QUESTIONNAIRE FOR CHILDREN AGE 5-17
Multiple Indicator Cluster Survey 2023
Approved on November 1st 2022 meeting of the Steering Committee
established by Resolution no. 526s of the Cabinet of Ministers of the
Azerbaijan Republic dated 17/08/2022.

5-17 CHILD INFORMATION PANEL	**FS**
FS1. *Cluster number:* ___ ___ ___	**FS2**. *Household number:* ___ ___
FS3. *Child's name and line number:* NAME_____ №___ ___	**FS4**. *Mother's / Caretaker's name and line number:* NAME_____ №___ ___
FS5. *Interviewer's name and number:* NAME_____ №___ ___ ___	**FS6**. *Supervisor's name and number:* NAME_____ №___ ___ ___
FS7. *Day / Month / Year of interview:* ___ ___ /___ ___ / 2 0 2 ___	**FS8**. *Record the time:* HOURS : MINUTES __ __ : __ __

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 HH39) 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	1⇨*FS10B*
	NO, FIRST INTERVIEW 2	2⇨*FS10A*

FS10A. Hello, my name is (*your name*), my surname is (*your surname*). We are from State Statistical Committee. We are conducting a survey about the situation of children, women and households. I would like to talk to you about (*child's name from FS3*)'s health and well-being. This interview usually will take about 20 minutes. We also ask questions to mothers about their children. In accordance with the Law of the Republic of Azerbaijan on "Official Statistics", the confidentiality of the requested information is guaranteed and it will be used only in aggregated form. 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 20 minutes. In accordance with the Law of the Republic of Azerbaijan on "Official Statistics", the confidentiality of the requested information is guaranteed and it will be used only in aggregated form. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?
YES...1 NO / NOT ASKED 2	1⇨*CHILD'S BACKGROUND Module* 2⇨*FS17*

FS17. *Result of interview.* *Codes refer to the respondent.* *Discuss any result not completed with Supervisor.*	COMPLETED...01
	NOT AT HOUSE / APARTMENT 02
	REFUSED..03
	PARTLY COMPLETED 04
	INCAPACITATED (*specify*)_____ 05
	NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06
	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 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47...2	1 ⇨ CB11A

CB2. In what month and year was (***name***) born?
 	
 Month and year <u>must</u> be recorded.
	DATE OF BIRTH
	   MONTH ....__ __
	
	   YEAR .... 2 0 __ __	

CB3. How old is (***name***)? *Probe*: How old was (***name***) at (his/her) last birthday? *Record age in completed years.* *If responses to CB2 and CB3 are inconsistent, probe further and correct.*	AGE (IN COMPLETED YEARS) ....__ __	
CB4. Has (***name***) ever attended school or any preschool programme?	YES ....1 NO 2	2 ⇨ CB11A

CB5. What is the highest level and grade or year of school (***name***) has ever attended?	**PRESCHOOL** 00
	
	     GENERAL SECONDARY
	 PRİMARY (GRADES 1-4) ....11 __ __
	 LOWER SECONDARY
	   (GRADES 5-9) ....12 __ __
	 UPPER SECONDARY
	   (GRADES 10-11/12) ....13 __ __
	
	   COMPLETE VOCATIONAL EDUCATION
	 INITIAL VOCATIONAL ....21 __ __
	 TECHNICAL VOCATIONAL ....22 __ __
	 HIGH TECHNICAL VOCATIONAL ....23 __ __
	
	 VOCATIONAL SECONDARY
	   EDUCATION STAGE.....................31 __ __
	
	     HIGHER EDUCATION:
	 BACHELOR [MAIN (BASIC HIGHER)
	   MEDICAL EDUCATION].................41 __ __
	 MASTER (RESIDENCY).......................42 __ __
	 DOCTORATE (ADJUNCT) ....43 __ __
		00 ⇨ CB7

CB6. Did (he/she) ever complete that (grade/year)?	YES ....1 NO 2	
CB7. At any time during the current, 2022-2023 school year, did (***name***) attend school or any preschool programme?	YES ....1 NO 2	2 ⇨ CB9

CB8. During this current, 2022-2023 school year, which level and grade or year is (*name*) attending?	**PRESCHOOL** 00
	
	GENERAL SECONDARY
	PRİMARY (GRADES 1-4) ....11 __ __
	LOWER SECONDARY
	  (GRADES 5-9) ....12 __ __
	UPPER SECONDARY
	  (GRADES 10-11/12) ....13 __ __
	
	COMPLETE VOCATIONAL EDUCATION
	INITIAL VOCATIONAL ....21 __ __
	TECHNICAL VOCATIONAL ....22 __ __
	HIGH TECHNICAL VOCATIONAL ....23 __ __
	
	VOCATIONAL SECONDARY
	  EDUCATION STAGE......................31 __ __
	
	HIGHER EDUCATION:
	BACHELOR [MAIN (BASIC HIGHER)
	  MEDICAL EDUCATION]..................41 __ __
	MASTER (RESIDENCY)......................42 __ __
	DOCTORATE (ADJUNCT) ....43 __ __	

CB9. At any time during the previous, 2021-2022 school year, did (*name*) attend school or any preschool programme?	YES ....1 NO 2	2⇨*CB11A*

CB10. During that previous, 2021-2022 school year, which level and grade or year did (*name*) attend?	**PRESCHOOL** 00
	
	GENERAL SECONDARY
	PRİMARY (GRADES 1-4) ....11 __ __
	LOWER SECONDARY
	  (GRADES 5-9) ....12 __ __
	UPPER SECONDARY
	  (GRADES 10-11/12) ....13 __ __
	
	COMPLETE VOCATIONAL EDUCATION
	INITIAL VOCATIONAL ....21 __ __
	TECHNICAL VOCATIONAL ....22 __ __
	HIGH TECHNICAL VOCATIONAL ....23 __ __
	
	VOCATIONAL SECONDARY
	  EDUCATION STAGE......................31 __ __
	
	HIGHER EDUCATION:
	BACHELOR [MAIN (BASIC HIGHER)
	  MEDICAL EDUCATION]..................41 __ __
	MASTER (RESIDENCY)......................42 __ __
	DOCTORATE (ADJUNCT) ....43 __ __	

CB11A. Is (*name*) covered by any health insurance other than mandatory health insurance?	YES ....1 NO 2	2⇨*End*
CB12A. What type of health insurance is (*name*) covered by? *Record all mentioned.*	HEALTH INSURANCE THROUGH EMPLOYER ....B VOLUNTARY HEALTH INSURANCE..........D OTHER (*specify*) _____X	

