MICS

QUESTIONNAIRE FOR CHILDREN AGE 5-17
LESOTHO MICS 2018

BOS
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 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 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 40 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 40 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 early childhood education programme?	YES ....1 NO 2	2⇨End
CB5. What is the highest level and grade or form or year of school (*name*) has ever attended?	EARLY CHILDHOOD EDUCATION.........000 PRIMARY......................................**1** __ __ SECONDARY..................................**2** __ __ HIGHER..**3** __ __ VOCATIONAL................................**4** __ __	000⇨CB7
CB6. Did (*name*) ever complete that (grade/form/year)?	YES ....1 NO 2	
CB6A. *Check CB5: Highest level of education attended:*	CB5=1, 2 OR 3..1 CB5=4 2	1⇨CB7
CB6B. Before going to vocational school, what was the highest level and grade or form or year of school (*name*) attended?	PRIMARY......................................**1** __ __ SECONDARY..................................**2** __ __ OTHER..**6** __ __	
CB6C. Did (*name*) ever complete that (grade/form/year)?	YES ....1 NO 2	
CB7. At any time during the current school year did (*name*) attend school or any early childhood education programme? *Current refers to "2018" for Primary/ Secondary/ LCE and "2017-2018" for Tertiary*	YES ....1 NO 2	2⇨CB9
CB8. During this current school year, which level and grade or form or year is (*name*) <u>attending</u>?	EARLY CHILDHOOD EDUCATION.........000 PRIMARY......................................**1** __ __ SECONDARY..................................**2** __ __ HIGHER..**3** __ __ VOCATIONAL................................**4** __ __	
CB9. At any time during the previous school year did (*name*) attend school or any early childhood education programme? *Previous refers to "2017" for Primary/ Secondary/ LCE and "2016-2017" for Tertiary*	YES ....1 NO 2	2⇨End

CB10. During the previous school year, which level and grade or form or year did (*name*) <u>attend</u>?	EARLY CHILDHOOD EDUCATION.........000 PRIMARY...1 __ __ SECONDARY..2 __ __ HIGHER...3 __ __ VOCATIONAL......................................4 __ __	

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 or food garden? For example, growing farm produce, harvesting, feeding or milking animals, excluding herding 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 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	
[F] Is (he/she) required to work at night?	YES ....1 NO..2	
[X] Is (he/she) 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, cow dung, shrubs or crop residues for household use?	YES ....1 NO..2	2⇨*CL10A*
CL10. In total, how many hours did (*name*) spend on collecting firewood, cow dung, shrubs or crop residues for household use, since last (*day of the week*)? *If less than one hour, record '00'.*	NUMBER OF HOURS ....__ __	
CL10A. Since last (*day of the week*), did (*name*) herd animals for this household or any other households?	YES ....1 NO..2	2⇨*CL11*
CL10B. In total, how many hours did (*name*) spend herding animals for this household or the other households 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.
 	
[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?*	YES, FCF1=1 .... 1 NO, FCF1=2 2	1⇨*FCF6A* 2⇨*FCF6B*
FCF6A. When wearing (his/her) glasses, 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	1⇨*FCF10* 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*
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	

HUMAN PAPILLOMA VIRUS IMMUNIZATION		HP
HP1. *Check HL4: Child's sex?*	MALE.. 1 FEMALE 2	1⇨*End*
HP2. *Check CB3: Child's age?*	AGE 5-10 YEARS .... 1 AGE 11-17 YEARS 2	1⇨*End*
HP3. Now I would like to talk to you about vaccinations that (*name*) may have received for the protection against cervical cancer. This vaccination may have been received when she was with you or on her own. I will therefore request you to confirm with her if you are not sure.		

HP4. Do you have a bukana, immunization records from a private health provider or any other document where (*name*)'s vaccinations are written down?	YES, HAS ONLY BUKANA 1
	YES, HAS ONLY OTHER
	   DOCUMENT 2
	YES, HAS BUKANA AND OTHER
	   DOCUMENT 3
	NO, HAS NO BUKANA AND NO OTHER
	   DOCUMENT 4
		1⇨*HP7*
		
		3⇨*HP7*

HP5. Did you ever have a bukana or immunization records from a private health provider for (*name*)?	YES .... 1 NO 2	
HP6. *Check HP4:*	HAS ONLY OTHER DOCUMENT, HP4=2 .... 1 HAS NO BUKANA AND NO OTHER DOCUMENT AVAILABLE, HP4=4 2	 2⇨*HP12*

HP7. May I see the bukana (and/or) other document?	YES, ONLY BUKANA SEEN 1
	YES, ONLY OTHER DOCUMENT SEEN.............. 2
	YES, BUKANA AND
	   OTHER DOCUMENT SEEN 3
	NO BUKANA AND
	   NO OTHER DOCUMENT SEEN.......................... 4
		
		4⇨*HP12*

HP8.
(c) Copy dates for HPV vaccination from the documents.
(d) Write '44' in day column if documents show that vaccination was given but no date recorded.

