

INNOVATIONS FOR POVERTY ACTION - GHANA
Parental Nudges Project (PNP)
Child Survey – Endline

[illegible]

Consent		
	<p>Hello, my name [NAME] and I work with Innovations for Poverty Action [IPA], a research and policy organization in Accra. What is your name? How are you doing today?</p> <p>I am here to learn about how children like you learn things and if they know how to play some games and do different activities. [CAREGIVER] has already given his/her permission for you to be part of this study.</p> <p>I'm inviting you to participate in a study. If you choose to participate, you will be asked to play some games and do different activities. I will provide you a piece of paper and a pencil if needed. Don't worry about the answers you give me – this is not a test! We are just going to talk for about 40 minutes.</p> <p>You may be recorded for safety considerations, quality control and additional research that IPA is conducting on designing and evaluating surveys. We won't include any information such as your name, address, phone number, that could directly identify you or share the recording as part of that research. You, and the enumerator will not know when this recording may happen. The audio recording may only happen if you consent to it and you will not be recorded against your will.</p> <p>I do not anticipate any risks to you from participating in this study. I am not going to tell your parents or siblings or any other person about the things we discuss or the activities we do. I would like your help, but you do not have to take part if you do not want to. You can stop and take a break if you need to - just let me know. If you decide at any point that you'd like to stop, or that you don't want to do a particular activity that you feel uncomfortable answering, that's okay too.</p> <p>For participating in this survey, you will receive 1 IPA branded exercise book and 1 pencil.</p> <p>If you have any questions, comments, or concerns about taking part in this survey, please feel free to contact me. Do you have any questions that I can answer?</p> <p>If you have questions, comments, or concerns about the research and your rights as research participants, please contact Richard Murphy Edro at 0244061508.</p>	
C1.	Is it okay if we play some games and do some activities together?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No >> I02 [Select <i>Refused</i>] 3. <input type="checkbox"/> Child not available >> I02 [Select <i>Unavailable</i>]
C2.	Do you agree to the audio recording?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No

Item 1. Socioemotional - Personal Awareness (IDELA)				
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	15 - 17	Response Category
	First, I will ask you a few questions about yourself.			

	If the child hesitates for 5 seconds on a question, prompt ONLY ONCE. If after the SECOND PROMPT, the child still hesitates, select No response and move on to the next question.						
PA1.	How old are you?	How old are you?	How old are you?	_ _		88 _ DK	99 _ NR
PA2.	What is the name of the country that you live in? Child mentions Ghana	What is the name of the country that you live in? Child mentions Ghana		1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 2. Education (Young Lives)			
Let's start by knowing the school you currently attend.			
Q#	Questions	Response/Response Category	
ED1.	Are you currently enrolled in school?	1. _ Yes 2. _ No >> ED8 3. _ Never enrolled in school >> ED8	
ED1a	In which region is your school located?	[PRELOAD FROM EMIS DATA]	
ED1b	In which district is your school located?	[PRELOAD FROM EMIS DATA]	
ED1c	What is the name of your school?	[PRELOAD FROM EMIS DATA]	
ED1d	IF SCHOOL IS NOT LISTED, please enter the full name of the school.		
ED2.	What type of school do you attend?	1. _ Public 2. _ Private	
ED3.	What class are you in?	1. _ Kindergarten 1 2. _ Kindergarten 2 3. _ Class 1 4. _ Class 2 5. _ Class 3 6. _ Class 4 7. _ Class 5 8. _ Class 6 9. _ JHS 1 10. _ JHS 2 11. _ JHS 3 12. _ SHS 1 13. _ SHS 2 14. _ SHS 3 99. _ Refused to Answer	
ED4.	How long does it take you to get to school (in minutes)?	_ _ 88 _ DK 99 _ NR	
ED5.	How do you usually travel to school? Do not prompt.	1. _ Walk 2. _ Bicycle 3. _ Family car or motorcycle 4. _ School bus 5. _ Public bus/Trotro 6. _ Private hire taxi 7. _ Boat 9. _ Multiple modes of travel (driven and trotro, for example) 77. _ Other specify 88. _ Refuse to answer 99. _ Don't know	
ED6.	During the last term, did you ever miss school for a week or more? (excludes school, national holidays)	1. _ Yes 2. _ No >> Item 3 88. _ Don't know >> Item 3 99. _ Refused to Answer >> Item 3	
ED7.	"When you miss school, what are the main reasons? You can give up to three reasons (in order of importance"	0. _ Never missed class 1. _ Disease/ill health/sickness 2. _ Injury 3. _ Disability (physical) 4. _ School is too far away 5. _ Inability to pay fees/money to buy food/learning materials 6. _ Parents did not allow me to go to school 7. _ Performing academically low in studies 8. _ Lack of interest in education/school/laziness 9. _ Considers the instruction worthless	

		10. <input type="checkbox"/> Lack of safety at school 11. <input type="checkbox"/> Learning a job/trade 12. <input type="checkbox"/> Working for pay 13. <input type="checkbox"/> Helping in a plantation or family business 14. <input type="checkbox"/> Duty to do fieldwork 15. <input type="checkbox"/> Duty to do housework 16. <input type="checkbox"/> Poor weather conditions 17. <input type="checkbox"/> Family emergencies 18. <input type="checkbox"/> Travel (with parents) 19. <input type="checkbox"/> Obstacle on the way to school 20. <input type="checkbox"/> School was closed 21. <input type="checkbox"/> Teacher was absent 22. <input type="checkbox"/> Scared of contracting Covid-19 23. <input type="checkbox"/> Lack of school attire or materials 77. <input type="checkbox"/> Other specify 88. <input type="checkbox"/> Don't know 99. <input type="checkbox"/> Refused to Answer
ED7b	Since school started in January 2021, how often have you attended school?	1. <input type="checkbox"/> All of the time (every day) 2. <input type="checkbox"/> Most of the time (missed one to 3 days) 3. <input type="checkbox"/> Some of the time (missed 4 to 6 days) 4. <input type="checkbox"/> Rarely (missed more than 7 days) 5. <input type="checkbox"/> Not at all (have not yet attended) 88. <input type="checkbox"/> Refuse to answer
ED8.	Do you think you will start (go back to) school in the future?	1. <input type="checkbox"/> No 2. <input type="checkbox"/> Maybe 3. <input type="checkbox"/> Yes 88. <input type="checkbox"/> Don't know 99. <input type="checkbox"/> Refused to Answer
ED9.	Who do you think decided that you should leave (never start) school?	1. <input type="checkbox"/> Me 2. <input type="checkbox"/> Mother/Female guardian 3. <input type="checkbox"/> Father/Male guardian 4. <input type="checkbox"/> Other household member 5. <input type="checkbox"/> Other 88. <input type="checkbox"/> Don't know 99. <input type="checkbox"/> Refused to Answer

