



QUESTIONNAIRE FOR CHILDREN AGE 5-17



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</u> <u>0</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 ALREADY1
NO, FIRST INTERVIEW2

1 ⇒ FS10B
2 ⇒ FS10A

FS10A. Hello, my name is (*your name*). We are from Nauru Bureau of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (*child's name from FS3*)'s health and well-being. This interview will take about 20 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?

Aña egō (*your name*) A makur ian bita Nauru Bureau of Statistics. Ama oreit ririñ ekadad dugit eoniñ, edouda me imin iat ewak. A teñ dorer tawe aňoget (*child's name from FS3*) dedein tsmorin. Ñune ikudō nan ōbu edae eken. Memak ikudō nan eab meta aton me eñame eab tsid. Tsinija weo teñ oneij awe pan ña nim tsid.

Ar gonan aweijida?

FS10B. Now I would like to talk to you about (*child's name from FS3*)'s health and well-being in more detail. This interview will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?

Ñage nan teng dorer ean bita (*child's name from FS3*)'s earak me tawe bet an memari. Ñune ikudō nan abu iminut ken. Mak ikudō nan eab meta aton me eñame eab tsid. Tsinija wō teñ oneij awe pan ña nim tsid. Ar gonan aweijida?

YES.....1
NO / NOT ASKED2

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 HOME02
REFUSED03
PARTLY COMPLETED04
INCAPACITATED
(specify).....05
NO ADULT CONSENT FOR MOTHER/
CARETAKER AGE 15-1706
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): 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 ⇒ END
CB2. In what month and year was (name) born? Iken bita maramen me eobweni wō pudu ean (name). <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH MONTH YEAR 2 0	
CB3. How old is (name) ? Egen am obweni (name)? <i>Probe:</i> How old was (name) at (his/her) last birthday? Egeten an obweni (name) ñago (his/her) dogin an dae? <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 (name) ever attended school or any early childhood education programme? Îña ia (name) nuwaw me kereri ñago kor eiy eoniñ, mwe inga ia edegeri mane ekereri touwe education program.	YES 1 NO 2	2 ⇒ END
CB5. What is the highest level and grade or year of school (name) has ever attended? Egada egen an obwenin kereri (name) ñaga oreit kereri	EARLY CHILDHOOD EDUCATION 000 PRIMARY 1 SECONDARY 2 TERTIARY 3	000 ⇒ CB7
CB6. Did (he/she) ever complete that (grade/year) ? Ina (he/she) egada dogin an obwenin kereri iat (grade/form/year)?	YES 1 NO 2	
CB7. At any time during the 2023 school year did (name) attend school or any early childhood education programme? Ean mana edae ian bita eobweni Araña ma anarama îña (name) ia kereri ian bita edae ñaga eiy eoniñ.	YES 1 NO 2	2 ⇒ CB9
CB8. During this 2023 school year, which level and grade, or year is (name) attending? Bit a eobweni Araña ma anarama iken bit a eobweni awe (name) wō kereri oa meta bit a edae.	EARLY CHILDHOOD EDUCATION 000 PRIMARY 1 SECONDARY 2 TERTIARY 3	
CB9. At any time during the 2022 school year did (name) attend school or any early childhood education programme? Ean bit a eobweni Araña ma atamado îña ia wo kereri oa wo metaea mana ekereri touwe Early Childhood Education Programme? (name)	YES 1 NO 2	2 ⇒ End
CB10. During that 2022 school year, which level and grade, or year did (name) attend? Bit a eobweni Araña ma atamado, iken bit a eobweni awe (name) wo meta bit a edae.	EARLY CHILDHOOD EDUCATION 000 PRIMARY 1 SECONDARY 2 TERTIARY 3	

CHILD LABOUR		CL
<p>CL1. Now I would like to ask about any work (<i>name</i>) may do.</p> <p>Ngage a nim kudōn iket imakur mana awe wō nim ririñ (<i>name</i>)</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>Atsin ean bita dogit (<i>day of the week</i>) inga (<i>name</i>) wō ririñ imin dedeit , e makur ta bet dogun aiquest aoa</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 fishing?</p> <p>Inga ia (<i>name</i>) riring muñane emakur tawe oa pouk iyan (<i>his/her</i>) anowakin bwiem, tekeiy ikijew oa ngowor oa ijeiji mana e oijoun me ia bon daein oudaen oa ajeijien imin kakara</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>Inga tsinija (<i>name</i>) wo totow am puok iyat business wan amin bwiem mwe ar puwmew oa ekeow oa dugin onowajen (his/her) wam business?</p> <p>[C] Did (<i>name</i>) produce or sell articles, handicrafts, clothes, food or agricultural products?</p> <p>Inga jya (<i>name</i>) amamo oa erouwiow muñane, makurit ebe, ekarawin, ijeiji me imin muñana eoijoun</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>Muñane (<i>day of the week</i>) wawen, (<i>name</i>) ean am ririñ ñane tsimine emuk eo oijaw ta dugin bet aiquest e aoa?</p>	<p>YES NO</p> <p>WORKED ON PLOT, FARM, FOOD GARDEN, FISHING1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS1 2</p> <p>ANY OTHER ACTIVITY1 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>Ean bita dogit ibum (<i>day of the week</i>) eget e aoa wo ririñ (<i>name</i>) (mane/atuwōn ririñen) me egen memak?</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? (Bita i makur iken ija waea) eroe tsinija wo ririñ?</p>	<p>YES..... 1 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? (Bita i makur iken ija waea) nan awe tsid tsinija wo nim owunon babeit i makur tekeij dibiji oa mana imin oaeo ken ija wo eke deto?</p>	<p>YES..... 1 NO..... 2</p>	
<p>CL6. How would you describe the work environment of (name)? Iken ririñen bitune e makur gadabeijen aton bwiem (name)?</p> <p>[A] Is (he/she) exposed to dust, fumes or gas? Ngea (he/she) weraga ebadetsi, oa bon bita beit tsitsin oa gas?</p> <p>[B] Is (he/she) exposed to extreme cold, heat or humidity? Ngea (he/she) ina eiy makur iña egarmwamwe oa ekiniyo oa epenemeoñ?</p> <p>[C] Is (he/she) exposed to loud noise or vibration? Ngea (he/she) weraga ajuk noñit ewarar oa rowurowo?</p> <p>[D] Is (he/she) required to work at heights? Ngea (he/she) gona makur ean mana etañ ogoda ituga?</p> <p>[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives? Ngea (he/she) gona makur ean mana chemicals, tekeiy pesticides, tsidabō kereribe ibiun oa apakut imin mungana dsianumeit pagada?</p> <p>[X] Is (name) exposed to other things, processes or conditions bad for (his/her) health or safety? Ijen ñea (name) nim amata imin bita baka dugit (his/her) earak me egaturae?</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 (day of the week), did (name) fetch water for household use? Ean dogit ibum (day of the week), wo (name) kani ebok bein anowak enim owunon?</p>	<p>YES..... 1 NO..... 2</p>	<p>2⇒CL9</p>
<p>CL8. In total, how many hours did (name) spend on fetching water for household use, since last (day of the week)? Ean ñane eget e aoa (day of the week) wo ririñ ñune dugin am keida ebok, ea bita dogit ibum (name)?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS _ _</p>	

