

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. Year / Month / day of interview: 2 0 2 / /	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 caregiver 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 (<i>your name</i>). We are from the National Statistics Office. We are conducting a survey about the situation of children, families, and households. I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being This interview usually takes about 20 minutes. Participation in this survey is voluntary. The information gathered will be very helpful for the government and the general public to better understand the situation and needs of children and adolescents. Please know that all the information you share during the interview will remain strictly confidential and anonymous. No information about you or your child will be made publicly available. We will only be producing information about the general population. Should you feel uncomfortable about any questions and not wish to answer, just let me know and we can skip the question. Also, if you wish to stop the interview at any point just let me know. If at any time you have any complaints or concerns about this survey, please use the information provided on this card to contact the National Statistics Office. May I start the interview?	FS10B. Now I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being in more detail. This interview usually takes about 20 minutes. Again, participation in this survey is voluntary. This survey will help the government and the general public better understand the situation and needs of children and adolescents. Please know that all the information you share during the interview will remain strictly confidential and anonymous. No information about you or your child will be made publicly available. We will only produce information about the general population. Again, should you wish not to answer a question or wish to stop the interview at any point, please let me know. If at any time you have any complaints or concerns about this survey, please use the information on the card I gave you earlier to contact the National Statistics Office. May I start the interview?	
YES.....1 NO / NOT ASKED 2	1 ⇒ CHILD'S BACKGROUND Module 2 ⇒ FS17	

CHILD'S BACKGROUND		CB
CB0A. Check relationship of respondent to child in the LIST OF HOUSEHOLD MEMBERS in the HOUSEHOLD QUESTIONNAIRE.	BIOLOGICAL MOTHER (HL20 = HL14) 1 BIOLOGICAL FATHER (HL20 = HL18) 2 CHILD IS RESPONDENT (HL20 = 90) 3 OTHER 6	1 ⇒ CB1 2 ⇒ CB1 3 ⇒ CB1
CB0B. What is your relationship to (<i>name</i>)?	GRANDPARENT 01 AUNT/UNCLE 02 BROTHER/SISTER..... 03 OTHER RELATIVE OF CHILD..... 06 STEPMOTHER/FATHER 11 STEPSISTER/BROTHER 12 OTHER RELATIVE OF STEPPARENT 16 FORMAL FOSTER/ADOPTED PARENT 21 FRIEND 31 OTHER (<i>specify</i>) 96	
CB1. Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE?	YES, RESPONDENT IS THE SAME, FS4=HH47 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 2	1 ⇒ CB4
CB2. On what day, month and year was (<i>name</i>) born? <i>Probe: What is (<i>his/her</i>) birthday?</i> <i>If the mother/caregiver 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 YEAR..... <u>2</u> <u>0</u> ____ MONTH ____ DAY ____ DK DAY 98	
CB3. 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 CB2 and CB3 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS)..... ____	
CB4. Check ED5A in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Has child ever attended primary school or higher (ED5A=1, 2, 3, or 4)?	YES, ED5A=1, 2, 3, OR 4 1 NO, ED5A=0 OR BLANK 2 DK, ED5A=8..... 3	1 ⇒ CB6 2 ⇒ End
CB5. Did (<i>name</i>) ever attend any Early Childhood Education programme?	YES 1 NO..... 2	1 ⇒ End 2 ⇒ End
CB6. According to the information I have, the highest level of education (<i>name</i>) has ever attended is (<i>information from ED5A</i>). Did (<i>name</i>) ever attend any Early Childhood Education programme?	YES 1 NO..... 2 DK..... 8	

CHILD LABOR		CL
CL1. Now I would like to ask about any work (<i>name</i>) may do. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following activities, even for only one hour? [A] Did (<i>name</i>) do any work or help on (<i>his/her</i>) 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 (<i>name</i>) help in a family business or a relative's business with or without pay, or run (<i>his/her</i>) own business? [C] Did (<i>name</i>) produce or sell articles, handicrafts, clothes, food, or agricultural products? [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?	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 (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in (this activity/these activities), in total? <i>If less than one hour, record '00'.</i>	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 (<i>name</i>)? [A] Is (<i>he/she</i>) exposed to dust, fumes, or gas? [B] Is (<i>he/she</i>) exposed to extreme cold, heat or humidity? [C] Is (<i>he/she</i>) exposed to loud noise or vibration? [D] Is (<i>he/she</i>) required to work at heights? [E] Is (<i>he/she</i>) required to work with chemicals, such as pesticides, glues and similar, or explosives? [X] Is (<i>name</i>) exposed to other things, processes, or conditions bad for (<i>his/her</i>) health or safety?	YES NO DUST, FUMES OR GAS 1 2 EXTREME COLD, HEAT OR HUMIDITY . 1 2 LOUD NOISE OR VIBRATION 1 2 HEIGHTS..... 1 2 CHEMICALS OR EXPLOSIVES 1 2 OTHER BAD FOR HEALTH/SAFETY 1 2	

CL7. Since last (<i>day of the week</i>), did (<i>name</i>) fetch water for household use?	YES..... 1 NO..... 2	2⇒CL9
CL8. In total, how many hours did (<i>name</i>) spend on fetching water for household use, since last (<i>day of the week</i>)? <i>If less than one hour, record '00'.</i>	NUMBER OF HOURS __ __	
CL9. Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for household use?	YES..... 1 NO..... 2	2⇒CL11
CL10. In total, how many hours did (<i>name</i>) spend on collecting firewood for household use, since last (<i>day of the week</i>)? <i>If less than one hour, record '00'.</i>	NUMBER OF HOURS __ __	
CL11. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household?	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 (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total? <i>If less than one hour, record '00'</i>	NUMBER OF HOURS __ __	

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS 1 AGE 15-17 YEARS 2	2 ⇒ End
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> .	YES NO [A] Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house. TOOK AWAY PRIVILEGES 1 2 [B] Explained why (name) 's behaviour was wrong. EXPLAINED WRONG BEHAVIOUR 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 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	
FCD3. Check FS4: Is this respondent the mother or caregiver 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	