Item 3. Socioemotional - Conflict Resolution (ISELA)						
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 17 years	Response Category			
	If you are playing with a toy you like and another child wants to play with the same toy, but there is only one toy.	I want you to imagine a situation where you are a reading a story book you like, and another child wants to read the same book, but there is only one of that storybook.	<p><i>If the child hesitates for 5 seconds on a question, prompt ONLY ONCE.</i></p> <p><i>If after the SECOND PROMPT, the child still hesitates, select No response and move on to the next question.</i></p> <p><i>Examples of an appropriate or inappropriate response:</i></p> <ol style="list-style-type: none"> <i>Appropriate response: Talk to the child and ask him to wait, take turns, share, get another toy/storybook, play together with the toy/storybook, or other culturally acceptable answer.</i> <i>Inappropriate response: Push the child away, run away with the toy/storybook, tell him it's mine and he can't have it.</i> <p><i>If CR1/CR3=DK/NR >> CR2/CR4</i></p>			
CR1.	What would you do?	What would you do?	1 <input type="checkbox"/> Appropriate	2 <input type="checkbox"/> Inappropriate	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CR2.	Is there anything else you would do? <i>If YES, ask “what would you do”?</i>	Is there anything else you would do? <i>If YES, ask “what would you do”?</i>	1 <input type="checkbox"/> Appropriate	2 <input type="checkbox"/> Inappropriate	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
	If you are playing with a toy you like and another child wants to play with the same toy, but there is only one toy. This time the other child takes the toy away from you and starts playing with it without asking you.	Now I want you imagine the same situation: You are reading a story book you like, and another child wants to read the same book, but there is only one of that storybook. This time the other child takes the book away from you and starts reading it without asking you.				

CR3.	What would you do?	What would you do?	1 <input type="checkbox"/> Appropriate	2 <input type="checkbox"/> Inappropriate	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CR4.	Is there anything else you would do? <i>If YES, ask “what would you do”?</i>	Is there anything else you would do? <i>If YES, ask “what would you do”?</i>	1 <input type="checkbox"/> Appropriate	2 <input type="checkbox"/> Inappropriate	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR

Item 4. Socioemotional - Relationships (ISELA)						
<i>I am going to ask you a few questions about the people you live with.</i>						
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 17 years	Response Category			
RE1.	Do you talk to anyone at home when you are sad?	Do you talk to anyone at home when you are sad?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE2.	Do you ask anyone at home for help when you have a problem with a friend?	Do you ask anyone at home for help when you have a problem with a friend?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE3.	If you are working on something difficult, do you ask anyone at home for help?	If you are working on something difficult, do you ask anyone at home for help?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE4.	If you are doing your homework and you do not understand, do you ask anyone at home for help?	If you are doing your homework and you do not understand, do you ask anyone at home for help?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE5.	Can you tell me the names of your good friends? <i>Enter # of friends the child mentions.</i>	Can you tell me the names of your good friends? <i>Enter # of friends the child mentions.</i>	<input type="checkbox"/> <input type="checkbox"/> Max. 15 items		88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE6.	If you are working on something difficult, do you ask any of your friends for help?	If you are working on something difficult, do you ask any of your friends for help?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE7.	If you are doing your homework and you do not understand, do you ask your friends for help?	If you are doing your homework and you do not understand, do you ask your friends for help?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE8.		Now, I want you to think about adults who you talk to almost every day in your community. Can you tell me which adults you talk to almost every day? <i>Enter # of adults the child mentions.</i>	<input type="checkbox"/> <input type="checkbox"/> Max. 15 items		88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE9.		Do you talk to any adult in your community when you are sad?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE10.		If you are working on something difficult, do you ask an adult in your community for help?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
RE11.		If you are doing your homework and you do not understand, do you ask any adult in the community for help?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
Interviewer Guide						
<i>If the child hesitates for 5 seconds on a question, prompt ONLY ONCE.</i>						
<i>If after the SECOND PROMPT, the child still hesitates, select No response and move on to the next question.</i>						
<i>At home means in one's own house or immediate neighborhood</i>						

Item 5. Literacy - Oral Vocabulary (IDELA)						
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category		
OV1.	Imagine you are going to the market. Name some things you can buy and eat from the market. Try to name as many things as you can.	I want you to tell me words that begin with the SOUND ‘B’. E.g., Bread starts with “B”.	I want you to tell me words that begin with the SOUND ‘B’. E.g., Bread starts with “B”.	<input type="checkbox"/> <input type="checkbox"/> Max. 15 items	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
OV2.	Now, I want you to tell me the names of some animals you know?			<input type="checkbox"/> <input type="checkbox"/> Max. 15 items	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
Interviewer Guide						
<i>For each question, record the number of items the child lists until the child has listed 15 items.</i>						
<i>If the child is stuck at 2 or 3 items on a question, you can PROMPT ONCE by saying, Can you give the names of any others?</i>						
<i>If the child still hesitates, enter the number of items mentioned and move on to the next question.</i>						

Item 6. Literacy – Non-Word Reading (EGRA)										
Q#	Age Relevance: 10 – 17 years					Response Category				
	Material: Stimulus Card 1					Time: 60 seconds.				
	Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words but read them.					Start the timer when the child reads the first word.				
	For example: This made up word is “ut”					If a child hesitates or stops on a letter for 5 seconds, point to the next word and say “Go on”.				
	Let’s practice: Please read this word: “dif”. This made-up word is “dif”.					If the child does not respond in English, stop the child, and ask him/her to respond in English – do this only once, and after that mark any non-English responses as incorrect.				
	Now let’s try another one. Please read this word: “mab”. This made-up word is “mab”					When the timer reaches 0 (zero), say “stop.”				
	When I say “Begin”, start here [point to the first word] and read across the page. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you don’t know, go on to the next word. Put your finger on the first word. Ready? Begin.					Mark word if incorrect/no response/don't know.				
						If the child does not provide a single correct response on the first line (5 items), say “Thank you!”				
						[dit/fut/lus/leb/gak ≠ Correct] >> Item 7.				
NR1.	Child identifies dit correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR2.	Child identifies fut correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR3.	Child identifies lus correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR4.	Child identifies leb correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR5.	Child identifies gak correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR6.	Child identifies huz correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR7.	Child identifies jod correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR8.	Child identifies lek correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR9.	Child identifies tob correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR10.	Child identifies kib correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR11.	Child identifies reg correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR12.	Child identifies san correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR13.	Child identifies nom correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR14.	Child identifies rop correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR15.	Child identifies hig correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR16.	Child identifies tup correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR17.	Child identifies nad correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR18.	Child identifies wix correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR19.	Child identifies ral correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR20.	Child identifies nep correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR21.	Child identifies sim correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR22.	Child identifies tat correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR23.	Child identifies yod correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR24.	Child identifies lut correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR25.	Child identifies sig correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR26.	Child identifies nup correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR27.	Child identifies sen correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR28.	Child identifies en correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR29.	Child identifies kad correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR30.	Child identifies mon correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR31.	Child identifies taw correctly					2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR

NR32.	Child identifies lew correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR33.	Child identifies zuv correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR34.	Child identifies sal correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR35.	Child identifies paf correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR36.	Child identifies gof correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR37.	Child identifies vom correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR38.	Child identifies riz correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR39.	Child identifies ved correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR40.	Child identifies kag correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR41.	Child identifies beb correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR42.	Child identifies et correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR43.	Child identifies maz correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR44.	Child identifies ver correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR45.	Child identifies kol correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR46.	Child identifies lim correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR47.	Child identifies tib correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR48.	Child identifies dov correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR49.	Child identifies yag correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR
NR50.	Child identifies lef correctly	2 _ Correct	1 _ Self-correct	0 _ Incorrect	88 _ DK	99 _ NR

Item 7. Literacy - Spelling (Adapted from MICS6; EGRA and Young Lives, Round 5)							
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
	I am going to mention some words in English. I would like you to spell them for me.	I am going to mention some words in English. I would like you to spell them for me.	I am going to mention some words in English. I would like you to spell them for me. Let's practice.	<i>If child gets both practice questions and SP1 incorrect, SKIP to Item 8. [SPa&SPb&SPc&SP1≠ Correct >> Item 8]</i>			
SPa	Let's practice. Spell BOY.	Let's practice. Spell BOY.	Spell BOY.	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SPb	Let's try another one. Spell DOG.	Let's try another one. Spell DOG.	Let's try another one. Spell DOG.	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SPc	Let's Continue: Spell ...	Let's Continue: Spell ...	Let's Continue: Spell ...	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
	Now spell:	Now spell:	Now spell:				
SP1.	Cat	Sun	Duck	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP2.	Old	Mat	Banana	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP3.	Red	Book	Teacher	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP4.	Boy	Trousers	Student	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP5.	Home	Frog	Candle	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP6.	farm	Monkey	Horse	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP7.	Tree	Plane	Field	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP8.	Class	Banana	Flower	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP9.	School	Duck	Bulb	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SP10.	Market	Flower	Stick	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 8. Literacy – Listening Comprehension		
Q#	Age Relevance: 5 – 17 years	Response Category
	<p>REMOVE THE PUPIL STIMULI BOOKLET FROM THE CHILD'S VIEW.</p> <p>DO NOT ALLOW THE CHILD TO LOOK AT THE PASSAGE OR THE QUESTIONS.</p> <p>IF A CHILD SAYS "I DON'T KNOW," MARK AS INCORRECT.</p> <p>I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer.</p> <p>Ready? Let's begin.</p> <p>Issa was very sad. He lost his grandfather's sheep. He could not go to look for them. Grandfather came to look for them. Soon he returned with the sheep. Issa is smiling now.</p>	

	Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.				
LC1	Why was Issa sad? [He lost his sheep; he could not go to look for his sheep]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
LC2	Who went to look for the sheep? [Grandfather]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
LC3	Why is Issa smiling now? [Grandfather returned with his sheep; his sheep are back; grandfather found the sheep]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 9. Literacy – Oral Reading and Comprehension (EG)							
Q#		Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
OR1.		Material: Stimulus Card 2a Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Moses is in class two. One day, Moses was going home from school. [He] saw some red flowers on the way. The flowers were near a tomato farm. Moses wanted to get some flowers for his mother. Moses ran fast across the farm to get the flowers. He fell down near a banana tree. Moses started crying. The farmer saw him and came. He gave Moses many flowers. Moses was very happy.	Material: Stimulus Card 2b Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Mary is seven years old. One morning, her grandmother sent her to the market to buy carrots. [She] gave Mary some money. Mary put it in her bag. The bag had a big hole. On the way, Mary lost the money. Peter saw the money and gave it to Mary. She was happy. Mary thanked Peter and walked to the market.	<i>Show the child the sheet in the student stimulus booklet as you read the instructions.</i> <i>If the child hesitates or stop on a word for 5 seconds, say “Go on”.</i> <i>Mark word if incorrect/no response/don't know.</i> <i>If the child does not provide a single correct word before the word in [parentheses], say “Thank you!”, >> Item 9.</i>			
		Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.	Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.	<i>After the child is finished reading, REMOVE the passage from in front of the child.</i> <i>Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question.</i> <i>If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.</i> <i>Do not ask any comprehension questions if the child did not provide a single correct word before the word in CAPS.</i>			
OC1.		What class is Moses? <i>[Two]</i>	How old is Mary? <i>[7]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
OC2.		What did Moses see on his way home? <i>[Flowers]</i>	Who sent Mary to the market? <i>[Grandmother]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
OC3.		Why did Moses start crying? <i>[Because he fell]</i>	What was Mary asked to buy? <i>[Carrots]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
		Where did Moses fall? <i>[Near a banana tree]</i>	Why did Mary lose the money? <i>[Because if fell through the hole in the bag/ The bag had a big hole]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
OC4.		Why was Moses happy? <i>[Because the farmer gave him many flowers/ He had flowers to give to his mother]</i>	Why was Mary happy? <i>[Because Peter found the money/ Peter gave her the money]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 10. Literacy - Phonological Awareness (IDELA)				
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category
PA.	Now we will play a listening game.	Now, let’s play a listening game	Now, let’s play a listening game	<i>If the child hesitates for 5 seconds on a question, prompt ONLY ONCE.</i>
	The word “moon” starts with /m/ <i>Say the sound, not the letter name: /m/ is the first sound in moon.</i>	The first sound in the word “Moon” is /m/	The first sound in the word “Moon” is /m/	<i>If after the SECOND PROMPT, the child still hesitates, select Refused to Answer and move on to the next question.</i>

