QUESTIONNAIRE FOR CHILDREN
AGE 5-17
Guyana 2019 Survey

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

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

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

FS9. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?*	YES, INTERVIEWED ALREADY ......1 NO, FIRST INTERVIEW 2	1 ⇨FS10B 2 ⇨FS10A
FS10A. Hello, my name is (*your name*). We are from the Bureau of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (***child's name from FS3***)'s health and well-being. This interview will take about ... 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 ... 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 ⇨CHILD'S BACKGROUND Module	
NO / NOT ASKED	2 ⇨FS17	

FS17. *Result of interview for child age 5-17 years*
 	
Codes refer to the respondent.
 	
Discuss any result not completed with Supervisor.
	COMPLETED.. 01
	NOT AT HOME 02
	REFUSED 03
	PARTLY COMPLETED... 04
	INCAPACITATED
	  (*specify*) _____ 05
	
	NO ADULT CONSENT FOR MOTHER/
	  CARETAKER AGE 15-17...................................... 06
	
	OTHER (*specify*) _____ 96

SAMPLE - FOR INFORMATION ONLY

CB1. *Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):*	FS4=HH47 .... 1 FS4≠HH47 2	1⇨*CB11*

CB2. In what month and year was (*name*) born?
 	
Month and year <u>must</u> be recorded.
	DATE OF BIRTH
	    MONTH .... __ __
	
	    YEAR ....__ __ __ __	

CB3. How old is (*name*)? *Probe*: How old was (*name*) at (his/her) last birthday? *Record age in completed years.* *If responses to CB2 and CB3 are inconsistent, probe further and correct.*	AGE (IN COMPLETED YEARS).............. __ __	
CB4. Has (*name*) ever attended school or Nursery school?	YES .... 1 NO 2	 2⇨*CB11*
CB5. What is the highest level and grade or year of school (*name*) has ever attended?	NURSERY .... 000 PRIMARY ....**1** __ __ LOWER SECONDARY...........................**2** __ __ UPPER SECONDARY ....**3** __ __ HIGHER...**4** __ __	000⇨*CB7*
CB6. Did (he/she) ever complete that (grade/year)?	YES .... 1 NO 2	
CB7. At any time during the current (2018/2019) school year did (*name*) attend school or nursery school?	YES .... 1 NO 2	 2⇨*CB9*
CB8. During this current school year (2018/2019), which level and grade or year is (*name*) <u>attending</u>?	NURSERY .... 000 PRIMARY ....**1** __ __ LOWER SECONDARY...........................**2** __ __ UPPER SECONDARY ....**3** __ __ HIGHER...**4** __ __	
CB9. At any time during the previous (2017/2018) school year did (*name*) attend school or nursery school ?	YES .... 1 NO 2	 2⇨*CB11*
CB10. During that previous school year (2017/2018), which level and grade or year did (*name*) <u>attend</u>?	NURSERY .... 000 PRIMARY ....**1** __ __ LOWER SECONDARY...........................**2** __ __ UPPER SECONDARY ....**3** __ __ HIGHER...**4** __ __	
CB11. Is (*name*) covered by any health insurance?	YES .... 1 NO 2	 2⇨*End*

CB12. What type of health insurance is (*name*) covered by?
 	
Record all mentioned.
	HEALTH INSURANCE THROUGH
	    EMPLOYER .... B
	NATIONAL INSURANCE SCHEME (NIS)... C
	OTHER PRIVATELY PURCHASED
	    COMMERCIAL
	    HEALTH INSURANCE .... D
	
	OTHER (*specify*)_____ X	

CHILD LABOUR		CL
CL1. Now I would like to ask about any work (*name*) may do. Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour? [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? [B] Did (*name*) help in a family business or a relative's business with or without pay, or run (his/her) own business? [C] Did (*name*) produce or sell articles, handicrafts, clothes, food or agricultural products? [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 WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS.................... 1 2 HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS .... 1 2 PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS .... 1 2 ANY OTHER ACTIVITY 1 2	
CL2. *Check CL1, [A]-[X]:*	AT LEAST ONE 'YES' .... 1 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? *If less than one hour, record '00'.*	NUMBER OF HOURS....................................__ __	
CL4. (Does the activity/Do these activities) require carrying heavy loads?	YES .... 1 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 NO 2	

