

QUESTIONNAIRE FOR CHILDREN AGED 5-14

5-14 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Facility name and number: NAME _____	
FS3. Child name and sex: NAME _____ MALE.....1 FEMALE.....2	FS4. Most knowledgeable person's name : NAME _____	
FS5. Interviewer name and number: NAME _____	FS6. Supervisor name and number: NAME _____	
FS7. Day / Month / Year: _____ / _____ / <u>202</u>	FS8. Record the start time:	HOURS : MINUTES _____ : _____

FS9. Check completed questionnaires in this facility: Have you or another member of your team already interviewed this respondent for another child under age five or age 5-14?	YES, INTERVIEWED ALREADY.....1 NO, FIRST INTERVIEW..... 2	1 ⇒FS9B 2 ⇒FS9A
FS9A. Hello, my name is (your name) and I am one of the interviewers working on an exercise to gather information about residential care facilities in the country. We are from (name of lead implementation agency). I would like to talk to you about (child's name from FS3)'s health and well-being. All the information we obtain will remain strictly confidential and the name of this facility will not be identified or disseminated as part of the findings. Similarly, your name and personal information will not be disclosed. The information you provide will not impact your employment or affect the situation of the child in this facility. Also, it will not impact decisions regarding his/her placement outside of this facility. If you do not wish to answer a question or stop the interview at any time, please let me know. May I start now?	FS9B. Now I would like to talk to you about (child's name from FS3)'s health and well-being. Again, all the information we obtain will remain strictly confidential and the name of this facility will not be identified or disseminated as part of the findings. Similarly, your name and personal information will not be disclosed. The information you provide will not impact your employment or affect the situation of the child in this facility. Also, it will not impact decisions regarding his/her placement outside of this facility. If you do not wish to answer a question or stop the interview at any time, please let me know. May I start now?	
Consent granted?	YES..... 1 NO 2	1 ⇒CB 2 ⇒FS17

FS17. Result of interview for child age 5-14 years <i>Discuss any result not completed with Supervisor</i>	COMPLETED01
	PARTLY COMPLETED02
	CONSENT NOT GRANTED03
	NO MOST KNOWLEDGEABLE PERSON IDENTIFIED FOR CHILD AGE 5-14.....04
	OTHER (<i>specify</i>)..... 06

CHILD'S BACKGROUND		CB
CB1. On what day, month and year was (<i>name</i>) born? <i>Probe:</i> What is (<i>his/her</i>) birthday? <i>If respondent knows the exact date of birth, also record the day; otherwise, record '98' for day.</i> <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH DAY DK DAY98 MONTH..... YEAR.....	
CB2. How old is (<i>name</i>)? <i>Probe:</i> How old was (<i>name</i>) at (<i>his/her</i>) last birthday? <i>Record age in completed years.</i> <i>If responses to CB1 and CB2 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS)	
CB3. Has (<i>name</i>) ever attended school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CWA Module
CB4. What is the highest level and grade or year of school (<i>name</i>) has ever attended?	EARLY CHILDHOOD EDUCATION000 PRIMARY 1 LOWER SECONDARY 2 UPPER SECONDARY 3 HIGHER 4	000 ⇒ CB6
CB5. Did (<i>he/she</i>) ever complete that (<i>grade/year</i>)?	YES 1 NO 2	
CB6. At any time during the (<i>insert country-specific year range for current school year</i>) school year did (<i>name</i>) attend school?	YES 1 NO 2	2 ⇒ CB8
CB7. During (<i>insert country-specific year range for current school year</i>) school year, which level and grade or year is (<i>name</i>) attending?	EARLY CHILDHOOD EDUCATION000 PRIMARY 1 LOWER SECONDARY 2 UPPER SECONDARY 3 HIGHER 4	
CB8. At any time during the (<i>insert country-specific year range for previous school year</i>) school year did (<i>name</i>) attend school?	YES 1 NO 2	2 ⇒ CWA Module
CB9. During that (<i>insert country-specific year range for previous school year</i>) school year, which level and grade or year did (<i>name</i>) attend?	EARLY CHILDHOOD EDUCATION000 PRIMARY 1 LOWER SECONDARY 2 UPPER SECONDARY 3 HIGHER 4	

