

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 2 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 INTERVIEW2	1 ⇒FS10B 2 ⇒FS10A
FS10A. Hello, my name is (<i>your name</i>). We are from National Bureau of 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. This interview will take about 30 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	FS10B. Now I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being in more detail. This interview will take about 30 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	
YES 1 NO / NOT ASKED 2	1 ⇒CHILD'S BACKGROUND Module 2 ⇒FS17	

FS17. Result of interview for child age 5-17 years <i>Codes refer to the respondent.</i> <i>Discuss any result not completed with Supervisor.</i>	COMPLETED01 NOT AT HOME.....02 REFUSED.....03 PARTLY COMPLETED04 INCAPACITATED (<i>specify</i>) _____ 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-1706 OTHER (<i>specify</i>) _____ 96
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CHILD'S BACKGROUND		CB
CB1. Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE?	YES, RESPONDENT IS THE SAME, FS4=HH47 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 2	1 ⇒ CB11
CB2. In what month and year was (<i>name</i>) born? <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH MONTH..... _ _ YEAR <u>2</u> <u>0</u> _ _	
CB3. How old is (<i>name</i>)? <i>Probe:</i> How old was (<i>name</i>) at (his/her) last birthday? <i>Record age in completed years.</i> <i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS) _ _	
CB4. Has (<i>name</i>) ever attended school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB11
CB5. What is the highest level and grade or year of school (<i>name</i>) has ever attended?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 _ _ JUNIOR SECONDARY 21 _ _ VEI/IEI 22 _ _ SENIOR SECONDARY 31 _ _ SECONDARY TECHNICAL 32 _ _ HIGHER/ TERTIARY 41 _ _	000 ⇒ CB7
CB6. Did (he/she) ever complete that (grade/year)?	YES 1 NO 2	
CB7. At any time during the current (2020-2021) school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB9
CB8. During the current school year, which level and grade or year is (<i>name</i>) <u>attending</u> ?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 _ _ JUNIOR SECONDARY 21 _ _ VEI/IEI 22 _ _ SENIOR SECONDARY 31 _ _ SECONDARY TECHNICAL 32 _ _ HIGHER/ TERTIARY 41 _ _	
CB9. At any time during the previous school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB11
CB10. During that previous school year, which level and grade or year did (<i>name</i>) <u>attend</u> ?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 _ _ JUNIOR SECONDARY 21 _ _ VEI/IEI 22 _ _ SENIOR SECONDARY 31 _ _ SECONDARY TECHNICAL 32 _ _ HIGHER/ TERTIARY 41 _ _	

CB11. Is (<i>name</i>) covered by any health insurance?	YES 1 NO 2	2 ⇒ End
CB12. What type of health insurance is (<i>name</i>) covered by? <i>Record all mentioned.</i>	MUTUAL HEALTH ORGANIZATION / COMMUNITY-BASED HEALTH INSURANCE..... A HEALTH INSURANCE THROUGH EMPLOYER..... B SOCIAL SECURITY (NATIONAL HEALTH INSURANCE SCHEME, STATE HEALTH INSURANCE SCHEME)..... C OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE ... D OTHER (<i>specify</i>) _____ X	

BIRTH REGISTRATION

BR

<p>CBR1. Does (<i>name</i>) have a birth certificate?</p> <p><i>If yes, ask:</i> May I see it?</p>	<p>YES, SEEN..... 1</p> <p>YES, NOT SEEN..... 2</p> <p>NO..... 3</p> <p>DK..... 8</p>	<p>1 ⇒ <i>End</i></p> <p>2 ⇒ <i>End</i></p>
<p>CBR2. Has (<i>name</i>)’s birth been registered with the National Population Commission?</p>	<p>YES 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	<p>1 ⇒ <i>End</i></p>
<p>CBR3. Do you know how to register (<i>name</i>)’s birth?</p>	<p>YES 1</p> <p>NO..... 2</p>	

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 (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 (<i>name</i>) help in a family business or a relative’s business with or without pay, or run (his/her) 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 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 ⇒ 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 (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>	2 ⇒ CL9																								
<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>	2 ⇒ CL11																								
<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>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">YES</th> <th style="width: 10%; text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>SHOPPING FOR HOUSEHOLD</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>COOKING</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>WASHING DISHES / CLEANING HOUSE.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>WASHING CLOTHES</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CARING FOR CHILDREN</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>CARING FOR OLD / SICK</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>OTHER HOUSEHOLD TASKS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">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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CL12. Check CL11, [A]-[X]:	AT LEAST ONE 'YES'1 ALL ANSWERS ARE 'NO'2	2⇒End
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>	NUMBER OF HOURS.....__ __	

CHILD DISCIPLINE

FCD

<p>FCD1. Check CB3: Child's age?</p>	<p>AGE 5-14 YEARS..... 1 AGE 15-17 YEARS..... 2</p>	<p>2 ⇒ End</p>
<p>FCD2. Now I'd like to talk to you about something else.</p> <p>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 (<i>name</i>) <u>in the past month</u>.</p> <p>[A] Took away privileges, forbade something (<i>name</i>) liked or did not allow (him/her) to leave the house.</p> <p>[B] Explained why (<i>name</i>)'s behaviour was wrong.</p> <p>[C] Shook (him/her).</p> <p>[D] Shouted, yelled at or screamed at (him/her).</p> <p>[E] Gave (him/her) something else to do.</p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.</p> <p>[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.</p> <p>[H] Called (him/her) dumb, lazy or another name like that.</p> <p>[I] Hit or slapped (him/her) on the face, head or ears.</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg.</p> <p>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could.</p>	<p>YES NO</p> <p>TOOK AWAY PRIVILEGES..... 1 2</p> <p>EXPLAINED WRONG BEHAVIOR..... 1 2</p> <p>SHOOK HIM/HER 1 2</p> <p>SHOUTED, YELLED, SCREAMED 1 2</p> <p>GAVE SOMETHING ELSE TO DO 1 2</p> <p>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2</p> <p>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2</p> <p>CALLED DUMB, LAZY OR ANOTHER NAME 1 2</p> <p>HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2</p> <p>HIT / SLAPPED ON HAND, ARM OR LEG 1 2</p> <p>BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD..... 1 2</p>	
<p>FCD3. Check FS4: Is this respondent the mother or caretaker of any other children under age 5?</p>	<p>YES1 NO.....2</p>	<p>2 ⇒ FCD5</p>
<p>FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?</p>	<p>YES1 NO.....2</p>	<p>1 ⇒ End</p>
<p>FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?</p>	<p>YES 1 NO..... 2 DK / NO OPINION 8</p>	

