| 5-17 CHILD INFORMATION PANEL | FS |
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| **FS1**. *Cluster number:* ___ ___ ___ | **FS2**. *Household number:* ___ ___ |
| **FS3**. *Child's name and line number:*<br><br>NAME _____ ___ ___ | **FS4**. *Mother's / Caretaker's name and line number:*<br><br>NAME _____ ___ ___ |
| **FS5**. *Interviewer's name and number:*<br><br>NAME _____ ___ ___ | **FS6**. *Supervisor's name and number:*<br><br>NAME _____ ___ ___ |

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| **FS7**. *Day / Month / Year of interview:*<br>___ ___ /___ ___ / 2 0 1 ___ | **FS8**. *Record the time:* | HOURS : MINUTES<br><br>__ __ : __ __ |

*Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:*

*If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.*

| **FS9**. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?* | YES, INTERVIEWED ALREADY .....1<br>NO, FIRST INTERVIEW....................2 | 1⇨FS10B<br>2⇨FS10A |
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| **FS10A**. Hello, my name is (*your name*). We are from National Statistical Division. 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 35 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now? | **FS10B**. Now I would like to talk to you about (*child's name from FS3*)'s health and well-being in more detail. This interview will take about 35 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<br>NO / NOT ASKED .................................................. 2 | 1⇨CHILD'S BACKGROUND Module<br>2⇨FS17 |

| **FS17**. *Result of interview for child age 5-17 years*<br><br>*Codes refer to the respondent.*<br><br>*Discuss any result not completed with Supervisor.* | COMPLETED.......................................................... 01<br>NOT AT HOME...................................................... 02<br>REFUSED.............................................................. 03<br>PARTLY COMPLETED .......................................... 04<br>INCAPACITATED<br>  (*specify*)_____ 05<br><br>NO ADULT CONSENT FOR MOTHER/<br>  CARETAKER AGE 15-17 ...................................... 06<br><br>OTHER (*specify*) _____ 96 |
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| CHILD'S BACKGROUND | | CB |
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| **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<br>FS4≠HH47.................................................2 | 1⇨ *End* |
| **CB2**. In what month and year was (*name*) born?<br><br>*Month and year must be recorded.* | DATE OF BIRTH<br>　MONTH.............................................. __ __<br><br>　YEAR .................................................__ __ __ __ | |
| **CB3**. How old is (*name*)?<br><br>*Probe*:<br>How old was (*name*) at (his/her) last birthday?<br><br>*Record age in completed years.*<br><br>*If responses to CB2 and CB3 are inconsistent, probe further and correct.* | AGE (IN COMPLETED YEARS)............ __ __ | |
| **CB4**. Has (*name*) ever attended school or any early childhood education programme? | YES ......................................................1<br>NO .......................................................2 | 2⇨ *End* |
| **CB5**. What is the highest level and grade or year of school (*name*) has ever attended? | EARLY CHILDHOOD EDUCATION ........ 000<br>PRIMARY ...........................................**1** __ __<br>SECONDARY ....................................**2** __ __<br>HIGHER .............................................**4** __ __ | 000⇨*CB7* |
| **CB6**. Did (he/she) ever complete that (grade/year)? | YES ......................................................1<br>NO .......................................................2 | |
| **CB7**. At any time during the 2019 school year did (*name*) attend school or any early childhood education programme? | YES ......................................................1<br>NO.........................................................2 | 2⇨*CB9* |
| **CB8**. During this 2019 school year, which level and grade or year is (*name*) <u>attending</u>? | EARLY CHILDHOOD EDUCATION ........ 000<br>PRIMARY ...........................................**1** __ __<br>SECONDARY ....................................**2** __ __<br>HIGHER .............................................**4** __ __ | |
| **CB9**. At any time during the 2018 school year did (*name*) attend school or any early childhood education programme? | YES ......................................................1<br>NO.........................................................2 | 2⇨ *End* |
| **CB10**. During 2018 school year, which level and grade or year did (*name*) <u>attend</u>? | EARLY CHILDHOOD EDUCATION ........ 000<br>PRIMARY ...........................................**1** __ __<br>SECONDARY ....................................**2** __ __<br>HIGHER .............................................**4** __ __ | |