CL6. How would you describe the work environment of (*name*)?		
[A] Is (he/she) exposed to dust, fumes or gas?	YES .... 1 NO 2	
[B] Is (he/she) exposed to extreme cold, heat or humidity?	YES .... 1 NO 2	
[C] Is (he/she) exposed to loud noise or vibration?	YES .... 1 NO 2	
[D] Is (he/she) required to work at heights?	YES .... 1 NO 2	
[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?	YES .... 1 NO 2	
[X] Is (*name*) exposed to other things, processes or conditions bad for (his/her) health or safety?	YES .... 1 NO 2	
CL7. Since last (*day of the week*), did (*name*) fetch water for household use?	YES .... 1 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*)? *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 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*)? *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 / 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	

CL12. *Check CL11, [A]-[X]:*	AT LEAST ONE 'YES' ....1 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? *If less than one hour, record '00'*	NUMBER OF HOURS.....................................__ __	

SAMPLE - FOR INFORMATION ONLY

CHILD DISCIPLINE		FCD
FCD1. *Check CB3: Child's age?*	AGE 5-14 YEARS ....1 AGE 15-17 YEARS 2	2⇨*End*

FCD2. 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 <u>you or any other adult in your household</u> has used this method with *(name)* <u>in the past month</u>.
 	
[A] Took away privileges, forbade something *(name)* liked or did not allow (him/her) to leave the house.
 	
[B] Explained why *(name)*'s behaviour was wrong.
 	
[C] Shook (him/her).
 	
[D] Shouted, yelled at or screamed at (him/her).
 	
[E] Gave (him/her) something else to do.
 	
[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.
 	
[G] Hit (him/her) on the bottom or elsewhere on   the body with something like a belt, hairbrush, stick or other hard object.
 	
[H] Called (him/her) dumb, lazy or another name like that.
 	
[I] Hit or slapped (him/her) on the face, head or ears.
 	
[J] Hit or slapped (him/her) on the hand, arm, or leg.
 	
[K] Beat (him/her) up, that is hit him/her over and over as hard as one could.
	YES NO
	
	TOOK AWAY PRIVILEGES 1 2
	
	EXPLAINED WRONG
	   BEHAVIOR 1 2
	
	SHOOK HIM/HER 1 2
	
	SHOUTED, YELLED,
	   SCREAMED 1 2
	
	GAVE SOMETHING ELSE
	   TO DO 1 2
	
	SPANKED, HIT, SLAPPED ON
	   BOTTOM WITH BARE HAND 1 2
	
	HIT WITH BELT, HAIRBRUSH,
	   STICK OR OTHER HARD
	   OBJECT 1 2
	
	CALLED DUMB, LAZY OR
	   ANOTHER NAME 1 2
	
	HIT / SLAPPED ON THE FACE,
	   HEAD OR EARS 1 2
	
	HIT / SLAPPED ON HAND,
	   ARM OR LEG 1 2
	
	BEAT UP, HIT OVER AND OVER
	   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 NO..2	2⇨*FCD5*
FCD4. *Check FS4: Has this respondent already responded to the following question (UCD5) for another child?*	YES..1 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
 NO..2

 DK / NO OPINION ....8 | |

SAMPLE - FOR INFORMATION ONLY

FCF1. I would like to ask you some questions about difficulties (*name*) may have. Does (*name*) wear glasses or contact lenses?	YES .... 1 NO.. 2	
FCF2. Does (*name*) use a hearing aid?	YES .... 1 NO.. 2	
FCF3. Does (*name*) use any equipment or receive assistance for walking?	YES .... 1 NO.. 2	
FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (*name*) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. *Repeat the categories during the individual questions whenever the respondent does not use an answer category:* 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 or contact lenses?*	YES, FCF1=1 .... 1 NO, FCF1=2 2	1 ⇨*FCF6A* 2 ⇨*FCF6B*
FCF6A. When wearing (his/her) glasses or contact lenses, does (*name*) have difficulty seeing? **FCF6B**. Does (*name*) have difficulty seeing?	NO DIFFICULTY .... 1 SOME DIFFICULTY... 2 A LOT OF DIFFICULTY .... 3 CANNOT SEE AT ALL 4	
FCF7. *Check FCF2: Child uses a hearing aid?*	YES, FCF2=1 .... 1 NO, FCF2=2 2	1 ⇨*FCF8A* 2 ⇨*FCF8B*
FCF8A. When using (his/her) hearing aid(s), does (*name*) have difficulty hearing sounds like peoples' voices or music? **FCF8B**. Does (*name*) have difficulty hearing sounds like peoples' voices or music?	NO DIFFICULTY .... 1 SOME DIFFICULTY... 2 A LOT OF DIFFICULTY .... 3 CANNOT HEAR AT ALL 4	
FCF9. *Check FCF3: Child uses equipment or receives assistance for walking?*	YES, FCF3=1 .... 1 NO, FCF3=2 2	2 ⇨*FCF14*
FCF10. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 100 yards on level ground? *Probe:* That would be about the length of 1 football field. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY... 2 A LOT OF DIFFICULTY .... 3 CANNOT WALK 100 Y AT ALL 4	3 ⇨*FCF12* 4 ⇨*FCF12*