	Now listen to the words I say and tell me which one starts with the sound /m/ <i>Say the sound and not the letter name: pig, ball or mouse?</i> <i>If the child gives an incorrect response, say: Mouse starts with /m/ just like moon.</i> Now we are going to continue to play this game. Are you ready?	<i>Say the sound, not the letter name: /m/ is the first sound in moon.</i> Now listen to the word I say and tell me the first sound. Mouse. /m/ is the first sound in mouse just like moon Now we are going to continue to play this game. Are you ready?	<i>Say the sound, not the letter name: /m/ is the first sound in moon.</i> Now listen to the word I say and tell me the first sound. Mouse. /m/ is the first sound in mouse just like moon Now we are going to continue to play this game. Are you ready?				
PA1.	The word ‘socks’ starts with /s/. Now listen to the words I say and tell me which one starts with the sound /s/? fish sun cow	Tell me the first sound in the word PIG /p/	Tell me the first sound in the word “SPOON” /s/	1 __ Correct	2 __ Incorrect	88 __ DK	99 __ NR
PA2.	Now ‘tree’ starts with /t/. Listen to the words I say and tell me which one starts with the sound /t/? pie toy hat	Tell me the first sound in the word SUN /s/	Tell me the first sound in the word “FAST” /f/	1 __ Correct	2 __ Incorrect	88 __ DK	99 __ NR
PA3.	Now ‘cat’ starts with /k/. Listen to the words I say and tell me which one starts with the sound /k/? car ball fun	Tell me the first sound in the word Teacher /t/	Tell me the first sound in the word “Mother” /m/	1 __ Correct	2 __ Incorrect	88 __ DK	99 __ NR

Item 11. Numeracy - Counting (Adapted from IDELA)																			
Q#	Age Relevance: 5 – 9 years					Age Relevance: 10 – 14 years					Age Relevance: 15 – 17 years					Response Category			
	Material: Stimulus Card 3a					Material: Stimulus Card 3b					Material: Stimulus Card 3c					<p>Show the child a copy of the numbers chart. Use another sheet of paper cover all rows of the table except Rows 1 so that it doesn't distract the children.</p> <p>If the child gets stuck for more than 5 seconds, mark as incorrect, point to the next number and encourage the child to continue.</p> <p>Continue to show number by number, moving your finger across the row until you complete Rows 1 and 2.</p> <p>If the child has only identified 3 or fewer numbers correctly, STOP and >> Item 11.</p> <p>If the child identifies 4 or more numbers correctly, move to Rows 3 and 4 saying, Well done. I wonder which ones in these rows you know?</p> <p>Ask the child to continue identifying the numbers as done in Rows 1 and 2 and continue marking correct and incorrect answers.</p>			
	2	4	10	5	7	22	39	30	25	27	42	59	50	45	47				
	9	6	8	3	1	29	26	38	23	31	49	46	58	43	51				
	13	17	14	19	16	33	37	28	40	36	53	57	60	54	48				
	15	18	11	12	20	35	21	34	24	32	55	41	56	44	52				
	Here are some numbers and I want you to tell me what they are. <i>Begin with the first number in the first row by pointing and asking the child:</i> What number is this?					Here are some numbers and I want you to tell me what they are. <i>Begin with the first number in the first row by pointing and asking the child:</i> What number is this?					Here are some numbers and I want you to tell me what they are. <i>Begin with the first number in the first row by pointing and asking the child:</i> What number is this?								
C01.	Child identifies 2 correctly					Child identifies 22 correctly					Child identifies 42 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C02.	Child identifies 4 correctly					Child identifies 39 correctly					Child identifies 59 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C03.	Child identifies 10 correctly					Child identifies 30 correctly					Child identifies 50 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C04.	Child identifies 5 correctly					Child identifies 25 correctly					Child identifies 45 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C05.	Child identifies 7 correctly					Child identifies 27 correctly					Child identifies 47 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C06.	Child identifies 9 correctly					Child identifies 29 correctly					Child identifies 49 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C07.	Child identifies 6 correctly					Child identifies 26 correctly					Child identifies 46 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C08.	Child identifies 8 correctly					Child identifies 38 correctly					Child identifies 58 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C09.	Child identifies 3 correctly					Child identifies 23 correctly					Child identifies 43 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C010.	Child identifies 1 correctly					Child identifies 31 correctly					Child identifies 51 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C011.	Child identifies 13 correctly					Child identifies 33 correctly					Child identifies 53 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C012.	Child identifies 17 correctly					Child identifies 37 correctly					Child identifies 57 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C013.	Child identifies 14 correctly					Child identifies 28 correctly					Child identifies 60 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C014.	Child identifies 19 correctly					Child identifies 40 correctly					Child identifies 54 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C015.	Child identifies 16 correctly					Child identifies 36 correctly					Child identifies 48 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C016.	Child identifies 15 correctly					Child identifies 35 correctly					Child identifies 55 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C017.	Child identifies 18 correctly					Child identifies 21 correctly					Child identifies 41 correctly					1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