	DATE OF IMMUNIZATION						
	DAY		MONTH		YEAR		
Human Papillomavirus (HPV) 1					2	0	1	
Human Papillomavirus (HPV) 2					2	0	1	

HP9. *Check HP8: All HPV vaccine (HPV) recorded?*	YES .... 1 NO 2	1⇨ *End*
HP10. Did (*name*) participate in any of the following vaccination campaigns and receive an HPV vaccination – that is, an injection in the left arm to prevent her from getting cervical cancer? [A] 2015 in March or June [B] 2014 in March or June [C] 2013 in March or June [D] 2012 in March or June	Y N DK 2015 IN MARCH/ JUNE ....1 2 8 2014 IN MARCH/ JUNE ....1 2 8 2013 IN MARCH/ JUNE ....1 2 8 2012 IN MARCH/ JUNE 1 2 8	

HP11. *Check HP10: Did (name) participate in any of the HPV vaccination campaigns?* *If yes, go back to HP8 and probe for the vaccine(s) received.* *If both HVP vaccines (HVP 1 and HVP2) were received, record dates for each vaccine and go to End of module.* *Record '66' in the corresponding day column for each of the vaccines received.* *If any of the HVP vaccines (HVP 1 or HVP2) are missing, go to HP14.*		
HP12. Did (***name***) participate in any of the following vaccination campaigns and receive an HPV vaccination – that is, an injection in the left arm to prevent her from getting cervical cancer? : [A] 2015 in March or June [B] 2014 in March or June [C] 2013 in March or June [D] 2012 in March or June	Y N DK 2015 IN MARCH/ JUNE ....1 2 8 2014 IN MARCH / JUNE ....1 2 8 2013 IN MARCH / JUNE ....1 2 8 2012 IN MARCH / JUNE 1 2 8	
HP13. *Check HP12:*	ALL NO OR DK .... 1 AT LEAST ONE YES .... …2	2⇨*HP15*
HP14 Outside of the HPV vaccination campaigns I just mentioned to you, has (***name***) ever received an HPV vaccination – that is, an injection in the left arm to prevent her from getting cervical cancer?	YES .... 1 NO... 2 DK... 8	2⇨*End* 8⇨*End*
HP15. How many times was the HPV vaccine received?	NUMBER OF TIMES... __ DK... 8	

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 a School Board)?	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 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, snow, drought, 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 ⇨*PR16*
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	

PR16. *CHECK HL4: CHILD'S SEX?*	MALE 1	
	FEMALE 2	2 ⇨PR18

PR17. In the last 12 months, when (*name*)'s school was open, did (*name*) miss school due to any of the following reasons:		YES	NO	DK	
[A] Getting sick?	GETTING SICK 1		2	8	
[B] Taking care of siblings or children at home?	TAKING CARE OF SIBLINGS....... 1		2	8	
[C] Caring for sick or old family members?	CARING FOR SICK/ OLD FAMILY MEMBERS...................... 1		2	8	
[D] Losing guardian/ caretaker?	LOSING GUARDIAN..................... 1		2	8	⇨PR19
[G] Getting married?	GETTING MARRIED..................... 1		2	8	
[H] Herding animals?	HERDING ANIMALS 1		2	8	
[I] Doing piecework?	DOING PIECEWORK 1		2	8	
[J] Lack of transport and/or school being too far?	LACK OF TRANSPORT 1		2	8	
[K] Lack of food / Being hungry?	LACK OF FOOD 1		2	8	
[L] Deserted by parent/ guardian?	DESERTED 1		2	8	
[M] Expelled from school?	EXPELLED FROM SCHOOL 1		2	8	
[N] Owing school fees?	OWING SCHOOL FEES 1		2	8	
[X] Other?	OTHER 1		2	8	