SAMPLE - FOR INFORMATION ONLY

MICS6.FS.8

FCF11. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 500 yards on level ground? *Probe:* That would be about the length of 5 football fields. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 CANNOT WALK 500 Y AT ALL 4	
FCF12. With (his/her) equipment or assistance, does (*name*) have difficulty walking 100 yards on level ground? *Probe:* That would be about the length of 1 football field.	NO DIFFICULTY .... 1 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 CANNOT WALK 100 Y AT ALL 4	3⇨*FCF16* 4⇨*FCF16*
FCF13. With (his/her) equipment or assistance, does (*name*) have difficulty walking 500 yards on level ground? *Probe:* That would be about the length of 5 football fields.	NO DIFFICULTY .... 1 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 CANNOT WALK 500 Y AT ALL 4	1⇨*FCF16* 2⇨*FCF16* 3⇨*FCF16* 4⇨*FCF16*
FCF14. Compared with children of the same age, does (*name*) have difficulty walking 100 yards on level ground? *Probe:* That would be about the length of 1 football field.	NO DIFFICULTY .... 1 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 CANNOT WALK 100 Y AT ALL 4	3⇨*FCF16* 4⇨*FCF16*
FCF15. Compared with children of the same age, does (*name*) have difficulty walking 500 yards on level ground? *Probe:* That would be about the length of 5 football fields.	NO DIFFICULTY .... 1 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 CANNOT WALK 500 Y AT ALL 4	
FCF16. Does (*name*) have difficulty with self-care such as feeding or dressing (himself/herself)?	NO DIFFICULTY .... 1 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 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 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 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 SOME DIFFICULTY.. 2 A LOT OF DIFFICULTY .... 3 CANNOT BE UNDERSTOOD AT ALL............... 4	

FCF19. Compared with children of the same age, does (*name*) have difficulty learning things?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY .... 3 CANNOT LEARN THINGS AT ALL 4	
FCF20. Compared with children of the same age, does (*name*) have difficulty remembering things?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY .... 3 CANNOT REMEMBER THINGS AT ALL 4	
FCF21. Does (*name*) have difficulty concentrating on an activity that (he/she) enjoys doing?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY .... 3 CANNOT CONCENTRATE AT ALL 4	
FCF22. Does (*name*) have difficulty accepting changes in (his/her) routine?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY .... 3 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 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY .... 3 CANNOT CONTROL BEHAVIOUR AT ALL ... 4	
FCF24. Does (*name*) have difficulty making friends?	NO DIFFICULTY .... 1 SOME DIFFICULTY .... 2 A LOT OF DIFFICULTY .... 3 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. I would like to know how often (*name*) seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY .... 1 WEEKLY .... 2 MONTHLY .... 3 A FEW TIMES A YEAR .... 4 NEVER 5	
FCF26. I would also like to know how often (*name*) seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY .... 1 WEEKLY .... 2 MONTHLY .... 3 A FEW TIMES A YEAR .... 4 NEVER 5	

