



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: ____ / ____ / <u>2 0 1</u> ____	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 **National Statistical Office**. 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 <input type="checkbox"/> CB11
CB2. In what month and year was (name) born? <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH MONTH..... ___ YEAR..... ___	
CB3. How old is (name)? <i>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.</i>	AGE (IN COMPLETED YEARS)..... ___	
CB4. Has (name) ever attended school or any early childhood education programme?	YES..... 1 NO 2	2 <input type="checkbox"/> CB11
CB5. What is the highest level and grade or year of school (name) has ever attended?	EARLY CHILDHOOD EDUCATION..... 000 PRIMARY..... 1 ___ LOWER SECONDARY..... 2 ___ UPPER SECONDARY 3 ___ HIGHER..... 4 ___ VOCATIONAL.....5 ___	000 <input type="checkbox"/> CB7
CB6. Did (he/she) ever complete that (grade/year)?	YES..... 1 NO 2	
CB7. At any time during the 2019/2020 school year did (name) attend school or any early childhood education programme?	YES..... 1 NO 2	2 <input type="checkbox"/> CB9
CB8. During 2019- 2020 school year, which level and grade or year is (name) <u>attending</u> ?	EARLY CHILDHOOD EDUCATION..... 000 PRIMARY..... 1 ___ LOWER SECONDARY..... 2 ___ UPPER SECONDARY 3 ___ HIGHER..... 4 ___ VOCATIONAL 5 ___	
CB9. At any time during the 2018 -2019 school year did (name) attend school or any early childhood education programme?	YES..... 1 NO 2	2 <input type="checkbox"/> CB11
CB10. During 2018 – 2019 school year, which level and grade or year did (name) <u>attend</u> ?	EARLY CHILDHOOD EDUCATION..... 000 PRIMARY..... 1 ___ LOWER SECONDARY..... 2 ___ UPPER SECONDARY 3 ___ HIGHER..... 4 ___ VOCATIONAL 5 ___	
CB11. Is (name) covered by any health insurance?	YES..... 1 NO 2	2 <input type="checkbox"/> End
CB12. What type of health insurance is (name) covered by? <i>Record all mentioned.</i>	MUTUAL HEALTH ORGANIZATION/ COMMUNITY-BASED HEALTH INSURANCEA HEALTH INSURANCE THROUGH EMPLOYERB SOCIAL SECURITYC OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCED OTHER (<i>specify</i>)..... X	

CHILD LABOUR

CL

	YES	NO	
<p>CL1. Now I would like to ask about any work (name) may do.</p> <p>Since last (day of the week), did (name) do any of the following activities, even for only one hour?</p> <p>[A] Did (name) do any work or help on (his/her) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals?</p> <p>[B] Did (name) help in a family business or a relative's business with or without pay, or run (his/her) own business?</p> <p>[C] Did (name) produce or sell articles, handicrafts, clothes, food or agricultural products?</p> <p>[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?</p>	<p>WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS..... 1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS 1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS..... 1 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 <input type="checkbox"/> CL7</p>
<p>CL3. Since last (day of the week) about how many hours did (name) 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 (he/she) exposed to dust, fumes or gas?</p> <p>[B] Is (he/she) exposed to extreme cold, heat or humidity?</p> <p>[C] Is (he/she) exposed to loud noise or vibration?</p> <p>[D] Is (he/she) required to work at heights?</p> <p>[E] Is (he/she) 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 (his/her) health or safety?</p>	<p>YES 1 NO 2</p> <p>YES 1 NO 2</p> <p>YES 1 NO 2</p> <p>YES 1 NO 2</p> <p>YES 1 NO 2</p> <p>YES 1 NO 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 <input type="checkbox"/> 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>)? <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 <input type="checkbox"/> 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>)? <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>	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>SHOPPING FOR HOUSEHOLD</td> <td>1</td> <td>2</td> </tr> <tr> <td>COOKING.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING DISHES / CLEANING HOUSE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING CLOTHES</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR CHILDREN</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR OLD / SICK</td> <td>1</td> <td>2</td> </tr> <tr> <td>OTHER HOUSEHOLD TASKS</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	SHOPPING FOR HOUSEHOLD	1	2	COOKING.....	1	2	WASHING DISHES / CLEANING HOUSE.....	1	2	WASHING CLOTHES	1	2	CARING FOR CHILDREN	1	2	CARING FOR OLD / SICK	1	2	OTHER HOUSEHOLD TASKS	1	2	
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<p>CL12. Check CL11, [A]-[X]:</p>	<p>AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2</p>	<p>2 <input type="checkbox"/> 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? <i>If less than one hour, record '00'</i></p>	<p>NUMBER OF HOURS _ _</p>																									