PR18. In the last 12 months, when (*name*)'s school was open, did (*name*) miss school due to any of the following reasons:	YES NO DK	
[A] Getting sick?	GETTING SICK 1 2 8	
[B] Taking care of siblings or children at home?	TAKING CARE OF SIBLINGS....... 1 2 8	
[C] Caring for sick or old family members?	CARING FOR SICK/ OLD FAMILY MEMBERS...................... 1 2 8	
[D] Losing guardian/ caretaker?	LOSING GUARDIAN..................... 1 2 8	
[E] Getting Pregnant?	GETTING PREGNANT 1 2 8	
[F] Lack of menstrual hygiene products?	LACK OF HYGIENE PRODUCTS . 1 2 8	
[G] Getting married?	GETTING MARRIED 1 2 8	
[H] Herding animals?	HERDING ANIMALS 1 2 8	
[I] Doing piecework?	DOING PIECEWORK 1 2 8	
[J] Lack of transport and/or school being too far?	LACK OF TRANSPORT 1 2 8	
[K] Lack of food / Being hungry?	LACK OF FOOD 1 2 8	
[L] Deserted by parent/ guardian?	DESERTED 1 2 8	
[M] Expelled from school?	EXPELLED FROM SCHOOL 1 2 8	
[N] Owing school fees?	OWING SCHOOL FEES 1 2 8	
[X] Other?	OTHER 1 2 8	
PR19. *Check HL12 & HL16: PARENTAL SURVIVORSHIP. Both parents alive?*	YES, HL12=1 AND HL16=1 .... 1 NO 2	1 ⇨ *End* 2
PR20. In the last 12 months, when (*name*)'s school was open, did (*name*) miss school due to the loss of a parent/ parents?	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 the 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 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. [A] Do you read books at home? [B] Does someone read to you at home?	YES NO READS BOOKS AT HOME . 1 2 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.*	ENGLISH .... 1 SESOTHO .... 2 XHOSA .... 3 SETHEPU .... 4 OTHER (*specify*) _____ 6 DK 8	
FL8. *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*
FL8B. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*	YES, FL7=1 OR 2 .... 1 NO, FL7=3, 4, 6 OR 8 2	1 ⇨*FL10B* 2 ⇨*FL23*
FL9A. What language does your teacher 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.*	ENGLISH .... 1 SESOTHO .... 2 OTHER (*specify*) _____ 6 DK 8	1 ⇨*FL10A* 2 ⇨*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. *Mpho is a girl. Thato is a boy. Mpho is 8. Thato is 7.*		
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 Thato?	THATO IS 7 YEARS OLD.............. 1 OTHER ANSWERS .... 2 NO ANSWER AFTER 5 SECONDS 3	1 ⇨*FL17*

FL16. *Say:* Thato is 7 years old. *and go to FL23.*		⇨*FL23*
FL17. Here is another question: Who is older: Mpho or Thato?	MPHO IS OLDER (THAN THATO) .... 1 OTHER ANSWERS .... 2 NO ANSWER AFTER 5 SECONDS 3	1 ⇨*FL19*
FL18. *Say:* Mpho is older than Thato. Mpho is 8 and Thato is 7. *and go to FL23.*		⇨*FL23*

FL19. *Turn the page to reveal the reading passage.*	Lerato	is	seven	years	old.	One	Morning,
	1	2	3	4	5	6	7
Thank you. Now I want you to try this.	her	grandmother	asked	her	to	go	to
	8	9	10	11	12	13	14
Here is a story. I want you to read it aloud as carefully as you can.	the	shop	to	buy	carrots .	She	gave
	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)*.	Lerato	some	money.	Lerato	put	it	in
	22	23	24	25	26	27	28
When you finish I will ask you some questions about what you have read.	her	bag.	The	bag	had	a	big
	29	30	31	32	33	34	35
If you come to a word you do not know, go onto the next word.	hole.	On	the	way,	Lerato	lost	the
	36	37	38	39	40	41	42
Put your finger on the first word. Ready? Begin.	money.	Tumelo	saw	the	money	and	gave
	43	44	45	46	47	48	49
	it	to	Lerato.	She	was	very	happy.
	50	51	52	53	54	55	56
	Lerato	thanked	Tumelo	and	ran	to	the
	57	58	59	60	61	62	63
	shop.						
	64						

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] How old is Lerato? [B] Who sent Lerato to the shop? [C] What was Lerato sent to buy? [D] Why did Lerato loose the money? [E] Why was Lerato happy?	 CORRECT (LERATO IS SEVEN YEARS OLD)... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW'........... 3 CORRECT (HER GRANDMOTHER) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW'........... 3 CORRECT ((SHE WAS SENT TO BUY CARROTS)..... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW'........... 3 CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG/ THE BAG HAD A HOLE) 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW'........... 3 CORRECT (BECAUSE TUMELO GAVE HER THE MONEY / BECAUSE TUMELO FOUND HER MONEY) .... 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 a 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 **correctly** say:*

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

*If the child answers **incorrectly**, **do not explain the child how to get the correct answe**r. 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 **correctly** say:*