CL9. Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for household use? Eaŋin bita dogit ibum (<i>day of the week</i>) iŋa jya (<i>name</i>) kijida ewenāe bein anowak e nim owunon?	YES 1 NO 2	2 ⇒ CL11
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>)? Iat ibum eget e aoa am ririŋ (<i>name</i>) dugin am kijida ewenāe bein anowak ea bita dogit ibum (<i>day of the week</i>)? <i>If less than one hour, record '00'.</i>	NUMBER OF HOURS	
CL11. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household? Bitā dogit ibum (<i>day of the week</i>) iŋa (<i>name</i>) wō ririŋ aijuk mane I makur ne ijoŋ? [A] Shopping for the household? Tuwap bein anowak? [B] Cooking? Tsitsin ijeiji? [C] Washing dishes or cleaning around the house? Kabur iwur oa kaderder ian me atonit ewak? [D] Washing clothes? Kabur dedageij? [E] Caring for children? Raŋa conīŋ? [F] Caring for someone old or sick? Raŋa eŋab ŋabuna ar arak? [X] Other household tasks? Me I magur bet inon bein anowak?	<div style="text-align: right;">YES NO</div> SHOPPING FOR HOUSEHOLD 1 2 COOKING 1 2 WASHING DISHES / CLEANING HOUSE 1 2 WASHING CLOTHES 1 2 CARING FOR CHILDREN 1 2 CARING FOR OLD / SICK 1 2 OTHER HOUSEHOLD TASKS 1 2	
CL12. Check CL11, [A]-[X]:	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ End
CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total? Ŋaga dogit ibum (<i>day of the week</i>), nan egen rakwin am aoa (<i>name</i>) an abuw (bitune i makur/mane i makur) nan egen memak? <i>If less than one hour, record '00'</i>	NUMBER OF HOURS	

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS 1 AGE 15-17 YEARS 2	2 ⇒ End
<p>FCD2. Now I'd like to talk to you about something else.</p> <p>Ñage nan teñ tik doerer dugit imit inon?</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 (name) <u>in the past month</u>.</p> <p>Eñab owunon erit ekereri ea conĩn dugin añabidaera iat omo. Nan ña panaw dedein inon. Paname ija awe ouwunon oa tsimine bet bina ar ririñ muñane iat etañ inon (name) ian maramen wawen</p> <p>[A] Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house.</p> <p>Ouda eñr inon, adugida mana (name) tengeij oa adug (him/her) enim ia erowi ewak.</p> <p>[B] Explained why (name)'s behaviour was wrong.</p> <p>Pan dogun (name) muñane eñr iñ emwi</p> <p>[C] Shook (him/her).</p> <p>Araran (him/her).</p> <p>[D] Shouted, yelled at or screamed at (him/her).</p> <p>Warwareij (him/her).</p> <p>[E] Gave (him/her) something else to do.</p> <p>Oija (him/her) imit inon enim ririñ.</p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.</p> <p>Ijatow oa ibarorow obin (him/her) owunon ebe.</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>Ijatow (him/her) obin oa ean rabatan tekeij, eper, ecomit/prut, dabwike oa tamo imin</p> <p>[H] Called (him/her) dumb, lazy or another name like that.</p> <p>Emwin egen (him/her) ebuñ, ekenañanañ oa ieg ñane</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>[I] Hit or slapped (him/her) on the face, head or ears. Ijatow oa ibarorow (him/her) ian men, tubun oa deniñan</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg. Ijatow oa ibarorow (him/her) ian ben, ben oa nanan</p> <p>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could. Irrara (him/her) ea an dugi.</p>	<p>HIT / SLAPPED ON 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>YES 1 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>YES 1 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? Iken am tuebon, eow ean añabidaen, nim wereri eoniñ iat emedena emwi, bitune eoniñ enim wereri nim tsid kaduwaijen</p>	<p>YES 1 NO 2</p> <p>DK / NO OPINION 8</p>	

CHILD FUNCTIONING		FCF
FCF1. I would like to ask you some questions about the difficulties (name) may have. A nan teñ kudo ia tsimine an ejaea (name) an riring imin ibiun? Does (name) wear glasses or contact lenses? (name) inga ia iduwa parati oa beit tera ñana nim omo am ied?	YES 1 NO 2	
FCF2. Does (name) use a hearing aid? Ngea (name) owunon mana denengan beit kaiot imin ajuk?	YES 1 NO 2	
FCF3. Does (name) use any equipment or receive assistance for walking? Ngea (name) owunot imin oa ipuok dogun an tadañe ajuk?	YES 1 NO 2	
FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. Bitune ikudo, nan awe ta pan me ouniej mane aeok me awe nim ouniej. Ean mane awe ta pan mane awe tsid (name): 1) Eko ekeijeija, 2) Ta inon, 3) Ebak okor, 4) me (he/she) Eija kor <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Remember the four possible answers: Would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all? Omoran mana aeok erit answer wanim onei: Wa gona opan ngaga (name): 1) Eko ekeijeija, 2) Ta inon, 3) Ebak okor, 4) me (he/she) Eija kor		
FCF5. Check FCF1: Child wears glasses or contact lenses?	YES, FCF1=1 1 NO, FCF1=2 2	1 ⇒ FCF6A 2 ⇒ FCF6B
FCF6A. When wearing (his/her) glasses or contact lenses, does (name) have difficulty seeing? Ija weiduwa (his/her) parati oa beit etera (name) tsimine an ejaea an tera? FCF6B. Does (name) have difficulty seeing? Ngea (name) tsimine ajuk an eo mo an tera?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	
FCF7. Check FCF2: Child uses a hearing aid?	YES, FCF2=1 1 NO, FCF2=2 2	1 ⇒ FCF8A 2 ⇒ FCF8B

