◼️◼️◼️ MICS

QUESTIONNAIRE FOR CHILDREN AGE 5-17

Fiji Bureau of Statistics

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 1	**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 NO, FIRST INTERVIEW 2	1 ⇨FS10B 2 ⇨FS10A
FS10A. Hello, my name is (***your name***). We are from Fiji Bureau of Statistics. 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 NO / NOT ASKED.. 2	1 ⇨*CHILD'S BACKGROUND Module* 2 ⇨*FS17*	

FS17. *Result of interview for child age 5-17 years*
 	
 Codes refer to the respondent.
 	
 Discuss any result not completed with Supervisor.
	COMPLETED.. 01
	 NOT AT HOME 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⇨CB11

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 early childhood education programme?	YES.. 1 NO 2	2⇨CB11
CB5. What is the highest level and year of school (*name*) has ever attended?	EARLY CHILDHOOD EDUCATION ...... 000 PRIMARY ....**1** __ __ SECONDARY..**2** __ __ VOCATIONAL/TECHNICAL ....3 __ __ TERTIARY ....4 __ __	000⇨CB7
CB6. Did (he/she) ever complete that (year)?	YES.. 1 NO 2	
CB7. At any time during the 2021 school year did (*name*) attend school or any early childhood education programme	YES.. 1 NO 2	2⇨CB9
CB8. During the 2021 school year, which level and year is (*name*) <u>attending</u>?	EARLY CHILDHOOD EDUCATION ...... 000 PRIMARY ....**1** __ __ SECONDARY......................................**2** __ __ VOCATIONAL/TECHNICAL ....3 __ __ TERTIARY ....4 __ __	
CB9. At any time during the 2020 school year did (*name*) attend school or any early childhood education programme?	YES.. 1 NO 2	2⇨CB11
CB10. During the 2020 school year, which level and year did (*name*) <u>attend</u>?	EARLY CHILDHOOD EDUCATION ...... 000 PRIMARY ....**1** __ __ SECONDARY......................................**2** __ __ VOCATIONAL/TECHNICAL ....3 __ __ TERTIARY ....4 __ __	
CB11. Is (*name*) covered by any health insurance?	YES.. 1 NO 2	2⇨End

| CB12. What type of health insurance is (*name*) covered by?

Record all mentioned. | MUTUAL HEALTH ORGANIZATION/ COMMUNITY-BASED HEALTH INSURANCE ....A
HEALTH INSURANCE THROUGH EMPLOYER..B
OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE..D

OTHER (*specify*) _____ X | |

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 or fishing? [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 articles, handicrafts, clothes, food or agricultural products? [X] Since last (*day of the week*), did (*name*) engage in any other 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 OR FISHING... 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⇨CL7
CL3. Since last (*day of the week*) about how many hours did (*name*) engage in (this activity/these activities), 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	
[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?	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	
CL7. Since last (*day of the week*), did (*name*) fetch water for household use?	YES .... 1 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*)? *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 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*)? *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 / 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 (this activity/these activities), 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>.		YES NO	
[A] Took away privileges, forbade something *(name)* liked or did not allow (him/her) to leave the house.	TOOK AWAY PRIVILEGES 1	2	
[B] Explained why *(name)*'s behaviour was wrong.	EXPLAINED WRONG BEHAVIOR 1	2	
[C] Shook (him/her).	SHOOK HIM/HER 1	2	
[D] Shouted, yelled at or screamed at (him/her).	SHOUTED, YELLED, SCREAMED 1	2	
[E] Gave (him/her) something else to do.	GAVE SOMETHING ELSE TO DO 1	2	
[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.	SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1	2	
[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.	HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1	2	
[H] Called (him/her) dumb, lazy or another name like that.	CALLED DUMB, LAZY OR ANOTHER NAME 1	2	
[I] Hit or slapped (him/her) on the face, head or ears.	HIT / SLAPPED ON FACE, HEAD OR EARS 1	2	
[J] Hit or slapped (him/her) on the hand, arm, or leg.	HIT / SLAPPED ON HAND, ARM OR LEG 1	2	
[K] Beat (him/her) up, that is hit him/her over and over as hard as one could.	BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1	2	
[L] Flick the ear.	FLICK THE EAR 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		1⇨*End*
	NO 2		
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:* That would be about the length of 1 football or rugby 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:* That would be about the length of 5 football or rugby 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:* That would be about the length of 1 football or rugby 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:* That would be about the length of 5 football or rugby 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:* That would be about the length of 1 football or rugby 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:* That would be about the length of 5 football or rugby 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 questions have different options for answers. 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 text books and holy books, how many books do you have for (**name**) to read at home?	NONE ....00 NUMBER OF BOOKS................................ <u>0</u> __ TEN OR MORE BOOKS 10	
PR4. *Check CB7: In the current 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*
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 a school governing body in which parents can participate such as parent teacher association or school management committee?	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?	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 received by (**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 a school or student report card for (*name*)?	YES .... 1 NO .... 2 DK 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?
 	