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

*If the child answers **incorrectly** 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	02 ⇨*FS11* 03 ⇨*FS11* 04 ⇨*FS11* 05 ⇨*FS11* 06 ⇨*FS11* *96* ⇨*FS11*

FL99. *Check CB4: Did the child ever attend school or any early childhood education programme?* *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked*	YES, CB4/ED4=1 .... 1 NO, CB4/ED4=2 OR BLANK..... 2	*2 ⇨ FS11*
FL100. *In what language was the child offered the story to read?*	ENGLISH .... 1 SESOTHO.................................... 2 NO STORY OFFERED (FL8B=2 OR FL9A/B=6 OR 8)................ 3	*1 ⇨FL210* *2 ⇨FL110*
FL100A. *Check FL7: Language spoken at home?*	ENGLISH (FL7=1) .... 1 SESOTHO (FL7=2) .... 2 OTHER (FL7=3, 4, 6 OR 8) 3	*2 ⇨FL210* *3 ⇨FS11*
FL110. Now I am going to give you another short story to read in English. Would you like to start reading the story?	YES .... 1 NO 2	*2⇨FS11*
FL111. *Check CB3: Child's age?*	AGE 7-9 YEARS .... 1 AGE 10-14 YEARS 2	*1 ⇨FL113*
FL112. *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 ⇨FL119*

FL113. *Give the child the READING & NUMBERS BOOK in English.* *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. *Mpho is a girl. Thato is a boy. Mpho is 8. Thato is 7.*		
FL114. *Did the child read every word in the practice correctly?*	YES .... 1 NO... 2	2⇨*FS11*
FL115. *Once the reading is done, ask:* How old is Thato?	THATO IS 7 YEARS OLD .... 1 OTHER ANSWERS .... 2 NO ANSWER AFTER 5 SECONDS................................ 3	1⇨*FL117*
FL116. *Say:* Thato is 7 years old. *and go to FS11.*		⇨*FS11*

FL117. Here is another question:
Who is older: Mpho or Thato?
	MPHO IS OLDER (THAN
	   THATO) 1
	OTHER ANSWERS 2
	NO ANSWER AFTER 5
	   SECONDS................................ 3
		1⇨*FL119*

FL118. *Say:* Mpho is older than Thato. Mpho is 8 and Thato is 7. *and go to FS11.*		⇨*FS11*

FL119. *Turn the page to reveal the reading passage in English.*	Lerato	is	seven	years	old.	One	morning,
	1	2	3	4	5	6	7
Thank you. Now I want you to try this.	her	grandmother	asked	her	to	go	to
	8	9	10	11	12	13	14
Here is a story. I want you to read it aloud as carefully as you can.	the	shop	to	buy	carrots.	She	gave
	15	16	17	18	19	20	21
	Lerato	some	money.	Lerato	put	it	in
	22	23	24	25	26	27	28
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)*.	her	bag.	The	bag	had	a	big
	29	30	31	32	33	34	35
	hole.	On	the	way,	Lerato	lost	the
	36	37	38	39	40	41	42
When you finish I will ask you some questions about what you have read.	money.	Tumelo	saw	the	money	and	gave
	43	44	45	46	47	48	49
If you come to a word you do not know, go onto the next word.	it	to	Lerato.	She	was	very	happy.
	50	51	52	53	54	55	56
	Lerato	thanked	Tumelo	and	ran	to	the
Put your finger on the first word. Ready? Begin.	57	58	59	60	61	62	63
	shop.						
	64						

FL120. *Results of the child's reading.*	LAST WORD ATTEMPTED .... NUMBER __ __ TOTAL NUMBER OF WORDS INCORRECT OR MISSED .... NUMBER __ __

FL121. *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 2⇨*FS11*
	
	THE CHILD DID NOT TRY TO READ THE STORY 3
	
	  3⇨*FS11*

FL122. 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 Lerato?	CORRECT (LERATO IS SEVEN / SEVEN) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[B] Who sent Lerato to the shop?	CORRECT (HER GRANDMOTHER) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[C] What was Lerato asked to buy?	CORRECT (SHE WAS SENT TO BUY CARROTS / CARROTS) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[D] Why did Lerato lose the money?	CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG / BECAUSE THE BAG HAD A HOLE)...................................... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[E] Why was Lerato happy?	CORRECT (BECAUSE TUMELO GAVE HER THE MONEY / BECAUSE TUMELO FOUND HER MONEY) .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	1⇨*FS11* 2⇨*FS11* 3⇨*FS11*

