1<br>NO, CB4/ED4=2 OR BLANK ................................. 2 | 1⇨*FL9B*<br>2⇨*FL9C* |
| **FL9A.** What language do your teachers use most of the time when teaching you in class?<br><br>**FL9B.** When you were in school, what language did your teachers use most of the time when teaching you in class?<br><br>*Probe if necessary and read the listed languages.* | **READING TEST AVAILABLE**<br>DARI.....................................................................11<br>PASHTO ..............................................................12<br><br>**READING TEST NOT AVAILABLE**<br>UZBAKI ...............................................................21<br>TURKMANI..........................................................22<br>NOORISTANI ......................................................23<br>BALOCHI.............................................................24<br>PASHAIE .............................................................25<br><br>OTHER (*specify*) _____ 96<br>DK ........................................................................98 | 11⇨*FL10A*<br>12⇨*FL10A* |
| **FL9C.** *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?* | YES, FL7=11 OR 12 ............................................... 1<br>NO, FL7=21, 22, 23, 24, 25, 96 OR 98 .................... 2 | 1⇨*FL10B*<br>2⇨*FL10C* |
| **FL10A.** Now I am going to give you a short story to read in (***Language recorded in FL9A/B***). Would you like to start reading the story?<br><br>**FL10B.** Now I am going to give you a short story to read in (***Language recorded in FL7***). Would you like to start reading the story? | YES ....................................................................... 1<br>NO ......................................................................... 2 | 1⇨*FL11* |
| **FL10C.** I have short stories in Dari and Pashto. The stories are almost the same. Would you like to try to read one of them? | DARI .....................................................................11<br>PASHTO................................................................12<br><br>DOES NOT WANT TO TRY................................. 95 | 95⇨*FL23* |

| | | |
|---|---|---|
| **FL11**. *Check CB3: Child's age?* | AGE 7-9 YEARS........................................................ 1<br>AGE 10-14 YEARS.................................................... 2 | 1 ⇨*FL13* |
| **FL12**. *Check CB7: In the current school year, did the child attend school or formal Islamic education or any early childhood education programme?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1 ..................................................... 1<br>NO, CB7/ED9=2 OR BLANK ................................. 2 | 1 ⇨*FL18B* |
| **FL13**. *Give the child the READING & NUMBERS BOOK in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.*<br><br>*Open the page showing the reading practice item and say:*<br><br>Now we are going to do some reading. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question.<br><br>**(Dari: Tommy is a cat. Tazi is a dog. Tommy is 5. Tazi is 6./**<br>**Pashto: Tommy is a cat. Tazi is a dog. Tommy is 5. Tazi is 6.)** | | |
| **FL14**. *Did the child read every word in the practice correctly?* | YES............................................................................1<br>NO.............................................................................2 | 2 ⇨*FL21D* |
| **FL15**. *Once the reading is done, ask:*<br>**(Dari: How old is Tommy?/**<br>**Pashto: How old is Tommy?)** | CORRECT<br>  **(DARI**: 5/<br>  **PASHTO: 5)** ......................................................1<br>OTHER ANSWERS ...................................................2<br>NO ANSWER AFTER 5 SECONDS .........................3 | 1 ⇨*FL17* |
| **FL16**. *Say:*<br>**(Dari: Tommy is 5 years old./**<br>**Pashto: Tommy is 5 years old.)** | | ⇨*FL21D* |
| **FL17**. Here is another question:<br>**(Dari: Who is older: Tommy or Tazi?/**<br>**Pashto: Who is older: Tommy or Tazi?/** | CORRECT<br>  **(DARI: TAZI/**<br>  **PASHTO: TAZI)** ...................................................1<br>OTHER ANSWERS  ...................................................2<br>NO ANSWER AFTER 5 SECONDS .........................3 | 1 ⇨*FL18A* |
| **FL18**. *Say:*<br>**(Dari: Tazi is older than Tommy. Tazi is 6 and Tommy is 5./**<br>**Pashto: Tazi is older than Tommy. Tazi is 6 and Tommy is 5./)** | | ⇨*FL21D* |
| **FL18A**. *Turn the page to reveal the reading passage. Say:*<br>Thank you. Now I want you to try this. | | ⇨*FL19* |
| **FL18B**. *Give the child the READING & NUMBERS BOOK in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.*<br><br>*Open the book on the page of the reading passage.* | | |

**FL19.** Here is a story. I want you to read it aloud as carefully as you can.

You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.