CHILD FUNCTIONING		FCF
FCF1. I would like to ask you some questions about difficulties (<i>name</i>) may have. Does (<i>name</i>) wear glasses or contact lenses?	YES 1 NO 2	
FCF2. Does (<i>name</i>) use a hearing aid?	YES 1 NO 2	
FCF3. Does (<i>name</i>) 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 (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Remember the four possible answers: Would you say that (<i>name</i>) 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 (<i>name</i>) have difficulty seeing? FCF6B. Does (<i>name</i>) 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 (<i>name</i>) have difficulty hearing sounds like people's voices or music? FCF8B. Does (<i>name</i>) have difficulty hearing sounds like people's 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 (<i>name</i>) have difficulty walking 100 meters on level ground? <i>Probe:</i> That would be about the length of 1 football field. <i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i>	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 100 METERS AT ALL 4	3 ~~⇒~~ FCF12 4 ~~⇒~~ FCF12

FCF11. Without (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground? <i>Probe:</i> That would be about the length of 5 football fields. <i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i>	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 500 METERS AT ALL 4	
FCF12. With (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground? <i>Probe:</i> That would be about the length of 1 football field.	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 100 METERS AT ALL 4	3 <i>FCF16</i> 4 <i>FCF16</i>
FCF13. With (his/her) equipment or assistance, does (name) have difficulty walking 500 meters on level ground? <i>Probe:</i> That would be about the length of 5 football fields.	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 500 METERS AT ALL 4	1 <i>FCF16</i> 2 <i>FCF16</i> 3 <i>FCF16</i> 4 <i>FCF16</i>
FCF14. Compared with children of the same age, does (name) have difficulty walking 100 meters on level ground? <i>Probe:</i> That would be about the length of 1 football field.	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 100 METERS AT ALL 4	3 <i>FCF16</i> 4 <i>FCF16</i>
FCF15. Compared with children of the same age, does (name) have difficulty walking 500 meters on level ground? <i>Probe:</i> That would be about the length of 5 football fields.	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 500 METERS 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 (<i>name</i>) 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 (<i>name</i>) 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 (<i>name</i>) 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 (<i>name</i>) 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 (<i>name</i>) 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 (<i>name</i>) 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	

SCREEN DEPENDENCY		FEC
FEC1. Check CB3: whether child is aged 5-9?	YES.....1 NO..... 2	2 ⇒End
FEC2D. Since last (<i>day of the week</i>), did (<i>name</i>) spend in front of a TV, computer, cellphone or other electronic device watching programs, playing games, accessing the internet or using social media?	YES 1 NO..... 2 DK..... 8	2 ⇒End 8 ⇒End
FEC2D1. Since last (<i>day of the week</i>), how many hours on average per day does (<i>name</i>) spend in front of a TV, computer, cellphone, or other electronic device watching programs, playing games, accessing the internet, or using social media? <i>Record in minutes</i>	NUMBER OF MINUTS _ _ _ DK..... 98	98 ⇒End
FEC2D2. Do you have concerns about the time (<i>name</i>) spends with any kind of display of a smartphone / TV / computer since last (<i>day of the week</i>)?	YES, SPEND TOO MANY HOURS ON WATCHING SCREENS A DAY 1 NO, DOES NOT REACH LEVEL OF CONCERNS. 2 DK..... 8	

TIME USE										FTU
FTU1. Check CB3: Child's age?					AGE 5-9 YEARS 1 AGE 10-14 YEARS 2 AGE 15-17 YEARS 3			1 ⇒ End 3 ⇒ End		
FTU2. Begin by asking what time the child woke up the day before the interview and what time the child went to sleep. Then ask to list the activities the child did during the day in chronological order. For each activity, record the appropriate code in FTU7, ask FTU8-FTU10 and, if applicable, proceed to ask any follow-up questions. After recording all information relative to an activity, you will be led back to FTU7 to ask what the child did next. Once the respondent mentions the child went to sleep for the night, do not record anything else. Finally, to ensure everything the child did yesterday has been captured, FTU18 will prompt you to read all activities recorded and ask if anything is missing. If yes, enter the code, time and/or duration for each activity that was not previously mentioned or captured.										
FTU3. I will now ask you about what (name) did yesterday, between waking up in the morning and going to bed at night for sleeping. You can include anything (name) did. These can include active tasks such as studying and eating or passive activities such as relaxing or thinking.										
FTU4. What time did (name) wake up yesterday?					HOURS AND MINUTES __ __ : __ __					
FTU5. What time did (name) go to sleep for the night yesterday?					HOURS AND MINUTES __ __ : __ __					
FTU6. Activity order	FTU7. What did (name) do (first/next)?	FTU8. What time did this activity start?	FTU9. How long did (name) do this activity?		FTU10. What time did this activity end?	FTU11. Check FTU7: Is activity code 080, 090, 110, 120, 130, 150 or 042? 1 YES, FTU7=080 2 YES, FTU7=090 ⇒ FTU14 3 YES, FTU7=110 ⇒ FTU15 4 YES, FTU7=120, 130 OR 150 ⇒ FTU16 5 YES, FTU7=042 ⇒ FTU17 6 NO, OTHER CODES ⇄ <i>Next activity</i>	FTU12. Did (name) play online? 1 YES 2 NO	FTU13. With whom did (name) play? A ALONE (ONLINE / OFFLINE) B WITH FRIENDS IN PERSON (ONLINE / OFFLINE) C WITH FRIENDS ONLINE D WITH OTHERS ONLINE <i>Probe: Anyone else?</i> <i>Record all mentioned. Do not record C, D if FTU12=2</i> <i>Skip to next activity</i>	FTU14. Did (name) watch this online? 1 YES 2 NO <i>Skip to next activity</i>	FTU15. Did (name) get the news online? 1 YES 2 NO <i>Skip to next activity</i>
ORDER	ACTIVITY	START TIME	HOURS	MINUTES	END TIME		YES NO		YES NO	YES NO
001	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
002	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
003	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
004	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
005	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
006	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
007	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
008	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
009	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2
010	__ __ __ __	__ __ : __ __			__ __ : __ __	1 2 3 4 5 6 7 8 9	1 2	A B C D E	1 2	1 2