<p>FCF8A. When using (his/her) hearing aid(s), does (name) have difficulty hearing sounds like people's voices or music?</p> <p>Ia (name) ouwunon beik kaiyot imin, inan ijaea ajuk (name) an kaiot nongit imin?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT HEAR AT ALL 4</p>	
<p>FCF8B. Does (name) have difficulty hearing sounds like people's voices or music?</p> <p>Ngea (name) tsimine an eija ekaiot nongit imin, tekeiy nongit eñame oa iriañ?</p>		
<p>FCF9. Check FCF3: Child uses equipment or receives assistance for walking?</p>	<p>YES, FCF3=1 1</p> <p>NO, FCF3=2 2</p>	2 ⇒ FCF14
<p>FCF10. Without (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground?</p> <p>Ija eko (his/her) eñame nim buokow dugin (name) ija weo gona tadañe eow ean aibui ekûña?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p> <p>Nan ningi rokon equoin podabarit mara</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</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 100 M AT ALL 4</p>	<p>3 ⇒ FCF12</p> <p>4 ⇒ FCF12</p>
<p>FCF11. Without (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground?</p> <p>Ija eko (his/her) \enim buok dugin (name) ija weo gona tadañe dugin aijimawar ekûña oa rakwin?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p> <p>Nan ningi rokon eiijimo podabarit emara.</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</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 500 M AT ALL 4</p>	
<p>FCF12. With (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground?</p> <p>Ia owonun beik ewew (name) ogana ajuk (his/him) ôd aña aibui ekûña eon medana ngea mo?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p> <p>Inan tsidabo rakwin bita eñat putbor</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 100 M AT ALL 4</p>	<p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>

<p>FCF13. With <i>(his/her)</i> equipment or assistance, does <i>(name)</i> have difficulty walking 500 meters on level ground?</p> <p>Ija <i>(his/her)</i> tsimine eñame buok <i>(name)</i> ija keieiia an tadañe ouga rakwin 500 ekaña</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p> <p>Nan ñea rakwin tsidabo emarat putbor?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 500 M AT ALL 4</p>	<p>1⇒FCF16</p> <p>2⇒FCF16</p> <p>3⇒FCF16</p> <p>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>Ija conin tsidabo ara eobweni nim <i>(name)</i> eija an tadañe 100 ekaña mwitet eb?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p> <p>Nan ñea rakwin tsidabo emarat putbor?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 100 M AT ALL 4</p>	<p>3⇒FCF16</p> <p>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>Ija conin tsidabo eobweni tsimine <i>(name)</i> an eija an tadañe ean 500 ekaña emwitet eb?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p> <p>Nan ñea rakwin tsidabo kor ija aijimo emaran putbor?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 500 M AT ALL 4</p>	
<p>FCF16. Does <i>(name)</i> have difficulty with self-care such as feeding or dressing <i>(himself/herself)</i>?</p> <p>Tsimine <i>(name)</i> an eija ija tawe rañaw tekei am ijeiji oa iduwaen beituwom <i>(himself/herself)</i>?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT CARE FOR SELF AT ALL 4</p>	
<p>FCF17. When <i>(name)</i> speaks, does <i>(he/she)</i> have difficulty being understood by people inside of this household?</p> <p>Tsinija doerer ngea <i>(name)</i>, tsimine ajuk <i>(he/she)</i> an eija ya engame iran an ewak metua an doerer?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT BE UNDERSTOOD AT ALL 4</p>	
<p>FCF18. When <i>(name)</i> speaks, does <i>(he/she)</i> have difficulty being understood by people outside of this household?</p> <p>Tsinija <i>(name)</i> doerer, tsimine <i>(he/she)</i> an eija ya engamen aton metua ura an doerer?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>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>Ija tsimine conin tsidabo ara obweni <i>(name)</i> eija an tsid imin?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT LEARN THINGS AT ALL 4</p>	

<p>FCF20. Compared with children of the same age, does (name) have difficulty remembering things? Ababoana eoniñ tsidabo an obweni (name) tsimine ajuk an eija an amrat imin?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT REMEMBER THINGS AT ALL 4</p>	
<p>FCF21. Does (name) have difficulty concentrating on an activity that (he/she) enjoys doing? Ngea (name) inan eija ajuk an kamar eiy imiton ion ngea (he/she) ibibogin ririn?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CONCENTRATE AT ALL 4</p>	
<p>FCF22. Does (name) have difficulty accepting changes in (his/her) routine? Ngea (name) ia mwa iwud wan routine tsimine ajuk an eija ya (he/she)?</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 (name) have difficulty controlling (his/her) behaviour? Aboboana eoniñ engea tsidabo an obweni (name) tsimine aijuk erun mana eiy eogona babijiyen?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CONTROL BEHAVIOUR AT ALL 4</p>	
<p>FCF24. Does (name) have difficulty making friends? Eija (name) bet an kakewin?</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. Ikudo ijon ñune nan ekae ken aneijen. Nan retineijaw mane?</p> <p>I would like to know how often (name) seems very anxious, nervous or worried. Ateñ tsid wongon dedein an eroi burion (name).</p> <p>Would you say: daily, weekly, monthly, a few times a year or never? Ia awe pan, teidan, iat wiik, maramen, edae inon, iat obweni oa eko kor?</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 (name) seems very sad or depressed. Ateñ tsid ija (name) metaw eroe oa eko am ibibogi?</p> <p>Would you say: daily, weekly, monthly, a few times a year or never? Ija awe pan teidan, iat week, ian maramen oa edae inon, iat obeni oa eko?</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. Ino dogi bitune ikudo anan teñ kudo ija wo gona dorera <i>(name)</i> tsinija <i>(him/her)</i> mar turun gona kudoij <i>(name)</i> ija nim meg. Ija <i>(name)</i> keweia aga gona aijuk gadauw edae dugin <i>(amea/eita)</i> nim redo? Ija io gona ma gona redo me tik dadorei imur ija tik redo?		
PR3. Excluding school text books and holy books, how many books do you have for <i>(name)</i> to read at home? Egen ebakin wan dabook <i>(name)</i> ino anowagin bwin mwe ya mangana dabookit ekareiri mwe bible?	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? <i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i>	YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2	2 ⇒ End
PR5. Does <i>(name)</i> ever have homework? Iña <i>(name)</i> ia ririñ wan homework anoakün bwion?	YES 1 NO 2 DK 8	2 ⇒ PR7 8 ⇒ PR7
PR6. Does anyone help <i>(name)</i> with homework? Iña eñame buokuw <i>(name)</i> dugin muñane wam beik kereri anowak?	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 parent teacher association? Ino ian wan kereri <i>(name)</i> iña ia bita wan kereri etotow muñana darabad meta dugit eñab tekeiy epo muñana touwe angan wan ekereri?	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? Ean atamaro maramān ngana nuwawen, iña ija awe oa tamo eñab aran am ewak meta epo emwimwitow turin bitune edarab wat kereri?	YES 1 NO 2 DK 8	2 ⇒ PR10 8 ⇒ PR10

