

5-17 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Household number: _____	
FS3. Child's name and line number: NAME _____	FS4. Mother's / Caregiver's name and line number: NAME _____	
FS5. Interviewer's name and number: NAME _____	FS6. Supervisor's name and number: NAME _____	
FS7. Day / Month / Year of interview: _____ / _____ / 2 0 2 _____	FS8. Record the time:	HOURS : MINUTES _____ : _____

<p><i>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/HH39A) 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 caregiver identified in the household (HL20=90), the respondent will be the child him/herself.</i></p>		
FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY1 NO, FIRST INTERVIEW2	1 ⇒FS10B 2 ⇒FS10A
<p>FS10A. Hello, my name is (<i>your name</i>). We are from the Bureau of National Statistics. We are conducting a survey about the situation of children, families, and households. I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being.</p> <p>Participation is voluntary and unpaid.</p> <p>We guarantee that the information received from you will be strictly confidential and used only for statistical purposes. However, this survey will help the government and the general public better understand the situation and needs of children and adolescents.</p> <p>This interview usually takes about 15 minutes.</p> <p>Should you feel uncomfortable about any questions and not wish to answer, just let me know and we can skip the question. Also, if you wish to stop the interview at any point just let me know.</p> <p>If you have any questions about the survey, please use the information on this card to contact the Bureau of National Statistics.</p> <p>May I start the interview?</p>	<p>FS10B. Now I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being in more detail.</p> <p>This interview usually takes about 25 minutes.</p> <p>Again, participation is voluntary and unpaid.</p> <p>We guarantee that the information received from you will be strictly confidential and used only for statistical purposes. However, this survey will help the government and the general public better understand the situation and needs of children and adolescents.</p> <p>This interview usually takes about 15 minutes.</p> <p>Again, should you feel uncomfortable about any questions and not wish to answer, just let me know and we can skip the question. Also, if you wish to stop the interview at any point just let me know.</p> <p>If you have any questions about the survey, please use the information on this card to contact the Bureau of National Statistics.</p> <p>May I start the interview?</p>	
YES 1 NO / NOT ASKED 2	1 ⇒CHILD'S BACKGROUND Module 2 ⇒FS17	

CHILD'S BACKGROUND		CB
<p>CB0A. Check relationship of respondent to child in the LIST OF HOUSEHOLD MEMBERS in the HOUSEHOLD QUESTIONNAIRE.</p>	BIOLOGICAL MOTHER (HL20 = HL14)1 BIOLOGICAL FATHER (HL20 = HL18)2 CHILD IS RESPONDENT (HL20 = 90)3 OTHER6	1 ⇒CB2 2 ⇒CB2 3 ⇒CB2
<p>CB0B. What is your relationship to (<i>name</i>)?</p>	GRANDPARENT01 AUNT/UNCLE02 BROTHER/SISTER.....03 OTHER RELATIVE OF CHILD.....06 STEPMOTHER/FATHER11 STEPSISTER/BROTHER12 OTHER RELATIVE OF STEPPARENT16 FORMAL FOSTER/ADOPTED PARENT21 FRIEND31 OTHER (<i>specify</i>)96	
<p>CB2. On what day, month and year was (<i>name</i>) born?</p> <p><i>Probe: What is (his/her) birthday?</i></p> <p><i>If the mother/caregiver knows the exact date of birth, also record the day; otherwise, record '98' for day.</i></p> <p><i>Month and year must be recorded.</i></p>	DATE OF BIRTH DAY__ __ DK DAY98 MONTH.....__ __ YEAR..... 2 0 __ __	
<p>CB3. How old is (<i>name</i>)?</p> <p><i>Probe:</i> How old was (<i>name</i>) at (<i>his/her</i>) last birthday?</p> <p><i>Record age in completed years.</i></p> <p><i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i></p>	AGE (IN COMPLETED YEARS).....__ __	
<p>CB4. Check ED5 (LEVEL) in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Has child ever attended primary school or higher (ED5, LEVEL=1, 2, 3, 4, 5 or 6)?</p>	YES, ED5, LEVEL=1, 2, 3, 4, 5 OR 6.....1 NO, ED5, LEVEL=0 OR BLANK.....2 DK, ED5, LEVEL=8.....3	1 ⇒CB5B 2 ⇒End 3 ⇒CB5A
<p>CB5A. Did (<i>name</i>) ever attend any preschool organisation?</p> <p>CB5B. According to the information I have, the highest level of education (<i>name</i>) has ever attended is (<i>information from ED5, LEVEL</i>).</p> <p>Did (<i>name</i>) ever attend any preschool organisation?</p>	YES1 NO2 DK.....8	

CHILD LABOUR			CL
<p>CL1. 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> <p>[A] Did (<i>name</i>) do any work or help on (<i>his/her</i>) 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?</p> <p>[B] Did (<i>name</i>) help in a family business or a relative's business with or without pay, or run (<i>his/her</i>) own business?</p> <p>[C] Did (<i>name</i>) produce or sell articles, handicrafts, clothes, food, or agricultural products?</p> <p>[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?</p>	<p style="text-align: right;">YES NO</p> <p>WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS.....1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS1 2</p> <p>ANY OTHER ACTIVITY.....1 2</p>		
<p>CL2. Check CL1, [A]-[X]:</p>	<p>AT LEAST ONE 'YES'1</p> <p>ALL ANSWERS ARE 'NO'2</p>	<p>2 ⇒ CL7</p>	
<p>CL3. Since last (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS..... _ _</p>		
<p>CL4. (Does the activity/Do these activities) require carrying heavy loads?</p>	<p>YES..... 1</p> <p>NO..... 2</p>		
<p>CL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?</p>	<p>YES..... 1</p> <p>NO..... 2</p>		

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

<p>CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?</p> <p><i>If less than one hour, record '00'</i></p>	<p>NUMBER OF HOURS _ _</p>	
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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) in the past month. 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 BEHAVIOUR1 2	
[C] Shook (him/her) .	SHOOK HIM/HER1 2	
[D] Shouted, yelled at, or screamed at (him/her) .	SHOUTED, YELLED, SCREAMED1 2	
[E] Gave (him/her) something else to do.	GAVE SOMETHING ELSE TO DO1 2	
[F] Spanked, hit, or slapped (him/her) on the bottom with bare hand.	SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND1 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 OBJECT1 2	
[H] Called (him/her) dumb, lazy or another name like that.	CALLED DUMB, LAZY OR ANOTHER NAME1 2	
[I] Hit or slapped (him/her) on the face, head, or ears.	HIT / SLAPPED ON FACE, HEAD OR EARS1 2	
[J] Hit or slapped (him/her) on the hand, arm, or leg.	HIT / SLAPPED ON HAND, ARM OR LEG1 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	
FCD3. Check FS4: Is this respondent the mother or caregiver of any other children under age 5?	YES1 NO2	2 ⇒ FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES1 NO2	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	

HOUSEHOLD INVOLVEMENT IN EDUCATION		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. Now I am going to ask you a few more questions about (<i>name</i>)'s school and homework. Once you have answered those questions, I would like to speak to (<i>name</i>). If (<i>he/she</i>) is at home right now, can you please ask (<i>him/her</i>) to stay around? If (<i>he/she</i>) is not at home right now, could you please arrange for (<i>him/her</i>) to return home now? If it is not possible for (<i>him/her</i>) to return home, please let me know when a convenient time for me would be to come back and talk to (<i>name</i>). We can discuss this at the end of the interview.		
PR3. Excluding school textbooks and holy 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	
PR4. Check ED9: In the current school year, did the child attend school or any preschool organisation?	YES, ED9=1 1 NO, ED9=2 OR BLANK 2	2 ⇨ End
PR5. Does (<i>name</i>) ever have homework?	YES 1 NO 2 DK 8	2 ⇨ PR7 8 ⇨ PR7
PR6. Does anyone help (<i>name</i>) with homework?	YES 1 NO 2 DK 8	
PR7. In the last 12 months, have you or any other adult from your household received information on the results of the assessment for (<i>name</i>)?	YES 1 NO 2 DK 8	
PR8. In the last 12 months, have you or any adult from your household discussed (<i>name</i>)'s progress with (<i>his/her</i>) teachers?	YES 1 NO 2 DK 8	
PR9. Does (<i>name</i>)'s school have a school governing body in which parents can participate such as a parents' committee or board of trustees?	YES 1 NO 2 DK 8	2 ⇨ PR11 8 ⇨ PR11
PR10. 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	

<p>PR11. Does (<i>name</i>)’s school publish school report cards?</p> <p><i>Probe:</i> A school report card provides information on how the school is doing, for example, information about school finance, student achievement, teacher qualifications, and other information.</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	
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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
<p>FL1. Thank you very much for answering my questions. As I mentioned earlier in this interview, now I would like to talk to (<i>name</i>). I will ask (<i>him/her</i>) a few questions about (<i>himself/herself</i>), (<i>his/her</i>) reading habits, and the language (<i>his/her</i>) teachers use at school. Then, I will ask (<i>name</i>) if (<i>he/she</i>) wants to complete a few reading and number activities.</p> <p>This will take about 20 minutes.</p> <p>If you agree, I will ask (<i>name</i>) if (<i>he/she</i>) wants to participate. Participation in this activity is voluntary, and there will be no payment or incentive given to you or to your child for answering these questions. However, we are interviewing many children as part of this survey, and (<i>name</i>)'s participation and that of other children like (<i>him/her</i>) will help us understand how well children in our country are learning to read and to use numbers. This will help the government improve education.</p> <p>Please know that this is not a school test and I am not trained to tell you or your child how well (<i>he/she</i>) did.</p> <p>All the information your child shares with us during the interview will remain strictly confidential and anonymous. No information about your child will be made publicly available. The results will not be shared with anyone, including other parents or (<i>his/her</i>) school.</p>		
May I talk to (<i>name</i>)?	YES, CONSENT IS GIVEN 1 NO, CONSENT IS NOT GIVEN 2	2 ⇨FL28
FL2. Record the time.	HOURS AND MINUTES..... __ __ : __ __	
<p>FL3. My name is (<i>your name</i>). I would like to tell you a bit about myself.</p> <p>Could you tell me a little bit about yourself?</p> <p><i>When the child is comfortable, continue with the verbal assent:</i></p> <p>Let me tell you why I am here today.</p> <p>I am from the Bureau of National Statistics. We are talking to children like you across Kazakhstan to find out how children learn to read and to use numbers.</p> <p>We have spoken to (Your mother/<i>Name of caregiver</i>) and (<i>she/he</i>) says you can participate in this activity. So, you get to decide if you want to help us. If you wish to help us, I will ask you some questions and give you some reading and number activities to do. I will explain each activity, and you can ask me questions any time.</p> <p>We hope that your participation and the participation of other children like you will help the government improve education in Kazakhstan.</p> <p>After we begin, if you do not want to answer a question or activity, or you do not want to continue, that is alright. No one will be upset.</p>		
Would you like to participate?	YES 1 NO / NOT ASKED 2	2 ⇨FL28
<p>FL4. 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 he/she is 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, e.g. using an icebreaker.</p> <p><input type="checkbox"/> The child is sat comfortably, able to use the READING & NUMBERS BOOK without difficulty, while you can see which page is open.</p>		
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 HOME1 2	

<p>FL7. Which language do you speak most of the time at home?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>READING TEST AVAILABLE</p> <p>KAZAKH 11</p> <p>RUSSIAN 12</p> <p>READING TEST NOT AVAILABLE</p> <p>UZBEK 21</p> <p>UKRAINIAN 22</p> <p>UYGHUR 23</p> <p>ENGLISH 24</p> <p>TURKISH 25</p> <p>OTHER (<i>specify</i>) 96</p> <p>DK 98</p>	
<p>FL8. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?</p>	<p>YES, ED9=1 1</p> <p>NO, ED9=2 OR BLANK 2</p>	<p>1 ⇨FL9A</p>
<p>FL8A. Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: Did the child ever attend school or any early childhood education programmes?</p>	<p>YES, ED4=1 1</p> <p>NO, ED4=2 OR BLANK 2</p>	<p>1 ⇨FL9B</p> <p>2 ⇨FL9C</p>
<p>FL9A. What language do your teachers use most of the time when teaching you in class?</p> <p>FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>READING TEST AVAILABLE</p> <p>KAZAKH 11</p> <p>RUSSIAN 12</p> <p>READING TEST NOT AVAILABLE</p> <p>UZBEK 21</p> <p>UKRAINIAN 22</p> <p>UYGHUR 23</p> <p>ENGLISH 24</p> <p>TURKISH 25</p> <p>OTHER (<i>specify</i>) 96</p> <p>DK 98</p>	<p>11 ⇨FL10A</p> <p>12 ⇨FL10A</p>
<p>FL9C. Check FL7: Is READING & NUMBERS EXERCISE available in the language spoken at home?</p>	<p>YES, FL7=11 OR 12 1</p> <p>NO, FL7=21, 22, 23, 24, 25, 96 OR 98 2</p>	<p>1 ⇨FL10B</p> <p>2 ⇨FL10C</p>
<p>FL10A. Now I am going to give you a short story to read in (<i>Language recorded in FL9A/B</i>). Would you like to start reading the story?</p> <p>FL10B. Now I am going to give you a short story to read in (<i>Language recorded in FL7</i>). Would you like to start reading the story?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇨FL11</p>
<p>FL10C. I have short stories in Kazakh and Russian. The stories are almost the same. Would you like to try to read one of them?</p>	<p>KAZAKH 11</p> <p>RUSSIAN 12</p> <p>DOES NOT WANT TO TRY 95</p>	<p>95 ⇨FL23</p>
<p>FL11. Check CB3: Child's age?</p>	<p>AGE 7-9 YEARS 1</p> <p>AGE 10-14 YEARS 2</p>	<p>1 ⇨FL13</p>
<p>FL12. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?</p>	<p>YES, ED9=1 1</p> <p>NO, ED9=2 OR BLANK 2</p>	<p>1 ⇨FL18B</p>

FL13. Give the child the *READING & NUMBERS EXERCISE* 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: Sam is a cat. Tina is a dog. Sam is 5. Tina is 6./

Русский: Мурзик – кот. Бобик – собака. Мурзику 5 лет. Бобику 6 лет./

Казахский: Мақта - мысық, Ақтөс - ит. Мақта 5 жаста. Ақтөс 6 жаста.)

FL14. Did the child read every word in the practice correctly?	YES.....1 NO.....2	2 ⇒FL21D
FL15. Once the reading is done, ask: (How old is Sam?/ Сколько лет Мурзику?/ Мақта неше жаста?)	CORRECT (5/ 5/ 5).....1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL17
FL16. Say: (Sam is 5 years old./ Мурзику 5 лет./ Мақта 5 жаста.)		⇒FL21D
FL17. Here is another question: (Who is older: Sam or Tina?/ Кто старше: Мурзик или Бобик?/ Кімнің жасы үлкен: Мақтаның ба әлде Ақтөстің бе?)	CORRECT (TINA/ БОБИК/ АҚТӨС).....1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL18A
FL18. Say: (Tina is older than Sam. Tina is 6 and Sam is 5./ Бобик старше Мурзика. Бобику 6 лет, а Бобику 5./ Ақтөстің жасы Мақтадан үлкен. Ақтөс 6 жаста, ал Мақта 5 жаста.)		⇒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 <i>READING & NUMBERS EXERCISE</i> 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.	Zhakup	is	in	class	two.	One	day,
	Аргын	учится	во	втором	классе.	Однажды	Аргын
You will start here (<i>point to the first word on the first line</i>) and you will read line by line (<i>point to the direction for reading each line</i>).	Ержан	екінші	сыныпта	оқиды.	Бір	күні	Ержан
	1	2	3	4	5	6	7
When you finish, I will ask you some questions about what you have read.	Zhakup	was	going	home	from	school.	He
	шөл	домой	из	школы.	По	дороге	он
If you come to a word you do not know, go on to the next word.	мектептен	үйге	келе	жатты.	Жолда	ол	әдемі
	8	9	10	11	12	13	14
Put your finger on the first word. Ready? Begin.	saw	some	red	flowers	on	the	way.
	увидел	несколько	красных	цветов.	Цветы	выросли	около
	қызыл	гүлдерді	көрді.	Гүлдер	бұлақ	маңында	өсті.
	15	16	17	18	19	20	21
	The	flowers	were	near	a	wheat	field.
	поля,	где	растёт	пшеница.	Аргын	хотел	сорвать
	Ержан	анасына	әдемі	гүлдер	тергісі	келді.	Ержан
	22	23	24	25	26	27	28
	Zhakup	wanted	to	get	some	flowers	for
	немного	цветов	для	своей	мамы.	Аргын	побежал
	гүлдер	үшін	бұлаққа	қарай	тез	жүгіре	жөнелді.
	29	30	31	32	33	34	35
	his	mother.	Zhakup	ran	fast	across	the
	очень	быстро	через	поле	за	цветами.	Около
	Кайың	ағашының	алдында	ол	жығылды.	Ержан	жылап
	36	37	38	39	40	41	42
	field	to	get	the	flowers.	He	fell
	тополя	он	упал.	Аргын	начал	плакать.	Старик
	жіберді.	Шаруа	оны	көріп,	оған	жақындап	келді.
	43	44	45	46	47	48	49
	down	near	a	poplar	tree.	Zhakup	started
	увидел	его	и	подошёл	к	нему.	Он
	Ол	Ержанға	қызыл	гүлдерді	ұстатты.	Ержан	қатты
	50	51	52	53	54	55	56
	crying.	The	old	man	saw	him	and
	дал	Аргыну	красных	цветов.	Аргын	был	очень
	қуанды.						
	57	58	59	60	61	62	63
	came.	He	gave	Zhakup	red	flowers.	Zhakup
	рад.						
	64	65	66	67	68	69	70
	was	very	happy.				
	71	72	73	74	75	76	77

<p>FL20. Results of the child's reading.</p> <p><i>Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (Russian: 64 / Kazakh: 57) and the last word attempted (A).</i></p> <p><i>If the child did not try to read the story, record '00' as the last word attempted (A).</i></p>	<p>LAST WORD ATTEMPTED (A)..... NUMBER ____</p> <p>TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B)..... NUMBER ____</p>	
<p>FL21A. Check FL20(B): Did the child incorrectly read or miss (Russian: 7 / Kazakh: 6) or more words?</p>	<p>YES, AT LEAST (RUSSIAN: 7 / KAZAKH: 6) INCORRECT WORDS1</p> <p>NO, LESS THAN (RUSSIAN: 7 / KAZAKH: 6) INCORRECT WORDS2</p>	1 ⇒FL21D
<p>FL21B. Now I am going to ask you a few questions about what you have read.</p> <p><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' and say: Thank you. That is ok. We will move on.</i></p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A] (What class is Zhakyp in?/ В каком классе учится Аргын?/ Ержан нешінші сыныпта оқиды?)</p>	<p>CORRECT (TWO/ ВО ВТОРОМ КЛАССЕ/ ЕКІНШІ СЫНЫПТА)..... 1</p> <p>INCORRECT..... 2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
<p>[B] (What did Zhakyp see on the way home?/ Что Аргын увидел по дороге домой?/ Үйге апаратын жолда Ержан нені көрді?)</p>	<p>CORRECT (FLOWERS/ ЦВЕТЫ ГҮЛДЕРДІ) 1</p> <p>INCORRECT..... 2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
<p>[C] (Why did Zhakyp start crying?/ Почему Аргын начал плакать?/ Неліктен Ержан жылай бастады?)</p>	<p>CORRECT (BECAUSE HE FELL/ ПОТОМУ ЧТО УПАЛ/ СЕБЕБИ ЖЫҒЫЛЫП ҚАЛДЫ / ҚҰЛАП ҚАЛДЫ) 1</p> <p>INCORRECT..... 2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
<p>[D] (Where did Zhakyp fall?/ Где упал Аргын?/ Ержан қайда жығылып қалды?)</p>	<p>CORRECT (NEAR A POPLAR TREE/ ОКОЛО ТОПОЛЯ/ ҚАЙЫҢ АҒАШЫНЫҢ АЛДЫНДА 1</p> <p>INCORRECT..... 2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	

