

5-17 CHILD INFORMATION PANEL		FS
<b>FS1. Cluster number:</b> _____	<b>FS2. Household number:</b> _____	
<b>FS3. Child's name and line number:</b> NAME _____	<b>FS4. Mother's / Caregiver's name and line number:</b> NAME _____	
<b>FS5. Interviewer's name and number:</b> NAME _____	<b>FS6. Supervisor's name and number:</b> NAME _____	
<b>FS7. Day / Month / Year of interview:</b> _____ / _____ / <u>2 0 2 4</u>	<b>FS8. Record the time:</b>	HOURS : MINUTES _____ : _____
<p><i>Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caregiver identified in the household (HL20=90), the respondent will be the child him/herself.</i></p>		
<b>FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</b>	YES, INTERVIEWED ALREADY ... 1 NO, FIRST INTERVIEW ..... 2	1 ⇨ FS10B 2 ⇨ FS10A
<p><b>FS10A.</b> Hello, my name is (<i>your name</i>). We are from the Statistical Institute of Belize. 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 20 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 Statistical Institute of Belize.</p> <p>May I start the interview?</p>	<p><b>FS10B.</b> 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 20 minutes.</p> <p>Again, participation in this survey is voluntary. No payment or 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 Statistical Institute of Belize.</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
<b>CB0A.</b> Check relationship of respondent to child in the LIST OF HOUSEHOLD MEMBERS in the HOUSEHOLD QUESTIONNAIRE.	BIOLOGICAL MOTHER (HL20 = HL14) ..... 1 BIOLOGICAL FATHER (HL20 = HL18) ..... 2 CHILD IS RESPONDENT (HL20 = 90) ..... 3 OTHER ..... 6	1 ⇨ CB1 2 ⇨ CB1 3 ⇨ CB1
<b>CB0B.</b> 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	
<b>CB1.</b> Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the HOUSEHOLD QUESTIONNAIRE?	YES, RESPONDENT IS THE SAME, FS4=HH47 ..... 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 ..... 2	1 ⇨ CB4
<b>CB2.</b> On what day, month and year was ( <i>name</i> ) born?  Probe: What is ( <i>his/her</i> ) birthday?  If the mother/caregiver knows the exact date of birth, also record the day; otherwise, record '98' for day.  Month and year <u>must</u> be recorded.	DATE OF BIRTH DAY ..... _ _  DK DAY ..... 98  MONTH ..... _ _  YEAR ..... <u>2</u> <u>0</u> _ _	
<b>CB3.</b> How old is ( <i>name</i> )?  Probe: How old was ( <i>name</i> ) at ( <i>his/her</i> ) last birthday?  Record age in completed years.  If responses to CB2 and CB3 are inconsistent, probe further and correct.	AGE (IN COMPLETED YEARS) ..... _ _	
<b>CB4.</b> Check ED5 (LEVEL) in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Has child ever attended primary school or higher (ED5, LEVEL =1, 2, 3, 4, 5, or 6)?	YES, ED5, LEVEL =1, 2, 3, 4, 5 OR 6 ..... 1 NO, ED5, LEVEL=0 OR BLANK ..... 2 DK, ED5, LEVEL=8 ..... 3	1 ⇨ CB5B 2 ⇨ End 3 ⇨ CB5A
<b>CB5A.</b> Did ( <i>name</i> ) ever attend preschool?		
<b>CB5B.</b> 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 preschool?	YES ..... 1 NO ..... 2  DK ..... 8	

## CHILD LABOUR

CL

**CL1.** Now I would like to ask about any work (*name*) may do.

Since last (*day of the week*), did (*name*) do any of the following activities, even for only one hour?

YES NO

[A] Did (*name*) do any work or help on (*his/her*) own or the household's plot, farm, food garden or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing, or milking animals?

WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED

AFTER ANIMALS ..... 1 2

[B] Did (*name*) help in a family business or a relative's business with or without pay, or run (*his/her*) own business?

HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS..... 1 2

[C] Did (*name*) produce or sell articles, handicrafts, clothes, food, or agricultural products?

PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS ..... 1 2

[X] Since last (*day of the week*), did (*name*) engage in any other activity in return for income in cash or in kind, even for only one hour?