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 contact lenses?</p>	<p>YES..... 1 NO..... 2</p>	
<p>FCF2. Does (<i>name</i>) use a hearing aid?</p>	<p>YES..... 1 NO..... 2</p>	
<p>FCF3. Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES..... 1 NO 2</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 contact lenses?</p>	<p>YES, FCF1=1 1 NO, FCF1=2..... 2</p>	<p>1 ⇒FCF6A 2 ⇒FCF6B</p>
<p>FCF6A. When wearing (his/her) glasses or contact lenses, does (<i>name</i>) have difficulty seeing?</p> <p>FCF6B. Does (<i>name</i>) have difficulty seeing?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT SEE AT ALL..... 4</p>	
<p>FCF7. Check FCF2: Child uses a hearing aid?</p>	<p>YES, FCF2=1 1 NO, FCF2=2..... 2</p>	<p>1 ⇒FCF8A 2 ⇒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 DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT HEAR AT ALL 4</p>	
<p>FCF9. Check FCF3: Child uses equipment or receives assistance for walking?</p>	<p>YES, FCF3=1 1 NO, FCF3=2..... 2</p>	<p>2 ⇒FCF14</p>
<p>FCF10. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of one standard football field with goal posts.</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 DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT WALK 100 M AT ALL..... 4</p>	<p>3 ⇒FCF12 4 ⇒FCF12</p>

<p>FCF11. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 standard football fields.</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 DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT WALK 500 M AT ALL..... 4</p>	
<p>FCF12. With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT WALK 100 M AT ALL..... 4</p>	<p>3⇒FCF16 4⇒FCF16</p>
<p>FCF13. With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT WALK 500 M AT ALL..... 4</p>	<p>1⇒FCF16 2⇒FCF16 3⇒FCF16 4⇒FCF16</p>
<p>FCF14. Compared with children of the same age, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT WALK 100 M AT ALL..... 4</p>	<p>3⇒FCF16 4⇒FCF16</p>
<p>FCF15. Compared with children of the same age, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT WALK 500 M AT ALL..... 4</p>	
<p>FCF16. Does (<i>name</i>) have difficulty with self-care such as feeding or dressing (himself/herself)?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT CARE FOR SELF AT ALL..... 4</p>	
<p>FCF17. When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people inside of this household?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT BE UNDERSTOOD AT ALL..... 4</p>	
<p>FCF18. When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people outside of this household?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT BE UNDERSTOOD AT ALL..... 4</p>	

<p>FCF19. Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT LEARN THINGS AT ALL..... 4</p>	
<p>FCF20. Compared with children of the same age, does (<i>name</i>) have difficulty remembering things?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT REMEMBER THINGS AT ALL..... 4</p>	
<p>FCF21. Does (<i>name</i>) have difficulty concentrating on an activity that (he/she) enjoys doing?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT CONCENTRATE AT ALL 4</p>	
<p>FCF22. Does (<i>name</i>) have difficulty accepting changes in (his/her) routine?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT ACCEPT CHANGES AT ALL..... 4</p>	
<p>FCF23. Compared with children of the same age, does (<i>name</i>) have difficulty controlling (his/her) behaviour?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT CONTROL BEHAVIOUR AT ALL.... 4</p>	
<p>FCF24. Does (<i>name</i>) have difficulty making friends?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY..... 3 CANNOT MAKE FRIENDS AT ALL 4</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 (<i>name</i>) seems very anxious, nervous or worried.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY 1 WEEKLY..... 2 MONTHLY 3 A FEW TIMES A YEAR..... 4 NEVER 5</p>	
<p>FCF26. I would also like to know how often (<i>name</i>) seems very sad or depressed.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY 1 WEEKLY..... 2 MONTHLY 3 A FEW TIMES A YEAR..... 4 NEVER 5</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 (<i>name</i>). If (he/she) is close, can you please ask (him/her) to stay here. If (<i>name</i>) 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 (<i>name</i>) to read at home?	NONE.....00 NUMBER OF BOOKS <u>0</u> TEN OR MORE BOOKS.....10	
PR4. Check CB7: In the current school year, did the child attend school or any early childhood education programme? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.	YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2	2 ⇒End
PR5. Does (<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. Does (<i>name</i>)'s school have a school governing body in which parents can participate such as a parent teacher association or PTA, or a school-based management committee or SBMC?	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:	YES NO DK	
[A] A plan for addressing key education issues faced by (<i>name</i>)'s school?	PLAN FOR ADDRESSING SCHOOL'S ISSUES..... 1 2 8	
[B] School budget or use of funds received by (<i>name</i>)'s school?	SCHOOL BUDGET 1 2 8	
PR10. In the last 12 months, have you or any other adult from your household received a school or student report card, report sheet, or online report for (<i>name</i>)?	YES 1 NO 2 DK..... 8	

<p>PR11. In the last 12 months, have you or any adult from your household gone to <i>(name)</i>'s school for any of the following reasons?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss <i>(name)</i>'s progress with (his/her) teachers?</p>	<p style="text-align: right;">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 <i>(name)</i>'s school been closed on a school day due to any of the following reasons:</p> <p>[A] COVID-19?</p> <p>[B] Natural disasters, such as flood, cyclone, and epidemics other than COVID-19?</p> <p>[C] Man-made disasters, such as fire, building collapse, riots, insecurity or similar?</p> <p>[D] Teachers strike or lecturers strike?</p> <p>[X] Other?</p>	<p style="text-align: right;">YES NO DK</p> <p>COVID--19..... 1 2 8</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 <i>(name)</i> 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[D]=1 OR PR13=1 1</p> <p>NO..... 2</p>	<p>2⇒End</p>
<p>PR15. When <i>(teacher strike or lecturers)</i> 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 YEARS1	1 ⇒ End
	AGE 7-14 YEARS2	
	AGE 15-17 YEARS3	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 (<i>name</i>)?	YES, PERMISSION IS GIVEN1	2 ⇒ FL28
	NO, PERMISSION IS NOT GIVEN2	

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 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?	YES1	2 ⇒ FL28
	NO / NOT ASKED2	

FL4. Before you start with the reading and number activities, tick each box to show that:

- You are not alone with the child unless he/she is at least visible to an adult known to the child.
- You have engaged the child in conversation and built rapport, e.g., using an icebreaker.
- The child is sat comfortably, able to use the **READING & NUMBERS BOOK** without difficulty, while you can see which page is open.

