

5-17 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Household number: _____	
FS3. Child's name and line number: NAME _____	FS4. Mother's / Caretaker's name and line number: NAME _____	
FS5. Interviewer's name and number: NAME _____	FS6. Supervisor's name and number: NAME _____	
FS7. Day / Month / Year of interview: _____ / _____ / <u>2 0 1</u> _____	FS8. Record the time:	HOURS : MINUTES _____ : _____

<p>Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:</p> <p>If age 15-17, verify that adult consent for interview is obtained (HH33) 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.</p>		
FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY1 NO, FIRST INTERVIEW2	1 ⇒FS10B 2 ⇒FS10A
FS10A. Hello, my name is (<i>your name</i>). We are from State Statistics Committee of Turkmenistan . 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 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?	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 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?	
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>	COMPLETED 01 NOT AT HOME 02 REFUSED 03 PARTLY COMPLETED 04 INCAPACITATED (<i>specify</i>) _____ 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06 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):	FS4=HH47..... 1 FS4≠HH47..... 2	1 ⇒ CB10A
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 __ __ __ __	
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, preschool or kindergarten?	YES 1 NO 2	2 ⇒ CB10A
CB5. What is the highest level and grade or year of school (<i>name</i>) has ever attended?	PRE-SCHOOL/KINDERGARTEN 000 SECONDARY (1-11)..... 1 __ __ PRIMARY VOCATIONAL..... 2 __ __ SECONDARY VOCATIONAL..... 3 __ __ HIGHER..... 4 __ __	000 ⇒ CB7
CB6. Did (he/she) ever complete that (grade/year)?	YES 1 NO 2	
CB7. At any time during the 2018-2019 school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB9
CB8. During the 2018-2019 school year, which level and grade or year is (<i>name</i>) <u>attending</u> ?	PRE-SCHOOL/KINDERGARTEN 000 SECONDARY (1-11)..... 1 __ __ PRIMARY VOCATIONAL..... 2 __ __ SECONDARY VOCATIONAL..... 3 __ __ HIGHER..... 4 __ __	
CB9. At any time during the 2017-2018 school year, did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB10A
CB10. During the 2017-2018 school year, which level and grade or year did (<i>name</i>) <u>attend</u> ?	PRE-SCHOOL/KINDERGARTEN 000 SECONDARY (1-11)..... 1 __ __ PRIMARY VOCATIONAL..... 2 __ __ SECONDARY VOCATIONAL..... 3 __ __ HIGHER..... 4 __ __	
CB10A. Check CB3: Child's age? <i>Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</i>	AGE 5-6 YEARS 1 AGE 7-17 YEARS 2	2 ⇒ CB11

<p>CB10B. Check CB7: In the 2018-2019 school year did child attend school or any early childhood education programme?</p> <p>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	<p>YES, CB7/ED9=1..... 1 NO, CB7/ED9=2 OR BLANK 2</p>	<p>1⇒ CB11</p>
<p>CB10C. For what reason has (<i>name</i>) not attended any early childhood education programme, such as school, private or public including kindergarten or local preschool?</p>	<p>UNDER THE CARE OF THE MEMBER OF HOUSEHOLD A UNDER THE CARE OF RELATIVES B UNDER THE CARE OF BABY/ CHILD NANNY C TOO EXPENSIVE D ABSENCE OF ANY INSITUTION NEARBYE</p> <p>OTHER (<i>specify</i>) X</p>	
<p>CB11. Is (<i>name</i>) covered by any health insurance?</p>	<p>YES 1 NO 2</p>	

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>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>	
FCD3. Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES1 NO2	2 ⇒ FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES1 NO2	1 ⇒ End
FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES 1 NO 2 DK / NO OPINION 8	