When you finish, I will ask you some questions about what you have read.

If you come to a word you do not know, go on to the next word.

*Put your finger on the first word. Ready? Begin.*

| Dari Story | | | | | | |
|---|---|---|---|---|---|---|
| Seraj | is | in | class | two. | One | day, |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| he | was | going | home | from | school. | He |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| saw | some | red | flowers | near | the | apple |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| garden. | Seraj | wanted | to | get | some | flowers |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| for | his | mother. | Seraj | ran | fast | across |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| the | garden | to | get | the | flowers. | He |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| fell | on | ground | near | a | pomegranate | tree. |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| Seraj | started | crying. | The | farmer | saw | him |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| and | came | toward | him. | He | gave | Seraj |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| many | flowers. | Seraj | was | very | happy. | |
| 64 | 65 | 66 | 67 | 68 | 69 | |

| Pashto Story | | | | | | |
|---|---|---|---|---|---|---|
| Yaqoob | is | in | class | two. | One | day, |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Yaqoob | was | going | home | from | school. | He |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| saw | some | red | flowers | on | the | way |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| near | the | onion | farm. | Yaqoob | wanted | to |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| get | some | flowers | for | his | mother. | Yaqoob |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| ran | fast | across | the | farm. | He | wanted |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| to | get | the | flowers. | Yaqoob | fell | down |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| on | the | ground | near | a | banana | tree |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| and | started | crying. | The | farmer | saw | him |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| and | came. | He | gave | Yaqoob | many | flowers. |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| Yaqoob | was | very | happy. | | | |
| 71 | 72 | 73 | 74 | | | |

MICS6.FS.13

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|---|---|---|
| **FL20**. *Results of the child's reading.*<br><br>*Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (**Dari:69/ Pashto:74**) and the last word attempted (A).*<br><br>*If the child did not try to read the story, record '00' as the last word attempted (A).* | LAST WORD ATTEMPTED<br>  (A)..................................................... NUMBER __ __<br><br>TOTAL NUMBER OF WORDS INCORRECT AND/ OR MISSED<br>  (B)..................................................... NUMBER __ __ | |
| **FL21A**. *Check FL20(B): Did the child incorrectly read or miss (**Dari:7/Pashto:8**) or more words?* | YES, AT LEAST (**DARI:7/ PASHTO:8**)<br>  INCORRECT WORDS ...............................................1<br>NO, LESS THAN (**DARI:7/ PASHTO:8**)<br>  INCORRECT WORDS ............................................2 | 1 ⇨ *FL21D* |
| **FL21B**. Now I am going to ask you a few questions about what you have read.<br><br>*If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say:* Thank you. That is ok. We will move on.<br><br>*Make sure the child can still see the passage and ask:*<br><br>[A]   **(What class is Seraj in? / Dari**<br>       **What class is Yaqoob in? / Pashto)**<br><br><br><br>[B]     **(What did Seraj see on the way home? /Dari**<br>        **What did Yaqoob see on the way home? / Pashto)**<br><br><br><br>[C]    **(Why did Seraj start crying? / Dari**<br>     **Why did Yaqoob start crying? / Pashto)**<br><br><br><br>[D]    **(Where did Seraj fall? / Dari**<br>     **Where did Yaqoob fall? / Pashto)** | <br><br><br><br><br><br><br><br><br>CORRECT<br>  (**TWO/ DARI**<br>  **TWO / PASHTO**).................................................... 1<br>INCORRECT.............................................................. 2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3<br><br>CORRECT<br>  (**FLOWERS/ DARI**<br>  **FLOWERS/ PASHTO**)........................................... 1<br>INCORRECT.............................................................. 2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3<br><br><br>CORRECT<br>  **BECAUSE HE FELL/ DARI**<br>  **BECAUSE HE FELL/PASHTO)**........................... 1<br>INCORRECT.............................................................. 2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3<br><br>CORRECT<br>  **NEAR A POMEGRANATE TREE / DARI**<br>  **NEAR A BANANA TREE / PASHTO**).................. 1<br>INCORRECT.............................................................. 2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3 | |