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

<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>ENGLISH.....11 HAUSA.....12 IGBO.....13 YORUBA.....14</p> <p>READING TEST NOT AVAILABLE</p> <p>FULANI.....31 IJAW.....32 TIV.....33 IBIBIO.....34 EDO.....35 ARABIC.....36 OTHER LANGUAGE (<i>specify</i>)96 DK98</p>	
<p>FL8. Check CB7: In the current school year (2020/2021), did the child attend school or any early childhood education programme?</p> <p><i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK..... 2</p>	<p>1 ⇒FL9A</p>
<p>FL8A. Check CB4: Did the child ever attend school or any early childhood education programmes?</p> <p><i>Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.</i></p>	<p>YES, CB4/ED4=1 1 NO, CB4/ED4=2 OR BLANK..... 2</p>	<p>1 ⇒FL9B 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>ENGLISH.....11 HAUSA.....12 IGBO.....13 YORUBA.....14</p> <p>READING TEST NOT AVAILABLE</p> <p>FULANI.....31 IJAW.....32 TIV.....33 IBIBIO.....34 EDO.....35 ARABIC.....36</p> <p>OTHER LANGUAGE (<i>specify</i>)96 DK98</p>	<p>11 ⇒FL10A 12 ⇒FL10A 13 ⇒FL10A 14 ⇒FL10A</p>
<p>FL9C. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=11-14 1 NO, FL7=31-36, 96 OR 98..... 2</p>	<p>1 ⇒FL10B 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 NO 2</p>	<p>1 ⇒FL11</p>

FL10C. I have short stories in English, Hausa, Igbo, and Yoruba. The stories are almost the same. Would you like to try to read one of them?	ENGLISH11 HAUSA.....12 IGBO13 YORUBA.....14 DOES NOT WANT TO TRY95	95 ⇒FL23
FL11. Check CB3: Child's age?	AGE 7-9 YEARS 1 AGE 10-14 YEARS 2	1 ⇒FL13
FL12. Check CB7: In the current school year, did the child attend school or any early childhood education programme? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.	YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK..... 2	1 ⇒FL18B
FL13. Give the child the READING & NUMBERS BOOK in the language recorded for the test: Use response to FL10C if available. If not, use response to FL9A/B if available. Otherwise use response to FL7. Open the page showing the reading practice item and say: Now we are going to do some reading. Point to the sentence. I would like you to read this aloud. Then I may ask you a question. (English: Wole is a boy. Amina is a girl. Wole is 5. Amina is 6. / Hausa: Wole yaro ne. Amina yarinya ce. Wole ne 5. Amina 'yar shekara 6. / Igbo: Wole bu nwa nwoke. Amina bu nwa nwanyi. Wole di afo ise. Amina di afo isi./ Yoruba: Omokunrin ni Wole. Omobinrin ni Amina. Omo odun marun ni Wole. Omo odun mefa ni Amina.)		
FL14. Did the child read every word in the practice correctly?	YES.....1 NO2	2 ⇒FL21D
FL15. Once the reading is done, ask: (English: How old is Wole? / Hausa: Shekarun nawa ne Wole? / Igbo: Afo ole ka wole di? / Yoruba: Omo odun melo ni Wole?)	CORRECT (5/ 5/ 5/ 5).....1 OTHER ANSWERS.....2 NO ANSWER AFTER 5 SECONDS.....3	1 ⇒FL17
FL16. Say: (English: Wole is 5 years old. / Hausa: Shekarun Wole biyar. / Igbo: Wole di afo ise. / Yoruba: Omo odun marun ni Wole.)		⇒FL21D

<p>FL17. Here is another question: <i>(English: Who is older: Wole or Amina? / Hausa: Tsakanin Wole da Amina, wa ne babba? / Igbo: Kedu onye toro ibeya, Wole ko obu Amina? / Yoruba: Ta la'gba: Wole abi Amina?)</i></p>	<p>CORRECT (AMINA/ AMINA/ AMINA/ AMINA)1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS.....3</p>	<p>1 ⇒FL18A</p>
<p>FL18. Say: <i>English: Amina is older than Wole. Amina is 6 and Wole is 5. / Hausa: Amina ta girmi Wole. Shekarun Amina shida (6), shi kuma Wole biyar (5). / Igbo: Amina toro wole, Amina di afo isii, wole di afo ise. / Yoruba: Amina dagba ju Wole lo. Omo'dun mefa ni Amina, Wole si je omo'dun marun.)</i></p>		<p>⇒FL21D</p>
<p>FL18A. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this.</p>		<p>⇒FL19</p>
<p>FL18B. Give the child the <i>READING & NUMBERS BOOK</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.</p>		