TIME USE										FTU
FTU6. Activity order	FTU16. Did (<i>name</i>) do this activity online?			FTU17. How were (<i>name</i>)'s lessons delivered?						
	1 YES 2 NO <i>Skip to next activity</i>			A SELF-STUDY WITH MATERIALS PROVIDED BY SCHOOL / TEACHERS B RADIO-BASED LESSON C TV-BASED LESSON D INTERNET-BASED LESSON E FACE-TO-FACE LESSON (AT CHILD'S HOME OR OUTSIDE SCHOOL) X OTHER (<i>Specify</i>) <i>Record all mentioned. Probe: Anything else?</i> <i>Skip to next activity</i>						
ORDER	YES	NO								
001	1	2	A B C D E X							
002	1	2	A B C D E X							
003	1	2	A B C D E X							
004	1	2	A B C D E X							
005	1	2	A B C D E X							
006	1	2	A B C D E X							
007	1	2	A B C D E X							
008	1	2	A B C D E X							
009	1	2	A B C D E X							
010	1	2	A B C D E X							
Activity codes for FTU7										
010 Sleeping 020 Eating and drinking 030 Taking care of personal hygiene and health care 040 Formal education 041 School attendance (in person) 042 School attendance (remote) 043 Homework and studying after school hours 044 Travel to / from school 050 Social relationships (spending time/communicating with others) 051 In person, face-to-face 052 Using social media and chat-based platforms 060 Work activities and chores 070 Playing (excluding gaming) 080 Gaming 090 Watching TV shows or movies as entertainment 100 Social media as entertainment 110 Following the news 120 Civic engagement activities 130 Arts, crafts, and other creative activities 140 Playing sports, exercising and physical activity 150 Reading for leisure 996 Other activities not captured elsewhere (Specify)										
FTU18. Just to make sure I have this right I will now repeat all the activities you have listed in chronological order. I would like you to think if there is any activity (<i>name</i>) did yesterday, between waking up in the morning and going to bed at night for sleeping, that you forgot to mention. <i>Read aloud the list of activities reported and ask:</i> Did (<i>name</i>) do anything else that we have not recorded yet?			YES..... 1 NO 2		1 ⇒ FTU7					

HOUSEHOLD INVOLVEMENT IN EDUCATION		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. Now I am going to ask you a few more questions about <i>(name)</i> 's school and homework. Once you have answered those questions, I would like to speak to <i>(name)</i> . If <i>(he/she)</i> is at home right now, can you please ask <i>(him/her)</i> to stay around? If <i>(he/she)</i> is not at home right now, could you please arrange for <i>(him/her)</i> to return home now? If it is not possible for <i>(him/her)</i> to return home, please let me know when a convenient time for me would be to come back and talk to <i>(name)</i> . We can discuss this at the end of the interview.		
PR3. Excluding school textbooks and holy books, how many books do you have for <i>(name)</i> to read at home?	NONE.....00 NUMBER OF BOOKS <u>0</u> ____ TEN OR MORE BOOKS.....10	
PR4. Check ED9: In the current school year, did the child attend school or any Early Childhood Education programme?	YES, ED9=1 1 NO, ED9=2 OR BLANK 2	2 ⇒ End
PR5. Does <i>(name)</i> ever have homework?	YES 1 NO 2 DK 8	2 ⇒ PR6A 8 ⇒ PR6A
PR6. Does anyone help <i>(name)</i> with homework?	YES 1 NO 2 DK 8	
PR6A. Has anyone attended <i>(name)</i> parents' meeting?	YES 1 NO 2 DO NOT KNOW 8	2 ⇒ PR7 8 ⇒ PR7
PR6B. Who attended last parents' meeting?	MOTHER, FATHER 01 GRANDMOTHER/FATHER 02 BROTHER, SISTER (ADULT)..... 03 BROTHER, SISTER (MINOR)..... 04 DORMITORY TEACHER 05 OTHER (<i>specify</i>) 96 NO ONE ATTENDED 97 DO NOT KNOW/ REMEMBER 98	
PR7. In the last 12 months, have you or any other adult from your household received a student report card for <i>(name)</i> ?	YES 1 NO 2 DK 8	
PR8. In the last 12 months, have you or any adult from your household discussed <i>(name)</i> 's progress with <i>(his/her)</i> teachers?	YES 1 NO 2 DK 8	

PR9. Does <i>(name)</i> ’s school have a school governing body in which parents can participate such as parent teacher association or school management committee?	YES 1 NO 2 DK 8	2 ⇨ <i>PR11</i> 8 ⇨ <i>PR11</i>												
PR10. 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 ⇨ <i>PR11</i> 8 ⇨ <i>PR11</i>												
PR10A. During the meetings was any of the following questions discussed: [A] Development policy, program, plan, regulations of (name) school? [B] Investment, budget planning of (name) school?	<table><thead><tr><th></th><th>Y</th><th>N</th><th>DK</th></tr></thead><tbody><tr><td>SCHOOL DEVELOPMENT POLICY, PROGRAM, PLAN, REGULATION</td><td>1</td><td>2</td><td>8</td></tr><tr><td>SCHOOL INVESTMENT, BUDGET PLANNING</td><td>1</td><td>2</td><td>8</td></tr></tbody></table>		Y	N	DK	SCHOOL DEVELOPMENT POLICY, PROGRAM, PLAN, REGULATION	1	2	8	SCHOOL INVESTMENT, BUDGET PLANNING	1	2	8	
	Y	N	DK											
SCHOOL DEVELOPMENT POLICY, PROGRAM, PLAN, REGULATION	1	2	8											
SCHOOL INVESTMENT, BUDGET PLANNING	1	2	8											
PR11. Does <i>(name)</i> ’s school publish school report cards? <i>Probe: A school report card provides information on how the school is doing, for example, information about school finance, student achievement, teacher qualifications, and other information</i>	YES 1 NO 2 DK 8													

FOUNDATIONAL LEARNING SKILLS
FL
FL0. Check CB3: Child's age?