ANY OTHER ACTIVITY ..... 1 2

**CL2.** Check CL1, [A]-[X]:

AT LEAST ONE 'YES' ..... 1

ALL ANSWERS ARE 'NO' ..... 2

2 ⇒ CL7

**CL3.** Since last (*day of the week*) about how many hours did (*name*) engage in (this activity/these activities), in total?

NUMBER OF HOURS ..... \_ \_

*If less than one hour, record '00'.*

**CL4.** (Does the activity/Do these activities) require carrying heavy loads?

YES ..... 1

NO..... 2

**CL5.** (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?

YES ..... 1

NO..... 2

<p><b>CL6.</b> 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>OTHER BAD FOR HEALTH/SAFETY .....1 2</p>	
<p><b>CL7.</b> 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><b>CL8.</b> 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><b>CL9.</b> Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for household use?</p>	<p>YES .....1</p> <p>NO.....2</p>	<p>2⇒CL11</p>
<p><b>CL10.</b> In total, how many hours did (<i>name</i>) spend on collecting firewood 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><b>CL11.</b> 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><b>CL12.</b> Check CL11, [A]-[X]:</p>	<p>AT LEAST ONE 'YES' ..... 1</p> <p>ALL ANSWERS ARE 'NO' ..... 2</p>	<p>2⇒End</p>

**CL13.** Since last (*day of the week*), about how many hours did (*name*) engage in (this activity/these activities), in total?

*If less than one hour, record '00'*

NUMBER OF HOURS ..... \_ \_

SAMPLE

CHILD DISCIPLINE		FCD
<b>FCD1.</b> Check CB3: Child's age?	AGE 5-14 YEARS ..... 1 AGE 15-17 YEARS ..... 2	2 ⇒ End
<p><b>FCD2.</b> Now I'd like to talk to you about something else.</p> <p>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 <i>(name)</i> <u>in the past month</u>.</p> <p>[A] Took away privileges, forbade something <i>(name)</i> liked or did not allow <i>(him/her)</i> to leave the house.</p> <p>[B] Explained why <i>(name)</i>'s behaviour was wrong.</p> <p>[C] Shook <i>(him/her)</i>.</p> <p>[D] Shouted, yelled at, or screamed at <i>(him/her)</i>.</p> <p>[E] Gave <i>(him/her)</i> something else to do.</p> <p>[F] Spanked, hit, or slapped <i>(him/her)</i> on the bottom with bare hand.</p> <p>[G] Hit <i>(him/her)</i> on the bottom or elsewhere on the body with something like a belt, hairbrush, stick, or other hard object.</p> <p>[H] Called <i>(him/her)</i> dumb, lazy or another name like that.</p> <p>[I] Hit or slapped <i>(him/her)</i> on the face, head, or ears.</p> <p>[J] Hit or slapped <i>(him/her)</i> on the hand, arm, or leg.</p> <p>[K] Beat <i>(him/her)</i> up, that is hit <i>(him/her)</i> over and over as hard as one could.</p>	<p>YES NO</p> <p>TOOK AWAY PRIVILEGES ..... 1 2</p> <p>EXPLAINED WRONG BEHAVIOUR ..... 1 2</p> <p>SHOOK HIM/HER ..... 1 2</p> <p>SHOUTED, YELLED, SCREAMED ..... 1 2</p> <p>GAVE SOMETHING ELSE TO DO ..... 1 2</p> <p>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND ..... 1 2</p> <p>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT ..... 1 2</p> <p>CALLED DUMB, LAZY OR ANOTHER NAME ..... 1 2</p> <p>HIT / SLAPPED ON FACE, HEAD OR EARS ..... 1 2</p> <p>HIT / SLAPPED ON HAND, ARM OR LEG ..... 1 2</p> <p>BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD ..... 1 2</p>	
<b>FCD3.</b> Check FS4: Is this respondent the mother or caregiver of any other children under age 5?	YES ..... 1 NO ..... 2	2 ⇒ FCD5
<b>FCD4.</b> Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES ..... 1 NO ..... 2	1 ⇒ End
<b>FCD5.</b> 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
<p><b>FCF1.</b> I would like to ask you some questions about difficulties (<i>name</i>) may have.</p> <p>Does (<i>name</i>) wear glasses or contact lenses?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	
<p><b>FCF2.</b> Does (<i>name</i>) use a hearing aid?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	
<p><b>FCF3.</b> Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	
<p><b>FCF4.</b> In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (<i>he/she</i>) cannot at all.</p> <p><i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i></p> <p>Remember the four possible answers: Would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (<i>he/she</i>) cannot at all?</p>		
<p><b>FCF5.</b> Check FCF1: Child wears glasses or contact lenses?</p>	<p>YES, FCF1=1 ..... 1</p> <p>NO, FCF1=2 ..... 2</p>	<p>1 ⇒FCF6A</p> <p>2 ⇒FCF6B</p>
<p><b>FCF6A.</b> When wearing (<i>his/her</i>) glasses or contact lenses, does (<i>name</i>) have difficulty seeing?</p> <p><b>FCF6B.</b> Does (<i>name</i>) have difficulty seeing?</p>	<p>NO DIFFICULTY ..... 1</p> <p>SOME DIFFICULTY ..... 2</p> <p>A LOT OF DIFFICULTY ..... 3</p> <p>CANNOT SEE AT ALL ..... 4</p>	
<p><b>FCF7.</b> Check FCF2: Child uses a hearing aid?</p>	<p>YES, FCF2=1 ..... 1</p> <p>NO, FCF2=2 ..... 2</p>	<p>1 ⇒FCF8A</p> <p>2 ⇒FCF8B</p>
<p><b>FCF8A.</b> When using (<i>his/her</i>) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like people's voices or music?</p> <p><b>FCF8B.</b> Does (<i>name</i>) have difficulty hearing sounds like people's voices or music?</p>	<p>NO DIFFICULTY ..... 1</p> <p>SOME DIFFICULTY ..... 2</p> <p>A LOT OF DIFFICULTY ..... 3</p> <p>CANNOT HEAR AT ALL ..... 4</p>	
<p><b>FCF9.</b> Check FCF3: Child uses equipment or receives assistance for walking?</p>	<p>YES, FCF3=1 ..... 1</p> <p>NO, FCF3=2 ..... 2</p>	<p>2 ⇒FCF14</p>
<p><b>FCF10.</b> Without (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 100 yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</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 100 YARDS AT ALL ..... 4</p>	<p>3 ⇒FCF12</p> <p>4 ⇒FCF12</p>