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</p> <p>NO 2</p>	
<p>FCF2. Does (<i>name</i>) use a hearing aid?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>FCF3. Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES 1</p> <p>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</p> <p>NO, FCF1=2 2</p>	<p>1 ⇒FCF6A</p> <p>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</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT SEE AT ALL 4</p>	
<p>FCF7. Check FCF2: Child uses a hearing aid?</p>	<p>YES, FCF2=1 1</p> <p>NO, FCF2=2 2</p>	<p>1 ⇒FCF8A</p> <p>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</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT HEAR AT ALL 4</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>	<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 1 football field.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME 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 (<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><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												
<p>PR1. Check CB3: Child's age?</p> <p>Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</p>	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒End 3 ⇒End												
<p>PR2. At the end of this interview I will ask you if I can talk to (name). If (he/she) is close, can you please ask (him/her) to stay here. If (name) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back.</p>														
<p>PR3. Excluding school text books and holy books, how many books do you have for (name) to read at home?</p>	NONE 00 NUMBER OF BOOKS..... 0 ___ TEN OR MORE BOOKS 10													
<p>PR4. Check CB7: Did the child attend any school?</p> <p>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	YES, CB7/ED9=1..... 1 NO, CB7/ED9=2 OR BLANK 2	2 ⇒End												
<p>PR5. Does (name) ever have homework?</p>	YES 1 NO 2 DK 8	2 ⇒PR7 8 ⇒PR7												
<p>PR6. Does anyone help (name) with homework?</p>	YES 1 NO 2 DK 8													
<p>PR7. Does (name)'s school have a school governing body in which parents can participate (such as Parents Community)?</p>	YES 1 NO 2 DK 8	2 ⇒PR10 8 ⇒PR10												
<p>PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?</p>	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>[A] A plan for addressing key education issues faced by (name)'s school?</p> <p>[B] School budget or use of funds received by (name)'s school?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> <th style="text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>PLAN FOR ADDRESSING SCHOOL'S ISSUES</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>SCHOOL BUDGET</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		YES	NO	DK	PLAN FOR ADDRESSING SCHOOL'S ISSUES	1	2	8	SCHOOL BUDGET	1	2	8	
	YES	NO	DK											
PLAN FOR ADDRESSING SCHOOL'S ISSUES	1	2	8											
SCHOOL BUDGET	1	2	8											
<p>PR10. In the last 12 months, have you or any other adult from your household received a school report card for (name)?</p>	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] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</p> <p>[X] Other?</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>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>2 ⇨ End</p> <p>8 ⇨ End</p>
<p>PR15. When teacher absence happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	

FOUNDATIONAL LEARNING SKILLS

FL

FL0. Check CB3: Child's age? Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 WAS NOT ASKED.	AGE 5-6 YEARS	1	1 ⇒ End
	AGE 7-14 YEARS.....	2	
	AGE 15-17 YEARS.....	3	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 GIVEN.....	1	2 ⇒ FL28
	NO, PERMISSION IS NOT GIVEN	2	

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 **State Statistics Committee of Turkmenistan**. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/*Name of caretaker*) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

Are you ready to get started?	YES	1	2 ⇒ FL28
	NO / NOT ASKED	2	

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

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

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

FL6. First we are going to talk about reading.		YES	NO
	[A] Do you read books at home?	READS BOOKS AT HOME	1 2
	[B] Does someone read to you at home?	READ TO 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>TURKMEN.....1 UZBEK2 RUSSIAN3 OTHER (<i>specify</i>).....6 DK.....8</p>	
<p>FL8. 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=11 NO, CB7/ED9=2 OR BLANK.....2</p>	1 ⇨ FL9A
<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=11 NO, CB4/ED4=2 OR BLANK.....2</p>	1 ⇨ FL9B
<p>FL8B. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=1 OR 3.....1 NO, FL7=2, 6 OR 82</p>	1 ⇨ FL10B 2 ⇨ FL23
<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 name the listed languages.</i></p>	<p>TURKMEN.....1 RUSSIAN2 OTHER (<i>specify</i>)6 DK.....8</p>	1 ⇨ FL10A 2 ⇨ FL10A 6 ⇨ FL23 8 ⇨ FL23
<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>YES1 NO2</p>	2 ⇨ FL23
<p>FL11. Check CB3: Child's age?</p> <p><i>Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 WAS NOT ASKED.</i></p>	<p>AGE 7-9 YEARS1 AGE 10-14 YEARS2</p>	1 ⇨ FL13
<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=11 NO, CB7/ED9=2 OR BLANK.....2</p>	1 ⇨ FL19
<p>FL13. Give the child the READING & NUMBERS BOOK.</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>Ajdar is a dog. Alaja is a cat. Kemal is 5. Maral is 6.</i></p>		