AGE 5-6 YEARS	1	1 ⇨ End
AGE 7-14 YEARS	2	
AGE 15-17 YEARS	3	3 ⇨ End

FL1. Thank you very much for answering my questions. As I mentioned earlier in this interview, now I would like to talk to **(name)**. I will ask **(him/her)** a few questions about **(himself/herself)**, **(his/her)** reading habits, and the language **(his/her)** teachers use at school. Then, I will ask **(name)** if **(he/she)** wants to complete a few reading and number activities.

This will take about 20 minutes.

If you agree, I will ask **(name)** if **(he/she)** wants to participate. Participation in this activity is voluntary, and there will be no payment or incentive given to you or to your child for answering these questions. However, we are interviewing many children as part of this survey, and **(name)**'s participation and that of other children like **(him/her)** will help us understand how well children in this country are learning to read and to use numbers. This will help the government improve education.

Please know that this is not a school test and I am not trained to tell you or your child how well **(he/she)** did.

All the information your child shares with us during the interview will remain strictly confidential and anonymous. No information about your child will be made publicly available. The results will not be shared with anyone, including other parents or **(his/her)** school.

 May I talk to **(name)**?

YES, CONSENT IS GIVEN	1
NO, CONSENT 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 assent:

Let me tell you why I am here today.

I am from National Statistical Office. We are talking to children like you across Mongolia to find out how children learn to read and to use numbers.

We have spoken to (Your mother/**Name of caregiver**) and **(she/he)** says you can participate in this activity. So, you get to decide if you want to help us. If you wish to help us, I will ask you some questions and give you some reading and number activities to do. I will explain each activity, and you can ask me questions any time.

We hope that your participation and the participation of other children like you will help the government improve education in Mongolia.

After we begin, if you do not want to answer a question or activity, or you do not want to continue, that is alright. No one will be upset.

Would you like to participate?

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 he/she is 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. [A] Do you read books at home? [B] Does someone read to you at home?	YES NO READS BOOKS AT HOME..... 1 2 READ TO AT HOME 1 2	
FL7. Which language do you speak most of the time at home? <i>Probe if necessary and read the listed languages.</i>	READING TEST AVAILABLE MONGOLIAN..... 11 KAZAKH..... 12 ENGLISH 13 READING TEST NOT AVAILABLE RUSSIAN 21 CHINESE..... 22 KOREA 23 JAPANESE 24 OTHER (<i>specify</i>) 96 DK..... 98	
FL8. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?	YES, ED9=1 1 NO, ED9=2 OR BLANK 2	1 ⇒FL9A
FL8A. Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: Did the child ever attend school or any early childhood education programmes?	YES, ED4=1 1 NO, ED4=2 OR BLANK 2	1 ⇒FL9B 2 ⇒FL9C
FL9A. What language do your teachers use most of the time when teaching you in class? FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class? <i>Probe if necessary and read the listed languages.</i>	READING TEST AVAILABLE MONGOLIAN..... 11 KAZAKH..... 12 ENGLISH 13 READING TEST NOT AVAILABLE RUSSIAN 21 CHINESE..... 22 KOREA 23 JAPANESE 24 OTHER (<i>specify</i>) 96 DK..... 98	11 ~~FL10A~~ 12 ~~FL10A~~ 13 ~~FL10A~~
FL9C. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?	YES, FL7=11, 12 OR 13..... 1 NO, FL7=21, 22, 23, 24, 96 OR 98 2	1 ⇒FL10B 2 ⇒FL10C
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? 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?	YES 1 NO 2	1 ⇒FL11
FL10C. I have short stories in Mongolian, Kazakh and English. The stories are almost the same. Would you like to try to read one of them?	MONGOLIAN..... 11 KAZAKH..... 12 ENGLISH 13 DOES NOT WANT TO TRY 95	95 ~~FL23~~

FL11. Check CB3: Child's age?	AGE 7-9 YEARS 1 AGE 10-14 YEARS 2	1 ⇒ FL13
FL12. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?	YES, ED9=1 1 NO, ED9=2 OR BLANK 2	1 ⇒ FL18B
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. 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. (Муужгай бол муур. Банхар бол нохой. Муужгай 5 настай. Банхар 6 настай. / Мәуей дегеніміз мысық. Баңқыр дегеніміз ит. Мәуей 5 жаста. Баңқыр 6 жаста. / Muujgai is a cat. Bankhar is a dog. Muujgai is 5. Bankhar is 6)		
FL14. Has the child read every word given in a sentence correctly?	YES 1 NO 2	2 ⇒ FL21D
FL15. Please, ask after he finishes reading: Мәуей неше жаста екен? How old is muujgai?	MUUJGAI IS 5 1 OTHER ANSWERS 2 NOT ANSWERED WITHIN 5 SECONDS 3	1 ⇒ FL17
FL16. Please, read: Мәуей 5 жаста. Muujgai is 5 years old.		⇒ FL21D
FL17. Here is another question: Қайсысының жасы үлкен: Мәуей ме? Баңқыр ма? Who is older? Muujgai or Bankhar?	BANKHAR IS OLDER (THAN MUUJGAI) 1 OTHER ANSWERS 2 DID NOT ANSWER WITHIN 5 SECONDS 3	1 ⇒ FL18A
FL18. Please, read: Баңқыр Мәуейден үлкен. Баңқыр 6 жаста, Мәуей 5 жаста. Bankhar is older than Muujgai. Bankhar is 6, Muujgai is 6.		⇒ FL21D
FL18A. Turn the page to open a reading passage. Thank you. I want you now to test this.		⇒ FL19
FL18B. Please give a child Reading and Number books: If possible, use answer FL10C. If not, use answer FL9A/B. If NO use answer FL7. Please, open page for a reading passage in the book		

FL19. 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 on to the next word.

Put your finger on the first word. Ready? Begin.