<p><b>FCF11.</b> Without (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 500 yards 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  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 YARDS AT ALL ..... 4</p>	
<p><b>FCF12.</b> With (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 100 yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 100 YARDS AT ALL ..... 4</p>	<p>3 ⇒ FCF16  4 ⇒ FCF16</p>
<p><b>FCF13.</b> With (<i>his/her</i>) equipment or assistance, does (<i>name</i>) have difficulty walking 500 yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 YARDS AT ALL ..... 4</p>	<p>1 ⇒ FCF16  2 ⇒ FCF16  3 ⇒ FCF16  4 ⇒ FCF16</p>
<p><b>FCF14.</b> Compared with children of the same age, does (<i>name</i>) have difficulty walking 100 yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 100 YARDS AT ALL ..... 4</p>	<p>3 ⇒ FCF16  4 ⇒ FCF16</p>
<p><b>FCF15.</b> Compared with children of the same age, does (<i>name</i>) have difficulty walking 500 yards on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 YARDS AT ALL ..... 4</p>	
<p><b>FCF16.</b> Does (<i>name</i>) have difficulty with self-care such as feeding or dressing (himself/herself)?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT CARE FOR SELF AT ALL ..... 4</p>	
<p><b>FCF17.</b> 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  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT BE UNDERSTOOD AT ALL ..... 4</p>	
<p><b>FCF18.</b> 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  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT BE UNDERSTOOD AT ALL ..... 4</p>	
<p><b>FCF19.</b> Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT LEARN THINGS AT ALL ..... 4</p>	