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS.....1 AGE 15-17 YEARS.....2	2 <input type="checkbox"/> 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 <u>(name) in the past month.</u> [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..	YES NO 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 <input type="checkbox"/> FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES..... 1 NO..... 2	1 <input type="checkbox"/> 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 DISCIPLINE		UCD	
UCD1. Check UB2: Child's age?	Age 0 1 Age 1, 2, 3 or 4 2	1 <input type="checkbox"/> End	
UCD2. Adults use certain ways to teach children the right behavior or to address a behavior 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 <u>(name) in the past month.</u>	YES NO		
[A] Took away privileges, forbade something <u>(name)</u> liked or did not allow (him/her) to leave the house.	TOOK AWAY PRIVILEGES.....1 2		
[B] Explained why <u>(name)</u> 's behavior was wrong.	EXPLAINED WRONG BEHAVIOR.....1 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 THE 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		
UCD3. Check UF4: Is this respondent the mother or caretaker of any other children under age 5 or a child age 5-14 selected for the questionnaire for children age 5-17?	YES.....1 NO.....2	2 <input type="checkbox"/> UCD5	
UCD4. Check UF4: Has this respondent already responded to the following question (UCD5 or FCD5) for another child?	YES.....1 NO.....2	1 <input type="checkbox"/> End	
UCD5. 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 OPINION8		

CHILD FUNCTIONING		FCF
<p>FCF1. I would like to ask you some questions about difficulties (<i>name</i>) may have.</p> <p>Does (<i>name</i>) wear glasses or use contact lenses?</p>	<p>YES1 NO2</p>	
<p>FCF2. Does (<i>name</i>) use a hearing aid?</p>	<p>YES1 NO2</p>	
<p>FCF3. Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES1 NO2</p>	
<p>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 (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.</p> <p><i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i></p> <p>Remember the four possible answers: Would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?</p>		
<p>FCF5. Check FCF1: Child wears glasses or uses contact lenses?</p>	<p>YES, FCF1=11 NO, FCF1=22</p>	<p>1 <input type="checkbox"/> FCF6A 2 <input type="checkbox"/> FCF6B</p>
<p>FCF6A. When wearing (his/her) glasses or using contact lenses, does (<i>name</i>) have difficulty seeing?</p> <p>FCF6B. Does (<i>name</i>) have difficulty seeing?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT SEE AT ALL4</p>	
<p>FCF7. Check FCF2: Child uses a hearing aid?</p>	<p>YES, FCF2=11 NO, FCF2=22</p>	<p>1 <input type="checkbox"/> FCF8A 2 <input type="checkbox"/> FCF8B</p>
<p>FCF8A. When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p> <p>FCF8B. Does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT HEAR AT ALL4</p>	
<p>FCF9. Check FCF3: Child uses equipment or receives assistance for walking?</p>	<p>YES, FCF3=11 NO, FCF3=22</p>	<p>2 <input type="checkbox"/> FCF14</p>
<p>FCF10. Without (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about a length of a football field.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT WALK 100 METERS AT ALL4</p>	<p>3 <input type="checkbox"/> FCF12 4 <input type="checkbox"/> FCF12</p>

<p>FCF11. Without (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about 5 lengths of a football field.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT WALK 500 METERS AT ALL4</p>	
<p>FCF12. With (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about a length of a football field.</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT WALK 100 METERS AT ALL4</p>	<p>3 <input type="checkbox"/> FCF16 4 <input type="checkbox"/> FCF16</p>
<p>FCF13. With (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about 5 lengths of a football field.</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT WALK 500 METERS AT ALL4</p>	<p>1 <input type="checkbox"/> FCF16 2 <input type="checkbox"/> FCF16 3 <input type="checkbox"/> FCF16 4 <input type="checkbox"/> FCF16</p>
<p>FCF14. Compared with children of the same age, does (name) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about a length of 1 football field.</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT WALK 100 METERS AT ALL4</p>	<p>3 <input type="checkbox"/> FCF16 4 <input type="checkbox"/> FCF16</p>
<p>FCF15. Compared with children of the same age, does (name) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about 5 lengths of a football field.</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT WALK 500 METERS AT ALL4</p>	
<p>FCF16. Does (name) have difficulty with self-care such as feeding or dressing (himself/herself)?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT CARE FOR SELF AT ALL4</p>	
<p>FCF17. When (name) speaks, does (he/she) have difficulty being understood by people inside of this household?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT BE UNDERSTOOD AT ALL4</p>	
<p>FCF18. When (name) speaks, does (he/she) have difficulty being understood by people outside of this household?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT BE UNDERSTOOD AT ALL4</p>	
<p>FCF19. Compared with children of the same age, does (name) have difficulty learning things?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT LEARN THINGS AT ALL4</p>	