FL14. Did the child read every word in the practice correctly?	YES 1 NO 2	2 ⇒FL23					
FL15. Once the reading is done, ask: How old is Kemal?	KEMAL IS 5 YEARS OLD 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3	1 ⇒FL17					
FL16. Say: Kemal is 5 years old. and go to FL23.		⇒FL23					
FL17. Here is another question: Who is older: Kemal or Maral?	MARAL IS OLDER (THAN KEMAL) 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3	1 ⇒FL19					
FL18. Say: Maral is older than Kemal. Maral is 6 and Kemal is 5. and go to FL23.		⇒FL23					
FL19. Turn the page to reveal the reading passage. Thank you. Now I want you to try this. Here is a story. I want you to read it aloud as carefully as you can. You will start here (<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>). When you finish I will ask you some questions about what you have read. If you come to a word you do not know, go onto the next word. Put your finger on the first word. Ready? Begin.	Aman	is	in	class	two.	One	day,
	1	2	3	4	5	6	7
	Aman	was	going	home	from	his	friend's
	8	9	10	11	12	13	14
	house.	He	saw	some	red	flowers	on
	15	16	17	18	19	20	21
	the	way.	The	flowers	were	near	the
	22	23	24	25	26	27	28
	cotton	field.	Aman	wanted	to	get	some
	29	30	31	32	33	34	35
	flowers	for	his	mother.	Aman	ran	fast
	36	37	38	39	40	41	42
	across	the	field	to	get	the	flowers.
	43	44	45	46	47	48	49
	He	fell	down	near	the	big	tree.
	50	51	52	53	54	55	56
	Aman	started	crying.	The	gardener	saw	him
57	58	59	60	61	62	63	
and	came.	He	gave	Aman	a	bunch	
64	65	66	67	68	69	70	
of	flowers.	Aman	was	very	happy.		
71	72	73	74	75	76		
FL20. Results of the child's reading.	LAST WORD ATTEMPTED NUMBER ___						
	TOTAL NUMBER OF WORDS INCORRECTOR MISSED NUMBER ___						
FL21. How well did the child read the story?	THE CHILD READ AT LEAST ONE WORD CORRECTLY 1						
	THE CHILD DID NOT READ ANY WORD CORRECTLY 2						2 ⇒FL23
	THE CHILD DID NOT TRY TO READ THE STORY 3						3 ⇒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] What class is Aman in?</p> <p>[B] What did Aman see on the way home?</p> <p>[C] Why did Aman start crying?</p> <p>[D] Where did Aman fall (down)?</p> <p>[E] Why was Aman happy?</p>	<p>CORRECT ((AMAN IS) IN CLASS TWO).....1 INCORRECT2 NO RESPONSE / SAYS ‘I DON’T KNOW’3</p> <p>CORRECT (HE SAW SOME RED FLOWERS)1 INCORRECT2 NO RESPONSE / SAYS ‘I DON’T KNOW’3</p> <p>CORRECT (BECAUSE HE FELL).....1 INCORRECT2 NO RESPONSE / SAYS ‘I DON’T KNOW’3</p> <p>CORRECT ((AMAN FELL DOWN) NEAR THE BIG TREE)1 INCORRECT2 NO RESPONSE / SAYS ‘I DON’T KNOW’3</p> <p>CORRECT (BECAUSE THE GARDENER GAVE HIM A BUNCH OF FLOWERS / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER).....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></p> <p>Start here.</p> <p><i>If the child stops on a number for a while, tell the child what the number is, mark the number as ‘No Attempt’, point to the next number and say:</i></p> <p>What is this number?</p> <p><i>If the child does not attempt to read 2 consecutive numbers, say:</i></p> <p>Thank you. That is ok.</p>	<p>9 CORRECT1 INCORRECT2 NO ATTEMPT.....3</p> <p>12 CORRECT1 INCORRECT2 NO ATTEMPT.....3</p> <p>30 CORRECT1 INCORRECT2 NO ATTEMPT.....3</p> <p>48 CORRECT1 INCORRECT2 NO ATTEMPT.....3</p> <p>74 CORRECT1 INCORRECT2 NO ATTEMPT.....3</p> <p>331 CORRECT1</p>	