SCHOOL PARTICIPATION AND SCHOOL TYPE		SP
SP0A. *Check HH1: Cluster number 001–066 or 617-620?*	YES, HH1=001–066, 617-620 ....1 NO, HH1=067–616, 621-626 2	2⇨*End*
SP0B. *Check CB4: Has the child ever attended school or any early childhood education programme?* *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.*	YES, CB4/ED4=1 ....1 NO, CB4/ED4=2 OR BLANK 2	2⇨*SP8*
SP0C. *Check CB7: In the current, 2022-2023 school year, did the child attend school or any early childhood education programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1 ....1 NO, CB7/ED9=2 OR BLANK 2	2⇨*SP6*

SP5A. Which school does (***name***) currently attend?	A REGULAR SCHOOL 1
	A SPECIAL SCHOOL FOR CHILDREN
	   WITH DISABILITIES 2
	HOMESCHOOLING REGARDLESS OF
	   TYPE OF SCHOOL 3
		1⇨*SP6*
		
		3⇨*CL1*

SP5B. What type of classroom does (***name***) currently attend?	A REGULAR CLASSROOM ....1 A SPECIAL CLASSROOM..............................2 BOTH REGULAR AND SPECIAL CLASSROOMS 3	
SP6. During the current, 2022-2023 school year, did (***name***) attend any online classes at home?	YES ....1 NO 2	
SP7. During the current, 2022-2023 school year, did a teacher come to your home to teach (***name***)?	YES ....1 NO 2	
SP8. During the current, 2022-2023 school year, did you or any other family member teach (***name***) at home?	YES ....1 NO 2	

SCHOOL ENVIRONMENT FOR CHILDREN ATTENDING SCHOOL		SE
SE0A. *Check HH1: Cluster number 001–066 or 617-620?*	YES, HH1=001–066, 617-620 ....1 NO, HH1=067–616, 621-626 2	2 ⇨*End*
SE0B. *Check CB7: In the current, 2022-2023 school year, did the child attend school or any early childhood education programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1 ....1 NO, CB7/ED9=2 OR BLANK 2	2 ⇨*End*
SE1. I would like to ask you some questions about the school that (*name*) is currently attending. Does (*name*) need help from another person to get to school? *If 'In a boarding school', probe by asking:* Does (*name*) need help moving around the school?	YES ....1 NO ....2 DK 8	 2 ⇨*SE3* 8 ⇨*SE3*
SE2. Does (*name*) need help to get to school because:	Y N DK	
[A] There is no transportation to get to school?	NO TRANSPORTATION TO GET TO SCHOOL...................1 2 8	
[B] (*Name*) is too young to go alone?	TOO YOUNG TO GO ALONE........1 2 8	
[C] The distance is too far for (*name*) to travel alone?	DISTANCE TOO FAR TO TRAVEL ALONE....................1 2 8	
[D] It is dangerous for (*name*) to go to school alone?	DANGEROUS TO GO ALONE.......1 2 8	
SE3. How long does it usually take (*name*) to get to school?	LESS THAN 30 MINUTES..............................1 30-60 MINUTES...2 MORE THAN 1 HOUR ....3 DK 8	
SE4. I am interested in learning if, during the school day, (*name*) receives any of the following types of support from schoolteachers to prevent them from falling behind. During the school day, does (*name*) receive:	Y N DK	
[A] Academic support?	ACADEMIC SUPPORT 1 2 8	
[B] Mobility support?	MOBILITY SUPPORT 1 2 8	
[C] Communication support?	COMMUNICATION SUPPORT......1 2 8	
[D] Psychosocial / counselling support?	PSYCHOSOCIAL / COUNSELLING SUPPORT..........1 2 8	

SE5. Does (*name*) use books or other learning materials provided by the school?	YES ....1 NO ....2 DK 8	
SE6. Are there desks or tables for every student in (*name*)'s classroom?	YES ....1 NO ....2 DK 8	
SE7. Does (*name*)'s classroom have enough light for students to do their work?	YES ....1 NO ....2 DK 8	
SE8A. Is (*name*)'s classroom cool or warm enough for them to do their work?	YES ....1 NO ....2 DK 8	
SE8B. Is (*name*)'s classroom well ventilated?	YES ....1 NO ....2 DK 8	
SE9. Is there too much noise in (*name*)'s classroom for students to do their work?	YES ....1 NO ....2 DK 8	
SE10. Is there too much noise coming from outside (*name*)'s classroom for students to do their work?	YES ....1 NO ....2 DK 8	
SE11. Does (*name*) move around in the school easily?	YES ....1 NO ....2 DK 8	
SE12. Does (*name*) use the drinking water facilities at school?	YES ....1 NO ....2 NO SUCH FACILITIES IN THE SCHOOL.....7 DK 8	
SE13. Does (*name*) use a toilet at school?	YES ....1 NO ....2 NO SUCH FACILITIES IN THE SCHOOL.....7 DK 8	
SE14. Does (*name*) use areas at the school where children play and socialize, such as a playground or sports field?	YES ....1 NO ....2 NO SUCH FACILITIES IN THE SCHOOL.....7 DK 8	
SE15. Does (*name*) feel accepted by (*his*/*her*) classmates?	YES ....1 NO ....2 DK 8	

SE16. Is (*name*) safe at school?	YES ....1 NO ....2 DK 8	
SE17. Is the school responsive if you have concerns about (*name*)'s education?	YES ....1 NO ....2 NO SUCH CONCERN ....3 DK 8	
SE18. Does the school have a program that meets (***name***)'s learning needs?	YES ....1 NO ....2 DK 8	
SE19. Do teachers know how to meet (***name***)'s learning needs?	YES ....1 NO ....2 DK 8	

CHILD LABOUR		CL

CL1. Now I would like to ask about any work (*name*) may do.
 	
Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour?
 	
[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?
 	
[B] Did (*name*) help in a family business or a relative's business with or without pay, or run (his/her) own business?
 	
[C] Did (*name*) produce or sell different articles, handicrafts, clothes, food or agricultural products?
 	