CHILD WORK AND ACTIVITIES		CWA
<p>CWA1. Now I would like to ask about some activities (<i>name</i>) may do.</p> <p>Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following activities, even for only one hour?</p> <p>[A] Did (<i>name</i>) produce or sell articles, handicrafts, clothes, food or agricultural products?</p> <p>[B] Did (<i>name</i>) do anything to earn money for this facility like begging or entertaining visitors?</p> <p>[C] Did (<i>name</i>) help in a business outside this facility with or without pay, or run (<i>his/her</i>) own business?</p> <p>[X] Since last (<i>day of the week</i>), did (<i>name</i>) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour?</p>	<p>YES NO</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS 1 2</p> <p>EARN MONEY FOR THE FACILITY 1 2</p> <p>HELPED IN BUSINESS / RAN OWN BUSINESS 1 2</p> <p>ANY OTHER ACTIVITY 1 2</p>	
CWA2. Check CWA1, [A]-[X]:	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ CWA5
CWA3. Check CB2: Child's age?	AGE 5 TO 11 1 AGE 12 TO 14 2	1 ⇒ CWA5
<p>CWA4. Since last (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in (<i>this activity/these activities</i>), in total?</p> <p><i>If less than one hour, record '00'.</i></p> <p><i>If the number of hours cannot be obtained, ask:</i> Would you say that on average, (<i>name</i>) engaged (<i>in this activity/these activities</i>) for two or more hours per day on each day since last (<i>day of the week</i>)?</p>	<p>NUMBER OF HOURS _ _</p> <p>YES 1 NO 2</p>	<i>If number of hours is recorded, skip to CWA5</i>
CWA5. Since last (<i>day of the week</i>), did (<i>name</i>) fetch water for facility use?	YES 1 NO 2	2 ⇒ CWA7
<p>CWA6. In total, how many hours did (<i>name</i>) spend on fetching water for facility use, since last (<i>day of the week</i>)?</p> <p><i>If less than one hour, record '00'.</i></p> <p><i>If the number of hours cannot be obtained, ask:</i> Would you say that on average, (<i>name</i>) engaged in fetching water for three or more hours per day on each day since last (<i>day of the week</i>)?</p>	<p>NUMBER OF HOURS _ _</p> <p>YES 1 NO 2</p>	<i>If number of hours is recorded, skip to CWA7</i>
CWA7. Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for facility use?	YES 1 NO 2	2 ⇒ CWA9

<p>CWA8. In total, how many hours did (<i>name</i>) spend on collecting firewood for facility use, since last (<i>day of the week</i>)?</p> <p><i>If less than one hour, record '00'.</i></p> <p><i>If the number of hours cannot be obtained, ask:</i> Would you say that on average, (<i>name</i>) engaged in collecting firewood for three or more hours per day on each day since last (<i>day of the week</i>)?</p>	<p>NUMBER OF HOURS__ __</p> <p>YES 1 NO 2</p>	<p><i>If number of hours is recorded, skip to CWA9</i></p>																					
<p>CWA9. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following activities at this facility?</p> <p>[A] Shopping for the facility?</p> <p>[B] Cooking?</p> <p>[C] Washing dishes or cleaning the facility?</p> <p>[D] Washing clothes?</p> <p>[E] Caring for other children in the facility?</p> <p>[X] Other chores or tasks?</p>	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>SHOPPING FOR FACILITY</td> <td>1</td> <td>2</td> </tr> <tr> <td>COOKING</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING DISHES / CLEANING FACILITY</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING CLOTHES</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR OTHER CHILDREN</td> <td>1</td> <td>2</td> </tr> <tr> <td>OTHER CHORES OR TASKS</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	SHOPPING FOR FACILITY	1	2	COOKING	1	2	WASHING DISHES / CLEANING FACILITY	1	2	WASHING CLOTHES	1	2	CARING FOR OTHER CHILDREN	1	2	OTHER CHORES OR TASKS	1	2	
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<p>CWA10. Check CWA9, [A]-[X]:</p>	<p>AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2</p>	<p>2 ⇒ CF Module</p>																					
<p>CWA11. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (<i>this activity/these activities</i>), in total?</p> <p><i>If less than one hour, record '00'</i></p> <p><i>If the number of hours cannot be obtained, ask:</i> Would you say that on average, (<i>name</i>) engaged (<i>in this activity/these activities</i>) for three or more hours per day on each day since last (<i>day of the week</i>)?</p>	<p>NUMBER OF HOURS__ __</p> <p>YES 1 NO 2</p>	<p><i>If number of hours is recorded, skip to CF Module</i></p>																					