     [A] A school celebration or a sport event?
 	
     [B] To discuss (*name)*'s progress with (his/her) teachers?
	.... YES NO DK
	
	 CELEBRATION OR
	    SPORT EVENT................................. 1 2 8
	
	 TO DISCUSS PROGRESS
	    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:
 	
     [A] Natural disasters, such as flood, cyclone, epidemics or similar?
 	
     [B] Man-made disasters, such as fire, building collapse, riots or similar?
 	
     [C] Teacher strike?
 	
     [X] Other?
	YES NO DK
	
	 NATURAL DISASTERS.................. 1 2 8
	
	 MAN-MADE DISASTERS............... 1 2 8
	
	 TEACHER STRIKE.......................... 1 2 8
	
	 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 (*teacher strike / teacher absence*) happened 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 AGE 7-14 YEARS... 2 AGE 15-17 YEARS... 3	1⇨*End* 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 this country 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 Fiji Bureau of Statistics. 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? *Probe if necessary and read the listed languages.*	**READING TEST AVAILABLE** ENGLISH .... 11 I-TAUKEI... 12 HINDI .... 13 **READING TEST NOT AVAILABLE** OTHER (*specify*) _____ 96 DK 98	

FL8. *Check CB7: In the current 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	1 ⇨*FL9A*
FL8A. *Check CB4: Did the child ever attend school or any early childhood education 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.
	READING TEST AVAILABLE
	  ENGLISH 11
	  I-TAUKEI 12
	  HINDI 13
	
	READING TEST NOT AVAILABLE
	OTHER (*specify*) _____ 96
	DK 98
		11 ⇨*FL10A*
		12 ⇨*FL10A*
		13 ⇨*FL10A*

FL9C. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*	YES, FL7=11, 12 OR 13 .... 1 NO, FL7=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 the 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 the story?	YES .... 1 NO 2	1 ⇨*FL11*
FL10C. I have short stories in English, I-Taukei and Hindi. The stories are almost the same. Would you like to try to read one of them?	ENGLISH .... 11 I-TAUKEI .... 12 HINDI .... 13 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 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	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.* *Open the page showing the reading practice item and say:* 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. ***(English: Samu is a boy. Sina is a girl. Samu is 5. Sina is 6.*** ***I-Taukei : Ko Samu e tagane. Ko Sina e yalewa. Ko Samu e yabaki. Ko Sina e yabaki 6.*** ***Hindi: Samu ek ladaka hai. Sina ek ladakee hai. Samu 5 saal ka hi. Sina 6 saal ki hai.)***		
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 Samu? /
   E sa yabaki vica ko Samu? /
   Kiya age hai Sam ka?)
	CORRECT
	   (5/
	   5/
	   5) 1
	OTHER ANSWERS 2
	NO ANSWER AFTER 5 SECONDS 3
		1⇨*FL17*

FL16. *Say:*
   (Samu is 5 years old. /
   E sa yabaki 5 ko Samu. /
   Sam 5 saal ka hai.)
		⇨*FL21D*

FL17. Here is another question:
   Who is older: Samu or Sina? /
   Ko cei e qase: ko Samu se ko Sina? /
   Kaun bada hai: Samu ya Sina?
	CORRECT
	   (SINA/
	   SINA/
	   SINA) 1
	OTHER ANSWERS 2
	NO ANSWER AFTER 5 SECONDS 3
		1⇨*FL18A*

FL18. *Say:*
   (Sina is older than Samu. Sina is 6 and Samu is 5. /
   Ko Sina e qase vei Samu. Ko Sina e sa yabaki 6 kei Samu e sa yabaki 5. /
   Sina Samu se badee hai. Sina 6 saal ki hai aur Samu 5 saal ka hai)
		⇨*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: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7.* *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.

Paula	is	in	Year	two.	One	day
Paula	e	kalasi	2.	ko	Paula	e
Paula	class	2	mei	hai.	ek	din,
1	2	3	4	5	6	7
Paula	was	going	home	from	school.	He
lako	tiko	ki	vale	ni	suka	na
Paula	school	se	ghar	jah	raha	tha.
8	9	10	11	12	13	14
saw	some	red	flowers	on	the	way.
vuli.	E	raica	o	koya	e	so
Usne	raaste	mein	kuch	laal	phool	Dekhe.
15	16	17	18	19	20	21
The	flowers	were	near	a	taro	farm.
na	senikau	damudamu	ena	nona	gaunisala.	Na
phool	ek	dalo	ke	khet	ke	paas
22	23	24	25	26	27	28
Paula	wanted	to	get	some	flowers	for
senikau	era	volekata	e	dua	na	teitei
tha.	Paula	apne	maa	ke	liye	kuch
29	30	31	32	33	34	35
his	mother.	Paula	ran	fast	across	the
ka	tei	tu	kina	na	dalo.	Ko
phool	lejana	chaahata	tha.	Paula	phool	ko
36	37	38	39	40	41	42
farm	to	get	the	flowers.	He	fell
paula	e	vinakata	me	kauta	eso	na
paane	ke	liye	pore	khet	mein	teez
43	44	45	46	47	48	49
down	near	a	banana	tree.	Paula	started
senikau	me	solia	vei	tinana.	Ko	Paula
Se	bhaaga.	vah	ek	kele	ke	ped
50	51	52	53	54	55	56
crying.	The	farmer	saw	him	and	came.
e	cici	vaka	totolo	ena	nona	takosova
ke	paas	gaya.	Paula	rone	laga.	Kisaan
57	58	59	60	61	62	63
He	gave	Paula	many	flowers.	Paula	was
nai	teitei	me	kauta	mai	na	senikau.
ne	usse	dekha	aur	uske	ke	pass
64	65	66	67	68	69	70
very	happy.					
E	A	Lutu	Ko	Koya	Volekata	na
gaya.	usne	Paula	ko	dher	sare	phool
71	72	73	74	75	76	77

Vuni	Jaina.	E	Tekivu	Tagi.	E	raici
diya.	Paula	bahut	kush	huwa.		
78	79	80	81	82	83	84
Koya	Qai	Gole	Mai	E	Dua	Na
85	86	87	88	89	90	91
dauteitei	E	solia	vei	paula	eso	na
92	93	94	95	96	97	98
senikau.	e	qai	marau	ko	Paula.	
99	100	101	102	103	104	105

FL20. *Results of the child's reading.*
 	
Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (**English:72/ I-Taukei:104/ Hindi:82**) *and the last word attempted (A).*
 	
If the child did not try to read the story, record '00' as the last word attempted (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* (**English:8/I-Taukei:11/Hindi:9**) *or more words?*	YES, AT LEAST (**ENGLISH:8/I-TAUKEI:11/ HINDI:9**) INCORRECT WORDS ....1 NO, LESS THAN (**ENGLISH:8/I-TAUKEI:11/ HINDI:9**) 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 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. *Make sure the child can still see the passage and ask:*		

[A]	**(What year is Paula in? /**
	E sa kalasi vica ko Paula? /
	Paula kis class mei hai?)
		CORRECT
		  (TWO/
		  RUA/
		  DOH).. 1
		INCORRECT.. 2
		NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	