| CHILD LABOUR | | CL |
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| **CL1**. Now I would like to ask about any work (*name*) may do.<br><br>Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour?<br><br>[A] Did (*name*) do any work or help on (his/her) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals?<br><br>[B] Did (*name*) help in a family business or a relative's business with or without pay, or run (his/her) own business?<br><br>[C] Did (*name*) produce or sell articles, handicrafts, clothes, food or agricultural products?<br><br>[X] Since last (*day of the week*), did (*name*) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour? |                                                 YES  NO<br><br>WORKED ON PLOT, FARM, FOOD GARDEN,<br>   LOOKED AFTER ANIMALS................... 1    2<br><br><br>HELPED IN FAMILY / RELATIVE'S<br>   BUSINESS / RAN OWN BUSINESS....... 1    2<br><br>PRODUCE / SELL ARTICLES /<br>   HANDICRAFTS / CLOTHES / FOOD<br>   OR AGRICULTURAL PRODUCTS ........ 1    2<br><br><br>ANY OTHER ACTIVITY........................... 1    2 | |
| **CL2**. *Check CL1, [A]-[X]:* | AT LEAST ONE 'YES' ........................................1<br>ALL ANSWERS ARE 'NO' ...............................2 | 2⇨*CL7* |
| **CL3**. Since last (*day of the week*) about how many hours did (*name*) engage in (this activity/these activities), in total?<br><br>*If less than one hour, record '00'.* | NUMBER OF HOURS................................. __ __ | |
| **CL4**. (Does the activity/Do these activities) require carrying heavy loads? | YES .......................................................................1<br>NO .........................................................................2 | |
| **CL5**. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery? | YES .......................................................................1<br>NO .........................................................................2 | |

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| **CL6**. How would you describe the work environment of (***name***)? | | |
| [A] Is (he/she) exposed to dust, fumes or gas? | YES ....................................................... 1<br>NO......................................................... 2 | |
| [B] Is (he/she) exposed to extreme cold, heat or humidity? | YES ....................................................... 1<br>NO......................................................... 2 | |
| [C] Is (he/she) exposed to loud noise or vibration? | YES ....................................................... 1<br>NO......................................................... 2 | |
| [D] Is (he/she) required to work at heights? | YES ....................................................... 1<br>NO......................................................... 2 | |
| [E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives? | YES ....................................................... 1<br>NO......................................................... 2 | |
| [X] Is (***name***) exposed to other things, processes or conditions bad for (his/her) health or safety? | YES ....................................................... 1<br>NO......................................................... 2 | |
| **CL7**. Since last (***day of the week***), did (***name***) fetch water for household use? | YES ....................................................... 1<br>NO......................................................... 2 | 2⇨*CL9* |
| **CL8**. In total, how many hours did (***name***) spend on fetching water for household use, since last (***day of the week***)?<br><br>*If less than one hour, record '00'.* | NUMBER OF HOURS.................................. __ __ | |
| **CL9**. Since last (***day of the week***), did (***name***) collect firewood for household use? | YES ....................................................... 1<br>NO......................................................... 2 | 2⇨*CL11* |
| **CL10**. In total, how many hours did (***name***) spend on collecting firewood for household use, since last (***day of the week***)?<br><br>*If less than one hour, record '00'.* | NUMBER OF HOURS.................................. __ __ | |
| **CL11**. Since last (***day of the week***), did (***name***) do any of the following for this household? | YES   NO | |
| [A] Shopping for the household? | SHOPPING FOR HOUSEHOLD................. 1     2 | |
| [B] Cooking? | COOKING ....................................... 1     2 | |
| [C] Washing dishes or cleaning around the house? | WASHING DISHES /<br>   CLEANING HOUSE................................ 1     2 | |
| [D] Washing clothes? | WASHING CLOTHES ............................... 1     2 | |
| [E] Caring for children? | CARING FOR CHILDREN ........................ 1     2 | |
| [F] Caring for someone old or sick? | CARING FOR OLD / SICK ....................... 1     2 | |
| [X] Other household tasks? | OTHER HOUSEHOLD TASKS ................. 1     2 | |

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| **CL12**. *Check CL11, [A]-[X]:* | AT LEAST ONE 'YES' ........................................1<br>ALL ANSWERS ARE 'NO' ................................2 | 2⇨*End* |
| **CL13**. Since last (***day of the week***), about how many hours did (***name***) engage in (this activity/these activities), in total?<br><br>*If less than one hour, record '00'* | NUMBER OF HOURS................................. __ __ | |