[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
	
	WORKED ON PLOT, FARM,
	   FOOD GARDEN,
	   LOOKED AFTER ANIMALS....................1 2
	
	HELPED IN FAMILY / RELATIVE'S
	   BUSINESS / RAN OWN BUSINESS........1 2
	
	PRODUCE / SELL ARTICLES /
	   HANDICRAFTS / CLOTHES / FOOD
	   OR AGRICULTURAL PRODUCTS 1 2
	
	ANY OTHER ACTIVITY.............................1 2	

CL2. *Check CL1, [A]-[X]:*	AT LEAST ONE 'YES' ....1 ALL ANSWERS ARE 'NO' 2	2⇨CL11
CL3. Since last (*day of the week*) about how many hours did (*name*) engage in (*name the activity / activities in response to question CL1*), in total? *If less than one hour, record '00'.*	NUMBER OF HOURS .... __ __	
CL4. (Does the activity/Do these activities) require carrying heavy loads?	YES .... 1 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 NO.. 2	

CL6. How would you describe the work environment of (*name*)?		
[A] Is (he/she) exposed to dust, fumes or gas?	YES...1 NO..2	
[B] Is (he/she) exposed to extreme cold, heat or humidity?	YES...1 NO..2	
[C] Is (he/she) exposed to loud noise or vibration?	YES...1 NO..2	
[D] Is (he/she) required to work at heights?	YES...1 NO..2	
[X] Is (*name*) exposed to other things, processes or conditions bad for (his/her) health or safety?	YES...1 NO..2	
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 / 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 ALL ANSWERS ARE 'NO' 2	2⇨*End*
CL13. Since last (*day of the week*), about how many hours did (*name*) engage in (*name of activity / activities in response to question CL11*), in total? *If less than one hour, record '00'*	NUMBER OF HOURS ....__ __	

CHILD DISCIPLINE			FCD
FCD1. *Check CB3: Child's age?*	AGE 5-14 YEARS 1		
	AGE 15-17 YEARS 2		2⇨*End*

FCD2. Now I'd like to talk to you about something else.
 	
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>.
 	
[A] Took away privileges, forbade something (*name*) liked or did not allow (him/her) to leave the (house/apartment).
 	
[B] Explained why (*name*)'s behaviour was wrong.
 	
[C] Shook (him/her).
 	
[D] Shouted, yelled at or screamed at (him/her).
 	
[E] Gave (him/her) something else to do.
 	
[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.
 	
[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
 	
[H] Called (him/her) dumb, lazy or another name like that.
 	
[I] Hit or slapped (him/her) on the face, head or ears.
 	
[J] Hit or slapped (him/her) on the hand, arm, or leg.
 	
[K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could.
	YES NO
	
	TOOK AWAY PRIVILEGES........................... 1 2
	
	EXPLAINED WRONG
	   BEHAVIOR 1 2
	
	SHOOK HIM/HER 1 2
	
	SHOUTED, YELLED,
	   SCREAMED 1 2
	
	GAVE SOMETHING ELSE
	   TO DO 1 2
	
	SPANKED, HIT, SLAPPED ON
	   BOTTOM WITH BARE HAND 1 2
	
	HIT WITH BELT, HAIRBRUSH,
	   STICK OR OTHER HARD
	   OBJECT 1 2
	
	CALLED DUMB, LAZY OR
	   ANOTHER NAME 1 2
	
	HIT / SLAPPED ON FACE,
	   HEAD OR EARS 1 2
	
	HIT / SLAPPED ON HAND,
	   ARM OR LEG 1 2
	
	BEAT UP, HIT OVER AND OVER
	   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 NO 2		2⇨*FCD5*
FCD4. *Check FS4: Has this respondent already responded to the following question (UCD5) for another child?*	YES ....1 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 NO .... 2 DK / NO OPINION 8		

CHILD FUNCTIONING		FCF
FCF1. I would like to ask you some questions about difficulties (*name*) may have. Does (*name*) wear glasses or contact lenses?	YES ....1 NO 2	
FCF2. Does (*name*) use a hearing aid?	YES ....1 NO 2	
FCF3. Does (*name*) use any equipment or receive assistance for walking?	YES ....1 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. *Repeat the categories during the individual questions whenever the respondent does not use an answer category:* 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 NO, FCF1=2 2	1⇨*FCF6A* 2⇨*FCF6B*
FCF6A. When wearing (his/her) glasses or contact lenses, does (*name*) have difficulty seeing? **FCF6B**. Does (*name*) have difficulty seeing?	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT SEE AT ALL 4	
FCF7. *Check FCF2: Child uses a hearing aid?*	YES, FCF2=1 ....1 NO, FCF2=2 2	1⇨*FCF8A* 2⇨*FCF8B*
FCF8A. When using (his/her) hearing aid(s), does (*name*) have difficulty hearing sounds like peoples' voices or music? **FCF8B**. Does (*name*) have difficulty hearing sounds like peoples' voices or music?	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT HEAR AT ALL...................................4	
FCF9. *Check FCF3: Child uses equipment or receives assistance for walking?*	YES, FCF3=1 ....1 NO, FCF3=2 2	2⇨*FCF14*
FCF10. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 100 meters on level ground? *Probe:* 100 meters is a distance equal to the length of 1 football field *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT WALK 100 M AT ALL 4	3⇨*FCF12* 4⇨*FCF12*

FCF11. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 500 meters on level ground? *Probe:* 500 meters is a distance equal to the length of 5 football fields *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT WALK 500 M AT ALL.......................4	
FCF12. With (his/her) equipment or assistance, does (*name*) have difficulty walking 100 meters on level ground? *Probe:* 100 meters is a distance equal to the length of 1 football field	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT WALK 100 M AT ALL.......................4	 3⇨*FCF16* 4⇨*FCF16*
FCF13. With (his/her) equipment or assistance, does (*name*) have difficulty walking 500 meters on level ground? *Probe:* 500 meters is a distance equal to the length of 5 football fields	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT WALK 500 M AT ALL.......................4	1⇨*FCF16* 2⇨*FCF16* 3⇨*FCF16* 4⇨*FCF16*
FCF14. Compared with children of the same age, does (*name*) have difficulty walking 100 meters on level ground? *Probe:* 100 meters is a distance equal to the length of 1 football field	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT WALK 100 M AT ALL.......................4	 3⇨*FCF16* 4⇨*FCF16*
FCF15. Compared with children of the same age, does (*name*) have difficulty walking 500 meters on level ground? *Probe:* 500 meters is a distance equal to the length of 5 football fields	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT WALK 500 M AT ALL.......................4	
FCF16. Does (*name*) have difficulty with self-care such as feeding or dressing (himself/herself)?	NO DIFFICULTY ....1 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 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 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 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 SOME DIFFICULTY..2 A LOT OF DIFFICULTY ....3 CANNOT BE UNDERSTOOD AT ALL 4	

FCF19. Compared with children of the same age, does (*name*) have difficulty learning things?	NO DIFFICULTY ....1 SOME DIFFICULTY...2 A LOT OF DIFFICULTY ....3 CANNOT LEARN THINGS AT ALL..................4	
FCF20. Compared with children of the same age, does (*name*) have difficulty remembering things?	NO DIFFICULTY ....1 SOME DIFFICULTY...2 A LOT OF DIFFICULTY ....3 CANNOT REMEMBER THINGS AT ALL..........4	
FCF21. Does (*name*) have difficulty concentrating on an activity that (he/she) enjoys doing?	NO DIFFICULTY ....1 SOME DIFFICULTY...2 A LOT OF DIFFICULTY ....3 CANNOT CONCENTRATE AT ALL 4	
FCF22. Does (*name*) have difficulty accepting changes in (his/her) routine?	NO DIFFICULTY ....1 SOME DIFFICULTY...2 A LOT OF DIFFICULTY ....3 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 SOME DIFFICULTY...2 A LOT OF DIFFICULTY ....3 CANNOT CONTROL BEHAVIOUR AT ALL 4	
FCF24. Does (*name*) have difficulty making friends?	NO DIFFICULTY ....1 SOME DIFFICULTY...2 A LOT OF DIFFICULTY ....3 CANNOT MAKE FRIENDS AT ALL 4	
FCF25. The next two questions have five different answer options. I am going to read these to you after each question. I would like to know how often (*name*) seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY...1 WEEKLY ....2 MONTHLY ....3 A FEW TIMES A YEAR ....4 NEVER..5	
FCF26. I would also like to know how often (*name*) seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY...1 WEEKLY ....2 MONTHLY ....3 A FEW TIMES A YEAR ....4 NEVER..5	

PARENTAL INVOLVEMENT		PR
PR1. *Check CB3: Child's age?*	AGE 5-6 YEARS.. 1 AGE 7-14 YEARS.. 2 AGE 15-17 YEARS.. 3	1⇨*End* 3⇨*End*
PR2. At the end of this interview I will ask you if I can talk to (*name*). If (he/she) is close, can you please ask (him/her) to stay here. If (*name*) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back.		
PR3. Excluding school textbooks and holy books, how many books do you have for (*name*) to read at home?	NONE .... 00 NUMBER OF BOOKS.............................. 0 __ TEN OR MORE BOOKS 10	
PR4. *Check CB7: In the current, 2022-2023 school year, did the child attend school or any preschool programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1.. 1 NO, CB7/ED9=2 OR BLANK 2	2⇨*End*
PR5. Does (*name*) ever have homework?	YES .... 1 NO .... 2 DK 8	2⇨*PR7* 8⇨*PR7*
PR6. Does anyone help (*name*) with homework?	YES .... 1 NO .... 2 DK 8	
PR7. Does (*name*)'s school have administrative and self-governing bodies such as a general meeting, board of trustees or parents' council?	YES .... 1 NO .... 2 DK 8	2⇨*PR10* 8⇨*PR10*
PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body dedicated to issues related to the school's activities?	YES .... 1 NO .... 2 DK 8	2⇨*PR10* 8⇨*PR10*
PR9. During any of these meetings, was any of the following discussed: [A] A plan for addressing key education issues faced by (*name*)'s school? [B] School budget or use of funds allocated to (*name*)'s school?	YES NO DK PLAN FOR ADRESSING SCHOOL'S ISSUES .... 1 2 8 SCHOOL BUDGET 1 2 8	
PR10. In the last 12 months, have you or any other adult from your household received information about (*name*)'s grades?	YES .... 1 NO .... 2 DK 8	2⇨ *PR11* 8⇨ *PR11*

		YES	NO	DK	
PR10A. How or where was this information received?					
[A] Student's grade card for (*name*)?	GRADE CARD	1	2	8	
[B] Grade book, diary for (*name*)?	DIARY	1	2	8	
[C] Online grade book or electronic journal for (*name*)?	ONLINE GRADE BOOK OR E-JOURNAL	1	2	8	
[D] Any other grade card or grade book of (*name*)?	OTHER GRADE CARD OR BOOK	1	2	8	
[E] From the information provided by (*name*)'s class teacher?	CLASS TEACHER	1	2	8	
PR11. In the last 12 months, have you or any adult from your household gone to (*name*)'s school for any of the following reasons?		YES	NO	DK	
[A] A school celebration or a sport event?	CELEBRATION OR SPORT EVENT................................	1	2	8	
[B] To discuss (*name*)'s lessons or grades with (his/her) teachers?	TO DISCUSS LESSON, GRADES WITH TEACHERS	1	2	8	
PR12. In the last 12 months, has (*name*)'s school been closed on a school day due to any of the following reasons:		YES	NO	DK	
[A] Natural disasters, such as flood, cyclone\, epidemics or similar?	NATURAL DISASTERS..................	1	2	8	
[B] Man-made disasters, such as fire, building collapse, riots or similar?	MAN-MADE DISASTERS...............	1	2	8	
[C] Teacher strike?	TEACHER STRIKE...........................	1	2	8	
[X] Other?	OTHER...	1	2	8	
PR13. In the last 12 months, was (*name*) unable to attend class due to (his/her) teacher being absent?	YES .... 1 NO .... 2 DK 8				
PR14. *Check PR12[C] and PR13: Any 'Yes' recorded?*	YES, PR12[C]=1 OR PR13=1............................ 1 NO 2				2⇨*End*
PR15. When the teacher was absent did you or any other adult member of your household contact any school officials or school governing body representatives?	YES .... 1 NO .... 2 DK 8				

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 his/her education, 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 Azerbaijan 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 State Statistical Committee. 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 the interview, you can tell me. No worries, everything is fine.