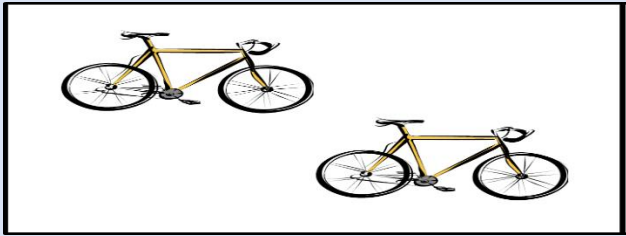
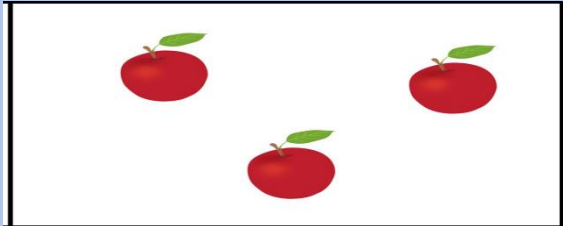
C018.	Child identifies 11 correctly	Child identifies 34 correctly	Child identifies 56 correctly	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C019.	Child identifies 12 correctly	Child identifies 24 correctly	Child identifies 44 correctly	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
C020.	Child identifies 20 correctly	Child identifies 32 correctly	Child identifies 52 correctly	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 12. Numeracy - Number Discrimination (EGMA & IDELA)							
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
	Material: Stimulus Card 4a Now I am going to show you some numbers. I want you to tell me which one is bigger.	Material: Stimulus Card 4b I am going show you some numbers. Tell me which one is bigger.	Material: Stimulus Card 4c Now I am going to show you some numbers. I want you to tell me which one is bigger.	<i>If a child hesitates or stops for 5 seconds, move on to the next question.</i>			
NDa	Let us practice: Look at these numbers. Tell me which one is bigger. 8 and 4. That’s correct. 8 is bigger than 4.	Let us practice: Look at these numbers. Tell me which one is bigger. 8 and 4. That’s correct. 8 is bigger than 4.	Let us practice: Look at these numbers. Tell me which one is bigger. 8 and 4. That’s correct. 8 is bigger than 4.	1 _ Correct 2 _ Incorrect 88 _ DK 99 _ NR			
NDb	Let’s do another one. 10 and 12. That’s right 12 is bigger. Let’s continue.	Let’s do another one. 10 and 12. That’s right 12 is bigger. Let’s continue.	Let’s do another one. 10 and 12. That’s right 12 is bigger. Let’s continue.	1 _ Correct 2 _ Incorrect 88 _ DK 99 _ NR			
ND1.	9 7	15 25	11 24	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
ND2.	1 2	75 77	65 67	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
ND3.	7 5	49 87	94 78	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
ND4.	8 15	64 53	146 153	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
ND5.	65 67	236 326	623 632	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
ND6.	146 153	679 569	967 965	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
ND7.	623 632	863 836	1350 1364	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 13. Numeracy - Missing Numbers (EGMA)							
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
	Material: Stimulus Card 5a Here are some numbers. 1, 2, ..., 4. What number goes here? That’s correct, 3. Let’s do another one. The number 3 goes here. Say the numbers with me. <i>[Point to each number]</i> 1, 2, 3, 4. 3 goes here. Let’s do another one. Here are some numbers 5, 10, 15, ... What number goes here? That’s correct, 20. The number 20 goes here. Say the numbers with me. <i>[Point to each number]</i> 5, 10, 15, 20. 20 goes here. Let’s do some more. Here are some more numbers. <i>[Point to the box]</i> What number goes here? <i>[Repeat for each item]</i>	Material: Stimulus Card 5b Here are some numbers. 1, 2, ..., 4. What number goes here? That’s correct, 3. Let’s do another one. The number 3 goes here. Say the numbers with me. <i>[Point to each number]</i> 1, 2, 3, 4. 3 goes here. Let’s do another one. Here are some numbers 5, 10, 15, ... What number goes here? That’s correct, 20. The number 20 goes here. Say the numbers with me. <i>[Point to each number]</i> 5, 10, 15, 20. 20 goes here. Let’s do some more. Here are some more numbers. <i>[Point to the box]</i> What number goes here? <i>[Repeat for each item]</i>	Material: Stimulus Card 5c Here are some numbers. 1, 2, ..., 4. What number goes here? That’s correct, 3. Let’s do another one. The number 3 goes here. Say the numbers with me. <i>[Point to each number]</i> 1, 2, 3, 4. 3 goes here. Let’s do another one. Here are some numbers 5, 10, 15, ... What number goes here? That’s correct, 20. The number 20 goes here. Say the numbers with me. <i>[Point to each number]</i> 5, 10, 15, 20. 20 goes here. Let’s do some more. Here are some more numbers. <i>[Point to the box]</i> What number goes here? <i>[Repeat for each item]</i>	<i>If the child doesn’t respond after 5 SECONDS, mark as no response and move to the next question.</i> <i>If the child makes 4 successive errors, mark as incorrect and >> Item 13.</i>			
MN1.	11, 12,, 36, 37, 38	3, 8, ..., 18	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
MN2.	17, ..., 19	14, 15, ..., 17	..., 300, 400, 500	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
MN3.	..., 30, 31	20, ..., 40, 50	18, 16, 14, ...	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
MN4.	4, 3, 2, ...	5, 8, 11, ...	348, 349, ..., 351	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
MN5.	2, 4, 6, ...	28, ..., 24, 22	38, ..., 34, 32	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 14. Numeracy: Numbers (Source: Adapted from EGMA)							
	Age Relevance: 10 – 17 years			Response Category			
	Material: Stimulus Card 6 Here are some numbers. I want you to arrange them in ascending order (from smallest to largest).			<i>For the practice items: If child does not get it right, provide the correct answer and continue.</i>			

	Let's practice. 19, 6, 2, 11. [2, 6, 11, 19]. That's correct. Let's continue.	If a child hesitates or stops for 10 seconds, move on to the next question.			
NU1.	13, 6, 16, 5 [5, 6, 13, 16]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
NU2.	14, 6, 3, 15 [3, 6, 14, 15]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
NU3.	24, 11, 67, 8 [8, 11, 24, 67]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
NU4.	65, 56, 18, 10 [10, 18, 56, 65]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
NU5.	94, 78, 49, 87 [49, 78, 87, 94]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
NU6.	32, 96, 23, 64 [23, 32, 64, 96]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 15. Numeracy - Word Problems (IDELA)							
I have some problems that I am going to ask you to solve for me. These problems relate to addition and subtraction. You can use your paper and pencil. Listen very carefully to each problem. If you need, I will repeat the problem for you. Okay, let's get started.				If a child doesn't give a response in for 30 seconds, select Refused to Answer and move on to the next question.			
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
WP1.	Materials: Counters Here I have 3 counters. <i>Lay out 3 counters.</i> Now my friend gives me 2 more counters. <i>Lay these out near the first objects but leaving a little space between the two groups.</i> How many counters do I have together? <i>Wait for the child to count and score response.</i> <i>Child adds 3 and 2 [5]</i>	How many minutes make one hour? <i>[60 minutes]</i>	How many minutes make one hour? <i>[60 minutes]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WP2.	Then show the picture with the bikes and say: Material: Stimulus Card 7a  Here are 2 bikes, if you put 2 more bikes in the picture how many would there be? Child adds 2 and 2 [4]	Kwesi has 20 Cedis. His mother takes 5 Cedis. How much Cedis does Kwesi have left? <i>[15 Cedis]</i>	Kwesi has 50 Cedis. His mother takes 15 Cedis. How much Cedis does Kwesi have left? <i>[35 Cedis]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WP3.	Great. Here are 3 apples. Material: Stimulus Card 7b  If you take one away how many apples are left? Child subtracts 1 from 3 [2]	Bawa bought a tuber of yam for 8 Cedis. He gives the yam seller 10 Cedis. How much change will Bawa receive? <i>[2 Cedis]</i>	Bawa bought a tuber of yam for 8 Cedis. He gives the yam seller 20 Cedis. How much change will Bawa receive? <i>[12 Cedis]</i>	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