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

HOUSEHOLD INVOLVEMENT IN EDUCATION		PR
<b>PR1.</b> Check CB3: Child's age?	AGE 5-6 YEARS ..... 1 AGE 7-14 YEARS ..... 2 AGE 15-17 YEARS ..... 3	1 ⇒End  3 ⇒End
<b>PR2.</b> Now I am going to ask you a few more questions about ( <i>name</i> )'s school and homework.  Once you have answered those questions, I would like to speak to ( <i>name</i> ). If ( <i>he/she</i> ) is at home right now, can you please ask ( <i>him/her</i> ) to stay around? If ( <i>he/she</i> ) is not at home right now, could you please arrange for ( <i>him/her</i> ) to return home now? If it is not possible for ( <i>him/her</i> ) to return home, please let me know of a convenient time for me to come back and talk to ( <i>name</i> ).  We can discuss this at the end of the interview.		
<b>PR3.</b> Excluding school textbooks and holy books, how many books do you have for ( <i>name</i> ) to read at home?	NONE ..... 00 NUMBER OF BOOKS ..... 0 TEN OR MORE BOOKS ..... 10	
<b>PR4.</b> Check ED9: In the current school year, did the child attend school or preschool?	YES, ED9=1 ..... 1 NO, ED9=2 OR BLANK ..... 2	2 ⇒End
<b>PR5.</b> Does ( <i>name</i> ) ever have homework?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇒PR7 8 ⇒PR7
<b>PR6.</b> Does anyone help ( <i>name</i> ) with homework?	YES ..... 1 NO ..... 2 DK ..... 8	
<b>PR7.</b> In the last 12 months, have you or any other adult from your household received a student report card for ( <i>name</i> )?	YES ..... 1 NO ..... 2 DK ..... 8	
<b>PR8.</b> In the last 12 months, have you or any adult from your household discussed ( <i>name</i> )'s progress with ( <i>his/her</i> ) teachers?	YES ..... 1 NO ..... 2 DK ..... 8	
<b>PR9.</b> Does ( <i>name</i> )'s school have a school governing body in which parents can participate such as parent teacher associations (or PTAs)?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇒PR11 8 ⇒PR11
<b>PR10.</b> In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?	YES ..... 1 NO ..... 2 DK ..... 8	

<p><b>PR11.</b> Does (<i>name</i>)’s school publish annual school reports?</p>	YES ..... 1	
	NO ..... 2	
<p><i>Probe:</i> An annual report provides information on how the school is doing, for example, information about school finance, student achievement, teacher qualifications, and other information.</p>	DK ..... 8	

SAMPLE

**FOUNDATIONAL LEARNING SKILLS**

**FL**

<b>FL0.</b> Check CB3: Child's age?	AGE 5-6 YEARS..... 1	1 ⇒End
	AGE 7-14 YEARS..... 2	
	AGE 15-17 YEARS..... 3	3 ⇒End

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

This will take about 20 minutes.

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

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

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

May I talk to <i>(name)</i> ?	YES, CONSENT IS GIVEN ..... 1	2 ⇒FL28
	NO, CONSENT IS NOT GIVEN ..... 2	

<b>FL2.</b> Record the time.	HOURS AND MINUTES ..... __ : __	
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**FL3.** My name is *(your name)*. I would like to tell you a bit about myself.

Could you tell me a little bit about yourself?

*When the child is comfortable, continue with the verbal assent:*

Let me tell you why I am here today.

I am from the Statistical Institute of Belize. We are talking to children like you across Belize to find out how children learn to read and to use numbers.

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

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

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

Would you like to participate?	YES ..... 1	2 ⇒FL28
	NO / NOT ASKED ..... 2	

**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 sitting comfortably, able to use the **READING & NUMBERS BOOK** without difficulty, while you can see which page is open.

