

## **Community engagement in school based management**

### **Evaluation and Knowledge Generation Plan within Data Must Speak (DMS) initiative**

#### **Draft 1 (May 2017)**

#### **Introduction**

The purpose of this plan is to outline the approaches that will be employed to evaluate and generate knowledge on community engagement in school based management and its association with school performance within the implementation of the UNICEF Data Must Speak (DMS) initiative. It is intended that the plan will be the guiding document in planning for and carrying out the specified evaluations and knowledge generation activities, and will act as an informative resource for parties interested in the DMS initiative e.g. donors and implementing partners. The plan consists of a four-fold approach: (i) an external evaluation of the overall DMS initiative focusing on assessing expected results as described in its results framework; (ii) an impact evaluation of community involvement in school based management in one of the DMS participating countries (Zambia); (iii) analyses of the associations between community engagement in school management and school performance in countries where data is available (DMS participating countries and beyond); and (iv) analyses of the associations between parental participation and student learning outcomes in the countries available (DMS participating countries and beyond) who will have implemented a Multiple Indicator Cluster Survey (MICS) with the related new modules (data available approximately early 2018).

#### **Background**

DMS is a two phase initiative with the ultimate goal of increasing equity in resource distribution and in access to education, and improving learning outcomes. Phase I (see supporting document Data Must Speak Phase I proposal) began implementation in August 2014 with co-funding from the Global Partnership for Education and UNICEF and is scheduled to end December 31 2017. Phase I has focused on capacity building and technical assistance activities aiming at increasing the quality and use of data for system management (incl. pro-equity resources allocation) and grassroots community participation at school level in Madagascar, Nepal, Peru, the Philippines<sup>1</sup>, Togo, and Zambia. Phase II (see supporting document Data Must Speak Phase II proposal) began in July 2016, is co-funded by the Hewlett Foundation and UNICEF, and is scheduled to extend to June 2020. The overlap between the two phases is due to the initiative countries beginning Phase I at different times.

#### *Phase I*

The main objective of Phase I of DMS was to strengthen accountability and community participation in education through the establishment and sustained use of information feedback/monitoring systems and tools i.e. mechanisms of providing and making public comparative information from central level to decentralized levels of management and schools, for decision-making and information sharing at those levels. The related tools usually take the form of a one or two-pager snapshot (“School/District profile cards”) that includes comparative indicators on context, available resources and performance of the different schools.

The underpinning Theory of Change for Phase I was that the development and use of such systems and tools would (i) support education systems to become more equitably managed and (ii) would empower school communities to be more involved in school management and hold school managers more accountable, ultimately leading to improved learning outcomes for children. The Theory of Change was informed by the World Bank’s 2003 conceptual framework on long and short routes of accountability and

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<sup>1</sup> Replaced Lao PDR

is consistent with the 2014 findings of Westthorp et. al (community accountability and empowerment and information systems), the 2016 [Learning generation report from the International Commission on Financing Global Education Opportunity](#) and the 3ie 2016 systematic review, while recognizing that data feedback especially in relation to community-based monitoring is not always sufficient to improve education outcomes, if not accompanied with training (in particular of illiterate/semi-literate community population) and with a policy/implementation context that gives sufficient decision space to the community at school level.

The results framework for Phase I of DMS specifies three expected outcomes and four related output results:

1. Targeted countries have improved their education system thanks to increased technical capacity for equitable, results-based and participatory management of schools performance.
  - a. Design of feedback/monitoring tools
  - b. Methodology for school/district typologies and calculations
2. Targeted countries have improved their education system thanks to increased institutional capacity for equitable, results-based and participatory management of schools performance
  - a. Decision makers and stakeholders trained for the use of the tools
3. Countries/donors are better informed about how to strengthen accountability and improve education and learning service delivery
  - a. Consolidation of experiences and lessons learnt in the targeted countries

## Phase II

Phase II of DMS is expected to build upon and complement activities undertaken in Phase I. Specifically, Phase II focuses on the development of further activities in Phase I countries but with an increased focus on learning outcome data and expanding the project implementation into a limited number of new countries. Phase II also places a much stronger emphasis on knowledge generation through analyzing and documenting i) what led to success / what obstacles were faced in different contexts toward embedding the tools within regular government processes; ii) conditions to ensure the relevance / use of tools at different levels (in particular at community level) ; and iii) impact of community participation and use of data on learning outcomes or conditions expected to support the improvement of learning (e.g. teacher and student attendance, pedagogical support).

The ultimate objective of Phase II is therefore in alignment with that of Phase I i.e. improving learning outcomes for children through enhancing system equity and community involvement in education, and its expected outcomes directly relate to and expand upon those of Phase I.

The expected outcomes of Phase II of DMS are:

1. Enhanced governance/management of education systems.
2. Enhanced social accountability through stronger citizen engagement, transparency and accountability towards communities.
3. Improved global knowledge regarding what works, or not, and in which context, for community participation and the use of data for improved equity and learning.

For more details on the planned activities and related outputs (intermediate outcomes) and indicators of Phase II, see supporting document Data Must Speak Phase II proposal.

The table below outlines how the planned evaluation and knowledge generation activities correspond to the main research questions of DMS as well as specifying the responsible agents, the funding sources, and the cost implications. The remainder of the document provides greater detail on each of the four evaluation and knowledge generation activities.

|                                                                                                                                                   | <b>Evaluation and Knowledge generation Plan: 4-fold approach</b> |                                                                           |                                                                                        |                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                                                                                                                                   | <b>External evaluation of DMS</b> (process + data improvement)   | <b>Impact Evaluation in Zambia</b>                                        | <b>EMIS secondary analysis</b> (not necessarily DMS countries active at country level) | <b>MICS secondary analysis</b> (not necessarily DMS countries active at country level) |
| <b>Research questions</b>                                                                                                                         |                                                                  |                                                                           |                                                                                        |                                                                                        |
| i) Success/obstacles in different contexts <b>re relevance/use of the DMS tools and toward embedding them within regular government processes</b> | X                                                                | X                                                                         |                                                                                        |                                                                                        |
| ii) <b>Impact of DMS on EMIS data quality</b>                                                                                                     | X                                                                |                                                                           |                                                                                        |                                                                                        |
| iii) <b>Impact of community participation on school performance and student learning</b>                                                          |                                                                  | X                                                                         | X                                                                                      | X                                                                                      |
| <b>Phase</b>                                                                                                                                      | Both                                                             | Both                                                                      | Phase 2                                                                                | Phase 2+                                                                               |
| <b>Implementation</b>                                                                                                                             |                                                                  |                                                                           |                                                                                        |                                                                                        |
| <b>Responsible agent (s)</b>                                                                                                                      | External evaluation firm                                         | Managed by DMS project team and UNICEF CO with in-country evaluation firm | DMS project team                                                                       | DMS project team                                                                       |
| <b>Funding source</b>                                                                                                                             | Off-DMS budget                                                   | Combined on and off- DMS budget                                           | On-DMS budget (staff time)                                                             | On-DMS budget (staff time)                                                             |
| <b>Cost implications</b>                                                                                                                          | Mid-high                                                         | High                                                                      | Low                                                                                    | Low                                                                                    |

## Evaluation and Knowledge Generation Plan

### (i) DMS external evaluation

The external evaluation of DMS will focus on i) how the initiative was implemented and operated, and the degree to which this corresponded to the original initiative design and ii) Analysis of changes in data coverage and quality of national EMIS. The DMS evaluation questions will address the operational side of the project's implementation i.e. the activities and the immediate outputs and will seek to address two of the main research questions of Phase II: i) what led to success / what obstacles were faced in different contexts toward embedding the tools within regular government processes; and ii) what conditions were necessary to ensure the relevance / use of tools at different levels (in particular at community level). The results of the evaluation are expected to help identify the critical drivers for a sustainable utilization of feedback/monitoring systems and tools in order to inform the continued implementation of the project, and be of interest to international and national teams undertaking similar activities to improve data feedback and use within education systems. The results of the evaluation are also expected to be critically important in informing and interpreting the results of the planned impact evaluation in Zambia by providing complementary and explanatory information for why the project did, or did not, achieve its intended results.

### Possible evaluation questions

The key questions to be addressed by the evaluation are informed by the original project proposal and in particular its results framework for Phase I that was built around the five guiding principles of DMS initiative: (i) flexibility; (ii) sustainability and cost-effectiveness; (iii) synergy; (iv) peer-to-peer (South-South) learning; and (v) scalability and replicability. It will include (i) a process evaluation and (ii) an analysis of the changes in data coverage and quality of national Education Management Information System (EMIS) as a result of DMS implementation

A set of possible process evaluation questions are outlined in the table below and are grouped by the three main stages of implementation. At each stage the evaluation will also aim to identify and document the major factors which inhibited planned project implementation.