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

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

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

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| **FCF20**. Compared with children of the same age, does (*name*) have difficulty remembering things? | NO DIFFICULTY ...............................................1<br>SOME DIFFICULTY ...........................................2<br>A LOT OF DIFFICULTY.....................................3<br>CANNOT REMEMBER THINGS AT ALL..........4 | |
| **FCF21**. Does (*name*) have difficulty concentrating on an activity that (he/she) enjoys doing? | NO DIFFICULTY ...............................................1<br>SOME DIFFICULTY ...........................................2<br>A LOT OF DIFFICULTY.....................................3<br>CANNOT CONCENTRATE AT ALL.................4 | |
| **FCF22**. Does (*name*) have difficulty accepting changes in (his/her) routine? | NO DIFFICULTY ...............................................1<br>SOME DIFFICULTY ...........................................2<br>A LOT OF DIFFICULTY.....................................3<br>CANNOT ACCEPT CHANGES AT ALL ............4 | |
| **FCF23**. Compared with children of the same age, does (*name*) have difficulty controlling (his/her) behaviour? | NO DIFFICULTY ...............................................1<br>SOME DIFFICULTY ...........................................2<br>A LOT OF DIFFICULTY.....................................3<br>CANNOT CONTROL BEHAVIOUR AT ALL ....4 | |
| **FCF24**. Does (*name*) have difficulty making friends? | NO DIFFICULTY ...............................................1<br>SOME DIFFICULTY ...........................................2<br>A LOT OF DIFFICULTY.....................................3<br>CANNOT MAKE FRIENDS AT ALL.................4 | |
| **FCF25**. The next questions have different options for answers. I am going to read these to you after each question.<br><br>I would like to know how often (*name*) seems very anxious, nervous or worried.<br><br>Would you say: daily, weekly, monthly, a few times a year or never? | DAILY....................................................................1<br>WEEKLY................................................................2<br>MONTHLY ..........................................................3<br>A FEW TIMES A YEAR......................................4<br>NEVER ................................................................5 | |
| **FCF26**. I would also like to know how often (*name*) seems very sad or depressed.<br><br>Would you say: daily, weekly, monthly, a few times a year or never? | DAILY....................................................................1<br>WEEKLY................................................................2<br>MONTHLY ..........................................................3<br>A FEW TIMES A YEAR......................................4<br>NEVER ................................................................5 | |

| PARENTAL INVOLVEMENT | | PR |
|---|---|---|
| **PR1**. *Check CB3: Child's age?* | AGE 5-6 YEARS..................................................1<br>AGE 7-14 YEARS.................................................2<br>AGE 15-17 YEARS ............................................3 | 1⇨*End*<br><br>3⇨*End* |
| **PR2.** At the end of this interview I will ask you if I can talk to (*name*). If (he/she) is close, can you please ask (him/her) to stay here. If (*name*) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back. | | |
| **PR3**. Excluding school text books and holy books, how many books do you have for (*name)* to read at home? | NONE............................................................00<br><br>NUMBER OF BOOKS ............................. <u>0</u> __<br><br>TEN OR MORE BOOKS ................................10 | |
| **PR4**. *Check CB7: Did the child attend any school?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1 ............................................1<br>NO, CB7/ED9=2 OR BLANK ...........................2 | <br>2 ⇨*End* |
| **PR5.** Does (*name*) ever have homework? | YES...................................................................1<br>NO ....................................................................2<br><br>DK ....................................................................8 | <br>2⇨*PR7*<br><br>8⇨*PR7* |
| **PR6**. Does anyone help (*name*) with homework? | YES ...................................................................1<br>NO .....................................................................2<br><br>DK .....................................................................8 | |
| **PR7**. Does (*name)*'s school have a school governing body in which parents can participate (such as parent teacher association? | YES ...................................................................1<br>NO ....................................................................2<br><br>DK ....................................................................8 | <br>2⇨*PR10*<br><br>8⇨*PR10* |
| **PR8**. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body? | YES...................................................................1<br>NO ....................................................................2<br><br>DK ....................................................................8 | <br>2⇨*PR10*<br><br>8⇨*PR10* |
| **PR9**. During any of these meetings, was any of the following discussed:<br><br>[A] A plan for addressing key education issues faced by (*name)*'s school?<br><br>[B] School budget or use of funds received by (*name)*'s school? |                 YES NO DK<br><br>PLAN FOR ADRESSING<br>SCHOOL'S ISSUES.........................1   2    8<br><br>SCHOOL BUDGET .........................1   2    8 | |
| **PR10**. In the last 12 months, have you or any other adult from your household received an end of term student report or an annual student report for (*name*)? | YES ...................................................................1<br>NO .....................................................................2<br><br>DK .....................................................................8 | |

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| **PR11**. In the last 12 months, have you or any adult from your household gone to (*name)*'s school for any of the following reasons? | .................................................YES NO DK | |
| [A] A school celebration or a sport event? | CELEBRATION OR<br>    SPORT EVENT ...............................1    2    8 | |
| [B] To discuss (*name)*'s progress with (his/her) teachers? | TO DISCUSS PROGRESS<br>    WITH TEACHERS ..........................1    2    8 | |
| **PR12**. In the last 12 months, has (*name)*'s school been closed on a school day due to any of the following reasons: | YES NO DK | |
| [A] Natural disasters, such as flood, cyclone, epidemics or similar? | NATURAL DISASTERS...................1    2    8 | |
| [B] Man-made disasters, such as fire, building collapse, riots or similar? | MAN-MADE DISASTERS...............1    2    8 | |
| [C] Teacher strike? | TEACHER STRIKE .........................1    2    8 | |
| [X] Other? | OTHER ............................................1    2    8 | |
| **PR13**. In the last 12 months, was (*name*) unable to attend class due to (his/her) teacher being absent? | YES .......................................................1<br>NO .......................................................2<br><br>DK .......................................................8 | |
| **PR14**. *Check PR12[C] and PR13: Any 'Yes' recorded?* | YES, PR12[C]=1 OR PR13=1...........................1<br>NO ...................................................................2 | 2⇨*End* |
| **PR15**. When (*teacher strike / teacher absence*) happened did you or any other adult member of your household contact any school officials or school governing body representatives? | YES .......................................................1<br>NO .......................................................2<br><br>DK .......................................................8 | |

