

5-17 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Household number: _____	
FS3. Child's name and line number: NAME _____	FS4. Mother's / Caretaker'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: _____ / _____ / 2 0 1 _____	FS8. Record the time:	HOURS : MINUTES _____ : _____

<p>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 caretaker identified in the household (HL20=90), the respondent will be the child him/herself.</p>		
<p><b>FS9.</b> Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</p>	<p>YES, INTERVIEWED ALREADY .....1 NO, FIRST INTERVIEW .....2</p>	<p>1 ⇨ FS10B 2 ⇨ FS10A</p>
<p><b>FS10A.</b> Hello, my name is (<i>your name</i>). We are from <i>National Statistics Office of Georgia</i>. 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 10 minutes. 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?</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. This interview will take about 10 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?</p>	
<p>Yes ..... 1 No/ NOT ASKED ..... 2</p>	<p>1 ⇨ CHILD'S BACKGROUND Module 2 ⇨ FS17</p>	

<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>	<p>COMPLETED .....01</p> <p>NOT AT HOME .....02</p> <p>REFUSED .....03</p> <p>PARTLY COMPLETED .....04</p> <p>INCAPACITATED (<i>specify</i>) _____05</p> <p>NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 .....06</p> <p>OTHER (<i>specify</i>) _____96</p>
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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):	FS4=HH47 ..... 1 FS4≠HH47 ..... 2	1 ⇒CB11
<b>CB2.</b> In what month and year was ( <i>name</i> ) born?  <i>Month and year <u>must</u> 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 kindergarten?	YES..... 1 NO..... 2	2 ⇒CB11
<b>CB5.</b> What is the highest level and grade or year of school ( <i>name</i> ) has ever attended?	KINDERGARTEN ..... 000 PRIMARY ..... 1__ __ LOWER SECONDARY ..... 2__ __ UPPER SECONDARY..... 3__ __ VOCATIONAL EDUCATION ON THE BASE OF LOWER SECONDARY EDUCATION ..... 4__ __ VOCATIONAL EDUCATION ON THE BASE OF UPPER SECONDARY EDUCATION ..... 5__ __ HIGHER ..... 6__ __	000 ⇒CB7
<b>CB6.</b> Did (he/she) ever complete that (grade/year)?	YES..... 1 NO..... 2	
<b>CB7.</b> At any time during the current 2018-2019 school year did ( <i>name</i> ) attend school or kindergarten?	YES..... 1 NO..... 2	2 ⇒CB9

<p><b>CB8.</b> During the current 2018-2019 school year, which level and grade or year is <i>(name)</i> attending?</p>	<p>KINDERGARTEN ..... 000  PRIMARY ..... 1__ __  LOWER SECONDARY ..... 2__ __  UPPER SECONDARY ..... 3__ __  VOCATIONAL EDUCATION ON THE  BASE OF LOWER SECONDARY  EDUCATION ..... 4__ __  VOCATIONAL EDUCATION ON THE  BASE OF UPPER SECONDARY  EDUCATION ..... 5__ __  HIGHER ..... 6__ __</p>	
<p><b>CB9.</b> At any time during the previous 2017-2018 school year did <i>(name)</i> attend school or kindergarten?</p>	<p>YES ..... 1  NO ..... 2</p>	<p>2 ⇒ CB11</p>
<p><b>CB10.</b> During the previous 2017-2018 school year, which level and grade or year did <i>(name)</i> attend?</p>	<p>KINDERGARTEN ..... 000  PRIMARY ..... 1__ __  LOWER SECONDARY ..... 2__ __  UPPER SECONDARY ..... 3__ __  VOCATIONAL EDUCATION ON THE  BASE OF LOWER SECONDARY  EDUCATION ..... 4__ __  VOCATIONAL EDUCATION ON THE  BASE OF UPPER SECONDARY  EDUCATION ..... 5__ __  HIGHER ..... 6__ __</p>	
<p><b>CB11.</b> Is <i>(name)</i> covered by any health insurance?</p>	<p>YES ..... 1  NO ..... 2</p>	<p>2 ⇒ End</p>
<p><b>CB12.</b> What type of health insurance is <i>(name)</i> covered by?</p> <p><i>Record all mentioned.</i></p>	<p>HEALTH INSURANCE THROUGH  EMPLOYER ..... B  OTHER PRIVATELY PURCHASED  COMMERCIAL HEALTH INSURANCE.. D  UNIVERSAL HEALTH CARE PROGRAM  ..... E  OTHER (<i>specify</i>) ..... X</p>	