#### **Process evaluation questions**

| <b>Stage of implementation</b>       | <b>Evaluation questions</b>                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Initial                              | To what degree was the project participation demand-driven?                                                                                                      |
|                                      | Were country-specific implementation plans developed? Were national stakeholders involved in their development?                                                  |
|                                      | Were baseline analyses of institutional context and existing tools and quality assurance mechanisms undertaken?                                                  |
|                                      | What were the major limiting factors (if any) in the initial phase of project implementation?                                                                    |
| Implementation of country work-plans | To what degree did project activities follow agreed country work-plans?                                                                                          |
|                                      | To what degree were Ministry of Education staff, at central and decentralized level, involved in project activities?                                             |
|                                      | To what degree did the project work through existing national data collection and accountability/information feedback systems? Or new, parallel systems?         |
|                                      | To what degree were any tools/systems developed, integrated into national systems?                                                                               |
|                                      | To what degree were national stakeholders and end users (including communities' representatives) <sup>2</sup> involved in the development of any feedback tools? |
|                                      | What were the major limiting factors (if any) in the implementation of the country work-plans?                                                                   |
| Sustainability and post-project use  | To what degree did the project support capacity development of national stakeholders?                                                                            |
|                                      | To what degree did the project support the use of any tools developed?                                                                                           |
|                                      | To what degree did the project synergise with similar or related initiatives?                                                                                    |
|                                      | To what degree did the project support peer-to-peer learning across the project countries?                                                                       |
|                                      | To what degree did the project utilize the internal and external relationships of UNICEF to share learning?                                                      |
|                                      | What were the major limiting factors (if any) in the implementation of activities related to project sustainability?                                             |

<sup>2</sup> Due to the demand and context-driven nature of DMS implementation the make-up of national stakeholders and end users varies across the project countries.

### Analysis of changes in data coverage and quality of national EMIS

The data collection process in education systems represents a significant financial and time burden on ministry staff, from headteachers to central statistics officers. However the low utilization of data (beyond the production of annual education statistical yearbook) can dis-incentivize data providers to provide data of high quality and lead to “a vicious cycle of low data utilization and low data quality” (World Bank, 2007). An underlying assumption of DMS, supported by some evidence, is “that sending back analyzed/treated data to schools can be an efficient means to increasing comprehensiveness and quality of existing data systems)” (Phase I proposal p.4). Under Phase II implementation DMS will investigate this association for the five participant countries with the aim of answering three key questions, that are aligned with some issues flagged in the 3ie systematic review and in the World Bank WDR 2017:

1. Has the EMIS coverage rate increased since the beginning of DMS implementation?
2. Has the proportion of missing data values decreased since the beginning of DMS implementation?
3. Has the proportion of inconsistent<sup>3</sup> data values decreased since the beginning of DMS implementation?

By examining the national trends for the years prior to DMS implementation and those afterwards it will be possible to identify and determine the size of any significant improvements in the coverage and quality of data collected by national EMIS. This would provide evidence of how the “vicious cycle” of poor data quality and utilization can be broken, and, as identified in Westhorp et. Al (2014), community accountability and empowerment interventions are more likely to generate engagement and improve the quality of decision-making when effective systems that collect and distribute accurate data exist. Evidence that DMS has positively contributed to the quality of data would therefore support the claim that DMS strengthens the enabling environment for effective community accountability and empowerment.

Given the nature of the questions outlined above, the evaluation will rely on a mixture of quantitative and qualitative data. The quantitative data will chiefly come from the project monitoring data relating to the output and outcome level indicators. The qualitative data will be gathered through questionnaires and interviews of key actors and stakeholders in each of the project countries. The data will be gathered into national case studies which analyse implementation and any limiting factors. It is expected that the five case studies would then be consolidated into one overall document, as part of the proposed external evaluation which will be disseminated as part of the knowledge generation activities under Phase II implementation.

#### **(ii) Impact evaluation of DMS activities in Zambia**

As outlined in the proposal for DMS Phase II an impact evaluation examining the association between community participation (and the use of data feedback tools) and learning outcomes (and/or in conditions that are conducive to learning) will be part of the knowledge generation activities under Outcome 3 of Phase II. After positive initial discussions with the UNICEF Country Office and the Ministry of Education, Zambia has been selected for the planned impact evaluation. See Annex I for more details on a possible evaluation design, currently under discussion with national actors.

#### **(iii) Analysis of associations between community engagement in school management and school performance (using EMIS and PASEC data)**

Evidence already exists suggesting that community involvement in schools e.g. participating in school meetings, talking with teachers, attending school meetings and volunteering in schools etc. can have a

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<sup>3</sup> Any inconsistent data e.g. number of girls enrolled + number of boys enrolled not equaling total number of children enrolled.

positive impact on school performance (Conn 2016) especially when community members are (i) aware of the local education situation (importance of information feedback) and what they can do to intervene, (ii) have sufficient capacity to effectively engage in education decision-making; and (iii) are accepted as important stakeholders by the education system e.g. teachers (3ie systematic review 2016). However, much of this research has taken place at small-scale, individual project level, with few, if any, system level analysis of community involvement in education. Within their EMIS, many Ministries of Education are now collecting data on the existence of, and levels of involvement in school management of Parent Teacher Associations (PTAs), School Management Committees (SMCs) and other similar structures. Although the data quality of national EMIS is often improvable, with sufficient data cleaning (removing outliers and other “suspicious” data) the databases provide a rich, and hitherto, unexplored source of information on the link between parental/community involvement in schools and education performance. In addition, the planned secondary analysis and flagging of data issues, sometimes in direct collaboration with ministries of education staff<sup>4</sup>, can be an important step towards improving EMIS data quality.

An initial mapping of national EMIS questionnaires has been undertaken and has identified 32 countries which have relevant questions included in their EMIS questionnaires (see supporting Excel document). Of these countries, 5-6 geographically disparate country cases will be selected. These countries will be selected based on availability of relevant data and will not necessarily be DMS participating countries e.g. Cambodia, Niger, Togo, and Pakistan have already been identified as possible case studies. The proposed studies will analyze i) the degree of community involvement in schools and the identification of the school characteristics associated with having community involvement; ii) the differences in school performance associated with having active community involvement in education e.g. in school resource management, student progression or student performance. For more details see Annex II for the related concept note and the preliminary results of EMIS data analysis from Niger which found positive associations between the degree of community involvement in schools and school performance.

The same type of analysis will also be conducted with PASEC data for Burkina Faso, Burundi, Cameroon, Chad, Comoros, Congo, Guinea, Lebanon, Madagascar, Mauritania, Mauritius and Senegal.

#### **(iv) Analyses of the associations between parental participation and student learning outcomes with MICS data**

Measuring learning outcomes will become possible (but optional, based on countries’ decisions) through the new round of MICS (MICS VI). The proposed short learning assessment is composed of a reading assessment, comprising accuracy and comprehension tasks and a number skills assessment, comprising number recognition; number discrimination; addition; and pattern recognition and completion or “missing number” (see Annex III). Beyond providing this measure, identifying levers to improve learning outcome is probably even more important, and as mentioned above, parental involvement can also be key and related questions have also been included in the new modules for MICS VI (also included in Annex III). These new questions (optional as well) cover learning activities at home, and parental involvement that occurs in school (like participating in school meetings, talking with teachers, attending school meetings and volunteering in schools).

If countries choose to implement both new sets of questions, it will allow correlation analyses between children’s basic reading and number skills and their individual “learning contexts” including parental support for learning at home and parental engagement in school management (first data probably available early 2018).

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<sup>4</sup> E.g. as planned for Pakistan

## **Supporting documents**

**1. Data Must Speak Phase I proposal.** *District/School Profiles: Information feedback systems and tools for increasing accountability (aka “Data Must Speak” project)*

**2. Data Must Speak Phase II proposal.** *A proposal prepared for the William and Flora Hewlett Foundation, Data Must Speak (DMS) for learning and equity Phase II (July 2016-June 2020)*

**3. Mapping of Community Engagement Data in EMIS** (Excel file)

## **Annex I: Preliminary impact evaluation design of DMS activities in Zambia**

### **1. Introduction and Literature review**

The Ministry of General Education with technical support from the Data Must Speak Initiative at UNICEF is engaged in generating and distributing community-friendly school profiles to primary schools across Zambia. These community-friendly profiles are a simplified version of the school profile designed with the support of DMS and that the Ministry of General Education distributed for the first time in 2016. The community-friendly profile includes fewer indicators as the standard school profile and replaces text and graphs with icons to provide communities with low levels of literacy easier access to information on their local school, and how it is progressing over time and relative to their respective district. The profiles are planned to be delivered in April/May 2017. The community friendly school profiles will be sent with guidelines on use and how to disseminate the information in the community, however the distribution of the community profiles from the Ministry of General Education ends with the head teacher at each school. (Figure 1. Shows the current distribution flow of each profile from the Ministry of General Education). If and how the community-friendly school profile reaches the wider community from the school, and how the profiles are understood and used by the community remain open questions for investigation.