CHILD FUNCTIONING		CF
<p>Now I would like to ask you some questions about difficulties (name) may have. Just a reminder before we start that all the answers you give will be kept confidential and will not be linked to the child's name or personal details. The answers you give will not affect the situation of the child in this facility and it will not impact decisions regarding his/her placement outside of this facility.</p>		
<p>CF1. Does (name) wear glasses or contact lenses?</p>	<p>Yes.....1 No2</p>	2 ⇒ CF3
<p>CF2. When wearing (his/her) glasses or contact lenses, does (name) have difficulty seeing?</p> <p>Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?</p>	<p>No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	<p>1 ⇒ CF4 2 ⇒ CF4 3 ⇒ CF4 4 ⇒ CF4</p>
<p>CF3. Does (name) have difficulty seeing?</p> <p>Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?</p>	<p>No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	
<p>CF4. Does (name) use a hearing aid?</p>	<p>Yes.....1 No2</p>	2 ⇒ CF6
<p>CF5. When using (his/her) hearing aid, does (name) have difficulty hearing sounds like peoples' voices or music?</p> <p>Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?</p>	<p>No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	<p>1 ⇒ CF7 2 ⇒ CF7 3 ⇒ CF7 4 ⇒ CF7</p>
<p>CF6. Does (name) have difficulty hearing sounds like peoples' voices or music?</p> <p>Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?</p>	<p>No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	
<p>CF7. Does (name) use any equipment or receive assistance for walking?</p>	<p>Yes.....1 No2</p>	2 ⇒ CF12
<p>CF8. Without (his/her) equipment or assistance, does (name) have difficulty walking 100 yards/meters on level ground? That would be about the length of 1 football field. [<i>or insert country specific example</i>].</p> <p>Would you say (name) has: some difficulty, a lot of difficulty or cannot do at all?</p>	<p>Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	<p>3 ⇒ CF10 4 ⇒ CF10</p>
<p>CF9. Without (his/her) equipment or assistance, does (name) have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [<i>or insert country specific example</i>].</p> <p>Would you say (name) has: some difficulty, a lot of difficulty or cannot do at all?</p>	<p>Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	
<p>CF10. With (his/her) equipment or assistance, does (name) have difficulty walking 100 yards/meters on level ground? That would be about the length of 1 football field. [<i>or insert country specific example</i>].</p>	<p>No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4</p>	<p>3 ⇒ CF14 4 ⇒ CF14</p>

Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?		
CF11. With (his/her) equipment or assistance, does (name) have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [<i>or insert country specific example</i>]. Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	1 ⇨CF14 2 ⇨CF14 3 ⇨CF14 4 ⇨CF14
CF12. Compared with children of the same age, does (name) have difficulty walking 100 yards/meters on level ground? That would be about the length of 1 football field. [<i>or insert country specific example</i>]. Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	3 ⇨CF14 4 ⇨CF14
CF13. Compared with children of the same age, does (name) have difficulty walking 500 yards/meters on level ground? That would be about the length of 5 football fields. [<i>or insert country specific example</i>]. Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF14. Does (name) have difficulty with self-care such as feeding or dressing (him/herself)? Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF15. When (name) speaks, does (he/she) have difficulty being understood by people inside of this facility? Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF16. When (name) speaks, does (he/she) have difficulty being understood by people outside of this facility? Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF17. Compared with children of the same age, does (name) have difficulty learning things? Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF18. Compared with children of the same age, does (name) have difficulty remembering things? Would you say (name) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF19. Does (name) have difficulty concentrating on an activity that (he/she) enjoys doing?	No difficulty.....1 Some difficulty2	

Would you say (<i>name</i>) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	A lot of difficulty3 Cannot do at all.....4	
CF20. Does (<i>name</i>) have difficulty accepting changes in (<i>his/her</i>) routine? Would you say (<i>name</i>) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF21. Compared with children of the same age, does (<i>name</i>) have difficulty controlling (<i>his/her</i>) behaviour? Would you say (<i>name</i>) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF22. Does (<i>name</i>) have difficulty making friends? Would you say (<i>name</i>) has: no difficulty, some difficulty, a lot of difficulty or cannot do at all?	No difficulty.....1 Some difficulty2 A lot of difficulty3 Cannot do at all.....4	
CF23. How often does (<i>name</i>) seem very anxious, nervous or worried? Would you say: daily, weekly, monthly, a few times a year or never?	Daily1 Weekly2 Monthly3 A few times a year4 Never5	
CF24. How often does (<i>name</i>) seem very sad or depressed? Would you say: daily, weekly, monthly, a few times a year or never?	Daily1 Weekly2 Monthly3 A few times a year4 Never5	

FCD1. Now I'd like to talk to you about something else.

Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if you or any other adult staff, volunteer or other official in this facility has used this method with (name) in the past month.

Just a reminder that your answers are private and will not be shared with anyone else, including other staff or volunteers in this facility. Similarly, your answers will not impact your employment in this facility.

YES NO

[A] Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the facility.	TOOK AWAY PRIVILEGES	1	2
[B] Explained why (name) 's behaviour was wrong.	EXPLAINED WRONG BEHAVIOR	1	2
[C] Shook (him/her).	SHOOK HIM/HER	1	2
[D] Shouted, yelled at or screamed at (him/her).	SHOUTED, YELLED, SCREAMED	1	2
[E] Gave (him/her) something else to do.	GAVE SOMETHING ELSE TO DO	1	2
[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.	SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND	1	2
[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.	HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT	1	2
[H] Called (him/her) dumb, lazy or another name like that.	CALLED DUMB, LAZY OR ANOTHER NAME	1	2
[I] Hit or slapped (him/her) on the face, head or ears.	HIT / SLAPPED ON THE FACE, HEAD OR EARS	1	2
[J] Hit or slapped (him/her) on the hand, arm, or leg.	HIT / SLAPPED ON HAND, ARM OR LEG	1	2
[K] Beat (him/her) up, that is hit him/her over and over as hard as one could.	BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD	1	2
[L] Did not allow (him/her) to have contact with relatives.	NOT ALLOWED CONTACT WITH RELATIVES	1	2
[M] Made (him/her) do excessive work or chores around the facility.	EXCESSIVE WORK OR CHORES	1	2

[N] Tied up or locked (him/her) somewhere in the facility.	TIED UP OR LOCKED1 2	
FCD2. Check FS4: Has this respondent already responded to the following question (UCD4 or FCD3) for another child?	YES 1 NO 2	1 ⇔ FL Module
FCD3. 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	