PARENTAL INVOLVEMENT		PR
PR1. *Check CB3: Child's age?*	AGE 5-6 YEARS .... 1 AGE 7-14 YEARS .... 2 AGE 15-17 YEARS 3	1⇨*End* 3⇨*End*
PR2. At the end of this interview I will ask you if I can talk to (***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 NUMBER OF BOOKS ...._0_ TEN OR MORE BOOKS....................................10	
PR4. *Check CB7: Did the child attend any school?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1.. 1 NO, CB7/ED9=2 OR BLANK............................. 2	 2⇨*End*
PR5. Does (***name***) ever have homework?	YES .... 1 NO... 2 DK... 8	 2⇨*PR7* 8⇨*PR7*
PR6. Does anyone help (***name***) with homework?	YES .... 1 NO... 2 DK... 8	
PR7. Does (***name***)'s school have a Parent Teacher Association (PTA)/School Board in which parents can participate?	YES .... 1 NO .... 2 DK... 8	 2⇨*PR10* 8⇨*PR10*
PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?	YES... 1 NO... 2 DK... 8	 2⇨*PR10* 8⇨*PR10*

SAMPLE - FOR INFORMATION ONLY

PR9. During any of these meetings, was any of the following discussed:

	YES	NO	DK
[A] A plan for addressing key education issues faced by (***name***)'s school? PLAN FOR ADRESSING SCHOOL'S ISSUES	1	2	8
[B] School budget or use of funds received by (***name***)'s school? SCHOOL BUDGET	1	2	8

| **PR10**. In the last 12 months, have you or any other adult from your household received a Report Booklet for (***name***)? | YES 1
 NO 2

 DK... 8 | |

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?
 	
[A] A school celebration or a sport event?
 	
[B] To discuss (*name*)'s progress with (his/her) teachers?
	YES NO DK
	
	CELEBRATION OR
	    SPORT EVENT.................................1 2 8
	
	TO DISCUSS PROGRESS
	    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: [A] Natural disasters, such as flood, heavy rainfall, epidemics or similar? [B] Man-made disasters, such as fire, building collapse, riots, protests or similar? [C] Teacher strike? [X] Other?	YES NO DK NATURAL DISASTERS ....1 2 8 MAN-MADE DISASTERS ....1 2 8 TEACHER STRIKE..........................1 2 8 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 NO ....2 DK..8	
PR14. *Check PR12[C] and PR13: Any 'Yes' recorded?*	YES, PR12[C]=1 OR PR13=1 ....1 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 NO ....2 DK..8	

FOUNDATIONAL LEARNING SKILLS		FL

FL0. *Check CB3: Child's age?*	AGE 5-6 YEARS .... 1 AGE 7-14 YEARS .... 2 AGE 15-17 YEARS 3	1⇨*End* 3⇨*End*

FL1. Now I would like to talk to (*name*). I will ask (him/her) a few questions about (himself/herself) and about reading, and then ask (him/her) to complete a few reading and number activities.

These are not school tests and the results will not be shared with anyone, including other parents or the school.

You will not benefit directly from participating and I am not trained to tell you how well (*name*) has performed.

The activities are to help us find out how well children in this country are learning to read and to use numbers so that improvements can be made.

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

May I talk to (*name*)?	YES, PERMISSION IS GIVEN ....1 NO, PERMISSION IS NOT GIVEN.............................2	 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 Bureau of Statistics. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/*Name of caretaker*) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

Are you ready to get started?	YES... 1 NO / NOT ASKED 2	 2⇨*FL28*

FL4. *Before you start with the reading and number activities, tick each box to show that:* ☐ *You are not alone with the child unless they are at least visible to an adult known to the child.* ☐ *You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.* ☐ *The child is sat comfortably, able to use the READING & NUMBERS Book without difficulty while you can see which page is open.*		
FL5. Remember you can ask me a question at any time if there is something you do not understand. You can ask me to stop at any time.		
FL6. First we are going to talk about reading. [A] Do you read books at home? [B] Does someone read to you at home?	READS BOOKS AT HOME.. READ TO AT HOME.......................	

