

<b>CHILD INFORMATION PANEL</b>		<b>FS</b>
<b>FS1. Cluster number:</b> _____	<b>FS2. Household number:</b> _____	
<b>FS3. Child's name and line number:</b> NAME _____	<b>FS4. Mother's / Caretaker'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</u> <u>0</u> <u>2</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 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 caretaker 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
<b>FS10A.</b> Hello, my name is ( <i>your name</i> ). We are from <b>THE CENTRAL ADMINISTRATION OF STATISTICS</b> . With support from UNICEF, we are conducting a survey about the situation of children, families and households. I would like to talk to you about ( <i>child's name from FS3</i> )'s health and well-being. This interview will take about <b>30</b> minutes. All the information we obtain will remain strictly confidential and anonymous. This is also in accordance with law number 1793 date 22/2/1979 of the Central Administration of Statistics CAS stating, "gathered information will be confidential and will be used solely for statistical purposes". If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	<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. This interview will take about <b>30</b> minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	
YES..... 1 NO / NOT ASKED..... 2	1 ⇒CHILD'S BACKGROUND Module 2 ⇒FS17	

<p><b>FS17. Result of interview for child age 5-17 years</b></p> <p><i>Codes refer to the respondent.</i></p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr><td>COMPLETED.....</td><td style="text-align: right;">01</td></tr> <tr><td>NOT AT HOME.....</td><td style="text-align: right;">02</td></tr> <tr><td>REFUSED.....</td><td style="text-align: right;">03</td></tr> <tr><td>PARTLY COMPLETED.....</td><td style="text-align: right;">04</td></tr> <tr><td>INCAPACITATED (specify)_____</td><td style="text-align: right;">05</td></tr> <tr><td>NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 .....</td><td style="text-align: right;">06</td></tr> <tr><td>OTHER (specify)_____</td><td style="text-align: right;">96</td></tr> </table>	COMPLETED.....	01	NOT AT HOME.....	02	REFUSED.....	03	PARTLY COMPLETED.....	04	INCAPACITATED (specify)_____	05	NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 .....	06	OTHER (specify)_____	96
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CHILD'S BACKGROUND		CB
<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 ⇒ CB11
<b>CB2.</b> In what month and year was ( <i>name</i> ) born?  <i>Month and year must be recorded.</i>	DATE OF BIRTH MONTH..... __ __  YEAR..... __ __ __ __	
<b>CB3.</b> How old is ( <i>name</i> )?  <i>Probe:</i> How old was ( <i>name</i> ) at (his/her) 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)..... __ __	
<b>CB4.</b> Has ( <i>name</i> ) ever attended school or any educational institution?	YES ..... 1 NO ..... 2	2 ⇒ CB11
<b>CB5.</b> What is the highest level and grade of school ( <i>name</i> ) has ever attended?	PRE-PRIMARY ..... 00 PRIMARY (CYCLE 1 & 2) ..... 11 __ __ INTERMEDIARY (CYCLE 3)..... 21 __ __ BP..... 22 __ __ SECONDARY ..... 31 __ __ BT ..... 32 __ __ TS..... 41 __ __ UNIVERSITY ..... 51 __ __ LT..... 61 __ __ DISABILITIES PROGRAM ..... 71 __ __	00 ⇒ CB7
<b>CB6.</b> Did (he/she) ever complete that (grade)?	YES ..... 1 NO ..... 2	
<b>CB7.</b> At any time during the 2022/2023 school year did ( <i>name</i> ) attend school or any educational institution?	YES ..... 1 NO ..... 2	2 ⇒ CB9
<b>CB8.</b> During 2022/2023 school year, which level and grade is ( <i>name</i> ) <u>attending</u> ?	PRE-PRIMARY ..... 00 PRIMARY (CYCLE 1 & 2) ..... 11 __ __ INTERMEDIARY (CYCLE 3)..... 21 __ __ BP..... 22 __ __ SECONDARY ..... 31 __ __ BT ..... 32 __ __ TS..... 41 __ __ UNIVERSITY ..... 51 __ __ LT..... 61 __ __ DISABILITIES PROGRAM ..... 71 __ __	
<b>CB9.</b> At any time during the 2021/2022 school year did ( <i>name</i> ) attend school or any educational institution?	YES ..... 1 NO ..... 2	2 ⇒ CB11