<p>PR9. During any of these meetings, was any of the following discussed:</p> <p>Ean mana epo, iña ija mane ogiten dorereiy?</p> <p>[A] A plan for addressing key education issues faced by <i>(name)</i>'s school?</p> <p>Mwid ngagon ekeiyeyia wan (name) kareri arowonga?</p> <p>[B] School budget or use of funds received by <i>(name)</i>'s school?</p> <p>Emak wat ekereri oa epouk ngana wan (name) ekereri abuida?</p>	<p style="text-align: right;">YES NO DK</p> <p>PLAN FOR ADDRESSING SCHOOL'S ISSUES 1 2 8</p> <p>SCHOOL BUDGET 1 2 8</p>	
<p>PR10. In the last 12 months, have you or any other adult from your household received a school or student report card for <i>(name)</i>?</p> <p>Ean atamaro maramen nuwowen iña ija tsimine eñab bwiemie gona mana wat kereri oa eonin report dogit (name)?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	
<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>Ean atamaro maramen, iña eñab bwiemie nuwaw iat wan (name) kereri dugit imit inon?</p> <p>[A] A school celebration or a sport event?</p> <p>An epo n karaman ekereri?</p> <p>[B] To discuss <i>(name)</i>'s progress with (his/her) teachers?</p> <p>Enim mwid ngagon (name) turin wan (his/her) emin kereri?</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, <i>(name)</i>'s school been closed on a school day due to any of the following reasons:</p> <p>Eow ean atamaro maramen nuwowen, inga ia etsima wan <i>(name)</i> kereri dugit oanano ean mana edae dogit?</p> <p>[A] Natural disasters, such as flood, epidemics or similar? Edaein egaturae, tekeij enañabeda me earak oa mana ija meta?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots, or similar?</p> <p>Mane eñame ririñ, tekeij iei, bakoro ewak, an kawarwar eñame mak ñana?</p> <p>[C] Teacher strike? Eo epo buriout emin/amin kereri?</p> <p>[X] Other? Imit inon?</p>	<p style="text-align: right;">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 <i>(name)</i> unable to attend class due to (his/her) teacher being absent?</p> <p>Eow ean atamaro maramon iña <i>(name)</i> bina ar edegeri kereri ñaga eko emin kereri <i>(his/her)</i> io meta?</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 <i>(teacher strike / teacher absence)</i> happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p> <p>Ia <i>(teacher strike / teacher absence)</i> iña ia awe oa eñab aran am ewak kura bita dorabad wat kereri oa tamo bina tawe urarat kereri?</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 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒ End 3 ⇒ End
<p>FL1. Now I would like to talk to (<i>name</i>). I will ask (<i>him/her</i>) a few questions about (<i>himself/herself</i>) and about reading, and then ask (<i>him/her</i>) to complete a few reading and number activities.</p> <p>Ñage a teñ doereraw (<i>name</i>). Nim kudoij (<i>him/her</i>) imit inon tawe (<i>himself/herself</i>) mwe towe dedain eretin, enim aea (<i>him/her</i>) mwe anan gonan ririñ mane eretin me ekadat.</p> <p>These are not school tests and the results will not be shared with anyone, including other parents or the school.</p> <p>Io tawe wat ekereri ñane me eko bet ababoen ea eñame, ea bet inen me etoñit eoniñ oa ekereri?</p> <p>You will not benefit directly from participating and I am not trained to tell you how well (<i>name</i>) has performed.</p> <p>Awe wo eab gona imin atsin ean am emeta bitune ikudo mwe a eo kereri enim pwanaw atuwon amoun (<i>name</i>) an totow?</p> <p>The activities are to help us find out how well children in Nauru are learning to read and to use numbers so that improvements can be made.</p> <p>Ñane nan buok kor eoniñ ian Naoero kaijoten me retineijen me owunonen et enumpa nim tsimine an meta moun ija e ririñ</p> <p>This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.</p> <p>Nan abu anaramae min. Me memag ñane ikudo nan ririñ me nan tameg me eko bet eñame nim tsied?</p>		
May I talk to (<i>name</i>)? A gona dorer (<i>name</i>)?	YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN 2	2 ⇒ FL28
FL2. Record the time.	HOURS AND MINUTES :	
<p>FL3. My name is (<i>your name</i>). I would like to tell you a bit about myself.</p> <p>Egō ej (<i>your name</i>). Ateñ pan ken tawe tsimoru?</p> <p>Could you tell me a little bit about yourself?</p> <p>Gona aijuk paname eken bet tsimorum?</p> <p><i>When the child is comfortable, continue with the verbal consent:</i></p> <p>Let me tell you why I am here today. I am from Nauru 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/<i>Name of caretaker</i>) 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.</p> <p>Nim pan dugin aeo orre a makura. Bitu Nauru Bureau Statistic. Ña ijon ran bitu etañ ina ma oreit anani dedeit eoniñ bina ar teñ man retin me tsiedet enumpa. Ma oreit edorera eoniñ dugin ñune ar nim ririñ eretin me ere enumpa (Your mother/<i>Name of Caretaker</i>) awe pan ijen buokuw. Ija awe bet teñ buok gama nan kudo me oijaw mana awe nim ririñ Panaw iken awe teñej me nan kudoijo iken awe teñej tame daein. Eko imin awe ririñ ija wo io teñ. Ija ar oaeij, me weo teñ onei ikudo oa weo teñ koreda io dagdag?</p>		
Are you ready to get started? Ang gonan ðaweij?	YES 1 NO / NOT ASKED 2	2 ⇒ FL28