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>) in the past 30 days.</p> <p style="text-align: right;">YES NO</p> <p>[A] Took away privileges, forbade something (<i>name</i>) liked or did not allow (him/her) to leave the house. TOOK AWAY PRIVILEGES ..... 1 2</p> <p>[B] Explained why (<i>name</i>)'s behaviour was wrong. EXPLAINED WRONG BEHAVIOR..... 1 2</p> <p>[C] Shook (him/her). SHOOK HIM/HER ..... 1 2</p> <p>[D] Shouted, yelled at or screamed at (him/her). SHOUTED, YELLED, SCREAMED.... 1 2</p> <p>[E] Gave (him/her) something else to do. GAVE SOMETHING ELSE TO DO ... 1 2</p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand. SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND ..... 1 2</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. HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT ..... 1 2</p> <p>[H] Called (him/her) dumb, lazy or another name like that. CALLED DUMB, LAZY OR ANOTHER NAME ..... 1 2</p> <p>[I] Hit or slapped (him/her) on the face, head or ears. HIT / SLAPPED ON THE FACE, HEAD OR EARS ..... 1 2</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg. HIT / SLAPPED ON HAND, ARM OR LEG ..... 1 2</p> <p>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could. 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</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 (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</p> <p>NO, FCF1=2 ..... 2</p>	<p>1 ⇒ FCF6A</p> <p>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</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 (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</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  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</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
<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>PR3.</b> Excluding school text books and holy books, how many books do you have for ( <i>name</i> ) to read at home?	NONE ..... 00 NUMBER OF BOOKS ..... <u>0</u> ___ TEN OR MORE BOOKS ..... 10	
<b>PR4.</b> Check CB7: Did the child attend any school?  CHECK ED9 IN THE EDUCATION MODULE IN THE HOUSEHOLD QUESTIONNAIRE FOR CHILD IF CB7 WAS NOT ASKED.	YES, CB7/ED9=1 ..... 1 NO, CB7/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> Does ( <i>name</i> )'s school have a school governing body in which parents can participate (such as board of trustees, disciplinary commission, etc.)?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇨ PR10 8 ⇨ PR10
<b>PR8.</b> In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇨ PR10 8 ⇨ PR10
<b>PR9.</b> During any of these meetings, was any of the following discussed:  [A] A plan for addressing key education issues faced by ( <i>name</i> )'s school?  [B] School budget or use of funds received by ( <i>name</i> )'s school?	YES NO DK PLAN FOR ADDRESSING SCHOOL'S ISSUES ..... 1 2 8 SCHOOL BUDGET ..... 1 2 8	

<p><b>PR10.</b> In the last 12 months, have you or any other adult from your household received a children’s school performance record, for example “mark sheet”, “written assessment” for <i>(name)</i>?</p>	<p>YES ..... 1  NO ..... 2  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, heavy snowfall, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<p style="text-align: right;">YES NO DK</p> <p>NATURAL DISASTERS ..... 1 2 8</p> <p>MAN-MADE DISASTERS..... 1 2 8</p> <p>TEACHER STRIKE ..... 1 2 8</p> <p>OTHER..... 1 2 8</p>	
<p><b>PR13.</b> In the last 12 months, was <i>(name)</i> unable to attend class due to (his/her) teacher being absent?</p>	<p>YES ..... 1  NO ..... 2  DK..... 8</p>	
<p><b>PR14.</b> Check PR12[C] and PR13: Any ‘Yes’ recorded?</p>	<p>YES, PR12[C]=1OR PR13=1 ..... 1  NO..... 2</p>	<p>2 ⇒End</p>
<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  NO ..... 2  DK..... 8</p>	

<b>FS11.</b> <i>Record the time.</i>	HOURS AND MINUTES..... _ _ : _ _	
<b>FS12.</b> <i>Language of the Questionnaire.</i>	GEORGIAN..... 1 AZERBAIJANI..... 2 ARMENIAN ..... 3	
<b>FS13.</b> <i>Language of the Interview.</i>	GEORGIAN..... 1 AZERBAIJANI..... 2 ARMENIAN ..... 3  OTHER LANGUAGE (specify) _____ 6	
<b>FS14.</b> <i>Native language of the Respondent.</i>	GEORGIAN..... 1 AZERBAIJANI..... 2 ARMENIAN ..... 3 RUSSIAN ..... 4  OTHER LANGUAGE (specify) _____ 6	
<b>FS15.</b> <i>Was a translator used for any parts of this questionnaire?</i>	YES, THE ENTIRE QUESTIONNAIRE ..... 1 YES, PARTS OF THE QUESTIONNAIRE..... 2 NO, NOT USED ..... 3	
<p><b>FS16.</b> <i>Thank the respondent and the child for her/his cooperation.</i></p> <p><i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i></p> <p><i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i></p>		

**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**