FOUNDATIONAL LEARNING SKILLS		FL
FL0. Check CB2: Child's age?	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2	1 ⇒FS11
<p>FL1. Now I would like to talk to (<i>name</i>). I will ask (<i>him/her</i>) a few questions about (<i>himself/herself</i>) and about reading, and then ask (<i>him/her</i>) to complete a few reading and number activities.</p> <p>These are not school tests and the results will not be shared with anyone, including parents or the school.</p> <p>You will not benefit directly from participating and I am not trained to tell you how well (<i>name</i>) has performed.</p> <p>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.</p> <p>This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.</p>		
May I talk to (<i>name</i>)?	YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN 2	2 ⇒FL28
FL2. Record the time.	HOURS AND MINUTES..... ____ : ____	
<p>FL3. My name is (<i>your name</i>).</p> <p>When the child is comfortable, continue with the verbal consent:</p> <p>Let me tell you why I am here today. I am one of the interviewers working on an exercise to gather information about residential care facilities in the country. We are from (<i>name of lead implementation agency</i>). We are interested in finding out how children are learning to read and to use numbers. We are also talking to some of the other children here about this and asking them to do some reading and number activities. (<i>Name of most knowledgeable person</i>) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.</p>		
Are you ready to get started?	YES..... 1 NO / NOT ASKED 2	2 ⇒FL28
<p>FL4. Before you start with the reading and number activities, tick each box to show that:</p> <p><input type="checkbox"/> You are not alone with the child and they are at least visible to an adult known to the child.</p> <p><input type="checkbox"/> You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.</p> <p><input type="checkbox"/> The child is sat comfortably, able to use the READING & NUMBERS Book without difficulty while you can see which page is open.</p>		
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 READS BOOKS HERE 1 2 READ TO HERE 1 2	
[A] Do you read books here? [B] Does someone read to you here?		
FL7. Which language do you speak most of the time at the facility? <i>Probe if necessary and read the listed languages.</i>	ENGLISH1 LANGUAGE 22 LANGUAGE 33 OTHER (<i>specify</i>) 6 DK8	

FL8. Check CB6: In the current school year, did the child attend school?	YES, CB6=11 NO, CB6=2 OR BLANK2	1 ⇒FL9A																					
FL8A. Check CB3: Did the child ever attend school or any early childhood education programmes?	YES, CB3=11 NO, CB3=2 OR BLANK2	1 ⇒FL9B																					
FL8B. Check FL7: Is READING & NUMBERS BOOK available in the language spoken?	YES, FL7=1, 2 OR 31 NO, FL7=6 OR 82	1 ⇒FL10B 2 ⇒FL23																					
FL9A. What language do your teachers use most of the time when teaching you in class?	ENGLISH1 LANGUAGE 22 LANGUAGE 33	1 ⇒FL10A 2 ⇒FL10A 3 ⇒FL10A																					
FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class?	OTHER (specify) 6 DK8	6 ⇒FL23 8 ⇒FL23																					
Probe if necessary and name the listed languages.																							
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?	YES1 NO2	2 ⇒FL23																					
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?																							
FL11. Check CB2: Child's age?	AGE 7-9 YEARS1 AGE 10-14 YEARS2	1 ⇒FL13																					
FL12. Check CB6: In the current school year, did the child attend school?	YES, CB6=11 NO, CB6=2 OR BLANK2	1 ⇒FL19																					
FL13. Give the child the READING & NUMBERS BOOK. Open the page showing the reading practice item and say: 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. <i>Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.</i>																							
FL14. Did the child read every word in the practice correctly?	YES1 NO2	2 ⇒FL23																					
FL15. Once the reading is done, ask: <i>How old is Sam?</i>	SAM IS 5 YEARS OLD1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL17																					
FL16. Say: <i>Sam is 5 years old.</i> <i>and go to FL23.</i>		⇒FL23																					
FL17. Here is another question: <i>Who is older: Sam or Tina?</i>	TINA IS OLDER (THAN SAM) .1 OTHER ANSWERS2 NO ANSWER AFTER 5 SECONDS3	1 ⇒FL19																					
FL18. Say: <i>Tina is older than Sam. Tina is 6 and Sam is 5.</i> <i>and go to FL23.</i>		⇒FL23																					
FL19. Turn the page to reveal the reading passage.	<table border="1"> <tr> <td>Moses</td><td>is</td><td>in</td><td>class</td><td>two.</td><td>One</td><td>day,</td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr> <td>Moses</td><td>was</td><td>going</td><td>home</td><td>from</td><td>school.</td><td>He</td></tr> </table>	Moses	is	in	class	two.	One	day,	1	2	3	4	5	6	7	Moses	was	going	home	from	school.	He	
Moses	is	in	class	two.	One	day,																	
1	2	3	4	5	6	7																	
Moses	was	going	home	from	school.	He																	