| | | |
|---|---|---|
| [E]  (**Why was Seraj happy? / Dari**<br>**Why was Yaqoob happy? / Pashto**) | CORRECT<br>  (**BECAUSE THE FARMER GAVE HIM MANY**<br>  **FLOWERS OR BECAUSE HE HAD FLOWERS**<br>  **TO GIVE TO HIS MOTHER/ DARI**<br>  **BECAUSE THE FARMER GAVE HIM MANY**<br>  **FLOWERS OR BECAUSE HE HAD FLOWERS**<br>  **TO GIVE TO HIS MOTHER/ PASHTO**)............ 1<br>INCORRECT.................................................................. 2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3 | |
| **FL21C**. *Check FL21B[A-E]: Did the child answer all questions correctly?* | YES, ALL FL21B[A-E]=1 ........................................... 1<br>NO, AT LEAST ONE FL21B[A-E]=2 OR 3 .............. 2 | 1⇨*FL23* |
| **FL21D**. I have another story in (**list languages not yet attempted**). Would you like to try to read it?<br><br>*The child cannot pick the same language as already attempted.* | DARI ........................................................................ 11<br>PASHTO................................................................... 12<br><br><br>DOES NOT WANT TO TRY ................................... 95 | 95⇨*FL23* |
| **FL21E**. *Check CB3: Child's age?* | AGE 7-9 YEARS......................................................... 1<br>AGE 10-14 YEARS...................................................... 2 | 1⇨*FL21G* |
| **FL21F**. *Check CB7: In the current school year, did the child attend school or formal Islamic education or any early childhood education programme?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1.......................................................... 1<br>NO, CB7/ED9=2 OR BLANK ..................................... 2 | 1⇨*FL21N* |
| **FL21G**. *Give the child the READING & NUMBERS BOOK in the language recorded in FL21D.*<br><br>*Open the page showing the reading practice item, point to the sentence and say:*<br>  Just as before I would like you to read this aloud. Then I may ask you a question.<br><br>*(Pashto: Ajmal is a boy. Zakia is a girl. Ajmal has 2 books. Zakia has 3 books.*<br>*Dari: Jalal is a boy. Latifa is a girl. Jalal has 2 books. Latifa has 3 books.)* | | |
| **FL21H**. *Did the child read every word in the practice correctly?* | YES...........................................................................1<br>NO ...........................................................................2 | 2⇨*FL23* |
| **FL21I**. *Once the reading is done, ask:*<br>  (**How many books does Ajmal have? / Pashto**<br>  **How many books does Jalal have? / Dari**) | CORRECT<br>  (**2/ PASHTO**<br>  **2/ DARI**)................................................................1<br>OTHER ANSWERS .....................................................2<br>NO ANSWER AFTER 5 SECONDS ...........................3 | 1⇨*FL21K* |
| **FL21J**. *Say:*<br>  (**Ajmal has 2 books. / Pashto**<br>  **Jalal has 2 books. / Dari**) | | ⇨*FL23* |

| | | |
|---|---|---|
| **FL21K**. Here is another question: <br>   **(Who has more books: Ajmal or Zakia? / Pashto** <br>   **Who has more books: Jalal or Latifa? / Dari)** | CORRECT <br>   **(ZAKIA/ PASHTO** <br>   **LATIFA / DARI)**......................................................1 <br> OTHER ANSWERS ....................................................2 <br> NO ANSWER AFTER 5 SECONDS ..........................3 | 1⇨*FL21M* |
| **FL21L**. *Say:* <br>   **(Zakia has more books than Ajmal. Zakia has 3** <br>   **books and Ajmal has 2. / Pashto** <br>   **Latifa has more books than Jalal. Latifa has 3** <br>   **books and Jalal has 2. / Dari)** | | ⇨*FL23* |
| **FL21M**. *Turn the page to reveal the reading* <br>   *passage. Say:* <br> Thank you. Now I want you to try this. | | ⇨*FL21O* |
| **FL21N**. *Give the child the READING & NUMBERS* <br>   *BOOK in the language recorded in FL21D.* <br><br> *Open the book on the page of the reading passage.* | | |

**FL21O**. Here is a story. I want you to read it aloud as carefully as you can.

You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.

When you finish, I will ask you some questions about what you have read.

If you come to a word you do not know, go on to the next word.

Put your finger on the first word. Ready? Begin.

| Pashto Story | | | | | | |
|---|---|---|---|---|---|---|
| Zakia | is | seven | years | old. | One | morning, |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| her | mother | sent | her | to | the | shop |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| to | buy | carrots. | She | gave | Zakia | some |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| money. | Zakia | put | it | in | her | bag. |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| The | bag | had | a | big | hole. | On |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| the | way, | Zakia | lost | the | money. | Ajmal |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| found | the | money. | He | gave | back | the |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| money | to | Zakia. | She | was | happy. | Zakia |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| thanked | Ajmal | and | walked | toward | the | shop. |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |

| Dari Story | | | | | | |
|---|---|---|---|---|---|---|
| Latifa | is | seven | years | old. | One | morning, |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| her | grandmother | sent | her | to | the | market |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| to | buy | carrots. | She | gave | Latifa | some |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| money. | Latifa | put | it | in | her | bag. |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| The | bag | had | a | big | hole. | On |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| the | way, | Latifa | lost | the | money. | Jalal |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| found | the | money | on | the | way | and |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| gave | it | to | Latifa. | She | was | happy. |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| Latifa | thanked | Jalal | and | walked | to | the |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| market. | | | | | | |
| 64 | | | | | | |

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|---|---|---|
| **FL21P**. *Results of the child's reading.*<br><br>*Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (**Pashto:63/Dari:64**) and the last word attempted (A).*<br><br>*If the child did not try to read the story, record '00' as the last word attempted (A).* | LAST WORD ATTEMPTED<br>  (A).................................................NUMBER __ __<br><br>TOTAL NUMBER OF WORDS INCORRECT AND/OR MISSED<br>  (B).................................................NUMBER __ __ | |
| **FL21Q**. *Check FL21P(B): Did the child incorrectly read or miss (**Pashto:7/Dari:7**) or more words?* | YES, AT LEAST (**PASHTO:7/ DARI:7**)<br>  INCORRECT WORDS ...........................................1<br>NO, LESS THAN (**PASHTO:7/ DARI:7**)<br>  INCORRECT WORDS ..........................................2 | 1⇨*FL23* |
| **FL22**. Now I am going to ask you a few questions about what you have read.<br><br>*If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say:* Thank you. That is ok. We will move on.<br><br>*Make sure the child can still see the passage and ask:*<br><br>[A]  (**How old is Zakia? / Pashto**<br>  **How old is Latifa? / Dari**) | <br><br><br><br><br><br><br><br><br><br><br><br>CORRECT<br>  (**7/ PASHTO**<br>  **7/ DARI**)................................................................1<br>INCORRECT.............................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............3 | |
| [B]  (**Who sent Zakia to the shop? / Pashto**<br>  **Who sent Latifa to the market? / Dari**) | CORRECT<br>  (**HER MOTHER / PASHTO**<br>  **HER GRANDMOTHER / DARI**) ........................1<br>INCORRECT.............................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............3 | |
| [C]  (**What was Zakia asked to buy? / Pashto**<br>  **What was Latifa asked to buy? / Dari**) | CORRECT<br>  (**CARROTS / PASHTO**<br>  **CARROTS/ DARI**) ................................................1<br>INCORRECT.............................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............3 | |
| [D]  (**Why did Zakia lose the money? / Pashto**<br>  **Why did Latifa lose the money? / Dari**) | CORRECT<br>  (**BECAUSE IT FELL THROUGH THE HOLE**<br>  **IN THE BAG OR BECAUSE THE BAG HAD A**<br>  **HOLE/ PASHTO**<br>  **BECAUSE IT FELL THROUGH THE HOLE**<br>  **IN THE BAG OR BECAUSE THE BAG HAD A**<br>  **HOLE/ DARI**) ........................................................1<br>INCORRECT.............................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............3 | |

| | | |
|---|---|---|
| [E] **(Why was Zakia happy? / Pashto<br>Why was Latifa happy? / Dari)** | CORRECT<br>  **(BECAUSE AJMAL GAVE HER THE MONEY<br>  OR BECAUSE AJMAL FOUND THE MONEY/<br>  PASHTO<br>  BECAUSE JALAL GAVE HER THE MONEY<br>  OR BECAUSE JALAL FOUND THE MONEY/<br>  DARI)**...............................................................1<br>INCORRECT.............................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW'.............3 | |
| **FL23**. *Turn the page in the READING & NUMBERS BOOK so the child is looking at the list of numbers. Make sure the child is looking at this page.*<br><br>Now here are some numbers. I want you to point to each number and tell me what the number is.<br><br>*Point to the first number and say:*<br>Start here.<br><br>*If the child stops on a number for a while, tell the child what the number is, record '3', No attempt, point to the next number and say:*<br>What is this number?<br><br>*If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:*<br>Thank you. That is ok. | **9**<br>  CORRECT ...............................................................1<br>  INCORRECT...........................................................2<br>  NO ATTEMPT .......................................................3<br>**12**<br>  CORRECT ...............................................................1<br>  INCORRECT...........................................................2<br>  NO ATTEMPT .......................................................3<br>**30**<br>  CORRECT ...............................................................1<br>  INCORRECT...........................................................2<br>  NO ATTEMPT .......................................................3<br>**48**<br>  CORRECT ...............................................................1<br>  INCORRECT...........................................................2<br>  NO ATTEMPT .......................................................3<br>**74**<br>  CORRECT ...............................................................1<br>  INCORRECT...........................................................2<br>  NO ATTEMPT .......................................................3<br>**731**<br>  CORRECT ...............................................................1<br>  INCORRECT...........................................................2<br>  NO ATTEMPT .......................................................3 | |
| **FL23A**. *Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?* | YES, AT LEAST TWO CORRECT...........................1<br>NO, AT LEAST 2 INCORRECT OR WITH NO<br>  ATTEMPT ...........................................................2 | 2⇨*FL27A* |

| | | |
|---|---|---|
| **FL24**. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:*<br>Look at these numbers. Tell me which one is bigger.<br><br>*Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.*<br><br>*If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.*<br><br>*If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining pairs and say:*<br>Thank you. That is ok. We will go to the next activity. | **7 & 5**<br> CORRECT (7) .............................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**11 & 24**<br> CORRECT (24) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**58 & 49**<br> CORRECT (58) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**65 & 67**<br> CORRECT (67) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**146 & 154**<br> CORRECT (154) ........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3 | |
| **FL25**. *Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:*<br>Look at this sum. How much is (***number plus number***)? Tell me the answer. You can use the pencil and paper if it helps you.<br><br>*Record the child's answer before turning the page in the book and repeating the question for the next sum.*<br><br>*If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate sum, turn the booklet page and show the child the next addition.*<br><br>*If the child does not attempt 2 consecutive sums, record '3', No attempt, for remaining sums and say:*<br>Thank you. That is ok. We will go to the next activity. | **3 + 2**<br> CORRECT (5) .............................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**8 + 6**<br> CORRECT (14) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**7 + 3**<br> CORRECT (10) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**13 + 6**<br> CORRECT (19) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3<br>**12 + 24**<br> CORRECT (36) ..........................................1<br> INCORRECT ...............................................2<br> NO ATTEMPT ............................................3 | |
| **FL26**. *Turn to the first practice sheet for pattern recognition. Say:*<br>Here are some numbers. 1, 2, __, and 4.<br><br>*Point to each number and blank space and say:*<br>What number goes here? | CORRECT (3) .............................................1<br>INCORRECT ...............................................2<br>NO ATTEMPT ............................................3 | 2⇨*FL26B*<br>3⇨*FL26B* |
| **FL26A**. That's correct, 3. Let's do another one. | | ⇨*FL26C* |

| | | |
|---|---|---|
| **FL26B**. *Do not explain how to get the correct answer. Just say:*<br>The number 3 goes here. Say the numbers with me. *(Point to each number)* 1, 2, 3, 4. 3 goes here. Let's do another one. | | |
| **FL26C**. Here are some more numbers. 5, 10, 15 and __.<br><br>*Point to each number and blank space and say:*<br>What number goes here? | CORRECT (20) ........................................................1<br>INCORRECT.............................................................2<br>NO ATTEMPT ........................................................3 | 2⇨*FL26E*<br>3⇨*FL26E* |
| **FL26D**. That's correct, 20. | | ⇨*FL27* |
| **FL26E**. *Do not explain how to get the correct answer. Just say:*<br>The number 20 goes here. Say the numbers with me. *(Point to each number)* 5, 10, 15, 20. 20 goes here. | | |
| **FL26F**. *Check FL26: Was the answer correct?* | YES, FL26=1..............................................................1<br>NO, FL26=2 OR 3 ....................................................2 | 2⇨*FL27A* |
| **FL27**. Now I want you to try this on your own.<br><br>Here are some more numbers. Tell me what number goes here (*pointing to the missing number*).<br><br>*Record the child's answer before turning the page in the book and repeating the question.*<br><br>*If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate question, turn the page and show the child the next question.*<br><br>*If the child does not attempt 2 consecutive patterns, record '3', No attempt, for remaining patterns. and say:*<br>Thank you. That is ok. | **5, 6, 7, __**<br>  CORRECT (8) ........................................................1<br>  INCORRECT.........................................................2<br>  NO ATTEMPT ....................................................3<br>**14, 15, __, 17**<br>  CORRECT (16) ......................................................1<br>  INCORRECT.........................................................2<br>  NO ATTEMPT ....................................................3<br>**20, __, 40, 50**<br>  CORRECT (30) ......................................................1<br>  INCORRECT.........................................................2<br>  NO ATTEMPT ....................................................3<br>**2, 4, 6, __**<br>  CORRECT (8) ........................................................1<br>  INCORRECT.........................................................2<br>  NO ATTEMPT ....................................................3<br>**5, 8, 11, __**<br>  CORRECT (14) ......................................................1<br>  INCORRECT.........................................................2<br>  NO ATTEMPT ....................................................3 | |
| **FL27A**. That was my last question. I really enjoyed talking to you. It was very nice of you to help us out. Thank you very much.<br>*If you are asked by the child or the mother/caretaker how well the child has done, praise the child for effort but do not comment on performance. You may say:*<br>I am not trained to tell you how (you have/your child has) performed but (your/his/her) participation will help the authorities understand how much children are learning in Afghanistan. | | |

| | |
|---|---|
| **FL28**. *Result of interview with child.*<br><br>*Discuss any result not completed with Supervisor.* | COMPLETED ...........................................01<br>NOT AT HOME ......................................02<br>MOTHER / CARETAKER REFUSED ...................03<br>CHILD REFUSED ...................................04<br>PARTLY COMPLETED ...........................05<br>INCAPACITATED .................................06<br><br>OTHER (*specify*) _____ 96 |

| | | |
|---|---|---|
| **FS11**. *Record the time.* | HOURS AND MINUTES ..................... __ __ : __ __ | |
| **FS12.** *Language of the Questionnaire.* | ENGLISH .................................................1<br>DARI .....................................................2<br>PASHTO ................................................ 3 | |
| **FS13**. *Language of the Interview.* | ENGLISH .................................................1<br>DARI .....................................................2<br>PASHTO ................................................3<br><br>OTHER LANGUAGE<br>   (*specify*) _____ 6 | |
| **FS14**. *Native language of the Respondent.* | DARI .....................................................02<br>PASHTO ................................................03<br>UZBAKI .................................................04<br>TURKMANI.............................................05<br>NOORISTANI.........................................06<br>BALOCHI ..............................................07<br>PASHAIE ...............................................08<br><br>OTHER LANGUAGE<br>   (*specify*) _____ 96 | |
| **FS15**. *Was a translator used for any parts of this questionnaire?* | YES, THE ENTIRE QUESTIONNAIRE................ 1<br>YES, PARTS OF THE QUESTIONNAIRE ............2<br>NO, NOT USED......................................... 3 | |

| |
|---|
| **FS16**. *Thank the respondent for her/his cooperation.*<br><br>*Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.*<br><br>*Make arrangements for the administration of the remaining questionnaire(s) in this household.* |

FL module booklet

# FL13.

Tommy is a cat. Tazi is a dog. Tommy is 5. Tazi is 6.

P

## FL19. *(in PASHTO)*

**Yaqoob is in class two. One day, Yaqoob was going home from school. He saw some red flowers on the way near the onion farm. Yaqoob wanted to get some flowers for his mother. Yaqoob ran fast across the farm. He wanted to get the flowers. Yaqoob fell down on the ground near a banana tree and started crying. The farmer saw him and came. He gave Yaqoob many flowers. Yaqoob was very happy.**

<div dir="rtl">

پښتو ژباره

یعقوب په دویم ټولګي کې دی. یوه ورځ یعقوب له مکتب څخه کور ته روان و. هغه په لاره باندي د پیازو کروندي ته نږدي سره ګلان ولیدل. یعقوب غوښتل چي خپلي مور ته یو څو ګلان یوسي. یعقوب د کروندي خواته منډه کړه، تر څو یو څو ګلان را وشکوی. یعقوب د کبلو وني ته نږدي پر ځمکه ولویده او په ژړا یې پیل وکړ. بزګر له لیري نه هغه ولید او د یعقوب خواته راغی. هغه یعقوب ته ډېر ګلان ورکړل. یعقوب ډېر زیات خوشحاله و.

</div>

**FL19.** *(in DARI )*


**Seraj is in class two. One day, he was going home from school. He saw some red flowers near the apple garden. Seraj wanted to get some flowers for his mother. Seraj ran fast across the garden to get the flowers. He fell on ground near a pomegranate tree. Seraj started crying. The farmer saw him and came toward him. He gave Seraj many flowers. Seraj was very happy.**

ترجمه دري

سراج صنف دوم است. او یکی از روزها از مکتب به طرف خانه روان بود. نزدیک باغ سیب گل های سرخ را دید. سراج می خواست چند تا گل را به مادر خود بگیرد. او دویده می خواست تا چند تا از گل ها را بکند. سراج نزدیک درخت انار به زمین افتاد و به گریه شروع کرد. دهقان او را از دور دید و طرف او آمد. او به سراج گل های زیادی داد. سراج بسیار خوش بود.

FL21G.

*(In Pashto)*

 **Ajmal is a boy. Zakia is a girl. Ajmal has 2 eggs. Zakia has 3 eggs.**


*(In Dari)*

 **Jalal is a boy. Latifa is a girl. Jalal has 2 eggs. Latifa has 3 eggs.**

*FL21O. (IN PASHTO)*

**Zakia is seven years old. One morning, her mother sent her to the shop to buy carrots. She gave Zakia some money. Zakia put it in her bag. The bag had a big hole. On the way, Zakia lost the money. Ajmal found the money. He gave back the money to Zakia. She was happy. Zakia thanked Ajmal and walked toward the shop.**

<div dir="rtl">

پښتو ژباره

ذکیه اووه کلنه ده.  سهار مور یې دوکان ته ولیرله چی گازري راوړي. هغې ذکيي ته یو څو روپۍ هم ورکړې. ذکيي پیسي په خپله کڅوړه کې واچولي. کڅوړې یې غت سوری درلود. ذکيي په لاره پیسي ورکې کړې. اجمل د ذکيي پیسي پیدا کړي. هغه پیسي بیرته ذکيي ته ورکړې. هغه خوشحاله وه. ذکيي له اجمل څخه مننه وکړه او د دوکان خواته روانه شوه.

</div>

# FL21O. (IN DARI)

Latifa is seven years old. One morning, her grandmother sent her to the market to buy carrots. She gave Latifa some money. Latifa put it in her bag. The bag had a big hole. On the way, Latifa lost the money. Jalal found the money on the way and gave it to Latifa. She was happy. Latifa thanked Jalal and walked to the market.

<div dir="rtl">

ترجمه دری

لطیفه هفت ساله است. یک روز صبح مادرکلانش او را به بازار روان کرد تا زردک بیاورد. او به لطیفه چند روپیه هم داد. لطیفه پول را در بکس خود انداخت. بکسش سوراخ کلان داشت. لطیفه در راه پیسه را گم کرد. جلال پیسه را از راه یافت و پس به لطیفه داد. او بسیار خوش بود. لطیفه از جلال تشکر کرد و طرف بازار روان شد.

</div>

9

12

30

48

74

731

7                    5

11          24

58          49

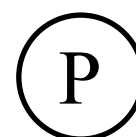65                    67

146          154

$$3 + 2 =$$

$$8 + 6 =$$

7  +  3  =

$$13 + 6 =$$

$$12 \quad + \quad 24 \quad =$$

1 2 __ 4

P

5　10　15　__

P

5   6   7   __

14  15 __  17

20 __ 40 50

2 4 6 __

5   8   11   __

افغانستان زمونږ هیواد دی

افغانستان کشور ما است

Afghanistan is our country

---

یو کال څلور فصله لري

یک سال چهار فصل دارد

A year has four seasons

---

احمد ښوونځي ته ځي

احمد به مکتب میرود

Ahmad goes to school