This introduction of the community-friendly profiles provides an opportunity for an evaluation into their use and impact. We propose an evaluation of a community level training on the community-friendly profile to investigate questions around whether additional support (training and awareness) is needed along with the profile to support its use, how communities use the profile, whether the profiles influence attitudes and behavior<sup>5</sup> around local decision making at the school, and what the impact is on school performance (e.g. drop-out and repetition reduction, and student learning outcomes). We will directly measure the impact of a short community training on community friendly profile use, profile understanding, school based management and school performance.

### **Literature Review**

How to increase community engagement in school management has become a topic of interest for both governments and international organizations hoping to improve education systems and ultimately learning outcomes. To create a mechanism for communities to engage in school decision making, School Management Committees (SMCs) or similar school structures have been introduced/strengthened in a number of countries. Placing more decision making power at the local level is thought to improve service delivery and make the allocation of resources more efficient, as in theory it allows schools' decisions to be responsive to local needs that often vary widely across larger administrative units. Support to SMCs and other programs that increase communities ability to input into school management have been implemented and evaluated in multiple countries including El Salvador (Jimenez and Sawada, 1999), Venezuela (Allcott and Ortega, 2009), and Madagascar (Lassibille et al, 2010). In El Salvador, Jimenez and Sawada (1999) investigate the introduction of community-managed schools where communities have input into the hiring and firing of teachers, school maintenance and supply provision. This change to a system that emphasizes community and parental involvement was associated with reduced absenteeism, and improved language test scores. In Madagascar Lassibille et al. (2010) examine the AGEMAD (*Amélioration de la Gestion de l'Education à Madagascar*) program that was introduced as a randomized trial in Madagascar with support from the World Bank. The interventions included in the AGEMAD trial involved changes at district, sub-district and school level. The authors find that in areas where the interventions were only at the district and

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<sup>5</sup> Including potentially healthy behavior such as use of clean water by teachers and students



sub-district level the treatment had no significant impact on student or management outcomes. However in areas where the intervention combined interventions at the district, sub-district, and school level there was improved outcomes in teacher behavior (measured by frequency of student evaluation and lesson plans) and students' mathematics and Malagasy test scores. This suggests a need for an emphasis not only on improving decision making at the school level, but a coordinated approach across levels of decision making.

There has also been a number of studies testing different methods to improve current decision making processes at community level, and to improve local communities' access to information about their schools. Banerjee et al. (2010) introduces three separate interventions aimed at increasing parental involvement in school, including school score cards in a randomized evaluation in India. They find no impact of any of their programs on community involvement. Andrabi, Das and Khwaja (2015) examine the introduction of child and school profile cards in Pakistan that include information on a student's current school and other schools in the area. They find that providing these profile cards increase student learning, especially among students who had poor baseline academic scores. The context of the intervention was in Pakistani villages with multiple public and private schools (on average 7.3 schools per village). The authors argue that the success of the program is likely due to competition among schools, with schools improving inputs as parents gain more comparative information on competitors. Aturupane et al (2014) examine two programs that were introduced in Sri Lanka: the Programme for School Improvement (PSI) that became a mechanism for community involvement in school management, and the School Report Card Programme (SRCP) which aimed -on an annual basis- to provide feedback on performance against a set of criteria to the local community. Using a difference in differences identification strategy they find that the PSI programme led to -modest- increases in test scores for fourth grade children, and to an increase in local fundraising efforts for school improvement.

## **2. Evaluation Design**

A randomized control trial (RCT) will be used to address the research questions (see proposal below) and to quantify the impact of the community training. In partnership with the Ministry of General Education and the UNICEF Country Office in Zambia, schools / communities in a pilot district will be randomly assigned into two groups.

- C: Control- Will only receive the community-friendly school profile as part of the national dissemination plan and no community training.
- T: Treatment- Will receive the community-friendly school profile *and* specific training on community profile.

### **2.1 Description of the Community Profile Training:**

The community-friendly school profile training will be conducted at the community level. These trainings will be administered to school staff, the PTA and a more general audience of parents. The training will feature a short overview of the community profile specific to each school, how to interpret it, and where to find the community profile, and will link the content of the profile to school management processes including the development of school improvement plans. The training will be concise with the design keeping in mind the target audience of low literacy communities and the scale up potential of the intervention if the evaluation shows positive impact.

### **2.2 Data Collection Rounds**

Baseline and endline data collection rounds are planned, with a midline data collection round being considered subject to available funding.

## 2.3 Invitation to the Community Profile Training:

A standardized approach to invite community members to the training needs to be assessed and chosen prior to final design of the evaluation. The invitation should be designed to reach out to parents of school children including those already involved with the PTA and parents who have less involvement with the school. A potential main outcome of interest for the training intervention could be the degree of community involvement in the PTA and school management processes. In addition to the method of invitation, whether or not to include an incentive for participating in the training needs to be assessed along with what size the incentive should be. *As of 2/21/2017- Inviting parents through the PTA is the preferred method. Prior to community training having the members of the PTA spread awareness of the community based training. Questions: How do we communicate with PTA prior to the community training? Would the PTA invite parents beyond those who are already active in the school?*

## 2.4 Sample Selection

- 2.4.1 **Province and District Selection:** The provinces and districts chosen for the evaluation will be determined jointly with the Ministry of General Education. The selection of the district will be made in the context of the Ministry of General Education's School Improvement Plan (SIP) processes, which are currently in the pilot stage, with plans to be rolled out across the country. Due to this current national shift in school based management we propose piloting our community-based intervention in a district that has already undergone training on the new SIP. This will help ensure that the findings of the evaluation have relevance for the new landscape of school based management in Zambia as the SIP training will be introduced nationwide. Conducting our intervention in a district that has already received the SIP training will also provide synergies in logistics as the Ministry may have current contact information on schools and PTA organizations in the area. *(As of 2/21/2017) Initial SIP training is scheduled for three districts Lusaka, Chongwe and Chibombo. In an initial analysis of the EMIS of these districts Chibombo has been identified as a strong potential district for the evaluation, due to its location and the number of rural government and community schools within the District (160). Chongwe and Lusaka are atypical districts in Zambia as they are highly urban and feature a large number of non-government schools.*
- 2.4.2 **School / Community Selection:** Within the chosen district(s), the level of random assignment of the treatment could happen at the school or zonal level (groups of nearby schools), depending on the risk of spillover impacts of treatment to nearby schools and budget implications. Schools / zones will be randomly assigned into treatment and control groups. This assignment could be stratified on a number of school context variables (such as school size, urban-rural location, Pupil-Teacher ratio...) based on data from the EMIS system, depending on the distribution of school characteristics in the final study areas.
- 2.4.3 **Individual Selection:** In each study community the head teacher and potentially additional teachers / school administrators will be surveyed along with parents. Depending on what rolls are available parents could be drawn from school level information. Further investigation is needed to understand what records would be available in the chosen study areas. In treatment areas parents who attend the training will be surveyed but in control areas the list of parents to draw from is less clear, and this process would need to be informed by scoping fieldwork prior to final design. *If logistically feasible the initial survey of head teachers and or PTA could occur over the phone. For treatment areas that would allow the coordination and scheduling of the community training.*

## 2.5 Scaling Up Pathways:

At the same time that profiles are being distributed around the country the Ministry of General Education is also in the process of harmonizing the approach to School Improvement Plans (SIP) throughout the country. Prior to 2017, SIPs were tied to individual donors or projects so one school could potentially have produced a number of different SIPs. To support this new standardized SIP approach the Ministry of General Education is currently piloting and planning the roll out of trainings on the SIP approach around the country over the next few years. The trainings include head teachers and one male and female parent from each school in a zone's catchment area. If the evaluation of the community training provides positive results a potential pathway to scaling up the program would be to include a community profile-training element to the Governments SIP trainings. After receiving SIP training PTA members would return to their community and provide the community-level training on the community profiles to a wider audience of parents in their community.