FL4. Before you start with the reading and number activities, tick each box to show that: <ul style="list-style-type: none"> <input type="checkbox"/> You are not alone with the child unless he/she is at least visible to an adult known to the child. <input type="checkbox"/> You have engaged the child in conversation and built rapport, e.g. using an icebreaker. <input type="checkbox"/> The child is sat comfortably, able to use the READING & NUMBERS BOOK without difficulty, while you can see which page is open. 		
FL6. First we are going to talk about reading. Adamonin ar nim dorer inan touwe bita eretin? [A] Do you read books at home? Wo retin aijuk bwiem? [B] Does someone read to you at home? Iña eñame reit retin epoaw bwiem?	<div style="text-align: right;">YES NO</div> READS BOOKS AT HOME..... 1 2 READ TO AT HOME 1 2	
FL7. Which language do you speak most of the time at home? Iken ouwakin am dorer wo owunon bwiem? <i>Probe if necessary and read the listed languages.</i>	READING TEST AVAILABLE ENGLISH 11 NAURUAN 12 OTHER (specify) 96 DK 98	
FL8. Check CB7: In the current school year, did the child attend school or any early childhood education programme? <i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i>	YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2	1 ⇒ FL9A
FL8A. Check CB4: Did the child ever attend school or any early childhood education programmes? <i>Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.</i>	YES, CB4/ED4=1 1 NO, CB4/ED4=2 OR BLANK 2	1 ⇒ FL9B 2 ⇒ FL9C
FL9A. What language do your teachers use most of the time when teaching you in class? Iken an dorer eita wam emin kereri ouwunon ean an dae kereri iat kereri? FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class? Ija wo tuk iat kerer, iken an dorer eita emin kereri ouwunon ouwaken ija totow wan kereri? <i>Probe if necessary and read the listed languages.</i>	READING TEST AVAILABLE ENGLISH 11 NAURUAN 12 OTHER (specify) 96 DK 98	11 ⇒ FL10A 12 ⇒ FL10A
FL9C. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?	YES, FL7=11 OR 12 1 NO, FL7=96 OR 98 2	1 ⇒ FL10B 2 ⇒ FL10C

<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><i>Ñage nan oijaw etoroñab wo nim retineij ian (Language recorded in FL9A/B). Wo teñ retineij bita etoroñab?</i></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><i>Ñage nan oijaw etoroñab retineij ian (Language recorded in FL7). Wo teñ retineij bita etoroñab?</i></p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒ FL11</p>
<p>FL10C. I have short stories in English and Nauruan. The stories are almost the same. Would you like to try to read one of them?</p> <p><i>Tsimine etoroñab ebo ian dorerin burbur me Naoero. Ñune etoroñab gein tsidabo. Wo teñ abu me aea?</i></p>	<p>ENGLISH 11</p> <p>NAURUAN 12</p> <p>DOES NOT WANT TO TRY 95</p>	<p>95 ⇒ FL23</p>
<p>FL11. Check CB3: Child's age?</p>	<p>AGE 7-9 YEARS 1</p> <p>AGE 10-14 YEARS 2</p>	<p>1 ⇒ FL13</p>
<p>FL12. Check CB7: In the current school year, 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</p> <p>NO, CB7/ED9=2 OR BLANK 2</p>	<p>1 ⇒ FL18B</p>
<p>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.</p> <p><i>Open the page showing the reading practice item and say:</i></p> <p>Now we are going to do some reading. <i>Point to the sentence.</i> I would like you to read this aloud. Then I may ask you a question.</p> <p><i>Ñage ar nim mamo imin ñea Point to the sentence. Nan ña retineij me nan kudoijuw?</i></p> <p><i>Point to the sentence.</i></p> <p><i>(English: John is a boy. Mary is a girl. John is 5. Mary is 6.</i> <i>Nauruan: John ej eman. Mary ej ien. John aijimo an obweni. Mary año an obweni)</i></p>		
<p>FL14. Did the child read every word in the practice correctly?</p>	<p>YES.....1</p> <p>NO.....2</p>	<p>2 ⇒ FL21D</p>
<p>FL15. Once the reading is done, ask:</p> <p>How old is John?</p> <p><i>Egen an obweni John?</i></p>	<p>CORRECT</p> <p>(5/</p> <p>5)1</p> <p>OTHER ANSWERS2</p> <p>NO ANSWER AFTER 5 SECONDS3</p>	<p>1 ⇒ FL17</p>
<p>FL16. Say:</p> <p>John is 5 years old.</p> <p><i>Aijimo an obweni ñea John</i></p>		<p>⇒ FL21D</p>

<p>FL17. Here is another question: Who is older: John or Mary? Ikudo bet ñune: Ijen ñea eñab: John oa Mary?</p>	<p>CORRECT</p> <p>MARY/ MARY)1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3</p>	<p>1 ⇒FL18A</p>
<p>FL18. Say: Mary is older than John. Mary is 6 and John is 5. Mary ñea eñaba John. Mary año me John aijimo</p>		<p>⇒FL21D</p>
<p>FL18A. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this. Tubwa. Ñage gona aijuk aea bitune</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.</p> <p>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>Ngune ngea itoranub. A teng iju wo nim ouwak ei am reitin tekeiy gadabweijen ean magon rom.</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>Wo nan aweida ne (<i>point to the first word on the first line</i>) mwe wo reitin ei ta dageri an gate da rine (<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>Ija wo ogein, nga nan udonnuwen ikudo ebun angon mangana wo og reitin eij.</p> <p>If you come to a word you do not know, go on to the next word.</p> <p>Ija wo arowanga edorer ngana wo eki, wo tanuwan ea bita edorer equion.</p> <p>Put your finger on the first word. Ready? Begin.</p> <p>Totu itin bem iyan bita adamonin edoer. Wa ogain? Oweida ka.</p>	John	is	in	grade	two.	One	day,
	John	meg	ian	obweni	aro.	Edae	ion,
	1	2	3	4	5	6	7
	John	left	the	school	and	went	home.
	John	erowi	bita	kereri	mwe	nuwawen	bwin.
	8	9	10	11	12	13	14
	On	his	way	he	saw	some	flowers
	Ean	bita	towon	Ei	ied	ibiun	ekauwe
	15	16	17	18	19	20	21
	In	red.	The	flowers	were	near	a
	ngana	Mirara.	Mūñana	ekauwe	mek	irurin	meona
	22	23	24	25	26	27	28
	coconut	tree.	John	wanted	to	pick	some
	Ini	ion.	John	tengen	nim	kani	inon
	29	30	31	32	33	34	35
	flowers	for	his	mother.	John	ran	fast
	ekauwe	wan	eita	inen.	John	garin	wipa
	36	37	38	39	40	41	42
	To	get	the	flowers	and	he	fell
	Nim	ani	mana	ekauwe	mwe	ei	pudu
	43	44	45	46	47	48	49
	Down	and	he	cried.	The	neighbor	saw
	Ioñ	mwe	ei	iōñen.	Amebina	arano	ied
	50	51	52	53	54	55	56
	Him	and	came	up	to	him.	He
	Ñei	mwe	orren	ina	tangin	ñei.	Amea
	57	58	59	60	61	62	63
	gave	John	many	flowers.	John	was	very
	oiyañin	John	ebakit	ekauwe.	John	ei	kor
	64	65	66	67	68	69	70
	happy.						
	ibibogin.						
	71						

<p>FL20. Results of the child's reading.</p> <p>Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (<i>English: 71/ Nauru: 71/</i> and the last word attempted (A).</p> <p>If the child did not try to read the story, record '00' as the last word attempted (A).</p>	LAST WORD ATTEMPTED (A)..... NUMBER ____	
	TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B)..... NUMBER ____	