Харих	замд.	Мишээл	охин	цэцгэнд	дуртай.
Қайтар	жолда.	Мишээл	қыз	гүлге	құмар.
On	the	way	back	home.	Misheel
1	2	3	4	5	6
Нэгэн	өдөр	тэр	хичээлээ	тараад	харих
Бір	күні	ол	сабағынан	тарап	қайтар
likes	flowers.	One	day	on	the
7	8	9	10	11	12
замдаа	төмсний	талбайн	цаад	талд	шар
жолда	картопия	алаңының	арғы	жағында	сары
way	back	from	school	she	saw
13	14	15	16	17	18
цэцэгс	байхыг	олж	харав.	Охин	намар
гүлдер	жайқалып	тұрғанын	көрдi.	Қыз	күз
flowers	growing	behind	the	potato	field
19	20	21	22	23	24
орой	болж	цэцэгс	хатахаас	өмнө	ээждээ
ортасы	болып	гүлдер	курамастан	бұрын	анасына
She	wanted	to	pick	some	flowers
25	26	27	28	29	30
цэцэг	түүж	өгөхийг	хүсчээ.	Мишээл	цэцэг
гүл	теріп	сыйлауды	қалады.	Мишээл	гүл
for	her	mother	before	they	fall
31	32	33	34	35	36
түүхээр	талбайн	хажуугаар	хурдан	гүйлээ.	Тэр
тергелі	алаңның	шетімен	жүгіре	жөнелді.	Ол
off	in	Autumn.	She	ran	fast
37	38	39	40	41	42
талбайн	хажуугийн	том	чулуунд	бүдэрч	унав.
алаң	шетіндегі	үлкен	тасқа	сүрініп	жығылды.
by	the	field	and	fell	down
43	44	45	46	47	48
Охины	уйлж	байгааг	сонсоод	ногоочин	хүрч
Қыздың	жылап	тұрғанын	көрген	егінші	жанына
tripping	over	a	large	stone.	The
49	50	51	52	53	54
иржээ.	Ногоочин	түүнийг	аргадан	цэцэг	түүж
келді.	Егінші	оны	жұбатып	гүл	теріп
farmer	heard	her	crying	and	came
55	56	57	58	59	60
өгөв.	Мишээл	маш	их	баярлан	гэрлүүгээ
берді.	Мишээл	қатты	қуанып	үйіне	қарай
to	her.	The	farmer	consoled	her
61	62	63	64	65	66

гүйлээ.					
жүгирді.					
by	picking	up	flowers	for	her.
67	68	69	70	71	72
Misheel	was	happy	and	ran	home
73	74	75	76	77	78
happily					
79					

FL20. Results of the child's reading. <i>Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (Mongolia:67/ Kazakh:67/ English:79) and the last word attempted (A).</i> <i>If the child did not try to read the story, record '00' as the last word attempted (A).</i>	LAST WORD ATTEMPTED (A).....NUMBER ____ TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B).....NUMBER ____	
FL21A. Check FL20(B): Did the child incorrectly read or miss (Mongolian:7/Kazakh:7/English:8) or more words?	YES, AT LEAST ((MONGOLIAN:7/ KAZAKH7 / ENGLSIH:8) READ INCORRECTLY 1 NO, LESS THAN ((MONGOLIAN:7 / KAZAKH7 / ENGLSIH:8)..... 2	1 <i>FL21D</i>
FL21B. Now I am going to ask you a few questions about what you have read. <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> <i>Make sure the child can still see the passage and ask:</i> [A] Мишээл юунд дуртай вэ? What does Misheel like? [B] Мишээл харих замдаа юу харсан бэ? What did Misheel see on the way back home? [C] Мишээл яагаад уйлсан бэ? Why did Misheel cry? [D] Мишээл хаана унасан бэ? Where did Misheel fall (down)?	CORRECT (MISHEEL LIKES FLOWERS) 1 INCORRECT.....2 NOT ANSWERED / SAID 'I DO NOT KNOW' 3 CORRECT (SHE SAW YELLOW FLOWERS)..... 1 INCORRECT.....2 NOT ANSWERED / SAID 'I DO NOT KNOW' 3 CORRECT (BECAUSE SHE STUMBLED) 1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' 3 CORRECT (SHE FELL NEAR FIELD) 1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	

[E] Мишээл яагаад баярласан бэ? Why was Misheel happy?	CORRECT (BECAUSE A FARMER GAVE FLOWER TO HER. / BECAUSE SHE GOT FLOWERS FOR HER MOTHER) 1 INCORRECT 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
FL21C. Check FL21B[A-E]: Did a child answer all questions correctly?	YES, ALL FL21B[A-E]=1 1 NO, AT LEAST ONE FL21B[A-E]=2 OR 3 2	1 <i>FL23</i>
FL21D. I have another story in (<i>list languages not yet attempted</i>). Would you like to try to read it/one of them? <i>The child cannot pick the same language as already attempted.</i>	MONGOLIAN 11 KAZAKH 12 ENGLISH 13 DOES NOT WANT TO TRY 95	95 <i>FL23</i>
FL21E. Check CB3: Child's age?	AGE 7-9 YEARS 1 AGE 10-14 YEARS 2	1 <i>FL21G</i>
FL21F. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?	YES, ED9=1 1 NO, ED9=2 OR BLANK 2	1 <i>FL21N</i>
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. Бат бол хүү. Мишээл бол охин. Батад 2 өндөгтэй. Мишээлд 3 өндөгтэй. Bat is a boy. Misheel is a girl. Bat has 2 eggs. Misheel has 3 eggs.		
FL21H. Did the child read every word in the practice correctly?	YES 1 NO 2	2 <i>FL23</i>
FL21I. Once the reading is done, ask: Бат хэдэн өндөгтэй вэ? How many eggs does Bat have?	CORRECT (2) 1 OTHER ANSWER 2 DID NOT ANSWER FOR 5 SECONDS 3	1 <i>FL21K</i>
FL21J. Please, read: (Bat has 2 eggs)		<i>FL23</i>
FL21K. Here is another question: Хэн нь олон өндөгтэй вэ? Who has more eggs?	CORRECT (MISHEEL) 1 OTHER ANSWER 2 DID NOT ANSWER FOR 5 SECONDS 3	1 <i>FL21M</i>
FL21L. Please, read. (Misheel has more eggs than Bat. Misheel has 3 eggs, Bat has 2 eggs)		<i>FL23</i>
FL21M. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this.		<i>FL21O</i>
FL21N. Give the child the READING & NUMBERS BOOK in the language recorded in FL21D. <i>Open the book on the page of the reading passage.</i>		

FL210. Here is a short story. Please, read as much as you can.