| FOUNDATIONAL LEARNING SKILLS | | FL |
|---|---|---|

| **FL0**. *Check CB3: Child's age?* | AGE 5-6 YEARS..............................................1 <br> AGE 7-14 YEARS ..........................................2 <br> AGE 15-17 YEARS .........................................3 | 1⇨*End* <br><br> 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 Tuvalu are learning to read and to use numbers so that improvements can be made.

This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

| May I talk to (*name*)? | YES, PERMISSION IS GIVEN .......................... 1 <br> NO, PERMISSION IS NOT GIVEN .................. 2 | <br> 2⇨*FL28* |
|---|---|---|

| **FL2**. *Record the time.* | HOURS AND MINUTES..................__ __ : __ __ | |
|---|---|---|

**FL3**. My name is (*your name*). I would like to tell you a bit about myself.

Could you tell me a little bit about yourself?

*When the child is comfortable, continue with the verbal consent:*

Let me tell you why I am here today. I am from Tuvalu National Statistics Division. 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 <br> NO / NOT ASKED..............................................2 | <br> 2⇨*FL28* |
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**FL4**. *Before you start with the reading and number activities, tick each box to show that:*

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

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

| **FL7**. Which language do you speak most of the time at home? <br><br> *Probe if necessary and read the listed languages.* | ENGLISH.............................................................1 <br> TUVALUAN .......................................................2 <br> I-KIRIBATI ........................................................3 <br><br><br> OTHER (*specify*) _____ 6 <br> DK .......................................................................8 | |
|---|---|---|

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|---|---|---|
| **FL8**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1 ................................................1<br>NO, CB7/ED9=2 OR BLANK............................2 | 1 ⇨*FL9A* |
| **FL8A**. *Check CB4: Did the child ever attend school or any early childhood education programmes?*<br><br>*Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.* | YES, CB4/ED4=1 ................................................1<br>NO, CB4/ED4=2 OR BLANK............................2 | 1 ⇨*FL9B*<br>2 ⇨*FL9C* |
| **FL9A**. What language do your teachers use most of the time when teaching you in class?<br><br>**FL9B**. When you were in school, what language did your teachers use most of the time when teaching you in class?<br><br>*Probe if necessary and name the listed languages.* | ENGLISH......................................................1<br>TUVALUAN ....................................................2<br>I-KIRIBATI ....................................................3<br><br>OTHER (*specify*) _____ 6<br>DK ................................................................8 | 1 ⇨*FL10A*<br>2 ⇨*FL10A* |
| **FL9C**. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?* | YES, FL7=1 OR 2................................................1<br>NO, FL7=3, 6 OR 8............................................2 | 1 ⇨*FL10B*<br>2 ⇨*FL10C* |
| **FL10A**. Now I am going to give you a short story to read in (**Language recorded in FL9A/B**). Would you like to start reading the story?<br><br>**FL10B**. Now I am going to give you a short story to read in (**Language recorded in FL7**). Would you like to start reading the story? | YES ................................................................1<br>NO ................................................................2 | 1 ⇨*FL11* |
| **FL10C**. I have short stories in English and Tuvaluan. The stories are almost the same. Would you like to try one of them? | ENGLISH......................................................11<br>TUVALUAN ....................................................12<br><br>DOES NOT WANT TO TRY.........................95 | 95 ⇨*FL23* |
| **FL11**. *Check CB3: Child's age?* | AGE 7-9 YEARS...............................................1<br>AGE 10-14 YEARS ...........................................2 | 1 ⇨*FL13* |
| **FL12**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1 ................................................1<br>NO, CB7/ED9=2 OR BLANK............................2 | 1 ⇨*FL18B* |