[B]	**(What did Paula see on the way home? /**
	Na cava e raica ko Paula ena nona gole
	tiko ki vale ? /
	Paula ne ghar aane ke samaye kiya dekha
	tha?)
		CORRECT
		  (FLOWERS/
		  SENIKAU/
		  PHOOL)... 1
		INCORRECT.. 2
		NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	

[C]	**(Why did Paula start crying? /**
	Na cava e a tagi kina ko Paula? /
	Paula kyun rone laga?)
		CORRECT
		  (BECAUSE HE FELL/
		  BALETA NI A LUTU/
		  KIYONKI VAH GIR GAYA)............................... 1
		INCORRECT.. 2
		NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	

[D]	*Check FL21B[A-C]: Did the child answer all three questions correctly?*	YES, ALL CORRECT, FL21B[A-C]=1..................... 1 NO, AT LEAST ONE INCORRECT OR WITH NO RESPONSE/DK... 2	2 ⇨ FL21D

[E]	**(Where did Paula fall? /**
	E a lutu I vei ko Paula? /
	Paula kahaan par giree the?)
		CORRECT
		  (NEAR A BANANA TREE/
		  VOLEKATA NA VUNI JAINA/
		  KELE KE PED KE PAAS) 1
		INCORRECT.. 2
		NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	

[F]	**(Why was Paula happy? /**
	Na cava e a marau kina ko Paula ?/
	Paula kyon khush tha?)
		CORRECT
		  (BECAUSE THE FARMER GAVE HIM MANY
		  FLOWERS OR BECAUSE HE HAD FLOWERS
		  TO GIVE TO HIS MOTHER/
		  BALETA NI A SOLIA VEI KOYA NA
		  DAUTEITEI E LEVU NA SENIKAU SE
		  BALETA NI A TIKO VEI KOYA NA SENIKAU
		  ME LAKI SOLIA VEI TINANA/ KIYONKI
		  KISSAN NE USSE KAEE PHOOL DIYA YAH
		  KIYONKI USKE PAAS APNE MA KO DENE
		  KE LIYE PHOOL THEE) 1
		INCORRECT.. 2
		NO RESPONSE / SAYS 'I DON'T KNOW'.............. 3	

FL21C. *Check FL21B[E-F]: Did the child answer both questions correctly?*		YES, BOTH FL21B[E-F]=1.................................... 1 NO, AT LEAST ONE INCORRECT OR WITH NO RESPONSE/DK... 2	1 ⇨FL23
FL21D. I have another story in (*list languages not yet attempted*). Would you like to try to read it/one of them? *The child cannot pick the same language as already attempted.*		ENGLISH .... 11 I-TAUKEI... 12 HINDI.. 13 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 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	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: Jone is a boy. Rosi is a girl. Jone has 2 eggs. Rosi has 3 eggs.* *Itaukei: E tagane ko Jone. E yalewa ko Rosi. E tiko vei Jone e rua na yaloka. E tiko vei Rosi e 3 na yaloka.* *Hindi: Jone ek ladaka hai. Rosi ek ladakee hai. Jone ke paas 2 ande hai. Rosi ke pass 3 anhe hai.* *.*		
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 eggs does Jone have?/** **E vica na yaloka e tiko vei Jone ?/** **Jone ke paas kitane ande hain?**	CORRECT **(2/** **2/** **2)**...1 OTHER ANSWERS.......................................2 NO ANSWER AFTER 5 SECONDS 3	1⇨*FL21K*
FL21J. *Say:* **(Jone has 2 eggs. /** **E tiko vei Jone e rua na yaloka. /** **Jone ke 2 ande hai.)**		⇨*FL23*
FL21K. Here is another question: **Who has more eggs: Jone or Rosi?/** **Ko cei e tiko vei koya e levu na yaloka : Jone se Rosi ? /** **Kis ke paas adhik anhe hai : Jone yah Rosi ?**	CORRECT **(ROSI/** **ROSI/** **ROSI)** ....1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS 3	1⇨*FL21M*
FL21L. *Say:* **Rosi has more eggs than Jone. Rosi has 3 eggs and Jone has 2. /** E levu cake na yaloka e tiko vei Rosi mai vei Jone. E tiko vei Rosi e tolu na yaloka ka tiko vei Jone e rua		⇨*FL23*
FL21M. *Turn the page to reveal the reading passage. Say:* Thank you. Now I want you to try 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.