FL7. Which language do you speak most of the time at home? *Probe if necessary and read the listed languages.*	ENGLISH………………………...1 SPANISH………………………..2 PORTUGUESE…………………..3 INDIGENOUS LANGUAGE …...4 OTHER (*specify*) _____ DK	
FL8. *Check CB7: In the current school year, did the child attend any school or Nursery school v?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1............................... NO, CB7/ED9=2 OR BLANK...........	1⇨*FL9A*
FL8A. *Check CB4: Did the child ever attend any school or Nursery school* *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.*	YES, CB4/ED4=1............................... NO, CB4/ED4=2 OR BLANK...........	1⇨*FL9B*
FL8B. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*	YES, FL7=1 .... NO, FL7=2, 3, 4, 6 OR 8	1⇨*FL10B* 2⇨*FL23*
FL9A. What language do your teachers use most of the time when teaching you in class? **FL9B**. When you were in school, what language did your teachers use most of the time when teaching you in class? *Probe if necessary and name the listed languages.*	ENGLISH .... OTHER (*specify*) _____ DK	1⇨*FL10A* 6⇨*FL23* 8⇨*FL23*
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? **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 .... NO .... ~~SAMPLE - FOR INFORMATION ONLY~~	2⇨*FL23*
FL11. *Check CB3: Child's age?*	AGE 7-9 YEARS................................. AGE 10-14 YEARS............................	1⇨*FL13*
FL12. *Check CB7: In the current school year, did the child attend school or Nursery school?* *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.*	YES, CB7/ED9=1............................... NO, CB7/ED9=2 OR BLANK...........	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. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question. *Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.*		
FL14. *Did the child read every word in the practice correctly?*	YES .... NO	2⇨*FL23*
FL15. *Once the reading is done, ask:* How old is Sam?	SAM IS 5 YEARS OLD..................... OTHER ANSWERS........................... NO ANSWER AFTER 5 SECONDS	1⇨*FL17*

FL16. *Say:* 　Sam is 5 years old. 　　　　　*and go to FL23.*						⇨*FL23*

FL17. Here is another question: 　Who is older: Sam or Tina?	TINA IS OLDER (THAN SAM) .... 1 ⇨*FL19* OTHER ANSWERS .... NO ANSWER AFTER 5 　SECONDS ....

FL18. *Say:* 　Tina is older than Sam. Tina is 6 and Sam is 5. 　　　　　*and go to FL23.*		⇨*FL23*

FL19. *Turn the page to reveal the reading passage.* Thank you. Now I want you to try this. Here is a story. I want you to read it aloud as carefully as you can. You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*. When you finish I will ask you some questions about what you have read. If you come to a word you do not know, go onto the next word. Put your finger on the first word. Ready? Begin.	Moses	is	in	class	two.	One	day,
	1	2	3	4	5	6	7
	Moses	was	going	home	from	school.	He
	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 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*

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FL22. Now I am going to ask you a few questions about what you have read. *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. *Make sure the child can still see the passage and ask:* [A] What class is Moses in?	CORRECT ((MOSES IS) IN CLASS TWO)............1 INCORRECT...2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[B] What did Moses see on the way home?	CORRECT (HE SAW SOME FLOWERS) ....1 INCORRECT...2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[C] Why did Moses start crying?	CORRECT (BECAUSE HE FELL) ....1 INCORRECT...2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[D] Where did Moses fall (down)?	CORRECT ((MOSES FELL DOWN) NEAR A BANANA TREE)..1 INCORRECT...2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[E] Why was Moses happy?	CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER)............1 INCORRECT...2 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.*
Now here are some numbers. I want you to point to each number and tell me what the number is.
 	
Point to the first number and say:
Start here.
 	
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:
What is this number?
 	
If the child does not attempt to read 2 consecutive numbers, say:
Thank you. That is ok.
	9
	   CORRECT 1
	   INCORRECT 2
	   NO ATTEMPT.. 3
	12
	   CORRECT 1
	   INCORRECT 2
	   NO ATTEMPT.. 3
	30
	   CORRECT 1
	   INCORRECT 2
	   NO ATTEMPT.. 3
	48
	   CORRECT 1
	   INCORRECT 2
	   NO ATTEMPT.. 3
	74
	   CORRECT 1
	   INCORRECT 2
	   NO ATTEMPT.. 3
	731
	   CORRECT 1
	   INCORRECT 2
	   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 .... NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT	 2 ⇨*FL28*
FL24. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:* Look at these numbers. Tell me which one is bigger. *Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.* *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.* *If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say:* Thank you. That is ok. We will go to the next activity.	**7 & 5** CORRECT (7)...1 INCORRECT ....2 NO ATTEMPT..3 **11 & 24** CORRECT (24)..1 INCORRECT ....2 NO ATTEMPT..3 **58 & 49** CORRECT (58)..1 INCORRECT ....2 NO ATTEMPT..3 **65 & 67** CORRECT (67)..1 INCORRECT ....2 NO ATTEMPT..3 **146 & 154** CORRECT (154)..1 INCORRECT ....2 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:* Look at this sum. How much is (***number plus number***)? Tell me the answer. You can use the pencil and paper if it helps you. *Record the child's answer before turning the page in the book and repeating the question for the next sum.* *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate sum, turn the booklet page and show the child the next addition.* *If the child does not attempt 2 consecutive sums, record '3', no attempt, for remaining sums and say:* Thank you. That is ok. We will go to the next activity.	**3 + 2** CORRECT (5)...1 INCORRECT ....2 NO ATTEMPT..3 **8 + 6** CORRECT (14)..1 INCORRECT ....2 NO ATTEMPT..3 **7 + 3** CORRECT (10)..1 INCORRECT ....2 NO ATTEMPT..3 **13 + 6** CORRECT (19)..1 INCORRECT ....2 NO ATTEMPT..3 **12 + 24** CORRECT (36)..1 INCORRECT ....2 NO ATTEMPT..3	
FL26. *Turn to the first practice sheet for pattern recognition. Say:* Here are some numbers. 1, 2, __, and 4. *Point to each number and blank space and say:* What number goes here?	CORRECT (3)... INCORRECT .... NO ATTEMPT	 2 ⇨*FL26B* 3 ⇨*FL26B*
FL26A. That's correct, 3. Let's do another one.		⇨*FL26C*