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|---|---|---|
| **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.* <br><br> *Open the page showing the reading practice item and say:* <br><br> Now we are going to do some reading. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question. <br><br> *English: Sam is a boy. Tina is a girl. Sam is 5. Tina is 6.* <br> *Tuvaluan: Sam se tagata. Tina se fafine. Ko 5 tausaga o Sam. Ko 6 tausaga o Tina.* | | |
| **FL14**. *Did the child read every word in the practice correctly?* | YES ................................................................1 <br> NO....................................................................2 | 2 ⇨FL21D |
| **FL15**. *Once the reading is done, ask:* <br> How old is Sam?/ <br> Ko fia tauasaga o Sam? | CORRECT <br>   SAM IS 5 YEARS OLD/ <br>   KO 5 TAUSAGA O SAM ................1 <br> OTHER ANSWERS........................................2 <br> NO ANSWER AFTER 5 SECONDS...................3 | 1 ⇨FL17 |
| **FL16**. *Say:* <br> Sam is 5 years old/ <br> Ko 5 tausaga o Sam <br><br>       *and go to FL21D.* | | ⇨FL21D |
| **FL17**. Here is another question: <br> Who is older: Sam or Tina?/ <br> Ko oi e matua: Sam io me ko Tina? | CORRECT <br>   TINA IS OLDER THAN SAM/ <br>   E MATUA ATU A TINA KI A SAM ...............1 <br> OTHER ANSWERS .........................................2 <br> NO ANSWER AFTER 5 SECONDS...................3 | 1 ⇨FL18A |
| **FL18**. *Say:* <br>   Tina is older than Sam. Tina is 6 and Sam is 5/ <br> E matua atu a Tina ki a Sam. Tina ko 6 ako Sam ko 5. <br>       *and go to FL21D.* | | ⇨FL21D |
| **FL18A**. *Turn the page to reveal the reading passage. Say:* <br><br> Thank you. Now I want you to try this. <br>       *and go to FL19.* | | ⇨FL19 |
| **FL18B**. *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.* <br><br> *Open the book on the page of the reading passage.* | | |

| FL19. Here is a story. I want you to read it aloud as carefully as you can.<br><br>You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.<br><br>When you finish I will ask you some questions about what you have read.<br><br>If you come to a word you do not know, go onto the next word.<br><br>Put your finger on the first word. Ready? Begin. | Paul | is | in | Grade | two. | One | day, |
|---|---|---|---|---|---|---|---|
| | Paulo | E | Akoga | Ite | Year | 2. | I te |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | Paulo | was | going | home | from | school. | He |
| | Aso | E | Tasi, | Ne | Foki | A | Paulo |
| | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| | saw | some | red | flowers | on | the | way. |
| | Kite | Fale | Mai | Te | Akoga. | Ne | Matea |
| | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| | The | flowers | were | near | a | tomato | farm. |
| | Ne | Ia | Ne | Pula | Lakau | Kula. | A |
| | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | Paul | wanted | to | get | some | flowers | for |
| | Pula | Lakau | E | Ola | Pili | Ki se | Fatoaga |
| | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| | his | mother. | Paul | ran | fast | across | the |
| | Tomato. | A Paulo | Ne | Manako | Ke | Tau | Ne |
| | 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| | farm | to | get | the | flowers. | He | fell |
| | Pula | Ma | Tena | Matua. | Ne | Tele | Fakavave |
| | 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| | down | near | a | banana | tree. | Paul | started |
| | A | Paulo | I | Loto | Ite | Fatoaga | o |
| | 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| | crying. | The | farmer | saw | him | and | came. |
| | Tau | A | Pula | Lakau. | Ne | Siga | A |
| | 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| | He | gave | Paul | many | flowers. | Paul | was |
| | Ia | I | Tafa | Ote | Futi. | Paulo | loa |
| | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| | very | happy. | | | | | |
| | Ko | tagi. | Ne | Matea | Ne | Te | Tagata |
| | 71 | 72 | 73 | 74 | 75 | 76 | 77 |
| | Fai | Fatoaga | A | Paulo | E | Tagi. | Vau |
| | 78 | 79 | 80 | 81 | 82 | 83 | 84 |
| | Iei | Kia | Paul | O | Tuku | A | pula |
| | 85 | 86 | 87 | 88 | 89 | 90 | 91 |
| | Kiei. | Fiafia | Kii | A | Paulo. | | |
| | 92 | 93 | 94 | 95 | 96 | 97 | 98 |

| FL20. *Results of the child's reading.*<br><br>*Incorrect or missed words (B) are those marked while reading plus the difference between the number of the last word in the story (**E:72;T:96**) and the last word attempted (A).* | LAST WORD ATTEMPTED (A) NUMBER __ __<br><br>TOTAL NUMBER OF WORDS<br> INCORRECT OR MISSED (B) NUMBER __ __ | |