## 3. Research Questions

Our research centers around a number of intermediate outcomes around profile implementation, profile understanding, and profile use, and final outcomes of interest including school based management decisions, behaviors/attitudes<sup>6</sup> and school performance (e.g. drop-out and repetition reduction and student learning outcomes). Figure 3 is a theory of change diagram exploring the causal path from the intervention to initial, intermediate and final outcomes.

**3.1. Profile Awareness:** Does the training impact the degree of awareness of community friendly and standard school profiles in the community?

3.1.1. Distribution of the school profiles to members of the school / wider community.

3.1.2. Presentation of the school profiles in the community.

3.1.3. School management / PTA awareness of school profiles.

3.1.4. Community / Parental awareness of profiles.

**3.2. Profile Understanding:** Does training impact how the community understands the community profile and the issues facing their school?

3.2.1. Parents / Community understanding of the content of the school profiles.

3.2.2. Parents / Community attitudes around school, school decision making, and school management. (Quality, challenges etc.)

**3.3. Community Engagement in School Management:** Does training impact the community engagement in the management of the school?

3.3.1. Frequency of PTA meetings.

3.3.2. Parental / Community interest / attitude about school management.

3.3.3. Parent participation in the PTA.

3.3.4. Community perception on involvement in or influence in school management.

**3.4. School Decision Making:** Does the training impact the school level decision making process?

3.4.1. School administrator / teacher / PTA decision making process.

3.4.1.1. Resources (School Profile / Community profile) consulted when making school management decisions.

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<sup>6</sup> Including potentially healthy behavior such as use of clean water by teachers and students

- 3.4.1.2. Topics focused on by PTA in meetings.
- 3.4.1.3. Response of school administration to community preferences / input.
- 3.4.2. Quality of School Improvement Plan.
- 3.4.3. Additional information on school sought out by community / school administration.

**3.5. School Performance:** Does the training impact school level indicators associated with learning?

- 3.5.1. School resources
- 3.5.2. Teacher and student attendance
- 3.5.3. Teacher time use
- 3.5.4. Dropouts
- 3.5.5. Grade Repetition
- 3.5.6. Learning Outcomes (exam scores)
- 3.5.7. Healthy behaviors of the teachers and students (such as use of clean water or others)

**4. Surveys and Data Sources**

**4.1. EMIS data set**

**4.2. Exam Centre Data**

**4.3. School Administrator / Teacher Survey (data that are not collected in the routine EMIS/school questionnaire):**

- 4.3.1. Attendance
- 4.3.2. Attitudes towards school management / decision making.
- 4.3.3. Time Use.
- 4.3.4. Healthy behaviors of teachers and students
- 4.3.5. Community interaction and management decisions.

**4.4. Community / Parent Survey:**

- 4.4.1. General Demographics
- 4.4.2. Community Profile
- 4.4.3. Training Intervention
- 4.4.4. School Interaction
- 4.4.5.** Attitudes about education, children's learning and their local school.



**REPUBLIC OF ZAMBIA - MINISTRY OF GENERAL EDUCATION**  
**2016 School Community Profile**

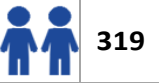


Name of school \_\_\_\_\_

Province \_\_\_\_\_

District \_\_\_\_\_

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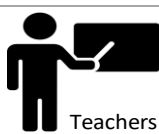
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|  | <b>661</b>          |
|  | <b>319      342</b> |

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| <p>Next grade</p>  <p>Promotion</p> | <div style="text-align: center; font-size: 24px; color: green;">↑</div> <div style="text-align: center; font-size: 24px; color: green;">👍</div> |
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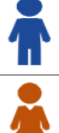
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|  | <div style="text-align: center; font-size: 24px; color: red;">↓</div> <div style="text-align: center; font-size: 24px; color: red;">👎</div>     |
|  | <div style="text-align: center; font-size: 24px; color: green;">←</div> <div style="text-align: center; font-size: 24px; color: green;">👍</div> |

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RESOURCES

|                                                                                                   |   |   |
|---------------------------------------------------------------------------------------------------|---|---|
|  <p>Teachers</p> | ↑ | 👎 |
|---------------------------------------------------------------------------------------------------|---|---|

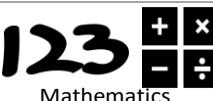
  

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|  | <div style="text-align: center; font-size: 24px; color: blue;">→</div> <div style="text-align: center; font-size: 24px; color: yellow;">⚡</div> | <div style="text-align: center; font-size: 24px; color: yellow;">⚡</div> <div style="text-align: center; font-size: 24px; color: red;">👎</div> |
|  | <div style="text-align: center; font-size: 24px; color: blue;">→</div> <div style="text-align: center; font-size: 24px; color: red;">👎</div>    | <div style="text-align: center; font-size: 24px; color: red;">👎</div>                                                                          |

|                                                                                                     |   |   |
|-----------------------------------------------------------------------------------------------------|---|---|
|  <p>Books</p>      | ↓ | 👎 |
|  <p>Classrooms</p> | → | 👎 |
|  <p>Desks</p>     | → | 👍 |

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PERFORMANCE

|                                                                                                                        |   |   |
|------------------------------------------------------------------------------------------------------------------------|---|---|
|  <p>Grade 7 Exam (Div. 1, 2, 3)</p> | ↑ | ⚡ |
| <b>English</b>                                                                                                         | → | 👎 |
|  <p>Mathematics</p>                 | ↑ | 👍 |
| <b>Zambian language</b>                                                                                                | ↓ | ⚡ |
|  <p>Science</p>                     | → | 👍 |

