



JAMAICA

Multiple Indicator Cluster Survey 2022 Survey Findings Report: The Situation of Women and Children



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Survey Findings Report:
The Situation of Women and Children

The Jamaica Multiple Indicator Cluster Survey (MICS) was carried out in 2022 by the Planning Institute of Jamaica (PIOJ) in collaboration with the United Nations Children's Fund (UNICEF), the Inter-American Development Bank (IDB) and the Statistical Institute of Jamaica (STATIN), as part of the Global MICS Programme. Technical support was provided by UNICEF and financial support was provided by both UNICEF and the IDB.

The Global MICS Programme was developed by UNICEF in the 1990s as an international multi-purpose household survey programme to support countries in collecting internationally comparable data on a wide range of indicators on the situation of children and women. MICS surveys measure key indicators that allow countries to generate data for use in policies, programmes, and national development plans, and to monitor progress towards the Sustainable Development Goals (SDGs) and other internationally agreed upon commitments. In summary, the main objectives of the Jamaica MICS were:

1. To provide high quality data to assess the situation of women, children and households, and measure progress made towards the achievement of global and national social-related goals;
2. To provide disaggregated data for the identification of disparities, to inform the development of evidence-based policies and programmes aimed at social inclusion and the most vulnerable;
3. To establish a mobile phone database that allows the implementation of short, rapid surveys to a nationally representative sample, to assist in crises monitoring and intervention, measuring program coverage, and opinion polling;
4. To provide disaggregated data on some key COVID-19 related indicators; and
5. To contribute to the improvement of data and monitoring systems in Jamaica, and to strengthen technical expertise in the design, implementation and analysis of such systems.

The objective of this report is to facilitate the timely dissemination and use of results from the Jamaica MICS. The report contains detailed information on the survey methodology, and all standard MICS tables. The report is accompanied by a series of Statistical Snapshots of the main findings of the survey.

For more information on the Global MICS Programme, please go to mics.unicef.org.

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SUMMARY TABLE OF SURVEY IMPLEMENTATION AND THE SURVEY POPULATION

Survey sample and implementation			
Sample frame - Updated	2011 Population and Housing Census 2019	Questionnaires	Household Women (age 15-49) Children under five Children age 5-17
Interviewer training	March – April, 2022	Fieldwork	April – August, 2022
Survey sample			
Households - Sampled - Occupied - Interviewed - Response rate (Per cent)	7,903 7,401 7,118 96.2	Women (age 15-49) - Eligible for interviews - Interviewed - Response rate (Per cent)	5,213 4,890 93.8
Children under five - Eligible for interviews - Mothers/caretakers Interviewed - Response rate (Per cent)	1,484 1,432 96.5	Children age 5-17 - Number in interviewed households - Eligible - Mothers/caretakers interviewed - Response rate (Per cent)	4,313 2,725 2,644 97.0

Survey population			
Average household size	2.9	Percentage of population living in	
Percentage of population under:		- Urban areas	52.2
- Age 5	7.1	- Greater Kingston Metropolitan Area	30.7
- Age 18	27.8	- Other Urban Centres	21.5
		- Rural areas	47.8

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LIST OF ABBREVIATIONS

ANAR	Adjusted Net Attendance Rate
ARI	Acute Respiratory Infection
BCG	Bacillus Calmette-Guérin (Tuberculosis)
CAP	Computer-Assisted Personal Interviewing
CHDP	Child Health and Development Passport
CONFEMEN	Conference of the Ministers of Education of French speaking countries (Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie)
COVID-19	Coronavirus disease
CRC	Convention on the Rights of the Child
CSP	Census and Survey Processing System
DHS	Demographic and Health Survey
DIRC	Data Interpretation and Report Compilation (Workshop)
DK	Don't know
DPT	Diphtheria, Pertussis and Tetanus
ECDI2030	Early Childhood Development Index 2030
ECE	Early childhood education
FCTs	Field Check Tables
GKMA	Greater Kingston Metropolitan Area
GPI	Gender Parity index
Hib	Haemophilus influenzae type B
HPV	Human papillomavirus
ICLS	International Conference of Labour Statisticians
ICT	Information and Communication Technology
IDB	Inter-American Development Bank
IFSS	Internet File Streaming System
IPV	Inactivated Polio Vaccine
ILO	International Labour Organization
ISCED	International Standard Classification of Education
IYCF	Infant and Young Child Feeding
JMP	WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene
LLECE	The Latin American Laboratory for Assessment of the Quality of Education (Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación)
LPG	Liquefied Petroleum Gas
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MICS6	Sixth global round of Multiple Indicator Cluster Surveys programme
MMR	Measles, Mumps, and Rubella
MOEYI	Ministry of Education, Youth and Information
MOHW	Ministry of Health and Wellness
MTF	Medium Term Socio-Economic Policy Framework

NCDs	Non-communicable diseases
NDP	National Development Plan
ORS	Oral Rehydration Salt Solution
OPV	Oral Polio Vaccine
ORT	Oral Rehydration Therapy
OUC	Other Urban Centres
PASEC	Analysis Programme of the CONFEMEN Education Systems (Programme d'Analyse des Systèmes Educatifs de la CONFEMEN)
PIOJ	The Planning Institute of Jamaica
pps	Probability proportionate to size
PISA	Programme for International Student Assessment
RGD	Registrar General's Department
RHF	Recommended homemade fluid
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
STATIN	Statistical Institute of Jamaica
TIMSS	Trends in International Mathematics and Science Study
UN	United Nations
UNDSS	United Nations Department of Safety and Security
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNICEF JCO	United Nations Children's Fund Jamaica Country Office
VNR	SDGs Voluntary National Review Report
WASH	Water, Sanitation and Hygiene
WG	Washington Group on Disability Statistics
WHO	World Health Organization

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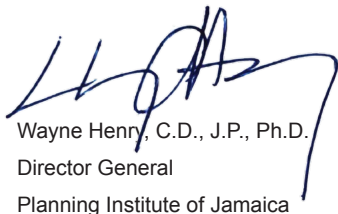
Our heartfelt appreciation to the Inter-American Development Bank (IDB), which, in furtherance of its support of a post-pandemic recovery that is socially inclusive, contributed significant financial resources to the Jamaica 2022 MICS efforts.

Many thanks to the Statistical Institute of Jamaica (STATIN), which, even in the midst of preparations for the National Population and Housing Census, made the time to design and select the sample of households to be included in this MICS, as well as assist with the training of field staff, to ensure high quality and representative results for the country.

We wish to thank all the members of the MICS Steering and Technical Committees, which provided technical guidance and management oversight throughout the life of the MICS implementation. These committees consisted of members across various Government Ministries, Agencies and Departments, the University of the West Indies, international organizations, the PIOJ and partners from non-governmental organizations.

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Above all, the PIOJ sincerely thanks all household members who cooperated with the MICS data collection teams to ensure that current and representative data are available for effective, national decision-making in Jamaica.



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Director General
Planning Institute of Jamaica



1. INTRODUCTION

This report is based on the Jamaica Multiple Indicator Cluster Survey (MICS), conducted in 2022 by the Planning Institute of Jamaica (PIOJ), in collaboration with the United Nations Children's Fund (UNICEF), the Statistical Institute of Jamaica (STATIN) and the Inter-American Development Bank (IDB). The survey provides statistically sound and internationally comparable data essential for developing evidence-based policies and programmes, and for monitoring progress toward national goals and global commitments.

A Commitment to Action: National and International Reporting Responsibilities

More than two decades ago, the **Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children in the 1990s** called for:

"Each country should establish appropriate mechanisms for the regular and timely collection, analysis and publication of data required to monitor relevant social indicators relating to the well-being of children Indicators of human development should be periodically Reviewed by national leaders and decision makers, as is currently done with indicators of economic development..."

The Multiple Indicator Cluster Surveys programme was developed soon after, in the mid-1990s, to support countries in this endeavour.

Governments that signed the **World Fit for Children Declaration and Plan of Action** also committed themselves to monitoring progress towards the goals and objectives:

"We will monitor regularly at the national level and, where appropriate, at the regional level and assess progress towards the goals and targets of the present Plan of Action at the national, regional and global levels. Accordingly, we will strengthen our national statistical capacity to collect, analyse and disaggregate data, including by sex, age and other relevant factors that may lead to disparities, and support a wide range of child-focused research"
(A World Fit for Children, paragraph 60)

Similarly, the **Millennium Declaration** (paragraph 31) called for periodic reporting on progress:

"...We request the General Assembly to review on a regular basis the progress made in implementing the provisions of this Declaration, and ask the Secretary-General to issue periodic reports for consideration by the General Assembly and as a basis for further action."

The General Assembly Resolution, adopted on 25 September 2015, "**Transforming Our World: the 2030 Agenda for Sustainable Development**" stipulates that for the success of the universal SDG agenda,

"quality, accessible, timely and reliable disaggregated data will be needed to help with the measurement of progress and to ensure that no one is left behind" (paragraph 48); recognizes that "...baseline data for several of the targets remains unavailable..." and calls for "...strengthening data collection and capacity building in Member States..."

Vision 2030 Jamaica, Jamaica's long-term National Development Plan (NDP), covers the period from 2009 to 2030 and aims to make Jamaica "the place of choice to live, work, raise families and do business"¹. In 2015, Jamaica adopted the 2030 Agenda for Sustainable Development and its 17 SDGs, which have been integrated into the implementation of Vision 2030 Jamaica. To this end, the Jamaican government has elected to present Voluntary National Review (VNR) Reports (2018, 2022) on the SDGs, and this most recent MICS will provide data on 26 SDG indicators.

¹ <https://www.vision2030.gov.jm/>



Source: "Medium Term Socio-Economic Policy Framework 2021-2024" (PIOJ, 2022)

The NDP integrates 31 Sector Plans, which provides the framework for implementation of Vision 2030 Jamaica at the sectoral level, covering areas such as health, education, population, gender, poverty reduction, ICT, persons with disabilities, and water, to identify a few². These Sector Plans form the basis on which Jamaica's Medium Term Socio-Economic Policy Frameworks (MTF) are developed. In addition to presenting the detailed strategies and development results from National Goals/SDGs to programme outputs/outcomes, the 2021-2024 MTF supports results-based monitoring and evaluation of progress under Vision 2030 Jamaica. The data from the MICS are therefore timely, as they will identify progress achieved up to 2022 and provide guidance on areas for programme implementation in the upcoming planning cycles³.

² <https://www.pioj.gov.jm/wp-content/uploads/2022/11/Medium-Term-Socio-Economic-Policy-Framework-MTF-2021-2024.pdf> /

³ PIOJ. Vision 2030 Jamaica – National Development Plan (NDP): How-to guide: tips for using medium term socio-economic policy framework (MTF) 2021-2024. / Planning Institute of Jamaica. Retrieved Feb 8, 2023 from https://www.vision2030.gov.jm/wp-content/uploads/sites/2/2022/11/How-to-Guide_-_Tips-for-Using-MTF-2021-2024.pdf

The 2022 Jamaica MICS has as its primary objectives:

- To provide high quality data for assessing the situation of children, adolescents, women and households in Jamaica;
- To furnish data needed for monitoring progress toward national goals, as a basis for future action;
- To collect disaggregated data for the identification of disparities, to inform policies aimed at social inclusion of the most vulnerable;
- To validate data from other sources and the results of focused interventions;
- To generate data on national and global SDG indicators;
- To generate internationally comparable data for the assessment of the progress made in various areas, and to put additional efforts in those areas that require more attention;
- To generate behavioural and attitudinal data not available in other data sources.

This report presents the results of the 2022 Jamaica MICS. Following Chapter 2 on survey organisation and methodology, including sample design and implementation, all indicators covered by the survey, with their definitions, are presented in “Indicators and definitions”. Prior to presenting the survey results, organized into thematic chapters, the coverage of the sample and the main characteristics of respondents is covered in Chapter 4, “Sample coverage and characteristics of respondents”. Thereafter, all survey results are presented in five thematic chapters⁴. In each chapter, a brief introduction of the topic and the description of all tables, are followed by the tabulations.

The following chapter, “Thrive – Child health, nutrition and development” presents findings on immunisation, disease episodes, diarrhoea, household energy use, symptoms of acute respiratory infection, fever, infant and young child feeding, and early childhood development.

Learning is the topic of the next chapter, where survey findings on early childhood education, educational attendance, parental involvement in children’s education, and foundational learning skills are covered.

The next chapter, “Protected from violence and exploitation”, includes survey results on birth registration, child discipline, child labour, child marriage, victimisation, feelings of safety, and attitudes toward domestic violence.

Chapter 10, “Live In a safe and clean environment”, covers the topics of drinking water, handwashing, and sanitation.

The final thematic chapter is on equity – titled “Equitable chance in life”, the chapter presents findings on a range of equity related topics, including child functioning, social transfers, discrimination and harassment, and subjective well-being.

The report ends with appendices, with detailed information on sample design, personnel involved in the survey, estimates of sampling errors, data quality, and the questionnaires used.

⁴ Chapters 5 (Survive) and 6 (Thrive – Reproductive and maternal health), are deliberately missing from this report. Data on these topics were not collected in the Jamaica MICS 2022, as they were collected in the recently concluded nationally representative Jamaica Reproductive Health Survey, 2021-2022. The original chapter numbering from the MICS Survey Findings report template has been retained to facilitate ease of international comparisons.



2. SURVEY ORGANISATION AND METHODOLOGY

2.1 Survey organisation

The Jamaica MICS 2022 was implemented by a Survey Management Team formed and led by the Planning Institute of Jamaica (PIOJ). Oversight was provided by a Steering Committee and technical decisions and processes were guided and supported by a Technical Committee.⁵ The Global MICS Team of UNICEF provided on and off-site support and reviews during key phases of the survey as per the standard Technical Collaboration Framework of the global MICS programme and the Memorandum of Understanding between the PIOJ and UNICEF.

2.2 Sample design

The sample for the Jamaica MICS 2022 was designed to provide estimates for a large number of indicators on the situation of children and women at the national level, and for three regions: (a) the Greater Kingston Metropolitan Area (GKMA), comprising the whole of Kingston, St. Andrew urban, Spanish Town, and Portmore; (b) other urban centres (OUC); and (c) rural areas. The urban and rural areas within each parish were identified as the main sampling strata and the sample of households was selected in two stages. The sampling frame was based on a master sample maintained by the Statistical Institute of Jamaica for its household survey program. The master sample is based on the 2011 Population and Housing Census data and cartographic materials updated with dwelling counts and locational information from the 2019 Listing of Dwellings. The first stage selection for the master sample involved the selection of census enumeration districts (EDs) with probability proportional to size (PPS) within each stratum. A subsample of the master sample EDs was selected with PPS within each stratum for the Jamaica MICS. A systematic sample of 20 households was drawn in each sample enumeration area from the occupied households in the 2019 Listing of Dwellings. The total sample size was 7,903⁶ households in 390 sample EDs. Despite some logistical and safety challenges, all selected enumeration areas were visited during the fieldwork period. As the sample is not self-weighting, sample weights are used for reporting survey results. A more detailed description of the sample design can be found in Appendix A: Sample Design.

2.3 Questionnaires

Four questionnaires were used in the survey: 1) a household questionnaire to collect basic demographic information on all de jure household members (usual residents), the household, and the dwelling; 2) a questionnaire for individual women administered in each household to all women age 15-49 years; 3) an under-5 questionnaire, administered to mothers (or caretakers) of all children under 5 living in the household; and 4) a questionnaire for children age 5-17 years, administered to the mother (or caretaker) of one randomly selected child age 5-17 years living in the household.⁷ The questionnaires included the following modules:

⁵ Membership of the Survey Management Team, Steering and Technical Committees are listed in Appendix B.

⁶ While the planned sample size was 7,800 households, multiple households were discovered by interviewers in some of the selected dwellings, which were not accounted for in the 2019 Listing of Dwellings. As per the MICS methodology, these additional households were also interviewed, which brought the total sample to 7,903 households.

⁷ Children age 15-17 years living without their mother and with no identified caretaker in the household were considered emancipated and the questionnaire for children age 5-17 years was administered directly to them. This slightly reworded questionnaire that only includes the Child's Background, Child Labour and Child Functioning modules is not reproduced in Appendix E.

Household Questionnaire	Questionnaire for Individual Women	Questionnaire for Children Age 5-17 Years	Questionnaire for Children Under 5
List of Household Members Education Household Characteristics Social Transfers Household Energy Use Water and Sanitation Handwashing	Woman's Background Mass Media and ICT Attitudes Toward Domestic Violence Victimisation Tobacco and Alcohol Use Life Satisfaction	Child's Background Child Labour Child Discipline Child Functioning Parental Involvement Foundational Learning Skills	Under-Five's Background Birth Registration Early Childhood Development Child Discipline Child Functioning Breastfeeding and Dietary Intake Immunisation Care of Illness

Additionally, for each questionnaire, a request for consent for the respondent to be included in the MICS Plus sample for future surveys was added.

In addition to the administration of questionnaires, fieldwork teams observed the place for handwashing. Details and findings of these observations are provided in the respective sections of the report. Further, the questionnaire for children age 5-17 years included a reading and mathematics assessment administered to children age 7-14 years.

The questionnaires were based on the MICS6 standard questionnaires⁸, with some country-specific questions on COVID-19 added in both the Questionnaire for Children Age 5-17 Years and the Questionnaire for Children Under 5. From the MICS6 model English version, the questionnaires were customised and pre-tested in the rural communities of Treadways and Watermount in St. Catherine and Constitution Hill in St. Andrew, as well as in the urban communities of Central in Kingston, Waterford in St. Catherine and Harbour View in St. Andrew, during January 2022. Based on the results of the pre-test, modifications were made to the wording of the questionnaires. A copy of the Jamaica MICS 2022 questionnaires is provided in Appendix E in English.

2.4 Ethical protocol

The survey protocol was approved by the Advisory Panel on Ethics and Medico-Legal Affairs in the Ministry of Health and Wellness in April, 2022. The protocol included a Protection Protocol which outlines the potential risks during the life cycle of the survey and management strategies to mitigate these.

Verbal consent was obtained for each respondent participating and, for children age 15-17 years individually interviewed, adult consent was obtained in advance of the child's assent. All respondents were informed of the voluntary nature of participation and the confidentiality and anonymity of information. Additionally, respondents were informed of their right to refuse answering all or particular questions, as well as to stop the interview at any time.

⁸ <http://mics.unicef.org/tools#survey-design>.

2.5 Data collection method

MICS surveys utilise Computer-Assisted Personal Interviewing (CAPI). The data collection application was based on the CPro (Census and Survey Processing System) software, Version 7.6.2, including a MICS dedicated data management platform. Procedures and standard programs⁹ developed under the global MICS programme were adapted to the Jamaica MICS 2022 final questionnaires and used throughout. The CAPI application was tested in the rural communities of St. Peters and Mount James in St. Andrew and Troja in St. Catherine, as well as in the urban communities of Hannah Town in Kingston and Waltham Gardens in St. Andrew during March 2022. Based on the results of the CAPI-test, modifications were made to the questionnaires and application.

2.6 Training

Training for the fieldwork was conducted for 20 days in March to April, 2022. Training included lectures on interviewing techniques and the contents of the questionnaires, and mock interviews between trainees to gain practice in asking questions. Participants first completed full training on paper questionnaires, followed by training on the CAPI application. The trainees spent two days in field practice and one day on a full pilot survey. The pilot survey was conducted in areas surrounding the two training sites, in St. Andrew and Mandeville. The training agenda was based on the template MICS6 training agenda.¹⁰

Field Supervisors attended additional training on the duties of team supervision and responsibilities.

2.7 Fieldwork

The data were collected by 15 teams; each was comprised of three to four interviewers and a supervisor. Fieldwork began in April 2022 and concluded in August 2022.

Data was collected using tablet computers running the Windows 10 operating system, utilising a Bluetooth application for field operations, enabling transfer of assignments and completed questionnaires between supervisor and interviewer tablets.

2.8 Fieldwork quality control measures

Team supervisors were responsible for the daily monitoring of fieldwork. Mandatory re-interviewing was implemented on one household per cluster. Daily observations of interviewer skills and performance was conducted.

During the fieldwork period, each team was visited multiple times by survey management team members and field visits were arranged for UNICEF MICS Team members.

Throughout the fieldwork, field check tables (FCTs) were produced weekly for analysis and action with field teams. The FCTs were customised versions of the standard tables produced by the MICS Programme.¹¹

2.9 Data management and editing

Data were received at the central office via Internet File Streaming System (IFSS) integrated into the management application on the supervisors' tablets. Whenever logistically possible, synchronisation was daily. The central office communicated application updates to field teams through this system.

⁹<http://mics.unicef.org/tools#data-processing>

¹⁰ <http://mics.unicef.org/tools#survey-design>

¹¹ <http://mics.unicef.org/tools#data-collection>

During data collection and following the completion of fieldwork, data were edited according to the editing process described in detail in the Data Editing Guidelines, a customised version of the standard MICS6 documentation.¹²

2.10 Analysis and reporting

Sample weights and background characteristics were computed and added to the final data. Analysis was done using the Statistical Package for Social Sciences (SPSS) software, Version 24. Model syntax and tabulation plan developed by UNICEF were customised and used for this purpose.¹³

The Survey Findings Report and accompanying Statistical Snapshots were drafted based on the templates developed by the global MICS Programme¹⁴. These were presented and reviewed by subject matter experts during the Data Interpretation and Report Compilation (DIRC) Workshop held in Kingston December 6-8, 2022. The finalisation of the Survey Findings Report and Statistical Snapshots was managed by the Survey Management Team with guidance from the Technical Committee and the participants in the DIRC Workshop.

2.11 Data Sharing

Unique identifiers such as location and personal details collected during interviews were removed from datasets to ensure privacy. These anonymised data files are made available on the PIOJ website¹⁵ and on the MICS website¹⁶ and can be freely downloaded for legitimate research purposes. Users are required to submit final research to entities listed in the included readme file, strictly for information purposes.

¹² <http://mics.unicef.org/tools#data-processing>

¹³ <http://mics.unicef.org/tools#analysis>

¹⁴ <http://mics.unicef.org/tools#reporting>

¹⁵ <https://www.pioj.gov.jm/recent-publications-and-reports/>

¹⁶ <http://mics.unicef.org/surveys>



3. INDICATORS AND DEFINITIONS

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value
SAMPLE COVERAGE AND CHARACTERISTICS OF THE RESPONDENTS					
SR.1	Access to electricity	7.1.1	HC	Percentage of household members with access to electricity	97.7
SR.2	Literacy rate (age 15-24 years)		WB	Percentage of women age 15-24 years who are able to read a short simple statement about everyday life or who attended post-secondary or higher education	95.2
SR.3	Exposure to mass media		MT	Percentage of women age 15-49 years who, at least once a week, read a newspaper or magazine, listen to the radio, and watch television	19.5
SR.4	Households with a radio		HC	Percentage of households that have a radio	68.2
SR.5	Households with a television		HC	Percentage of households that have a television	88.9
SR.6	Households with a telephone		HC – MT	Percentage of households that have a telephone (fixed line or mobile phone)	96.4
SR.7	Households with a computer		HC	Percentage of households that have a computer	54.1
SR.8	Households with internet		HC	Percentage of households that have access to the internet by any device from home	66.0
SR.9	Use of computer		MT	Percentage of women age 15-49 years who used a computer during the last 3 months	51.7
SR.10	Ownership of mobile phone	5.b.1	MT	Percentage of women age 15-49 years who own a mobile phone	96.4

¹⁷Sustainable Development Goal (SDG) Indicators, <http://unstats.un.org/sdgs/indicators/indicators-list/>. The Inter-agency Working Group on SDG Indicators is continuously updating the metadata of many SDG indicators and changes are being made to the list of SDG indicators. MICS covers many SDG indicators with an exact match of their definitions, while some indicators are only partially covered by MICS. The latter cases are included here as long as the current international methodology allows for only the way that the MICS indicator is defined, and/or a significant part of the SDG indicator can be generated by the MICS indicator. For more information on the metadata of the SDG indicators, see <http://unstats.un.org/sdgs/metadata/>

¹⁸Some indicators are constructed by using questions in several modules in the MICS questionnaires. In such cases, only the module(s) which contains most of the necessary information is indicated.

¹⁹All MICS indicators are or can be disaggregated, where relevant, by wealth quintiles, sex, age, ethnicity, migratory status, disability and geographic location (as per the reporting domains), or other characteristics, as recommended by the Inter-agency Expert Group on SDG Indicators: <http://unstats.un.org/sdgs/indicators/Official%20List%20of%20Proposed%20SDG%20Indicators.pdf>

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value
SR.11	Use of mobile phone		MT	Percentage of women age 15-49 years who used a mobile telephone during the last 3 months	98.2
SR.12a SR.12b	Use of internet	17.8.1	MT	Percentage of women age 15-49 years who used the internet (a) during the last 3 months (b) at least once a week during the last 3 months	86.4 84.6
SR.13a SR.13b	ICT skills	4.4.1	MT	Percentage of women who have carried out at least one of nine specific computer related activities during the last 3 months (a) age 15-24 (b) age 15-49	58.7 44.5
SR.14a	Use of tobacco	3.a.1	TA	Percentage of women age 15-49 years who smoked cigarettes or used smoked or smokeless tobacco products at any time during the last one month	6.4
SR.14b	Non-smokers	3.a.1	TA	Percentage of women age 15-49 years who did not smoke cigarettes or any other smoked tobacco product during the last one month	94.6
SR.15	Smoking before age 15		TA	Percentage of women age 15-49 years who smoked a whole cigarette before age 15	1.6
SR.16	Use of alcohol		TA	Percentage of women age 15-49 years who had at least one alcoholic drink at any time during the last one month	32.6
SR.17	Use of alcohol before age 15		TA	Percentage of women age 15-49 years who had at least one alcoholic drink before age 15	5.7
SR.18	Children's living arrangements		HL	Percentage of children age 0-17 years living with neither biological parent	14.5
SR.19	Prevalence of children with one or both parents dead		HL	Percentage of children age 0-17 years with one or both biological parents dead	8.9
SR.20	Children with at least one parent living abroad		HL	Percentage of children age 0-17 years with at least one biological parent living abroad	15.3

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value ²⁰
THRIVE - CHILD HEALTH, NUTRITION AND DEVELOPMENT					
TC.1	Tuberculosis immunization coverage		IM ²¹	Percentage of children age 12-23 months who received BCG containing vaccine at any time before the survey	100
TC.2	Polio immunization coverage		IM	Percentage of children age 12-23 months who received at least one dose of Inactivated Polio Vaccine (IPV) and the third/fourth dose of either IPV or Oral Polio Vaccine (OPV) vaccines at any time before the survey	95.0
TC.3	Diphtheria, tetanus and pertussis (DTP) immunization coverage	3.b.1 & 3.8.1	IM	Percentage of children age 12-23 months who received the third dose of DTP containing vaccine (DTP3) at any time before the survey	89.4
TC.4	Hepatitis B immunization coverage		IM	Percentage of children age 12-23 months who received the third/fourth dose of Hepatitis B containing vaccine (HepB3) at any time before the survey	89.4
TC.5	Haemophilus influenzae type B (Hib) immunization coverage		IM	Percentage of children age 12-23 months who received the third dose of Hib containing vaccine (Hib3) at any time before the survey	89.4
TC.8	Rubella immunization coverage		IM	Percentage of children age 24-35 months who received rubella containing vaccine at any time before the survey	95.2
TC.10	Measles immunization coverage	3.b.1	IM	Percentage of children age 24-35 months who received the second measles containing vaccine at any time before the survey	61.9
TC.11a TC.11b	Full immunization coverage ²²		IM	Percentage of children who at age a) 12-23 months had received all basic vaccinations at any time before the survey b) 24-35 months had received all vaccinations recommended in the national immunization schedule	88.6 55.5
TC.12	Care-seeking for diarrhoea		CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks for whom advice or treatment was sought from a health facility or provider	31.8
TC.13a TC.13b	Diarrhoea treatment with oral rehydration salt solution (ORS) and zinc		CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks who received a) ORS b) ORS and zinc	44.3 2.8
TC.14	Diarrhoea treatment with oral rehydration therapy (ORT) and continued feeding		CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks who received ORT (ORS packet, pre-packaged ORS fluid, recommended homemade fluid or increased fluids) and continued feeding during the episode of diarrhoea	50.3

²⁰ (*) Figures that are based on fewer than 25 unweighted cases.

²¹ Values for immunization represents crude coverage, which include both observed records and mother's report. See the Child Health, Nutrition and Development chapter of this report for the breakdown.

²² For children age 12-23 months, basic vaccinations include: BCG, 3 doses of polio, 3 doses of DTP vaccination. Measles 1 is administered at 12 months and therefore excluded from basic antigens for children 12-23 months. All vaccinations include BCG, 1st Booster Polio, DPT3, HepB3, Hib3, Rubella, Mumps, 1st Booster DPT and Measles 2 as per the vaccination schedule in Jamaica.

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value ²⁰
TC.15	Primary reliance on clean fuels and technologies for cooking		EU	Percentage of household members with primary reliance on clean fuels and technologies for cooking (living in households that reported cooking)	92.6
TC.17	Primary reliance on clean fuels and technologies for lighting		EU	Percentage of household members with primary reliance on clean fuels and technologies for lighting (living in households that reported the use of lighting)	97.7
TC.18	Primary reliance on clean fuels and technologies for cooking, and lighting	7.1.2	EU	Percentage of household members with primary reliance on clean fuels and technologies for cooking, and lighting ²³	91.6
TC.19	Care-seeking for children with acute respiratory infection (ARI) symptoms	3.8.1	CA	Percentage of children under age 5 with ARI symptoms in the last 2 weeks for whom advice or treatment was sought from a health facility or provider	(*)
TC.20	Antibiotic treatment for children with ARI symptoms		CA	Percentage of children under age 5 with ARI symptoms in the last 2 weeks who received antibiotics	(*)
TC.26	Care-seeking for fever		CA	Percentage of children under age 5 with fever in the last 2 weeks for whom advice or treatment was sought from a health facility or provider	50.4
TC.S30a	Children ever breastfed (Modified)		BD	Percentage of children age 0-35 months who were ever breastfed	93.7
TC.32	Exclusive breastfeeding under 6 months		BD	Percentage of infants under 6 months of age who are exclusively breastfed ²⁴	33.0
TC.33	Predominant breastfeeding under 6 months		BD	Percentage of infants under 6 months of age who received breast milk as the predominant source of nourishment ²⁵ during the previous day	41.9
TC.34	Continued breastfeeding at 1 year		BD	Percentage of children age 12-15 months who received breast milk during the previous day	47.0
TC.35	Continued breastfeeding at 2 years		BD	Percentage of children age 20-23 months who received breast milk during the previous day	33.3
TC.36	Duration of breastfeeding		BD	The age in months when 50 percent of children age 0-35 months did not receive breast milk during the previous day	13.8
TC.37	Age-appropriate breastfeeding		BD	Percentage of children age 0-23 months appropriately fed ²⁶ during the previous day	45.7

²³ Household members living in households that report no cooking, no space heating, or no lighting are not excluded from the numerator

²⁴ Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines

²⁵ Infants who receive breast milk and certain fluids (water and water-based drinks, fruit juice, ritual fluids, oral rehydration solution, drops, vitamins, minerals, and medicines), but do not receive anything else (in particular, non-human milk and food-based fluids)

²⁶ Infants age 0-5 months who are exclusively breastfed, and children age 6-23 months who are breastfed and ate solid, semi-solid or soft foods

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value ²⁰
TC.38	Introduction of solid, semi-solid or soft foods		BD	Percentage of infants age 6-8 months who received solid, semi-solid or soft foods during the previous day	86.3
TC.39a TC.39b	Minimum acceptable diet		BD	Percentage of children age 6–23 months who had at least the minimum dietary diversity and the minimum meal frequency during the previous day (a) breastfed children (b) non-breastfed children	33.3 34.0
TC.40	Milk feeding frequency for non-breastfed children		BD	Percentage of non-breastfed children age 6-23 months who received at least 2 milk feedings during the previous day	69.0
TC.41	Minimum dietary diversity		BD	Percentage of children age 6–23 months who received foods from 5 or more food groups ²⁷ during the previous day	51.4
TC.42	Minimum meal frequency		BD	Percentage of children age 6-23 months who received solid, semi-solid and soft foods (plus milk feeds for non-breastfed children) the minimum number of times ²⁸ or more during the previous day	61.7
TC.43	Bottle feeding		BD	Percentage of children age 0-23 months who were fed with a bottle during the previous day	73.2
TC.49a TC.49b TC.49c	Early stimulation and responsive care		EC	Percentage of children age 24-59 months engaged in four or more activities to provide early stimulation and responsive care in the last 3 days with (a) Any adult household member (b) Father (c) Mother	85.3 14.1 66.0
TC.50	Availability of children's books		EC	Percentage of children under age 5 who have three or more children's books	44.1
TC.51	Availability of playthings		EC	Percentage of children under age 5 who play with two or more types of playthings	80.3
TC.52	Inadequate supervision		EC	Percentage of children under age 5 left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once in the last week	3.1
TC.53	Early childhood development index 2030 (ECDI2030)	4.2.1	EC	Percentage of children age 2-4 years who are developmentally on track in health, learning and psychosocial well-being.	93.8

²⁷ The indicator is based on consumption of any amount of food from at least 5 out of the 8 following food groups: 1) breastmilk, 2) grains, roots and tubers, 3) legumes and nuts, 4) dairy products (milk, infant formula, yogurt, cheese), 5) flesh foods (meat, fish, poultry and liver/organ meats), 6) eggs, 7) vitamin-A rich fruits and vegetables, and 8) other fruits and vegetables

²⁸ Breastfeeding children: Solid, semi-solid, or soft foods, two times for infants age 6-8 months, and three times for children 9-23 months; Non-breastfeeding children: Solid, semi-solid, or soft foods, or milk feeds, four times for children age 6-23 months

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value ²⁹
LEARN					
LN.1	Attendance to early childhood education		UB	Percentage of children age 36-59 months who are attending an early childhood education programme	70.9
LN.2	Participation rate in organised learning (one year before the official primary entry age) (adjusted)	4.2.2	ED	Percentage of children in the relevant age group (one year before the official primary school entry age – 5 years old) who are attending an early childhood education programme or primary school	93.3
LN.3	School readiness		ED	Percentage of children attending the first grade of primary school who attended early childhood education programme during the previous school year	91.2
LN.4	Net intake rate in primary education		ED	Percentage of children of school-entry age who enter the first grade of primary school	87.3
LN.5a LN.5b LN.5c	Net attendance rate (adjusted)		ED	Percentage of children of (a) primary school age currently attending primary, lower or upper secondary school (b) lower secondary school age currently attending lower secondary school or higher (c) upper secondary school age currently attending upper secondary school or higher	95.7 91.6 82.3
LN.6a LN.6b LN.6c	Out-of-school rate		ED	Percentage of children of (a) primary school age who are not attending any level of education (b) lower secondary school age who are not attending any level of education (c) upper secondary school age who are not attending any level of education	2.2 2.9 9.8
LN.7a LN.7b	Gross intake ratio to the last grade		ED	Ratio of children attending the last grade for the first time to children at appropriate age to the last grade (a) Primary school (b) Lower secondary school	99.7 95.2
LN.8a LN.8b LN.8c	Completion rate	4.1.2	ED	Percentage of children age 3-5 years above the intended age for the last grade who have completed that grade (a) Primary school (b) Lower secondary school (c) Upper secondary school	98.5 94.8 85.8
LN.9	Effective transition rate to lower secondary school		ED	Percentage of children attending the last grade of primary school during the previous school year and not repeating in the current school year who are attending the first grade of lower secondary school in the current school year	97.3
LN.10a LN.10b	Over-age for grade		ED	Percentage of children attending school who are at least 2 years above the intended age for grade (a) Primary school (b) Lower secondary school	1.0 2.1

²⁹ () Figures are based on 25-49 unweighted cases.

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value ²⁹
LN.11a LN.11b LN.11c LN.11d	Education Parity Indices (a) Gender (b) Wealth (c) Area (d) Functioning	4.5.1	ED	Net attendance rate (adjusted) for girls divided by net attendance rate (adjusted) for boys (a) Organised learning (one year younger than the official primary school entry age) (b) Primary school (c) Lower secondary school (d) Upper secondary school	0.99 1.03 1.06 1.12
				Net attendance rate (adjusted) for children in the poorest wealth quintile divided by net attendance rate (adjusted) for children in the richest wealth quintile (a) Organised learning (one year younger than the official primary school entry age) (b) Primary school (c) Lower secondary school (d) Upper secondary school	(0.90) 0.95 0.87 0.82
				Net attendance rate (adjusted) for children in rural areas divided by net attendance rate (adjusted) for children in urban areas (a) Organised learning (one year younger than the official primary school entry age) (b) Primary school (c) Lower secondary school (d) Upper secondary school	1.00 0.99 0.99 0.97
				Percentage of girls with foundational learning skills divided by percentage of boys with foundational learning skills (e) Reading, age 7-14 years (f) Numeracy, age 7-14 years (g) Reading, age for grade 2/3 (h) Numeracy, age for grade 2/3 (i) Reading, attending grade 2/3 (j) Numeracy, attending grade 2/3	1.15 0.99 1.35 1.08 1.29 1.02
				Percentage of children with foundational learning skills in the poorest wealth quintile divided by percentage of children with foundational learning skills in the richest wealth quintile (e) Reading, age 7-14 years (f) Numeracy, age 7-14 years	0.57 0.49
				Percentage of children with foundational learning skills in rural areas divided by percentage of children with foundational learning skills in urban areas (e) Reading, age 7-14 years (f) Numeracy, age 7-14 years	0.86 0.89
				Percentage of children with foundational learning skills among children with functional difficulties divided by percentage of children with foundational learning skills among children without functional difficulties (e) Reading age, 7-14 years (f) Numeracy age, 7-14 years	0.60 0.48
LN.12	Availability of information on children's school performance		PR	Percentage of children age 7-14 years attending school for whom an adult household member received a report card for the child in the last year	78.9

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value ²⁹
LN.13	Opportunity to participate in school management		PR	Percentage of children age 7-14 years attending school for whom their school's governing body is open to parental participation	96.5
LN.14	Participation in school management		PR	Percentage of children age 7-14 years attending school for whom an adult household member attended a school governing body meeting in the last year	75.3
LN.15	Effective participation in school management		PR	Percentage of children age 7-14 years attending school for whom an adult household member attended a school governing body meeting in the last year in which key education/financial issues were discussed	60.3
LN.16	Discussion with teachers regarding children's progress		PR	Percentage of children age 7-14 years attending school for whom an adult household member discussed child's progress with teachers in the last year	74.4
LN.17	Contact with school concerning teacher strike or absence		PR	Percentage of children age 7-14 years attending school and unable to attend class due to teacher strike or absence at least once in the last year for whom an adult household member contacted school representatives for this reason	41.3
LN.18	Availability of books at home		PR	Percentage of children age 7-14 years who have three or more books to read at home	71.5
LN.19	Reading habit at home		FL	Percentage of children age 7-14 years who read books or are read to at home	81.5
LN.20	School and home languages		FL	Percentage of children age 7-14 years attending school who at home speak the language that teachers use at school	65.6
LN.21	Support with homework		PR	Percentage of children age 7-14 years attending school and having homework who receive help with homework	83.4
LN.22a LN.22b LN.22c LN.22d LN.22e LN.22f	Children with foundational reading and numeracy skills	4.1.1	FL	Percentage of children who successfully completed three foundational reading tasks (a) Age 7-14 years (b) Age for grade 2/3 (c) Attending grade 2/3 Percentage of children who successfully completed four foundational numeracy tasks (d) Age 7-14 years (e) Age for grade 2/3 (f) Attending grade 2/3	62.4 44.3 40.5 50.1 31.9 28.9
LN.S23	Learning during COVID-19		CB	Percentage of children age 5-17 years attending online learning who has access to internet at home, and has exclusive access to an available device.	65.0

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value
PROTECTED FROM VIOLENCE AND EXPLOITATION					
PR.1	Birth registration	16.9.1	BR	Percentage of children under age 5 whose births are reported registered with a civil authority	99.1
PR.2	Violent discipline	16.2.1	UCD – FCD	Percentage of children age 1-14 years who experienced any physical punishment and/or psychological aggression by caregivers in the past one month	76.0
PR.S2a	Violent discipline		UCD – FCD	Percentage of children age 1-14 years who experienced any physical punishment and/or psychological aggression by caregivers in the past one month ³⁰	76.3
PR.3	Child labour	8.7.1	CL	Percentage of children age 5-17 years who are involved in child labour ³¹	3.6
PR.4a PR.4b	Child marriage	5.3.1	MA	Percentage of women age 20-24 years who were first married or in union (a) before age 15 (b) before age 18	5.6 26.9
PR.5	Young people age 15-19 years currently married or in union		MA	Percentage of women age 15-19 years who are married or in union	21.9
PR.6	Polygyny		MA	Percentage of women age 15-49 years who are in a polygynous union	5.6
PR.7a PR.7b	Spousal age difference		MA	Percentage of women who are married or in union and whose spouse is 10 or more years older (a) age 15-19 years (b) age 20-24 years	14.3 19.5
PR.12	Experience of robbery and assault		VT	Percentage of women age 15-49 years who experienced physical violence of robbery or assault within the last 12 months	8.1
PR.13	Crime reporting	16.3.1	VT	Percentage of women age 15-49 years experiencing physical violence of robbery and/or assault in the last 12 months and reporting the last incidences of robbery and/or assault experienced to the police	48.4
PR.14	Safety	16.1.4	VT	Percentage of women age 15-49 years feeling safe walking alone in their neighbourhood after dark	64.0
PR.15	Attitudes towards domestic violence		DV	Percentage of women age 15-49 years who state that a husband is justified in hitting or beating his wife in at least one of the following circumstances: (1) she goes out without telling him, (2) she neglects the children, (3) she argues with him, (4) she refuses sex with him, (5) she burns the food	5.2

³⁰ Standard MICS/SDG indicator with cultural types of punishment added.

³¹ Child labourers are defined as children involved in economic activities or in household chores above the age-specific thresholds. While the concept of child labour includes exposure to hazardous working conditions, and this is collected in MICS and was previously included in the reported indicator, the present definition, which is also used for SDG reporting, does not include children who are working under hazardous conditions. See Tables PR.3.1-4 for more detailed information on thresholds and classifications.

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value
LIVE IN A SAFE AND CLEAN ENVIRONMENT					
WS.1	Use of improved drinking water sources		WS	Percentage of household members using improved sources of drinking water	98.9
WS.2	Use of basic drinking water services	1.4.1	WS	Percentage of household members using improved sources of drinking water either in their dwelling/yard/plot or within 30 minutes round trip collection time	93.1
WS.3	Availability of drinking water		WS	Percentage of household members with a water source that is available when needed	67.0
WS.7	Handwashing facility with water and soap	1.4.1 & 6.2.1	HW	Percentage of household members with a handwashing facility where water and soap or detergent are present	82.4
WS.8	Use of improved sanitation facilities		WS	Percentage of household members using improved sanitation facilities	98.6
WS.9	Use of basic sanitation services	1.4.1 & 3.8.1 & 6.2.1	WS	Percentage of household members using improved sanitation facilities which are not shared	93.3
WS.10	Safe disposal in situ of excreta from on-site sanitation facilities	6.2.1	WS	Percentage of household members in households with improved on-site sanitation facilities from which waste has never been emptied or has been emptied and buried in a covered pit	90.9
WS.11	Removal of excreta for treatment off-site	6.2.1	WS	Percentage of household members using an improved on-site sanitation facility from which a service provider has removed waste for treatment off-site	7.2

MICS INDICATOR		SDG ¹⁷	Module ¹⁸	Definition ¹⁹	Value
EQUITABLE CHANCE IN LIFE					
EQ.1	Children with functional difficulty		UCF – FCF	Percentage of children age 2-17 years reported with functional difficulty in at least one domain	6.4
EQ.2a EQ.2b EQ.2c	Health insurance coverage		WB CB UB	Percentage of women, and children covered by health insurance a) women age 15-49 b) children age 5-17 c) children under age 5	22.6 15.9 13.4
EQ.3	Population covered by social transfers	1.3.1	ST – ED	Percentage of household members living in households that received any type of social transfers and benefits in the last 3 months	69.9
EQ.4	External economic support to the poorest households		ST – ED	Percentage of households in the two lowest wealth quintiles that received any type of social transfers in the last 3 months	56.2
EQ.5	Children in the households that received any type of social transfers		ST – ED	Percentage of children under age 18 living in the households that received any type of social transfers in the last 3 months	85.6
EQ.6	School-related support		ED	Percentage of children and young people age 5-24 years currently attending school that received any type of school-related support in the current/most recent academic year	84.6
EQ.7	Discrimination	10.3.1 & 16.b.1	VT	Percentage of women and men age 15-49 years having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law	13.5
EQ.9a EQ.9b	Overall life satisfaction index		LS	Average life satisfaction score for women (a) age 15-24 (b) age 15-49	6.7 6.7
EQ.10a EQ.10b	Happiness		LS	Percentage of women who are very or somewhat happy (c) age 15-24 (d) age 15-49	78.5 81.2
EQ.11a EQ.11b	Perception of a better life		LS	Percentage of women whose life improved during the last one year and who expect that their life will be better after one year (a) age 15-24 (b) age 15-49	70.0 63.8



4. SAMPLE COVERAGE AND CHARACTERISTICS OF RESPONDENTS

4.1 Results of interviews

Table SR.1.1 presents results of the sample implementation, including response rates. Of the 7,903 households included in the sample, 7,401 were found occupied. Of these, 7,118 were successfully interviewed for a household response rate of 96.2 percent.

In the interviewed households, 5,213 women (age 15-49 years) were identified. Of these, 4,890 were successfully interviewed, yielding a response rate of 93.8 percent within the interviewed households.

There were 1,484 children under age five found in interviewed households. Questionnaires were completed for 1,432 of these children, which corresponds to a response rate of 96.5 percent within interviewed households.

A sub-sample of children age 5-17 years was used to administer the questionnaire for children age 5-17. Only one child was selected randomly in each household interviewed, and there were 4,313 children age 5-17 years identified in the interviewed households. Of these children, 2,725 were selected, and questionnaires were completed for 2,644, which corresponds to a response rate of 97.0 percent within the interviewed households.

Overall response rates of 90.2 percent, 92.8 percent, and 93.3 percent are calculated for the individual interviews of women, children under-5, and children age 5-17 years, respectively.

Table SR.1.1: Results of household, women's, under-5's and children age 5-17's interviews

Number of households, women, children under 5, and children age 5-17 by interview results, by area of residence, Jamaica MICS, 2022

	Total	Area			Rural
		Urban			
		Greater Kingston Metropolitan Area	Other Urban Centres	Total Urban	
Households					
Sampled	7,903	2,545	2,108	4,653	3,250
Occupied	7,401	2,356	1,974	4,330	3,071
Interviewed	7,118	2,225	1,892	4,117	3,001
Household completion rate	90.1	87.4	89.8	88.5	92.3
Household response rate	96.2	94.4	95.8	95.1	97.7
Women age 15-49 years					
Eligible	5,213	1,645	1,293	2,938	2,275
Interviewed	4,890	1,498	1,226	2,724	2,166
Women's response rate	93.8	91.1	94.8	92.7	95.2
Women's overall response rate	90.2	86.0	90.9	88.2	93.0
Children under 5 years					
Eligible	1,484	456	384	840	644
Mothers/caretakers interviewed	1,432	430	375	805	627
Under-5's response rate	96.5	94.3	97.7	95.8	97.4
Under-5's overall response rate	92.8	89.1	93.6	91.1	95.1
Children age 5-17 years ^A					
Number of children in interviewed households	4,313	1,246	1,073	2,319	1,994
Eligible	2,725	806	680	1,486	1,239
Mothers/caretakers interviewed	2,644	761	660	1,421	1,223
Children age 5-17's response rate	97.0	94.4	97.1	95.6	98.7
Children age 5-17's overall response rate	93.3	89.2	93.0	90.9	96.5
^A The Questionnaire for Children Age 5-17 was administered to one randomly selected child in each interviewed household					

4.2 Housing and household characteristics

Tables SR.2.1, SR.2.2 and SR.2.3 provide further details on housing and household level characteristics obtained in the Household Questionnaire. Most of the information collected on these characteristics have been used in the construction of the wealth index.

Table SR.2.1 presents characteristics of housing, disaggregated by area of residence, distributed by whether the dwelling has electricity and internet access, the type of energy used for cooking, the main materials of the flooring, roof, and exterior walls, as well as the number of rooms used for sleeping.

In Table SR.2.2 households are distributed according to ownership of assets by households and by individual household members. This also includes ownership of dwelling.

Table SR.2.3 shows how the household populations in areas and regions are distributed according to household wealth quintiles.

Table SR.2.1: Housing characteristics

Percent distribution of households by selected housing characteristics, by area of residence, Jamaica MICS, 2022

	Total	Area			Rural
		Urban			
		Greater Kingston Metropolitan Area	Other Urban Centres	Total Urban	
Total	100.0	100.0	100.0	100.0	100.0
Electricity					
Yes, interconnected grid	96.4	98.6	97.1	98.0	94.5
Yes, off-grid	0.9	0.5	0.6	0.6	1.2
No	2.7	0.8	2.2	1.4	4.2
Missing/DK	0.0	0.0	0.0	0.0	0.1
Energy use for cooking ^A					
Clean fuels and technologies	91.9	96.0	92.9	94.7	88.7
Other fuels	7.3	2.8	6.7	4.4	10.4
No cooking done in the household	0.9	1.2	0.4	0.9	0.9
Missing/DK	0.0	0.0	0.0	0.0	0.0
Internet access at home ^B					
Yes	66.0	82.2	69.0	76.7	54.0
No	34.0	17.8	31.0	23.3	45.9
Missing/DK	0.1	0.0	0.0	0.0	0.1
Main material of flooring ^C					
Natural floor	0.1	0.0	0.2	0.1	0.1
Rudimentary floor	5.7	2.2	4.4	3.1	8.7
Finished floor	94.0	97.8	95.3	96.8	91.0
Other	0.1	0.0	0.0	0.0	0.2
Missing/DK	0.1	0.0	0.1	0.0	0.1
Main material of roof ^C					
Natural roofing	0.0	0.0	0.1	0.0	0.0
Rudimentary roofing	0.2	0.2	0.1	0.1	0.3
Finished roofing	99.7	99.7	99.8	99.8	99.7
Other	0.0	0.1	0.0	0.0	0.0
Missing/DK	0.0	0.0	0.0	0.0	0.1
Main material of exterior walls ^C					
Rudimentary walls	9.9	7.2	6.9	7.1	13.1
Finished walls	90.0	92.8	93.1	92.9	86.7
Other	0.1	0.0	0.0	0.0	0.2
Missing/DK	0.0	0.0	0.0	0.0	0.1
Rooms used for sleeping					
1	41.8	41.8	41.2	41.6	42.1
2	33.8	32.6	34.3	33.3	34.5
3 or more	24.4	25.6	24.5	25.2	23.5
Number of households	7,118	2,183	1,575	3,758	3,360

Table SR.2.1: Housing characteristics

Percent distribution of households by selective housing characteristics, by area of residence, Jamaica MICS, 2022

	Total	Area			Rural
		Urban			
		Greater Kingston Metropolitan Area	Other Urban Centres	Total Urban	
Mean number of persons per room used for sleeping	1.6	1.5	1.5	1.5	1.6
Percentage of household members with access to electricity in the household ¹	97.7	99.1	97.9	98.6	96.6
Number of household members	20,967	6,444	4,506	10,950	10,017

¹ MICS indicator SR.1 - Access to electricity; SDG Indicator 7.1.1

^A Calculated for households. For percentage of household members living in households using clean fuels and technologies for cooking, please refer to Table TC.4.1

^B See Table SR.9.2 for details and indicators on ICT devices in households

^C Please refer Household Questionnaire in Appendix E, questions HC4, HC5 and HC6 for definitions of natural, rudimentary, finished and other

Table SR.2.2: Household and personal assets

Percentage of households by ownership of selected household and personal assets, and percent distribution by ownership of dwelling, by area of residence, Jamaica MICS, 2022

	Total	Area			Rural
		Urban		Total Urban	
		Greater Kingston Metropolitan Area	Other Urban Centres		
Percentage of households that own a					
Television^	88.9	93.0	90.8	92.1	85.4
Refrigerator	88.7	93.4	90.3	92.1	85.0
Gas or electric stove	92.8	95.7	93.7	94.8	90.5
Microwave oven	44.1	56.3	48.3	52.9	34.3
Air conditioner	9.8	19.4	7.8	14.6	4.5
Fan	84.4	94.2	86.4	90.9	77.2
Washing machine	56.5	66.9	61.1	64.5	47.5
Clothes dryer	5.6	9.9	4.9	7.8	3.1
Water pump	10.2	10.7	10.3	10.5	9.7
Water heater	7.7	12.3	8.1	10.6	4.4
Dishwasher	1.3	2.5	0.6	1.7	0.8
Generator	4.1	5.1	3.7	4.5	3.7
Electronic gaming equipment	7.6	12.7	6.5	10.1	4.7
Cable service	30.4	48.8	32.2	41.9	17.5
Percentage of households that own					
Agricultural land	22.7	12.2	18.1	14.7	31.8
Farm animals/Livestock	16.7	3.3	13.0	7.3	27.1
Percentage of households where at least one member owns or has a					
Wristwatch	60.2	61.7	63.8	62.6	57.5
Bicycle	21.2	20.9	19.4	20.2	22.2
Motorcycle or scooter	4.6	5.2	3.4	4.5	4.8
Animal-drawn cart	0.7	0.2	0.9	0.5	0.9
Car, truck, or van	33.9	42.1	34.2	38.8	28.5
Boat with a motor	0.4	0.6	0.2	0.4	0.3
Boat without a motor	0.3	0.1	0.1	0.1	0.4
Computer or tablet^	54.1	64.7	56.9	61.4	45.8
Mobile telephone^	95.6	97.2	96.3	96.8	94.2
Bank account	78.7	85.1	82.1	83.9	73.0
Ownership of dwelling					
Owned by a household member	62.3	51.6	58.9	54.7	70.9
Not owned	37.6	48.3	41.1	45.3	29.0
Rented	17.9	24.7	24.3	24.5	10.5
Rent-free	19.3	23.0	16.2	20.2	18.2
Other	0.4	0.6	0.6	0.6	0.3
Missing/DK	0.1	0.0	0.0	0.0	0.1
Number of households	7,118	2,183	1,575	3,758	3,360

^A See Table SR.9.2 for details and indicators on ICT devices in households

Table SR.2.3: Wealth quintiles

Percent distribution of the household population, by wealth index quintile, Jamaica MICS, 2022

	Wealth index quintile					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
Total	20.2	20.3	20.1	19.6	19.8	100.0	20,967
Area							
Urban	13.9	16.5	20.2	22.7	26.7	100.0	10,950
Greater Kingston Metropolitan Area	13.1	15.9	19.1	21.1	30.8	100.0	6,444
Other Urban Centres	15.0	17.4	21.9	24.9	20.8	100.0	4,506
Rural	27.2	24.4	19.8	16.2	12.3	100.0	10,017

4.3 Household composition

Tables SR.3.1 provides the distribution of households by selected background characteristics, including the sex of the household head, area, number of household members, education of household head, and ethnicity and religion/denomination³². Both unweighted and weighted numbers are presented. Such information is essential for the interpretation of findings presented later in the report and provide background information on the representativeness of the survey sample. The remaining tables in this report are presented only with weighted numbers.³³

The presented background characteristics are used in subsequent tables in this report; the figures in the table are also intended to show the numbers of observations by major categories of analysis in the report.

The weighted and unweighted total number of households are equal, since sample weights were normalized.³³

The table also shows the weighted mean household size estimated by the survey.

³² This was determined by asking about the head of the household's ethnic background and religion. In terms of ethnicity, the Jamaican population is largely homogenous, therefore religion was added to allow further identification of differences among the population.

³³ See Appendix A: Sample design, for more details on sample weights.

Table SR.3.1: Household composition

Percent and frequency distribution of households, Jamaica MICS, 2022

	Weighted percent	Number of households	
		Weighted	Unweighted
Total	100.0	7,118	7,118
Sex of household head			
Male	47.3	3,370	3,364
Female	52.7	3,748	3,754
Age of household head			
<18	0.1	4	4
18-34	15.9	1,131	1,129
35-64	58.8	4,186	4,189
65-84	22.4	1,595	1,595
85+	2.8	202	201
Area			
Urban	52.8	3,758	4,117
Greater Kingston Metropolitan Area	30.7	2,183	2,225
Other Urban Centres	22.1	1,575	1,892
Rural	47.2	3,360	3,001
Education of household head			
Primary or less	16.5	1,172	1,160
Lower secondary	23.9	1,701	1,667
Upper secondary	37.5	2,669	2,681
Post secondary +	21.0	1,492	1,523
Special education	0.1	8	8
Missing/DK	1.1	77	79
Number of household members			
1	26.5	1,890	1,907
2	22.5	1,601	1,590
3	19.3	1,374	1,377
4	14.2	1,011	1,016
5	8.1	579	567
6	4.1	292	299
7+	5.2	370	362
Ethnicity of household head			
Black	93.0	6,616	6,602
Other	6.9	492	507
Missing/DK	0.1	9	9
Religion/Denomination of household head			
Church of God	29.3	2,087	2,104
Pentecostal	10.4	740	730
Seventh-day Adventist	13.8	982	938
Other Religion/Denomination	31.6	2,249	2,299
No religion	14.7	1,050	1,033
Missing/DK	0.1	11	14

Table SR.3.1: Household composition

Percent and frequency distribution of households, Jamaica MICS, 2022

	Weighted percent	Number of households	
		Weighted	Unweighted
Households with ^A			
At least one child under age 5 years	17.3	1,232	1,227
At least one child age 5-17 years	38.7	2,754	2,725
At least one child age <18 years	45.0	3,200	3,160
At least one woman age 15-49 years	53.2	3,789	3,747
At least one man age 15-49 years	48.0	3,419	3,452
No member age <50	25.6	1,824	1,838
No adult (18+) member	0.1	4	3
Mean household size	2.9	7,118	7,118
^A Each proportion is a separate characteristic based on the total number of households			

^A Each proportion is a separate characteristic based on the total number of households

4.4 Age structure of household population

The weighted age and sex distribution of the survey population is provided in Table SR.4.1. In the households successfully interviewed in the survey, a weighted total of 21,055 household members was listed. Of these, 9,862 were males, and 11,193 were females.³⁴

Table SR.4.1: Age distribution of household population by sex

Percent and frequency distribution of the household population^a in five-year age groups and child (age 0-17 years) and adult populations (age 18 or more), by sex, Jamaica MICS, 2022

	Males		Females		Total	
	Number	Percent	Number	Percent	Number	Percent
Total	9,816	100.0	11,151	100.0	20,967	100.0
Age						
0-4	800	8.1	687	6.2	1,487	7.1
5-9	799	8.1	864	7.8	1,663	7.9
10-14	839	8.5	824	7.4	1,662	7.9
15-19	894	9.1	844	7.6	1,738	8.3
15-17	528	5.4	492	4.4	1,020	4.9
18-19	366	3.7	352	3.2	718	3.4
20-24	745	7.6	865	7.8	1,610	7.7
25-29	735	7.5	836	7.5	1,571	7.5
30-34	586	6.0	718	6.4	1,305	6.2
35-39	510	5.2	713	6.4	1,222	5.8
40-44	527	5.4	645	5.8	1,172	5.6
45-49	514	5.2	632	5.7	1,146	5.5
50-54	578	5.9	806	7.2	1,384	6.6
55-59	570	5.8	664	6.0	1,234	5.9
60-64	491	5.0	571	5.1	1,062	5.1
65-69	385	3.9	465	4.2	850	4.1
70-74	364	3.7	380	3.4	744	3.5
75-79	217	2.2	266	2.4	483	2.3
80-84	130	1.3	157	1.4	287	1.4
85+	133	1.4	215	1.9	347	1.7
Child and adult populations						
Children age 0-17 years	2,966	30.2	2,867	25.7	5,832	27.8
Adults age 18+ years	6,850	69.8	8,284	74.3	15,134	72.2

^a As this table includes all household members listed in interviewed households, the numbers and distributions by sex do not match those found for individuals in tables SR.5.1W, SR.5.2 and SR.5.3 where interviewed individuals are weighted with individual sample weights.

4.5 Respondents' background characteristics

Tables SR.5.1W, SR.5.2, and SR.5.3 provide information on the background characteristics of female respondents 15-49 years of age, children under age 5 and children age 5-17 years. In all these tables, the total numbers of weighted and unweighted observations are equal, since sample weights have been normalized (standardized).³³

³⁴ The single year age distribution is provided in Table DQ.1.1 in Appendix D: Data quality

Note that in Table SR.5.3, an additional column is presented (Weighted total number of children age 5-17 years) to account for the random selection of one child in households with at least one child age 5-17 years. The final weight of each child is the weight of the household multiplied by the number of children age 5-17 years in the household.

In addition to providing useful information on the background characteristics of women, children age 5-17, and children under age five, the tables are also intended to show the numbers of observations in each background category. These categories are used in the subsequent tabulations of this report.

Table SR.5.1W provide background characteristics of female respondents, age 15-49 years. The table includes information on the distribution of women according to area of residence, age, education³⁵, marital/union status, health insurance, ethnicity and religion/denomination of the household head, and wealth index quintiles.^{36, 37}

Background characteristics of children age 5-17 and under 5 are presented in Tables SR.5.2 and SR.5.3. These include the distribution of children by several attributes: sex, area of residence, age in months, mother's (or caretaker's) education, respondent type, health insurance, functional difficulties (for children under age 5 only for age 2-4 years), ethnicity and religion/denomination of the household head and wealth index quintiles.

³⁵ Throughout this report when used as a background variable, unless otherwise stated, "education" refers to highest educational level ever attended by the respondent.

³⁶ The wealth index is a composite indicator of wealth. To construct the wealth index, principal components analysis is performed by using information on the ownership of consumer goods, dwelling characteristics, water and sanitation, and other characteristics that are related to the household's wealth, to generate weights (factor scores) for each of the items used. First, initial factor scores are calculated for the total sample. Then, separate factor scores are calculated for households in urban and rural areas. Finally, the urban and rural factor scores are regressed on the initial factor scores to obtain the combined, final factor scores for the total sample. This is carried out to minimize the urban bias in the wealth index values. Each household in the total sample is then assigned a wealth score based on the assets owned by that household and on the final factor scores obtained as described above. The survey household population is then ranked according to the wealth score of the household they are living in, and is finally divided into 5 equal parts (quintiles) from lowest (poorest) to highest (richest). In the Jamaica MICS, the following assets were used in these calculations: Persons per sleeping room; type of floor, roof, and wall; household assets (non-electric and electrical); electricity; household members' personal assets; ownership of computer and mobile phone; availability of household internet; land ownership; ownership of livestock; ownership of bank account; type of cookstove and type of energy used for cooking and lighting; source and location of drinking water; access to sufficient water; type, location and sharing status of sanitation facility; availability of water and soap at place for handwashing; and domestic help. The wealth index is assumed to capture the underlying long-term wealth through information on the household assets, and is intended to produce a ranking of households by wealth, from poorest to richest. The wealth index does not provide information on absolute poverty, current income or expenditure levels. The wealth scores calculated are applicable for only the particular data set they are based on. Further information on the construction of the wealth index can be found in:

Filmer, D., and L. Pritchett. "Estimating Wealth Effects without Expenditure Data — or Tears: An Application to Educational Enrollments in States of India*." *Demography* 38, no. 1 (2001): 115-32. doi:10.1353/dem.2001.0003;

Rutstein, S., and K. Johnson. *The DHS Wealth Index*. DHS Comparative Reports No. 6. Calverton: ORC Macro, 2004. [HTTPS://DHSPROGRAM.COM/PUBS/PD-F/CR6/CR6.PDF](https://dhsprogram.com/pubs/pdf/CR6/CR6.pdf);

Rutstein, S. *The DHS Wealth Index: Approaches for Rural and Urban Areas*. Calverton: Macro International, 2008. [HTTPS://DHSPROGRAM.COM/PUBS/PD-F/WP60/WP60.PDF](https://dhsprogram.com/pubs/pdf/WP60/WP60.pdf).

³⁷ When describing survey results by wealth quintiles, appropriate terminology is used when referring to individual household members, such as for instance "women in the richest population quintile", which is used interchangeably with "women in the wealthiest survey population", "women living in households in the richest population wealth quintile", and similar.

Table SR.5.1W: Women's background characteristics

Percent and frequency distribution of women age 15-49 years, Jamaica MICS, 2022

	Weighted percent	Number of women	
		Weighted	Unweighted
Total	100.0	4,890	4,890
Area			
Urban	51.6	2,526	2,724
Greater Kingston Metropolitan Area	30.8	1,506	1,498
Other Urban Centres	20.8	1,019	1,226
Rural	48.4	2,364	2,166
Age			
15-19	16.0	781	786
15-17	9.2	451	459
18-19	6.8	330	327
20-24	16.2	793	788
25-29	15.8	775	765
30-34	13.5	658	661
35-39	14.0	684	694
40-44	12.3	600	588
45-49	12.3	599	608
Education			
Primary or less	1.5	74	68
Lower secondary	10.1	495	484
Upper secondary	54.0	2,642	2,631
Post secondary +	34.1	1,666	1,697
Special education	0.2	12	9
Missing/DK	0.0	1	1
Marital/Union status			
Currently married/in union/visiting relationship	56.5	2,762	2,761
Widowed	0.5	26	26
Divorced	0.4	19	19
Separated	3.4	168	173
Never married/in union/visiting relationship	39.0	1,903	1,899
Missing/DK	0.1	7	8
Health insurance			
Has coverage	22.6	1,104	1,150
Has no coverage	77.3	3,780	3,733
Missing/DK	0.1	6	7
Ethnicity of household head			
Black	93.6	4,575	4,571
Other	6.4	313	316
Missing/DK	0.0	2	3
Religion/Denomination of household head			
Church of God	31.2	1,525	1,560
Pentecostal	12.1	592	602
Seventh-day Adventist	14.3	697	655
Other Religion/Denomination	29.0	1,419	1,429
No religion	13.2	644	629
Missing/DK	0.3	13	15
Wealth index quintile			
Poorest	18.7	915	900
Second	20.2	990	1,006
Middle	19.6	961	978
Fourth	21.1	1,031	1,037
Richest	20.3	993	969

Table SR.5.2: Children under 5's background characteristics

Percent and frequency distribution of children under five years, Jamaica MICS, 2022

	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
Total	100.0	1,432	1,432
Sex			
Male	53.6	767	758
Female	46.4	665	674
Area			
Urban	53.1	760	805
Greater Kingston Metropolitan Area	30.8	441	430
Other Urban Centres	22.3	319	375
Rural	46.9	672	627
Age in months			
0-5	8.6	123	127
6-11	10.5	150	155
12-23	20.2	289	289
24-35	19.7	283	281
36-47	19.2	275	274
48-59	21.9	313	306
Mother's education^A			
Primary or less	2.3	33	27
Lower secondary	11.4	163	159
Upper secondary	55.8	799	803
Post secondary +	30.2	432	439
Special education	0.1	1	1
Missing/DK	0.2	3	3
Respondent to the under-5 questionnaire			
Mother	88.2	1,263	1,262
Other primary caretaker	11.8	169	170
Health insurance			
Has coverage	13.4	193	206
Has no coverage	86.4	1,237	1,223
Missing/DK	0.2	2	3
Child's functional difficulties (age 2-4 years)^{B,C}			
Has functional difficulty	3.9	34	38
Has no functional difficulty	96.1	837	823
Ethnicity of household head			
Black	93.8	1,343	1,352
Other	6.2	89	80
Religion/Denomination of household head			
Church of God	30.5	437	450
Pentecostal	12.0	172	171
Seventh-day Adventist	13.1	188	182
Other Religion/Denomination	29.5	422	426
No religion	14.5	207	196
Missing/DK	0.4	6	7

Table SR.5.2: Children under 5's background characteristics

Percent and frequency distribution of children under five years, Jamaica MICS, 2022

	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
Wealth index quintile			
Poorest	23.1	331	330
Second	24.8	355	355
Middle	20.1	288	286
Fourth	17.5	251	263
Richest	14.5	208	198

^A In this table and throughout the report where applicable, mother's education refers to educational attainment of the respondent: Mothers (or caretakers, interviewed only if the mother is deceased or is living elsewhere).

^B The results of the Child Functioning module are presented in Chapter 11.1.

^C Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years.

Table SR.5.3: Children age 5-17 years' background characteristics

Percent and frequency distribution of children age 5-17 years, Jamaica MICS, 2022

	Weighted percent	Weighted total number of children age 5-17 years ^A	Number of households with at least one child age 5-17 years	
			Weighted	Unweighted
Total	100.0	4,162	2,644	2,644
Sex				
Male	49.1	2,042	1,317	1,336
Female	50.9	2,119	1,327	1,308
Area				
Urban	49.6	2,064	1,333	1,421
Greater Kingston Metropolitan Area	27.8	1,159	759	761
Other Urban Centres	21.8	906	574	660
Rural	50.4	2,098	1,311	1,223
Age				
5-9	38.9	1,617	1,016	1,007
10-14	36.6	1,524	974	973
15-17	24.5	1,021	654	664
Mother's education^B				
Primary or less	5.5	230	149	145
Lower secondary	18.4	766	471	474
Upper secondary	50.3	2,093	1,314	1,307
Post secondary +	25.0	1,041	685	694
Special education	0.0	1	1	1
Missing/DK	0.4	18	12	13
Emancipated ^C	0.3	12	12	10
Respondent to the children age 5-17 questionnaire				
Mother	73.2	3,045	1,923	1,926
Other primary caretaker	26.5	1,104	708	708
Emancipated ^C	0.3	12	12	10
Health insurance				
Has coverage	15.9	661	477	494
Has no coverage	83.9	3,492	2,160	2,143
Missing/DK	0.2	9	7	7
Child's functional difficulties^D				
Has functional difficulty	6.9	289	176	174
Has no functional difficulty	93.1	3,873	2,468	2,470
Ethnicity of household head				
Black	94.7	3,940	2,499	2,496
Other	5.3	220	143	146
Missing/DK	0.0	1	1	2
Religion/Denomination of household head				
Church of God	32.9	1,369	867	887
Pentecostal	12.3	513	307	310
Seventh-day Adventist	13.3	554	371	346
Other Religion/Denomination	29.2	1,215	756	763
No religion	12.0	499	335	329
Missing/DK	0.3	12	7	9

Table SR.5.3: Children age 5-17 years' background characteristics

Percent and frequency distribution of children age 5-17 years, Jamaica MICS, 2022

	Weighted percent	Weighted total number of children age 5-17 years^	Number of households with at least one child age 5-17 years	
			Weighted	Unweighted
Wealth index quintile				
Poorest	23.4	973	561	550
Second	21.7	904	548	554
Middle	20.7	861	543	555
Fourth	18.3	762	522	528
Richest	15.9	662	470	457

^A As one child is randomly selected in each household with at least one child age 5-17 years, the final weight of each child is the weight of the household multiplied with the number of children age 5-17 years in the household. This column is the basis for the weighted percent distribution, i.e. the distribution of all children age 5-17 years in sampled households.

^B In this table and throughout the report where applicable, mother's education refers to educational attainment of the respondent: Mothers (or caretakers, interviewed only if the mother is deceased or is living elsewhere). The category of "Emancipated" applies to children age 15-17 years as described in note C. This category is not presented in individual tables.

^C Children age 15-17 years were considered emancipated and individually interviewed if not living with his/her mother and the respondent to the Household Questionnaire indicated that the child does not have a primary caretaker.

^D The results of the Child Functioning module are presented in Chapter 11.1.

4.6 Literacy

As a measure of the effectiveness of the primary education system, the literacy rate is often seen as a proxy measure of social progress and economic achievement. In MICS, literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance.

Table SR.6.1W shows the survey findings for the total number of interviewed women. The Youth Literacy Rate, MICS Indicator SR.2, is calculated for women age 15-24 years and presented in the Age disaggregate in the table.

Note that those who have ever attended post-secondary or higher education are immediately classified as literate, due to their education level and are therefore not asked to read the statement. All others who successfully read the statement are also classified as literate. The table is designed as full distributions of the survey respondents, by level of education ever attended. The total percentage literate presented in the final column is the sum of literate women among those with 1) primary or less education, 2) lower secondary education, 3) upper secondary education, 4) special education, and 5) those with at least some post-secondary education.

The percent missing includes those for whom no sentence in the required language was available or for whom no response was reported.

Table SR.6.1W: Literacy (women)

Percent distribution of women age 15-49 years by highest level of school attended and literacy, and the total percentage literate, Jamaica MICS, 2022

	Percent distribution of highest level attended and literacy										Total	Total percentage literate ¹	Number of women
	Primary or less		Lower secondary		Upper secondary		Post secondary or higher ^A	Special education		Missing			
	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate	Literate	Literate	Illiterate	Illiterate			
Total	0.9	0.6	8.1	2.0	50.5	3.5	34.1	0.1	0.2	0.0	100.0	93.7	4,890
Area													
Urban	0.7	0.5	6.4	1.5	49.7	2.9	38.3	0.0	0.1	0.0	100.0	95.0	2,526
Greater Kingston Metropolitan Area	0.6	0.4	6.1	1.5	50.6	2.8	38.0	0.0	0.0	0.0	100.0	95.3	1,506
Other Urban Centres	0.8	0.7	6.8	1.5	48.5	2.9	38.6	0.1	0.2	0.0	100.0	94.7	1,019
Rural	1.1	0.8	10.0	2.5	51.4	4.1	29.6	0.1	0.3	0.0	100.0	92.2	2,364
Age													
15-24 ¹	0.1	0.1	7.1	1.0	53.8	3.4	34.2	0.0	0.4	0.1	100.0	95.2	1,574
15-19	0.0	0.0	11.7	1.5	61.8	3.3	21.4	0.0	0.3	0.1	100.0	94.8	781
15-17	0.0	0.0	18.6	2.5	69.8	2.7	6.0	0.0	0.4	0.0	100.0	94.3	451
18-19	0.0	0.0	2.2	0.2	50.8	4.2	42.3	0.0	0.0	0.3	100.0	95.4	330
20-24	0.2	0.1	2.5	0.5	46.0	3.4	46.9	0.0	0.5	0.0	100.0	95.5	793
25-34	0.3	0.3	4.8	1.3	50.5	3.3	39.4	0.1	0.1	0.0	100.0	95.1	1,433
35-49	1.9	1.4	11.5	3.4	47.8	3.8	29.9	0.1	0.0	0.0	100.0	91.4	1,883
Ethnicity of household head													
Black	0.9	0.7	8.3	2.1	51.0	3.4	33.3	0.1	0.2	0.0	100.0	93.6	4,575
Other	0.7	0.3	4.7	1.0	43.8	4.3	45.0	0.0	0.0	0.3	100.0	94.1	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Religion/Denomination of household head													
Church of God	0.7	0.6	8.8	1.8	51.2	3.4	33.5	0.0	0.0	0.0	100.0	94.2	1,525
Pentecostal	1.1	0.7	9.1	1.5	49.8	3.6	33.5	0.2	0.3	0.0	100.0	93.8	592
Seventh-day Adventist	0.6	0.3	7.7	2.0	51.3	3.5	34.4	0.0	0.2	0.0	100.0	94.0	697
Other Religion/Denomination	1.1	0.9	6.9	2.3	48.1	3.3	37.1	0.1	0.2	0.1	100.0	93.3	1,419
No religion	1.0	0.6	8.9	2.5	53.7	3.7	29.2	0.2	0.3	0.0	100.0	93.0	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	13

Table SR.6.1W: Literacy (women)

Percent distribution of women age 15-49 years by highest level of school attended and literacy, and the total percentage literate, Jamaica MICS, 2022

	Percent distribution of highest level attended and literacy											Total percentage literate ¹	Number of women
	Primary or less		Lower secondary		Upper secondary		Post secondary or higher ^A	Special education		Missing			
	Literate	Illiterate	Literate	Illiterate	Literate	Illiterate	Literate	Literate	Illiterate	Illiterate	Total		
Wealth index quintile													
Poorest	1.8	1.5	14.7	5.5	54.8	6.9	14.4	0.0	0.4	0.0	100.0	85.7	915
Second	1.3	1.0	11.4	2.0	58.7	4.4	20.7	0.3	0.3	0.0	100.0	92.3	990
Middle	1.0	0.3	7.5	1.5	54.5	3.4	31.7	0.0	0.0	0.1	100.0	94.6	961
Fourth	0.1	0.3	4.6	0.8	50.7	2.4	41.0	0.0	0.2	0.0	100.0	96.4	1,031
Richest	0.3	0.2	3.0	0.5	34.6	0.7	60.6	0.1	0.0	0.0	100.0	98.6	993
¹ MICS indicator SR.2 - Literacy rate (age 15-24 years)													
^A Respondents who have attended post secondary school or higher are considered literate and are not tested.													
(*) Figures that are based on fewer than 25 unweighted cases													

4.7 Migratory status

The Background module of the Jamaica MICS 2022 asked respondents to the Individual Questionnaire for Women how long they have been continuously living in the current residence and, if they were not living there since birth, whether they lived in a city, town or rural area and the name of the region they lived in before moving to their current place of residence. Tables SR.7.1Wa, 7.1Wb and 7.1Wc present the percentage of women who have changed residence according to the time since last move and also compares the place of residence of each individual at the time of the survey with that of the last place of residence and the type of residence.

Table SR.7.1Wa: Migratory status (women)

Percent distribution of women age 15-49 years by migratory status and years since last migration, Jamaica MICS, 2022

	Years since most recent migration						Total	Number of women
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more	Missing		
Total	50.4	4.4	13.4	10.5	21.3	0.0	100.0	4,890
Area								
Urban	42.9	5.0	15.8	12.3	23.9	0.0	100.0	2,526
Greater Kingston Metropolitan Area	42.7	5.0	16.6	11.5	24.2	0.0	100.0	1,506
Other Urban Centres	43.3	5.1	14.7	13.6	23.4	0.0	100.0	1,019
Rural	58.4	3.6	10.7	8.6	18.6	0.0	100.0	2,364
Parish								
Kingston	48.4	7.6	12.8	8.2	23.0	0.0	100.0	186
St. Andrew	46.6	4.9	16.6	11.7	20.3	0.0	100.0	1,065
St. Thomas	43.2	5.7	13.4	10.0	27.7	0.0	100.0	173
Portland	65.7	3.6	4.9	5.0	20.9	0.0	100.0	168
St. Mary	45.0	1.3	8.0	12.7	33.0	0.0	100.0	162
St. Ann	58.2	3.7	12.3	10.8	15.0	0.0	100.0	464
Trelawny	58.1	2.2	10.7	8.6	20.4	0.0	100.0	145
St. James	38.5	7.1	18.9	12.8	22.7	0.0	100.0	474
Hanover	79.2	1.3	4.2	5.1	10.1	0.0	100.0	181
Westmoreland	78.9	0.3	2.1	6.1	12.6	0.0	100.0	289
St. Elizabeth	52.5	2.9	14.2	10.3	19.7	0.4	100.0	293
Manchester	35.9	8.4	18.0	13.5	24.1	0.0	100.0	267
Clarendon	67.4	4.7	5.8	8.2	13.9	0.0	100.0	329
St. Catherine	34.8	3.6	18.0	12.2	31.4	0.0	100.0	697
Age								
15-19	62.4	5.9	14.1	8.8	8.8	0.0	100.0	781
15-17	62.7	6.6	12.4	8.5	9.8	0.0	100.0	451
18-19	62.0	5.1	16.4	9.2	7.3	0.0	100.0	330
20-24	57.4	6.1	15.7	8.3	12.6	0.0	100.0	793
25-29	51.2	5.2	16.2	11.6	15.7	0.0	100.0	775
30-34	45.3	4.7	14.5	13.8	21.6	0.2	100.0	658
35-39	47.6	3.0	13.6	12.9	23.0	0.0	100.0	684
40-44	43.8	2.7	10.0	10.6	32.9	0.0	100.0	600
45-49	39.9	1.8	7.5	8.0	42.8	0.0	100.0	599
Education								
Primary or less	38.0	5.9	9.6	8.3	38.2	0.0	100.0	74
Lower secondary	48.3	4.7	12.3	8.4	26.2	0.0	100.0	495
Upper secondary	53.9	4.6	12.2	10.4	18.8	0.0	100.0	2,642
Post secondary +	46.0	3.7	15.7	11.4	23.2	0.0	100.0	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	100.0	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
Marital status								
Ever married/in union/visiting relationship	45.6	4.8	14.3	11.8	23.5	0.0	100.0	3,610
Never married/in union/visiting relationship	64.1	3.2	10.6	7.0	15.1	0.0	100.0	1,271
Missing	(*)	(*)	(*)	(*)	(*)	(*)	100.0	9

Table SR.7.1Wa: Migratory status (women)

Percent distribution of women age 15–49 years by migratory status and years since last migration, Jamaica MICS, 2022

	Years since most recent migration						Total	Number of women
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more	Missing		
Ethnicity of household head								
Black	50.8	4.4	13.0	10.4	21.4	0.0	100.0	4,575
Other	44.3	4.4	19.5	11.7	20.2	0.0	100.0	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
Religion/Denomination of household head								
Church of God	53.2	3.5	13.3	9.7	20.2	0.0	100.0	1,525
Pentecostal	49.8	3.6	12.5	10.1	23.7	0.2	100.0	592
Seventh-day Adventist	52.4	5.4	12.5	10.1	19.5	0.0	100.0	697
Other Religion/Denomination	52.0	4.3	11.5	9.9	22.4	0.0	100.0	1,419
No religion	38.8	6.0	19.6	14.9	20.7	0.0	100.0	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	100.0	13
Wealth index quintile								
Poorest	60.2	4.2	7.5	7.3	20.7	0.0	100.0	915
Second	55.5	4.0	12.8	9.2	18.6	0.0	100.0	990
Middle	48.0	5.1	16.5	10.4	20.0	0.0	100.0	961
Fourth	46.4	4.3	16.3	12.6	20.3	0.1	100.0	1,031
Richest	42.8	4.2	13.2	12.7	27.0	0.0	100.0	993

(*) Figures that are based on fewer than 25 unweighted cases

Table SR.7.1Wb: Migratory status (women)

Percent distribution of women age 15-49 years who migrated, by region of last residence, Jamaica MICS, 2022

	Region most recent migration was from:							Total	Number of women who ever migrated
	Greater Kingston Metropolitan Area								
	Kingston	Urban St. Andrew	Portmore	Spanish Town	Other Urban Centres	Rural Area	Missing		
Total	16.4	9.6	5.9	5.2	8.7	53.4	0.9	100.0	2,425
Area									
Urban	21.5	13.6	8.9	6.8	9.6	39.2	0.4	100.0	1,441
Greater Kingston Metropolitan Area	31.2	22.6	14.4	10.7	7.2	13.9	0.1	100.0	863
Other Urban Centres	7.0	0.3	0.6	1.0	13.3	76.9	0.9	100.0	578
Rural	8.9	3.7	1.5	2.9	7.2	74.2	1.5	100.0	984
Parish									
Kingston	70.5	11.5	2.2	5.4	2.8	7.6	0.0	100.0	96
St. Andrew	30.1	32.5	8.2	5.4	9.3	14.3	0.2	100.0	568
St. Thomas	14.7	1.2	0.0	1.7	2.1	78.3	1.9	100.0	98
Portland	(12.8)	(6.5)	(3.0)	(2.0)	(8.2)	(58.7)	(8.8)	100.0	57
St. Mary	8.9	0.6	0.5	1.5	1.3	81.6	5.6	100.0	89
St. Ann	7.4	1.6	1.6	3.2	9.4	76.2	0.7	100.0	194
Trelawny	15.4	0.9	3.2	0.0	8.4	69.6	2.5	100.0	61
St. James	2.1	0.2	0.0	0.1	26.1	70.9	0.6	100.0	292
Hanover	(4.4)	(0.0)	(90.0)	(6.6)	(5.0)	(84.0)	(0.0)	100.0	38
Westmoreland	8.8	0.0	2.3	1.5	5.0	82.3	0.0	100.0	61
St. Elizabeth	8.0	0.0	0.6	0.8	1.3	88.7	0.5	100.0	139
Manchester	8.9	0.0	0.5	3.1	6.2	80.9	0.4	100.0	171
Clarendon	7.9	0.0	1.4	4.6	8.0	78.1	0.0	100.0	107
St. Catherine	12.6	6.1	18.1	14.3	4.7	43.8	0.4	100.0	454
Age									
15-19	17.9	9.0	4.5	4.5	6.2	57.2	0.7	100.0	293
15-17	17.7	7.4	2.1	5.0	7.8	59.2	0.8	100.0	168
18-19	18.2	11.2	7.7	3.8	4.1	54.5	0.6	100.0	125
20-24	15.9	9.0	5.6	4.9	10.0	52.3	2.3	100.0	338
25-29	15.4	9.6	5.3	6.9	10.0	52.3	0.5	100.0	378
30-34	16.2	8.4	4.8	4.9	9.7	55.5	0.5	100.0	360
35-39	13.6	10.1	7.5	6.9	10.6	50.9	0.5	100.0	358
40-44	17.0	10.8	6.8	3.1	7.6	54.0	0.7	100.0	338
45-49	19.1	10.3	6.6	4.9	6.0	52.1	1.0	100.0	360
Education									
Primary or less	(16.4)	(0.0)	(0.0)	(5.4)	(2.8)	(75.3)	(0.0)	100.0	46
Lower secondary	12.8	3.5	1.2	4.6	8.4	69.4	0.0	100.0	256
Upper secondary	17.5	9.8	4.2	5.5	8.5	53.7	0.9	100.0	1,217
Post secondary +	15.9	11.7	9.9	5.0	9.3	47.1	1.1	100.0	899
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	6
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
Marital status									
Ever married/in union/visiting relationship	17.1	10.4	6.3	5.3	9.1	51.1	0.7	100.0	1,962
Never married/in union/visiting relationship	13.3	6.3	4.2	4.9	6.4	63.7	1.1	100.0	457
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	6

Table SR.7.1Wb: Migratory status (women)

Percent distribution of women age 15-49 years who migrated, by region of last residence, Jamaica MICS, 2022

	Region most recent migration was from:							Total	Number of women who ever migrated
	Greater Kingston Metropolitan Area								
	Kingston	Urban St. Andrew	Portmore	Spanish Town	Other Urban Centres	Rural Area	Missing		
Ethnicity of household head									
Black	16.3	19.1	5.3	5.1	8.6	54.7	0.9	100.0	2,249
Other	17.5	15.9	13.0	6.6	10.1	35.8	1.0	100.0	174
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
Religion/Denomination of household head									
Church of God	20.1	10.7	6.3	7.5	5.9	48.3	1.1	100.0	713
Pentecostal	17.1	9.0	5.9	2.9	10.9	53.9	0.2	100.0	297
Seventh-day Adventist	11.3	6.8	5.7	3.9	10.5	60.9	0.9	100.0	332
Other Religion/Denomination	13.3	9.6	5.6	4.5	7.9	58.1	1.0	100.0	682
No religion	18.8	10.3	5.9	5.2	11.9	47.2	0.7	100.0	394
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	7
Wealth index quintile									
Poorest	16.1	5.6	2.6	5.3	6.2	63.2	1.0	100.0	364
Second	14.3	5.1	1.2	4.5	9.6	63.6	1.6	100.0	441
Middle	15.6	7.9	4.2	4.4	8.5	59.3	0.2	100.0	499
Fourth	17.7	10.6	5.0	5.7	8.7	51.1	1.1	100.0	553
Richest	17.6	16.2	14.0	6.0	9.7	36.1	0.5	100.0	568
() Figures that are based on 25-49 unweighted cases									
(*) Figures that are based on fewer than 25 unweighted cases									

Table SR.7.1Wc: Migratory status (women)

Percent distribution of women age 15-49 years who migrated, by parish of last residence, Jamaica MICS, 2022

	Parish most recent migration was from:																Total	Number of women who ever migrated
	Kingston	St. Andrew	St. Thomas	Portland	St. Mary	St. Ann	Trelawny	St. James	Hanover	Westmoreland	St. Elizabeth	Manchester	Clarendon	St. Catherine	Outside of Jamaica	Missing		
Total	16.4	11.1	3.9	1.6	4.4	6.1	2.8	10.1	1.6	3.0	6.5	7.0	5.5	19.2	0.6	0.2	100.0	2,425
Area																		
Urban	21.5	15.4	2.8	0.6	2.6	4.6	2.6	9.5	1.1	2.1	3.6	5.3	4.9	22.5	0.7	0.3	100.0	1,441
GKMA	31.2	24.1	1.5	0.6	1.7	1.4	0.9	1.1	0.4	0.7	1.4	2.5	2.5	29.0	1.1	0.0	100.0	863
OUC	7.0	2.3	4.8	0.6	4.0	9.4	5.1	21.9	2.1	4.1	6.9	9.4	8.5	13.0	0.1	0.6	100.0	578
Rural	8.9	5.0	5.4	3.1	6.9	8.4	3.1	10.9	2.3	4.4	10.8	9.5	6.5	14.4	0.3	0.2	100.0	984
Parish																		
Kingston	70.5	11.5	1.4	0.0	0.0	0.0	1.5	0.0	0.0	1.0	3.1	0.7	1.4	8.2	0.8	0.0	100.0	96
St. Andrew	30.1	35.5	1.2	0.7	1.8	1.7	1.6	1.7	0.3	0.6	1.5	3.2	2.9	15.6	1.4	0.0	100.0	568
St. Thomas	14.7	3.5	67.7	0.0	2.5	0.0	0.0	0.0	0.8	0.9	0.9	4.7	1.4	2.9	0.0	0.0	100.0	98
Portland	(12.8)	(6.5)	(10.9)	(40.3)	(8.4)	(2.0)	(0.0)	(0.0)	(17)	(0.0)	(7.2)	(0.0)	(0.0)	(6.5)	(0.0)	3.8	100.0	57
St. Mary	8.9	0.6	0.0	7.0	66.9	8.4	0.0	0.3	1.3	1.0	0.0	0.0	0.0	4.0	0.0	1.7	100.0	89
St. Ann	7.4	3.7	1.8	1.2	7.8	54.2	6.3	1.3	0.0	0.5	1.3	3.3	2.7	8.0	0.0	0.4	100.0	194
Trelawny	15.4	5.6	0.0	0.0	0.0	13.4	45.8	0.0	0.0	2.5	1.8	6.3	3.5	5.7	0.0	0.0	100.0	61
St. James	2.1	2.8	1.2	0.0	0.8	1.1	3.3	71.7	5.5	4.7	3.9	0.7	1.1	0.7	0.3	0.0	100.0	292
Hanover	(4.4)	(0.0)	(0.0)	(1.2)	(3.7)	(0.5)	(0.0)	(27.3)	(35.1)	(12.8)	(0.0)	(0.0)	(8.4)	(6.6)	(0.0)	(0.0)	100.0	38
Westmoreland	8.8	0.0	0.0	0.0	0.0	0.0	1.3	6.6	0.0	67.7	8.3	0.0	3.4	3.9	0.0	0.0	100.0	61
St. Elizabeth	8.0	0.0	0.0	0.8	0.0	0.0	0.0	2.1	0.0	0.7	81.7	4.2	0.9	1.5	0.0	0.0	100.0	139
Manchester	8.9	0.0	0.0	0.0	0.5	2.0	1.0	1.8	0.3	0.6	4.5	69.5	6.3	3.9	0.8	0.0	100.0	171
Clarendon	7.9	0.0	0.0	0.0	0.9	3.0	2.0	0.4	1.2	0.0	0.0	4.0	68.6	11.2	0.8	0.0	100.0	107
St. Catherine	12.6	6.9	1.2	0.2	1.8	1.5	0.8	0.3	0.5	0.5	0.2	1.2	3.0	68.9	0.5	0.2	100.0	454

Table SR.7.1Wc: Migratory status (women)

Percent distribution of women age 15-49 years who migrated, by parish of last residence, Jamaica MICS, 2022

	Parish most recent migration was from:																Total	Number of women who ever migrated
	Kingston	St. Andrew	St. Thomas	Portland	St. Mary	St. Ann	Trelawny	St. James	Hanover	Westmoreland	St. Elizabeth	Manchester	Clarendon	St. Catherine	Outside of Jamaica	Missing		
Age																		
15-19	17.9	9.6	4.5	0.2	3.9	8.0	2.1	7.3	1.8	1.5	9.0	10.2	5.9	17.3	0.7	0.0	100.0	293
15-17	17.7	8.5	4.3	0.4	3.1	5.8	2.0	8.0	3.2	1.1	11.0	9.0	7.5	17.1	1.3	0.0	100.0	168
18-19	18.2	11.2	4.7	0.0	4.9	10.9	2.2	6.3	0.0	2.1	6.2	11.9	3.7	17.7	0.0	0.0	100.0	125
20-24	15.9	9.9	4.3	2.4	4.4	4.9	3.4	11.6	1.8	2.2	7.4	8.0	6.4	16.6	0.4	0.2	100.0	338
25-29	15.4	10.8	3.9	1.0	2.9	7.5	2.7	9.3	1.3	4.5	6.7	6.6	6.1	20.4	1.2	0.0	100.0	378
30-34	16.2	10.6	3.6	2.3	4.1	8.8	4.3	10.0	1.2	1.3	6.2	6.9	5.1	18.9	0.2	0.2	100.0	360
35-39	13.6	11.2	2.5	2.1	5.3	5.3	3.0	13.4	1.6	2.2	4.1	6.6	5.1	23.4	0.7	0.0	100.0	358
40-44	17.0	13.8	4.4	1.6	5.4	5.3	1.6	11.1	2.0	4.0	5.3	4.3	6.6	16.7	0.2	0.7	100.0	338
45-49	19.1	12.0	3.9	1.2	4.6	3.2	2.5	7.4	1.3	4.9	7.5	7.0	3.8	20.7	0.5	0.4	100.0	360
Education																		
Primary or less	(16.4)	(0.0)	(4.5)	(0.0)	(1.1)	(11.0)	(4.7)	(19.5)	(0.0)	(2.0)	(8.6)	(6.4)	(4.7)	(21.1)	(0.0)	(0.0)	100.0	46
Lower secondary	12.8	4.3	4.8	4.0	6.7	5.8	5.7	10.4	0.7	2.1	16.6	6.3	5.1	14.3	0.3	0.0	100.0	256
Upper secondary	17.5	12.3	4.0	1.3	3.8	4.0	2.5	13.0	2.0	4.6	6.4	6.5	5.5	16.3	0.2	0.1	100.0	1,217
Post secondary+	15.9	12.1	3.2	1.4	4.5	8.8	2.4	5.4	1.3	1.2	3.7	8.0	5.8	24.6	1.2	0.4	100.0	899
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	6
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
Marital status																		
Ever married/in union/visiting relationship	17.1	12.0	3.7	1.8	4.1	5.9	2.8	9.8	1.5	2.5	5.8	6.6	5.7	20.2	0.5	0.1	100.0	1,962
Never married/in union/visiting relationship	13.3	7.6	4.6	0.6	5.2	6.9	2.7	11.4	2.0	5.3	10.1	8.4	4.9	15.3	0.9	0.7	100.0	457
Missing	15.4	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	6

Table SR.7.1Wc: Migratory status (women)

Percent distribution of women age 15-49 years who migrated, by parish of last residence, Jamaica MICS, 2022

	Parish most recent migration was from:																Total	Number of women who ever migrated
	Kingston	St. Andrew	St. Thomas	Portland	St. Mary	St. Ann	Trelawny	St. James	Hanover	Westmoreland	St. Elizabeth	Manchester	Clarendon	St. Catherine	Outside of Jamaica	Missing		
Ethnicity of household head																		
Black	16.3	10.7	4.0	1.6	4.3	6.1	2.8	10.6	1.6	3.0	6.9	7.4	5.6	18.6	0.2	0.2	100.0	2,249
Other	17.5	16.8	1.5	1.7	5.9	6.1	2.7	2.6	0.5	3.6	2.0	2.1	4.8	27.0	5.0	0.0	100.0	174
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
Religion/Denomination of household head																		
Church of God	20.1	10.9	4.5	2.1	4.5	5.7	3.1	4.9	0.7	3.6	3.9	6.8	8.7	20.1	0.3	0.0	100.0	713
Pentecostal	17.1	12.5	2.5	1.0	2.7	13.0	1.2	13.2	1.6	2.9	9.9	4.2	3.0	15.0	0.0	0.2	100.0	297
Seventh-day Adventist	11.3	8.9	5.1	1.9	3.6	7.6	1.5	16.7	2.7	4.2	8.1	5.5	3.5	18.7	0.3	0.5	100.0	332
Other Religion/ Denomination	13.3	11.2	3.1	0.8	4.8	4.9	4.7	7.8	1.6	3.3	7.6	9.3	4.9	21.5	1.1	0.1	100.0	682
No religion	18.8	12.3	4.1	2.1	5.3	2.5	1.5	15.5	2.0	0.5	5.7	5.9	4.5	17.8	0.8	0.6	100.0	394
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	7
Wealth index quintile																		
Poorest	16.1	7.2	3.9	3.3	5.2	5.8	3.7	9.2	1.0	5.5	9.4	6.9	5.9	16.1	0.2	0.6	100.0	364
Second	14.3	6.3	5.6	2.4	7.2	7.9	4.1	10.4	1.3	4.7	8.2	9.0	5.6	13.2	0.0	0.0	100.0	441
Middle	15.6	8.9	3.3	1.6	6.1	6.2	3.6	11.5	1.9	2.1	7.2	7.2	6.2	17.9	0.6	0.0	100.0	499
Fourth	17.7	12.6	3.5	0.5	1.2	5.8	1.5	12.1	1.6	2.0	7.2	7.1	7.1	19.3	0.1	0.6	100.0	553
Richest	17.6	17.9	3.4	0.9	3.3	5.2	1.8	7.1	1.8	1.8	2.2	5.2	3.1	27.1	1.6	0.0	100.0	568
() Figures that are based on 25-49 unweighted cases																		
(*) Figures that are based on fewer than 25 unweighted cases																		

4.8 Mass media and ICT

The Jamaica MICS collected information on exposure to mass media and the use of computers and the internet. Information was collected on exposure to newspapers/magazines, radio and television among women age 15-49 years and is presented in Table SR.9.1W.