<p><b>FL6.</b> 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><b>FL7.</b> 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><b>READING TEST AVAILABLE</b></p> <p>ENGLISH ..... 11</p> <p><b>READING TEST NOT AVAILABLE</b></p> <p>SPANISH..... 21</p> <p>CREOLE..... 22</p> <p>MAYA ..... 23</p> <p>GARIFUNA..... 24</p> <p>GERMAN..... 25</p> <p>OTHER (<i>specify</i>) ..... 96</p> <p>DK ..... 98</p>	
<p><b>FL8.</b> Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or preschool?</p>	<p>YES, ED9=1 ..... 1</p> <p>NO, ED9=2 OR BLANK..... 2</p>	<p>1 ⇒FL9A</p>
<p><b>FL8A.</b> Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: Did the child ever attend school or preschool?</p>	<p>YES, ED4=1 ..... 1</p> <p>NO, ED4=2 OR BLANK..... 2</p>	<p>1 ⇒FL9B</p> <p>2 ⇒FL9C</p>
<p><b>FL9A.</b> What language do your teachers use most of the time when teaching you in class?</p> <p><b>FL9B.</b> 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><b>READING TEST AVAILABLE</b></p> <p>ENGLISH ..... 11</p> <p><b>READING TEST NOT AVAILABLE</b></p> <p>SPANISH..... 21</p> <p>CREOLE..... 22</p> <p>MAYA ..... 23</p> <p>GARIFUNA..... 24</p> <p>GERMAN ..... 25</p> <p>OTHER (<i>specify</i>) ..... 96</p> <p>DK ..... 98</p>	<p>11 ⇒FL10A</p>
<p><b>FL9C.</b> Check FL7: Is READING &amp; NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=11 ..... 1</p> <p>NO, FL7=21,22,23,24, 25, 96 OR 98 ..... 2</p>	<p>1 ⇒FL10B</p> <p>2 ⇒FL23</p>
<p><b>FL10A.</b> Now I am going to give you a short story to read in English. Would you like to start reading the story?</p> <p><b>FL10B.</b> Now I am going to give you a short story to read in English. Would you like to start reading the story?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	<p>2 ⇒FL23</p>
<p><b>FL11.</b> Check CB3: Child's age?</p>	<p>AGE 7-9 YEARS..... 1</p> <p>AGE 10-14 YEARS..... 2</p>	<p>1 ⇒FL13</p>
<p><b>FL12.</b> Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: In the current school year, did the child attend school or preschool?</p>	<p>YES, ED9=1 ..... 1</p> <p>NO, ED9=2 OR BLANK..... 2</p>	<p>1 ⇒FL18B</p>

**FL13.** Give the child the *READING & NUMBERS BOOK*.

Open the page showing the reading practice item and say:

Now we are going to do some reading. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question.

**Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.**

<b>FL14.</b> Did the child read every word in the practice correctly?	YES.....1 NO.....2	2 ⇒FL23
<b>FL15.</b> Once the reading is done, ask: <b>How old is Sam?</b>	CORRECT 5 .....1  OTHER ANSWERS .....2 NO ANSWER AFTER 5 SECONDS .....3	1 ⇒FL17
<b>FL16.</b> Say: <b>Sam is 5 years old.</b>		⇒FL23
<b>FL17.</b> Here is another question: <b>Who is older: Sam or Tina?</b>	CORRECT <b>TINA</b> .....1 OTHER ANSWERS .....2 NO ANSWER AFTER 5 SECONDS .....3	1 ⇒FL18A
<b>FL18.</b> Say: <b>Tina is older than Sam. Tina is 6 and Sam is 5.</b>		⇒FL23
<b>FL18A.</b> Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this.		⇒FL19
<b>FL18B.</b> Give the child the <i>READING &amp; NUMBERS BOOK</i> .  Open the book on the page of the reading passage.		