<p>Thank you. Now I want you to try this.</p> <p>Here is a story. I want you to read it aloud as carefully as you can.</p> <p>You will start here (<i>point to the first word on the first line</i>) and you will read line by line (<i>point to the direction for reading each line</i>).</p> <p>When you finish I will ask you some questions about what you have read.</p> <p>If you come to a word you do not know, go onto the next word.</p> <p>Put your finger on the first word. Ready? Begin.</p>	8	9	10	11	12	13	14
	saw	some	red	flowers	on	the	way.
	15	16	17	18	19	20	21
	The	flowers	were	near	a	tomato	farm.
	22	23	24	25	26	27	28
	Moses	wanted	to	get	some	flowers	for
	29	30	31	32	33	34	35
	his	mother.	Moses	ran	fast	across	the
	36	37	38	39	40	41	42
	farm	to	get	the	flowers.	He	fell
	43	44	45	46	47	48	49
	down	near	a	banana	tree.	Moses	started
	50	51	52	53	54	55	56
	crying.	The	farmer	saw	him	and	came.
	57	58	59	60	61	62	63
	He	gave	Moses	many	flowers.	Moses	was
	64	65	66	67	68	69	70
	very	happy.					
	71	72					
FL20. Results of the child's reading.	LAST WORD ATTEMPTED NUMBER ____						
	TOTAL NUMBER OF WORDS INCORRECT OR MISSED NUMBER ____						
FL21. How well did the child read the story?	THE CHILD READ AT LEAST ONE WORD CORRECTLY1						
	THE CHILD DID NOT READ ANY WORD CORRECTLY2						2 ⇒ FL23
	THE CHILD DID NOT TRY TO READ THE STORY3						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 Moses in?</p> <p>[B] What did Moses see on the way home?</p> <p>[C] Why did Moses start crying?</p> <p>[D] Where did Moses fall (down)?</p> <p>[E] Why was Moses happy?</p>	<p>CORRECT ((MOSES IS) IN CLASS TWO)1</p> <p>INCORRECT2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW'3</p> <p>CORRECT (HE SAW SOME FLOWERS)1</p> <p>INCORRECT2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW'3</p> <p>CORRECT (BECAUSE HE FELL)1</p> <p>INCORRECT2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW'3</p> <p>CORRECT ((MOSES FELL DOWN) NEAR A BANANA TREE)1</p> <p>INCORRECT2</p> <p>NO RESPONSE / SAYS 'I DON'T KNOW'3</p> <p>CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER)1</p> <p>INCORRECT2</p> <p>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>STOP RULE</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</p> <p>CORRECT 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>12</p> <p>CORRECT 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>30</p> <p>CORRECT 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>48</p> <p>CORRECT 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>74</p> <p>CORRECT 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p> <p>731</p> <p>CORRECT 1</p> <p>INCORRECT 2</p> <p>NO ATTEMPT 3</p>	

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
<p>FL24. Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:</p> <p>Look at these numbers. Tell me which one is bigger.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next pair of numbers.</p> <p>If the child does not attempt 2 consecutive pairs, say:</p> <p>Thank you. That is ok. We will go to the next activity.</p>	<div>7 5 _____</div> <div>11 24 _____</div> <div>58 49 _____</div> <div>65 67 _____</div> <div>146 154 _____</div>	
<p>FL25. Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:</p> <p>Look at this sum. How much is (number plus number)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next addition.</p> <p>If the child does not attempt 2 consecutive pairs, say:</p> <p>Thank you. That is ok. We will go to the next activity.</p>	<div>3 + 2 = _____</div> <div>8 + 6 = _____</div> <div>7 + 3 = _____</div> <div>13 + 6 = _____</div> <div>12 + 24 = _____</div>	

FL26. Turn the page to the practice sheet for missing numbers. Say:

Here are some numbers. 1, 2, and 4. What number goes here?