FL210. Now I am going to give you another short story to read in Sesotho. Would you like to start reading the story?	YES ....1 NO 2	2⇨*FS11*
FL211. *Check CB3: Child's age?*	AGE 7-9 YEARS ....1 AGE 10-14 YEARS 2	1 ⇨*FL213*
FL212. *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 ⇨*FL219*
FL213. *Give the child the READING & NUMBERS BOOK in Sesotho.* *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. *Lebo ke katse. Neo ke ntja. Lebo o lilemo li 5. Neo o lilemo li 6.*		
FL214. *Did the child read every word in the practice correctly?*	YES ....1 NO 2	2⇨*FS11*
FL215. *Once the reading is done, ask:* Lebo o lilemo li kae?	LEBO IS 5 YEARS OLD.............1 OTHER ANSWERS......................2 NO ANSWER AFTER 5 SECONDS................................3	1 ⇨*FL217*
FL216. *Say:* Lebo o lilemo li 5. *and go to FS11.*		⇨*FS11*
FL217. Here is another question: Ke mang e moholo: Lebo kapa Neo?	NEO IS OLDER (THAN LEBO) 1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS................................3	1 ⇨*FL219*
FL218. *Say:* Neo o moholo ho Lebo. Neo o lilemo li 6 ha Lebo a le lilemo li 5. *and go to FS11.*		⇨*FS11*

FL219. *Turn the page to reveal the reading passage in Sesotho.*	Mpho	o	bala	sehlopha	sa	bobeli.	Ka
	1	2	3	4	5	6	7
Thank you. Now I want you to try this.	tsatsi	le	leng,	Mpho	o	ne	a
	8	9	10	11	12	13	14
Here is a story. I want you to read it aloud as carefully as you can.	ea	hae	a	khutla	sekolong.	A	bona
	15	16	17	18	19	20	21
	sefate	sa	liperekisi	pel'a	ntlo	ea	Ntate
	22	23	24	25	26	27	28
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).*	Molomo.	Mpho	o	ne	a	batla	ho
	29	30	31	32	33	34	35
	khella	m'e	oa	hae	liperekisi.	Mpho	a
When you finish I will ask you some questions about what you have read.	36	37	38	39	40	41	42
	tsamaea	ka	pele	ho	kha	liperekisi.	A
If you come to a word you do not know, go onto the next word.	43	44	45	46	47	48	49
	oa	pel'a	ntlo.	Mpho	a	lla.	Ntate
	50	51	52	53	54	55	56
Put your finger on the first word. Ready? Begin.	Molomo	a	mo	bona.	A	tla,	a
	57	58	59	60	61	62	63
	mo	fa	liperekisi	tse	ngata.	Mpho	a
	64	65	66	67	68	69	70
	thaba	haholo.					
	71	72					

FL220. *Results of the child's reading.*	LAST WORD ATTEMPTED.................... NUMBER __ __ TOTAL NUMBER OF WORDS INCORRECT OR MISSED .... NUMBER __ __	

FL221. *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⇨*FS11*
		
		 3⇨*FS11*

FL222. 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] Mpbo o sehlopheng se fe?	CORRECT (MPHO IS IN CLASS TWO)................1 INCORRECT..2 NO RESPONSE / SAYS 'I DON'T KNOW'..3

[B] Mpho o boneng tseleng ha ea hae?	CORRECT (HE SAW A PEACH TREE /
	  PEACHES) 1
	INCORRECT..2
	NO RESPONSE / SAYS
	  'I DON'T KNOW'..3

[C] Mpho o ne a llelang?	CORRECT (BECAUSE HE FELL) ....1 INCORRECT..2 NO RESPONSE / SAYS 'I DON'T KNOW'..3

[D] Mpho o oetse kae?	CORRECT (NEAR MR MOLOMO'S HOUSE /
	  NEAR THE HOUSE) 1
	INCORRECT..2
	NO RESPONSE / SAYS
	  'I DON'T KNOW'..3

[E] Mpho o ne a thabetse eng?	CORRECT (BECAUSE MR MOLOMO GAVE HIM MANY PEACHES / BECAUSE HE HAD PEACHES TO GIVE TO HIS MOTHER) ....1 INCORRECT..2 NO RESPONSE / SAYS 'I DON'T KNOW'..3

FS11. *Record the time*.	HOURS AND MINUTES .... __ __ : __ __
FS12. *Language of the Questionnaire*.	SESOTHO ....1 ENGLISH 2
FS13. *Language of the Interview*.	SESOTHO ....1 ENGLISH ....2 OTHER LANGUAGE (*specify*) _____ 6

FS14. *Native language of the Respondent.*	SESOTHO .... 1 XHOSA .... 2 SETHEPU .... 3 ENGLISH.. 4 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	
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