WP4.	Remove the picture for the last two questions. Good job! Now imagine I had 5 bananas and my friend gave me 3 more. How many bananas would I have? <i>Child adds 5 and 3 [8]</i>	Mansa and Fati bought pens. Mansa bought 3 pens and Fati bought 4. How many pens did they buy altogether? 3 + 4 = [7]	Mansa and Fati bought oranges. Mansa bought 10 oranges and Fati bought 15. How many oranges did they buy altogether? 10 + 15 = [25]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WP5.	Well done! Now imagine I have 8 mangoes and I gave 2 to my friend. How many mangoes do I have left? <i>Child subtracts 2 from 8 [6]</i>	Maria has 4 red boxes. Each box has 3 red pencils inside. How many pencils does Maria have altogether? 4 x 3 = = 12	Maria has 2 red boxes. Each box has 3 red pencils. She also 3 blue boxes. Each blue box has 2 pencils inside. How many pencils does Maria have altogether? (2 x 3 = 6) + (3 x 2 = 6) = 12	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 16. Numeracy - Operations (EGMA, Young Lives)							
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
	Material: Stimulus Card 8a Here are some addition problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	Material: Stimulus Card 8b Here are some addition problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	Material: Stimulus Card 8c Here are some addition problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	If a child doesn't give a response in for 30 seconds, select Refused to Answer and move on to the next question.			
AD1.	2 + 7 = [9]	8 + 16 = [24]	15 + 12 = [27]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
AD2.	13 + 6 = [19]	16 + 3 = [19]	38+26 = [64]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
AD3.	18 + 7 = [25]	15 + 12 = [27]	12 + 67 = [79]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
AD4.	14 +25 = [39]	38+26 = [64]	112 + 467 = [579]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
	Material: Stimulus Card 9a Here are some subtraction problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	Material: Stimulus Card 9b Here are some subtraction problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	Material: Stimulus Card 9c Here are some subtraction problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	If a child doesn't give a response in for 40 seconds, select Refused to Answer and move on to the next question.			
SU1.	5 – 2 = [3]	8 – 3 = [5]	15 – 3 = [12]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SU2.	19 – 6 = [13]	25 – 8 = [17]	52 – 7 = [45]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SU3.	25 – 7 = [18]	64 – 26 = [38]	64 – 26 = [38]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SU4.	Material: Stimulus Card 10a Here are some multiplication problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	Material: Stimulus Card 10b Here are some multiplication problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.	Material: Stimulus Card 10c Here are some multiplication problems [<i>glide hand from top to bottom</i>]. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for each problem.				
MU1.	2 x 3 = [6]	9 x 2 = [18]	19 x 2 = [38]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
MU2.	4 x 4 = [16]	48 x 5 = [240]	48 x 5 = [240]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
	Material: Stimulus Card 11a Here is a division problem. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for the problem.	Material: Stimulus Card 11b Here is a division problem. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for the problem.	Material: Stimulus Card 11c Here is a division problem. You may use your paper and pen/pencil. I will tell you when to start and when to stop. Say the answer for the problem.				
DI1.	6 ÷ 2? [3]	What is 16 ÷ 2? [8]	What is 24 ÷ 3? [8]	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 17. Executive Function - Short-term Memory (IDELA)						
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 17 years	Response Category			
SM.	I am going to say a list of numbers, one after another. After you hear the numbers, I want you to repeat them to me in the same order. Wait for me to say all the numbers before you repeat them. Please listen carefully.	I am going to say a list of numbers, one after another. After you hear the numbers, I want you to repeat them to me in the same order. Wait for me to say all the numbers before you repeat them. Please listen carefully.	<i>If the child makes an error in this section, supply the child with the correct answer.</i> <i>If the child gets both practice tests incorrect, >> Item 18.</i>			
SMA	5...2	5...2	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SMb	6...1...3	6...1...3	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
	Okay, now let’s do some more. Just listen carefully and do your best.	Okay, now let’s do some more. Just listen carefully and do your best.	<i>If the child makes an error in this section, DO NOT supply the child with the correct answer.</i>			
SM1.	1...6	1...6	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SM2.	5...2...9	5...2...9	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SM3.	8...3...1...4	8...3...1...4	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SM4.	1...2...4...7...3	1...2...4...7...3	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SM5.	7...9...2...1...4...5	7...9...2...1...4...5	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SM6.		6...3...7...2...8...4...1	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
SM7.		9...5...1...3...6...2...8...4	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 18. Executive Function - Working Memory (IDELA)						
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 17 years	Response Category			
	This is another game. I am going to say a list of numbers, one after another. Whatever numbers I say, you say them backwards. Like this – If I say “1 pause, 2”, you will say “2, 1”.	This is another game. I am going to say a list of numbers, one after another. Whatever numbers I say, you say them backwards. Like this – If I say “1 pause, 2”, you will say “2, 1”.	<i>If the child makes an error on the practice, supply the correct answer.</i> <i>If the child gets both practice tests incorrect, >> Item 17.</i>			
WMA	Let’s try another one for practice. If I say “3 ... 5” what would you say?	Let’s try another one for practice. If I say “3 ... 5” what would you say?	1 _ Yes	2 _ No	88 _ DK	99 _ NR
WMb	Let’s try another one: 6...1...3	Let’s try another one. 6...1...3	1 _ Yes	2 _ No	88 _ DK	99 _ NR
	Okay, now let’s do some more. Just listen carefully and do your best to repeat the numbers backwards.	Okay, now let’s do some more. Just listen carefully and do your best to repeat the numbers backwards.	<i>If the child makes an error, DO NOT supply the child with the correct answer.</i> <i>If the child gets one of a set correct [i.e., WM1/WM2= 1 OR WM3/WM4=1 OR WM5/WM6=1], mark appropriately (i.e., incorrect, DK, or NR) and move to the next question.</i> <i>If the child errs on both trials of the same digit set [i.e., WM1 & WM2 ≠ 1 OR WM3 & WM4 ≠1 OR WM5 & WM6 ≠1], mark appropriately and >> Item 17.</i>			
WM1.	4...1	4...1	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM2.	6...2	6...2	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM3.	3...5...6	3...5...6	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM4.	2...9...8	2...9...8	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM5.	4...9...2...7	4...9...2...7	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM6.	1...6...4...5	1...6...4...5	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM7.		6...9...5...2...7	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM8.		5...4...8...3...2	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM9.		3...9...1...4...6...2	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR
WM10.		7...3...8...2...5...9	1 _ Correct	2 _ Incorrect	88 _ DK	99 _ NR

Item 19. Gender Bias		
Q#	Age Relevance: 5 – 17 years	Response Category
	I will now ask you some questions about boys and girls.	