| | | |
|---|---|---|
| **FL21**. *How well did the child read the story?* | THE CHILD READ AT LEAST ONE WORD CORRECTLY ....................................1<br>THE CHILD DID NOT READ ANY WORD CORRECTLY ...................................2<br>THE CHILD DID NOT TRY TO READ THE STORY .........................................3 | <br><br>2 ⇨ *FL21D*<br><br>3 ⇨ *FL21D* |
| **FL21A**. *Check FL20(B): Did the child incorrectly read or miss (E:8;T:11) or more words?* | YES, AT LEAST (*E:8;T:11*) WORDS .................1<br>NO, LESS THAN (*E:8;T:11*) WORDS ...............2 | 1 ⇨ *FL21D* |
| **FL21B**. Now I am going to ask you a few questions about what you have read.<br><br>*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.<br><br>*Make sure the child can still see the passage and ask:*<br><br>[A]  What year is Paul in?/<br>  (Sea te tausaga akoga o Paulo?) | <br><br><br><br><br><br><br><br><br><br><br><br><br>CORRECT<br>  (PAUL IS IN YEAR TWO)/<br>(PAULO AKOGA ITE TAUSAGA 2).................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [B]  What did Paul see on the way home?/<br>  (Nea mea ne lavea ne Paulo I tena auala kite fale?) | CORRECT<br>  (HE SAW SOME FLOWERS)<br>(NE LAVEA NE PAULO A PULA)....................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [C]  Why did Paul start crying?<br>  (Kaia ne tagi iei a Paulo?) | CORRECT<br>  (BECAUSE HE FELL)<br>(A IA NE SIGA)................................................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [D]  Where did Paul fall down?<br>  (Ne siga I fea a Paulo?) | CORRECT<br>  ((PAUL FELL DOWN) NEAR A BANANA TREE)<br>((PAULO NE SIGA) I TAFA OTE FUTI)...........1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [E]  Why was Paul happy?<br>  (Kaia ne fiafia iei a Paulo?) | CORRECT<br>  (BECAUSE THE FARMER GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER)<br>(ME NE TUKU NE TE TAGATA FAI FATOAGA NE PULA KIEI IO ME KO ISI NE PULA A IA E AVE MA TENA MATUA)........1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| **FL21C**. *Did the child answer all questions in FL21B correctly?* | YES, ALL FL21B[A]-[E]=1................................1<br>NO, AT LEAST ONE RESPONSE = 2 OR 3 ......2 | 1 ⇨*FL23* |

| | | |
|---|---|---|
| **FL21D**. I have some other short stories in other languages. I have stories in (***list languages not yet attempted***). The stories are almost the same. Would you like to try one of them?<br><br>*The child cannot pick the same language as already attempted.* | TUVALUAN .......................................12<br><br>DOES NOT WANT TO TRY ...........................95 | 95 ⇨*FL23* |
| **FL21E**. *Check CB3: Child's age?* | AGE 7-9 YEARS.................................................1<br>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?*<br><br>*Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | YES, CB7/ED9=1 ..............................................1<br>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.

*John is a boy. Grace is a girl. John has 2 eggs. Grace has 3 eggs.*
*(John se tagata. Grace se fafine. E 2 a fuamoa a John. E 3 a fuamoa a Grace.)*

| | | |
|---|---|---|
| **FL21H**. *Did the child read every word in the practice correctly?* | YES.................................................................1<br>NO..................................................................2 | 2 ⇨*FL23* |
| **FL21I**. *Once the reading is done, ask:*<br>How many eggs does John have?<br>(E fia a fuamoa a John?) | CORRECT<br>   (JOHN HAS 2 EGGS/<br>E LUA A FUAMOA A JOHN) ..........................1<br>OTHER ANSWERS ........................................2<br>NO ANSWER AFTER 5 SECONDS...................3 | 1 ⇨*FL21K* |
| **FL21J**. *Say:*<br>John has 2 eggs.<br>(E 2 a fuamoa a John.)<br><br>      *and go to FL23.* | | ⇨*FL23* |
| **FL21K**. Here is another question:<br>Who has more eggs: John or Grace?<br>(Kooi e uke atu ana fuamoa: John me ko Grace?) | CORRECT<br>   (GRACE HAS MORE EGGS (THAN JOHN)<br>E UKE ATU A FUAMOA A GRACE (KI A<br>   JOHN) ................................................................1<br>OTHER ANSWERS ........................................2<br>NO ANSWER AFTER 5 SECONDS...................3 | 1 ⇨*FL21M* |
| **FL21L**. *Say:*<br>Grace has more eggs. John has 2 eggs Grace has 3 eggs.<br>(E uke atu a fuamoa a Grace. E 2 a fuamoa a John kae e 3 a fuamoa a Grace.)<br>      *and go to FL23.* | | ⇨*FL23* |
| **FL21M**. *Turn the page to reveal the reading passage. Say:*<br><br>Thank you. Now I want you to try this.<br>      *and go to FL21O.* | | ⇨*FL21O* |

| **FL21N**. *Give the child the READING & NUMBERS BOOK in the language recorded in FL21D.*<br><br>*Open the book on the page of the reading passage.* | | |
|---|---|---|