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

FL4. *Before you start with the reading and number activities, ensure the following conditions are met and 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? *Probe if necessary and read the listed languages.* *The languages in which the reading tests specifically designed for this survey is available are Azerbaijani and Russian.*	**AVAILABLE LANGUAGES FOR READING TESTS DESGINED SPECIFICALLY FOR THIS SURVEY** AZERBAIJANI .... 11 RUSSIAN .... 12 **READING TESTS ARE NOT AVAILABLE IN THE LANGUAGES** ENGLISH .... 21 TURKISH .... 22 OTHER (*specify*) _____ 96 DK 98	
FL8. *Check CB7: In the current school year, did the child attend school or any preschool programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1 .... 1 NO, CB7/ED9=2 OR BLANK 2	1⇨FL9A
FL8A. *Check CB4: Did the child ever attend school or any preschool programmes?* *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.*	YES, CB4/ED4=1 .... 1 NO, CB4/ED4=2 OR BLANK 2	1⇨FL9B 2⇨FL9C
FL9A. What language do your teachers use most of the time when teaching you in class? **FL9B**. When you were in school, what language did your teachers use most of the time when teaching you in class? *Probe if necessary and read the listed languages.*	**AVAILABLE LANGUAGES OF READING TESTS SPECIFICALLY DESGINED FOR THIS SURVEY** AZERBAIJANI .... 11 RUSSIAN .... 12 **READING TESTS ARE NOT AVAILABLE** ENGLISH .... 21 TURKISH .... 22 OTHER (*specify*) _____ 96 DK 98	11⇨FL10A 12⇨FL10A
FL9C. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*	YES, FL7=11 OR 12 .... 1 NO, FL7=21,22, 96 OR 98 2	1⇨FL10B 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 this story? **FL10B**. Now I am going to give you a short story to read in (***Language recorded in FL7***). Would you like to start reading this story?	YES .... 1 NO 2	1⇨FL11
FL10C. I have short stories in Azerbaijani and Russian. The stories are almost the same. Would you like to try to read one of them?	AZERBAIJANI .... 11 RUSSIAN .... 12 DOES NOT WANT TO TRY............................... 95	95⇨FL23
FL11. *Check CB3: Child's age?*	AGE 7-9 YEARS.. 1 AGE 10-14 YEARS... 2	1⇨FL13

FL12. *Check CB7: In the current school year, did the child attend school or any preschool programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1 .... 1 NO, CB7/ED9=2 OR BLANK 2	1⇨*FL18B*
FL13. *Give the child the READING & NUMBERS BOOK in the language recorded for the test:* *If the READING & NUMBERS BOOK is in the language specified in question FL10C, use the answer in that question.* *Otherwise, if the READING & NUMBERS BOOK is in the language specified in question FL9A / B, use the answer in that question.* *If neither of the above occurs, use the answer in question FL7 if the READING & NUMBERS BOOK is in the language indicated in question.* *Open the page showing the reading practice item and say:* Now we are going to do some reading. *Point to the sentence.* Can you to read this aloud, Then I will ask you a question. ***English: Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.*** ***Azərbaycanca: Məstan pişikdir. Toplan itdir. Məstanın 5 yaşı var. Toplanın 6 yaşı var. /*** ***Rusca: Мурка – кошка. Шарик – собака. Мурке 5 лет. Шарику 6 лет.***		
FL14. *Did the child read every word in the practice correctly?*	YES...1 NO..2	2⇨*FL21D*
FL15. *Once the reading is done, ask:* **(How old is *Sam*?/** **Məstanın neçə yaşı var?/** **Сколько лет Мурке?)**	CORRECT (5 ....1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS 3	1⇨*FL17*
FL16. *Say:* **(Sam is 5 years old.)** **Məstanın 5 yaşı var. /** **Мурке 5 лет.)**		⇨*FL21D*
FL17. Here is another question: **(Who is older: Sam or Tina?)** **Yaşca kim daha böyükdür: Məstan, yoxsa Toplan?/** ** Кто старше: Мурка или Шарик?)**	CORRECT (SAM/TOPLAN/ ШАРИК) ....1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS 3	1⇨*FL18A*
FL18. *Say:* **(Tina is older than Sam. Tina is 6 and Sam is 5.)** **Toplan Məstandan daha böyükdür. Toplanın 6, Məstanın isə 5 yaşı var./** **Шарик старше Мурки. Шарику 6 лет, а Мурке 5 лет.)**		⇨*FL21D*
FL18A. *Turn the page to reveal the reading passage. Say:* "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:* *If the READING & NUMBERS BOOK is in the language specified in question FL10C, use the language selected in that question.* *Otherwise, if the READING & NUMBERS BOOK is in the language specified in question FL9A / B, use language selected in that question.* *If neither of the above occurs, use the answer in question FL7 if the READING & NUMBERS BOOK is in the language indicated in question.* *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.

Moses	is	in	class	two.	One	day,
Anar	məktəbin	ikinci	sinfində	oxuyur.	Bir	gün,
Анар	учится	во	втором	классе.	Как-	то
1	2	3	4	5	6	7
Moses	was	going	home	from	school.	He
Anar	məktəbdən	evə	tərəf	yola	düşmüşdü.	O,
раз	Анар	шел	домой	из	школы.	По
8	9	10	11	12	13	14
saw	some	red	flowers	on	the	way.
yolda	gedərkən	bir	neçə	qırmızı	gül	gördü.
дороге	он	увидел	несколько	красных	цветов.	Цветы
15	16	17	18	19	20	21
The	flowers	were	near	a	wheat	field.
Bu	güllər	bir	buğda	tarlasının	yanında	idi.
росли	около	поля,	где	растут	помидоры.	Анар
22	23	24	25	26	27	28
Moses	wanted	to	get	some	flowers	for
Anar	öz	anası	üçün	bir	neçə	gül
хотел	сорвать	немного	цветов	для	своей	мамы.
29	30	31	32	33	34	35
his	mother.	Moses	started	to	run	fast
dərmək	istədi.	Anar	torpaq	sahəsi	boyunca	tez-tez
Анар	быстро	побежал	через	поле	за	цветами.
36	37	38	39	40	41	42
across	the	farm	to	get	the	flowers.
qaçmağa	başladı	ki,	gülləri	dərsin.	Birdən	o,
Около	яблоневого	дерева	он	упал.	Анар	почувство вал
43	44	45	46	47	48	49
Suddenly	he	fell	down	near	an	apple
bir	alma	ağacının	yanında	yıxıldı.	Anar	ağrı
боль	и	начал	плакать.	Дедушка	увидел	Анара
50	51	52	53	54	55	56
tree.	Moses	started	to	cry	when	he

hiss	etdikdə	ağlamağa	başladı.	Bunu	görən	əkinçi
и	подошел	к	нему.	Он	дал	Анару
57	58	59	60	61	62	63
felt	pain.	The	farmer/	saw	him	and
ona	tərəf	gəldi.	O,	Anara	çoxlu	güllər
целый	букет	цветов.	И	Анар	был	этому
64	65	66	67	68	69	70
came.	He	gave	Moses	many	flowers.	Anar
verdi.	Anar	buna	çox	sevindi.		
очень	рад.					
71	72	73	74	75	76	77
was	very	happy	about	it.		
78	79	80	81	82	83	84

FL20. *Results of the child's reading.*

Total number of incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (Azerbaijani:75/ Russian:72) and the last word attempted (A).