FL26B. *Do not explain how to get the correct answer. Just say:* The number 3 goes here. Say the numbers with me. *(Point to each number)* 1, 2, 3, 4. 3 goes here. Let's do another one.		
FL26C. Here are some more numbers. 5, 10, 15 and __. *Point to each number and blank space and say:* What number goes here?	CORRECT (20).. INCORRECT .... NO ATTEMPT	2 ⇨*FL26E* 3 ⇨*FL26E*
FL26D. That's correct, 20.		⇨*FL27*
FL26E. *Do not explain how to get the correct answer. Just say:* The number 20 goes here. Say the numbers with me. *(Point to each number)* 5, 10, 15, 20. 20 goes here.		
FL26F. *Check FL26: Was the answer correct?*	YES, FL26=1 ....1 NO, FL26=2 OR 3 2	2 ⇨*FL28*

FL27. Now I want you to try this on your own.
 	
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, record '3', no attempt, for the appropriate question, turn the page and show the child the next question.
 	
If the child does not attempt 2 consecutive patterns, record '3', no attempt, for remaining patterns and say: Thank you. That is ok.
	5, 6, 7, __
	  CORRECT (8).. 1
	  INCORRECT 2
	  NO ATTEMPT...................................... 3
	14, 15, __, 17
	  CORRECT (16)...................................... 1
	  INCORRECT 2
	  NO ATTEMPT...................................... 3
	20, __, 40, 50
	  CORRECT (30)...................................... 1
	  INCORRECT 2
	  NO ATTEMPT...................................... 3
	2, 4, 6, __
	  CORRECT (8).. 1
	  INCORRECT 2
	  NO ATTEMPT...................................... 3
	5, 8, 11, __
	  CORRECT (14)...................................... 1
	  INCORRECT 2
	  NO ATTEMPT...................................... 3	

FL28. *Result of interview with child.* *Discuss any result not completed with Supervisor.*	COMPLETED...01 NOT AT HOME...02 MOTHER / CARETAKER REFUSED........................03 CHILD REFUSED..04 PARTLY COMPLETED ....05 INCAPACITATED...06 OTHER (*specify*) _____ 96	

FS11. *Record the time*.	HOURS AND MINUTES .... __ __ : __ __	
FS12. *Language of the Questionnaire.*	ENGLISH .... 1 OTHER LANGUAGE (*specify*)_____6	
FS13. *Language of the Interview.*	ENGLISH .... 1 OTHER LANGUAGE (*specify*)_____6	
FS14. *Native language of the Respondent.*	ENGLISH .... 1 SPANISH...2 PORTUGUESE ....3 INDIGENOUS LANGUAGE ....4 OTHER LANGUAGE (*specify*)_____6	
FS15. *Was a translator used for any parts of this questionnaire?*	YES, THE ENTIRE QUESTIONNAIRE.................1 YES, PARTS OF THE QUESTIONNAIRE ....2 NO, NOT USED..3	
FS16. *Thank the respondent and the child for her/his cooperation.* *Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.* *Make arrangements for the administration of the remaining questionnaire(s) in this household.*		

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

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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 __