Ana	is	seven	years	old.	One	morning,
Ana	e	yabaki	vitu.	Ena	dua	na
Ana	saat	saal	ki	hai.	Ek	Subha,
1	2	3	4	5	6	7
her	grandmother	sent	her	to	the	market
matakalailai	e	talai	koya	kina	makete	ko
uske	aaji	ne	dalo	khareedne	ke	liye
8	9	10	11	12	13	14
to	buy	taro.	She	gave	Ana	some
nona	Bubu	me	laki	volia	mai	eso
usse	bazaar	bheja.	Ussne	Ana	ko	kuch
15	16	17	18	19	20	21
money.	Ana	put	it	in	her	bag.
na	dalo.	E	solia	vei	Ana	eso
paise	diye.	aur	Ana	ne	apne	bag
22	23	24	25	26	27	28
The	bag	had	a	big	hole.	On
nai	Lavo.	E	biuta	ko	Ana	nai
mein	rakh	liya.	Bag	mein	ek	bada
29	30	31	32	33	34	35
the	way,	Ana	lost	her	money.	Meri
lavo	ena	nona	kato.	E	kabasu	levu
sa	cheed	tha.	Raaste	Mein,	Ana	ne
36	37	38	39	40	41	42
saw	the	money	and	gave	it	to
na	nona	kato.	E	na	nona	i
woh	paise	kho	Diye.	Meri	ne	uss
43	44	45	46	47	48	49
Ana.	She	was	happy.	Ana	thanked	Meri
lakolako,	e	a	qai	yali	na	nona
paise	ko	dekha	aur	Ana	ko	de
50	51	52	53	54	55	56
and	walked	to	the	market.		
i	lavo	ko	Ana.	Ea	raica	nai
diya.	Vah	kush	ho	gaye.	Ana	ne
57	58	59	60	61	62	63
lavo	ko	Meri	qai	solia	vei	Ana.
Meri	ko	dhanyavaad	diya	aur	bazaar	chali
64	65	66	67	68	69	70
Ea	marau	ko	koya.	E	vaka vinavinak ataki	Meri

gai						
71	72	73	74	75	76	77
ko	Ana	ka	qai	gole	sara	ena
78	79	80	81	82	83	84
makete						
85	86	87	88	89	90	91

FL21P. *Results of the child's reading.*
 	
*Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (**English:61/I-Taukei:85/Hindi:71**) and the last word attempted (A).*
 	
If the child did not try to read the story, record '00' as the last word attempted (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 (**English:6/I-Taukei:9/Hindi:7**) or more words?*	YES, AT LEAST (**ENGLISH:6/I-TAUKEI:7/ HINDI:7**) INCORRECT WORDS..........................1 NO, LESS THAN (**ENGLISH:5/I-TAUKEI:7/ HINDI:7**) 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 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.
 	
Make sure the child can still see the passage and ask:
 	
[A]   (**How old is Ana? /
   E sa yabaki vica ko Ana?/
   Ana kee umr kya hai?**)
 	
[B]   (**Who sent Ana to the market? /
   Ko cei e talai Ana me lako kina makete? /
   Ana ko market kis ne bheja ?**
	
	CORRECT
	   (7/
	   7/
	   7)...1
	INCORRECT...2
	NO RESPONSE / SAYS 'I DON'T KNOW'..............3
	CORRECT
	   (**HER GRANDMOTHER/
	   KO BUNA/
	   USKE AJJI**)..1
	INCORRECT...2
	NO RESPONSE / SAYS 'I DON'T KNOW'..............3	

[C]	**(What was Ana asked to buy? /**
	 Na cava e a tukuni vei Ana me volia? /
	 Ana ko kiya khareedne ke liye kaha gaya tha?
		CORRECT
		  (TARO/
		  DALO/
		  DALO) 1
		 INCORRECT...2
		 NO RESPONSE / SAYS 'I DON'T KNOW'............3	

[D]	*Check FL22[A-C]: Did the child answer all three questions correctly?*	YES, ALL CORRECT, FL22[A-C]=1 ....1 NO, AT LEAST ONE INCORRECT OR WITH NO RESPONSE/DK...2	2 ⇨ *FL23*

[E]	**Why did Ana lose the money? /**
	 Na cava e vakayalia kina ko Ana nai lavo ? /
	 Ana ne paisa kyun ganvae ?)
		CORRECT
		  (BECAUSE IT FELL THROUGH THE HOLE
		  IN THE BAG OR BECAUSE THE BAG HAD A
		  HOLE/
		  BALETA NI A LUTU ENA DUA NA KABASU
		  ENA LOMA NI BEKI SE BALETA E A
		  KABASU TIKO NA BEKI
		  KYONKI YAH BAG MEIN CHEED KE
		  MAADHYAM SE GIR GAYA/KYONKI BAG
		  MEIN CHHED THA 1
		 INCORRECT...2
		 NO RESPONSE / SAYS 'I DON'T KNOW'.............3	

[F]	**((Why was Ana happy? /**
	 Na cava e marau kina ko Ana ? /
	 Kyun Ana kush hue ?)
		CORRECT
		  (BECAUSE MERI GAVE HER THE MONEY
		  OR BECAUSE MERI FOUND THE MONEY/
		  BALETA NI A SA SOLIA LESU VEI KOYA KO
		  MERI NAI LAVO SE BALETA NI SA KUNEA
		  KO PITA NAI LAVO/
		  KYONKI MERI NE PAISA ANA KO DIYA
		  YAH KYONKI MERI KO PAISA MILA)..........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. 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 Fiji. | | |

| 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.*	ENGLISH...1 I-TAUKEI ....2 HINDI...3	
FS13. *Language of the Interview.*	ENGLISH...1 I-TAUKEI ....2 HINDI...3 OTHER LANGUAGE (*specify*) _____ 6	

FS14. *Native language of the Respondent.*	ENGLISH .... 1 I-TAUKEI .... 2 HINDI .... 3 OTHER LANGUAGE (*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

MICS PLUS CONSENT				

FS20. *Check HH60.: Was consent for MICS Plus previously asked from this respondent?*

YES, CONSENT ALREADY ASKED 1
NO, NOT ASKED 2

1⇨*FS28*

FS21. *Was consent for MICS Plus previously asked from this respondent in any other questionnaire (WQ, MQ or UFQ)?*

YES, CONSENT ALREADY ASKED 1
NO, NOT ASKED 2

1⇨*FS28*

FS22. We would like to continue to talk about you and your family over the next 11 months. We wish to call you on the phone every month for 10-15 minutes. Again, all the information you provide will be confidential and anonymous.

Would you like to participate?

YES...1
NO...2

OTHER (*specify*) _____ 6

2⇨*FS28*

6⇨*FS28*

FS23. Please give me all phone numbers at which we can easily get in touch with you, starting with your preferred number.

YES...1
NO PHONE 2

1⇨*FS24*
2⇨*FS28*

FS24 *Order*	**FS25**. Telephone number	**FS25A.** Is this landline or mobile 1. LANDLINE 2. MOBILE	**FS25B.** Who does this phone belong to? *Record the line number#*	**FS26**. Is there any preferred or more convenient time of the day we could call you on this number? A. MORNINGS B. AFTERNOON C. EVENINGS D. WEEKENDS E. ANYTIME X. OTHER (*specify___*)	**FS27.** Do you have another phone number? 1. YES 2. NO
1		1 2	___ ___	A B C D E X	1 ⇙ *Next Line* 2 ⇙ *FS28*
2		1 2	___ ___	A B C D E X	1 ⇙ *Next Line* 2 ⇙ *FS28*
3		1 2	___ ___	A B C D E X	

OTHER CODES FOR FS25B: 40-Home phone; 50–Neighbour; 51-Friend; 60-Workplace/office; 90-Don't want to disclose.

FS28. *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