Shall we start from here (point to the 1st word in the 1st row). Please, read row by row (point to the direction of reading each row).

I will ask you a few questions after you finish reading.

If you come across an unknown word, continue to read the next word

Point to the 1st word by finger. Are you ready?
Shall we start now?

Ээж	Хүү	хоёр.	Баатар	гэдэг	хүү	байжээ.
Ана	Бала	Екеүй.	Баатар	деген	бала	болыпты.
Mother	and	son.	There	was	a	boy
1	2	3	4	5	6	7
Тэр	Өдөр	бүр	найзуудта йгаа	хамт	тоглодог	байв.
Ол	күн	сайын	достарыме н	бирге	ойнайды	екен.
named	Baatar.	Everyday	he	played	with	his
8	9	10	11	12	13	14
Нэгэн	Удаа	ээж нь	хүүтэйгээ	хамт	гадуур	зугаалахы г
Бир	рет	анасы	баласымен	бирге	серуенде уге	шыккысы
friends.	One	day	his	mother	wanted	to
15	16	17	18	19	20	21
хүсжээ.	Ээж нь	Баатарыг	гадуур	гарахаас	өмнө	нүүр
келді.	Анасы	Баатар- ды	далаға	шықканна н	бұрын	беті
take	a	walk	with	him.	The	mother
22	23	24	25	26	27	28
гараа	Угаагаарай	гэв.	Харин	Баатар	нүүр	гараа
колын	жуысын	депті.	Бірақ	Баатар	беті	колын
told	him	to	wash	his	face	and
29	30	31	32	33	34	35
угаахыг	хүссэнгүй.	Тийм	учраас	ээж нь	түүнтэй	хамт
жуғысы	келмеді.	Сондыкт ан	анасы	касында	бирге	жүрмей
hands	before	going	out.	However	Baatar	didn't
36	37	38	39	40	41	42
явалгүй	Ганцаараа	зугаалаха ар	гарлаа.	Баатар	ээжтэйгэ э	хамт
жалгыз	далаға	шыкты.	Баатар	анасымен	бирге	бармағаны на
want	to	wash	his	face	and	hands.
43	44	45	46	47	48	49
яваагүйдээ	харамсав.	Иймд	нүүр,	гараа	маш	түргэн
өкінді.	Сондықтан	беті,	колын	ерекше	тез	жуып,
So	the	mother	went	out	alone	leaving
50	51	52	53	54	55	56
угааж,	ээжийнхээ	хойноос	гүйн	очлоо.	Ээж нь	хэлсэн
анасының	артынан	жүгіріп	барды.	Анасы	айтқан	сөзін
him	behind.	Baatar	regretted	of	not	going
57	58	59	60	61	62	63
үгийг	Хүлээн	авсан	хүүдээ	талархан	инээмсэг лэв.	Баатар
қабыл	алған	ұлына	ризашылы қпен	күлді.	Баатар	анасының
out	with	his	mother.	He	washed	his

	64	65	66	67	68	69	70
	ээжийнхээ	шаардлагыг	биелүүлс эндээ	сэтгэл	хангалуун	байв.	
	талабын	орындаганына	көңілі	толды.			
	face	and	hands	fast	and	ran	after
	71	72	73	74	75	76	77
	his	mother.	The	mother	smiled	delightful ly	at
	78	79	80	81	82	83	84
	her	son	who	agreed	to	do	what
	85	86	87	88	89	90	91
	she	said.	Baatar	was	happy	fullfilling	his
	92	93	94	95	96	97	98
	mother's	wish.					
	99	100					

FL21P. Results of the child's reading. <i>Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (Mongolian: 76/Kazakh: 74/English: 100) and the last word attempted (A).</i> <i>If the child did not try to read the story, record '00' as the last word attempted (A).</i>	LAST WORD ATTEMPTED (A) NUMBER ____ TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B) NUMBER ____	
FL21Q. Check FL21P(B): Did the child incorrectly read or miss (Mongolian: 8/ Kazakh: 8/ English: 10) or more words?	YES, AT LEAST (MONGOLIAN: 8 / KAZAKH: 7 / ENGLISH: 10) INCORRECT WORDS 1 NO, LESS THAN (MONGOLIANN: 8 / KAZAKH: 8 / ENGLISH: 10) INCORRECT WORDS 2	1 <i>FL23</i>

FL22. Shall we discuss the story you have just read. <i>If the child does not answer for some time, read the question again. If the child does not say anything after the question is repeated, record 'NOT ANSWERED' in an appropriate row of the questionnaire, and say:</i> Thank you very much. Let's do the next exercise. <i>Ask upon checking whether the child is looking at the sentence:</i> [A] (Баатар өдөр бүр юу хийдэг вэ? What does Baatar do everyday?) [B] (Ээж хүү 2 хамтдаа юу хийхийг хүссэн бэ? What did a mother and a son want to do together?) [C] (Ээж нь Баатарт ямар шаардлага тавьсан бэ? What did the mother ask Baatar to do?) [D] (Хүү ээжтэйгээ хамт зугаалж чадсан уу? Did the son manage to take a walk with his mother?) [E] (Баатар юунд сэтгэл хангалуун байсан бэ? What was Baatar happy about?)	CORRECT (PLAYED WITH HIS FRIENDS)..... 1 INCORRECT 2 NOT ANSWERED / SAID I DO NOT KNOW 3 CORRECT (TO TAKE A WALK)..... 1 INCORRECT 2 NOT ANSWERED / SAID I DO NOT KNOW 3 CORRECT (WASH FACE AND HANDS) 1 INCORRECT 2 NOT ANSWERED / SAID I DO NOT KNOW 3 CORRECT (MANAGED) 1 INCORRECT 2 NOT ANSWERED / SAID I DO NOT KNOW 3 CORRECT (FULFILLED HIS MOTHER'S WISH). 1 INCORRECT 2 NOT ANSWERED / SAID I DO NOT KNOW 3	
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. Now here are some numbers. I want you to point to each number and tell me what the number is. <i>Point to the first number and say:</i> Start here. <i>If the child stops on a number for a while, tell the child what the number is, record '3', No attempt, point to the next number and say:</i> What is this number? <i>If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:</i> 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 1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT 2	2 ⇒ FL27A
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)..... 1 INCORRECT 2 NO ATTEMPT 3	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)..... 1 INCORRECT 2 NO ATTEMPT 3	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 ⇒ FL27A
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	
FL27A. That was my last question. I really enjoyed talking to you. It was very nice of you to help us out. Thank you very much. If you are asked by the child or the mother/caregiver how well the child has done, praise the child for effort but do not comment on performance. You may say: I am not trained to tell you how (you have/your child has) performed but (your/his/her) participation will help the authorities understand how much children are learning in Mongolia.		