FL21A. Check FL20(B): Did the child incorrectly read or miss (English:8/Nauru:8/ or more words?	YES, AT LEAST (ENGLISH:8/ NAURU:8) INCORRECT WORDS1 NO, LESS THAN (ENGLISH:8/ NAURU:8) INCORRECT WORDS2	1 ⇒ FL21D
FL21B. Now I am going to ask you a few questions about what you have read. Ñage nan kudoijuwen iken bita eretin awe retineij. <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> Tubwa. Omo ñea. Añ ta nuwaw <i>Make sure the child can still see the passage and ask:</i> [A] What grade is John in? Iken wan kereri ñea John? [B] What did John see on the way home? Iken ñea John ied can towon adu bwien? [C] Why did John start crying? Ada ñea John ioñen? [D] Where did John find the flowers? Iña na John et mana ekauwe? [E] (Why was John happy?/ Ada ibibogi ñea John?	CORRECT (TWO/ARO) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3 CORRECT (FLOWERS/EKAUWE) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3 CORRECT (BECAUSE HE FELL/ MWE EI OPUDU IOÑ).. 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3 CORRECT (NEAR A COCONUT TREE// IRURIN MEONA INI) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3 CORRECT (BECAUSE THE NEIGHBOR GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER/ DAGIN AMEA ARANOME OIYAÑIN EBAKIT EKAUWE OA DAGIN TSIMINET EKAUWE ENIMO OIYA EITA INEN) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
FL21C. Check FL21B[A-E]: Did the child answer all questions correctly?	YES, ALL FL21B[A-E]=1 1 NO, AT LEAST ONE FL21B[A-E]=2 OR 3 2	1 ⇒ FL23
FL21D. I have another story in (list languages not yet attempted). Would you like to try to read it? Tsimine bet etoroñab ian (list languages not yet attempted). Wo teñ kokon retsin ei aijuk? <i>The child cannot pick the same language as already attempted.</i>	ENGLISH 11 NAURUAN 12 DOES NOT WANT TO TRY 95	95 ⇒ FL23

FL21E. Check CB3: Child's age?	AGE 7-9 YEARS..... 1 AGE 10-14 YEARS..... 2	1 ⇒FL21G
FL21F. Check 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 ⇒FL21N
FL21G. Give the child the READING & NUMBERS BOOK in the language recorded in FL21D. Open the page showing the reading practice item, point to the sentence and say: Just as before I would like you to read this aloud. Then I may ask you a question. Tekei ngaga amo atēn wo nim retineijmwe mwe aeowakeij. Mwe og anan kudoijuwēn' (English: John is a boy. Grace is a girl. John has 2 eggs. Grace has 3 eggs. Nauruan: John eij eman. Grace eij ien. John aro wan peitamo. Grace aiju wan peitamo		
FL21H. Did the child read every word in the practice correctly?	YES.....1 NO2	2 ⇒FL23
FL21I. Once the reading is done, ask: How many eggs does John have? Egen wan peitamo ñea John itañin?	CORRECT (2/ 2).....1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL21K
FL21J. Say: (John has 2 eggs./ John aro wan peitamo.		⇒FL23
FL21K. Here is another question: Ngune bwet ikuda: (Who has more eggs: John or Grace? Ijen ñea ebwak ken wan peitamo: John oa Grace?	CORRECT GRACE / GRACE1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL21M
FL21L. Say: Grace has more eggs. John has 2 eggs Grace has 3 eggs. Grace ebak ken wan peitamo. John aro Grace aiju.		⇒FL23
FL21M. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this. Tubwa. Ñage aeako ririñen		⇒FL21O
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>FL21O. Here is a story. I want you to read it aloud as carefully as you can.</p> <p>Etoroñab ñune. Wo nim reineij tekij magin rōm.</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>Aweijeida ne (<i>point to the first word on the first line</i>) me wo retineij aiqen, aiqen (<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>Ija wo ogen nan ña kudoijuw mane ikudo ñana awe retineij?</p> <p>If you come to a word you do not know, go on to the next word.</p> <p>Tsinya wa egada edoer awe eki, nanga bita edoer eruron</p> <p>Put your finger on the first word. Ready? Begin.</p> <p>Totu tin bem ean bita damonit edorer. Oget duwom? Aweiji Ko</p>	Ann	is	7	years	old.	One	day,
	Ann	ey	aciu	an	obweni.	Edae	ion
	1	2	3	4	5	6	7
	during	morning	her	grandmother	sent	her	to
	Ian	joranim,	eita	ibun	ōijōten	ñei	nim
	8	9	10	11	12	13	14
	buy	bread	from	the	store.	She	gave
	tuwap	brot	atsin	iat	Etoa.	Eita	oijañen
	15	16	17	18	19	20	21
	Ann	some	money.	Ann	put	it	in
	Ann	eket	emōk.	Ann	totu	ian	bita
	22	23	24	25	26	27	28
	her	bag.	There	is	a	big	hole
	an	ebwer.	Tsimine	kor	bita	ouwak	egadato
	29	30	31	32	33	34	35
	in	the	bag.	On	the	way,	Ann
	ian	bita	ebwer.	Ean	bita	towon,	Ann
	36	37	38	39	40	41	42
	lost	all	the	money.	Mary	saw	the
	ogoroaten	memak	mūñana	emōk.	Maria	iedin	mūñana
	43	44	45	46	47	48	49
	money	and	gave	Ann.	Ann	was	very
	emōk	mwe	oijañen	Ann.	Ann	ey	kor
	50	51	52	53	54	55	56
	happy.	Ann	thanked	Mary	and	walked	to
	ibibogin.	Ann	atubwa	Maria	mwe	nuawen	ñei
	57	58	59	60	61	62	63
	the	Store.					
	iat	etoea					
	64	65					