| FL21O. Here is a story. I want you to read it aloud as carefully as you can.<br><br>You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.<br><br>When you finish I will ask you some questions about what you have read.<br><br>If you come to a word you do not know, go onto the next word.<br><br>Put your finger on the first word. Ready? Begin. | | | | | | |
|---|---|---|---|---|---|---|
| Jane | is | seven | years | old. | One | morning, |
| A | Jane | ko | fitu | ana | tausaga. | Ite |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| her | grandmother | sent | her | to | the | market |
| taeao | e | tasi, | ne | uga | a | Jane |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| to | buy | some | tomatoes. | She | gave | Jane |
| ne | tena | tupuna | fafine | kite | maketi | o |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| some | money. | Jane | put | it | in | her |
| togi | ne | Tomato. | Ne | tuku | ne | ia |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| bag. | The | bag | had | a | big | hole. |
| ne | sene | ki | a | Jane. | Ne | faulu |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| On | the | way, | Jane | lost | her | money. |
| ne | Jane | a | sene | ki | tena | ato. |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| Mary | saw | the | money | and | gave | it |
| E | isi | se | masaega | lasi | ite | ato |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| to | Jane. | She | was | happy. | Jane | thanked |
| o | Jane. | I | tena | auala | kite | maketi, |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| Mary | and | walked | to | the | market. | |
| ne | too | ana | sene. | Ne | maua | ne |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| | | | | | | |
| Mary | a | sene, | tuku | iei | ne | ia |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| | | | | | | |
| ki a | Jane. | Ne | Fiafia | A | Jane. | Ne |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 |
| | | | | | | |
| Fakafetai | A | Jane | Ki a | Mary, | Kae | sasale |
| 78 | 79 | 80 | 81 | 82 | 83 | 84 |
| | | | | | | |
| Kite | maketi | | | | | |
| 85 | 86 | 87 | 88 | 89 | 90 | 91 |

| FL21P. *Results of the child's reading.*<br><br>*Incorrect or missed words (B) are those marked while reading plus the difference between the number of the last word in the story (E:62;T:86) and the last word attempted (A).* | LAST WORD ATTEMPTED (A) NUMBER __ __<br><br>TOTAL NUMBER OF WORDS<br>  INCORRECT OR MISSED (B) NUMBER __ __ |
|---|---|

| FL21Q. *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* |
| FL21R. *Check FL21P: Did the child incorrectly read or miss (**E:7;T:8**) or more words (B)?* | YES, AT LEAST (***E:7; T:8***) WORDS .................1<br>NO, LESS THAN (***E:7;T:8***) WORDS .................2 | 1 ⇨*FL23* |
| FL22. Now I am going to ask you a few questions about what you have read.<br><br>*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.<br><br>*Make sure the child can still see the passage and ask:* | | |
| [A]  How old is Jane?<br>(Ko fia tausaga o Jane?) | CORRECT<br>  (JANE IS SEVEN/<br>KO FITU TAUSAGA O JANE) ..........................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [B]  Who sent Jane to the shop?<br>(Ko oi ne uga ne ia a Jane kite maketi?) | CORRECT<br>  (HER GRANDMOTHER/<br>TENA TUPUNA FAFINE) ...............................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [C]  What was Jane asked to buy?<br>(Nea mea ne tau o togi ne Jane?) | CORRECT<br>  (TOMATOES OR SHE WAS SENT TO BUY<br>  SOME TOMATOES/<br>TOMATO IO ME NE TAU O TOGI NE IA A<br>  TOMATO) .....................................................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [D]  How did Jane lose the money?<br>(Ne galo pefea a sene a Jane?) | CORRECT<br>  (BECAUSE IT FELL THROUGH THE HOLE<br>  IN THE BAG OR BECAUSE THE BAG HAD<br>  A HOLE/<br>NE TO MAI TENA ATO IO ME E ISI SE<br>  MASAEGA I TENA ATO)...............................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |
| [E]  Why was Jane happy?<br>(Kaia ne fiafia iei a Jane?) | CORRECT<br>  (BECAUSE MARY GAVE HER THE<br>  MONEY/<br>ME NE MAUA NE MARY A SENE KAE TOE<br>  TUKU KIEI) ...................................................1<br>INCORRECT......................................................2<br>NO RESPONSE / SAYS 'I DON'T KNOW' .......3 | |

| | | |
|---|---|---|
| **FL23**. *Turn the page in the READING & NUMBERS BOOK so the child is looking at the list of numbers. Make sure the child is looking at this page.*<br><br>Now here are some numbers. I want you to point to each number and tell me what the number is.<br><br>*Point to the first number and say:*<br><br>Start here.<br><br>*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:*<br><br>What is this number?<br><br>*STOP RULE*<br>*If the child does not attempt to read 2 consecutive numbers, say:*<br><br>Thank you. That is ok. | **9**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**12**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**30**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**48**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**74**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**731**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3 | |
| **FL23A**. *Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?* | YES, AT LEAST TWO CORRECT .....................1<br>NO, AT LEAST 2 INCORRECT OR WITH NO<br>    ATTEMPT ....................................................2 | 2⇨*FL28* |
| **FL24**. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:*<br><br>Look at these numbers. Tell me which one is bigger.<br><br>*Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.*<br><br>*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.*<br><br>*If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say:*<br><br>Thank you. That is ok. We will go to the next activity. | **7 & 5**<br>CORRECT (7)..................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**11 & 24**<br>CORRECT (24)................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**58 & 49**<br>CORRECT (58)................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**65 & 67**<br>CORRECT (67)................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3<br>**146 & 154**<br>CORRECT ......................................................1<br>INCORRECT .................................................2<br>NO ATTEMPT ...............................................3 | |

