QUESTIONNAIRE FOR CHILDREN AGE 5-17
2018 Kyrgyzstan MICS

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 1 8	**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 **the National Statistical Committee**. 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 **20** 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 **20** 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):*	FS4=HH47 ....1 FS4≠HH47 2	1⇨*End*

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

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 pre-primary education programme?	YES ....1 NO 2	2⇨*End*
CB5. What is the highest level and grade or year of school (*name*) has ever attended?	PRE-SCHOOL ....000 PRIMARY...**1** __ __ BASIC SECONDARY ....**2** __ __ COMPLETE SECONDARY.................**3** __ __ PROFESSIONAL PRIMARY/MIDDLE ....**4** __ __ HIGHER..**5** __ __	000⇨*CB7*
CB6. Did (he/she) ever complete that (grade/year)?	YES ....1 NO 2	
CB7. At any time during the current school year did (*name*) attend school or any pre-primary education programme?	YES ....1 NO 2	2⇨*CB9*
CB8. During this current school year, which level and grade or year is (*name*) <u>attending</u>?	PRE-SCHOOL ....000 PRIMARY...**1** __ __ BASIC SECONDARY ....**2** __ __ COMPLETE SECONDARY.................**3** __ __ PROFESSIONAL PRIMARY/MIDDLE ....**4** __ __ HIGHER..**5** __ __	
CB9. At any time during the previous school year did (*name*) attend school or any pre-primary education programme?	YES ....1 NO 2	2⇨*End*
CB10. During that previous school year, which level and grade or year did (*name*) <u>attend</u>?	PRE-SCHOOL ....000 PRIMARY...**1** __ __ BASIC SECONDARY ....**2** __ __ COMPLETE SECONDARY.................**3** __ __ PROFESSIONAL PRIMARY/MIDDLE ....**4** __ __ HIGHER..**5** __ __	

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 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⇨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? [B] Is (he/she) exposed to extreme cold, heat or humidity? [C] Is (he/she) exposed to loud noise or vibration? [D] Is (he/she) required to work at heights? [E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives? [X] Is (*name*) exposed to other things, processes or conditions bad for (his/her) health or safety?	 YES .... 1 NO .... 2 YES .... 1 NO .... 2 YES .... 1 NO .... 2 YES .... 1 NO .... 2 YES .... 1 NO .... 2 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? [A] Shopping for the household? [B] Cooking? [C] Washing dishes or cleaning around the house? [D] Washing clothes? [E] Caring for children? [F] Caring for someone old or sick? [X] Other household tasks?	YES NO SHOPPING FOR HOUSEHOLD .... 1 2 COOKING .... 1 2 WASHING DISHES / CLEANING HOUSE .... 1 2 WASHING CLOTHES .... 1 2 CARING FOR CHILDREN .... 1 2 CARING FOR OLD / SICK .... 1 2 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.
 	
 [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.
	
	 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 THE 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:* That would be about 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:* That would be about 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:* That would be about 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:* That would be about 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:* That would be about 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:* That would be about 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 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................................. 0 __ TEN OR MORE BOOKS 10	
PR4. *Check CB7: Did the child attend any school?* *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 school board of trustees, parents 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?	YES NO DK	
[A] A school celebration or a sport event?	CELEBRATION OR SPORT EVENT 1 2 8	
[B] To discuss (*name*)'s progress with (his/her) teachers?	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:	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 (*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

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*

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

Could you tell me a little bit about yourself?

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

Let me tell you why I am here today. I am from **the National 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 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 they are 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.*

FL5. Remember you can ask me a question at any time if there is something you do not understand. You can ask me to stop at any time.		

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.*	KYRGYZ .... 01 RUSSIAN .... 02 UZBEK .... 03 KAZAKH .... 04 TAJIK.. 05 DUNGAN.. 06 UYGUR.. 07 OTHER (*specify*)_____ 96 DK 98	
FL8. *Check CB7: In the current school year, did the child attend school or any pre-primary 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 pre-primary 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*
FL8B. *Check FL7: Is READING & NUMBER BOOK available in the language spoken at home?*	YES, FL7=1, 2,3,4, 5, 6 OR 7 .... 1 NO, FL7=6 OR 8... 2	1⇨*FL10B* 2⇨*FL23*
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 name the listed languages.*	KYRGYZ .... 1 RUSSIAN .... 2 UZBEK .... 3 TAJIK.. 4 OTHER (*specify*)_____ 6 DK 8	1⇨*FL10A* 2⇨*FL10A* 3⇨*FL10A* 4⇨*FL10A* 6⇨*FL23* 8⇨*FL23*
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	2⇨*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⇨*FL19*

FL13. *Give the child the READING & NUMBERS BOOK.* *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. *Sary is a cat. Alabai is a dog. Sary is 5. Alabai is 6.*		
FL14. *Did the child read every word in the practice correctly?*	YES ....1 NO 2	2 ⇨*FL23*
FL15. *Once the reading is done, ask:* How old is Sary?	SARY IS 5 YEARS OLD...............................1 OTHER ANSWERS.......................................2 NO ANSWER AFTER 5 SECONDS...........................3	1 ⇨*FL17*
FL16. *Say:* Sary is 5 years old. *and go to FL23.*		⇨*FL23*
FL17. Here is another question: Who is older: Sary or Alabai?	ALABAI IS OLDER (THAN SARY) ....1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS...........................3	1 ⇨*FL19*
FL18. *Say:* Alabai is older than Sary. Alabai is 6 and Sary is 5. *and go to FL23.*		⇨*FL23*