<p>FL19. Here is a story. I want you to read it aloud as carefully as you can.</p> <p>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>).</p> <p>When you finish, I will ask you some questions about what you have read.</p> <p>If you come to a word you do not know, go on to the next word.</p> <p>Put your finger on the first word. Ready? Begin.</p>	Emeka	is	in	class	two.	One	day,
	Emeka	yana	aji	biyu	furamare.	Wata	rana,
	Emeka	no	na	klas	ogo	Nke	abuo.
	Emeka	wa	ni	ilewe	ipele	keji.	Ni
	1	2	3	4	5	6	7
	Emeka	was	going	home	from	school.	He
	Emeka	ya	na	kuma	wa	Gida	da
	Otu	ubochi,	Emeka	si	n'ulo	akwukwo	na
	ojo	kan,	Emeka	nlo	sile	Lati	ile
	8	9	10	11	12	13	14
	saw	some	red	flowers	on	the	way.
	ga	Marakaranta,	sai	ya	ga	Jajayen	filawoyi.
	ala	ebe	ya.	Owee	hu	Ufodu	efuru
	iwe.	O	ri	awon	ododo	pupa	lona
	15	16	17	18	19	20	21
	The	flowers	were	near	a	tomato	farm.
	A	kusa	da	gonar	tumatur.	Emeka	ya
	na	acha	obara	obara	no	n'uzo.	Efuru
	ile.	Awon	ododo	naa	wa	Legbe	oko
	22	23	24	25	26	27	28
	Emeka	wanted	to	get	some	flowers	for
	na	so	ya	tsinko	wa	Babar	shi
	ndi	ahu	no	na	akuku	Ubi	kasahorow
	tomati.	Emeka	fe	ja	ododo	die	lowo
	29	30	31	32	33	34	35
his	mother.	Emeka	ran	fast	across	the	
filawoyin,	Emeka	ya	tsallaka	a	guje,	... domin	
Emeka	choro	iwetere	nne	ya	Ufodu	efuru	
fun	iya	re.	Emeka	yara	sare	Lati	
36	37	38	39	40	41	42	
farm	to	get	the	flowers.	He	fell	
ya	tsinko	filawoyin	sai	ya	fadi	a	
ndi	ahu.	Emeka	were	ngwa	ngwa	gbafee	
la	inu	oko	na	ja,	ki	o	
43	44	45	46	47	48	49	
down	near	a	banana	tree.	Emeka	started	
kusa	da	bishiya	ayaba.	Emeka	sai	ya	
ya	bu	ubi	iji	weta	Efuru	ndi	
Le	ja	ododo	na.	O	subu	lule	
50	51	52	53	54	55	56	
crying.	The	farmer	saw	him	and	came.	
fara	kuka.	Mai	gonar	sai	ya	hango	
ahu.	O	dara	na	ala	na	akuku	
Leba	igi	ogede	kan.	Emeka	bere	sii	

57	58	59	60	61	62	63
He	gave	Emeka	many	flowers.	Emeka	was
shi,	ya	zo	ya	bawa	Emeka	filawoyi
osisi	unere.	Emeka	wee	bido	Bewe	akwa.
sunkun.	Oloko	ri	o	si	wa	baa.
64	65	66	67	68	69	70
very	happy.					
masu	yawa.	Emeka	Yayi	murna	sosai.	
Onye	oru	ubi	ahu	wee	Guguo	ya
O	fun	Emeka	ni	opolopo	ododo.	Inu
71	72	73	74	75	76	77
akwa.	Owee	nye	Emeka	otutu	efuru.	Obi
Emeka	dun	gan	an.			
78	79	80	81	82	83	84
toro	Emeka	ezigbo	uto.			
85	86	87	88	89	90	91
-						

<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 (English:72/ Hausa:76/ Igbo:88/Yoruba:81) 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 (English:8/Hausa:9/Igbo:9/Yoruba:9) or more words?</p>	<p>YES, AT LEAST (ENGLISH:8/HAUSA:9/IGBO:9/YORUBA:9) INCORRECT WORDS1</p> <p>NO, LESS THAN (ENGLISH:8/HAUSA:9/IGBO:9/YORUBA:9) INCORRECT WORDS2</p>	<p>1 ⇒ FL21D</p>

<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] English: What class is Emeka in? / Hausa: Aji nawa Emeka yake ciki? / Igbo: Kedu klaasị Emeka nọ? / Yoruba: Ipele eko melo ni Emeka wa?</p> <p>[B] (English: What did Emeka see on the way home? / Hausa: Me Emeka ya gani a hanyar sa ta komawa gida? / Igbo: Kedu ihe Emeka huru mgbe o na ala ulo? / Yoruba: Kini Emeka ri lona ile?</p> <p>[C] English: Why did Emeka start crying? / Hausa: Meyasa Emeka yafara kuka? / Igbo: Kedu ihe mere Emeka giri bido bewe akwa? / Yoruba: Kilode ti Emeka fi bere si sun'kun?</p>	<p>CORRECT (TWO/ BIYU/ ABUO/ MEJI)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (FLOWERS/ FILAWA/ OKO-OKO OSISI/ ODODO)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (BECAUSE HE FELL/ SABODA YAFADI/ MAKA NA ODARA ADA/ NITORI O SUBU) 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
<p>[D] English: Where did Emeka fall? / Hausa: Aina Emeka yafadi? / Igbo: Ebe ka odara ada? / Yoruba: Ibo ni Emeka ti subu?</p>	<p>CORRECT (NEAR A BANANA TREE/ KUSA DA BISHIYAR AYABA/ NA AKUKU OSISI UNERE/ LEGBE OGEDE) 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	

<p>[E] <i>(English: Why was Emeka happy? /</i> <i>Hausa: Meyesa Emeka ya ke Murna? /</i> <i>Igbo: Kedu ihe mere Emeka gi wee Obi anuri? /</i> <i>Yoruba: Kilo o mu’nu Emeka dun?)</i></p>	<p>CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER/ SABODA MANOMI YA BASHI KYAUTAN FILAWA KO KUMA SABODA YA SAMU FILAWAN DA ZAI BA MAMAN SHI / MAKA NA ONYE OLU UBI YERE YA OTUTU OKO-OKO OSISI / NITORI PE AGBE FUN NI OPOLOPO ODODO)1 INCORRECT..... 2 NO RESPONSE / SAYS ‘I DON’T KNOW’ 3</p>	
<p>FL21C. <i>Check FL21B[A-E]: Did the child answer all questions correctly?</i></p>	<p>YES, ALL FL21B[A-E] =1 1 NO, AT LEAST ONE FL21B[A-E] =2 OR 3 2</p>	<p>1 ⇒FL23</p>
<p>FL21D. I have another story in (<i>list languages not yet attempted</i>). Would you like to try to read it/one of them? <i>The child cannot pick the same language as already attempted.</i></p>	<p>ENGLISH11 HAUSA12 IGBO13 YORUBA14 DOES NOT WANT TO TRY95</p>	<p>95 ⇒FL23</p>
<p>FL21E. <i>Check CB3: Child’s age?</i></p>	<p>AGE 7-9 YEARS.....1 AGE 10-14 YEARS2</p>	<p>1 ⇒FL21G</p>