FL28. Result of interview with child. <i>Discuss any result not completed with Supervisor.</i>	COMPLETED	01	
	NOT AT HOME	02	
	MOTHER / CAREGIVER 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.	MONGOLIAN 1 KAZAKH..... 2	
FS13. Language of the Interview.	MONGOLIAN 1 KAZAKH 2	
FS14. Native language of the Respondent.	MONGOLIAN 1 KAZAKH..... 2 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	
FS15A. Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Respondent's age is 15-17 years?	AGE 15-17 1 AGE 18 OR ABOVE 2	1 ⇒ FS16
FS15B. Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE?	YES, RESPONDENT IS THE SAME, FS4=HH47 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 2	1 ⇒ FS16
FS15C. Has this respondent already been interviewed with any individual questionnaires?	YES, ALREADY INTERVIEWED 1 NO, NOT ALREADY INTERVIEWED 2	1 ⇒ FS16
FS15CA. To have deeper and holistic analyses about the situation of children and household, I would like to ask your permission to access (name)'s data from other state institutions. Please know that we will remain strictly confidential and anonymous as per the Law on Personal Information Protection of Mongolia. No information about (name) will be made publicly available. We will only produce information about the general population.	YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN 2	
FS15D. Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household have a mobile phone?	YES, HC7[A]=1 OR HC12=1 1 NO, HC7[A]=2 AND HC12=2 2	2 ⇒ FS15F
FS15E. Thank you for your participation. The National Statistical Office of Mongolia will be conducting a phone survey about the situation of children, families, and households in the future. We may call a few times over a period of a few months, for about 15 minutes at a time.	YES 1 NO 2	1 ⇒ FS15H 2 ⇒ FS16

Participation is voluntary. If you agree to participate now, you can still withdraw later. It will not cost you anything to participate. Your phone number and all the information you share during these phone interviews will not be shared with anyone outside our team. Would you like to participate?		
FS15F. Thank you for your participation. The National Statistical Office of Mongolia will be conducting a follow-up survey about the situation of children, families, and households in the future. We may contact you a few times over a period of a few months, for about 15 minutes at a time. Participation is voluntary. If you agree to participate now, you can still withdraw later. It will not cost you anything to participate. All the information you share during these interviews will not be shared with anyone outside our team. Would you like to participate?	YES 1 NO 2	2 <i>FS16</i>
FS15G. You have told me that there are no phones in your household. Just to confirm, do you have a personal telephone number or is there a phone number for the household?	YES 1 NO 2	1 $\Rightarrow$ <i>FS15I</i> 2 $\Rightarrow$ <i>FS16</i>
FS15H. Do you have a personal phone number or is there a phone number for the household?	YES 1 NO 2	2 $\Rightarrow$ <i>FS16</i>

FS15I. You may share your household's number, but please, do not share any personal phone numbers that belong to other members of your household or to people outside your household. Please, tell me which phone number to call.

	[P1] BEST NUMBER	[P2] 2 ND NUMBER	[P3] 3 RD NUMBER
FS15J. Ask for and record phone number. _____			
FS15K. Just to confirm, the number is (<i>number recorded in FS15J</i>)? <i>If no, return to FS15J and correct entry.</i>	YES 1 NO 2 $\Rightarrow$ <i>FS15J</i>	YES 1 NO 2 $\Rightarrow$ <i>FS15J</i>	YES 1 NO 2 $\Rightarrow$ <i>FS15J</i>
FS15L. Remember, you may share your household's number, but please, do not share any personal phone numbers that belong to other members of your household or to people outside your household. Do you have another personal or shared phone number where you can be reached?	YES 1 $\Rightarrow$ <i>[P2]</i> NO 2 $\Rightarrow$ <i>FS16</i>	YES 1 $\Rightarrow$ <i>[P3]</i> NO 2 $\Rightarrow$ <i>FS16</i>	YES 1 $\Rightarrow$ <i>[P4]</i> NO 2 $\Rightarrow$ <i>FS16</i>
			Tick here if additional questionnaire used: ☐

FS16. *Thank the respondent for her/his cooperation.*

Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.

Make arrangements for the administration of the remaining questionnaire(s) in this household.

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/ CAREGIVER AGE 15-17	06
OTHER (specify)	96

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

ANTHROPOMETRIC MEASUREMENTS FORM INFORMATION PANEL		FA
FA1. Cluster number: _____	FA2. Household number: _____	
FA3. Child's name and line number: NAME _____	FA4. Child's age from CB3: AGE (IN COMPLETED YEARS)	
FA5. Mother's / Caregiver's name and line number: NAME _____	FA6. Interviewer's name and number: NAME _____	