If the child did not try to read the story, record '00' in answer option (A).

LAST WORD ATTEMPTED
(A)... NUMBER __ __

TOTAL NUMBER OF WORDS INCORRECT OR MISSED
(B)... NUMBER __ __

FL21A. *Check FL20(B): Did the child incorrectly read or miss (Azerbaijani:8/ Russian:8) or more words?*

YES, AT LEAST (**AZERBAIJANI:8/RUSSIAN:8**) INCORRECT WORDS ....1 → *FL21D*
NO, LESS THAN (**AZERBAIJANI:8/RUSSIAN:8**) INCORRECT WORDS 2

1 ⇨ *FL21D*

FL21B. Now I am going to ask you a few questions about what you have read.

If the child does not provide a response to the below mentioned questions after a few seconds, repeat them. If the child is unable to provide an answer after repeating the question, mark 'No response' and say: "Thank you. That is ok. We will move on."

Make sure the child can still see the passage and ask:

[A]   (**What class is Moses in?/**
Anar neçənci sinifdə oxuyur?/
В каком классе учится Анар?)

CORRECT
(**TWO/**
İKİNCİ/
ВО ВТОРОМ 1
INCORRECT... 2
NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3

[B]	(What did Moses see on the way home?/ Anar evə gedərkən, yolda nə gördü?/ Что увидел Анар по дороге домой?)	CORRECT (FLOWERS GÜL/ ЦВЕТЫ.. 1 INCORRECT.. 2 NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	
[C]	(Why did Moses start crying?/ Anar niyə ağlamağa başladı?/ Почему Анар начал плакать?)	CORRECT (BECAUSE HE FELT PAIN WHEN HE FELL DOWN/ÇÜNKI YIXILANDA AĞRI HISS ETDI/ ПОТОМУ ЧТО ОН ПОЧУВСТВОВАЛ БОЛЬ, КОГДА УПАЛ) .... 1 INCORRECT.. 2 NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	
[D]	(Where did Moses fall?/ Anar harada yıxıldı?/ Где упал Анар?)	CORRECT (NEAR AN APPLE TREE/ ALMA AĞACININ YANINDA/ ОКОЛО ЯБЛОНЕВОГО ДЕРЕВА) .... 1 INCORRECT.. 2 NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	
[E]	(Why was Moses happy?/ Anar nəyə çox sevindi?/ Чему так обрадовался Анар?)	CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER/ ÇÜNKI ƏKINÇI ONA ÇOXLU GÜLLƏR VERDI VƏ YA ÇÜNKI ANASINA VERMƏK ÜÇÜN ONUN GÜLLƏRI OLDU/ ТОМУ, ЧТО ДЕДУШКА ДАЛ ЕМУ ЦЕЛЫЙ БУКЕТ ЦВЕТОВ ИЛИ ТОМУ, ЧТО У НЕГО БЫЛИ ЦВЕТЫ ДЛЯ МАМЫ) .... 1 INCORRECT.. 2 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 NO, AT LEAST ONE FL21B[A-E]=2 OR 3 2	1 ⇨FL23
FL21D. I have another story in (***list language not yet attempted***). Would you like to try to read it? *The child cannot pick the same language as already attempted.*		AZERBAIJANI .... 11 RUSSIAN .... 12 DOES NOT WANT TO TRY 95	95 ⇨FL23
FL21E. *Check CB3: Child's age?*		AGE 7-9 YEARS.. 1 AGE 10-14 YEARS.. 2	1 ⇨FL21G
FL21F. *Check CB7: In the current school year, did the child attend school or any preschool programme?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*		YES, CB7/ED9=1... 1 NO, CB7/ED9=2 OR BLANK 2	1 ⇨FL21N

FL21G. *Give the child the READING & NUMBERS BOOK in the language recorded in FL21D.* *Open the page showing the reading practice item, point to the sentence and say:* Just as before I would like you to read this aloud. Then I may ask you a question. ***English: John is a boy. Anne is a girl. John has 2 apples. Anne has 3 apples.*** ***Azərbaycanca: Nihad oğlandır. Aysel qızdır. Nihadın 2 alması var. Ayselin 3 alması var.*** ***Rusca: Васиф – мальчик. Лала – девочка. У Васифа есть 2 яблока. У Лалы есть 3 яблока.***		
FL21H. *Did the child read every word in the practice correctly?*	YES...1 NO 2	2 ⇨*FL23*

FL21I. *Once the reading is done, ask:*
  (How many apples does John have?)
  Nihadın neçə alması var?/
  Сколько яблок у Васифа?)
	CORRECT
	  (2)...1
	OTHER ANSWERS 2
	NO ANSWER AFTER 5 SECONDS 3
		1 ⇨*FL21K*

FL21J. *Say:* **(John has 2 apples.)**		⇨*FL23*

FL21K. Here is another question:
  (Who has more apples : John or Anne?)
  Nihadın 2 alması var./
  У Васифа есть 2 яблока)
	CORRECT
	  (ANNE/
	   AYSELIN /
	   У ЛАЛЫ)...1
	OTHER ANSWERS 2
	NO ANSWER AFTER 5 SECONDS 3
		1 ⇨*FL21M*

FL21L. *Say:*
  (Anne has more apples than John. Anne has 3 apples and John has 2.)
  Ayselin Nihaddan daha çox alması var. Ayselin 3 alması var, Nihadın isə 2 alması var./
  У Лалы больше яблок, чем у Васифа. У Лалы 3 яблока, а у Васифа 2 яблока.)
		⇨*FL23*

FL21M. *Turn the page to reveal the reading passage. Say:* Thank you. Now I want you to try to read this.		⇨*FL21O*
FL21N. *Give the child the READING & NUMBERS BOOK in the language recorded in FL21D.* *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.