<p>FL21P. Results of the child's reading.</p> <p>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:65/Nauru:65) and the last word attempted (A).</p> <p>If the child did not try to read the story, record '00' as the last word attempted (A).</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/Nauru:7) or more words?</p> <p>YES, AT LEAST (ENGLISH:7/NAURUAN:7) INCORRECT WORDS 1</p> <p>NO, LESS THAN (ENGLISH:7/NAURUAN: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>A nim kudoijuw inon muñane wō ogen retineij.</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>Tubwa. Omo. Añ ta nuwaw.</p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A] How old is Ann? Egeten an obweni Ann?</p> <p>[B] (Who sent Ann to the market?/ Ijen oijoun Ann adu iat etoa?</p> <p>[C] (What was Ann asked to buy?/ Iken ñea Ann erow?</p> <p>[D] (Why did Ann lose the money?/ Eteman an Ann agoroan bita emak?</p> <p>[E] (Why was Ann happy?/ Ada ibibogi ñea Ann?</p>	<p>CORRECT (7/ AEIU 7)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW'..... 3</p> <p>CORRECT (HER GRANDMOTHER/ EITA IBUN NAURUAN TXT)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW'..... 3</p> <p>CORRECT (BREAD/ BARODE BREAD/ BARODE)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW'..... 3</p> <p>CORRECT (BECAUSE IT FELL THROUGH THE HOLE IN THE BAG OR BECAUSE THE BAG HAD A HOLE/ DAGIN AJADAWA EGADATO ION INA IAT BITA EBWER OA DAGIN BITA EBWER OGAIN TSIMINE WAN EGADATO NAURUAN TXT)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW'..... 3</p> <p>CORRECT (BECAUSE MARY GAVE HER THE MONEY OR BECAUSE MARY FOUND THE MONEY/ DAGIN MARIA OIYAÑIN WAN EMÔK OA DAGIN MARIA IYEDIN NGEA EMÔK) 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW'..... 3</p>	
---	--	--

<p>FL23. Turn the page in the <i>READING & NUMBERS BOOK</i> so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p>Ñane ekadad. Wo gona pan muñane ekadad me wo pan iken?</p> <p>Point to the first number and say: Start here.</p> <p>Aweijida ne</p> <p>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:</p> <p>What is this number? Iken bita ekadad?</p> <p>If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:</p> <p>Thank you. That is ok.</p> <p>Tubwa. Ogen?</p>	<p>9 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>30 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>48 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>74 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>731 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL23A. Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?</p>	<p>YES, AT LEAST TWO CORRECT 1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT 2</p>	<p>2 ⇒ FL27A</p>
<p>FL24. Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:</p> <p>Look at these numbers. Tell me which one is bigger.</p> <p>Aea muñana ekadad. Me pan Iken ñea ouwak eken</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</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 pair of numbers, turn the booklet page and show the child the next pair of numbers.</p> <p>If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining pairs and say:</p> <p>Thank you. That is ok. We will go to the next activity.</p> <p>Tubwa. Ogen omo. Nan añ tik nañain bita aiquen.</p>	<p>7 & 5 CORRECT (7) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>11 & 24 CORRECT (24) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>58 & 49 CORRECT (58) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>65 & 67 CORRECT (67) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>146 & 154 CORRECT (154) 1 INCORRECT 2 NO ATTEMPT 3</p>	

<p>FL25. Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say: Look at this sum. How much is (number plus number)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Aea pumwen. Egen memag (number plus number) ðnei. Wo gona ouwonon pentar me ñarana dabuch nim buokuw</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:</p> <p>Thank you. That is ok. We will go to the next activity.</p> <p>Tubwa. Omo. Nan añ tik nañain bita aiqwen</p>	<p>3 + 2 CORRECT (5) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>8 + 6 CORRECT (14) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>7 + 3 CORRECT (10) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>13 + 6 CORRECT (19) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 + 24 CORRECT (36) 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL26. Turn to the first practice sheet for pattern recognition. Say: Here are some numbers. 1, 2, __, and 4.</p> <p>Ekadad ibun ñane. Aiqwen, aro, me aeq. Iket ekadad metu ne?</p> <p>Point to each number and blank space and say: What number goes here?</p> <p>Ekadad ñane aiqwen, aro me aeq. Iket ekadad metu ne</p>	<p>CORRECT (3) 1 INCORRECT 2 NO ATTEMPT 3</p>	<p>2 ⇒ FL26B 3 ⇒ FL26B</p>
<p>FL26A. That's correct, 3. Let's do another one.</p> <p>Emwi ngea, eiju. Ar nim tuk aweida equion</p>		<p>⇒ FL26C</p>
<p>FL26B. Do not explain how to get the correct answer. Just say: The number 3 goes here. Say the numbers with me. (Point to each number) 1, 2, 3, 4. 3 goes here. Let's do another one.</p> <p>Bit a ekadad aiju. Pan ko muñana ekadad epoa me. (Point to each number) aiqwen, aro, aiju, aeq. Aiju metu ne. Tik ririñ ijon.</p>		

<p>FL26C. Here are some more numbers. 5, 10, 15 and ____.</p> <p>Tsimine iju ekadad. Aijimo, atae, ata ma aijimo me ____.</p> <p><i>Point to each number and blank space and say:</i></p> <p>What number goes here?</p> <p>Iket ekadad iruwin?</p>	<p>CORRECT (20) 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p>	<p>2 ⇒ FL26E</p> <p>3 ⇒ FL26E</p>
<p>FL26D. That's correct, 20.</p> <p>Emwi ñea. Anaramae</p>		<p>⇒ FL27</p>
<p>FL26E. Do not explain how to get the correct answer. Just say:</p> <p>The number 20 goes here. Say the numbers with me. (Point to each number) 5, 10, 15, 20. 20 goes here.</p> <p>Bitā ekadad anaramae metu ine Pan ko muñane epoa ame (Point to each number) aijimo,atae, ata ma aijimo, anaramae metu ne</p>		
<p>FL26F. Check FL26: Was the answer correct?</p>	<p>YES, FL26=1 1</p> <p>NO, FL26=2 OR 3 2</p>	<p>2 ⇒ FL27A</p>
<p>FL27. Now I want you to try this on your own.</p> <p>Ñage nim tawen ririñ</p> <p>Here are some more numbers. Tell me what number goes here (pointing to the missing number).</p> <p>Tsimine bet iju ekadad. Pan ko iket ekadad metu ine (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:</i></p> <p>Thank you. That is ok.</p> <p>Tubwa. Ogen omo</p>	<p>5, 6, 7, ____</p> <p>CORRECT (8) 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>14, 15, __, 17</p> <p>CORRECT (16) 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>20, __, 40, 50</p> <p>CORRECT (30) 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>2, 4, 6, ____</p> <p>CORRECT (8) 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>5, 8, 11, ____</p> <p>CORRECT (14) 1</p> <p>INCORRECT 2</p> <p>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>Ogain magen aeu kudo. Nga ibibogin kor doraw. Wo ena kor eon am bouk kama. Tubwa kor owak</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 Nauru.</p> <p>Iya aririya eniem pwan ow etamanin (am awe/ oa bwita ngaim) riring ta dogin bita (awe/amea/eita) toto en nim bouk wo nim bouk edogor enim tsiet mwe mwetowa ure atowen ngabwen nga bwina oining ariet kareri eiy yan Naoero.</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</p> <p>NOT AT HOME 02</p> <p>MOTHER / CARETAKER REFUSED 03</p> <p>CHILD REFUSED 04</p> <p>PARTLY COMPLETED 05</p> <p>INCAPACITATED 06</p> <p>OTHER (specify) 96</p>	
--	---	--