ANTHROPOMETRIC MEASUREMENTS		FA
FA7. Measurer's name and number:	NAME _____	
FA8. Record the result of weight measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i> <i>Later, when recording paper form in CAPI, also ensure that records are verified by Measurer.</i>	KILOGRAMS (KG) CHILD NOT PRESENT AFTER REVISITS ...99.3 CHILD REFUSED 99.4 RESPONDENT REFUSED 99.5 OTHER (specify) 99.6	99.3 ⇨ FA14 99.4 ⇨ FA11 99.5 ⇨ FA11 99.6 ⇨ FA11
FA9. Was the child undressed to the minimum, that is, no more than very light clothing or undergarments only?	YES 1 NO, THE CHILD COULD NOT BE UNDRESSED TO THE MINIMUM.....2	
FA11. Record the result of height measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i> <i>Later, when recording paper form in CAPI, also ensure that records are verified by Measurer.</i>	HEIGHT (CM) CHILD REFUSED 999.4 RESPONDENT REFUSED 999.5 OTHER (specify) 999.6	999.4 ⇨ FA14 999.5 ⇨ FA14 999.6 ⇨ FA14
FA13. Was the recorded measurement interfered with by braided or ornamented hair?	YES, HAIR HINDERED THE MEASUREMENT 1 NO 2	
FA14. Day / Month / Year of measurement: _____ / _____ / <u>2 0 2</u> _____		
FA15. Is there a child under age 5 in the household who has not yet been measured?	YES 1 NO 2	1 ⇨ Next Child
FA16. Thank the respondent for his/her cooperation and inform your Supervisor that the Measurer and you have completed all the measurements in this household.		

INTERVIEWER'S OBSERVATIONS FOR ANTHROPOMETRIC MEASUREMENTS FORM [5-9]
--

--

MEASURER'S OBSERVATIONS FOR ANTHROPOMETRIC MEASUREMENTS FORM [5-9]

--

SUPERVISOR'S OBSERVATIONS FOR ANTHROPOMETRIC MEASUREMENTS FORM [5-9]

--

Муужгай бол муур. Банхар бол нохой. Муужгай 5 настай.
Банхар 6 настай.

Мәуей дегеніміз мысық. Баңқыр дегеніміз ит. Мәуей 5
жаста. Баңқыр 6 жаста.

Muuǵai is a cat. Bankhar is a dog. Muuǵai is 5. Bankhar is 6.

Харих замд. Мишээл охин цэцгэнд дуртай. Нэгэн өдөр тэр хичээлээ тараад харих замдаа төмсний талбайн цаад талд шар цэцэгс байхыг олж харав. Охин намар орой болж цэцэгс хатахаас өмнө ээждээ цэцэг түүж өгөхийг хүсчээ. Мишээл цэцэг түүхээр талбайн хажуугаар хурдан гүйлээ. Тэр талбайн хажуугийн том чулуунд бүдэрч унав. Охины уйлж байгааг сонсоод ногоочин хүрч иржээ. Ногоочин түүнийг аргадан цэцэг түүж өгөв. Мишээл маш их баярлан гэрлүүгээ гүйлээ.

Қайтар жолда. Мишээл қыз гүлге құмар. Бір күні ол сабағынан тарап қайтар жолда картопия алаңының арғы жағында сары гүлдер жайқалып тұрғанын көрді. Қыз күз ортасы болып гүлдер курамастан бұрын анасына гүл теріп сыйлауды қалады. Мишээл гүл тергелі алаңның шетімен жүгіре жөнелді. Ол алаң шетіндегі үлкен тасқа сүрініп жығылды. Қыздың жылап тұрғанын көрген егінші жанына келді. Егінші оны жұбатып гүл теріп берді. Мишээл қатты қуанып үйіне қарай жүгірді.

On the way back home. Misheel likes flowers. Likes flowers. One day on the way back from school she saw flowers growing behind the potato field she wanted to pick some flowers for her mother before they fall off in Autumn. She ran fast by the field and fell down tripping over a large stone. The farmer heard her crying and came to her. The farmer consoled her by picking up flowers for her. Misheel was happy and ran home happily.

Бат бол хүү. Мишээл бол охин. Батад 2 өндөгтэй. Мишээлд 3 өндөгтэй.

Бат - үл. Мишээл қыз. Бат 2 жұмыртқасы бар. Мишээл-де 3 жұмыртқа бар.

Bat is a boy. Misheel is a girl. Bat has 2 eggs. Misheel has 3 eggs. John is a boy. Anne is a girl. John has 2 eggs. Anne has 3 eggs.

Ээж хүү хоёр. Баатар гэдэг хүү байжээ. Тэр өдөр бүр найзуудтайгаа хамт тоглодог байв. Нэгэн удаа ээж нь хүүтэйгээ хамт гадуур зугаалахыг хүсжээ. Ээж нь Баатарыг гадуур гарахаас өмнө нүүр гараа угаагаарай гэв. Харин Баатар нүүр гараа угаахыг хүссэнгүй. Тийм учраас ээж нь түүнтэй хамт угаахыг хүссэнгүй. Тийм учраас ээж нь түүнтэй хамт явалгүй ганцаараа зугаалахаар гарлаа. Баатар ээжтэйгээ хамт яваагүйдээ харамсав. Иймд нүүр, гараа маш түргэн угааж, ээжийнхээ хойноос гүйн очлоо. Ээж нь хэлсэн үгийг хүлээн авсан хүүдээ талархан инээмсэглэв. Баатар ээжийнхээ шаардлагыг биелүүлсэндээ сэтгэл хангалуун байв.

Ана Бала Екеуі. Баатар деген бала болыпты. Ол күн сайын достарымен бірге ойнайды екен. Бір рет анасы баласымен бірге серуендеуге шыққысы келді. Анасы Баатар-ды далаға шыққаннан бұрын беті қолын жуысын депті. Бірақ Баатар беті қолын жуғысы келмеді. Сондықтан анасы қасында бірге жүрмей жалғыз далаға шықты. Баатар анасымен бірге бармағанына өкінді. Сондықтан беті, қолын ерекше тез жуып, анасының артынан жүгіріп барды. Анасы айтқан сөзін қабыл алған ұлына ризашылықпен күлді. Баатар анасының талабын орындағанына көңілі толды.

Mother and son. There was a boy named Baatar. Every day he played with his friends. One day his mother wanted to take a walk with him. The mother told him to wash his face and hands before going out. However, Baatar didn't want to wash his face and hands. So, the mother went out alone leaving him behind. Baatar regretted of not going out with his mother. He washed his face and hands fast and ran after his mother. The mother smiled delightfully at her son who agreed do what she said. Baatar was happy fulfilling his mother's wish.

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 —