If the child answers **correctly** say:

That's correct, 3. Let's do another one.

If the child answers **incorrectly**, do not explain the child how to get the correct answer. Just say:

The number 3 goes here. Say the numbers with me. (Point to each number) 1, 2, 3, 4.
3 goes here. Let's do another one.

Now turn the page to the next practice sheet. Say:

Here are some more numbers. 5, 10, 15 and _____. What number goes here?

If the child answers **correctly** say:

That's correct, 20. Now I want you to try this on your own

If the child answers **incorrectly** say:

The number 20 goes here. Say the numbers with me. (Point to each number) 5, 10, 15, 20.
20 goes here. Now I want you to try this on your own.

FL27. Now turn the page in the *READING & NUMBERS Book* with the first missing number activity. Say:

Here are some more numbers. Tell me what number goes here (pointing to the missing number).

Record the child's answer before turning the page in the book and repeating the question.

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 a 'Z' for the answer on the appropriate row on the questionnaire.

If the child does not attempt 2 consecutive activities, say:

Thank you. That is ok.

5	6	7	_____
14	15	_____	17
20	_____	40	50
2	4	6	_____
5	8	11	_____

FL27A. Record the time.

HOURS AND MINUTES ____ : ____

FL28. Result of interview with child.

Discuss any result not completed with Supervisor

COMPLETED	01
MOST KNOWLEDGEABLE PERSON REFUSED...	02
CHILD REFUSED	03
PARTLY COMPLETED	04
INCAPACITATED	05
OTHER (specify)	06

FS11. <i>Record the end time.</i>	HOURS AND MINUTES :	
FS12. <i>Language of the Questionnaire.</i>	ENGLISH 1 LANGUAGE 2 2 LANGUAGE 3 3	
FS13. <i>Language of the Interview.</i>	ENGLISH 1 LANGUAGE 2 2 LANGUAGE 3 3 OTHER LANGUAGE (specify) 6	
FS14. <i>Native language of the Respondent.</i>	ENGLISH 1 LANGUAGE 2 2 LANGUAGE 3 3 OTHER LANGUAGE (specify) 6	
FS15. <i>Was a translator used for any parts of this questionnaire?</i>	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
FS16. <i>Thank the respondent and the child for her/his cooperation.</i> <i>Is the respondent the most knowledgeable person of another child age 5-14 living in this facility?</i> <input type="checkbox"/> <i>Yes ⇒ Go to FS17 on the 5-14 CHILD INFORMATION PANEL and record '01'. Then go to the next QUESTIONNAIRE FOR CHILDREN AGE 5-14 to be administered to the same respondent.</i> <input type="checkbox"/> <i>No ⇒ Is the respondent the most knowledgeable person of another child age 0-4 living in this facility?</i> <input type="checkbox"/> <i>Yes ⇒ Go to FS17 on the 5-14 CHILD INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN UNDER FIVE to be administered to the same respondent.</i> <input type="checkbox"/> <i>No ⇒ Go to FS17 on the 5-14 CHILD INFORMATION PANEL and record '01'. Check to see if there are other questionnaires to be administered in this facility.</i>		

INTERVIEWER'S NOTES

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



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

9

12

30

48

74

731

7

5

11

24

58

49

65

67

146

154

$$3 + 2 =$$

$$8 + 6 =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

1 2 _ 4

Ⓟ

5 10 15 —

Ⓟ

5 6 7 —

14 15 — 17

20 — 40 50

2 4 6 —

5 8 11 —