FS11. <i>Record the time.</i>	HOURS AND MINUTES : ..	
FS12. <i>Language of the Questionnaire.</i>	<p>ENGLISH 1</p> <p>NAURUAN 2</p>	
FS13. <i>Language of the Interview.</i>	<p>ENGLISH 1</p> <p>NAURUAN 2</p> <p>OTHER LANGUAGE (specify) 6</p>	
FS14. <i>Native language of the Respondent.</i>	<p>ENGLISH 1</p> <p>NAURUAN 2</p> <p>OTHER LANGUAGE (specify) 6</p>	
FS15. <i>Was a translator used for any parts of this questionnaire?</i>	<p>YES, THE ENTIRE QUESTIONNAIRE 1</p> <p>YES, PARTS OF THE QUESTIONNAIRE 2</p> <p>NO, NOT USED 3</p>	

MICS PLUS CONSENT		
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) or UNDER 5 QUESTIONNAIRE (UF4): Has this questionnaire's respondent already been interviewed with any of the other questionnaires?	YES, ALREADY INTERVIEWED (FS4=HH47 OR FS4=WM3 OR FS4=UF4).....1 NO, FIRST INTERVIEW (FS4≠HH47 AND FS4≠WM3 AND FS4≠UF4).....2	1 ⇒ FS16
FS15B. Thank you for your participation. Tubwa kor dogin wam participation. The Nauru 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 15 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? Ama Nauru Bureau of Statistics nan tuk riring ikūdo inon iyat derpon dōgit eoniñ epo n amenbwieni me rat ewak ion oa ion bwain imur. Ama teng emwinuw mwe wanim totow am buok ian bitune survey. Ia wa teng totow am bouk, gona ajuk oiyame wam numpun derpon bwe mam gonan egadaw ama ekur ngea edae omo iaw. Bwita derpon interview nun abu edae tekeiy aeta ma aijimo minute, mwe ama gonan tuk ebak ama kuredaw iyat maramen inon. Am bouk iyan bitune survey eiy voluntary, mwe tsiniya teng totu am doer ngage, wa gona meta ino imur. Inan eko bet pumwen eaww bwe dogin am participate ian bita derapon survey. A eibibokiei mane information wanan totow iyan bwita derpon interview anan ogog mwe yab epoa engame atonin wama team. Wa teng ajuk participate?		
YES.....1 NO.....2		2 ⇒ FS16
FS15C. Do you have a personal phone number or does your household have a communal number where you can be reached? Timine wam derapon numpa oa inga wami numpa na anowakin bwieme ngea mwa epo yan mana mwa gona ring eiy?	YES.....1 NO.....2	2 ⇒ FS16
FS15D. 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. Gona oijame wami derapon mana mwa epo yan na bwieme, mwe magada, wea oija kama tamo mana derapon numpa mana wan personal numpa ambina engamen ami ewak. Magada, gona oijame bita numpa amam gonan contact eiyju?		

	[P1] BEST NUMBER	[P2] 2 ND NUMBER	[P3] 3 RD NUMBER
FS15E. Ask for and record phone number.	_____	_____	_____
FS15F. Just to confirm, the number is (number from FS15E)? Anum ta emi, wam numpa ngune (number from FS15E)? If no, return to FS15F and correct entry.	YES 1 NO 2 <i>FS15E</i>	YES 1 NO 2 <i>FS15E</i>	YES 1 NO 2 <i>FS15E</i>
FS15G. Is this a fixed line or a mobile phone number? Ngune eiy land line numpa oa mobile numpa?	FIXED LINE 1 MOBILE 2	FIXED LINE 1 MOBILE 2	FIXED LINE 1 MOBILE 2
FS15H1. Usually, what time of the day would be best to call you on this number? Iket edae mo jya num ring eiyuw ian bitune numpa?	PERIOD BETWEEN AND ANY TIME 95 OTHER (specify) 96	PERIOD BETWEEN AND ANY TIME 95 OTHER (specify) 96	PERIOD BETWEEN AND ANY TIME 95 OTHER (specify) 96
FS15H2. Usually, what days of the week are best to call you on this number? Iket ibum iat eweek jya gona ring eiyu ian bitune numpa? Probe: Any other day? Inga jyu ibum mo? If X is recorded, no other answer is possible	MONDAY A TUESDAY B WEDNESDAY C THURSDAY D FRIDAY E SATURDAY F SUNDAY G DK/NO PREF X	MONDAY A TUESDAY B WEDNESDAY C THURSDAY D FRIDAY E SATURDAY F SUNDAY G DK/NO PREF X	MONDAY A TUESDAY B WEDNESDAY C THURSDAY D FRIDAY E SATURDAY F SUNDAY G DK/NO PREF X
FS15I. 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? Omaron, awe gona epoa kama wami numpa ngea mwa epo yan anowakon bwieme, mwe magada, wea oija kama wami personal numpa mana wan engamen ami ewak. Inga jyu numpa mam owonan jya num ring eiyjuw.	YES 1 <i>[P2]</i> NO 2 <i>FS16</i>	YES 1 <i>[P3]</i> NO 2 <i>FS16</i>	YES 1 <i>[P4]</i> NO 2 <i>FS16</i>
FS16. Thank the respondent for her/his cooperation. Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56. Make arrangements for the administration of the remaining questionnaire(s) in this household.			

INTERVIEWER'S OBSERVATIONS**SUPERVISOR'S OBSERVATIONS**

Nauru MICS 2023

Reading and Numbers Booklet

FL module booklet

Contents

Story 1

English	1
---------------	---

Story 2

English	4
---------------	---

Numeracy	7
----------------	---

English Story 1

John is a boy. Mary is a girl. John is 5. Mary is 6.

John is in grade two. One day, John left the school and went home. On his way he saw some flowers in red. The flowers were near a coconut tree. John wanted to pick some flowers for his mother. John ran fast to get the flowers and he fell down and he cried. The neighbor saw him and came up to him. He gave John many flowers. John was very happy.

English Story 2

John is a boy. Grace is a girl. John has 2 eggs.
Grace has 3 eggs.

Ann is 7 years old. One day, during morning her grandmother sent her to buy bread from the store. She gave Ann some money. Ann put it in her bag. There is a big hole in the bag. On the way, Ann lost all the money. Mary saw the money and gave Ann. Ann was very happy. Ann thanked Mary and walked to the Store.

Numeracy

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 —