<p>FCF20. Compared with children of the same age, does (name) have difficulty remembering things?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT REMEMBER THINGS AT ALL4</p>	
<p>FCF21. Does (name) have difficulty concentrating on an activity that (he/she) enjoys doing?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT CONCENTRATE AT ALL4</p>	
<p>FCF22. Does (name) have difficulty accepting changes in (his/her) routine?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT ACCEPT CHANGES AT ALL4</p>	
<p>FCF23. Compared with children of the same age, does (name) have difficulty controlling (his/her) behaviour?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT CONTROL BEHAVIOUR AT ALL4</p>	
<p>FCF24. Does (name) have difficulty making friends?</p>	<p>NO DIFFICULTY1 SOME DIFFICULTY2 A LOT OF DIFFICULTY3 CANNOT MAKE FRIENDS AT ALL4</p>	
<p>FCF25. The next questions have different options for answers. I am going to read these to you after each question.</p> <p>I would like to know how often (name) seems very anxious, nervous or worried.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY1 WEEKLY2 MONTHLY3 A FEW TIMES A YEAR4 NEVER5</p>	
<p>FCF26. I would also like to know how often (name) seems very sad or depressed.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY1 WEEKLY2 MONTHLY3 A FEW TIMES A YEAR4 NEVER5</p>	

PARENTAL INVOLVEMENT		PR
PR1. Check CB3: Child's age?	AGE 5-6 YEARS.....1 AGE 7-14 YEARS.....2 AGE 15-17 YEARS.....3	1 ⇨End 3 ⇨End
PR2. At the end of this interview, I will ask you if I can talk to (name). If (he/she) is close, can you please ask (him/her) to stay here. If (name) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back..		
PR3. Excluding school text books and holy books, how many books do you have for (name) to read at home?	NONE 00 NUMBER OF BOOKS <u>0</u> ____ TEN OR MORE BOOKS..... 10	
PR4. Check CB7: 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=11 NO, CB7/ED9=2 OR BLANK2	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?	YES1 NO2 DK.....8	
PR7. Does (name)'s school have a school governing body in which parents can participate (such as parent teacher association or school management committee or mother groups)?	YES1 NO2 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 ADDRESSING SCHOOL'S ISSUES 1 2 8 SCHOOL BUDGET 1 2 8	
PR10. In the last 12 months, have you or any other adult from your household received a school report for (name)?	YES1 NO2 DK.....8	

<p>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?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss (name)'s progress with (his/her) teachers?</p>	<p>.....YES NO DK</p> <p>CELEBRATION OR SPORT EVENT..... 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS..... 1 2 8</p>	
<p>PR12. In the last 12 months, has (name)'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<p>YES NO DK</p> <p>NATURAL DISASTERS..... 1 2 8</p> <p>MAN-MADE DISASTERS..... 1 2 8</p> <p>TEACHER STRIKE 1 2 8</p> <p>OTHER..... 1 2 8</p>	
<p>PR13. In the last 12 months, was (name) unable to attend class due to (his/her) teacher being absent?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK..... 8</p>	
<p>PR14. Check PR12[C] and PR13: Any 'Yes' recorded?</p>	<p>YES, PR12[C]=1 OR PR13=1..... 1</p> <p>NO..... 2</p>	<p>2 ⇨ End</p>
<p>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?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK..... 8</p>	

FOUNDATIONAL LEARNING SKILLS

FL

FL0. Check CB3: Child's age?	AGE 5-6 YEARS.....	1	1 <input type="checkbox"/> End
	AGE 7-14 YEARS.....	2	
	AGE 15-17 YEARS.....	3	3 <input type="checkbox"/> 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 :	
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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 **National Statistical Office**. 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 <input type="checkbox"/> FL28
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FL4. Before you start with the reading and number activities, tick each box to show that:

You are not alone with the child unless they are at least visible to an adult known to the child.

You have engaged the child in conversation and built rapport, e.g., using an Icebreaker.

The child is sat comfortably, able to use the **READING & NUMBERS BOOK** without difficulty while you can see which page is open.

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

FL6. First we are going to talk about reading.	YES NO	
[A] Do you read books at home?	READS BOOKS AT HOME..... 1 2	
[B] Does someone read to you at home?	READ TO YOU AT HOME 1 2	

FL7. Which language do you speak most of the time at home?	ENGLISH..... 1 CHICHEWA 2 CHITUMBUKA 3	
<i>Probe if necessary and read the listed languages.</i>	OTHER (specify) 6 DK 8	

FL8. Check CB7: In the current school year, did the child attend school or any early childhood education programme?	YES, CB7/ED9=1..... 1 NO, CB7/ED9=2 OR BLANK..... 2	1 <input type="checkbox"/> FL9A
<i>CHECK ED9 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB7 WAS NOT ASKED.</i>		

<p>FL8A. Check CB4: Did the child ever attend school or any early childhood education programmes?</p> <p>CHECK ED4 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB4 WAS NOT ASKED.</p>	<p>YES, CB4/ED4=1 1 NO, CB4/ED4=2 OR BLANK 2</p>	<p>1 <input type="checkbox"/> FL9B</p>
<p>FL8B. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=1, 2 OR 3 1 NO, FL7=6 OR 8 2</p>	<p>1 <input type="checkbox"/> FL10B 2 <input type="checkbox"/> FL23</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>Probe if necessary and name the listed languages.</p>	<p>ENGLISH 1 CHICHEWA 2</p> <p>OTHER (specify) 6 DK 8</p>	<p>1 <input type="checkbox"/> FL10A 2 <input type="checkbox"/> FL10A 3 <input type="checkbox"/> FL10A 6 <input type="checkbox"/> FL23 8 <input type="checkbox"/> FL23</p>
<p>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?</p> <p>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?</p>	<p>YES 1 NO 2</p>	<p>2 <input type="checkbox"/> FL23</p>
<p>FL11. Check CB3: Child's age?</p>	<p>AGE 7-9 YEARS 1 AGE 10-14 YEARS 2</p>	<p>1 <input type="checkbox"/> FL13</p>
<p>FL12. Check CB7: In the current school year, did the child attend school or any early childhood education programme?</p> <p>CHECK ED9 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB7 WAS NOT ASKED.</p>	<p>YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2</p>	<p>1 <input type="checkbox"/> FL19</p>
<p>FL13. Give the child the READING & NUMBERS BOOK.</p> <p>Open the page showing the reading practice item and say:</p> <p>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.</p> <p>Point to the sentence.</p> <p>Kitty is a cat. Poppy is a dog. Kitty is 5 years old . Poppy is 6 years old.</p>		
<p>FL14. Did the child read every word in the practice correctly?</p>	<p>YES 1 NO 2</p>	<p>2 <input type="checkbox"/> FL23</p>
<p>FL15. Once the reading is done, ask: How old is Kitty?</p>	<p>KITTY IS 5 YEARS OLD 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3</p>	<p>1 <input type="checkbox"/> FL17</p>
<p>FL16. Say: Kitty is 5 years old. and go to FL23.</p>		<p><input type="checkbox"/> FL23</p>
<p>FL17. Here is another question: Who is older: Kitty or Poppy?</p>	<p>POPPY IS OLDER (THAN KITTY) 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3</p>	<p>1 <input type="checkbox"/> FL19</p>
<p>FL18. Say: Poppy is older than Kitty. Poppy is 6 years old and Kitty is 5 years old . and go to FL23.</p>		<p><input type="checkbox"/> FL23</p>

FL19A. Turn the page to reveal the reading passage.

Thank you. Now I want you to try this.

Here is a story. I want you to read it aloud as carefully as you can.

You will start here (point to the first word on the first line) and you will read line by line (point to the direction for reading each line).

When you finish I will ask you some questions about what you have read.

If you come to a word you do not know, go onto the next word.

Put your finger on the first word. Ready? Begin

Dalo	is	seven	years	Old	One
1	2	3	4	5	6
day	her	father	sent	her	to
7	8	9	10	11	12
the	shop	to	buy	sugar	He
13	14	15	16	17	18
gave	Dalo	some	money	Dalo	put
19	20	21	22	23	24
it	in	her	bag	The	bag
25	26	27	28	29	30
had	a	big	hole	On	the
31	32	33	34	35	36
way	Dalo	lost	the	money	Sam
37	38	39	40	41	42
saw	the	money	and	gave	it
43	44	45	46	47	48
to	Dalo	She	was	happy	She
49	50	51	52	53	54
thanked	Sam	and	went	to	the
55	56	57	58	59	60
shop					
61					

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

FL22A. 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 Dalo?

CORRECT (DALO IS SEVEN) OR (SEVEN)..... 1
INCORRECT..... 2
NO RESPONSE / SAYS 'I DON'T KNOW' 3

[B]	Who sent Dalo to the shop?	CORRECT (HER FATHER) OR (FATHER).....1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW'3
[C]	What was Dalo asked to buy?	CORRECT (SHE WAS ASKED/SENT TO BUY SUGAR] OR (SUGAR)1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW'3
[D]	Why did Dalo lose the money?	CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG) OR (BECAUSE THE BAG HAD A HOLE).....1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW'3
[E]	Why was Dalo happy?	CORRECT (BECAUSE SAM GAVE HER THE MONEY).....1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW'3

FL19B. Turn the page to reveal the reading passage.

Thank you. Now I want you to try this.

Here is a story. I want you to read it aloud as carefully as you can.

You will start here (point to the first word on the first line) and you will read line by line (point to the direction for reading each line).

When you finish I will ask you some questions about what you have read.

If you come to a word you do not know, go onto the next word.

Put your finger on the first word. Ready? Begin

Chisomo	ali	mu	sitandade	2
1	2	3	4	5
Tsiku	lina	Chisomo	ataweruka	ku
6	7	8	9	10
sukulu	anauyamba	ulendo	kupita	kwawo.
11	12	13	14	15
lye	akuyenda,	anaona	maluwa	ofiira
16	17	18	19	20
kustogolo	kwake.	Maluwawo	anali	pafupi
21	22	23	24	25
ndi	munda	wa	chimanga.	Chisomo
26	27	28	29	30
amafuna	kutengako	maluwawo	kuti	akapatse
31	32	33	34	35
amayi	ake.	Chisomo	anathamanga	kulowa
36	37	38	39	40
mmunda	muja	kuti	akathyoleko	maluwawo.
41	42	43	44	45
Mwatsoka,	iyе	anagwa	pafupi	ndi
46	47	48	49	50
mtengo	wa	mango.	Chisomo	anayamba
51	52	53	54	55
kulira.	Mwini	munda	adamuwona	ndipo
56	57	58	59	60
adafika	pafupi.	lye	adamupatsa	Chisomoyo
61	62	63	64	65
maluwa	ambiri.	Chisomo	anasangalala	ndipo
66	67	68	69	70
adathokoza	mwini	munda	uja.	
71	72	73	74	

FL20B. Results of the child's reading.

LAST WORD ATTEMPTED..... NUMBER ___
 TOTAL NUMBER OF WORDS
 INCORRECT OR MISSED NUMBER ___

FL21B. 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

<p>FL22B. 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] Kodi Chisomo ali sitandade chani?</p> <p>[B] Nanga Chisomo anaona chiyani pomwe amachokera ku sukulu?</p> <p>[C] Ndi chifukwa chiyani Chisomo anayamba kulira?</p> <p>[D] Tchulani malo omwe Chisomo anagwera.</p> <p>[E] Kodi Chisomo anasangalala chifukwa chiyani?</p>	<p>CORRECT (CHISOMO ANALI MU SITANDADE 2) OR (SITANDADE 2) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (IYE ANAONA MALUWA) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (IYE ANAGWA) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (CHISOMO ANAGWERA PAFUPI NDI MTENGO WA MANGO / PAFUPI NDI MTENGO WA NTCHOCHI) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (CHIFUKWA CHAKUTI MLIMI UJA ANAMUPATSA MALUWA AMBIRI/ CHIFUKWA ANAPEZA MALUWA OTI AKAPATSE MAYI AKE)..... 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
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<p>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.</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: Start here.</i></p> <p><i>If the child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and say: What is this number?</i></p> <p><i>If the child does not attempt to read 2 consecutive numbers, say: Thank you. That is ok.</i></p>	<p>9 CORRECT1 INCORRECT2 NO ATTEMPT3</p> <p>12 CORRECT1 INCORRECT2 NO ATTEMPT3</p> <p>30 CORRECT1 INCORRECT2 NO ATTEMPT3</p> <p>48 CORRECT1 INCORRECT2 NO ATTEMPT3</p> <p>74 CORRECT1 INCORRECT2 NO ATTEMPT3</p> <p>731 CORRECT1 INCORRECT2 NO ATTEMPT3</p>	
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<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 <input type="checkbox"/> FL28</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: 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: Thank you. That is ok. We will go to the next activity.</i></p>	<p>7 & 5 CORRECT (7).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>11 & 24 CORRECT (24).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>58 & 49 CORRECT (58).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>65 & 67 CORRECT (67).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>146 & 154 CORRECT (154).....1 INCORRECT2 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><i>Record the child's answer before turning the page in the book and repeating the question for the next sum.</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 sum, turn the booklet page and show the child the next addition.</i></p> <p><i>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.</i></p>	<p>3 + 2 CORRECT (5).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>8 + 6 CORRECT (14).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>7 + 3 CORRECT (10).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>13 + 6 CORRECT (19).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>12 + 24 CORRECT (36).....1 INCORRECT2 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><i>Point to each number and blank space and say: What number goes here?</i></p>	<p>CORRECT (3)..... 1 INCORRECT..... 2 NO ATTEMPT 3</p>	<p>2 <input type="checkbox"/> FL26B 3 <input type="checkbox"/> FL26B</p>
<p>FL26A. That's correct, 3. Let's do another one.</p>		<p><input type="checkbox"/> 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. (<i>Point to each number</i>) 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><i>Point to each number and blank space and say: What number goes here?</i></p>	<p>CORRECT (20) 1 INCORRECT..... 2 NO ATTEMPT 3</p>	<p>2 <input type="checkbox"/> FL26E 3 <input type="checkbox"/> FL26E</p>
<p>FL26D. That's correct, 20.</p>		<p><input type="checkbox"/> 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. (<i>Point to each number</i>) 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 <input type="checkbox"/> FL28</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 (pointing to the missing number).</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: Thank you. That is ok.</i></p>	<p>5, 6, 7, __ CORRECT (8).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>14, 15, __, 17 CORRECT (16).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>20, __, 40, 50 CORRECT (30).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>2, 4, 6, __ CORRECT (8).....1 INCORRECT2 NO ATTEMPT.....3</p> <p>5, 8, 11, __ CORRECT (14).....1 INCORRECT2 NO ATTEMPT.....3</p>	
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<p>FL28. Result of interview with child.</p> <p>Discuss any result not completed with Supervisor.</p>	<p>COMPLETED01 NOT AT HOME02 MOTHER / CARETAKER REFUSED.....03 CHILD REFUSED.....04 PARTLY COMPLETED.....05 INCAPACITATED06</p> <p>OTHER (specify) _____ 96</p>	
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FS11. Record the time.	HOURS AND MINUTES.....__ : __	
FS12. Language of the Questionnaire.	ENGLISH 1 CHICHEWA..... 2 CHITUMBUKA..... 3	
FS13. Language of the Interview.	ENGLISH 1 CHICHEWA..... 2 CHITUMBUKA..... 3 OTHER LANGUAGE (specify) 6	
FS14. Native language of the Respondent.	ENGLISH 1 CHICHEWA..... 2 CHITUMBUKA..... 3 OTHER LANGUAGE (specify) 6	
FS15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
FS16. Thank the respondent and the child for her/his cooperation. <i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i> <i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i>		

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.

Dalo is seven years old. One day, her father sent her to the shop to buy sugar. He gave Dalo some money. Dalo put it in her bag. The bag had a big hole. On the way, Dalo lost the money. Sam saw the money and gave it to Dalo. She was happy. She thanked Sam and went to the shop.

Chisomo ali mu sitandade 2. Tsiku lina Chisomo ataweruka ku sukulu anauyamba ulendo kupita kwawo. Iye akuyenda, anaona maluwa ofiira kutsogolo kwake. Maluwawo anali pafupi ndi munda wa chimanga. Chisomo amafuna kutengako maluwawo kuti akapatse amayi ake. Chisomo anathamanga kulowa mmunda muja kuti akathyoleko maluwawo. Mwatsoka, iye anagwa pafupi ndi mtengo wa mango. Chisomo anayamba kulira. Mwini munda adamuona ndipo adafika pafupi. Iye adamupatsa Chisomoyo maluwa ambiri. Chisomo anasangalala ndipo adathokoza mwini munda uja.

9

12

30

48

74

731

7

5

11

24

58

49

65

67

146

154

$$3 + 2 =$$

$$8 + 6 =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

1 2 _ 4

5 10 15 _

5 6 7 —

14 15 _ 17

20 — 40 50

2 4 6 —

5 8 11 —