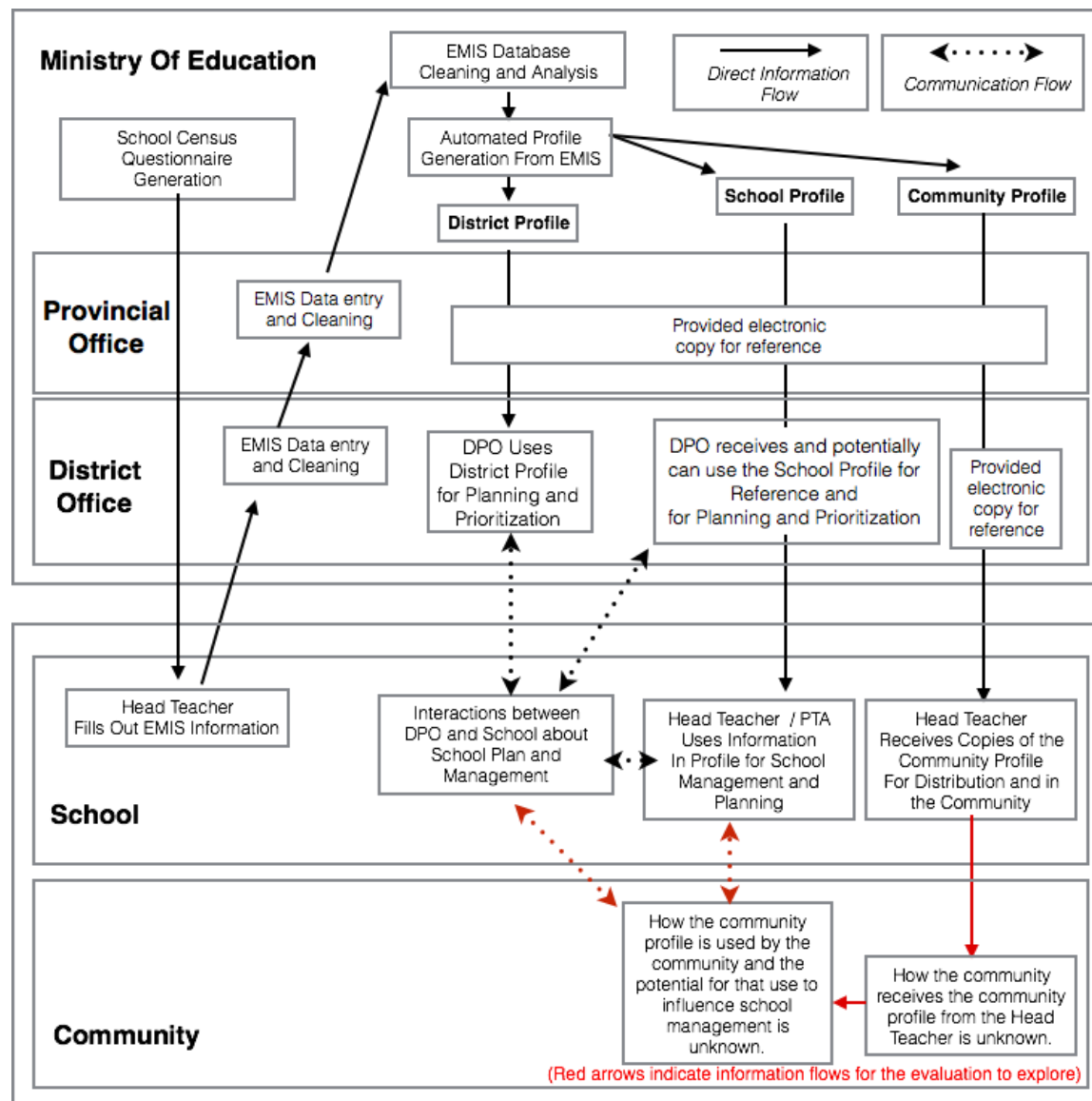
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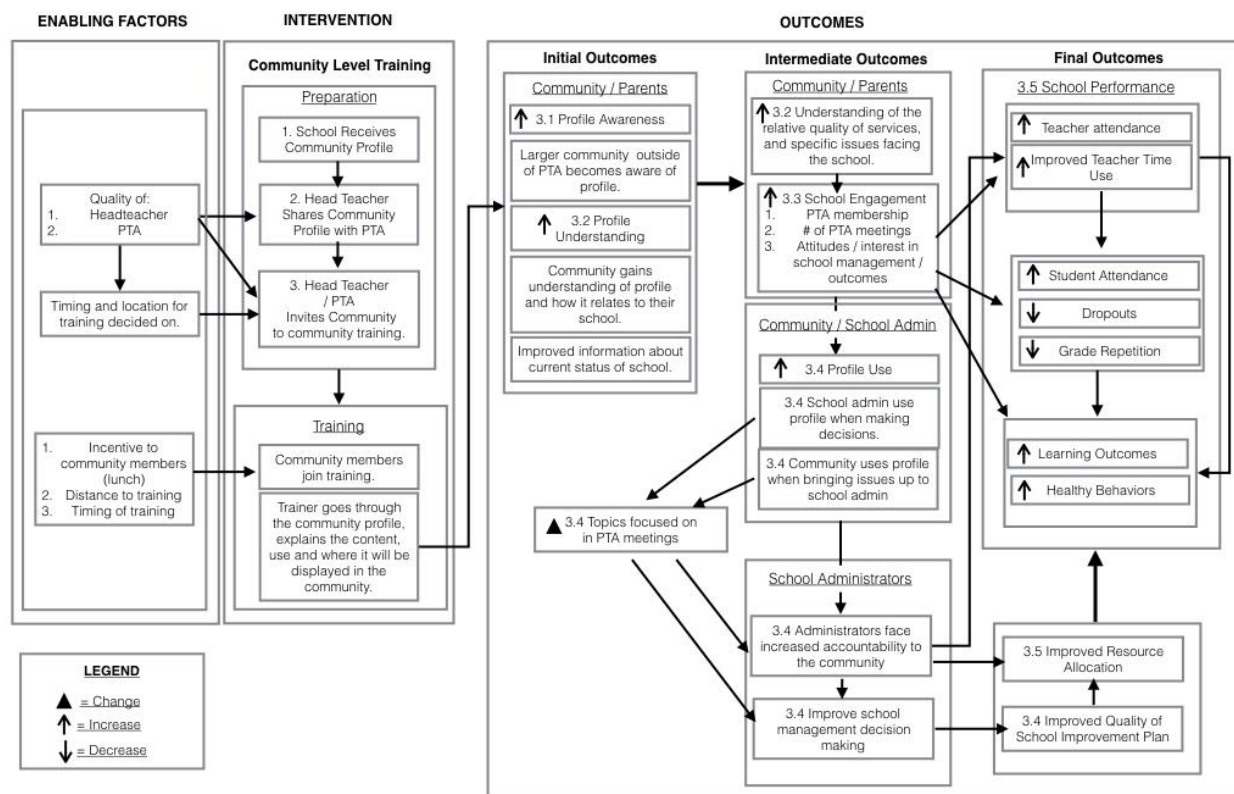
|                              |                                     |                                  |
|------------------------------|-------------------------------------|----------------------------------|
| ↑                            | →                                   | ↓                                |
| Things are <b>improving!</b> | Things are staying the <b>same.</b> | Things are getting <b>worse!</b> |

|                                                                |                                                                |                                                               |
|----------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------|
| 👍                                                              | ⚡                                                              | 👎                                                             |
| Your school is doing <b>better</b> than others in the district | Your school is doing <b>the same</b> as others in the district | Your school is doing <b>worse</b> than others in the district |

**Figure 2: Profile Distribution in Zambia**



**Figure 3: Theory of Change Diagram: Community Level Training Intervention**



## **Annex II: Concept note for analysis of parental/community involvement in education through national Education Management Information System data**

### **Introduction**

In March 2016 the Data Must Speak project received financing from the Hewlett Foundation for a second phase of implementation. One of the three expected outcomes of this second phase is “Improved global knowledge regarding what works, or not, in which context, for community participation and the use of data for improved equity and learning.” In order to achieve this outcome the Data Must Speak project will place greater emphasis on research and evaluation including qualitative research, randomized control trials and/or quasi experimental impact evaluations and secondary analysis of relevant data sources. This concept note outlines how and why national Education Management Information System (EMIS) data will be used to explore the link between parental/community involvement in schools and education performance.

### **Rationale**

Much evidence already exists suggesting that parental/community involvement in schools e.g. participating in school meetings, talking with teachers, attending school meetings and volunteering in schools etc. can have a positive impact on student performance (Pomerantz et al., 2007). For example in Indonesia, interventions aiming at increasing school committees’ authority and introducing elections of committee members lifted the average child’s learning in Indonesian language (Pradhan et al., 2014). In Uganda, a community monitoring scheme improved student learning outcomes, as long as communities could independently choose how to judge school performance (Zeitlin et al., 2011). Similarly, a project in Andhra Pradesh, India, supported women to demand improvements in local primary school quality, which led in turn to improve learning outcomes (Galab et al., 2013). An intervention in Madagascar, focused more generally on informing children and parents about the potential benefits of education, found that the test score of the average child in this group exceeded those of 58% of children in the comparison group, benefiting both poorer and richer families (Nguyen, 2008). However, much of this research has taken place at small-scale, individual project level, with few, if any, system level analysis of parental/community involvement in education.

### **Approach**

Parental and community involvement in school management has been the subject of a growing interest from Ministries of Education and the international development organizations, in particular the World Bank, JICA, USAID, UNESCO and UNICEF. With this growing interest more and more Ministries of Education are now collecting data on the existence of, and levels of involvement in school management of Parent Teacher Associations (PTAs), School Management Committees (SMCs) and other similar structures. Although the data quality of national EMIS is often improvable, with sufficient data cleaning (removing outliers and other “suspicious” data) the databases provide a rich, and hitherto, unexplored source of information on the link between parental/community involvement in schools and education performance. In addition, the planned secondary analysis and flagging of data issues, sometimes in direct collaboration with ministries of education staff<sup>7</sup>, can be an important step towards improving EMIS data quality. The proposed approach will involve secondary data analysis of national EMIS databases in order to address two main research themes.

### **Descriptive analysis**

The first level of analysis will seek to determine the degree of parental/community involvement in schools in a particular country e.g. what percentage of schools have an active PTA? What percentage of schools

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<sup>7</sup> E.g. as planned for Pakistan



have PTAs contributing to school finances? Etc. It will also aim to identify the characteristics of schools associated with having parental/community involvement e.g. Are rural schools less likely to have parental/community involvement? Are larger schools more likely to have parental/community involvement? Etc.

### **School Performance analysis**

The second level of analysis will seek to identify the differences in school performance associated with having active parental/community involvement in education. The precise metrics of education performance will depend on the available data in each particular country but it is expected that school performance could be analysed in three main ways: (i) School resource management i.e. is active parental/community involvement linked to higher levels of school resources?; (ii) Student progression i.e. is active parental/community involvement linked to lower levels of student dropout and repetition?; and (iii) Student performance i.e. is active parental/community involvement linked to higher levels of learning achievement?

### **Expected outcomes**

The proposed research is expected to lead to: (i) a greater understanding of the degree to which countries have been successful in fostering parental/community involvement in education; (ii) the identification of school characteristics associated with parental/community involvement; (iii) a greater understanding of the link between parental/community involvement and school resources; (iv) a greater understanding of the link between parental/community involvement and student progression; and (v) a greater understanding of the link between parental/community involvement and student performance. It is also expected that the results of the research could be combined with qualitative analysis of the differing national approaches to parental/community involvement in education in order to identify the reasons behind the observed results.