<p><b>FL19.</b> Here is a story. I want you to read it aloud as carefully as you can.</p> <p>You will start here (<i>point to the first word on the first line</i>) and you will read line by line (<i>point to the direction for reading each line</i>).</p> <p>When you finish, I will ask you some questions about what you have read.</p> <p>If you come to a word you do not know, go on to the next word.</p> <p>Put your finger on the first word. Ready? Begin.</p>	<b>Roy</b>	<b>is</b>	<b>in</b>	<b>class</b>	<b>two.</b>	<b>One</b>	<b>day,</b>
	1	2	3	4	5	6	7
	<b>Roy</b>	<b>was</b>	<b>going</b>	<b>home</b>	<b>from</b>	<b>school.</b>	<b>He</b>
	8	9	10	11	12	13	14
	<b>saw</b>	<b>some</b>	<b>green</b>	<b>mangoes</b>	<b>on</b>	<b>the</b>	<b>way.</b>
	15	16	17	18	19	20	21
	<b>The</b>	<b>mangoes</b>	<b>were</b>	<b>in</b>	<b>a</b>	<b>goat</b>	<b>yard.</b>
	22	23	24	25	26	27	28
	<b>Roy</b>	<b>wanted</b>	<b>to</b>	<b>get</b>	<b>some</b>	<b>mangoes</b>	<b>for</b>
	29	30	31	32	33	34	35
	<b>his</b>	<b>mother.</b>	<b>Roy</b>	<b>ran</b>	<b>fast</b>	<b>over</b>	<b>the</b>
	36	37	38	39	40	41	42
	<b>yard</b>	<b>to</b>	<b>get</b>	<b>the</b>	<b>mangoes.</b>	<b>He</b>	<b>fell</b>
	43	44	45	46	47	48	49
	<b>down</b>	<b>by</b>	<b>a</b>	<b>banana</b>	<b>tree.</b>	<b>Roy</b>	<b>shouted</b>
	50	51	52	53	54	55	56
<b>out.</b>	<b>The</b>	<b>goatman</b>	<b>saw</b>	<b>him</b>	<b>and</b>	<b>came.</b>	
57	58	59	60	61	62	63	
<b>He</b>	<b>gave</b>	<b>Roy</b>	<b>many</b>	<b>mangoes.</b>	<b>Roy</b>	<b>was</b>	
64	65	66	67	68	69	70	
<b>very</b>	<b>happy.</b>						
71	72						

<p><b>FL20.</b> Results of the child's reading.</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><b>FL21A.</b> Check FL20(B): Did the child incorrectly read or miss 8 or more words?</p>	<p>YES, AT LEAST 8 INCORRECT WORDS .....1</p> <p>NO, LESS THAN 8 INCORRECT WORDS .....2</p>	1 ⇒ FL23
<p><b>FL21B.</b> Now I am going to ask you a few questions about what you have read.</p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say: Thank you. That is ok. We will move on.</i></p> <p><i>Make sure the child can still see the passage and ask:</i></p>		

<p>[A] <b>What class is Roy in?</b></p>	<p>CORRECT  <b>TWO</b> ..... 1  INCORRECT..... 2  NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3</p>
<p>[B] <b>What did Roy see on the way home?</b></p>	<p>CORRECT  <b>MANGOES</b>..... 1  INCORRECT..... 2  NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3</p>
<p>[C] <b>Why did Roy shout out?</b></p>	<p>CORRECT  <b>BECAUSE HE FELL</b> ..... 1  INCORRECT..... 2  NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3</p>
<p>[D] <b>Where did Roy fall?</b></p>	<p>CORRECT  <b>BY A BANANA TREE</b>..... 1  INCORRECT..... 2  NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3</p>
<p>[E] <b>Why was Roy happy?</b></p>	<p>CORRECT  <b>BECAUSE THE GOATMAN GAVE HIM MANY MANGOES OR BECAUSE HE HAD MANGOES TO GIVE TO HIS MOTHER</b> ..... 1  INCORRECT..... 2  NO RESPONSE / SAYS 'I DON'T KNOW' ..... 3</p>

<p><b>FL23.</b> Turn the page in the <i>READING &amp; 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><b>9</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>12</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>30</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>48</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>74</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p> <p><b>731</b>  CORRECT ..... 1  INCORRECT ..... 2  NO ATTEMPT ..... 3</p>
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<p><b>FL23A.</b> 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><b>FL24.</b> Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:  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><b>7 &amp; 5</b>  CORRECT (7) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>11 &amp; 24</b>  CORRECT (24) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>58 &amp; 49</b>  CORRECT (58) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>65 &amp; 67</b>  CORRECT (67) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>146 &amp; 154</b>  CORRECT (154) .....1  INCORRECT.....2  NO ATTEMPT .....3</p>	
<p><b>FL25.</b> Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:  Look at this sum. How much is (<b>number plus number</b>)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, 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><b>3 + 2</b>  CORRECT (5) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>8 + 6</b>  CORRECT (14) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>7 + 3</b>  CORRECT (10) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>13 + 6</b>  CORRECT (19) .....1  INCORRECT.....2  NO ATTEMPT .....3</p> <p><b>12 + 24</b>  CORRECT (36) .....1  INCORRECT.....2  NO ATTEMPT .....3</p>	
<p><b>FL26.</b> Turn to the first practice sheet for pattern recognition. Say:  Here are some numbers. 1, 2, __, and 4.</p> <p>Point to each number and blank space and say:  What number goes here?</p>	<p>CORRECT (3) .....1  INCORRECT.....2  NO ATTEMPT .....3</p>	<p>2 ⇒FL26B  3 ⇒FL26B</p>

<p><b>FL26A.</b> That’s correct, 3. Let’s do another one.</p>		⇒FL26C
<p><b>FL26B.</b> <i>Do not explain how to get the correct answer. Just say:</i> The number 3 goes here. Say the numbers with me. (Point to each number) 1, 2, 3, 4. 3 goes here. Let’s do another one.</p>		
<p><b>FL26C.</b> Here are some more numbers. 5, 10, 15 and ___  <i>Point to each number and blank space and say:</i> What number goes here?</p>	<p>CORRECT (20) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	<p>2 ⇒FL26E 3 ⇒FL26E</p>
<p><b>FL26D.</b> That’s correct, 20.</p>		⇒FL27
<p><b>FL26E.</b> <i>Do not explain how to get the correct answer. Just say:</i> The number 20 goes here. Say the numbers with me. (Point to each number) 5, 10, 15, 20. 20 goes here.</p>		
<p><b>FL26F.</b> Check FL26: Was the answer correct?</p>	<p>YES, FL26=1 ..... 1 NO, FL26=2 OR 3 ..... 2</p>	2 ⇒FL27A
<p><b>FL27.</b> Now I want you to try this on your own.  Here are some more numbers. Tell me what number goes here (<i>pointing to the missing number</i>).  <i>Record the child’s answer before turning the page in the book and repeating the question.</i>  <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>  <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><b>5, 6, 7, ___</b> CORRECT (8) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3 <b>14, 15, __, 17</b> CORRECT (16) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3 <b>20, __, 40, 50</b> CORRECT (30) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3 <b>2, 4, 6, ___</b> CORRECT (8) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3 <b>5, 8, 11, ___</b> CORRECT (14) ..... 1 INCORRECT ..... 2 NO ATTEMPT ..... 3</p>	
<p><b>FL27A.</b> 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. <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 Belize.</p>		

<b>FL28. Result of interview with child.</b>  <i>Discuss any result not completed with Supervisor.</i>	COMPLETED .....	01	
	NOT AT HOME .....	02	
	MOTHER / CAREGIVER REFUSED .....	03	
	CHILD REFUSED .....	04	
	PARTIY COMPLETED .....	05	
	INCAPACITATED (specify) .....	06	
	OTHER (specify) _____	96	

<b>FS11. Record the time.</b>	HOURS AND MINUTES.....		
<b>FS12. Language of the Questionnaire.</b>	ENGLISH .....	1	
	SPANISH.....	2	
<b>FS13. Language of the Interview.</b>	ENGLISH .....	1	
	SPANISH.....	2	
	GERMAN .....	3	
	MAYA .....	4	
	OTHER LANGUAGE (specify) _____	6	
<b>FS14. First language of the Respondent.</b>	ENGLISH .....	01	
	CREOLE .....	02	
	GARIFUNA.....	03	
	GERMAN .....	04	
	MAYA .....	05	
	SPANISH.....	06	
	OTHER LANGUAGE (specify).....	96	
<b>FS15. Was a translator used for any parts of this questionnaire?</b>	YES, THE ENTIRE QUESTIONNAIRE .....	1	
	YES, PARTS OF THE QUESTIONNAIRE.....	2	
	NO, NOT USED .....	3	
<b>FS15A. Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Respondent's age is 15-17 years?</b>	AGE 15-17 .....	1	1 ⇒ FS16
	AGE 18 OR ABOVE .....	2	

<b>FS15B.</b> 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
<b>FS15C.</b> Has this respondent already been interviewed with any individual questionnaires?	YES, ALREADY INTERVIEWED ..... 1 NO, NOT ALREADY INTERVIEWED ..... 2	1 ⇒FS16
<b>FS15D.</b> Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household have a mobile phone?	YES, HC7[A]=1 OR HC12=1 ..... 1 NO, HC7[A]=2 AND HC12=2 ..... 2	2 ⇒FS15F
<b>FS15E.</b> Thank you for your participation. The Statistical Institute of Belize 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. Would you like to participate?	YES ..... 1 NO ..... 2	1 ⇒FS15H 2 ⇒FS16
<b>FS15F.</b> Thank you for your participation. The Statistical Institute of Belize 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
<b>FS15G.</b> 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
<b>FS15H.</b> 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 <sup>ND</sup> NUMBER	[P3] 3 <sup>RD</sup> NUMBER
<b>FS15J.</b> Ask for and record phone number.	_____	_____	_____

<p><b>FS15K.</b> Just to confirm, the number is (<i>number recorded in FS15J</i>)?  <i>If no, return to FS15J and correct entry.</i></p>	<p>YES.....1 NO .....2 <i>☺</i> <i>FS15J</i></p>	<p>YES .....1 NO .....2 <i>☺</i> <i>FS15J</i></p>	<p>YES .....1 NO ..... 2 <i>☺</i> <i>FS15J</i></p>
<p><b>FS15L.</b> 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?</p>	<p>YES.....1 <i>☺</i> <i>[P2]</i> NO .....2 <i>☺</i> <i>FS16</i></p>	<p>YES .....1 <i>☺</i> <i>[P3]</i> NO .....2 <i>☺</i> <i>FS16</i></p>	<p>YES ..... 1 <i>☺</i> <i>[P4]</i> NO ..... 2 <i>☺</i> <i>FS16</i></p>

Tick here if additional questionnaire used: .....

SAMPLE

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

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

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

**FS17.** Result of interview for child age 5-17 years

Codes refer to the respondent.

Discuss any result not completed with Supervisor.

COMPLETED.....	01
NOT AT HOME .....	02
REFUSED.....	03
PARTLY COMPLETED .....	04
INCAPACITATED (specify) _____	05
NO ADULT CONSENT FOR MOTHER/ CAREGIVER AGE 15-17 .....	06
OTHER (specify) _____	96

**ANTHROPOMETRIC MEASUREMENTS FORM  
CHILDREN AGE 5-9 YEARS  
MICS7 BELIZE 2024**



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

ANTHROPOMETRIC MEASUREMENTS		FA
<b>FA7. Measurer's name and number:</b>	NAME _____	
<b>FA8. Record the result of weight measurement as read out by the Measurer:</b>  <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
<b>FA9. Was the child undressed to the minimum, that is, no more than very light clothing or undergarments only?</b>	YES .....1 NO, THE CHILD COULD NOT BE UNDRRESSED TO THE MINIMUM.....2	
<b>FA11. Record the result of height measurement as read out by the Measurer:</b>  <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
<b>FA13. Was the recorded measurement interfered with by braided or ornamented hair?</b>	YES, HAIR INTERFERED WITH MEASUREMENT .....1 NO .....2	
<b>FA14. Day / Month / Year of measurement:</b> _____ / _____ / 2 0 2 4		
<b>FA15. Is there a child under age 5 in the household who has not yet been measured?</b>	YES .....1 NO .....2	1 ⇒Next Child
<b>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.</b>		

**INTERVIEWER'S OBSERVATIONS**

Blank area for interviewer's observations.

**SUPERVISOR'S OBSERVATIONS**

Blank area for supervisor's observations.



SAMPLE

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

SAMPLE



Roy is in class two. One day, Roy was going home from school. He saw some green mangoes on the way. The mangoes were in a goat yard. Roy wanted to get some mangoes for his mother. Roy ran fast over the yard to get the mangoes. He fell down by a banana tree. Roy shouted out. The goatman saw him and came. He gave Roy many mangoes. Roy was very happy.

9

12

30

48

74

731

SAMPLE

7

5

SAMPLE

11

24

SAMPLE

58

49

SAMPLE

SAMPLE

65

67



146

154

SAMPLE

$$3 + 2 =$$

SAMPLE

$$8 + 6 =$$

SAMPLE

$$7 + 3 =$$

SAMPLE

$$13 + 6 =$$

SAMPLE

$$12 + 24 =$$

SAMPLE

SAMPLE

1

2

—

4

®

SAMPLE

5

10

15

—

®



SAMPLE

5

6

7

—

14

15

17

SAMPLE

SAMPLE

20



40

50

SAMPLE

2

4

6

—

5

8

11

—

SAMPLE