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QUESTIONNAIRE FOR CHILDREN AGE 5-17
TRINIDAD AND TOBAGO 2022 MICS

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 2 2	**FS8**. *Record the time:* HOURS : MINUTES ___ ___ : ___ ___

Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:

If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) 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.

FS9. *Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?*	YES, INTERVIEWED ALREADY ..... 1 NO, FIRST INTERVIEW 2	1⇨*FS10B* 2⇨*FS10A*

FS10A. Hello, my name is (***your name***). We are from Central Statistical Office. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (***child's name from FS3***)'s health and well-being. This interview will take about **25** 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?	**FS10B**. Now I would like to talk to you about (***child's name from FS3***)'s health and well-being in more detail. This interview will take about **25** 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*

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/
	   CARETAKER AGE 15-17 06
	
	OTHER (*specify*)_____ 96

CHILD'S BACKGROUND		CB
CB1. *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

CB2. In what month and year was (*name*) born?
 	
 Month and year <u>must</u> be recorded.
	DATE OF BIRTH
	    MONTH ....__ __
	
	    YEAR ....__ __ __ __	

CB3. How old is (*name*)? *Probe*: How old was (*name*) at (his/her) last birthday? *Record age in completed years.* *If responses to CB2 and CB3 are inconsistent, probe further and correct.*	AGE (IN COMPLETED YEARS)..............__ __	
CB4. Has (*name*) ever attended school or any Early Childhood Care and Education programme?	YES ....1 NO 2	2⇨CB11
CB5. What is the highest level and year of school (*name*) has ever attended?	ECCE ....000 PRIMARY ....01 __ __ LOWER SECONDARY ....02 __ __ UPPER SECONDARY ....03 __ __ 6TH FORM ....04 __ __ BACHELOR'S.....................................05 __ __ MASTER'S/ PH.D..............................06 __ __	000⇨CB7
CB6. Did (he/she) ever complete that year?	YES ....1 NO...2	
CB7. At any time during the 2021/2022 school year did (*name*) attend school or any Early Childhood Care and Education programme?	YES ....1 NO...2	2⇨CB9
CB8. During the 2021/2022 school year, which level and year is (*name*) <u>attending</u>?	ECCE ....000 PRIMARY ....01 __ __ LOWER SECONDARY ....02 __ __ UPPER SECONDARY ....03 __ __ 6TH FORM ....04 __ __ BACHELOR'S.....................................05 __ __ MASTER'S/ PH.D..............................06 __ __	
CB9. At any time during the 2020/2021 school year did (*name*) attend school or any Early Childhood Care and Education programme?	YES ....1 NO...2	2⇨CB11

CB10. During the 2020/2021 school year, which level and year did (*name*) <u>attend</u>?	ECCE ....000 PRIMARY ....01 __ __ LOWER SECONDARY ....02 __ __ UPPER SECONDARY ....03 __ __ 6TH FORM ....04 __ __ BACHELOR'S...................................05 __ __ MASTER'S/ PH.D ....06 __ __	
CB11. Is (*name*) covered by any health insurance?	YES ....1 NO...2	*2⇨End*

CB12. What type of health insurance is (*name*) covered by?
 	
Record all mentioned.
	HEALTH INSURANCE THROUGH
	   EMPLOYER .... B
	OTHER PRIVATELY PURCHASED
	    COMMERCIAL HEALTH INSURANCE ....D
	
	OTHER (*specify*) _____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? [B] Did (*name*) help in a family business or a relative's business with or without pay, or run (his/her) own business? [C] Did (*name*) produce or sell articles, handicrafts, clothes, food or agricultural products? [X] Since last (*day of the week*), did (*name*) engage in any <u>other</u> activity in return for income in cash or material things, even for only one hour?	YES NO WORKED ON PLOT, FARM, FOOD GARDEN, LOOKED AFTER ANIMALS ....1 2 HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS ....1 2 PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS ....1 2 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? *If less than one hour, record '00'.*	NUMBER OF HOURS .... __ __	
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	

CL6. How would you describe the work environment of (*name*)?		
[A] Is (he/she) exposed to dust, fumes or gas?	YES ....1 NO...2	
[B] Is (he/she) exposed to extreme cold, heat or humidity?	YES ....1 NO...2	
[C] Is (he/she) exposed to loud noise or vibration?	YES ....1 NO...2	
[D] Is (he/she) required to work at heights?	YES ....1 NO...2	
[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?	YES ....1 NO...2	
[X] Is (*name*) exposed to other things, processes or conditions bad for (his/her) health or safety?	YES ....1 NO...2	
CL7. Since last (*day of the week*), did (*name*) fetch water for household use?	YES ....1 NO...2	2⇨*CL9*
CL8. In total, how many hours did (*name*) spend on fetching water for household use, since last (*day of the week*)? *If less than one hour, record '00'.*	NUMBER OF HOURS ....__ __	
CL9. Since last (*day of the week*), did (*name*) collect firewood for household use?	YES ....1 NO...2	2⇨*CL11*
CL10. In total, how many hours did (*name*) spend on collecting firewood for household use, since last (*day of the week*)? *If less than one hour, record '00'.*	NUMBER OF HOURS ....__ __	

CL11. Since last (***day of the week***), did (***name***) do any of the following for this household?	YES NO	
[A] Shopping for the household?	SHOPPING FOR HOUSEHOLD 1 2	
[B] Cooking?	COOKING 1 2	
[C] Washing dishes or cleaning around the house?	WASHING DISHES / CLEANING HOUSE.....................................1 2	
[D] Washing clothes?	WASHING CLOTHES 1 2	
[E] Caring for children?	CARING FOR CHILDREN 1 2	
[F] Caring for someone old or sick?	CARING FOR OLD / SICK 1 2	
[X] Other household tasks?	OTHER HOUSEHOLD TASKS 1 2	
CL12. *Check CL11, [A]-[X]:*	AT LEAST ONE 'YES' .... 1 ALL ANSWERS ARE 'NO' 2	2⇨*End*
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.....................................__ __	

CHILD DISCIPLINE		FCD
FCD1. *Check CB3: Child's age?*	AGE 5-14 YEARS .... 1 AGE 15-17 YEARS 2	2⇨*End*

FCD2. Now I'd like to talk to you about something else.
 	
 Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with *(name)* <u>in the past month</u>.
 	
                                                 YES NO
 	
 [A] Took away privileges, forbade something *(name)* liked or did not allow (him/her) to leave the house.
 	
 [B] Explained why *(name)*'s behaviour was wrong.
 	
 [C] Shook (him/her).
 	
 [D] Shouted, yelled at or screamed at (him/her).
 	
 [E] Gave (him/her) something else to do.
 	
 [F] Spanked, hit or slapped (him/her) on the bottom with bare hand.
 	
 [G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.
 	
 [H] Called (him/her) dumb, lazy or another name like that.
 	
 [I] Hit or slapped (him/her) on the face, head or ears.
 	
 [J] Hit or slapped (him/her) on the hand, arm, or leg.
 	
 [K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could.
	
	 TOOK AWAY PRIVILEGES............................ 1 2
	
	 EXPLAINED WRONG
	    BEHAVIOR 1 2
	
	 SHOOK HIM/HER 1 2
	
	 SHOUTED, YELLED,
	    SCREAMED 1 2
	
	 GAVE SOMETHING ELSE
	    TO DO 1 2
	
	 SPANKED, HIT, SLAPPED ON
	    BOTTOM WITH BARE HAND 1 2
	
	 HIT WITH BELT, HAIRBRUSH,
	    STICK OR OTHER HARD
	    OBJECT 1 2
	
	 CALLED DUMB, LAZY OR
	    ANOTHER NAME 1 2
	
	 HIT / SLAPPED ON FACE,
	    HEAD OR EARS 1 2
	
	 HIT / SLAPPED ON HAND,
	    ARM OR LEG 1 2
	
	 BEAT UP, HIT OVER AND OVER
	    AS HARD AS ONE COULD......................... 1 2	

FCD3. *Check FS4: Is this respondent the mother or caretaker of any other children under age 5?*	YES... 1 NO 2	2⇨*FCD5*
FCD4. *Check FS4: Has this respondent already responded to the following question (UCD5) for another child?*	YES... 1 NO 2	1⇨*End*

FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES .... 1 NO .... 2 DK / NO OPINION 8

CHILD FUNCTIONING		FCF
FCF1. I would like to ask you some questions about difficulties (***name***) may have. Does (***name***) wear glasses or contact lenses?	YES...1 NO 2	
FCF2. Does (***name***) use a hearing aid?	YES...1 NO 2	
FCF3. Does (***name***) use any equipment or receive assistance for walking?	YES ....1 NO 2	
FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (***name***) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. *Repeat the categories during the individual questions whenever the respondent does not use an answer category:* Remember the four possible answers: Would you say that (***name***) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?		
FCF5. *Check FCF1: Child wears glasses or contact lenses?*	YES, FCF1=1 ....1 NO, FCF1=2 2	1⇨*FCF6A* 2⇨*FCF6B*
FCF6A. When wearing (his/her) glasses or contact lenses, does (***name***) have difficulty seeing? **FCF6B**. Does (***name***) have difficulty seeing?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT SEE AT ALL 4	
FCF7. *Check FCF2: Child uses a hearing aid?*	YES, FCF2=1 ....1 NO, FCF2=2 2	1⇨*FCF8A* 2⇨*FCF8B*
FCF8A. When using (his/her) hearing aid(s), does (***name***) have difficulty hearing sounds like peoples' voices or music? **FCF8B**. Does (***name***) have difficulty hearing sounds like peoples' voices or music?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT HEAR AT ALL.....................................4	
FCF9. *Check FCF3: Child uses equipment or receives assistance for walking?*	YES, FCF3=1 ....1 NO, FCF3=2 2	2⇨*FCF14*

FCF10. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 100 yards on level ground? *Probe:* That would be about the length of 1 football field. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT WALK 100 Y AT ALL 4	3⇨*FCF12* 4⇨*FCF12*
FCF11. Without (his/her) equipment or assistance, does (*name*) have difficulty walking 500 yards on level ground? *Probe:* That would be about the length of 5 football fields. *Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.*	SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT WALK 500 Y AT ALL 4	
FCF12. With (his/her) equipment or assistance, does (*name*) have difficulty walking 100 yards on level ground? *Probe:* That would be about the length of 1 football field.	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT WALK 100 Y AT ALL 4	3⇨*FCF16* 4⇨*FCF16*
FCF13. With (his/her) equipment or assistance, does (*name*) have difficulty walking 500 yards on level ground? *Probe:* That would be about the length of 5 football fields.	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT WALK 500 Y AT ALL 4	1⇨*FCF16* 2⇨*FCF16* 3⇨*FCF16* 4⇨*FCF16*
FCF14. Compared with children of the same age, does (*name*) have difficulty walking 100 yards on level ground? *Probe:* That would be about the length of 1 football field.	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT WALK 100 Y AT ALL 4	3⇨*FCF16* 4⇨*FCF16*
FCF15. Compared with children of the same age, does (*name*) have difficulty walking 500 yards on level ground? *Probe:* That would be about the length of 5 football fields.	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT WALK 500 Y AT ALL 4	
FCF16. Does (*name*) have difficulty with self-care such as feeding or dressing (himself/herself)?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT CARE FOR SELF AT ALL 4	

FCF17. When (*name*) speaks, does (he/she) have difficulty being understood by people inside of this household?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT BE UNDERSTOOD AT ALL...............4	
FCF18. When (*name*) speaks, does (he/she) have difficulty being understood by people outside of this household?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT BE UNDERSTOOD AT ALL...............4	
FCF19. Compared with children of the same age, does (*name*) have difficulty learning things?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT LEARN THINGS AT ALL...................4	
FCF20. Compared with children of the same age, does (*name*) have difficulty remembering things?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT REMEMBER THINGS AT ALL..........4	
FCF21. Does (*name*) have difficulty concentrating on an activity that (he/she) enjoys doing?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT CONCENTRATE AT ALL 4	
FCF22. Does (*name*) have difficulty accepting changes in (his/her) routine?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT ACCEPT CHANGES AT ALL.............4	
FCF23. Compared with children of the same age, does (*name*) have difficulty controlling (his/her) behaviour?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT CONTROL BEHAVIOUR AT ALL 4	
FCF24. Does (*name*) have difficulty making friends?	NO DIFFICULTY ....1 SOME DIFFICULTY ....2 A LOT OF DIFFICULTY ....3 CANNOT MAKE FRIENDS AT ALL 4	

FCF25. The next questions have different options for answers. I am going to read these to you after each question. I would like to know how often (**name**) seems very anxious, nervous or worried. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY...1 WEEKLY ....2 MONTHLY ....3 A FEW TIMES A YEAR ....4 NEVER..5	
FCF26. I would also like to know how often (**name**) seems very sad or depressed. Would you say: daily, weekly, monthly, a few times a year or never?	DAILY...1 WEEKLY ....2 MONTHLY ....3 A FEW TIMES A YEAR ....4 NEVER..5	

PARENTAL INVOLVEMENT		PR
PR1. *Check CB3: Child's age?*	AGE 5-6 YEARS.. 1 AGE 7-14 YEARS.. 2 AGE 15-17 YEARS.. 3	1⇨*End* 3⇨*End*
PR2. At the end of this interview I will ask you if I can talk to (*name*). If (he/she) is close, can you please ask (him/her) to stay here. If (*name*) is not with you at the moment could I ask that you now arrange for (him/her) to return? If that is not possible, we will later discuss a convenient time for me to call back.		
PR3. Excluding school text books and holy books, how many books do you have for (*name*) to read at home?	NONE .... 00 NUMBER OF BOOKS............................... 0 __ TEN OR MORE BOOKS 10	
PR4. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?* *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*
PR5. Does (*name*) ever have homework?	YES... 1 NO .... 2 DK 8	 2⇨*PR7* 8⇨*PR7*
PR6. Does anyone help (*name*) with homework?	YES .... 1 NO .... 2 DK 8	
PR7. Does (*name*)'s school have a school governing body in which parents can participate such as Parent Teacher Association?	YES .... 1 NO .... 2 DK 8	 2⇨*PR10* 8⇨*PR10*
PR8. 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*
PR9. During any of these meetings, was any of the following discussed: [A] A plan for addressing key education issues faced by (*name*)'s school? [B] School budget or use of funds received by (*name*)'s school?	YES NO DK PLAN FOR ADRESSING SCHOOL'S ISSUES .... 1 2 8 SCHOOL BUDGET 1 2 8	

PR10. In the last 12 months, have you or any other adult from your household received a school or student report card for (*name*)?	YES .... 1 NO .... 2 DK 8	

PR11. In the last 12 months, have you or any adult from your household gone to (*name)*'s school for any of the following reasons?
 	
 [A] A school celebration or a sport event?
 	
 [B] To discuss (*name)*'s progress with (his/her) teachers?
	YES NO DK
	
	 CELEBRATION OR
	   SPORT EVENT 1 2 8
	
	 TO DISCUSS PROGRESS
	   WITH TEACHERS 1 2 8	

PR12. In the last 12 months, has (*name*)'s school been closed on a school day due to any of the following reasons: [A] Natural disasters, such as flood, cyclone, epidemics or similar? [B] Man-made disasters, such as fire, building collapse, riots or similar? [C] Teacher strike? [X] Other?	YES NO DK NATURAL DISASTERS .... 1 2 8 MAN-MADE DISASTERS .... 1 2 8 TEACHER STRIKE .... 1 2 8 OTHER 1 2 8	
PR13. In the last 12 months, was (*name*) unable to attend class due to (his/her) teacher being absent?	YES .... 1 NO .... 2 DK 8	
PR14. *Check PR12[C] and PR13: Any 'Yes' recorded?*	YES, PR12[C]=1 OR PR13=1 .... 1 NO 2	2⇨*End*
PR15. When (*teacher strike / teacher absence*) happened did you or any other adult member of your household contact any school officials or school governing body representatives?	YES .... 1 NO .... 2 DK 8	

FOUNDATIONAL LEARNING SKILLS		FL

FL0. *Check CB3: Child's age?*	AGE 5-6 YEARS.. 1 AGE 7-14 YEARS.. 2 AGE 15-17 YEARS.. 3	1 ⇨*End* 3 ⇨*End*

FL1. Now I would like to talk to (*name*). I will ask (*him/her*) a few questions about (*himself/herself*) and about reading, and then ask (*him/her*) to complete a few reading and number activities.

These are not school tests and the results will not be shared with anyone, including other parents or the school.

You will not benefit directly from participating and I am not trained to tell you how well (*name*) has performed.

The activities are to help us find out how well children in this country are learning to read and to use numbers so that improvements can be made.

This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.

May I talk to (*name*)?	YES, PERMISSION IS GIVEN .... 1 NO, PERMISSION IS NOT GIVEN 2	 2 ⇨*FL28*

FL2. *Record the time.*	HOURS AND MINUTES ....__ __ : __ __	

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 consent:

Let me tell you why I am here today. I am from Central Statistical Office*.* I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/*Name of caretaker*) has said that you can decide if you want to help us. If you wish to help us, I will ask you some questions and give you some activities to do. I will explain each activity, and you can ask me questions any time. You do not have to do anything that you do not want to do. After we begin, if you do not want to answer a question or you do not want to continue that is alright.

Are you ready to get started?	YES ....1 NO / NOT ASKED..2	 2 ⇨*FL28*

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

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

FL6. First we are going to talk about reading.		YES NO	
[A] Do you read books at home?	READS BOOKS AT HOME.....................................1	2	
[B] Does someone read to you at home?	READ TO AT HOME 1	2	

FL7. Which language do you speak most of the time at home?
 	
Probe if necessary and read the listed languages.
	READING TEST AVAILABLE
	    ENGLISH...11
	
	READING TEST NOT AVAILABLE
	    SPANISH 21
	    MANDARIN.................................22
	
	OTHER (*specify*)_____96
	DK 98	

FL8. *Check CB7: In the current school year, did the child attend school or any Early Childhood Care and Education programme?* *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	1⇨*FL9A*
FL8A. *Check CB4: Did the child ever attend school or any Early Childhood Care and Education programmes?* *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.*	YES, CB4/ED4=1 ....1 NO, CB4/ED4=2 OR BLANK............2	1⇨*FL9B* 2⇨*FL9C*

FL9A. What language do your teachers use most of the time when teaching you in class?
 	
FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class?
 	
Probe if necessary and read the listed languages.
	READING TEST AVAILABLE
	    ENGLISH...11
	
	READING TEST NOT AVAILABLE
	    SPANISH 21
	    MANDARIN.................................22
	
	OTHER (*specify*)_____96
	DK 98
		11⇨*FL10A*

FL9C. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?*	YES, FL7=11 ....1 NO, FL7=21, 96 OR 98 2	1⇨*FL10B* 2⇨*FL23*
FL10A. Now I am going to give you a short story to read in English. Would you like to start reading the story? **FL10B**. Now I am going to give you a short story to read in English. Would you like to start reading the story?	YES ....1 NO 2	2⇨*FL23*
FL11. *Check CB3: Child's age?*	AGE 7-9 YEARS ....1 AGE 10-14 YEARS 2	1⇨*FL13*
FL12. *Check CB7: In the current school year, did the child attend school or any Early Childhood Care and Education programme?* *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	1⇨*FL18B*
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. *Puss is a cat. Tommy is a dog. Puss is 5. Tommy is 6.*		
FL14. *Did the child read every word in the practice correctly?*	YES...1 NO..2	2⇨*FL23*

FL15. *Once the reading is done, ask:* How old is Puss?	CORRECT 5.. 1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS ..3	1 ⇨*FL17*
FL16. *Say:* Puss is 5 years old.		⇨*FL23*
FL17. Here is another question: Who is older: Puss or Tommy?	CORRECT TOMMY ....1 OTHER ANSWERS ....2 NO ANSWER AFTER 5 SECONDS ..3	1 ⇨*FL18A*
FL18. *Say:* Tommy is older than Puss. Tommy is 6 and Puss is 5.		⇨*FL23*
FL18A. *Turn the page to reveal the reading passage. Say:* Thank you. Now I want you to try this.		⇨*FL19*
FL18B. *Give the child the READING & NUMBERS BOOK.* *Open the book on the page of the reading passage.*		

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

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

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

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

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

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

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FL20. *Results of the child's reading.*
 	
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).
 	
If the child did not try to read the story, record '00' as the last word attempted (A).
	LAST WORD ATTEMPTED
	  (A)…………………………………… NUMBER __ __
	
	TOTAL NUMBER OF WORDS INCORRECT OR MISSED
	  (B)..NUMBER __ __	

FL21A. *Check FL20(B): Did the child incorrectly read or miss 8 or more words?*	YES, AT LEAST **8** INCORRECT WORDS ....1 NO, LESS THAN **8** INCORRECT WORDS……………. 2	1 ⇨ *FL23*

FL21B. Now I am going to ask you a few questions about what you have read. *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. *Make sure the child can still see the passage and ask:*		
[A] What standard is Harry in?	CORRECT TWO .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[B] What did Harry see on the way home?	CORRECT FLOWERS .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[C] Why did Harry start crying?	CORRECT BECAUSE HE FELL .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	
[D] *Check FL21B[A-C]: Did the child answer all three questions correctly?*	YES, ALL CORRECT, FL21B[A-C]=1 .... 1 NO, AT LEAST ONE INCORRECT OR WITH NO RESPONSE/DK 2	2⇨*FL23*
[E] Where did Harry fall (down)?	CORRECT NEAR A BANANA TREE .... 1 INCORRECT .... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3	

[F] Why was Harry happy?	CORRECT
	   BECAUSE THE FARMER GAVE HIM MANY
	   FLOWERS OR BECAUSE HE HAD FLOWERS
	   TO GIVE TO HIS MOTHER 1
	INCORRECT 2
	NO RESPONSE / SAYS 'I DON'T KNOW' 3	

FL23. *Turn the page in the READING & NUMBERS BOOK so the child is looking at the list of numbers. Make sure the child is looking at this page.* Now here are some numbers. I want you to point to each number and tell me what the number is. *Point to the first number and say:* Start here. *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:* What is this number? *If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say:* Thank you. That is ok.	**9** CORRECT ....1 INCORRECT ....2 NO ATTEMPT.........................3 **12** CORRECT ....1 INCORRECT ....2 NO ATTEMPT.........................3 **30** CORRECT ....1 INCORRECT ....2 NO ATTEMPT.........................3 **48** CORRECT ....1 INCORRECT ....2 NO ATTEMPT.........................3 **74** CORRECT ....1 INCORRECT ....2 NO ATTEMPT.........................3 **731** CORRECT ....1 INCORRECT ....2 NO ATTEMPT.........................3	
FL23A. *Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?*	YES, AT LEAST TWO CORRECT....1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT 2	2⇨*FL27A*
FL24. *Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:* Look at these numbers. Tell me which one is bigger. *Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.* *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.* *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.	**7 & 5** CORRECT (7)....................................1 INCORRECT ....2 NO ATTEMPT..................................3 **11 & 24** CORRECT (24)..................................1 INCORRECT ....2 NO ATTEMPT..................................3 **58 & 49** CORRECT (58)..................................1 INCORRECT ....2 NO ATTEMPT..................................3 **65 & 67** CORRECT (67)..................................1 INCORRECT ....2 NO ATTEMPT..................................3 **146 & 154** CORRECT (154)................................1 INCORRECT ....2 NO ATTEMPT………………….3	

FL25. *Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say:*
Look at this sum. How much is (***number plus number***)? Tell me the answer. You can use the pencil and paper if it helps you.
 	
Record the child's answer before turning the page in the book and repeating the question for the next sum.
 	
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.
 	
If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining sums and say:
Thank you. That is ok. We will go to the next activity.
	3 + 2
	  CORRECT (5)....................................1
	  INCORRECT 2
	  NO ATTEMPT.................................3
	8 + 6
	  CORRECT (14)................................1
	  INCORRECT 2
	  NO ATTEMPT.................................3
	7 + 3
	  CORRECT (10)................................1
	  INCORRECT 2
	  NO ATTEMPT.................................3
	13 + 6
	  CORRECT (19)................................1
	  INCORRECT 2
	  NO ATTEMPT.................................3
	12 + 24
	  CORRECT (36)................................1
	  INCORRECT 2
	  NO ATTEMPT …………………3	

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

FL27. Now I want you to try this on your own.	**5, 6, 7, __**	
	CORRECT (8)....................................1	
Here are some more numbers. Tell me what number goes here	INCORRECT 2	
(*pointing to the missing number*).	NO ATTEMPT.................................3	
	14, 15, __, 17	
Record the child's answer before turning the page in the book and	CORRECT (16)................................1	
repeating the question.	INCORRECT 2	
	NO ATTEMPT.................................3	
If the child does not provide a response after a few seconds, repeat	**20, __, 40, 50**	
the question. If the child seems unable to provide an answer after	CORRECT (30)................................1	
repeating the question, record '3', No attempt, for the appropriate	INCORRECT 2	
question. Turn the page and show the child the next question.	NO ATTEMPT.................................3	
	2, 4, 6, __	
	CORRECT (8)....................................1	
If the child does not attempt 2 consecutive patterns, record '3', No	INCORRECT 2	
attempt, for remaining patterns and say:	NO ATTEMPT.................................3	
Thank you. That is ok.	**5, 8, 11, __**	
	CORRECT (14)................................1	
	INCORRECT 2	
	NO ATTEMPT.................................3	
FL27A. That was my last question. I really enjoyed talking to you. It was very nice of you to help us out. Thank you very much.		
If you are asked by the child or the mother/caretaker how well the child has done, praise the child for effort but do not comment on performance. You may say:		
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 Trinidad & Tobago.		

FL28. *Result of interview with child.*	COMPLETED... 01	
	NOT AT HOME.. 02	
Discuss any result not completed with Supervisor.	MOTHER / CARETAKER REFUSED 03	
	CHILD REFUSED...................................... 04	
	PARTLY COMPLETED 05	
	INCAPACITATED.. 06	
	OTHER (*specify*) _____ 96	

FS11. *Record the time*.	HOURS AND MINUTES .... __ __ : __ __	
FS13. *Language of the Interview*.	ENGLISH ....1 SPANISH 2	
FS14. *Native language of the Respondent*.	ENGLISH ....1 SPANISH ....2 MANDARIN ....3 OTHER LANGUAGE (*specify*) _____ 6	
FS15. *Was a translator used for any parts of this questionnaire?*	YES, THE ENTIRE QUESTIONNAIRE.................1 YES, PARTS OF THE QUESTIONNAIRE ....2 NO, NOT USED...3	

MICS PLUS CONSENT		
FS15A. *Check the respondent's line number (FS4) in the 5-17 CHILD INFORMATION PANEL and the respondents to the HOUSEHOLD QUESTIONAIRE (HH47) or WOMAN'S QUESTIONNAIRE (WM3) or UNDER FIVE QUESTIONNAIRE (UF4): Has this respondent been already interviewed for any of the other questionnaires?*	YES, RESPONDENT IS THE SAME, FS4=HH47 OR FS4=WM3 OR FS4=UF4…………....1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 AND FS4≠WM3 AND FS4≠UF4………..………...2	1 ⇨*FS16*
FS15B. *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 Statistical Office will be conducting 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 15 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*

FS15D. 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*
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] 2ND NUMBER	[P3] 3RD NUMBER
FS15F. *Ask for and record phone number.*	— — — — — — —	— — — — — — —	— — — — — — —
FS15G. 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*
FS15H. Is this a fixed line or a mobile phone number?	FIXED LINE .... 1 MOBILE 2	FIXED LINE .... 1 MOBILE 2	FIXED LINE................. 1 MOBILE 2

FS15I. What is the best day of the week and time of the day to call you on this number?
 	
Probe: Any other day or time?
 	
Record all mentioned.
	WEEKDAYS
	  MORNING ....A
	  AFTERNOON ....B
	  EVENING...................C
	  OTHER
	  (*specify*)_____D
	WEEKEND
	  MORNING .... E
	  AFTERNOON .... F
	  EVENING...................G
	  OTHER
	  (*specify*)_____H
	OTHER
	  (*specify*) _____X
		WEEKDAYS
		  MORNING ....A
		  AFTERNOON ....B
		  EVENING...................C
		  OTHER
		  (*specify*) _____ D
		WEEKEND
		  MORNING .... E
		  AFTERNOON .... F
		  EVENING...................G
		  OTHER
		  (*specify*) _____ H
		OTHER
		  (*specify*)_____X
			WEEKDAYS
			  MORNING ....A
			  AFTERNOON ....B
			  EVENING...................C
			  OTHER
			  (*specify*)_____D
			WEEKEND
			  MORNING .... E
			  AFTERNOON .... F
			  EVENING...................G
			  OTHER
			  (*specify*)_____H
			OTHER
			  (*specify*)_____X

FS15J. 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.
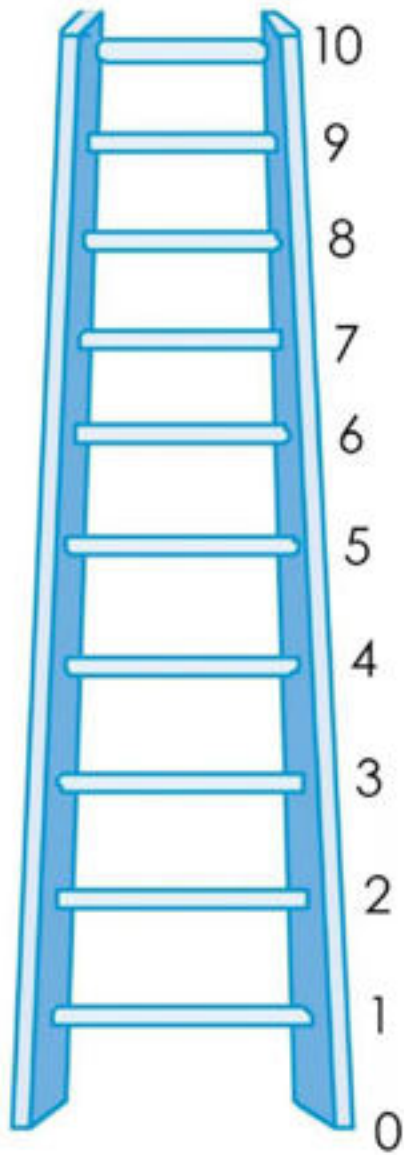
INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

1. The child is reading a book.

2. The rainy season came late this year.

3. Parents must care for their children.

4. Farming is hard work.

Very happy | Somewhat happy | Neither happy, nor unhappy | Somewhat unhappy | Very unhappy
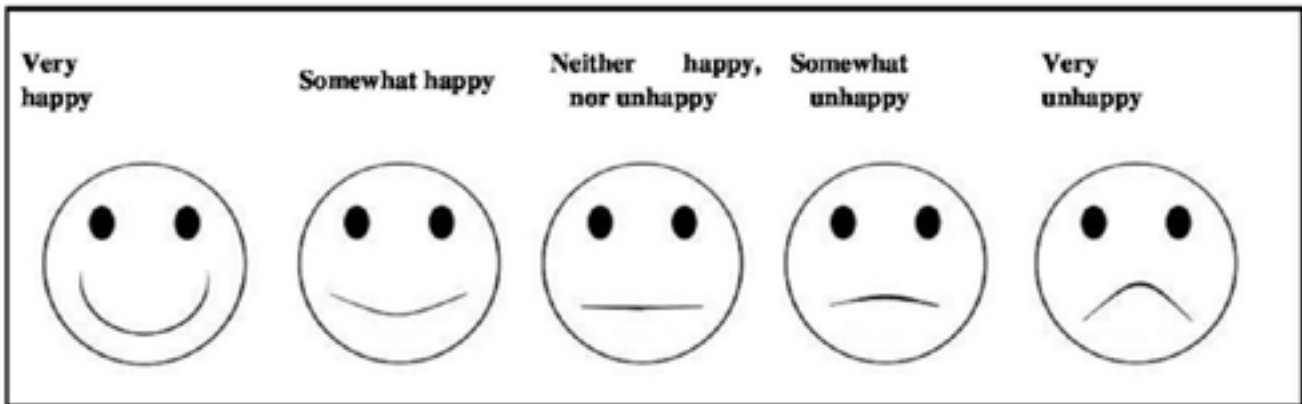
Best Possible Life

Worst Possible Life

TRINIDAD AND TOBAGO 2020 MICS

FOUNDATIONAL LEARNING SKILLS BOOKLET

Puss is a cat. Tommy is a dog. Puss is 5. Tommy is 6.

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

9

12

30

48

74

731

7   5

11   24

58   49

65   67

146   154

$$3 + 2 \quad =$$

$$8 + 6 =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

1   2 __ 4

5   10   15   __

5 6 7 __

14   15 __ 17

20 __ 40 50

2   4   6   __

5   8   11   __