Mary	is	seven	years	old.	One	morning,
Məryəmin	yeddi	yaşı	var.	Bir	səhər	nənəsi
Полине	семь	лет.	Как-	то	утром	бабушка
1	2	3	4	5	6	7
her	grandmother	sent	her	to	the	market
onu	kələm	almağa	bazara	göndərdi.	O,	Məryəmə
послала	ее	на	базар	за	морковью.	Она
8	9	10	11	12	13	14
to	buy	cabbage.	She	gave	Mary	some
bir	az	pul	verdi.	Məryəm	onu	çantasına
дала	Полине	денег.	Полина	положила	их	к
15	16	17	18	19	20	21
money.	Mary	put	it	in	her	bag.
qoydu.	Çantada	böyük	bir	deşik	var	idi.
себе	в	сумку.	Но	в	сумке	была
22	23	24	25	26	27	28
The	bag	had	a	big	hole.	On
Yolda	Məryəm	pulu	itirdi.	İlkin	pulu	gördü
большая	дыра.	По	дороге	на	базар	Полина
29	30	31	32	33	34	35
the	way,	Mary	lost	the	money.	Peter
və	Məryəmə	verdi.	Məryəm	xoşbəxt	idi.	O,
выронила	деньги.	Деньги	увидел	Мурад	и	вернул
36	37	38	39	40	41	42
saw	the	money	and	gave	it	to
İlkinə	təşəkkür	etdi	və	bazara	getdi.	
их	Полине.	Полина	была	рада.	Она	поблагодарила
43	44	45	46	47	48	49
Mary.	She	was	happy.	Mary	thanked	Peter
Мурада	и	пошла	дальше	на	базар.	
50	51	52	53	54	55	56
and	walked	to	the	market.		
57	58	59	60	61	62	63

FL21P. *Results of the child's reading.*
 	
*Total number of incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (**Azerbaijani:48/Russian:55** and the last word attempted (A).*
 	
If the child did not try to read the story, record '00" in answer option (A).
	LAST WORD ATTEMPTED
	   (A)..NUMBER __ __
	
	TOTAL NUMBER OF WORDS INCORRECT OR MISSED
	   (B)..NUMBER __ __	

FL21Q. *Check FL21P(B): Did the child incorrectly read or miss (**Azerbaijan:5/Russian:6**) or more words?*	YES, AT LEAST (**AZERBAIJANI:5/RUSSIAN:6**)
	   INCORRECT WORDS 1
	NO, LESS THAN (**AZERBAIJANI:5/RUSSIAN:6**)
	   INCORRECT WORDS 2
		1⇨*FL23*

FL22. Now I am going to ask you a few questions about what you have read. *If the child does not provide a response to the below mentioned questions after a few seconds, repeat them/ If the child is unable to provide an answer after repeating the question, mark 'No response' and say: "Thank you. That is ok. We will move on."* *Make sure the child can still see the passage and ask:*		

[A]   (**How old is Mary?**)
   Məryəmin neçə yaşı var?/
   Сколько Полине лет?)
	CORRECT
	   (7..1
	INCORRECT 2
	NO RESPONSE / SAYS 'I DON'T KNOW'............3	

[B]   (**Who sent Mary to the market?**/
   Kim Məryəmi bazara göndərdi?/
   Кто послал Полину на базар?)
	CORRECT
	   (**HER GRANDMOTHER/
	   NƏNƏSİ/**
	   ЕЁ БАБУШКА) 1
	INCORRECT 2
	NO RESPONSE / SAYS 'I DON'T KNOW'............3	

[C]   (**What was Mary asked to buy?**)
   Nənəsi Məryəmdən nə almağını istədi?/
   Что бабушка попросила Полину купить?)
	CORRECT
	   (**CABBAGE/CARROTS/
	   KƏLƏM/**
	   МОРКОВЬ..1
	INCORRECT 2
	NO RESPONSE / SAYS 'I DON'T KNOW'............3	

[D] (Why did Mary lose the money?) Məryəm pulunu niyə itirdi?/ Почему Полина потеряла деньги?)	CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG OR BECAUSE THE BAG HAD A HOLE/ ÇÜNKİ PUL ÇANTADAKI DEŞİKDƏN DÜŞDÜ YAXUD ÇÜNKİ ÇANTADA DEŞİK VAR İDİ/ ПОТОМУ ЧТО ОНИ ВЫПАЛИ ЧЕРЕЗ ДЫРУ В СУМКЕ ИЛИ ПОТОМУ, ЧТО В СУМКЕ БЫЛА ДЫРА) ....1 INCORRECT ....2 NO RESPONSE / SAYS 'I DON'T KNOW'.............3	
[E] (Why was Mary happy?) Məryəm niyə xoşbəxt idi?/ Почему Полина была рада?)	CORRECT (BECAUSE PETER GAVE HER THE MONEY OR BECAUSE PETER FOUND THE MONEY/(ÇÜNKİ İLKİN TAPDIĞI PULU ONA VERDİ YAXUD İLKİN ONUN PULUNU TAPDI / ПОТОМУ, ЧТО МУРАД ВЕРНУЛ ЕЙ ПОТЕРЯННЫЕ ДЕНЬГИ ИЛИ ПОТОМУ, ЧТО МУРАД НАШЕЛ ЕЁ ДЕНЬГИ) ....1 INCORRECT ....2 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.*
 	
Now here are some numbers. I want you to point to each number and tell me what the number is.
 	
Point to the first number and say:
Start here.
 	
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:
What is this number?
 	
