

**E.5 QUESTIONNAIRE FOR CHILDREN AGE 5-17**

5-17 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Household number: _____	
FS3. Child's name and line number: NAME _____ LINE NUMBER _____	FS4. Mother's / Caretaker's name and line number: NAME _____ LINE NUMBER _____	
FS5. Interviewer's name and number: NAME _____ NUMBER _____	FS6. Supervisor's name and number: NAME _____ NUMBER _____	
FS7. Day / Month / Year of interview: _____ / _____ / 2019		
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). 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: <i>Have you or another member of your team interviewed this respondent for another questionnaire?</i>	YES, INTERVIEWED ALREADY . 1 NO, FIRST INTERVIEW ..... 2	1⇒FS10B 2⇒FS10A
FS10A. I am from Main Statistical Department of ( <i>city of Minks, region</i> ). We are conducting a survey in the Republic of Belarus about the situation of children and women. In this regard I would like to ask you a few questions about ( <i>child's name from FS3</i> )'s health and well-being. This interview will take about 20 minutes. All the information we obtain will remain strictly confidential and will be used only for statistical purposes. If you do not wish 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 ( <i>child's name from FS3</i> )'s health and well-being and other questions. This interview will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and will be used only for statistical purposes. If you wish not to answer a question or wish to stop the interview, please let me know.  May I start now?	
YES, PERMISSION IS GIVEN ..... 1 NO, PERMISSION IS NOT GIVEN ..... 2	1 ⇓ CB1 2 ⇒ FS17	

FS17. Result of interview for child age 5-17 years  <i>Codes refer to the respondent.</i>	COMPLETED ..... 01 NOT AT HOME ..... 02 REFUSED ..... 03 PARTLY COMPLETED ..... 04 INCAPACITATED ( <i>specify</i> ) ..... 05
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<i>Discuss any result not completed with Supervisor.</i>	OTHER (specify) _____ 96
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CHILD'S BACKGROUND		CB
<b>CB1.</b> Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):	FS4=HH47.....1 FS4≠HH47.....2	1⇓ CL1
<b>CB2.</b> In what month and year was ( <i>name</i> ) born?  <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH MONTH ..... YEAR .....	
<b>CB3.</b> How old is ( <i>name</i> ) (in complete years)?  <i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS) .....	
<b>CB4.</b> Has ( <i>name</i> ) ever attended educational institution, including preschool?	YES .....1 NO .....2	2⇓ CL1
<b>CB5.</b> What is the highest level and grade or year of school ( <i>name</i> ) has ever attended?	PRESCHOOL.....000 PRIMARY.....1 ___ GENERAL BASIC.....2 ___ GENERAL SECONDARY.....3 ___ VOCATIONAL TECHNICAL.....4 ___ SECONDARY SPECIALISED.....5 ___ HIGHER.....6 ___	000⇒CB7
<b>CB6.</b> Did he/she ever complete that (grade/year)?	YES .....1 NO .....2	
<b>CB7.</b> At any time during the 2018/2019 school year did ( <i>name</i> ) attend school or any early childhood education programme?	YES .....1 NO .....2	2⇒CB9
<b>CB8.</b> During the 2018/2019 school year, which level and grade or year is ( <i>name</i> ) <u>attending</u> ?	PRESCHOOL.....000 PRIMARY.....1 ___ GENERAL BASIC.....2 ___ GENERAL SECONDARY.....3 ___ VOCATIONAL TECHNICAL.....4 ___ SECONDARY SPECIALISED.....5 ___ HIGHER.....6 ___	
<b>CB9.</b> At any time during the 2017/2018 school year did ( <i>name</i> ) attend school or any early childhood education programme?	YES .....1 NO .....2	2⇓ CL1
<b>CB10.</b> During the 2017/2018 school year, which level and grade or year did ( <i>name</i> ) <u>attend</u> ?	PRESCHOOL.....000 PRIMARY.....1 ___ GENERAL BASIC.....2 ___ GENERAL SECONDARY.....3 ___ VOCATIONAL TECHNICAL.....4 ___ SECONDARY SPECIALISED.....5 ___ HIGHER.....6 ___	

CHILD LABOUR			CL
<p><b>CL1.</b> Now I would like to ask about any work (<i>name</i>) may do.</p> <p>Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following activities, even for only one hour?</p>	YES	NO	
[A] Did ( <i>name</i> ) do any work or help on his/her the household's plot, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding or giving water to animals?	1	2	
[B] Did ( <i>name</i> ) help in a family business or a relative's business with or without pay?	1	2	
[C] Did ( <i>name</i> ) produce or sell articles, handicrafts, clothes, food or agricultural products?	1	2	
[X] Since last ( <i>day of the week</i> ), did ( <i>name</i> ) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour?	1	2	
<b>CL2.</b> Check CL1, [A]-[X]: Is there at least one "Yes"?	YES..... 1 NO ..... 2		2⇒CL7
<p><b>CL3.</b> Since last (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in this activity/these activities?</p> <p><i>If less than one hour, record '00'.</i></p>	NUMBER OF HOURS..... _ _		
<b>CL4.</b> (Does the activity/Do these activities) require carrying heavy loads?	YES..... 1 NO..... 2		
<b>CL5.</b> (Does the activity/Do these activities) require working with dangerous tools such as knives and saw or operating heavy machinery?	YES..... 1 NO..... 2		
<p><b>CL6.</b> How would you describe the work environment of (<i>name</i>)?</p>	YES	NO	
[A] Is he/she exposed to dust, fumes or gas?	1	2	
[B] Is he/she exposed to extreme cold, heat or humidity?	1	2	
[C] Is he/she exposed to loud noise or vibration?	1	2	
[D] Is he/she required to work at heights?	1	2	
[E] Is he/she required to work with chemicals or explosives?	1	2	

[X] Is ( <i>name</i> ) exposed to other harmful and dangerous conditions bad for his/her health or safety?	1	2	
<b>CL7.</b> Since last ( <i>day of the week</i> ), did ( <i>name</i> ) fetch water for household use?	YES..... 1 NO..... 2		2⇒CL9
<b>CL8.</b> How many hours did ( <i>name</i> ) spend on fetching water for household use, since last ( <i>day of the week</i> )?  <i>If less than one hour, record '00'.</i>	NUMBER OF HOURS..... __ __		
<b>CL9.</b> Since last ( <i>day of the week</i> ), did ( <i>name</i> ) collect firewood for household use?	YES..... 1 NO..... 2		2⇒CL11
<b>CL10.</b> How many hours did ( <i>name</i> ) spend on collecting firewood for household use, since last ( <i>day of the week</i> )?  <i>If less than one hour, record '00'.</i>	NUMBER OF HOURS..... __ __		
<b>CL11.</b> Since last ( <i>day of the week</i> ), did ( <i>name</i> ) do any of the following for this household?	YES	NO	
[A] Shopping for the household	1	2	
[B] Cooking	1	2	
[C] Washing dishes or cleaning around the house	1	2	
[D] Washing clothes	1	2	
[E] Caring for children	1	2	
[F] Caring for someone old or sick	1	2	
[X] Other household tasks	1	2	
<b>CL12.</b> Check CL11, [A]-[X]: Is there at least one "Yes"?	YES..... 1 NO..... 2		2↓FCD1
<b>CL13.</b> Since last ( <i>day of the week</i> ), about how many hours did ( <i>name</i> ) engage in this activity/these activities?  <i>If less than one hour, record '00'</i>	NUMBER OF HOURS..... __ __		

CHILD DISCIPLINE		FCD
<b>FCD1.</b> Check CB3/HL6: Child's age?:	AGE 5-14 YEARS..... 1 AGE 15-17 YEARS..... 2	2 ↓ FCF1
<b>FCD2.</b> Now I'd like to talk to you about your child's behaviour.		

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 you or any other adult in your household has used this method with **(name)** in the past month

	YES	NO	
[A] Took away privileges, forbade something <b>(name)</b> liked or did not allow him/her to leave the house.	1	2	
[B] Explained why <b>(name)</b> 's behaviour was wrong.	1	2	
[C] Shook him/her.	1	2	
[D] Shouted at him/her.	1	2	
[E] Gave him/her something else to do.	1	2	
[F] Spanked him/her on the bottom with hand.	1	2	
[G] Hit him/her on the bottom or elsewhere on the body with something like a belt, stick or other hard object.	1	2	
[H] Called him/her dumb, lazy or another name like that.	1	2	
[I] Hit or slapped him/her on the face or head.	1	2	
[J] Hit or slapped him/her on the hand, arm, or leg.	1	2	
[K] Beat him/her up, that is hit him/her over and over as hard as one could.	1	2	
<b>FCD3.</b> Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES.....1 NO .....2		2⇒FCD5
<b>FCD4.</b> Check FS4: Has this respondent already responded to the following question (UCD5 in QUESTIONNAIRE FOR CHILDREN UNDER-FIVE) for another child?	YES.....1 NO .....2		1↓ FCF1
<b>FCD5.</b> 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
<b>FCF1.</b> I would like to ask you some questions about difficulties <b>(name)</b> may have.  Does <b>(name)</b> wear glasses or contact lenses?	YES.....1 NO .....2	
<b>FCF2.</b> Does <b>(name)</b> use a hearing aid?	YES.....1 NO .....2	

<b>FCF3.</b> Does ( <i>name</i> ) use any equipment or receive assistance for walking?	YES..... 1 NO ..... 2	
<b>FCF4.</b> In the following questions, I will ask you to answer by selecting one of four possible answers: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that he/she cannot at all.  <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category. Show the card to the respondent.</i>		
<b>FCF5.</b> Check FCF1: Child wears glasses or contact lenses?	YES, FCF1=1 ..... 1 NO, FCF1=2 ..... 2	1⇒FCF6A 2⇒FCF6B
<b>FCF6A.</b> When wearing his/her glasses or contact lenses, does ( <i>name</i> ) have difficulty seeing?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT SEE AT ALL..... 4	
<b>FCF6B.</b> Does ( <i>name</i> ) have difficulty seeing?		
<b>FCF7.</b> Check FCF2: Child uses a hearing aid?	YES, FCF2=1 ..... 1 NO, FCF2=2 ..... 2	1⇒FCF8A 2⇒FCF8B
<b>FCF8A.</b> When using his/her hearing aid(s), how difficult is for ( <i>name</i> ) to hear sounds like peoples' voices or music?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT HEAR AT ALL..... 4	
<b>FCF8B.</b> How difficult is for ( <i>name</i> ) to hear sounds like peoples' voices or music?		
<b>FCF9.</b> Check FCF3: Child uses equipment or receives assistance for walking?	YES, FCF3=1 ..... 1 NO, FCF3=2 ..... 2	2⇒FCF14
<b>FCF10.</b> Without his/her equipment or assistance, how difficult is for ( <i>name</i> ) to walk 100 meters on level ground?	SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 100 M AT ALL ..... 4	3⇒FCF12 4⇒FCF12
<b>FCF11.</b> Without his/her equipment or assistance, how difficult is for ( <i>name</i> ) to walk 500 meters on level ground?	SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 500 M AT ALL ..... 4	
<b>FCF12.</b> With his/her equipment or assistance, how difficult is for ( <i>name</i> ) to walk 100 meters on level ground? .	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 100 M AT ALL ..... 4	3⇒FCF16 4⇒FCF16
<b>FCF13.</b> With his/her equipment or assistance, how difficult is for ( <i>name</i> ) to walk 500 meters on level ground?	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
<b>FCF14.</b> Compared with children of the same age, how difficult is for ( <i>name</i> ) to walk 100 meters on level ground?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 100 M AT ALL ..... 4	3⇒FCF16 4⇒FCF16
<b>FCF15.</b> Compared with children of the same age, how difficult is for ( <i>name</i> ) to walk 500 meters on level ground?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK 500 M AT ALL ..... 4	

<b>FCF16.</b> How difficult is for ( <i>name</i> ) with self-care such as feeding, dressing himself/herself or other?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT CARE FOR SELF AT ALL ..... 4	
<b>FCF17.</b> When ( <i>name</i> ) speaks, how difficult is for him/her to be understood by people inside of this household?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT BE UNDERSTOOD AT ALL ..... 4	
<b>FCF18.</b> When ( <i>name</i> ) speaks, how difficult is for him/her to be understood by people outside of this household?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT BE UNDERSTOOD AT ALL ..... 4	
<b>FCF19.</b> Compared with children of the same age, how difficult is for ( <i>name</i> ) to learn things?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT LEARN THINGS AT ALL ..... 4	
<b>FCF20.</b> Compared with children of the same age, how difficult is for ( <i>name</i> ) to remember things?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT REMEMBER THINGS AT ALL ..... 4	
<b>FCF21.</b> How difficult is for s ( <i>name</i> ) to concentrate on an activity that he/she enjoys doing?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT CONCENTRATE AT ALL ..... 4	
<b>FCF22.</b> How difficult is for ( <i>name</i> ) to accept changes in his/her routine?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT ACCEPT CHANGES AT ALL ..... 4	
<b>FCF23.</b> Compared with children of the same age, how difficult is for ( <i>name</i> ) to control his/her behaviour?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT CONTROL BEHAVIOUR AT ALL ..... 4	
<b>FCF24.</b> How difficult is for ( <i>name</i> ) to make friends?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT MAKE FRIENDS AT ALL ..... 4	
<b>FCF25.</b> The next questions have different options for answers. I am going to read these to you after each question.  How often ( <i>name</i> ) seems very anxious, nervous or worried?  Would you say ( <i>name</i> ) seems like this: 1. daily, 2. weekly, 3. monthly, 4. a few times a year or 5. never?	DAILY ..... 1 WEEKLY ..... 2 MONTHLY ..... 3 A FEW TIMES A YEAR ..... 4 NEVER ..... 5	
<b>FCF26.</b> How often ( <i>name</i> ) seems very sad or depressed?  Would you say ( <i>name</i> ) seems like this: 1. daily, 2. weekly, 3. monthly, 4. a few times a year or 5. never?	DAILY ..... 1 WEEKLY ..... 2 MONTHLY ..... 3 A FEW TIMES A YEAR ..... 4 NEVER ..... 5	