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**Annex III: Extract of the revised MICS6 Questionnaire for Children Age 5-17 (version of Dec 2016)**

| <b>PARENTAL INVOLVEMENT</b>                                                                                                                                                                                                                                                                                                                              |                                                                                            | <b>PR</b>                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------|
| <b>PR1.</b> Check CB3: Child's age?                                                                                                                                                                                                                                                                                                                      | AGE 5-6 YEARS ..... 1<br>AGE 7-14 YEARS ..... 2<br>AGE 15-17 YEARS ..... 3                 | 1 ⇒ End<br><br>3 ⇒ End   |
| <b>PR2.</b> At the end of this interview I will ask you if I can talk to <b>(name)</b> . If (he/she) is close, can you please ask (him/her) to stay here. If <b>(name)</b> 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. |                                                                                            |                          |
| <b>PR3.</b> Excluding school text books and holy books, how many books do you have for <b>(name)</b> to read at home?                                                                                                                                                                                                                                    | NONE ..... 00<br><br>NUMBER OF BOOKS ..... <u>0</u> ____<br><br>TEN OR MORE BOOKS ..... 10 |                          |
| <b>PR4.</b> Check CB7: During the current school year did the child attend school or preschool at any time?                                                                                                                                                                                                                                              | YES, CB7=1 ..... 1<br>NO, CB7=2 OR BLANK ..... 2                                           | 2 ⇒ End                  |
| <b>PR5.</b> Does <b>(name)</b> ever have homework?                                                                                                                                                                                                                                                                                                       | YES ..... 1<br>NO ..... 2<br><br>DK ..... 8                                                | 2 ⇒ PR7<br><br>8 ⇒ PR7   |
| <b>PR6.</b> DOES ANYONE HELP <b>(NAME)</b> WITH HOMEWORK?                                                                                                                                                                                                                                                                                                | YES ..... 1<br>NO ..... 2<br><br>DK ..... 8                                                |                          |
| <b>PR7.</b> DOES <b>(NAME)</b> 'S SCHOOL HAVE A SCHOOL GOVERNING BODY IN WHICH PARENTS CAN PARTICIPATE (SUCH AS PARENT TEACHER ASSOCIATION OR SCHOOL MANAGEMENT COMMITTEE / USE LOCAL TERMS)?                                                                                                                                                            | YES ..... 1<br>NO ..... 2<br><br>DK ..... 8                                                | 2 ⇒ PR10<br><br>8 ⇒ PR10 |
| <b>PR8.</b> In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?                                                                                                                                                                                                              | YES ..... 1<br>NO ..... 2<br><br>DK ..... 8                                                | 2 ⇒ PR10<br><br>8 ⇒ PR10 |

|                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                |               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <p><b>PR9.</b> During any of these meetings, was any of the following discussed:</p> <p>[A] A plan for addressing key education issues faced by <b>(name)</b>'s school?</p> <p>[B] School budget or use of funds received by <b>(name)</b>'s school?</p>                                                                                          | <p style="text-align: right;">YES NO DK</p> <p>PLAN FOR ADDRESSING SCHOOL'S ISSUES.....1 2 8</p> <p>SCHOOL BUDGET .....1 2 8</p>                                               |               |
| <p><b>PR10.</b> IN THE LAST 12 MONTHS, HAVE YOU OR ANY OTHER ADULT FROM YOUR HOUSEHOLD RECEIVED A <b>SCHOOL OR STUDENT REPORT CARD</b> FOR <b>(NAME)</b>?</p>                                                                                                                                                                                     | <p>YES .....1</p> <p>NO .....2</p> <p>DK.....8</p>                                                                                                                             |               |
| <p><b>PR11.</b> IN THE LAST 12 MONTHS, HAVE YOU OR ANY ADULT FROM YOUR HOUSEHOLD GONE TO <b>(NAME)</b>'S SCHOOL FOR ANY OF THE FOLLOWING REASONS?</p> <p>[A] A SCHOOL CELEBRATION OR A SPORT EVENT?</p> <p>[B] TO DISCUSS <b>(NAME)</b>'S PROGRESS WITH (HIS/HER) TEACHERS?</p>                                                                   | <p style="text-align: right;">YES NO DK</p> <p>CELEBRATION OR SPORT EVENT .....1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHER .....1 2 8</p>                                    |               |
| <p><b>PR12.</b> In the last 12 months, has <b>(name)</b>'s school been closed on a school day due to any of the following reasons:</p> <p>[A] NATURAL DISASTERS, SUCH AS FLOOD, CYCLONE, EPIDEMICS OR SIMILAR?</p> <p>[B] MAN-MADE DISASTERS, SUCH AS FIRE, BUILDING COLLAPSE, RIOTS OR SIMILAR?</p> <p>[C] TEACHER STRIKE?</p> <p>[X] OTHER?</p> | <p style="text-align: right;">YES NO DK</p> <p>NATURAL DISASTERS .....1 2 8</p> <p>MAN-MADE DISASTER ..... 1 2 8</p> <p>TEACHER STRIKE..... 1 2 8</p> <p>OTHER ..... 1 2 8</p> |               |
| <p><b>PR13.</b> IN THE LAST 12 MONTHS, WAS <b>(NAME)</b> UNABLE TO ATTEND CLASS DUE TO (HIS/HER) TEACHER BEING ABSENT?</p>                                                                                                                                                                                                                        | <p>YES .....1</p> <p>NO .....2</p> <p>DK.....8</p>                                                                                                                             |               |
| <p><b>PR14.</b> Check PR12[C] and PR13: Any 'Yes' circled?</p>                                                                                                                                                                                                                                                                                    | <p>YES, PR12[C]=1 OR PR13=1 .....1</p> <p>NO.....2</p>                                                                                                                         | <p>2 ⇒End</p> |

|                                                                                                                                                                                                   |                                        |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--|
| <b>PR15.</b> WHEN ( <i>TEACHER STRIKE / TEACHER ABSENCE</i> ) HAPPENED DID YOU OR ANY OTHER ADULT MEMBER OF YOUR HOUSEHOLD CONTACT ANY SCHOOL OFFICIALS OR SCHOOL GOVERNING BODY REPRESENTATIVES? | YES ..... 1<br>NO ..... 2<br>DK..... 8 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--|