[E] (Why was Zhakyp happy?/ Почему был рад Аргын?/ Неліктен Ержан қуанды?)	CORRECT (BECAUSE THE OLD MAN GAVE HIM RED FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER/ ПОТОМУ ЧТО СТАРИК ДАЛ ЕМУ КРАСНЫХ ЦВЕТОВ / ПОТОМУ ЧТО У НЕГО БЫЛИ ЦВЕТЫ ДЛЯ МАМЫ/ ӨЙТКЕНІ ШАРУА ОҒАН ҚЫЗЫЛ ГҮЛДЕР БЕРДІ / ӨЙТКЕНІ АНАСЫНА АРНАЛҒАН ГҮЛДЕР БОЛДЫ) 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
FL21C. Check FL21B[A-E]: Did the child answer all questions correctly?	YES, ALL FL21B[A-E]=1 1 NO, AT LEAST ONE FL21B[A-E]=2 OR 3 2	1 ⇒FL23
FL21D. I have another story in (<i>language not yet attempted</i>). Would you like to try to read it? <i>The child cannot pick the same language as already attempted.</i>	KAZAKH 11 RUSSIAN 12 DOES NOT WANT TO TRY 95	95 ⇒FL23
FL21E. Check CB3: Child's age?	AGE 7-9 YEARS..... 1 AGE 10-14 YEARS..... 2	1 ⇒FL21G
FL21F. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?	YES, ED9=1 1 NO, ED9=2 OR BLANK..... 2	1 ⇒FL21N
FL21G. Give the child the READING & NUMBERS EXERCISE 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: Talgat is a boy. Saule is a girl. Talgat has 2 eggs. Saule has 3 eggs. / Русский: Талгат – мальчик, Сауле – девочка. У Талгата есть 2 яблока. У Сауле есть 3 яблока. / Казахский: Сұлтан – ұл бала. Толқын – қыз. Сұлтанда 2 алма бар. Толқында 3 алма бар.)		
FL21H. Did the child read every word in the practice correctly?	YES.....1 NO2	2 ⇒FL23
FL21I. Once the reading is done, ask: (How many eggs does Talgat have?/ Сколько яблок у Талгата?/ Сұлтанда қанша алма бар?)	CORRECT (2/ 2/ 2).....1 OTHER ANSWERS.....2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL21K
FL21J. Say: (Talgat has 2 eggs./ У Талгата 2 яблока./ Сұлтанда 2 алма бар.)		⇒FL23

<p>FL21K. Here is another question: (Who has more eggs: Talgat or Saule?/ У кого больше яблок: у Талгата или Сауле?/ Кімде алма көп: Сұлтанға ма, әлде Толқында ме?)</p>	<p>CORRECT (SAULE/ У САУЛЕ/ ТОЛҚЫН)1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3</p>	<p>1 ⇒FL21M</p>
<p>FL21L. <i>Say:</i> (Saule has more eggs than Talgat. Saule has 3 eggs and Talgat has 2./ У Сауле больше яблок, чем у Талгата. У Сауле 3 яблока, а у Талгата 2 яблока./ Толқында Сұлтанға карағанда алма көп. Толқында 3 алма, ал Сұлтанға 2 алма.)</p>		<p>⇒FL23</p>
<p>FL21M. <i>Turn the page to reveal the reading</i> <i>passage. Say:</i> Thank you. Now I want you to try this.</p>		<p>⇒FL21O</p>
<p>FL21N. <i>Give the child the READING & NUMBERS</i> <i>EXERCISE in the language recorded in FL21D.</i> <i>Open the book on the page of the reading passage.</i></p>		

FL210. Here is a story. I want you to read it aloud as carefully as you can.	Dasha	is	seven	years	old.	One	morning,
	Даше	семь	лет.	Однажды	утром	бабушка	послала
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).	Айнұр	он	екі	жаста.	Бір	күні	таңертең
	1	2	3	4	5	6	7
When you finish, I will ask you some questions about what you have read.	her	grandmother	sent	her	to	the	market
	её	на	рынок	за	хлебом.	Она	дала
If you come to a word you do not know, go on to the next word.	әжесі	оны	нан	алып	келуге	дүкенге	жіберді.
	8	9	10	11	12	13	14
Put your finger on the first word. Ready? Begin.	to	buy	bread.	She	gave	Dasha	some
	Даше	денег.	Даша	положила	их	к	себе
	Ол	Айнұрға	акша	берді.	Айнұр	оны	сөмкесіне
	15	16	17	18	19	20	21
	money.	Dasha	put	it	in	her	bag.
	в	сумку.	В	сумке	была	большая	дыра.
	салды.	Сөмкеде	үлкен	тесік	болыпты.	Дүкенде	барар
	22	23	24	25	26	27	28
	The	bag	had	a	big	hole.	On
	По	дороге	на	рынок	Даша	потеряла	деньги.
	жолда	Айнұр	ақшасын	түсіріп	алған.	Ақшаны	Қанат
	29	30	31	32	33	34	35
	the	way,	Dasha	lost	the	money.	Murat
	Деньги	увидел	Мурат	и	отдал	их	Даше.
	көріп,	Айнұрға	берді.	Айнұр	қатты	қуанды.	Ол
	36	37	38	39	40	41	42
	saw	the	money	and	gave	it	to
	Даша	была	рада.	Она	поблагодарила	Мурата	и
	Қанатқа	разы	болып	дүкенге	жүре	берді.	
	43	44	45	46	47	48	49
	Dasha.	She	was	happy.	Dasha	thanked	Murat
	пошла	дальше	на	рынок.			
	50	51	52	53	54	55	56
	and	walked	to	the	market.		
	57	58	59	60	61	62	63

<p>FL21P. Results of the child's reading.</p> <p><i>Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (Russian: 53 / Kazakh: 48) and the last word attempted (A).</i></p> <p><i>If the child did not try to read the story, record '00' as the last word attempted (A).</i></p>	<p>LAST WORD ATTEMPTED (A).....NUMBER ___</p>	
	<p>TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B).....NUMBER ___</p>	
<p>FL21Q. Check FL21P(B): Did the child incorrectly read or miss (Russian: 6 / Kazakh: 5) or more words?</p>	<p>YES, AT LEAST (RUSSIAN: 6 / KAZAKH: 5) INCORRECT WORDS 1</p> <p>NO, LESS THAN (RUSSIAN: 6 / KAZAKH: 5) INCORRECT WORDS 2</p>	<p>1 ⇒ FL23</p>

<p>FL22. Now I am going to ask you a few questions about what you have read.</p> <p><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’ and say: Thank you. That is ok. We will move on.</i></p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A] (How old is Dasha?/ Сколько Даше лет?/ Айнұр неше жаста?)</p>	<p>CORRECT (7/ 7/ 12)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS ‘I DON’T KNOW’ 3</p>	
<p>[B] (Who sent Dasha to the market?/ Кто послал Дашу на рынок? Айнұрды базарға кім жіберді?)</p>	<p>CORRECT (HER GRANDMOTHER/ БАБУШКА/ ӘЖЕ) 1 INCORRECT..... 2 NO RESPONSE / SAYS ‘I DON’T KNOW’ 3</p>	
<p>[C] (What was Dasha asked to buy?/ Что бабушка попросила Дашу купить?/ Әжесі Айнұрдан не сатып алуды сұрады?)</p>	<p>CORRECT (BREAD/ ХЛЕБ/ НАН)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS ‘I DON’T KNOW’ 3</p>	
<p>[D] (Why did Dasha lose the money? Почему Даша потеряла деньги?/ Айнұр неліктен ақшаны жоғалтып алды?)</p>	<p>CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG OR BECAUSE THE BAG HAD A HOLE/ ПОТОМУ ЧТО ОНИ ВЫПАЛИ ЧЕРЕЗ ДЫРУ В СУМКЕ ИЛИ ПОТОМУ, ЧТО В СУМКЕ БЫЛА ДЫРА/ ӨЙТКЕНІ СӨМКЕДЕГІ ТЕСІК АРҚЫЛЫ ТҮСІП ҚАЛДЫ НЕМЕСЕ СӨМКЕДЕ ТЕСІК БОЛДЫ)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS ‘I DON’T KNOW’ 3</p>	
<p>[E] (Why was Dasha happy?/ Почему Даша была рада?/ Айнұр неліктен қуанды?)</p>	<p>CORRECT (BECAUSE MURAT GAVE HER THE MONEY OR BECAUSE MURAT FOUND THE MONEY/ ПОТОМУ ЧТО МУРАТ ВЕРНУЛ ЕЙ ДЕНЬГИ ИЛИ ПОТОМУ, ЧТО МУРАТ НАШЕЛ ДЕНЬГИ/ ӨЙТКЕНІ ҚАНАТ АҚШАСЫН ҚАЙТАРЫП БЕРДІ НЕМЕСЕ ӨЙТКЕНІ ҚАНАТ АҚШАНЫ ТАПТЫ)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS ‘I DON’T KNOW’ 3</p>	

<p>FL23. Turn the page in the <i>READING & NUMBERS BOOK</i> so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p><i>Point to the first number and say:</i> Start here.</p> <p><i>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:</i> What is this number?</p> <p><i>If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:</i> Thank you. That is ok.</p>	<p>9 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>30 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>48 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>74 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>731 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL23A. Check FL23: Did the child correctly identify two of the first three numbers (9, 12, and 30)?</p>	<p>YES, AT LEAST TWO CORRECT 1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT 2</p>	<p>2 ⇒ FL27A</p>
<p>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:</p> <p>Look at these numbers. Tell me which one is bigger.</p> <p><i>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</i></p> <p><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, record '3', No attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.</i></p> <p><i>If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining pairs and say:</i> Thank you. That is ok. We will go to the next activity.</p>	<p>7 & 5 CORRECT (7) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>11 & 24 CORRECT (24) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>58 & 49 CORRECT (58) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>65 & 67 CORRECT (67) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>146 & 154 CORRECT (154) 1 INCORRECT 2 NO ATTEMPT 3</p>	

<p>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.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>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.</p> <p>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.</p>	<p>3 + 2 CORRECT (5) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>8 + 6 CORRECT (14) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>7 + 3 CORRECT (10) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>13 + 6 CORRECT (19) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 + 24 CORRECT (36) 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL26. Turn to the first practice sheet for pattern recognition. Say: Here are some numbers. 1, 2, __, and 4.</p> <p>Point to each number and blank space and say: What number goes here?</p>	<p>CORRECT (3) 1 INCORRECT 2 NO ATTEMPT 3</p>	<p>2 ⇒ FL26B 3 ⇒ FL26B</p>
<p>FL26A. That's correct, 3. Let's do another one.</p>		<p>⇒ FL26C</p>
<p>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.</p>		
<p>FL26C. Here are some more numbers. 5, 10, 15 and __.</p> <p>Point to each number and blank space and say: What number goes here?</p>	<p>CORRECT (20) 1 INCORRECT 2 NO ATTEMPT 3</p>	<p>2 ⇒ FL26E 3 ⇒ FL26E</p>
<p>FL26D. That's correct, 20.</p>		<p>⇒ FL27</p>
<p>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.</p>		
<p>FL26F. Check FL26: Was the answer correct?</p>	<p>YES, FL26=1 1 NO, FL26=2 OR 3 2</p>	<p>2 ⇒ FL27A</p>

<p>FL27. Now I want you to try this on your own.</p> <p>Here are some more numbers. Tell me what number goes here (<i>pointing to the missing number</i>).</p> <p><i>Record the child's answer before turning the page in the book and repeating the question.</i></p> <p><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, record '3'. No attempt, for the appropriate question, turn the page and show the child the next question.</i></p> <p><i>If the child does not attempt 2 consecutive patterns, record '3'. No attempt, for remaining patterns. and say:</i></p> <p>Thank you. That is ok.</p>	<p>5, 6, 7, __ CORRECT (8) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>14, 15, __, 17 CORRECT (16) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>20, __, 40, 50 CORRECT (30) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>2, 4, 6, __ CORRECT (8) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>5, 8, 11, __ CORRECT (14) 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>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.</p> <p><i>If you are asked by the child or the mother/caregiver how well the child has done, praise the child for effort but do not comment on performance. You may say:</i></p> <p>I am not evaluating how successfully (you have/your child has) performed but (your/his/her) participation will help government agencies understand how successfully children are learning to read and use numbers in Kazakhstan.</p>		

<p>FL28. Result of interview with child.</p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED01 NOT AT HOME02 MOTHER / CAREGIVER REFUSED03 CHILD REFUSED04 PARTLY COMPLETED05 INCAPACITATED06</p> <p>OTHER (<i>specify</i>) _____ 96</p>	
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FS11. Record the time.	HOURS AND MINUTES.....__ : __	
FS12. Language of the Questionnaire.	KAZAKH..... 1 RUSSIAN 2	
FS13. Language of the Interview.	KAZAKH..... 1 RUSSIAN 2 OTHER LANGUAGE (specify) _____ 6	
FS14. What is your native language?	KAZAKH..... 1 RUSSIAN 2 UZBEK 3 UKRAINIAN 4 UYGHUR 5 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	
FS15A. Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Respondent's age is 15-17 years?	AGE 15-17 1 AGE 18 OR ABOVE 2	1 ⇒FS16A
FS15B. 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 ⇒FS16A
FS15C. Has this respondent already been interviewed with any individual questionnaires?	YES, ALREADY INTERVIEWED 1 NO, NOT ALREADY INTERVIEWED..... 2	1 ⇒FS16A
FS15D. Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household have a mobile phone?	YES, HC7[A]=1 OR HC12=1 1 NO, HC7[A]=2 AND HC12=2 2	2 ⇒FS15F
FS15E. Thank you for your participation. The Bureau of National statistics will be conducting a phone survey about the situation of children, families, and households in the future. We may call a few times over a period of a few months, for about 15 minutes at a time. Participation is voluntary. If you agree to participate now, you can still withdraw later. It will not cost you anything to participate. Your phone number and all the information you share during these phone interviews will not be shared with anyone outside our team. Would you like to participate?	YES 1 NO..... 2	1 ⇒FS15H 2 ⇒FS16A