FL19. *Turn the page to reveal the reading passage.*	Azat	is	in	class	two.	One	day,
	1	2	3	4	5	6	7
Thank you. Now I want you to try this.	Azat	was	going	home	from	school.	He
	8	9	10	11	12	13	14
Here is a story. I want you to read it aloud as carefully as you can.	saw	some	red	flowers	on	the	way.
	15	16	17	18	19	20	21
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)*.	The	flowers	were	near	a	tomato	farm.
	22	23	24	25	26	27	28
	Azat	wanted	to	get	some	flowers	for
	29	30	31	32	33	34	35
When you finish I will ask you some questions about what you have read.	his	mother.	Azat	ran	fast	across	the
	36	37	38	39	40	41	42
	farm	to	get	the	flowers.	He	fell
	43	44	45	46	47	48	49
If you come to a word you do not know, go onto the next word.	down	near	an	old	karagach.	Azat	started
	50	51	52	53	54	55	56
Put your finger on the first word. Ready? Begin.	crying.	The	farmer	saw	him	and	came.
	57	58	59	60	61	62	63
	He	gave	Azat	many	flowers.	Azat	was
	64	65	66	67	68	69	70
	very	happy.					
	71	72					

FL20. *Results of the child's reading.*	LAST WORD ATTEMPTED.....................NUMBER __ __ TOTAL NUMBER OF WORDS INCORRECT OR MISSED.....................NUMBER __ __	

FL21. *How well did the child read the story?*	THE CHILD READ AT LEAST ONE
	   WORD CORRECTLY...1
	
	 THE CHILD DID NOT READ ANY
	   WORD CORRECTLY...2
	
	 THE CHILD DID NOT TRY TO READ THE STORY 3
		
		2⇨*FL23*
		
		3⇨*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] What class is Azat in?	CORRECT ((AZAT IS) IN THE 2-ND GRADE)..1 INCORRECT ....2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[B] What did Azat see on the way home?	CORRECT (HE SAW SOME FLOWERS)..............1 INCORRECT ....2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[C] Why did Azat start crying?	CORRECT (BECAUSE HE FELL DOWN) ....1 INCORRECT ....2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[D] Where did Azat fall (down)?	CORRECT ((AZAT FELL DOWN) NEAR A KARAGACH)...1 INCORRECT ....2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[E] Why was Azat happy?	CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS. / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER)...............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, mark the number as 'No Attempt', point to the next number and say:* What is this number? *STOP RULE* *If the child does not attempt to read 2 consecutive numbers, 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 ⇨*FL28*
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, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next pair of numbers.* *If the child does not attempt 2 consecutive pairs, say:* Thank you. That is ok. We will go to the next activity.	7 5 ____ 11 24 ____ 58 49 ____ 65 67 ____ 146 154 ____	

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, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next addition.* *If the child does not attempt 2 consecutive pairs, say:* Thank you. That is ok. We will go to the next activity.	3 + 2 =_____ 8 + 6 =_____ 7 + 3 =_____ 13 + 6 =_____ 12 + 24 =_____	

FL26. *Turn the page to the practice sheet for missing numbers. Say:*

Here are some numbers. 1, 2, and 4. What number goes here?

*If the child answers **<u>correctly</u>** say:*

That's correct, 3. Let's do another one.

*If the child answers **<u>incorrectly</u>**, **do not explain the child 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.

Now turn the page to the next practice sheet. Say:

Here are some more numbers. 5, 10, 15 and ___. What number goes here?

*If the child answers **<u>correctly</u>** say:*

That's correct, 20. Now I want you to try this on your own

*If the child answers **<u>incorrectly</u>** say:*

The number 20 goes here. Say the numbers with me. *(Point to each number)* 5, 10, 15, 20.
20 goes here. Now I want you to try this on your own.

| FL27. *Now turn the page in the READING & NUMBERS BOOK with the first missing number activity. Say*:

 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, mark a 'Z' for the answer on the appropriate row on the questionnaire.

 If the child does not attempt 2 consecutive activities, say:

 Thank you. That is ok. | 5   6   7   ___

 14   15   ___   17

 20   ___   40   50

 2   4   6   ___

 5   8   11   ___ | |

| 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.*	KYRGYZ ....1 RUSSIAN 2	
FS13. *Language of the Interview.*	KYRGYZ ....1 RUSSIAN ....2 OTHER LANGUAGE (*specify*) _____ 6	
FS14. *Native language of the Respondent.*	KYRGYZ ....01 RUSSIAN ....02 UZBEK...03 KAZAKH ....04 TAJIK..05 DUNGAN...06 UYGUR...07 OTHER LANGUAGE (*specify*) _____96	
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 and the child 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