| <b>FOUNDATIONAL LEARNING SKILLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                        | <b>FL</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------|
| <p><b>FL1.</b> NOW I WOULD LIKE TO TALK TO (<i>NAME</i>). 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.</p> <p>THESE ARE NOT SCHOOL TESTS AND THE RESULTS WILL NOT BE SHARED WITH ANYONE, INCLUDING OTHER PARENTS OR THE SCHOOL.</p> <p>YOU WILL NOT BENEFIT DIRECTLY FROM PARTICIPATING AND I AM NOT TRAINED TO TELL YOU HOW WELL (<i>NAME</i>) HAS PERFORMED.</p> <p>THE ACTIVITIES ARE TO HELP US FIND OUT HOW WELL CHILDREN IN THIS COUNTRY ARE LEARNING TO READ AND TO USE NUMBERS SO THAT IMPROVEMENTS CAN BE MADE.</p> <p>THIS WILL TAKE ABOUT 20 MINUTES. AGAIN, ALL THE INFORMATION WE OBTAIN WILL REMAIN STRICTLY CONFIDENTIAL AND ANONYMOUS.</p> |                                                                        |           |
| May I talk to ( <i>name</i> )?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | YES, PERMISSION IS GIVEN ..... 1<br>NO, PERMISSION IS NOT GIVEN..... 2 | 2 ⇨ FL28  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                        |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------|
| <b>FL2.</b> Record the time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | HOURS AND MINUTES..... __ : __                                         |                     |
| <p><b>FL3.</b> MY NAME IS (<i>YOUR NAME</i>). I WOULD LIKE TO TELL YOU A BIT ABOUT MYSELF.</p> <p>COULD YOU TELL ME A LITTLE BIT ABOUT YOURSELF?</p> <p><i>When the child is comfortable, continue with the verbal consent:</i></p> <p>LET ME TELL YOU WHY I AM HERE TODAY. I AM FROM <b>NATIONAL STATISTICAL OFFICE</b>. 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/<i>NAME OF CARETAKER</i>) HAS SAID THAT YOU CAN DECIDE IF YOU WANT TO HELP US. IF YOU WISH TO HELP US, I WILL ASK YOU SOME QUESTIONS AND GIVE YOU SOME ACTIVITIES TO DO. I WILL EXPLAIN EACH ACTIVITY, AND YOU CAN ASK ME QUESTIONS ANY TIME. YOU DO NOT HAVE TO DO ANYTHING THAT YOU DO NOT WANT TO DO. AFTER WE BEGIN, IF YOU DO NOT WANT TO ANSWER A QUESTION OR YOU DO NOT WANT TO CONTINUE THAT IS ALRIGHT.</p> |                                                                        |                     |
| Are you ready to get started?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | YES, PERMISSION IS GIVEN ..... 1<br>NO, PERMISSION IS NOT GIVEN..... 2 | 1 ⇨ FL4<br>2 ⇨ FL28 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                            |                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| <b>FL4.</b> Before you start with the reading and number activities, tick each box to show that: <ul style="list-style-type: none"> <li><input type="checkbox"/> You are not alone with the child unless they are at least visible to an adult known to the child.</li> <li><input type="checkbox"/> You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.</li> <li><input type="checkbox"/> The child is sat comfortably, able to use the Reading &amp; Numbers Book without difficulty while you can see which page is open.</li> </ul> |                                                                                                            |                                                                 |
| <b>FL5.</b> 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.                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                            |                                                                 |
| <b>FL6.</b> FIRST WE ARE GOING TO TALK ABOUT READING.<br><br>[A] DO YOU READ BOOKS AT HOME?<br><br>[B] DOES SOMEONE READ TO YOU AT HOME?                                                                                                                                                                                                                                                                                                                                                                                                                                    | <div style="text-align: right;">YES NO</div> READS BOOKS AT HOME..... 1 2<br><br>READS TO AT HOME..... 1 2 |                                                                 |
| <b>FL7.</b> WHICH LANGUAGE DO YOU SPEAK MOST OF THE TIME AT HOME?<br><br><i>PROBE IF NECESSARY AND READ THE LISTED LANGUAGES.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                           | LANGUAGE 1 .....1<br>LANGUAGE 2 .....2<br>LANGUAGE 3 .....3<br><br>OTHER (specify) .....6<br>DK .....8     |                                                                 |
| <b>FL8.</b> Check CB7: During the current school year did the child attend school or preschool at any time?<br><br><i>CHECK ED9 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB7 WAS NOT ASKED.</i>                                                                                                                                                                                                                                                                                                                                                  | YES, CB7/ED9=1..... 1<br>NO, CB7/ED9=2 OR BLANK ..... 2                                                    | 1 ⇒ FL9                                                         |
| <b>FL8A.</b> Check FL7: Is READING & NUMBER BOOK available in the language spoken at home?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | YES, FL7=1, 2 OR 3 ..... 1<br>NO, FL7=6 OR 8 ..... 2                                                       | 1 ⇒ FL10B<br><br>2 ⇒ FL23                                       |
| <b>FL9.</b> WHAT LANGUAGE DOES YOUR TEACHERS USE MOST OF THE TIME WHEN TEACHING YOU IN CLASS?<br><br><i>PROBE IF NECESSARY AND NAME THE LISTED LANGUAGES.</i>                                                                                                                                                                                                                                                                                                                                                                                                               | LANGUAGE 1 .....1<br>LANGUAGE 2 .....2<br>LANGUAGE 3 .....3<br><br>OTHER (specify) .....6<br>DK .....8     | 1 ⇒ FL10A<br>2 ⇒ FL10A<br>3 ⇒ FL10A<br><br>6 ⇒ FL23<br>8 ⇒ FL23 |