If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:
Thank you. That is ok.
	9
	  CORRECT...1
	  INCORRECT..2
	  NO ATTEMPT 3
	12
	  CORRECT...1
	  INCORRECT..2
	  NO ATTEMPT 3
	30
	  CORRECT...1
	  INCORRECT..2
	  NO ATTEMPT 3
	48
	  CORRECT...1
	  INCORRECT..2
	  NO ATTEMPT 3
	74
	  CORRECT...1
	  INCORRECT..2
	  NO ATTEMPT 3
	731
	  CORRECT...1
	  INCORRECT..2
	  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 NO, AT LEAST 2 INCORRECT OR WITH NO 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:* Look at these numbers. Tell me which one is bigger. *Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.* *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.* *If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining pairs and say:* Thank you. That is ok. We will go to the next activity.	**7 & 5** CORRECT (7) ....1 INCORRECT..2 NO ATTEMPT ....3 **11 & 24** CORRECT (24) ....1 INCORRECT..2 NO ATTEMPT ....3 **58 & 49** CORRECT (58) ....1 INCORRECT..2 NO ATTEMPT ....3 **65 & 67** CORRECT (67) ....1 INCORRECT..2 NO ATTEMPT ....3 **146 & 154** CORRECT (154) ....1 INCORRECT..2 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:* 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. *Record the child's answer before turning the page in the book and repeating the question for the next sum.* *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.* *If the child does not attempt 2 consecutive sums, record '3', No attempt, for remaining sums and say:* Thank you. That is ok. We will go to the next activity.	**3 + 2** CORRECT (5) ....1 INCORRECT..2 NO ATTEMPT ....3 **8 + 6** CORRECT (14) ....1 INCORRECT..2 NO ATTEMPT ....3 **7 + 3** CORRECT (10) ....1 INCORRECT..2 NO ATTEMPT ....3 **13 + 6** CORRECT (19) ....1 INCORRECT..2 NO ATTEMPT ....3 **12 + 24** CORRECT (36) ....1 INCORRECT..2 NO ATTEMPT 3	
FL26. *Turn to the first practice sheet for pattern recognition. Say:* Here are some numbers. 1, 2, __, and 4. *Point to each number and blank space and say:* What number goes here?	CORRECT (3) ....1 INCORRECT ....2 NO ATTEMPT 3	2 ⇨*FL26B* 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:* 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 __. *Point to each number and blank space and say:* What number goes here?	CORRECT (20) ....1 INCORRECT ....2 NO ATTEMPT 3	2⇨*FL26E* 3⇨*FL26E*
FL26D. That's correct, 20.		⇨*FL27*
FL26E. *Do not explain how to get the correct answer. Just say:* 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 NO, FL26=2 OR 3 2	2⇨*FL27A*
FL27. Now I want you to try this on your own. Here are some more numbers. Tell me what number goes here (*pointing to the missing number*). *Record the child's answer before turning the page in the book and repeating the question.* *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.* *If the child does not attempt 2 consecutive patterns, record '3', No attempt, for remaining patterns. and say:* Thank you. That is ok.	**5, 6, 7, __** CORRECT (8) ....1 INCORRECT...2 NO ATTEMPT ....3 **14, 15, __, 17** CORRECT (16) ....1 INCORRECT...2 NO ATTEMPT ....3 **20, __, 40, 50** CORRECT (30) ....1 INCORRECT...2 NO ATTEMPT ....3 **2, 4, 6, __** CORRECT (8) ....1 INCORRECT...2 NO ATTEMPT ....3 **5, 8, 11, __** CORRECT (14) ....1 INCORRECT...2 NO ATTEMPT 3	
FL27A. (*Name*), 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. *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:* 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 country.		

FL28. *Result of interview with child.* *Discuss any result not completed with Supervisor.*	COMPLETED ....01 NOT AT HOME ....02 MOTHER / CARETAKER REFUSED ....03 CHILD REFUSED ....04 PARTLY COMPLETED ....05 INCAPACITATED ....06 OTHER (*specify*) _____96	

FS11. *Record the time.*	HOURS AND MINUTES .... __ __ : __ __
FS12. *Language of the Questionnaire.*	AZERBAIJANI ....1 RUSSIAN 2
FS13. *Language of the Interview.*	AZERBAIJANI ....1 RUSSIAN ....2 OTHER (specify)_____6
FS14. *Native language of the Respondent.*	AZERBAIJANI ....1 OTHER (specify) _____ 6
FS15. *Was a translator used for any parts of this questionnaire?*	YES, THE ENTIRE QUESTIONNAIRE.................1 YES, PARTS OF THE QUESTIONNAIRE ....2 NO, NOT USED.....................................3

FS16. *Thank the respondent for her/his cooperation.*

Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.

Make arrangements for the administration of the remaining questionnaire(s) in this household.

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

Məstan pişikdir. Toplan itdir.
Məstanın 5 yaşı var. Toplanın 6 yaşı var.

P

Anar məktəbin ikinci sinfində oxuyur. Bir gün, Anar məktəbdən evə tərəf yola düşmüşdü. O, yolda gedərkən bir neçə qırmızı gül gördü. Bu güllər bir buğda sahəsinin yanında idi. Anar öz anası üçün bir neçə gül dərmək istədi. Anar torpaq sahəsi boyunca tez-tez qaçmağa başladı ki, gülləri dərsin. Birdən o, bir alma ağacının yanında yıxıldı. Anar ağrı hiss etdikdə ağlamağa başladı. Bunu görən əkinçi ona tərəf gəldi. O, Anara çoxlu güllər verdi. Anar buna çox sevindi.

Nihad oğlandır. Aysel qızdır.
Nihadın 2 alması var. Ayselin 3 alması var.

P

Məryəmin yeddi yaşı var. Bir səhər nənəsi onu kələm almağa bazara göndərdi. O, Məryəmə bir az pul verdi. Məryəm onu çantasına qoydu. Çantada böyük bir deşik var idi. Yolda Məryəm pulu itirdi. İlkin pulu gördü və Məryəmə verdi. Məryəm xoşbəxt idi.
O, İlkinə təşəkkür etdi və bazara getdi.

Мурка – кошка. Шарик – собака.
Мурке 5 лет. Шарику 6 лет.

Ⓟ

Анар учится во втором классе. Как-то раз Анар шел домой из школы. По дороге он увидел несколько красных цветов. Цветы росли около поля, где растут помидоры. Анар хотел сорвать немного цветов для своей мамы. Анар быстро побежал через поле за цветами. Около яблоневого дерева он упал. Анар почувствовал боль и начал плакать. Дедушка увидел Анара и подошел к нему. Он дал Анару целый букет цветов. И Анар был этому очень рад.

Васиф – мальчик. Лала – девочка.

У Васифа есть 2 яблока. У Лалы есть 3 яблока.

Ⓟ

Полине семь лет. Как-то утром бабушка послала ее на базар за морковью. Она дала Полине денег. Полина положила их к себе в сумку. Но в сумке была большая дыра. По дороге на базар Полина выронила деньги. Деньги увидел Мурад и вернул их Полине. Полина была рада. Она поблагодарила Мурада и пошла дальше на базар.

9

12

30

48

74

731

7   5

11   24

58   49

65   67

146 154

$$3 + 2 =$$

$$8 + 6 \ =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

1   2 __ 4

Ⓟ

5   10   15   __

P

5   6   7   __

14   15 __ 17

20 __ 40 50

2   4   6   __

5   8   11   ___