| | | |
|---|---|---|
| **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:*<br><br>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.<br><br>*Record the child's answer before turning the page in the book and repeating the question for the next sum.*<br><br>*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.*<br><br>*If the child does not attempt 2 consecutive sums, record '3', no attempt, for remaining sums and say:*<br><br>Thank you. That is ok. We will go to the next activity. | **3 + 2**<br>   CORRECT (5)..................................................1<br>   INCORRECT .................................................2<br>   NO ATTEMPT.............................................3<br>**8 + 6**<br>   CORRECT (14)..............................................1<br>   INCORRECT .................................................2<br>   NO ATTEMPT.............................................3<br>**7 + 3**<br>   CORRECT (10)..............................................1<br>   INCORRECT .................................................2<br>   NO ATTEMPT.............................................3<br>**13 + 6**<br>   CORRECT (19)..............................................1<br>   INCORRECT .................................................2<br>   NO ATTEMPT.............................................3<br>**12 + 24**<br>   CORRECT (36)..............................................1<br>   INCORRECT .................................................2<br>   NO ATTEMPT.............................................3 | |
| **FL26**. *Turn the page to the practice sheet for missing numbers. Say:*<br><br>Here are some numbers. 1, 2 and 4. What number goes here? | CORRECT (3) .........................................................1<br>INCORRECT.........................................................2<br>NO ATTEMPT ....................................................3 | 2⇨*FL26B*<br>3⇨*FL26B* |
| **FL26A**. That's correct, 3. Let's do another one. | | ⇨*FL26C* |
| **FL26B**. *Do not explain the child how to get the correct answer. Just say:*<br><br>The number 3 goes here. Say the numbers with me. *(Point to each number)* 1, 2, 3, 4.<br>3 goes here. Let's do another one. | | |
| **FL26C**. Here are some more numbers.<br>5, 10, 15 and ___. What number goes here? | CORRECT (20).....................................................1<br>INCORRECT.........................................................2<br>NO ATTEMPT ....................................................3 | 2⇨*FL26E*<br>3⇨*FL26E* |
| **FL26D**. That's correct, 20. | | ⇨*FL27* |
| **FL26E**. The number 20 goes here. Say the numbers with me. *(Point to each number)* 5, 10, 15, 20.<br>20 goes here. | | |
| **FL26F**. *Check FL26 and FL26C: Did the child answer at least one question correctly?* | YES, AT LEAST ONE CORRECT ......................1<br>NO, BOTH INCORRECT OR WITH NO<br>   ATTEMPT.....................................................2 | 2⇨*FL28* |
| **FL26G**. Now I want you to try this on your own. | | |

| FL27. Here are some more numbers. Tell me what number goes here (*pointing to the missing number*). <br><br>*Record the child's answer before turning the page in the book and repeating the question.* <br><br>*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 booklet page and show the child the next question.* <br><br>*If the child does not attempt 2 consecutive questions, record '3', no attempt, for remaining questions and say:* <br><br>Thank you. That is ok. | **5-6-7-?** <br> CORRECT (8)................................................1 <br> INCORRECT ................................................2 <br> NO ATTEMPT................................................3 <br> **14-15-?-17** <br> CORRECT (16)..............................................1 <br> INCORRECT ................................................2 <br> NO ATTEMPT................................................3 <br> **20-?-40-50** <br> CORRECT (30)..............................................1 <br> INCORRECT ................................................2 <br> NO ATTEMPT................................................3 <br> **2-4-6-?** <br> CORRECT (8)................................................1 <br> INCORRECT ................................................2 <br> NO ATTEMPT................................................3 <br> **5-8-11-?** <br> CORRECT (14)..............................................1 <br> INCORRECT ................................................2 <br> NO ATTEMPT................................................3 | |
|---|---|---|
| FL28. *Result of interview with child.* <br><br>   *Discuss any result not completed with Supervisor.* | COMPLETED .................................................... 01 <br> NOT AT HOME ................................................. 02 <br> MOTHER / CARETAKER REFUSED............... 03 <br> CHILD REFUSED............................................. 04 <br> PARTLY COMPLETED.................................... 05 <br> INCAPACITATED........................................... 06 <br><br> OTHER (*specify*)_____ 96 | |

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

**INTERVIEWER'S OBSERVATIONS**



**SUPERVISOR'S OBSERVATIONS**