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------|
| <p><b>FL10A.</b> NOW I AM GOING TO GIVE YOU A SHORT STORY TO READ IN (<b>LANGUAGE CIRCLED IN FL9</b>). WOULD YOU LIKE TO START READING THE STORY?</p> <p><b>FL10B.</b> NOW I AM GOING TO GIVE YOU A SHORT STORY TO READ IN (<b>LANGUAGE CIRCLED IN FL7</b>). WOULD YOU LIKE TO START READING THE STORY?</p>                                          | <p>YES ..... 1<br/>NO ..... 2</p>                                                                              | <p>2⇒FL23</p> |
| <p><b>FL11.</b> Check CB3: Child's age?</p>                                                                                                                                                                                                                                                                                                          | <p>AGE 7-9 YEARS..... 1<br/>AGE 10-14 YEARS..... 2</p>                                                         | <p>1⇒FL13</p> |
| <p><b>FL12.</b> Check CB7: During the current school year did the child attend school or preschool at any time?</p> <p>CHECK ED9 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB7 WAS NOT ASKED.</p>                                                                                                                          | <p>YES, CB7/ED9=1 ..... 1<br/>NO, CB7/ED9=2 OR BLANK ..... 2</p>                                               | <p>1⇒FL19</p> |
| <p><b>FL13.</b> Give the child the READING &amp; NUMBER BOOK.</p> <p>Open the page showing the reading practice item and say:</p> <p>Now we are going to do some reading. I would like you to read this aloud (<i>pointing to the sentences</i>). Then I may ask you a question.</p> <p><i>Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.</i></p> |                                                                                                                |               |
| <p><b>FL14.</b> Did the child read every word in the practice correctly?</p>                                                                                                                                                                                                                                                                         | <p>YES..... 1<br/>NO ..... 2</p>                                                                               | <p>2⇒FL23</p> |
| <p><b>FL15.</b> Once the reading is done, ask:<br/>How old is Sam?</p>                                                                                                                                                                                                                                                                               | <p><b>SAM IS 5 YEARS OLD</b>..... 1<br/>OTHER ANSWERS ..... 2<br/>NO ANSWER AFTER 5 SECONDS ..... 3</p>        | <p>1⇒FL17</p> |
| <p><b>FL16.</b> Say:<br/>Sam is 5 years old.<br/>and go to FL23.</p>                                                                                                                                                                                                                                                                                 |                                                                                                                | <p>⇒FL23</p>  |
| <p><b>FL17.</b> Here is another question:<br/>Who is older: Sam or Tina?</p>                                                                                                                                                                                                                                                                         | <p><b>TINA IS OLDER (THAN SAM)</b> ..... 1<br/>OTHER ANSWERS ..... 2<br/>NO ANSWER AFTER 5 SECONDS ..... 3</p> | <p>1⇒FL19</p> |
| <p><b>FL18.</b> Say:<br/>Tina is older than Sam. Tina is 6 and Sam is 5.<br/>and go to FL23.</p>                                                                                                                                                                                                                                                     |                                                                                                                | <p>⇒FL23</p>  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                |         |       |          |          |                      |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------|-------|----------|----------|----------------------|---------|
| <p><b>FL19.</b> TURN THE PAGE TO REVEAL THE READING PASSAGE.</p> <p>THANK YOU. NOW I WANT YOU TO TRY THIS.</p> <p>HERE IS A STORY. I WANT YOU TO READ IT ALOUD AS CAREFULLY AS YOU CAN.</p> <p>YOU WILL START HERE (POINT TO THE FIRST WORD ON THE FIRST LINE) AND YOU WILL READ LINE BY LINE (POINT TO THE DIRECTION FOR READING EACH LINE).</p> <p>WHEN YOU FINISH I WILL ASK YOU SOME QUESTIONS ABOUT WHAT YOU HAVE READ.</p> <p>IF YOU COME TO A WORD YOU DO NOT KNOW, GO ONTO THE NEXT WORD.</p> <p>PUT YOUR FINGER ON THE FIRST WORD. READY? BEGIN.</p> | 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                                                             |         |       |          |          |                      |         |
| <p><b>FL20.</b> Results of the child's reading.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | LAST WORD ATTEMPTED..... NUMBER ____                           |         |       |          |          |                      |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TOTAL NUMBER OF WORDS<br>INCORRECT OR MISSED ..... NUMBER ____ |         |       |          |          |                      |         |
| <p><b>FL21.</b> How well did the child read the story?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | THE CHILD READ AT LEAST ONE<br>WORD CORRECT ..... 1            |         |       |          |          | 2 ⇒ FL23<br>3 ⇒ FL23 |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | THE CHILD DID NOT READ ANY<br>WORD CORRECTLY ..... 2           |         |       |          |          |                      |         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | THE CHILD DID NOT TRY TO READ THE STORY ..... 3                |         |       |          |          |                      |         |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
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| <p><b>FL22.</b> Now I am going to ask you a few questions about what you have read.</p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark ‘No response’ and say: Thank you. That is ok. We will move on.</i></p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A]    What class is Moses in?</p> <p>[B]    What did Moses see on the way home?</p> <p>[C]    Why did Moses start crying?</p> <p>[D]    Where did Moses fall (down)?</p> <p>[E]    Why was Moses happy?</p> | <p>CORRECT ((MOSES IS) IN CLASS TWO)..... 1</p> <p>INCORRECT ..... 2</p> <p>NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> <p>CORRECT (HE SAW SOME FLOWERS)..... 1</p> <p>INCORRECT ..... 2</p> <p>NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> <p>CORRECT (BECAUSE HE FELL)..... 1</p> <p>INCORRECT ..... 2</p> <p>NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> <p>CORRECT ((MOSES FELL DOWN) NEAR A BANANA TREE)..... 1</p> <p>INCORRECT ..... 2</p> <p>NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> <p>CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS. / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER)..... 1</p> <p>INCORRECT ..... 2</p> <p>NO RESPONSE / SAYS ‘I DON’T KNOW’ ..... 3</p> |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---|-------|----|----|-------|----|----|-------|----|----|-------|-----|-----|-------|--|
| <p><b>FL23.</b> Turn the page in the Reading &amp; Numbers Book so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p><i>Point to the first number and say:</i></p> <p>Start here.</p> <p><i>If a child stops on a number for a while, tell the child what the number is, mark the number as ‘No Attempt’, point to the next number and say:</i></p> <p>What is this number?</p> <p><b>STOP RULE</b><br/> <i>If the child does not attempt to read 2 consecutive numbers, say:</i></p> <p>Thank you. That is ok. We will go to the next activity.</p>                                                                                               | <p><b>9</b><br/> CORRECT ..... 1<br/> INCORRECT ..... 2<br/> NO ATTEMPT..... 3</p> <p><b>12</b><br/> CORRECT ..... 1<br/> INCORRECT ..... 2<br/> NO ATTEMPT..... 3</p> <p><b>30</b><br/> CORRECT ..... 1<br/> INCORRECT ..... 2<br/> NO ATTEMPT..... 3</p> <p><b>48</b><br/> CORRECT ..... 1<br/> INCORRECT ..... 2<br/> NO ATTEMPT..... 3</p> <p><b>74</b><br/> CORRECT ..... 1<br/> INCORRECT ..... 2<br/> NO ATTEMPT..... 3</p> <p><b>731</b><br/> CORRECT ..... 1<br/> INCORRECT ..... 2<br/> NO ATTEMPT..... 3</p> |       |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |
| <p><b>FL24.</b> Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:</p> <p>Look at these numbers. Tell me which one is bigger.</p> <p><i>Record the child’s answer before turning the page in the book and repeating the question for the next pair of numbers.</i></p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a ‘Z’ for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next pair of numbers.</i></p> <p><i>If the child does not attempt 2 consecutive pairs, say:</i></p> <p>Thank you. That is ok. We will go to the next activity.</p> | <table> <tr> <td>7</td> <td>5</td> <td>_____</td> </tr> <tr> <td>11</td> <td>24</td> <td>_____</td> </tr> <tr> <td>58</td> <td>49</td> <td>_____</td> </tr> <tr> <td>65</td> <td>67</td> <td>_____</td> </tr> <tr> <td>146</td> <td>154</td> <td>_____</td> </tr> </table>                                                                                                                                                                                                                                              | 7     | 5 | _____ | 11 | 24 | _____ | 58 | 49 | _____ | 65 | 67 | _____ | 146 | 154 | _____ |  |
| 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | _____ |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |
| 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 24                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | _____ |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |
| 58                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 49                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | _____ |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |
| 65                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 67                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | _____ |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |
| 146                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 154                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | _____ |   |       |    |    |       |    |    |       |    |    |       |     |     |       |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>FL25.</b> Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:</p> <p>Look at this sum. How much is (<b>number plus number</b>)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire, turn the booklet page and show the child the next addition.</p> <p>If the child does not attempt 2 consecutive pairs, say:</p> <p>Thank you. That is ok. We will go to the next activity.</p>                                                                                                      | $3 + 2 = \underline{\quad}$ $8 + 6 = \underline{\quad}$ $7 + 3 = \underline{\quad}$ $13 + 6 = \underline{\quad}$ $12 + 24 = \underline{\quad}$ |  |
| <p><b>FL26.</b> Turn the page to the practice sheet for missing numbers. Say</p> <p>Here some numbers. 1, 2, and 4. What number goes here?</p> <p>If the child answers <b>correctly</b> say:</p> <p>That's correct, 3. Let's do another one.</p> <p>If the child answers <b>incorrectly</b>, do not explain the child how to get the correct answer. Just say:</p> <p>The number 3 goes here. Say the numbers with me. (Point to each number) 1, 2, 3, 4.</p> <p>3 goes here. Let's do another one.</p> <p>Now turn the page to the next practice sheet. Say</p> <p>Here are some more numbers. 5, 10, 15 and _____. What number goes here?</p> <p>If the child answers <b>correctly</b> say:</p> <p>That's correct, 20. Now I want you to try this on your own</p> <p>If the child answers <b>incorrectly</b> say:</p> <p>The number 20 goes here. Say the numbers with me. (Point to each number) 5, 10, 15, 20. 20 goes here. Now I want you to try this on your own.</p> |                                                                                                                                                |  |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                      |     |     |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|---|-----|----|----|-----|----|----|-----|----|----|---|---|---|-----|---|---|----|-----|--|
| <p><b>FL27.</b> Now turn the page in the Reading &amp; Numbers Book with the first missing number activity. Say:</p> <p>Here are some more numbers. Tell me what number goes here (<i>pointing to the missing number</i>).</p> <p>Record the child's answer before turning the page in the book and repeating the question.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark a 'Z' for the answer on the appropriate row on the questionnaire.</p> <p>If the child does not attempt 2 consecutive activities, say:</p> <p>Thank you. That is ok.</p> | <table> <tr> <td>5</td> <td>6</td> <td>7</td> <td>___</td> </tr> <tr> <td>14</td> <td>15</td> <td>___</td> <td>17</td> </tr> <tr> <td>20</td> <td>___</td> <td>40</td> <td>50</td> </tr> <tr> <td>2</td> <td>4</td> <td>6</td> <td>___</td> </tr> <tr> <td>5</td> <td>8</td> <td>11</td> <td>___</td> </tr> </table> | 5   | 6   | 7 | ___ | 14 | 15 | ___ | 17 | 20 | ___ | 40 | 50 | 2 | 4 | 6 | ___ | 5 | 8 | 11 | ___ |  |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 6                                                                                                                                                                                                                                                                                                                    | 7   | ___ |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| 14                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15                                                                                                                                                                                                                                                                                                                   | ___ | 17  |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | ___                                                                                                                                                                                                                                                                                                                  | 40  | 50  |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                                                                                                                                    | 6   | ___ |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 8                                                                                                                                                                                                                                                                                                                    | 11  | ___ |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| <p><b>FL28.</b> Result of interview with child.</p> <p>Discuss any result not completed with Supervisor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>COMPLETED..... 01</p> <p>NOT AT HOME ..... 02</p> <p>MOTHER / CARETAKER REFUSED . 03</p> <p>CHILD REFUSED ..... 04</p> <p>PARTLY COMPLETED ..... 05</p> <p>INCAPACITATED..... 06</p> <p>OTHER (specify) _____ 96</p>                                                                                              |     |     |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| <p><b>FS11.</b> RECORD THE TIME.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>HOURS AND MINUTES..... __ __ : __ __</p>                                                                                                                                                                                                                                                                          |     |     |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| <p><b>FS12.</b> LANGUAGE OF THE QUESTIONNAIRE.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>ENGLISH..... 1</p> <p>LANGUAGE 2..... 2</p> <p>LANGUAGE 3..... 3</p>                                                                                                                                                                                                                                              |     |     |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| <p><b>FS13.</b> LANGUAGE OF THE INTERVIEW.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>ENGLISH..... 1</p> <p>LANGUAGE 2..... 2</p> <p>LANGUAGE 3..... 3</p> <p>OTHER LANGUAGE<br/>(specify) _____ 6</p>                                                                                                                                                                                                  |     |     |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |
| <p><b>FS14.</b> NATIVE LANGUAGE OF THE RESPONDENT.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>ENGLISH..... 1</p> <p>LANGUAGE 2..... 2</p> <p>LANGUAGE 3..... 3</p> <p>OTHER LANGUAGE<br/>(specify) _____ 6</p>                                                                                                                                                                                                  |     |     |   |     |    |    |     |    |    |     |    |    |   |   |   |     |   |   |    |     |  |

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| <b>FS15.</b> WAS A TRANSLATOR USED FOR ANY PARTS OF THIS QUESTIONNAIRE?                                                                                                                                                                                                                                                                                   | YES, THE ENTIRE QUESTIONNAIRE 1<br>YES, PARTS OF THE QUESTIONNAIRE ..... 2<br>NO, NOT USED ..... 3 |  |
| <p><b>FS16.</b> <i>Thank the respondent and the child for her/his cooperation.</i></p> <p><i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i></p> <p><i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i></p> |                                                                                                    |  |