<p>FL21F. 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=11 NO, CB7/ED9=2 OR BLANK2</p>	<p>1 ⇒FL21N</p>
<p>FL21G. Give the child the READING & NUMBERS BOOK in the language recorded in FL21D.</p> <p>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.</p> <p>(English: Obi is a boy. Halima is a girl. Obi has 2 eggs. Halima has 3 eggs. / Hausa: Obi namiji ne. Halima macce ce. Obi ya na da kwai guda biyu (2). Halima ta na kwai guda uku (3). / Igbo: Obi bu nwoke. Halima bu nwanyi. Obi were àkwá abuo. Halima were àkwá atọ Yoruba : Omokunrin ni Obi. Omo 'binrin ni Halima. Obi ni eyin meji. Halima ni eyin meta.)</p>		
<p>FL21H. Did the child read every word in the practice correctly?</p>	<p>YES1 NO2</p>	<p>2 ⇒FL23</p>
<p>FL21I. Once the reading is done, ask: English: How many eggs does Obi have? / Hausa: Kwai guda nawa Obi yak e da shi? / Igbo: Akwa ole ka Obi weree? / Yoruba: Eyin melo ni Obi ni?</p>	<p>CORRECT (2/ 2/ 2/ 2)1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3</p>	<p>1 ⇒FL21K</p>
<p>FL21J. Say: English: Obi has 2 eggs. / Hausa: Obi ya na da kwai guda biyu (2) / Igbo: Obi weree akwa abuo / Yoruba: Obi ni eyin meji</p>		<p>⇒FL23</p>
<p>FL21K. Here is another question: English: Who has more eggs: Obi or Halima? / Hausa: Kwan wa ne ne ya fi yawa tsakanin Obi da Halima? / Igbo: Onye weree akwa karia, obi ko obu Halima? / Yoruba: Tani eyin re po ju: Obi abi Halima?</p>	<p>CORRECT (HALIMA/ HALIMA/ HALIMA/ HALIMA)1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3</p>	<p>1 ⇒FL21M</p>
<p>FL21L. Say: English: Halima has more eggs than Obi. Halima has 3 eggs and Obi has 2. / Hausa: Halima ta na da kwai guda uku (3), kuma Obi na da guda biyu (2). / Igbo: Halima weree akwa karia Obi. Halima weree akwa ato ma na obi weree akwa abuo. / Yoruba: Eyin Halima po ju ti Obi lo. Halima ni eyin meta Obi si ni meji.</p>		<p>⇒FL23</p>
<p>FL21M. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this.</p>		<p>⇒FL21O</p>

FL21N. Give the child the *READING & NUMBERS BOOK* in the language recorded in *FL21D*.

Open the book on the page of the reading passage.

<p>FL210. Here is a story. I want you to read it aloud as carefully as you can.</p> <p>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>).</p> <p>When you finish, I will ask you some questions about what you have read.</p> <p>If you come to a word you do not know, go on to the next word.</p> <p>Put your finger on the first word. Ready? Begin.</p>	Ngozi	is	seven	years	old.	One	morning,
	Ngozi	tana	shekara	bakwai.	Wata	rana	da
	Ngozi	di	afo	asaa.	Na	Otu	ututu,
	Omo	odun	meje	ni	Ngozi.	Ni	aro
	1	2	3	4	5	6	7
	her	grandmother	sent	her	to	the	market
	safe,	sai	kakarta	ta	aike	ta	kasuwa
	nnenneya	we	ziga	ya	na	ahia	ka
	Ojo	kan,	iya'ya	re	ran	lati	lo
	8	9	10	11	12	13	14
	to	buy	yam.	She	gave	Ngozi	some
	Ta	sayo	doya.	Ta	ba	Ngozi	wasu
	Oga	zuta	ji	Onyere	Ngozi	ego.	Ngozi
	Ra	isu	loja.	O	fun	Ngozi	ni
	15	16	17	18	19	20	21
	money.	Ngozi	put	it	in	her	bag.
	kudi.	Ngozi	ta	saka	shi	a	cikin
	Wee	tinye	ya	n'ime	akpa	ya.	Akpa
	Owo	die.	Ngozi	fi	owo	s'inu	apo
	22	23	24	25	26	27	28
	The	bag	had	a	big	hole.	On
	jakarta.	Jaka	tana	da	babban	rami.	Ngozi
	Ahu	nwere	nnukwu	oghere.ka	ona	aga	n'uzo,
	re.	Apo	naa	lu'ho	nidi.	Ngozi	so
	29	30	31	32	33	34	35
	the	way,	Ngozi	lost	the	money.	Jide
	Ta	batar	da	kudin	A	hanya.	Jide
	ngozi	tu	furu	ya	bu	ego.	Jide
Owo	naa	nu	lona.	Jide	ri	owo	
36	37	38	39	40	41	42	
saw	the	money	and	gave	it	to	
Ya	ga	kudin	sai	ya	ba	Ngozi.	
Huru	ego	ahu,	wee	nye	ya	ngozi.	
Naa	hee	osi	daa	pada	fun	Ngozi.	
43	44	45	46	47	48	49	
Ngozi.	She	was	happy.	Ngozi	thanked	Jide	
Ta	yi	farin	ciki.	Ngozi	tayi	godiya	
Obi	toro	ya	ezigbo	uto,	Ngozi	kelere	
Inu	re	dun.	Ngozi	dupe	lowo	Jide	
50	51	52	53	54	55	56	
And	walked	to	the	market.			
Ga	Jide	sannan	ta	taka	zuwa	kasuwa.	
Jide	gawa	ahia.				.	
O	k'oto	rin	lo	si	oja.		
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 (English:61/ Hausa:63/ Igbo:59/ Yoruba:62) 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 (English:7/ Hausa:7/ Igbo:6/ Yoruba:7) or more words?</p>	<p>YES, AT LEAST (ENGLISH:7/HAUSA:7/ IGBO:6/ YORUBA:7) INCORRECT WORDS .. 1 NO, LESS THAN (ENGLISH:7/HAUSA:7/ IGBO:6/ YORUBA:7) INCORRECT WORDS ..2</p>	1 ⇒FL23
<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] (English: How old is Ngozi? Hausa: Shekaru Ngozi nawa? / Igbo: Afo ole ka Ngozi di? / Yoruba: omo odun melo ni Ngozi? /</p> <p>[B] (English: Who sent Ngozi to the market? / Hausa: Way a aiki Ngozi kasuwa? / Igbo: Onye zigara Ngozi ahia? / Yoruba: talo ran Ngozi lo oja?</p> <p>[C] (English: What was Ngozi asked to buy? / Hausa: Me aka aiki Ngozi ta siyo? / Igbo: Kedu ihe eziri Ngozi ka ozuta? / Yoruba: Kinni won ran Ngozi lati lo ra?</p>	<p>CORRECT (7/ BAKWAI (7)/ ASAA (7) / OMO ODUN MEJE 7) 1 INCORRECT2 NO RESPONSE / SAYS 'I DON'T KNOW'3</p> <p>CORRECT (HER GRANDMOTHER/ KAKAR TA/ NNE OCHE/ IYA BABA RE)..... 1 INCORRECT2 NO RESPONSE / SAYS 'I DON'T KNOW'3</p> <p>CORRECT (YAM/ DOYA/ JI/ ISU) 1 INCORRECT2 NO RESPONSE / SAYS 'I DON'T KNOW'3</p>	

<p>[D] <i>(English: Why did Ngozi lose the money? / Hausa: Me yesa Ngozi ta batar da kudin? / Igbo: Kedu ihe mere Ngozi jiri tufuo ogo ahu? / Yoruba: Kilode ti Ngozi ju owo'nu?)</i></p>	<p>CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG OR BECAUSE THE BAG HAD A HOLE / SABODA YAFADI NE TA INDA JAKAR TA YAGE KO KUMA / MAKA NA O DABARA N'IME OGHERE DI NIMI AKPA MO OBU MAKA NA AKPA AHU WERE OGHERE / NITORI APO RE LU).....1 INCORRECT2 NO RESPONSE / SAYS 'I DON'T KNOW'.....3</p>	
<p>[E] <i>(English: Why was Ngozi happy? / Hausa: Me yasa Ngozi ta ke murna? / Igbo: Kini mere Ngozi obi anuri? / Yoruba: Kin lo mu inu Ngozi dun?)</i></p>	<p>CORRECT (BECAUSE JIDE GAVE HER THE MONEY OR BECAUSE JIDE FOUND THE MONEY/ /SABODA JIDE YA BATA KUDIN KO KUMA SABODA JIDE YA TSINCI KUDIN / MAKA NA JIDE YERE YA EGO MO OBU MAKA NA JIDE CHOTARA EGO AHU / NITORI JIDE BA'RI OWO RE).....1 INCORRECT2 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 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>	
<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 CORRECT1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT2</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: 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 INCORRECT2 NO ATTEMPT3</p> <p>11 & 24 CORRECT (24)1 INCORRECT2 NO ATTEMPT3</p> <p>58 & 49 CORRECT (58)1 INCORRECT2 NO ATTEMPT3</p> <p>65 & 67 CORRECT (67)1 INCORRECT2 NO ATTEMPT3</p> <p>146 & 154 CORRECT (154)1 INCORRECT2 NO ATTEMPT3</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 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>Point to each number and blank space and say: What number goes here?</p>	CORRECT (3).....1 INCORRECT2 NO ATTEMPT.....3	2 ⇒FL26B 3 ⇒FL26B
<p>FL26A. That's correct, 3. Let's do another one.</p>		⇒FL26C
<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>	CORRECT (20).....1 INCORRECT2 NO ATTEMPT.....3	2 ⇒FL26E 3 ⇒FL26E
<p>FL26D. That's correct, 20.</p>		⇒FL27
<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>	YES, FL26=11 NO, FL26=2 OR 3.....2	2 ⇒FL27A

<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 INCORRECT2 NO ATTEMPT3</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>	
<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/caretaker 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 trained to tell you how (you have/your child has) performed but (your/his/her) participation will help the authorities understand how much children are learning in Nigeria.</p>		

<p>FL28. <i>Result of interview with child.</i></p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED.....01 NOT AT HOME02 MOTHER / CARETAKER REFUSED03 CHILD REFUSED.....04 PARTLY COMPLETED.....05 INCAPACITATED.....06 OTHER (<i>specify</i>) _____ 96</p>	
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<p>FS11. <i>Record the time.</i></p>	<p>HOURS AND MINUTES __ : __</p>	
<p>FS12. <i>Language of the Questionnaire.</i></p>	<p>ENGLISH11 HAUSA12 IGBO13 YORUBA14 FULANI.....15 PIDGIN.....16</p>	

FS13. Language of the Interview.	ENGLISH 11 HAUSA 12 IGBO 13 YORUBA 14 FULANI..... 15 PIDGIN..... 16 OTHER LANGUAGE (specify) _____ 96	
FS14. Native language of the Respondent.	HAUSA 11 IGBO 12 YORUBA 13 FULANI..... 14 KANURI..... 15 IJAW..... 16 TIV 17 IBIBIO 18 EDO..... 19 OTHER LANGUAGE (specify) _____ 96	
FS15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
FS16. Thank the respondent 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>		

MICS PLUS CONSENT

<p>FS15A. Check the name and line number of this questionnaire's respondent (FS4). Check the names and line numbers of the respondents to all other questionnaires that have been completed in this household: HOUSEHOLD QUESTIONNAIRE (HH47), WOMAN QUESTIONNAIRE (WM3), MAN QUESTIONNAIRE (MWM3) or UNDER-5 QUESTIONNAIRE (UF4): Has this questionnaire's respondent already been interviewed with any of the other questionnaires?</p>	<p>YES, ALREADY INTERVIEWED (FS4=HH47 OR FS4=WM3 OR FS4=MWM3 OR FS4=UF4) 1</p> <p>NO, FIRST INTERVIEW (FS4≠HH47 AND FS4≠WM3 AND FS4≠MWM3 AND FS4≠UF4)... 2</p>	<p>1 ⇒FS16</p>
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<p>FS15B. Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household own a mobile phone?</p>	<p>YES, HC7[A]=1 OR HC12=1 1</p> <p>NO, HC7[A]=2 AND HC12=2..... 2</p>	<p>2 ⇒FS16</p>
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FS15C. Thank you for your participation.

The National Bureau of Statistics will be conducting a phone survey about the situation of children, families and households in the future. We would like to invite you to participate in this survey. If you agree to participate, we will ask you to share a phone number we can reach you at and convenient times to contact you. The phone interview will take about 10 minutes, and we may call you a few times over a period of a few months. Participation in this phone survey is voluntary, and even if you agree to participate now, you may decide to withdraw from participation in the future. There will be no costs to you for participating in the phone survey. Please know that all the information you share during future phone interviews will remain strictly confidential, and your phone number will not be shared with anyone outside our team. Would you like to participate?

<p>YES.....1</p> <p>NO.....2</p>	<p>2 ⇒FS16</p>
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<p>FS15D. Do you have a personal phone number or does your household have a communal number where you can be reached?</p>	<p>YES 1</p> <p>NO..... 2</p>	<p>2 ⇒FS16</p>
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FS15E. You may share your household communal number, but please, do not share any personal phone numbers that belong to individual members of your household. Please, tell me what is the best phone number to contact you on.

	[P1] BEST NUMBER	[P2] 2 ND NUMBER	[P3] 3 RD NUMBER
FS15F. Ask for and record phone number.	-----	-----	-----
FS15G. Just to confirm, the number is (number from FS15F)? If no, return to FS15F and correct entry.	YES..... 1 NO 2☒ FS15F	YES..... 1 NO 2☒ FS15F	YES..... 1 NO 2☒ FS15F
FS15H. Is this a non-mobile or a mobile phone number?	NON-MOBILE..... 1 MOBILE 2	NON-MOBILE 1 MOBILE 2	NON-MOBILE 1 MOBILE 2
FS15I. What is the best day of the week and time of the day to call you on this number? Probe: Any other day or time? Record all mentioned.	WEEKDAYS MORNING..... A AFTERNOON..... B EVENING C OTHER (specify) D WEEKEND MORNING..... E AFTERNOON..... F EVENING G OTHER (specify) H OTHER (specify) X	WEEKDAYS MORNING..... A AFTERNOON..... B EVENING C OTHER (specify) D WEEKEND MORNING..... E AFTERNOON..... F EVENING G OTHER (specify) H OTHER (specify) X	WEEKDAYS MORNING..... A AFTERNOON..... B EVENING C OTHER (specify) D WEEKEND MORNING..... E AFTERNOON..... F EVENING G OTHER (specify) H OTHER (specify) X
FS15J. Remember, you may share your household communal number, but please, do not share any personal phone numbers that belong to individual members of your household. Do you have another personal or communal phone number where you can be reached?	YES..... 1☒ [P2] NO 2☒ FS16	YES..... 1☒ [P3] NO 2☒ FS16	YES..... 1☒ [P4] NO 2☒ FS16

Tick here if additional questionnaire used:.....

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

Sentences for literacy testing in English, Hausa, Igbo and Yobura

Reading: English

Halima went to the market to buy some yam and tomato

She went to the market to buy yam and tomato.

Farming is hard work.

Drinking water is good for healthy living.

Reading: Yoruba

Halima lo si oja lo ra isu die ati tomati.

O lo si oja lati lo ra isu ati tomati.

Ise to le ni ise agbe.

Omi mimu dara fun igbe aye ilera.

Reading: Hausa

Halima ta tafi kasuwa ta siyo doya da tumatur.

Ta tafi kasuwa ta siyo doya da tumatur.

Noma aiki ne mai wahala.

Shan ruwa yana da kyau domin kara lafiya.

Reading: Igbo






Halima gara ahia izuta ji ole na ole na tomato.

O gara ahia ka ozuta ji na tomato.

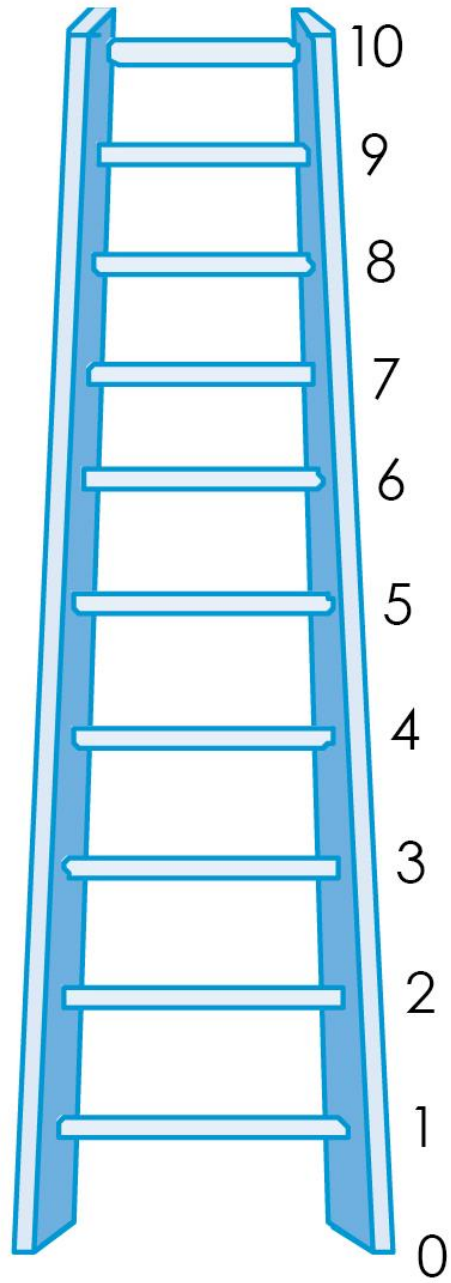
Oru ugbo siri ike.

Inu mmiri di mma maka ahụ ike.

Response card for Life Satisfaction module

Very happy	Somewhat happy	Neither happy, nor unhappy	Somewhat unhappy	Very unhappy
				

Best Possible Life



Worst Possible Life

FL13 English:

Wole is a boy. Amina is a girl. Wole is 5. Amina is 6.

FL13 Hausa:

Wole yaro ne. Amina yarinya ce. Wole ne 5. Amina 'yar shekara 6.

FL13 Yoruba:

Omokunrin ni Wole. Omobinrin ni Amina. Omo odun marun ni Wole. Omo odun mefa ni Amina.

FL13 Igbo:

Wole bu nwa nwoke. Amina bu nwa nwanyi. Wole di afo ise. Amina di afo isí.



FL19 English:

Emeka is in class two. One day, Emeka was going home from school. He saw some red flowers on the way. The flowers were near a tomato farm. Emeka wanted to get some flowers for his mother. Emeka ran fast across the farm to get the flowers. He fell down near a banana tree. Emeka started crying. The farmer saw him and came. He gave Emeka many flowers. Emeka was very happy.

FL19 Hausa:

Emeka yana aji biyu na furamare. Wata rana, Emeka ya na koma wa gida da ga makaranta, sai ya ga jajayen filawoyi a kusa da gonar tumatur. Emeka ya na so ya tsinko wa Babar shi filawoyin, emeka ya tsallaka a guje domin ya tsinko filawoyin, sai ya fadi a kusa da bishiyar ayaba. Emeka sai ya fara kuka. Mai gonar sai ya hango shi, ya zo ya bawa Emeka filawoyi masu yawa. Emeka yayi murna sosai.

FL19 Yoruba:

Emeka wa ni ilewe ipele keji. Ni ojo kan, Emeka nlo sile lati ile iwe. O ri awon ododo pupa lona ile. Awon ododo naa wa legbe oko tomati. Emeka fe ja ododo die lowo fun iya re. Emeka yara sare lati rin inu oko na ja, ki o le ja ododo na. O subu lule leba igi ogede kan. Emeka bere sii sunkun. Oloko ri o si wa baa. O fun Emeka ni opolopo ododo. Inu Emeka dun gan an.

FL19 Igbo:

Emeka no na klas ogo nke abuo. Otu ubochi, Emeka si n'ulo akwukwo na ala ebe ya. Owee hu ufodu efuru na acha obara obara no n'uzo. Efuru ndi ahu no na akuku ubi kasahorow (tomato). Emeka choro iwetere nne ya ufodu efuru ndi ahu. Emeka were ngwa ngwa gbafee ya bu ubi iji weta efuru ndi ahu. O dara na ala na akuku osisi unere. Emeka wee bido bewe akwa. Onye oru ubi ahu wee guguo ya akwa. Owee nye Emeka otutu efuru. Obi toro Emeka ezigbo uto.

FL21 G English:

Obi is a boy. Halima is a girl.

Obi has 2 eggs. Halima has 3 eggs.

FL21 G Hausa:

Obi namiji ne. Halima macce ce.

Obi ya na da kwai guda biyu. Halima ta na kwai guda uku

FL21 G Igbo:

Obi bu nwoke. Halima bu nwanyi.

Obi were àkwá abuo. Halima were àkwá atọ

FL21 G Yoruba:

Omo 'kurin ni Obi. Omo 'binrin ni Halima.

Obi ni eyin meji. Halima ni eyin meta.)

FL210 English:

Ngozi is seven years old. One morning, her grandmother sent her to the market to buy yam. She gave Ngozi some money. Ngozi put it in her bag. The bag had a big hole. On the way, Ngozi lost the money. Jide saw the money and gave it to Ngozi. She was happy. Ngozi thanked Jide and walked to the market.

FL210 Hausa:

Ngozi tana shekara bakwai. Wata rana da safe, sai kakarta ta aike ta kasuwa ta sayo doya. Ta ba Ngozi wasu kudi. Ngozi ta saka shi a cikin jakarta. Jaka tana da babban rami. Ngozi ta batar da kudin A hanya. Jide ya ga kudin sai ya ba Ngozi. Ta yi farin ciki. Ngozi tayi godiya ga Jide sannan ta taka zuwa kasuwa.

FL210 Yoruba:

Omo odun meje ni Ngozi. Ni aro ojo kan, iya'ya re ran lati lo ra isu loja. O fun Ngozi ni owo die. Ngozi fi owo s'inu apo re. Apo naa lu'ho nidi. Ngozi so owo naa nu lona. Jide ri owo naa hee osi daa pada fun Ngozi. Inu re dun. Ngozi dupe lowo Jide o si rin lo si oja

FL210 Igbo:

Ngozi di afo asaa. Na Otu ututu, nnenneya we ziga ya na ahia ka oga zuta ji Onyere Ngozi ego. Ngozi wee tinye ya n'ime akpa ya. Akpa ahu nwere nnukwu oghere. ka ona aga n'uzo, ngozi tu furu ya bu ego. Jide huru ego ahu, wee nye ya ngozi.

Obi toro ya ezigbo uto, Ngozi kelere jide gawa ahia.

FL23

9

12

30

48

74

731

FL24

7

5

11

24

58

49

65

67

146

154

FL25

$$3 + 2 =$$

$$8 + 6 =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

FL26

1 2 _ 4



5 10 15 _



FL27

5 6 7 _

14 15 _ 17

20 _ 40 50

2 4 6 _

5 8 11 —