PARENTAL INVOLVEMENT			PR
<b>PR1.</b> Check CB3/HL6: Child's age?	AGE 5-6 YEARS ..... 1 AGE 7-14 YEARS ..... 2 AGE 15-17 YEARS ..... 3	1⇓ FL0  3⇓ FL0	
<b>PR3.</b> Excluding school text books, how many books do you have for <i>(name)</i> to read at home?	NONE ..... 00 NUMBER OF BOOKS..... <u>0</u> TEN OR MORE BOOKS ..... 10		
<b>PR4.</b> Check CB7: Did the child attend any educational institution?  <i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i>	YES, CB7/ED9=1 ..... 1 NO, CB7/ED9=2 OR BLANK ..... 2	2⇓ FL0	
<b>PR5.</b> Does <i>(name)</i> ever have homework?	YES ..... 1 NO ..... 2 DK ..... 8	2⇨PR7 8⇨PR7	
<b>PR6.</b> Does anyone help <i>(name)</i> with homework?	YES ..... 1 NO ..... 2 DK ..... 8		
<b>PR7.</b> Does <i>(name)</i> 's school have a school governing body in which parents can participate (such as board of trustees or parent committee)?	YES ..... 1 NO ..... 2 DK ..... 8	2⇨PR10 8⇨PR10	
<b>PR8.</b> In the last 12 months, have you or any other adult from your household attended a meeting at school?	YES ..... 1 NO ..... 2 DK ..... 8	2⇨PR10 8⇨PR10	
<b>PR9.</b> During these meetings, was any of the following discussed:	YES	NO	DK
[A] Key education issues faced by <i>(name)</i> 's school?	1	2	8
[B] School budget or use of funds received by <i>(name)</i> 's school?	1	2	8
<b>PR10.</b> In the last 12 months, have you or any other adult from your household received a information on student's progress for <i>(name)</i> ?	YES ..... 1 NO ..... 2 DK ..... 8		
<b>PR11.</b> In the last 12 months, have you or any adult from your household gone to <i>(name)</i> 's school for any of the following reasons?	YES	NO	DK
[A] A school celebration or a sport event?	1	2	8
[B] To discuss <i>(name)</i> 's progress with his/her teachers?	1	2	8

FOUNDATIONAL LEARNING SKILLS		FL
<b>FL0.</b> Check CB3: Child's age?	AGE 5-6 YEARS .....1 AGE 7-14 YEARS .....2 AGE 15-17 YEARS .....3	1⇒ FS11 3⇒ FS11
<p><b>FL1.</b> Now I would like to talk to (<b>name</b>). I will ask him/her a few questions about himself/herself, and then ask him/her to complete a few reading and number activities.</p> <p>These are not school tests and the results will not be shared with anyone. I am not allowed to tell you how well (<b>name</b>) has performed.</p> <p>The activities are to help us find out how well children are learning to read and to use numbers.</p> <p>This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential. May I talk to (<b>name</b>)?</p>		
YES, PERMISSION IS GIVEN ..... 1 NO, PERMISSION IS NOT GIVEN ..... 2	2⇒FL28	

<b>FL2.</b> Record the time.	HOURS AND MINUTES ___ : ___
<p><b>FL3.</b> My name is (<b>your name</b>). I am from the Main Statistical Department of (<b>city of Minsk, region</b>). Your mother (caretaker) allowed to talk to you. I will ask you some questions and give you some number and reading activities to do. I will explain each activity, and you can ask me questions any time. Can we start?</p>	
YES, PERMISSION IS GIVEN ..... 1 NO, PERMISSION IS NOT GIVEN ..... 2	2⇒FL28

<p><b>FL4.</b> Before you start with the reading and number activities, tick each box to show that:</p> <p><input type="checkbox"/> You are not alone with the child unless they are at least visible to an adult known to the child.</p> <p><input type="checkbox"/> You have engaged the child in conversation and built rapport.</p> <p><input type="checkbox"/> The child is sat comfortably, able to use READING &amp; NUMBERS CARDS without difficulty while you can see these cards.</p>			
<b>FL6.</b> First we are going to talk about reading.	YES	NO	
[A] Do you read books at home?	1	2	
[B] Does someone read to you at home?	1	2	
<b>FL10</b> Now I am going to give you a short story to read. Would you like to start reading the story?	YES .....1 NO .....2	2⇒FL23	
<b>FL11.</b> Check CB3/HL6: Child's age?	AGE 7-9 YEARS .....1 AGE 10-14 YEARS .....2	1⇒FL13	
<b>FL12.</b> Check CB7: In the current school year, did the child attend any education institution?  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⇒FL19	
<p><b>FL13.</b> Now I would like you to read these sentences out loud. Then I may ask you some question. Give the child 1 card for reading ('Vas'ka is a cat. Zhuchka is a dog. Vas'ka is 5. Zhuchka is 6").</p>			
<b>FL14.</b> Did the child read every word in the practice correctly?	YES .....1 NO .....2	2⇒FL23	

<b>FL15.</b> <i>Once the reading is done, ask:</i> How old is Vas'ka?	VAS'KA IS 5 YEARS OLD ..... 1 OTHER ANSWERS ..... 2 NO ANSWER AFTER 5 SECONDS ..... 3	1⇒FL17
<b>FL16.</b> <i>Say:</i> Vas'ka is 5 years old.		⇒FL23
<b>FL17.</b> Here is another question: Who is older: Vas'ka or Zhuchka?	ZHUCHKA IS OLDER (THAN VAS'KA) 1 OTHER ANSWERS ..... 2 NO ANSWER AFTER 5 SECONDS ..... 3	1⇒FL19
<b>FL18.</b> <i>Say:</i> Zhuchka is older than Vas'ka. Zhuchka is 6 and Vas'ka is 5.		⇒FL23

<b>FL19.</b> Now I want you to read me this small story. If you come to a word you do not know, go onto the next word. When you finish I will ask you some questions about what you have read  <i>Give the child card 2 for reading.</i>	Vania	is	in	class	two.	One	day,
	1	2	3	4	5	6	7
	Vania	was	going	home	from	school.	He
	8	9	10	11	12	13	14
	saw	some	red	flower s	on	the	way.
	15	16	17	18	19	20	21
	The	flowers	were	near	a	potato	field.
	22	23	24	25	26	27	28
	Vania	wanted	to	get	some	flowers	for
	29	30	31	32	33	34	35
	his	mother	Vania	ran	fast	across	the
	36	37	38	39	40	41	42
	field	to	get	the	flowers	He	fell
	43	44	45	46	47	48	49
	down	near	an	oak	tree.	Vania	started
	50	51	52	53	54	55	56
crying.	The	shepherd	saw	him	and	came.	
57	58	59	60	61	62	63	
He	gave	Vania	many	flowers	Vania	was	
64	65	66	67	68	69	70	
very	happy.						
71	72						
<b>FL20.</b> <i>Results of the child's reading.</i>	NUMBER OF THE LAST WORD ATTEMPTED ..... ___ TOTAL NUMBER OF WORDS INCORRECT OR MISSED ..... ___						
<b>FL21.</b> <i>How well did the child read the story?</i>	READ AT LEAST ONE WORD CORRECTLY ..... 1 DID NOT READ ANY WORD CORRECTLY ..... 2 DID NOT TRY TO READ THE STORY ..... 3						2⇒FL23 3⇒FL23

<p><b>FL22.</b> Now I am going to ask you a few questions about what you have read.  <i>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', say: Thank you. and go to the next question.</i></p>		
[A] What class is Vania in?	CORRECT ((VANIA IS) IN CLASS TWO)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	
[B] What did Vania see on the way home?	CORRECT (HE SAW SOME RED FLOWERS)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	
[C] Why did Vania start crying?	CORRECT (BECAUSE HE FELL) ..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	
[D] Where did Vania fall (down)?	CORRECT ((VANIA FELL DOWN) NEAR AN OAK TREE) ..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	
[E] Why was Vania happy?	CORRECT (BECAUSE THE SHEPHERD GAVE HIM MANY FLOWERS / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER) ..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3	

<p><b>FL23.</b> Now I want you to point to each number and tell me what the number is.  <i>Give the child card 3 (with numbers).          Look at this card, please, and point to each number starting from the first number.</i></p>				
<p><i>If the child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and ask to name it.</i></p> <p><i>If the child does not attempt to read 2 consecutive numbers, say: Thank you. and go to the next task.</i></p>				
	CORRECT	INCORRECT	NO ATTEMPT	
9	1	2	3	
12	1	2	3	
30	1	2	3	
48	1	2	3	
74	1	2	3	
731	1	2	3	
<p><b>FL23A.</b> Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?</p>	YES, AT LEAST TWO CORRECT ..... 1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT ..... 2			2⇒FL28

<p><b>FL24.</b> And now I want you to look at these cards with numbers.  <i>Give the child cards 4-8 (with pairs of numbers).</i>  Please look at these numbers and tell me which one is bigger.  <i>Record the child's answer before going to the next card and repeat the question for the next pair of numbers.</i>  <i>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 as 'No Attempt' for this pair of number and show the child the next pair of numbers.</i></p>			
<p><i>If the child does not attempt 2 consecutive pairs, say:</i>  Thank you.  <i>and go to the next task.</i></p>	CORRECT	INCORRECT	NO ATTEMPT
7      5	1	2	3
11     24	1	2	3
58     49	1	2	3
65     67	1	2	3
146    154	1	2	3
<p><b>FL25.</b> And now I would like you to perform examples on addition.  <i>Give the child cards 9-13 (with examples on addition).</i>  Look at this example, please and tell me how much is (<b>number plus number</b>)?  <i>Record the child's answer before going to the next card and repeating the question for the next sum.</i>  <i>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 as 'No Attempt' for this example and show the child the next addition.</i></p>			
<p><i>If the child does not attempt 2 consecutive pairs, say:</i>  Thank you.  <i>and go to the next task.</i></p>	CORRECT	INCORRECT	NO ATTEMPT
3    +    2	1	2	3
8    +    6	1	2	3
7    +    3	1	2	3
13   +    6	1	2	3
12   +    24	1	2	3
<p><b>FL26.</b> Now we go to the next task.  <i>Give the child cards 14-15 with numbers.</i>  Here are some numbers. 1, 2, and 4. What number goes here?</p>	CORRECT (3) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3		2⇒FL26 B 3⇒FL26 B
<p><b>FL26A.</b> Say:  That's correct, 3. Let's do another one.</p>			⇒FL26C

<p><b>FL26B.</b> 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.</p>			
<p><b>FL26C.</b> Here are some more numbers. 5, 10, 15 and ____. What number goes here?</p>	<p>CORRECT (20)..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	<p>2⇒FL26 E 3⇒FL26 E</p>	
<p><b>FL26D.</b> Say: That's correct, 20.</p>		<p>⇒FL27</p>	
<p><b>FL26E.</b> 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.</p>			
<p><b>FL26F.</b> Check FL26: Was the answer correct?</p>	<p>YES, FL26=1..... 1 NO, FL26=2 OR 3..... 2</p>	<p>2⇒FL28</p>	
<p><b>FL27.</b> Now I want you to try this on your own. Give the child cards 16 – 20 with set of numbers. Please look at those examples and tell me what number goes here. Record the child's answer before going to the next card and repeating the question for next task. 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 as 'No Attempt' for this task and go to the next task.</p>			
<p>If the child does not attempt 2 consecutive patterns, say: Thank you. and go to FL28.</p>	<p>CORRECT</p>	<p>INCORRECT</p>	<p>NO ATTEMPT</p>
<p>5    6    7    ____</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>14   15   ____   17</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>20   ____   40   50</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>2    4    6    ____</p>	<p>1</p>	<p>2</p>	<p>3</p>
<p>5    8    11    ____</p>	<p>1</p>	<p>2</p>	<p>3</p>

<p><b>FL28.</b> Result of interview with child.  Discuss any result not completed with Supervisor.</p>	<p>COMPLETED.....01 NOT AT HOME .....02 MOTHER / CARETAKER REFUSED .....03 CHILD REFUSED.....04 PARTLY COMPLETED .....05 INCAPACITATED.....06 OTHER (specify).....96</p>
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<b>FS11.</b> <i>Record the time.</i>	HOURS AND MINUTES..... __ : __
<b>FS16.</b> <i>Thank the respondent and the child for her/his cooperation.</i>  <i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i>  <i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i>	