GB1.	Who do you think is more gifted/better in math?	1 <input type="checkbox"/> Boys are more gifted/good	2 <input type="checkbox"/> Girls are more gifted/good	3 <input type="checkbox"/> Boys and girls are equally gifted/good	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
GB2.	Who do you think are more gifted/better in English reading?	1 <input type="checkbox"/> Boys are more gifted/good	2 <input type="checkbox"/> Girls are more gifted/good	3 <input type="checkbox"/> Boys and girls equally gifted/good	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
	To what extent do you agree or disagree with the following statements?					
GB3.	Studying math is more important for the career of a boy than for a girl.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
GB4.	Studying English reading is more important for the career of a boy than for a girl.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR

Item 20. Time Use (Young Lives)						
Q#	Age Relevance: 10 – 17 years			Response Category		
	Interviewer: Give the child 24 counters and, using a cardboard with 8 circles representing the following 8 categories of activities. Ask the child to distribute the 24 counters according to the time spent in each task. Make sure all 24 counters are allotted. If any child is ill on the day of the interview, consider a typical day before the illness. I want to know how many hours you spend on the following activities during a typical day (Monday to Friday) in the last week.			Please ask the child to talk about a typical WEEKDAY from Monday to Friday (not weekend or holiday). If child claims not to know, ask for their best estimate.		
TU1.	First, how many hours do you spend sleeping in a typical night?			_ _	88 _ DK	99 _ NR
	Now, think about the rest of your day. I want you to tell me how much time you spent on the following activities during a typical day (i.e., not a weekend or holiday)			Record in Hours		
TU2.	Care for others (e.g. younger siblings, elderly)			_ _	88 _ DK	99 _ NR
TU3.	Household chores (fetching water, firewood, cleaning, cooking, washing, shopping)			_ _	88 _ DK	99 _ NR
TU4.	Work on the farm, cattle herding (keeping), or other family business			_ _	88 _ DK	99 _ NR
TU5.	Work for pay or for money			_ _	88 _ DK	99 _ NR
TU6.	At school (including travelling)			_ _	88 _ DK	99 _ NR
TU7.	Studying outside of school time (at home, extra classes)			_ _	88 _ DK	99 _ NR
TU8.	General leisure (e.g. playing, seeing friends, using the internet, etc)			_ _	88 _ DK	99 _ NR

Item 21. Child Well-Being (Young Lives)								
Q#	Age Relevance: 10 – 17 years	Response Category						
CW1.	I will now ask you some questions about your well-being							
CW2.	In general, would you say your health is...	1 <input type="checkbox"/> Very poor	2 <input type="checkbox"/> Poor	3 <input type="checkbox"/> Average	4 <input type="checkbox"/> Good	1 <input type="checkbox"/> Very good	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CW3.	Compared with other children of the same age would you say your health is...	1 <input type="checkbox"/> Much worse	2 <input type="checkbox"/> Worse	3 <input type="checkbox"/> The same	4 <input type="checkbox"/> Better	1 <input type="checkbox"/> Much better	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR

Item 22. Caregiver Engagement							
<i>I will now ask some questions about your caregiver's involvement with you</i>							
Q#	Age Relevance: 5 – 9 years	Age Relevance: 10 – 14 years	Age Relevance: 15 – 17 years	Response Category			
	In the past three days, has [CAREGIVER] done the following things with you?	In the past three days, has [CAREGIVER] done the following things with you?	In the past three days, has [CAREGIVER] done the following things with you?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE1.	Read books or looked at pictures with you?	Read books with you or encouraged you to read independently?	Encouraged you to read independently?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE2.	Told stories to you?	Told you a story (Do not include reading to this child.)?	Told you a story (Do not include reading to this child)?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE3.	Sang songs to or with you?	Done activities like, coloring, painting (includes song/dance/music making)?	Done activities like coloring, painting (includes song/dance/music making)	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE4.	Taken you outside of the home? For example, to the market, to events	Played board games or did puzzles with you?	Played board games (e.g., ludo, draft) with you?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE5.	Played with you?	Worked on a project like building, making, or fixing something (includes cooking)?	Worked on a project like building, making, or fixing something (includes cooking)?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE6.	Named, counted, or drew things with you?	Played sports, active games, or exercised together?	Played sports, active games, or exercised together?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE7.		Discussed with you how to manage time?	Discussed with you how to manage time?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE8.		Talked with you about the family/community's history / heritage?	Talked with you about the family/community's history / heritage?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE9.		Discussed plans for future education / educational or career aspirations with you?	Discussed plans for future education / educational or career aspirations with you?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
CE10.		Encouraged you to Listen or watch remote teaching?	Encouraged you to listen / watch remote teaching?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR

Item 23. Job and Education Aspirations						
	Age Relevance: 10 – 17 years	Response Category				
JA1.	When you are about 25 years old, what job would you like to be doing? <i>Do not prompt</i>	1. <input type="checkbox"/> Nurse 2. <input type="checkbox"/> Teacher 3. <input type="checkbox"/> Farmer 4. <input type="checkbox"/> Banker 5. <input type="checkbox"/> Accountant 6. <input type="checkbox"/> Musician 7. <input type="checkbox"/> Engineer 8. <input type="checkbox"/> Trader 9. <input type="checkbox"/> Mechanic 10. <input type="checkbox"/> Hairdresser 11. <input type="checkbox"/> Lawyer 12. <input type="checkbox"/> Other (specify) 88. <input type="checkbox"/> Refuse to answer 99. <input type="checkbox"/> Don't know				
JA2.	Given your current situation do you expect you will be able to get that kind of job?	1. <input type="checkbox"/> No 2. <input type="checkbox"/> Yes 88. <input type="checkbox"/> Refuse to answer 99. <input type="checkbox"/> Don't know				
JA3.	Imagine you had no constraints and could study for as long as you liked or go back to school if you have already left. What level of formal education would you like to complete?	1. <input type="checkbox"/> None 2. <input type="checkbox"/> Some primary school 3. <input type="checkbox"/> Primary school 4. <input type="checkbox"/> Middle/JSS/JHS 5. <input type="checkbox"/> SSS/SHS 6. <input type="checkbox"/> O/A level 7. <input type="checkbox"/> Voc./Tech./Commercial 8. <input type="checkbox"/> Post-secondary certificates (teacher college of educ, agric, nursing, etc.) 9. <input type="checkbox"/> Diploma/HND (University diploma, HND, college of educ diploma, etc.) 10. <input type="checkbox"/> Bachelor's degree 11. <input type="checkbox"/> Masters 12. <input type="checkbox"/> PhD 13. <input type="checkbox"/> Others (Postgraduate - Cert., Diploma) 88. <input type="checkbox"/> Refuse to answer 99. <input type="checkbox"/> Don't know				
JA4.	Do you expect you will reach that level of education?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No -88. <input type="checkbox"/> Refuse to answer -99. <input type="checkbox"/> Don't know				
JA5.	To what extend do you think the covid-19 pandemic changed your chances of [furthering your] education?	1. <input type="checkbox"/> Increased 2. <input type="checkbox"/> Decreased 3. <input type="checkbox"/> Same 88. <input type="checkbox"/> Refuse to answer 99. <input type="checkbox"/> Don't know				

Item 24. Motivation: Elementary School Motivation Scale (Guay, Marsh, Dowson, & Laval, 2005)						
Q#	Age Relevance: 5 – 17 years – All age groups	Response Category				
	Indicate how much you identify with each of the statements below (there are no wrong or right answers):					
MO1.	I like going to school.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
MO2.	Going to school interests me a lot.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
MO3.	I would go to school even if I were not obliged to do so.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
MO4.	Going to school allows me to learn many useful things.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
MO5.	I choose to go to school to learn many things.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
MO6.	In life, it's important to go to school.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR
MO7.	I study to get a nice reward.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK 99 <input type="checkbox"/> NR

M08.	I study to please my parents or my teacher.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
M09.	I study to show others how good I am.	1 <input type="checkbox"/> No always	2 <input type="checkbox"/> No sometimes	3 <input type="checkbox"/> Yes sometimes	4 <input type="checkbox"/> Yes always	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR

Item 25. Rosenberg Self-Esteem Scale							
Q#	Age Relevance: 10 – 17 years	Response Category					
	To what extent do you agree or disagree with the following statements	After reading each question, show the child the stimulus card to the child to select the appropriate response.					
SE1.	On the whole, I am satisfied with myself.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE2.	At times I think I am no good at all.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE3.	I feel that I have a number of good qualities.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE4.	I am able to do things as well as most other people.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE5.	I feel I do not have much to be proud of.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE6.	I certainly feel useless at times.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE7.	I feel that I'm a person of worth, at least on an equal plane with others.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE8.	I wish I could have more respect for myself.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE9.	All in all, I am inclined to feel that I am a failure.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR
SE10.	I take a positive attitude toward myself.	1 <input type="checkbox"/> Strongly disagree	2 <input type="checkbox"/> Disagree	3 <input type="checkbox"/> Agree	4 <input type="checkbox"/> Strongly agree	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR

Item 26. Child Food Insecurity Experience (Frongillo et al., 2020)							
Q#	Age Relevance: 5 – 17 years	Response Category					
	Now we are going to ask you some questions about food. For each question, please answer whether it happened many times, 1-2 times, or never in the past 12 months.						
FS1.	Did you worry that food at home would run out before your family was able to get more?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS2.	Did you worry about how hard it is for your parents/guardians to get enough food for your family?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS3.	Were you not able to get the food you wanted because there wasn't enough money?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS4.	Has the size of your meal been cut because your family didn't have enough food?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS5.	Were you hungry but didn't eat because your family didn't have enough food?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS6.	Did you skip meal because your family didn't have enough food?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS7.	Did you feel tired or weak because your family didn't have enough food to eat?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS8.	Did you feel ashamed because your family didn't have enough food?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS9.	Did you feel sad because your family didn't have enough food?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	
FS10.	Did you feel ashamed about any of the things you or your family had to do to get enough food?	1 <input type="checkbox"/> Many times	2 <input type="checkbox"/> 1 – 2 times	3 <input type="checkbox"/> Never	88 <input type="checkbox"/> DK	99 <input type="checkbox"/> NR	

Item 27. CHILD PERCEPTIONS ON RETURNS TO EDUCATION					
Q#	Age Relevance: 10 – 17 years	Response Category			
	Now I am going to ask you some questions about aspirations for your children’s education. Please use these pebbles to answer to the following questions. We want to know how likely you think is that a certain situation will happen. Select the number of counters from 0 to 10 according to how likely is the situation to come true. If you think that the situation is totally likely to happen, for instance that Christmas Day will be on the 25 December, put 10 counters in the cup. If you think the situation is not likely to happen at all, for example seeing a person with 5 heads, put 0 counters in the cup.				
RE1.	Assume that you complete JHS, and that this is your highest schooling and you stop going to school afterwards. From zero to one hundred, how sure are you that you will be working at the age of 30?	_ _	88 _ DK	99 _ NR	
RE2.	Assume that you complete JHS, and that this is your highest schooling. Assume that you have a job at age 30. Think about the kinds of jobs you might be offered and that you might accept. How much do you think you will earn in a typical MONTH when you are about 30 years old?	GH ₵ _ _ _ _ _	88 _ DK	99 _ NR	
RE3.	Assume that you complete SHS, and that this is your highest schooling and you stop going to school afterwards. From zero to one hundred, how sure are you that you will be working at the age of 30?		88 _ DK	99 _ NR	
RE4.	Assume that you complete SHS, and that this is your highest schooling. Assume that you have a job at age 30. Think about the kinds of jobs you might be offered and that you might accept. How much do you think you will earn in a typical MONTH when you are about 30 years old?	GH ₵ _ _ _ _ _	88 _ DK	99 _ NR	

RE5.	Assume that you complete a university, and that this is your highest schooling and you stop going to school afterwards. From zero to one hundred, how sure are you that you will be working at the age of 30?		88 _ DK	99 _ NR
RE6.	Assume that you complete university. Assume that you have a job at age 30. Think about the kinds of jobs you might be offered and that you might accept. How much do you think you will earn in a typical MONTH when you are about 30 years old?	GH ₵ _ _ _ _ _ _ _	88 _ DK	99 _ NR
<p>We've come to the end of the games and the activities. Thank you for playing this game with me today!</p> <p><i>Presents the child with the 1 exercise books and 1 pencil. If possible, present the materials to the child in the presence of the caregiver or any other household member.</i></p>				

Interview Outcome		
Q#	Questions	Response Category
I01.	What is the main language used to conduct the interview?	1. _ English 2. _ Dagbani 3. _ Manpruli 4. _ Buli 5. _ Dagaari 6. _ Sissala 7. _ Dagaari 8. _ Guruni 9. _ Wali 77. _ Other: Please specify
I02.	What is the status of the interview with [CHILD]?	1. _ Complete 2. _ Incomplete >> I03 3. _ Refused >> I04 4. _ Unavailable >> I05
I03.	Why was the interview incomplete?	1. _ Child breakoff to take care of other business. 2. _ Child refuses to complete interview when you recontact him/her. 3. _ Interview sounds too long/is taking too long.
I04.	Why didn't [CHILD] agree to participate in the interview?	1. _ Has no time - busy. 2. _ Child not interested. 3. _ Child was scared or felt uncomfortable. 4. _ Caregiver says child should not participate in the test
I05.	Why was the child not available for consent?	1. _ Child was not at home during visit. 2. _ Child has travelled. 3. _ Child is incapacitated