<b>CB10.</b> During 2021/2022 school year, which level and grade did ( <i>name</i> ) attend?	PRE-PRIMARY ..... <b>00</b> PRIMARY (CYCLE 1 & 2) ..... <b>11</b> __ __ INTERMEDIARY (CYCLE 3)..... <b>21</b> __ __ BP..... <b>22</b> __ __ SECONDARY ..... <b>31</b> __ __ BT ..... <b>32</b> __ __ TS..... <b>41</b> __ __ UNIVERSITY ..... <b>51</b> __ __ LT..... <b>61</b> __ __ DISABILITIES PROGRAM ..... <b>71</b> __ __	
<b>CB11.</b> Is ( <i>name</i> ) covered by any health insurance?	YES .....1 NO.....2	2 ⇒ End
<b>CB12.</b> What type of health insurance is ( <i>name</i> ) covered by?  <i>Record all mentioned.</i>	MUTUAL HEALTH ORGANIZATION INSURANCE..... A HEALTH INSURANCE THROUGH EMPLOYER ..... B NATIONAL SOCIAL SECURITY FUND ..... C OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE ..... D FACULTATIVE FUND ..... E PUBLICS SERVANTS COOPERATION ..... F ARMY AND THE INTERNAL SECURITY FORCES ..... G FROM UNHCR OR UNRWA ..... H  OTHER ( <i>specify</i> ) ..... X	

**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?

[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?

YES NO

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'.*

**CL3A.** (Was the activity/Were the activities) that (*name*) engaged in taking place during the day or during the night?

Day ..... 1  
Night..... 2  
Both day and night..... 3

**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 (he/she) exposed to dust, fumes or gas?</p> <p>[B] Is (he/she) exposed to extreme cold, heat or humidity?</p> <p>[C] Is (he/she) exposed to loud noise or vibration?</p> <p>[D] Is (he/she) required to work at heights?</p> <p>[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?</p> <p>[F] Is (he/she) required to work on the streets?</p> <p>[X] Is (<i>name</i>) exposed to other things, processes or conditions bad for (his/her) health or safety?</p>	<p>YES ..... 1 NO ..... 2</p> <p>YES ..... 1 NO ..... 2</p> <p>YES ..... 1 NO ..... 2</p> <p>YES ..... 1 NO ..... 2</p> <p>YES ..... 1 NO ..... 2</p> <p>YES ..... 1 NO ..... 2</p> <p>YES ..... 1 NO ..... 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 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 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>
<p><b>CL13.</b> 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>	

CHILD DISCIPLINE		FCD
<b>FCD1.</b> Check CB3 OR HL6 in list of members in household questionnaire: 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 (him/her) to leave the house.</p> <p>[B] Explained why (<i>name</i>)'s behaviour was wrong.</p> <p>[C] Shook (him/her).</p> <p>[D] Shouted, yelled at or screamed at (him/her).</p> <p>[E] Gave (him/her) something else to do.</p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.</p> <p>[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.</p> <p>[H] Called (him/her) dumb, lazy or another name like that.</p> <p>[I] Hit or slapped (him/her) on face, head or ears.</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg.</p> <p>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could.</p>	<p>YES NO</p> <p>TOOK AWAY PRIVILEGES..... 1 2</p> <p>EXPLAINED WRONG BEHAVIOR ..... 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 THE 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 caretaker 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 NO .....2</p>	
<p><b>FCF2.</b> Does (<i>name</i>) use a hearing aid?</p>	<p>YES .....1 NO .....2</p>	
<p><b>FCF3.</b> Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES .....1 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 (he/she) 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 (he/she) cannot at all?</p>		
<p><b>FCF5.</b> Check FCF1: Child wears glasses or contact lenses?</p>	<p>YES, FCF1=1 .....1 NO, FCF1=2.....2</p>	<p>1 ⇒FCF6A 2 ⇒FCF6B</p>
<p><b>FCF6A.</b> When wearing (his/her) 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 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 CANNOT SEE AT ALL .....4</p>	
<p><b>FCF7.</b> Check FCF2: Child uses a hearing aid?</p>	<p>YES, FCF2=1 .....1 NO, FCF2=2.....2</p>	<p>1 ⇒FCF8A 2 ⇒FCF8B</p>
<p><b>FCF8A.</b> When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p> <p><b>FCF8B.</b> Does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 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 NO, FCF3=2.....2</p>	<p>2 ⇒FCF14</p>
<p><b>FCF10.</b> Without (his/her) 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><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 100 M AT ALL .....4</p>	<p>3 ⇒FCF12 4 ⇒FCF12</p>

<p><b>FCF11.</b> Without (his/her) 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  A LOT OF DIFFICULTY .....3  CANNOT WALK 500 M AT ALL .....4</p>	
<p><b>FCF12.</b> With (his/her) 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  SOME DIFFICULTY .....2  A LOT OF DIFFICULTY .....3  CANNOT WALK 100 M AT ALL .....4</p>	<p>3 ⇒FCF16  4 ⇒FCF16</p>
<p><b>FCF13.</b> With (his/her) 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  SOME DIFFICULTY .....2  A LOT OF DIFFICULTY .....3  CANNOT WALK 500 M 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 meters 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 M 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 meters 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 M 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 (he/she) 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 (he/she) 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 (his/her) 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 (his/her) 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>	

PARENTAL INVOLVEMENT		PR
<p><b>PR0.</b> Check CB7: Did the child attend any school?</p> <p>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	YES, CB7/ED9=1 ..... 1 NO, CB7/ED9=2 OR BLANK ..... 2	2 ⇨ PR1
<p><b>PR0A.</b> During the current school year, did (name) change school?</p>	YES ..... 1 NO ..... 2	2 ⇨ PR1
<p><b>PR0B.</b> Did (he/she) begin the current school year in public school?</p> <p>If "Yes", record '1'. If "No", probe to code who controls and manages the previous school.</p>	PUBLIC ..... 1 PRIVATE ..... 2 SEMI-PRIVATE ..... 3 UNRWA SCHOOL ..... 4  OTHER ..... 6 DK ..... 8	
<p><b>PR1.</b> Check CB3 OR HL6 in the list members in the household questionnaire: Child's age?</p>	AGE 5-6 YEARS ..... 1 AGE 7-14 YEARS ..... 2 AGE 15-17 YEARS ..... 3	1 ⇨ End 3 ⇨ End
<p><b>PR3.</b> Excluding school textbooks and holy books, how many books do you have for (name) to read at home?</p>	NONE ..... 00 NUMBER OF BOOKS ..... 0 ___ TEN OR MORE BOOKS ..... 10	
<p><b>PR4.</b> Check CB7: In the current school year, did the child attend school or any educational institution?</p> <p>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	YES, CB7/ED9=1 ..... 1 NO, CB7/ED9=2 OR BLANK ..... 2	2 ⇨ End
<p><b>PR5.</b> Does (name) ever have homework?</p>	YES ..... 1 NO ..... 2  DK ..... 8	2 ⇨ PR7 8 ⇨ PR7
<p><b>PR6.</b> Does anyone help (name) with homework?</p>	YES ..... 1 NO ..... 2  DK ..... 8	
<p><b>PR7.</b> Does (name)'s school have a school governing body in which parents can participate such as parent teacher association?</p>	YES ..... 1 NO ..... 2  DK ..... 8	2 ⇨ PR10 8 ⇨ PR10
<p><b>PR8.</b> In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?</p>	YES ..... 1 NO ..... 2  DK ..... 8	2 ⇨ PR10 8 ⇨ PR10

<p><b>PR9.</b> During any of these meetings, was any of the following discussed:</p> <p>[A] A plan for addressing key education issues faced by (<i>name</i>)'s school?</p> <p>[B] School budget or use of funds received by (<i>name</i>)'s school?</p>	<p style="text-align: right;">YES NO DK</p> <p>PLAN FOR ADDRESSING SCHOOL'S ISSUES .....1 2 8</p> <p>SCHOOL BUDGET .....1 2 8</p>	
<p><b>PR10.</b> In the last 12 months, have you or any other adult from your household received a school or student report card for (<i>name</i>)?</p>	<p>YES .....1</p> <p>NO .....2</p> <p>DK .....8</p>	
<p><b>PR11.</b> In the last 12 months, have you or any adult from your household gone to (<i>name</i>)'s school for any of the following reasons?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss (<i>name</i>)'s progress with (his/her) teachers?</p>	<p style="text-align: right;">YES NO DK</p> <p>CELEBRATION OR SPORT EVENT .....1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS .....1 2 8</p>	
<p><b>PR12.</b> In the last 12 months, has (<i>name</i>)'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, or similar?</p> <p>[B1] Protests or riots?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<p style="text-align: right;">YES NO DK</p> <p>NATURAL DISASTERS .....1 2 8</p> <p>MAN-MADE DISASTERS .....1 2 8</p> <p>PROTESTS .....1 2 8</p> <p>TEACHER STRIKE .....1 2 8</p> <p>OTHER .....1 2 8</p>	
<p><b>PR12A.</b> Check PR12 [B1]: In the last 12 months, did the schools close because of protests or riots?</p>	<p>YES, PR12[B1] =1 .....1</p> <p>NO, PR12[B1] =2 OR 8 .....2</p>	2 ⇒ PR13
<p><b>PR12B.</b> Due to such school closure, was (<i>name</i>) unable to attend school less than two weeks of school, between two weeks and a month, or more than a month of school in total?</p> <p><i>Probe by clarifying that question is on total absence.</i></p>	<p>LESS THAN 2 WEEKS .....1</p> <p>TWO WEEKS TO A MONTH .....2</p> <p>MORE THAN A MONTH .....3</p> <p>DK/NOT SURE .....8</p>	
<p><b>PR13.</b> In the last 12 months, was (<i>name</i>) unable to attend class due to (his/her) teacher being absent?</p>	<p>YES .....1</p> <p>NO .....2</p> <p>DK .....8</p>	
<p><b>PR14.</b> Check PR12[C] and PR13: Any 'Yes' recorded?</p>	<p>YES, PR12[C]=1 OR PR13=1 .....1</p> <p>NO .....2</p>	2 ⇒ End
<p><b>PR15.</b> When (<i>teacher strike / teacher absence</i>) happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p>	<p>YES .....1</p> <p>NO .....2</p> <p>DK .....8</p>	

**FS11.** *Record the time.*

HOURS AND MINUTES ..... \_\_ : \_\_

**MICS PLUS AND QUALITY CONTROL CONSENT**

**MP**

<b>FS15A.</b> Check the name and line number of this questionnaire's respondent (FS4). Has this questionnaire's respondent already been interviewed in Household Questionnaires (HH47)?	YES, ALREADY INTERVIEWED (FS4=HH47)..... 1 NO, FIRST INTERVIEW (FS4≠HH47) ..... 2	1 ⇒ FS16
<b>FS15A1.</b> Have you already been interviewed with any other questionnaire?	YES ..... 1 NO..... 2	1 ⇒ FS16
<b>FS15B.</b> Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household own a mobile phone?	YES, HC7[A]=1 OR HC12=1..... 1 NO, HC7[A]=2 AND HC12=2 ..... 2	2 ⇒ FS16

**FS15C.** Thank you for your participation.

The Central Administration of Statistics (CAS), with the support from UNICEF, will be conducting a telephone quality control of some of the actual data, and a phone survey about the situation of children, families and households in the future. We would like to invite you to participate in this survey. If you agree to participate, we will ask you to share a phone number we can reach you at and convenient times to contact you. The phone interview will take about 20 minutes, and we may call you a few times over a period of a few months. Participation in this phone survey is voluntary, and even if you agree to participate now, you may decide to withdraw from participation in the future. There will be no costs to you for participating in the phone survey. Please know that all the information you share during future phone interviews will remain strictly confidential, and your phone number will not be shared with anyone outside our team. Would you like to participate?

YES..... 1 NO..... 2	2 ⇒ FS16
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<b>FS15D.</b> Do you have a personal phone number or does your household have a communal number where you can be reached?	YES ..... 1 NO..... 2	2 ⇒ FS16
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**FS15E.** You may share your household communal number, but please, do not share any personal phone numbers that belong to individual members of your household. Please, tell me what is the best phone number to contact you on.

	[P1] BEST NUMBER	[P2] 2 <sup>ND</sup> NUMBER	[P3] 3 <sup>RD</sup> NUMBER
<b>FS15F.</b> Ask for and record phone number.	_____	_____	_____
<b>FS15G.</b> Just to confirm, the number is (number from FS15F)?  If no, return to FS15F and correct entry.	YES..... 1 NO..... 2 ⇨ FS15F	YES..... 1 NO..... 2 ⇨ FS15F	YES..... 1 NO..... 2 ⇨ FS15F
<b>FS15J.</b> Remember, you may share your household communal number, but please, do not share any personal phone numbers that belong to individual members of your household. Do you have another personal or communal 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.*

**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**