<p>FS15F. Thank you for your participation. The Bureau of National statistics will be conducting a follow-up survey about the situation of children, families, and households in the future. We may contact you a few times over a period of a few months, for about 15 minutes at a time.</p> <p>Participation is voluntary. If you agree to participate now, you can still withdraw later. It will not cost you anything to participate. All the information you share during these interviews will not be shared with anyone outside our team. Would you like to participate?</p>	YES 1 NO 2	2 ⇒ FS16A
<p>FS15G. You have told me that there are no phones in your household. Just to confirm, do you have a personal telephone number or is there a phone number for the household?</p>	YES 1 NO 2	1 ⇒ FS15I 2 ⇒ FS16A
<p>FS15H. Do you have a personal phone number or is there a phone number for the household?</p>	YES 1 NO 2	2 ⇒ FS16A

FS15I. You may share your household’s number, but please, do not share any personal phone numbers that belong to other members of your household or to people outside your household. Please, tell me which phone number to call.

	[P1] BEST NUMBER	[P2] 2 ND NUMBER	[P3] 3 RD NUMBER
<p>FS15J. Ask for and record phone number.</p> <p>_____</p>	<p>_____</p>	<p>_____</p>	<p>_____</p>
<p>FS15K. Just to confirm, the number is (<i>number recorded in FS15J</i>)?</p> <p><i>If no, return to FS15J and correct entry.</i></p>	YES 1 NO 2ø <i>FS15J</i>	YES 1 NO 2ø <i>FS15J</i>	YES 1 NO 2ø <i>FS15J</i>
<p>FS15L. Remember, you may share your household’s number, but please, do not share any personal phone numbers that belong to other members of your household or to people outside your household. Do you have another personal or shared phone number where you can be reached?</p>	YES 1ø <i>[P2]</i> NO 2ø <i>FS16A</i>	YES 1ø <i>[P3]</i> NO 2ø <i>FS16A</i>	YES 1ø <i>[P4]</i> NO 2ø <i>FS16A</i>
			Tick here if additional questionnaire used: 0

FS16A. Check CB3: Child's age?	AGE 5-9 YEARS 1 AGE 10-17 YEARS 2	1 ⇨FS16B 2 ⇨FS16C
<p>FS16B. Tell the respondent that you will need to measure the weight and height of the child before you leave the household and a colleague will come to lead the measurement. Issue the ANTHROPOMETRIC MEASUREMENTS FORM CHILDREN AGE 5-9 YEARS for this child and complete the ANTHROPOMETRIC MEASUREMENTS FORM INFORMATION PANEL on that Form.</p> <p>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.</p> <p>Make arrangements for the administration of the remaining questionnaire(s) in this household.</p> <p>FS16C. 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.</p> <p>Make arrangements for the administration of the remaining questionnaire(s) in this household.</p>		

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

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

ANTHROPOMETRIC MEASUREMENTS FORM INFORMATION PANEL		FA
FA1. Cluster number: _____	FA2. Household number: _____	
FA3. Child's name and line number: NAME _____	FA4. Child's age from CB3: AGE (IN COMPLETED YEARS)	
FA5. Mother's / Caregiver's name and line number: NAME _____	FA6. Interviewer's name and number: NAME _____	

ANTHROPOMETRIC MEASUREMENTS	FA
FA7. Measurer's name and number: NAME _____	
FA8. Record the result of weight measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i> <i>Later, when recording paper form in CAPI, also ensure that records are verified by Measurer.</i>	KILOGRAMS (KG) _____ . _____ CHILD NOT PRESENT AFTER REVISITS ...99.3 99.3 ⇒FA14 CHILD REFUSED99.4 99.4 ⇒FA11 RESPONDENT REFUSED99.5 99.5 ⇒FA11 OTHER (specify) _____ 99.6 99.6 ⇒FA11
FA9. Was the child undressed to the minimum, that is, no more than very light clothing or undergarments only?	YES 1 NO, THE CHILD COULD NOT BE UNDRESSED TO THE MINIMUM.....2
FA11. Record the result of height measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i> <i>Later, when recording paper form in CAPI, also ensure that records are verified by Measurer.</i>	HEIGHT (CM) _____ . _____ CHILD REFUSED999.4 999.4 ⇒FA14 RESPONDENT REFUSED999.5 999.5 ⇒FA14 OTHER (specify) _____ 999.6 999.6 ⇒FA14
FA13. Was the recorded measurement interfered with by braided or ornamented hair?	YES, HAIR INTERFERED WITH MEASUREMENT 1 NO2
FA14. Day / Month / Year of measurement: _____ / _____ / 2 0 2 _____	
FA15. Is there a child under age 5 in the household who has not yet been measured?	YES 1 1 ⇒Next Child NO2
FA16. Thank the respondent for his/her cooperation and inform your Supervisor that the Measurer and you have completed all the measurements in this household.	

INTERVIEWER'S OBSERVATIONS FOR ANTHROPOMETRIC MEASUREMENTS FORM [5-9]

MEASURER'S OBSERVATIONS FOR ANTHROPOMETRIC MEASUREMENTS FORM [5-9]

SUPERVISOR'S OBSERVATIONS FOR ANTHROPOMETRIC MEASUREMENTS FORM [5-9]