	INCORRECT2 NO ATTEMPT.....3	
FL23A. Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?	YES, AT LEAST TWO CORRECT1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT2	2 ⇒ FL28
FL24. Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say: Look at these numbers. Tell me which one is bigger. Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers. If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers. If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say: Thank you. That is ok. We will go to the next activity.	7 & 5 CORRECT (7).....1 INCORRECT2 NO ATTEMPT3 11 & 24 CORRECT (24).....1 INCORRECT2 NO ATTEMPT3 58 & 49 CORRECT (58).....1 INCORRECT2 NO ATTEMPT3 65 & 67 CORRECT (67).....1 INCORRECT2 NO ATTEMPT3 146 & 154 CORRECT (154).....1 INCORRECT2 NO ATTEMPT3	
FL25. Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say: Look at this sum. How much is (number plus number)? Tell me the answer. You can use the pencil and paper if it helps you. Record the child's answer before turning the page in the book and repeating the question for the next sum. If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate sum, turn the booklet page and show the child the next addition. 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.	3 + 2 CORRECT (5).....1 INCORRECT2 NO ATTEMPT3 8 + 6 CORRECT (14).....1 INCORRECT2 NO ATTEMPT3 7 + 3 CORRECT (10).....1 INCORRECT2 NO ATTEMPT3 13 + 6 CORRECT (19).....1 INCORRECT2 NO ATTEMPT3 12 + 24 CORRECT (36).....1 INCORRECT2 NO ATTEMPT3	
FL26. Turn to the first practice sheet for pattern recognition. Say: Here are some numbers. 1, 2, __, and 4. Point to each number and blank space and say: What number goes here?	CORRECT (3).....1 INCORRECT2 NO ATTEMPT.....3	2 ⇒ FL26B 3 ⇒ FL26B
FL26A. That's correct, 3. Let's do another one.		⇒ FL26C

<p>FL26B. Do not explain how to get the correct answer. Just say: The number 3 goes here. Say the numbers with me. (<i>Point to each number</i>) 1, 2, 3, 4. ‘3’ goes here. Let’s do another one.</p>		
<p>FL26C. Here are some more numbers. 5, 10, 15 and __. <i>Point to each number and blank space and say: What number goes here?</i></p>	<p>CORRECT (20).....1 INCORRECT2 NO ATTEMPT.....3</p>	<p>2 ⇒FL26E 3 ⇒FL26E</p>
<p>FL26D. That’s correct, 20.</p>		<p>⇒FL27</p>
<p>FL26E. Do not explain how to get the correct answer. Just say: The number 20 goes here. Say the numbers with me. (<i>Point to each number</i>) 5, 10, 15, 20. 20 goes here.</p>		
<p>FL26F. CHECK FL26: WAS THE ANSWER CORRECT?</p>	<p>YES, FL26=1 1 NO, FL26=2 OR 3 2</p>	<p>2 ⇒FL28</p>
<p>FL27. Now I want you to try this on your own. Here are some more numbers. Tell me what number goes here (<i>pointing to the missing number</i>). <i>Record the child’s answer before turning the page in the book and repeating the question.</i> <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> <i>If the child does not attempt 2 consecutive patterns, record ‘3’, no attempt, for remaining patterns and say:</i> Thank you. That is ok.</p>	<p>5, 6, 7, __ CORRECT (8).....1 INCORRECT2 NO ATTEMPT3 14, 15, __, 17 CORRECT (16).....1 INCORRECT2 NO ATTEMPT3 20, __, 40, 50 CORRECT (30).....1 INCORRECT2 NO ATTEMPT3 2, 4, 6, __ CORRECT (8).....1 INCORRECT2 NO ATTEMPT3 5, 8, 11, __ CORRECT (14).....1 INCORRECT2 NO ATTEMPT3</p>	

FL28. Result of interview with child. Discuss any result not completed with Supervisor.	COMPLETED.....01	
	NOT AT HOME02	
	MOTHER / CARETAKER REFUSED03	
	CHILD REFUSED.....04	
	PARTLY COMPLETED05	
	INCAPACITATED.....06	
	OTHER (<i>specify</i>).....96	

FS11. Record the time.	HOURS AND MINUTES ____ : ____	
FS12. Language of the Questionnaire.	ENGLISH..... 1	
	TURKMEN 2	
	RUSSIAN 3	
FS13. Language of the Interview.	ENGLISH..... 1	
	TURKMEN 2	
	RUSSIAN..... 3	
	OTHER LANGUAGE (<i>specify</i>) 6	
FS14. Native language of the Respondent.	TURKMEN 2	
	UZBEK..... 3	
	RUSSIAN 4	
	OTHER LANGUAGE (<i>specify</i>) 6	
FS15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE..... 1	
	YES, PARTS OF THE QUESTIONNAIRE 2	
	NO, NOT USED..... 3	
FS16. Thank the respondent and the child for her/his cooperation. <i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i> <i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i>		

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS