

5-17 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Household number: _____	
FS3. Child's name and line number: NAME _____	FS4. Mother's / Caregiver's name and line number: NAME _____	
FS5. Interviewer's name and number: NAME _____	FS6. Supervisor's name and number: NAME _____	
FS7. Day / Month / Year of interview: _____ / _____ / <u>2</u> <u>0</u> <u>2</u> <u>5</u>	FS8. Record the time:	HOURS : MINUTES _____ : _____

Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39/HH39A) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caregiver identified in the household (HL20=90), the respondent will be the child him/herself.

FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border-bottom: 1px solid black;">YES, INTERVIEWED ALREADY</td> <td style="width: 40%; text-align: center;">1</td> </tr> <tr> <td style="border-bottom: 1px solid black;">NO, FIRST INTERVIEW</td> <td style="text-align: center;">2</td> </tr> </table> <div style="display: flex; justify-content: flex-end; padding-right: 10px;"> <div style="text-align: center; margin-right: 10px;">1 ⇒ FS10B</div> <div style="text-align: center;">2 ⇒ FS10A</div> </div>		YES, INTERVIEWED ALREADY	1	NO, FIRST INTERVIEW	2
YES, INTERVIEWED ALREADY	1					
NO, FIRST INTERVIEW	2					
<p>FS10A. Hello, my name is (<i>your name</i>). We are from the Central Statistical Office. We are conducting a survey about the situation of children, families, and households. I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being.</p> <p>This interview usually takes about 30 minutes.</p> <p>Participation in this survey is voluntary. No payment or incentive will be given to you or your family members for answering these questions. However, the information gathered will be very helpful for the government and the general public to better understand the situation and needs of children and adolescents.</p> <p>Please know that all the information you share during the interview will remain strictly confidential and anonymous. No information about you or your child will be made publicly available. We will only be producing information about the general population.</p> <p>Should you feel uncomfortable about any questions and not wish to answer, just let me know and we can skip the question. Also, if you wish to stop the interview at any point just let me know.</p> <p>If at any time you have any complaints or concerns about this survey, please use the information provided on this card to contact the Central Statistical Office.</p> <p>May I start the interview?</p>	<p>FS10B. Now I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being in more detail.</p> <p>This interview usually takes about 30 minutes.</p> <p>Again, participation in this survey is voluntary. No payment of incentive will be given to you for answering these questions. However, this survey will help the government and the general public better understand the situation and needs of children and adolescents.</p> <p>Please know that all the information you share during the interview will remain strictly confidential and anonymous. No information about you or your child will be made publicly available. We will only produce information about the general population.</p> <p>Again, should you wish not to answer a question or wish to stop the interview at any point, please let me know.</p> <p>If at any time you have any complaints or concerns about this survey, please use the information on the card I gave you earlier to contact the Central Statistical Office.</p> <p>May I start the interview?</p>					
YES 1 NO / NOT ASKED 2	1 ⇒ CHILD'S BACKGROUND Module 2 ⇒ FS17					

CHILD'S BACKGROUND		CB
CB0A. Check relationship of respondent to child in the LIST OF HOUSEHOLD MEMBERS in the HOUSEHOLD QUESTIONNAIRE.	BIOLOGICAL MOTHER (HL20 = HL14) 1 BIOLOGICAL FATHER (HL20 = HL18) 2 CHILD IS RESPONDENT (HL20 = 90) 3 OTHER 6	1 ⇨ CB2 2 ⇨ CB2 3 ⇨ CB2
CB0B. What is your relationship to (<i>name</i>)?	GRANDPARENT 01 AUNT/UNCLE 02 BROTHER/SISTER 03 OTHER RELATIVE OF CHILD 06 STEPMOTHER/FATHER 11 STEPSISTER/BROTHER 12 OTHER RELATIVE OF STEPPARENT 16 FORMAL FOSTER/ADOPTED PARENT 21 FRIEND 31 OTHER (<i>specify</i>) 96	
CB2. On what day, month and year was (<i>name</i>) born? <i>Probe: What is (<i>his/her</i>) birthday?</i> <i>If the mother/caregiver knows the exact date of birth, also record the day; otherwise, record '98' for day.</i> <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH DAY DK DAY 98 MONTH YEAR <u>2</u> <u>0</u>	
CB3. How old is (<i>name</i>)? <i>Probe:</i> How old was (<i>name</i>) at (<i>his/her</i>) last birthday? <i>Record age in completed years.</i> <i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS)	
CB4. Check ED5 (LEVEL) in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Has child ever attended primary school or higher (ED5, LEVEL=1, 2, 3, or 4)?	YES, ED5, LEVEL=1, 2, 3, OR 4 1 NO, ED5, LEVEL=0 OR BLANK 2 DK, ED5, LEVEL=8 3	1 ⇨ CB5B 2 ⇨ End 3 ⇨ CB5A
CB5A. Did (<i>name</i>) ever attend any Early Childhood Education programme? CB5B. According to the information I have, the highest level of education (<i>name</i>) has ever attended is (<i>information from ED5, LEVEL</i>). Did (<i>name</i>) ever attend any Early Childhood Education programme?	YES 1 NO 2 DK 8	1 ⇨ End 2 ⇨ End

CHILD LABOUR		CL
<p>CL1. Now I would like to ask about any work (<i>name</i>) may do.</p> <p>Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following activities, even for only one hour?</p> <p>[A] Did (<i>name</i>) do any work or help on (<i>his/her</i>) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing, or milking animals?</p> <p>[B] Did (<i>name</i>) help in a family business or a relative's business with or without pay, or run (<i>his/her</i>) own business?</p> <p>[C] Did (<i>name</i>) produce or sell articles, handicrafts, clothes, food, or agricultural products?</p> <p>[X] Since last (<i>day of the week</i>), did (<i>name</i>) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour?</p>	<p>YES NO</p> <p>WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS1 2</p> <p>ANY OTHER ACTIVITY1 2</p>	
<p>CL2. Check CL1, [A]-[X]:</p>	<p>AT LEAST ONE 'YES'1</p> <p>ALL ANSWERS ARE 'NO'2</p>	<p>2 ⇒ CL7</p>
<p>CL3. Since last (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS __ __</p>	
<p>CL4. (Does the activity/Do these activities) require carrying heavy loads?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>CL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?</p>	<p>YES 1</p> <p>NO 2</p>	

<p>CL6. How would you describe the work environment of <i>(name)</i>?</p> <p>[A] Is <i>(he/she)</i> exposed to dust, fumes, or gas?</p> <p>[B] Is <i>(he/she)</i> exposed to extreme cold, heat or humidity?</p> <p>[C] Is <i>(he/she)</i> exposed to loud noise or vibration?</p> <p>[D] Is <i>(he/she)</i> required to work at heights?</p> <p>[E] Is <i>(he/she)</i> required to work with chemicals, such as pesticides, glues and similar, or explosives?</p> <p>[X] Is <i>(name)</i> exposed to other things, processes, or conditions bad for <i>(his/her)</i> health or safety?</p>	<p style="text-align: right;">YES NO</p> <p>DUST, FUMES OR GAS 1 2</p> <p>EXTREME COLD, HEAT OR HUMIDITY . 1 2</p> <p>LOUD NOISE OR VIBRATION 1 2</p> <p>HEIGHTS 1 2</p> <p>CHEMICALS OR EXPLOSIVES 1 2</p> <p>OTHERS BAD FOR HEALTH/SAFETY 1 2</p>	
<p>CL7. Since last <i>(day of the week)</i>, did <i>(name)</i> fetch water for household use?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2⇒CL9</p>
<p>CL8. In total, how many hours did <i>(name)</i> spend on fetching water for household use, since last <i>(day of the week)</i>?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS __ __</p>	
<p>CL9. Since last <i>(day of the week)</i>, did <i>(name)</i> collect wood for household use?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2⇒CL11</p>
<p>CL10. In total, how many hours did <i>(name)</i> spend on collecting wood for household use, since last <i>(day of the week)</i>?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS __ __</p>	
<p>CL11. Since last <i>(day of the week)</i>, did <i>(name)</i> do any of the following for this household?</p> <p>[A] Shopping for the household?</p> <p>[B] Cooking?</p> <p>[C] Washing dishes or cleaning around the house?</p> <p>[D] Washing clothes?</p> <p>[E] Caring for children?</p> <p>[F] Caring for someone old or sick?</p> <p>[X] Other household tasks?</p>	<p style="text-align: right;">YES NO</p> <p>SHOPPING FOR HOUSEHOLD 1 2</p> <p>COOKING 1 2</p> <p>WASHING DISHES / CLEANING HOUSE 1 2</p> <p>WASHING CLOTHES 1 2</p> <p>CARING FOR CHILDREN 1 2</p> <p>CARING FOR OLD / SICK 1 2</p> <p>OTHER HOUSEHOLD TASKS 1 2</p>	
<p>CL12. Check CL11, [A]-[X]:</p>	<p>AT LEAST ONE 'YES' 1</p> <p>ALL ANSWERS ARE 'NO' 2</p>	<p>2⇒End</p>

<p>CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?</p> <p><i>If less than one hour, record '00'</i></p>	NUMBER OF HOURS.....__ __	
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CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS..... 1 AGE 15-17 YEARS..... 2	2 ⇨ End
FCD2. Now I'd like to talk to you about something else. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (name) <u>in the past month</u> . [A] Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house. [B] Explained why (name) 's behaviour was wrong. [C] Shook (him/her) . [D] Shouted, yelled at, or screamed at (him/her) . [E] Gave (him/her) something else to do. [F] Spanked, hit, or slapped (him/her) on the bottom with bare hand. [G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick, or other hard object. [H] Called (him/her) dumb, lazy or another name like that. [I] Hit or slapped (him/her) on the face, head, or ears. [J] Hit or slapped (him/her) on the hand, arm, or leg. [K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could.	<div>YES NO</div> TOOK AWAY PRIVILEGES 1 2 EXPLAINED WRONG BEHAVIOUR 1 2 SHOOK HIM/HER 1 2 SHOUTED, YELLED, SCREAMED 1 2 GAVE SOMETHING ELSE TO DO 1 2 SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2 HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2 CALLED DUMB, LAZY OR ANOTHER NAME 1 2 HIT / SLAPPED ON FACE, HEAD OR EARS 1 2 HIT / SLAPPED ON HAND, ARM OR LEG .. 1 2 BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1 2	
FCD3. Check FS4: Is this respondent the mother or caregiver of any other children under age 5?	YES..... 1 NO 2	2 ⇨ FCD5

FCD4. <i>Check FS4: Has this respondent already responded to the following question (UCD5) for another child?</i>	YES..... 1 NO 2	1 ⇒ <i>End</i>
FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES 1 NO 2 DK / NO OPINION 8	

CHILD FUNCTIONING		FCF
FCF1. I would like to ask you some questions about difficulties (name) may have. Does (name) wear glasses or contact lenses?	YES 1 NO 2	
FCF2. Does (name) use a hearing aid?	YES 1 NO 2	
FCF3. Does (name) use any equipment or receive assistance for walking?	YES 1 NO 2	
FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Remember the four possible answers: Would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?		
FCF5. Check FCF1: Child wears glasses or contact lenses?	YES, FCF1=1 1 NO, FCF1=2 2	1 ⇒ FCF6A 2 ⇒ FCF6B
FCF6A. When wearing (his/her) glasses or contact lenses, does (name) have difficulty seeing? FCF6B. Does (name) have difficulty seeing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	
FCF7. Check FCF2: Child uses a hearing aid?	YES, FCF2=1 1 NO, FCF2=2 2	1 ⇒ FCF8A 2 ⇒ FCF8B
FCF8A. When using (his/her) hearing aid(s), does (name) have difficulty hearing sounds like people's voices or music? FCF8B. Does (name) have difficulty hearing sounds like people's voices or music?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT HEAR AT ALL 4	
FCF9. Check FCF3: Child uses equipment or receives assistance for walking?	YES, FCF3=1 1 NO, FCF3=2 2	2 ⇒ FCF14
FCF10. Without (his/her) equipment or assistance, does (name) have difficulty walking 100 meters on level ground? <i>Probe:</i> That would be about the length of 1 football field. <i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i>	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 100 M AT ALL 4	3 ⇒ FCF12 4 ⇒ FCF12

<p>FCF11. Without (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 500 M AT ALL 4</p>	
<p>FCF12. With (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 100 M AT ALL 4</p>	<p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>
<p>FCF13. With (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 500 M AT ALL 4</p>	<p>1 ⇒ FCF16</p> <p>2 ⇒ FCF16</p> <p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>
<p>FCF14. Compared with children of the same age, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 100 M AT ALL 4</p>	<p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>
<p>FCF15. Compared with children of the same age, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT WALK 500 M AT ALL 4</p>	
<p>FCF16. Does (<i>name</i>) have difficulty with self-care such as feeding or dressing (<i>himself/herself</i>)?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT CARE FOR SELF AT ALL 4</p>	
<p>FCF17. When (<i>name</i>) speaks, does (<i>he/she</i>) have difficulty being understood by people inside of this household?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT BE UNDERSTOOD AT ALL 4</p>	
<p>FCF18. When (<i>name</i>) speaks, does (<i>he/she</i>) have difficulty being understood by people outside of this household?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT BE UNDERSTOOD AT ALL 4</p>	

FCF19. Compared with children of the same age, does <i>(name)</i> have difficulty learning things?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT LEARN THINGS AT ALL 4	
FCF20. Compared with children of the same age, does <i>(name)</i> have difficulty remembering things?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT REMEMBER THINGS AT ALL 4	
FCF21. Does <i>(name)</i> have difficulty concentrating on an activity that <i>(he/she)</i> enjoys doing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CONCENTRATE AT ALL 4	
FCF22. Does <i>(name)</i> have difficulty accepting changes in <i>(his/her)</i> routine?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT ACCEPT CHANGES AT ALL 4	
FCF23. Compared with children of the same age, does <i>(name)</i> have difficulty controlling <i>(his/her)</i> behaviour?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CONTROL BEHAVIOUR AT ALL .. 4	
FCF24. Does <i>(name)</i> have difficulty making friends?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT MAKE FRIENDS AT ALL 4	
FCF25. The next questions have different options for answers. I am going to read these to you after each question. I would like to know how often <i>(name)</i> seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY 1 WEEKLY 2 MONTHLY 3 A FEW TIMES A YEAR 4 NEVER 5	
FCF26. I would also like to know how often <i>(name)</i> seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY 1 WEEKLY 2 MONTHLY 3 A FEW TIMES A YEAR 4 NEVER 5	

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

TIME USE										FTU
FTU6. Activity order	FTU16. Did (<i>name</i>) do this activity online?			FTU17. How were (<i>name</i>)'s lessons delivered?						
	1 YES 2 NO <i>Skip to next activity</i>			A SELF-STUDY WITH MATERIALS PROVIDED BY SCHOOL / TEACHERS B RADIO-BASED LESSON C TV-BASED LESSON D INTERNET-BASED LESSON E FACE-TO-FACE LESSON (AT CHILD'S HOME OR OUTSIDE SCHOOL) X OTHER (<i>Specify</i>) <i>Record all mentioned. Probe: Anything else?</i> <i>Skip to next activity</i>						
ORDER	YES NO									
001	1 2			A B C D E X						
002	1 2			A B C D E X						
003	1 2			A B C D E X						
004	1 2			A B C D E X						
005	1 2			A B C D E X						
006	1 2			A B C D E X						
007	1 2			A B C D E X						
008	1 2			A B C D E X						
009	1 2			A B C D E X						
010	1 2			A B C D E X						
Activity codes for FTU7										
<div> <div> 010 Sleeping 020 Eating and drinking 030 Taking care of personal hygiene and health care 040 Formal education 041 School attendance (in person) 042 School attendance (remote) 043 Homework and studying after school hours 044 Travel to / from school </div> <div> 050 Social relationships (spending time/communicating with others) 051 In person, face-to-face 052 Using social media and chat-based platforms 060 Work activities and chores 070 Playing (excluding gaming) 080 Gaming 090 Watching TV shows or movies as entertainment </div> <div> 100 Social media as entertainment 110 Following the news 120 Civic engagement activities 130 Arts, crafts, and other creative activities 140 Playing sports, exercising and physical activity 150 Reading for leisure 996 Other activities not captured elsewhere (Specify) </div> </div>										
FTU18. Just to make sure I have this right I will now repeat all the activities you have listed in chronological order. I would like you to think if there is any activity (<i>name</i>) did yesterday, between waking up in the morning and going to bed at night for sleeping, that you forgot to mention. <i>Read aloud the list of activities reported and ask:</i> Did (<i>name</i>) do anything else that we have not recorded yet?				YES1 NO2			1 ⇒ FTU7			

HOUSEHOLD INVOLVEMENT IN EDUCATION		PR
PR1. Check CB3: Child's age?	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒ End 3 ⇒ End
PR2. Now I am going to ask you a few more questions about (name) 's school and homework. Once you have answered those questions, I would like to speak to (name) . If (he/she) is at home right now, can you please ask (him/her) to stay around? If (he/she) is not at home right now, could you please arrange for (him/her) to return home now? If it is not possible for (him/her) to return home, please let me know when a convenient time for me would be to come back and talk to (name) . We can discuss this at the end of the interview.		
PR3. Excluding school textbooks and holy books, how many books do you have for (name) to read at home?	NONE00 NUMBER OF BOOKS..... <u>0</u> ____ TEN OR MORE BOOKS10	
PR4. Check ED9: In the current school year, did the child attend school or any Early Childhood Education programme?	YES, ED9=1 1 NO, ED9=2 OR BLANK..... 2	2 ⇒ End
PR5. Does (name) ever have homework?	YES..... 1 NO 2 DK 8	2 ⇒ PR7 8 ⇒ PR7
PR6. Does anyone help (name) with homework?	YES..... 1 NO 2 DK 8	
PR7. In the last 12 months, have you or any other adult from your household received a student report card/book for (name) ?	YES..... 1 NO 2 DK 8	

<p>PR8. In the last 12 months, have you or any adult from your household discussed <i>(name)</i>'s progress with <i>(his/her)</i> teachers?</p>	<p>YES..... 1 NO 2 DK 8</p>	
<p>PR9. Does <i>(name)</i>'s school have a school governing body in which parents can participate such as Parent Teacher Association or School Management Committee?</p>	<p>YES..... 1 NO 2 DK 8</p>	<p>2 ⇨ PR11 8 ⇨ PR11</p>
<p>PR10. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?</p>	<p>YES..... 1 NO 2 DK 8</p>	
<p>PR11. Does <i>(name)</i>'s school publish a school report?</p> <p><i>Probe:</i> A school report provides information on how the school is doing, for example, information about school finance, student achievement, student behaviour, teacher qualifications, and other information.</p>	<p>YES..... 1 NO 2 DK 8</p>	

FOUNDATIONAL LEARNING SKILLS		FL
FL0. Check CB3: Child's age?	AGE 5-6 YEARS 1 AGE 7-14 YEARS 2 AGE 15-17 YEARS 3	1 ⇒ End 3 ⇒ End
<p>FL1. Thank you very much for answering my questions. As I mentioned earlier in this interview, now I would like to talk to (name). I will ask (him/her) a few questions about (himself/herself), (his/her) reading habits, and the language (his/her) teachers use at school. Then, I will ask (name) if (he/she) wants to complete a few reading and number activities.</p> <p>This will take about 20 minutes.</p> <p>If you agree, I will ask (name) if (he/she) wants to participate. Participation in this activity is voluntary, and there will be no payment or incentive given to you or to your child for answering these questions. However, we are interviewing many children as part of this survey, and (name)'s participation and that of other children like (him/her) will help us understand how well children in this country are learning to read and to use numbers. This will help the government improve education.</p> <p>Please know that this is not a school test and I am not trained to tell you or your child how well (he/she) did.</p> <p>All the information your child shares with us during the interview will remain strictly confidential and anonymous. No information about your child will be made publicly available. The results will not be shared with anyone, including other parents or (his/her) school.</p>		
May I talk to (name) ?	YES, CONSENT IS GIVEN 1 NO, CONSENT IS NOT GIVEN 2	2 ⇒ FL28
FL2. Record the time.	HOURS AND MINUTES..... __ __ : __ __	
<p>FL3. My name is (your name). 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 assent:</i></p> <p>Let me tell you why I am here today.</p> <p>I am from the Central Statistical Office. We are talking to children like you across Saint Lucia to find out how children learn to read and to use numbers.</p> <p>We have spoken to (Your mother/Name of caregiver) and (she/he) says you can participate in this activity. So, you get to decide if you want to help us. If you wish to help us, I will ask you some questions and give you some reading and number activities to do. I will explain each activity, and you can ask me questions any time.</p> <p>We hope that your participation and the participation of other children like you will help the government improve education in Saint Lucia.</p> <p>After we begin, if you do not want to answer a question or activity, or you do not want to continue, that is alright. No one will be upset.</p>		
Would you like to participate?	YES 1 NO / NOT ASKED 2	2 ⇒ FL28

FL4. Before you start with the reading and number activities, tick each box to show that:

- ☐ You are not alone with the child unless he/she is at least visible to an adult known to the child.
- ☐ You have engaged the child in conversation and built rapport, e.g. using an icebreaker.
- ☐ The child is sat comfortably, able to use the **READING & NUMBERS BOOK** without difficulty, while you can see which page is open.

<p>FL6. First, we are going to talk about reading.</p> <p>[A] Do you read books at home?</p> <p>[B] Does someone read to you at home?</p>	<p style="text-align: right;">YES NO</p> <p>READS BOOKS AT HOME 1 2</p> <p>READ TO AT HOME..... 1 2</p>	
<p>FL7. Which language do you speak most of the time at home?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>READING TEST AVAILABLE ENGLISH..... 11</p> <p>READING TEST NOT AVAILABLE CREOLE 21</p> <p>OTHER (<i>specify</i>) 96</p> <p>DK 98</p>	
<p>FL8. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?</p>	<p>YES, ED9=1 1</p> <p>NO, ED9=2 OR BLANK 2</p>	<p>1 ⇒FL9A</p>
<p>FL8A. Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: Did the child ever attend school or any early childhood education programmes?</p>	<p>YES, ED4=1 1</p> <p>NO, ED4=2 OR BLANK 2</p>	<p>1 ⇒FL9B</p> <p>2 ⇒FL9C</p>
<p>FL9A. What language do your teachers use most of the time when teaching you in class?</p> <p>FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>READING TEST AVAILABLE ENGLISH..... 11</p> <p>READING TEST NOT AVAILABLE CREOLE 21</p> <p>OTHER (<i>specify</i>) 96</p> <p>DK 98</p>	<p>11 ⇒FL10A</p>
<p>FL9C. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=11 1</p> <p>NO, FL7=21, 96 OR 98..... 2</p>	<p>1 ⇒FL10B</p> <p>2 ⇒FL23</p>

<p>FL10A. Now I am going to give you a short story to read in (<i>Language recorded in FL9A/B</i>). Would you like to start reading the story?</p> <p>FL10B. Now I am going to give you a short story to read in (<i>Language recorded in FL7</i>). Would you like to start reading the story?</p>	<p>YES 1 NO 2</p>	2 ⇒FL23
FL11. Check CB3: Child's age?	<p>AGE 7-9 YEARS 1 AGE 10-14 YEARS 2</p>	1 ⇒FL13
FL12. Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or any early childhood education programme?	<p>YES, ED9=1 1 NO, ED9=2 OR BLANK 2</p>	1 ⇒FL18B
<p>FL13. Give the child the READING & NUMBERS BOOK.</p> <p>Open the page showing the reading practice item and say:</p> <p>Now we are going to do some reading. Point to the sentence. I would like you to read this aloud. Then I may ask you a question.</p> <p>(English: Sam is a cat. Sarah a is a dog. Sam is 5. Sarah is 6.)</p>		
FL14. Did the child read every word in the practice correctly?	<p>YES 1 NO 2</p>	2 ⇒FL23
FL15. Once the reading is done, ask: (How old is Sam?)	<p>CORRECT (5) 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3</p>	1 ⇒FL17
FL16. Say: (Sam is 5 years old.)		⇒FL23
FL17. Here is another question: (Who is older: Sam or Sarah?)	<p>CORRECT (SARAH) 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3</p>	1 ⇒FL18A
FL18. Say: (Sarah is older than Sam. Sarah is 6 and Sam is 5.)		⇒FL23
FL18A. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this.		⇒FL19

FL18B. Give the child the *READING & NUMBERS BOOK*.

Open the book on the page of the reading passage.

FL19. Here is a story. I want you to read it aloud as carefully as you can.

You will start here (point to the first word on the first line) and you will read line by line (point to the direction for reading each line).

When you finish, I will ask you some questions about what you have read.

If you come to a word, you do not know, go on to the next word.

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

Ben	is	in	class	two.	One	day,
1	2	3	4	5	6	7
Ben	was	going	home	from	school.	He
8	9	10	11	12	13	14
saw	some	red	flower s	on	the	way.
15	16	17	18	19	20	21
The	flowers	were	near	a	banana	garden.
22	23	24	25	26	27	28
Ben	wanted	to	get	some	flowers	for
29	30	31	32	33	34	35
his	mother.	Ben	ran	fast	across	the
36	37	38	39	40	41	42
garden	to	get	some	flowers	He	fell
43	44	45	46	47	48	49
down	near	a	banana	tree.	Ben	started
50	51	52	53	54	55	56
crying	The	farmer	saw	him	and	came.
57	58	59	60	61	62	63
He	gave	Ben	many	flowers	Ben	was
64	65	66	67	68	69	70
very	happy.					
71	72					

<p>FL20. <i>Results of the child's reading.</i></p> <p><i>Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (72) and the last word attempted (A).</i></p> <p><i>If the child did not try to read the story, record '00' as the last word attempted (A).</i></p>	<p>LAST WORD ATTEMPTED (A).....NUMBER ____</p> <p>TOTAL NUMBER OF WORDS INCORRECT OR MISSED (B).....NUMBER ____</p>	
<p>FL21A. <i>Check FL20(B): Did the child incorrectly read or miss 8 or more words?</i></p>	<p>YES, AT LEAST 8 INCORRECT WORDS ...1 NO, LESS THAN 8 INCORRECT WORDS ..2</p>	<p>1 ⇒FL23</p>
<p>FL21B. 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 Ben in?</p> <p>[B] What did Ben see on the way home?</p> <p>[C] Why did Ben start crying?</p> <p>[D] Where did Ben fall?</p> <p>[E] Why was Ben happy?</p>	<p>CORRECT TWO.....1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' ..3</p> <p>CORRECT FLOWERS1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' ..3</p> <p>CORRECT BECAUSE HE FELL.....1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' ..3</p> <p>CORRECT NEAR A BANANA TREE1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' ..3</p> <p>CORRECT BECAUSE THE FARMER GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER1 INCORRECT.....2 NO RESPONSE / SAYS 'I DON'T KNOW' ..3</p>	

<p>FL23. Turn the page in the <i>READING & NUMBERS BOOK</i> so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p><i>Point to the first number and say:</i> Start here.</p> <p><i>If the child stops on a number for a while, tell the child what the number is, record '3', No attempt, point to the next number and say:</i> What is this number?</p> <p><i>If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:</i> Thank you. That is ok.</p>	<p>9 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>30 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>48 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>74 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>731 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL23A. Check FL23: Did the child correctly identify two of the first three numbers (9, 12, and 30)?</p>	<p>YES, AT LEAST TWO CORRECT 1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT 2</p>	<p>2 ⇒ FL27A</p>

<p>FL24. Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say: Look at these numbers. Tell me which one is bigger.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.</p> <p>If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining pairs and say: Thank you. That is ok. We will go to the next activity.</p>	<p>7 AND 5 CORRECT (7) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>11 AND 24 CORRECT (24) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>58 AND 49 CORRECT (58) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>65 AND 67 CORRECT (67) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>146 AND 154 CORRECT (154) 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL25. Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say: Look at this sum. How much is (number plus number)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate sum, turn the booklet page and show the child the next addition.</p> <p>If the child does not attempt 2 consecutive sums, record '3', No attempt, for remaining sums and say: Thank you. That is ok. We will go to the next activity.</p>	<p>3 + 2 CORRECT (5) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>8 + 6 CORRECT (14) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>7 + 3 CORRECT (10) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>13 + 6 CORRECT (19) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 + 24 CORRECT (36) 1 INCORRECT 2 NO ATTEMPT 3</p>	

FL26. Turn to the first practice sheet for pattern recognition. Say: Here are some numbers. 1, 2, __, and 4. <i>Point to each number and blank space and say:</i> What number goes here?	CORRECT (3) 1 INCORRECT..... 2 NO ATTEMPT 3	2 ⇨ FL26B 3 ⇨ FL26B
FL26A. That's correct, 3. Let's do another one.		⇨ FL26C
FL26B. Do not explain how to get the correct answer. Just say: The number 3 goes here. Say the numbers with me. (<i>Point to each number</i>) 1, 2, 3, 4. 3 goes here. Let's do another one.		
FL26C. Here are some more numbers. 5, 10, 15 and __. <i>Point to each number and blank space and say:</i> What number goes here?	CORRECT (20) 1 INCORRECT..... 2 NO ATTEMPT 3	2 ⇨ FL26E 3 ⇨ FL26E
FL26D. That's correct, 20.		⇨ FL27
FL26E. Do not explain how to get the correct answer. Just say: The number 20 goes here. Say the numbers with me. (<i>Point to each number</i>) 5, 10, 15, 20. 20 goes here.		
FL26F. Check FL26: Was the answer correct?	YES, FL26=1 1 NO, FL26=2 OR 3 2	2 ⇨ FL27A

<p>FL27. Now I want you to try this on your own.</p> <p>Here are some more numbers. Tell me what number goes here (<i>pointing to the missing number</i>).</p> <p><i>Record the child's answer before turning the page in the book and repeating the question.</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, record '3', No attempt, for the appropriate question, turn the page and show the child the next question.</i></p> <p><i>If the child does not attempt 2 consecutive patterns, record '3', No attempt, for remaining patterns. and say:</i> Thank you. That is ok.</p>	<p>5, 6, 7, __ CORRECT (8) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>14, 15, __, 17 CORRECT (16) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>20, __, 40, 50 CORRECT (30) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>2, 4, 6, __ CORRECT (8) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>5, 8, 11, __ CORRECT (14) 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL27A. That was my last question. I really enjoyed talking to you. It was very nice of you to help us out. Thank you very much.</p> <p><i>If you are asked by the child or the mother/caregiver how well the child has done, praise the child for effort but do not comment on performance. You may say:</i> I am not trained to tell you how (you have/your child has) performed but (your/his/her) participation will help the authorities understand how much children are learning in Saint Lucia.</p>		

<p>FL28. <i>Result of interview with child.</i></p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED 01 NOT AT HOME 02 MOTHER / CAREGIVER REFUSED 03 CHILD REFUSED 04 PARTLY COMPLETED 05 INCAPACITATED 06 OTHER (<i>specify</i>) 96</p>	
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<p>FS11. <i>Record the time.</i></p>	<p>HOURS AND MINUTES :</p>	
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FS12. Language of the Questionnaire.	ENGLISH..... 1	
FS13. Language of the Interview.	ENGLISH..... 1	
	OTHER LANGUAGE (specify) 6	
FS13A. Was this interview observed?	YES..... 1 NO..... 2	
FS14. Native language of the Respondent.	ENGLISH..... 1 CREOLE 2	
	OTHER LANGUAGE (specify) 6	
FS15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE..... 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED..... 3	
FS15A. Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Respondent's age is 15-17 years?	AGE 15-17 1 AGE 18 OR ABOVE..... 2	1 ⇒ FS16
FS15B. Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE?	YES, RESPONDENT IS THE SAME, FS4=HH47..... 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47..... 2	1 ⇒ FS16
FS15C. Has this respondent already been interviewed with any individual questionnaires?	YES, ALREADY INTERVIEWED..... 1 NO, NOT ALREADY INTERVIEWED 2	1 ⇒ FS16
FS15D. Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household have a mobile phone?	YES, HC7[A]=1 OR HC12=1 1 NO, HC7[A]=2 AND HC12=2..... 2	2 ⇒ FS15 F
FS15E. Thank you for your participation. The Central Statistical Office will be conducting a phone survey about the situation of children, families, and households in the future. We may call a few times over a period of a few months, for about 15 minutes at a time. Participation is voluntary. If you agree to participate now, you can still withdraw later. It will not cost you anything to participate. Your phone number and all the information you share during these phone interviews will not be shared with anyone outside our team.	YES 1 NO 2	1 ⇒ FS15 H 2 ⇒ FS16

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

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

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

Tick here if additional questionnaire used: ☐

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

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

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

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

**SUPERVISOR'S OBSERVATIONS**This block contains a large, empty rectangle defined by a thin black border. It occupies most of the page below the header section.



**ANTHROPOMETRIC MEASUREMENTS FORM
CHILDREN AGE 5-9 YEARS
SAINT LUCIA MICS 2025**



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

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

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

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

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

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

⒫

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

9

12

30

48

74

731

7

5

11

24

58

49

65

67

146

154

$$3 + 2 =$$

$$8 + 6 =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

1 2 _ 4

5 10 15 —

Ⓟ

5 6 7 —

Ⓟ

14 15 — 17

20 — 40 50

2 4 6 _

5 8 11 —