Table SR.9.2 presents information on the household ownership of Information and Communication Technology (ICT) equipment (radio, television, fixed telephone line or mobile telephone³⁸ and computer) and access to internet.

Table SR.9.3W presents the use of ICT by women age 15-49 years based on the information about whether they have ever used computers, mobile phones or internet and during the last three months while table SR.9.4W presents the ICT skills of women age 15-49 years based on the information about whether they carried out computer related activities in the last three months.

³⁸ In addition to the specific question in the Household Questionnaire about whether any member of this household has a mobile phone, households are considered as owning mobile phone if any individual woman (or man) age 15-49 years responded yes to the question about ownership of mobile telephones in the individual questionnaires for women and men age 15-49 years.

Table SR.9.1W: Exposure to mass media (women)

Percentage of women age 15-49 years who are exposed to specific mass media on a weekly basis, Jamaica MICS, 2022

	Percentage of women who:					Number of women
	Read a newspaper at least once a week	Listen to the radio at least once a week	Watch television at least once a week	All three media at least once a week ¹	Any media at least once a week	
Total	41.4	46.9	66.8	19.5	84.4	4,890
Area						
Urban	43.1	43.9	66.5	19.3	84.6	2,526
Greater Kingston Metropolitan Area	43.8	42.3	66.3	19.3	84.8	1,506
Other Urban Centres	42.2	46.4	67.0	19.5	84.3	1,019
Rural	39.6	50.0	67.1	19.7	84.1	2,364
Age						
15-19	31.8	43.2	62.6	14.5	81.8	781
15-17	29.8	44.7	64.3	14.8	84.7	451
18-19	34.5	41.0	60.2	14.2	77.8	330
20-24	35.6	40.1	62.9	14.6	77.9	793
25-29	43.9	42.2	65.0	17.9	84.3	775
30-34	47.5	46.3	67.7	20.0	85.5	658
35-39	47.5	50.4	67.0	24.7	84.5	684
40-44	41.7	51.2	72.6	23.4	87.7	600
45-49	44.5	58.9	72.9	24.1	91.8	599
Education						
Primary or less	18.4	52.7	62.5	10.5	76.9	74
Lower secondary	29.2	43.8	66.8	13.6	82.5	495
Upper secondary	38.8	47.0	68.2	18.9	84.7	2,642
Post secondary +	50.5	47.4	64.9	22.8	85.2	1,666
Special education	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head						
Black	41.3	46.9	66.8	19.2	84.3	4,575
Other	43.9	45.6	67.0	23.6	85.4	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head						
Church of God	41.8	48.0	68.4	20.8	86.1	1,525
Pentecostal	42.3	48.1	64.9	20.2	83.4	592
Seventh-day Adventist	40.3	44.6	67.4	17.6	82.5	697
Other Religion/Denomination	43.3	48.2	67.3	20.3	85.5	1,419
No religion	37.1	42.8	63.7	16.4	81.3	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	13
Wealth index quintile						
Poorest	30.3	43.6	60.0	13.9	78.5	915
Second	34.1	44.0	65.6	16.2	81.1	990
Middle	44.2	43.9	61.8	18.1	83.3	961
Fourth	46.7	49.7	69.0	21.0	87.7	1,031
Richest	50.8	52.6	76.8	27.8	90.6	993

¹ MICS indicator SR.3 - Exposure to mass media

(*) Figures that are based on fewer than 25 unweighted cases

Table SR.9.2: Household ownership of ICT equipment and access to internet

Percentage of households with a radio, a television, a telephone and a computer, and have access to the internet at home, Jamaica MICS, 2022

	Percentage of households with a:						Percentage of households that have access to the internet at home ⁵	Number of households
	Radio ¹	Television ²	Telephone			Computer ⁴		
			Fixed line	Mobile phone	Any ³			
Total	68.2	88.9	16.7	96.1	96.4	54.1	66.0	7,118
Area								
Urban	67.1	92.1	23.6	97.3	97.6	61.4	76.7	3,758
Greater Kingston Metropolitan Area	64.3	93.0	28.0	97.4	97.9	64.7	82.2	2,183
Other Urban Centres	70.9	90.8	17.5	97.0	97.2	56.9	69.0	1,575
Rural	69.5	85.4	9.0	94.8	95.1	45.8	54.0	3,360
Education of household head								
Primary or less	73.1	83.5	10.8	91.2	91.9	29.4	43.7	1,172
Lower secondary	68.4	84.5	9.9	94.4	94.8	42.2	54.5	1,701
Upper secondary	66.1	91.0	13.5	97.7	97.7	58.3	71.1	2,669
Post secondary +	67.8	94.5	35.0	98.7	99.2	79.3	88.0	1,492
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
Missing/DK	72.9	90.6	15.0	100.0	100.0	56.6	56.9	77
Ethnicity of household head								
Black	67.9	88.9	15.8	96.2	96.5	53.9	65.6	6,616
Other	72.0	88.7	28.7	94.7	95.0	57.6	72.1	492
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Religion/Denomination of household head								
Church of God	68.8	88.0	14.8	95.5	95.9	54.3	65.2	2,087
Pentecostal	66.6	89.4	12.1	97.3	97.6	55.5	68.3	740
Seventh-day Adventist	68.1	89.2	17.2	96.3	96.7	52.6	65.2	982
Other Religion/Denomination	71.1	89.3	20.7	96.6	96.8	55.1	65.9	2,249
No religion	62.5	89.4	14.7	95.2	95.6	51.6	66.7	1,050
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Wealth index quintile								
Poorest	53.2	62.0	1.7	88.2	88.4	23.7	25.7	1,575
Second	61.7	91.1	3.8	95.6	96.0	40.3	50.4	1,379
Middle	68.7	96.1	9.1	98.4	99.1	52.3	71.6	1,427
Fourth	75.8	99.2	19.5	99.6	99.6	70.5	89.9	1,349
Richest	83.8	99.9	51.6	99.7	100.0	88.2	98.1	1,387

¹ MICS indicator SR.4 - Households with a radio

² MICS indicator SR.5 - Households with a television

³ MICS indicator SR.6 - Households with a telephone

⁴ MICS indicator SR.7 - Households with a computer

⁵ MICS indicator SR.8 - Households with internet

(*) Figures that are based on fewer than 25 unweighted cases

Table SR.9.3W: Use of ICT (women)

Percentage of women age 15-49 years who have ever used a computer, the internet and who own a mobile phone, percentage who have used during the last 3 months and percentage who have used at least once weekly during the last 3 months, Jamaica MICS, 2022

	Percentage of women who:									Number of women
	Used a computer			Own a mobile phone ²	Used a mobile phone		Used internet			
	Ever	During the last 3 months ¹	At least once a week during the last 3 months		During the last 3 months ³	At least once a week during the last 3 months	Ever	During the last 3 months ⁴	At least once a week during the last 3 months ⁵	
Total	67.1	51.7	47.0	96.4	98.2	97.1	87.4	86.4	84.6	4,890
Area										
Urban	72.2	58.2	54.0	96.4	98.6	97.5	88.3	87.7	86.4	2,526
GKMA	72.4	57.8	54.2	96.1	98.6	97.6	88.5	88.0	87.1	1,506
OUC	71.9	58.8	53.7	96.9	98.4	97.5	87.9	87.1	85.3	1,019
Rural	61.7	44.7	39.6	96.4	97.9	96.7	86.5	85.0	82.7	2,364
Age										
15-19	82.0	69.6	64.3	90.5	96.5	94.7	94.0	93.4	91.6	781
15-17	83.4	73.4	68.9	87.2	95.0	92.0	92.7	92.4	90.6	451
18-19	80.0	64.4	57.9	95.0	98.6	98.4	95.7	94.8	92.9	330
20-24	74.6	58.9	53.2	97.3	98.4	97.2	90.5	89.8	87.2	793
25-29	71.1	55.9	50.8	98.2	98.5	97.9	88.0	87.3	86.1	775
30-34	68.5	50.4	45.5	97.4	98.6	98.2	88.9	87.0	85.0	658
35-39	63.9	48.2	43.7	97.9	98.8	97.6	85.4	84.5	82.7	684
40-44	56.0	38.6	35.7	97.9	99.3	98.4	84.6	83.7	81.9	600
45-49	46.2	31.6	28.5	96.2	97.8	96.2	77.6	75.9	74.3	599
Education										
Primary or less	21.2	7.6	6.3	91.6	96.6	94.0	60.5	58.9	53.3	74
Lower secondary	43.8	26.4	22.9	91.9	94.6	93.3	77.0	76.1	72.7	495
Upper secondary	60.6	42.9	37.8	95.7	98.3	97.1	84.8	83.4	81.7	2,642
Post secondary +	86.8	75.3	70.9	99.2	99.4	98.9	95.9	95.6	94.4	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head										
Black	66.8	51.0	46.2	96.5	98.2	97.2	87.4	86.4	84.6	4,575
Other	71.6	62.2	59.0	95.7	98.6	96.9	87.3	86.4	84.0	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head										
Church of God	66.2	51.2	46.7	96.2	98.0	97.2	85.8	85.2	82.9	1,525
Pentecostal	64.5	47.4	44.0	97.4	99.1	97.6	88.2	87.4	86.8	592
Seventh-day Adventist	70.7	54.0	47.9	97.3	98.5	97.5	87.5	86.2	85.4	697
Other Religion/ Denomination	69.2	54.5	50.0	95.7	98.3	97.2	88.4	87.1	84.7	1,419
No religion	63.2	47.6	42.7	96.5	97.8	96.2	88.8	87.4	85.6	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13

Table SR.9.3W: Use of ICT (women)

Percentage of women age 15-49 years who have ever used a computer, the internet and who own a mobile phone, percentage who have used during the last 3 months and percentage who have used at least once weekly during the last 3 months, Jamaica MICS, 2022

Wealth index quintile	Percentage of women who:									Number of women
	Used a computer			Own a mobile phone ²	Used a mobile phone		Used internet			
	Ever	During the last 3 months ¹	At least once a week during the last 3 months		During the last 3 months ³	At least once a week during the last 3 months	Ever	During the last 3 months ⁴	At least once a week during the last 3 months ⁵	
Poorest	48.8	27.1	22.5	92.8	95.4	93.4	74.8	71.5	67.1	915
Second	55.2	38.5	32.8	95.5	97.8	96.9	83.0	82.3	79.1	990
Middle	68.1	53.2	47.6	95.9	98.7	97.5	88.9	88.0	86.9	961
Fourth	77.9	63.2	59.1	98.3	99.3	98.7	92.9	92.7	92.4	1,031
Richest	83.9	73.9	70.8	99.1	99.7	98.8	96.3	96.1	95.8	993
¹ MICS indicator SR.9 - Use of computer										
² MICS indicator SR.10 - Ownership of mobile phone; SDG indicator 5.b.1										
³ MICS indicator SR.11 - Use of mobile phone										
⁴ MICS indicator SR.12a - Use of internet (during the last 3 months); SDG indicator 17.8.1										
⁵ MICS indicator SR.12b - Use of internet (at least once a week during the last 3 months)										
(*) Figures that are based on fewer than 25 unweighted cases										

Table SR.9.4W: ICT skills (women)

Percentage of women age 15-49 years who in the last 3 months have carried out computer related activities, Jamaica MICS, 2022

	Percentage of women who in the last 3 months:										Number of women
	Copied or moved a file or folder	Used a copy and paste tool to duplicate or move information within a document	Sent e-mail with attached file, such as a document, picture or video	Used a basic arithmetic formula in a spreadsheet	Connected and installed a new device, such as a modem, camera or printer	Found, downloaded, installed and configured software	Created an electronic presentation with presentation software, including text, images, sound, video or charts	Transferred a file between a computer and other device	Wrote a computer program in any programming language	Performed at least one of the nine listed computer related activities ^{1,2}	
Total	32.1	33.3	39.6	19.0	15.5	22.4	19.0	28.9	4.0	44.5	4,890
Area											
Urban	37.2	39.3	45.6	23.3	18.2	26.6	22.0	32.4	4.5	51.0	2,526
GKMA	38.0	40.7	46.6	26.0	20.6	31.4	23.9	34.7	4.6	51.7	1,506
Other Urban Centres	36.1	37.2	44.2	19.3	14.7	19.6	19.1	29.1	4.4	49.8	1,019
Rural	26.6	27.0	33.3	14.5	12.6	17.8	15.9	25.1	3.4	37.6	2,364
Age											
15-24 ¹	41.5	44.2	51.5	24.5	18.5	30.6	28.0	39.1	6.9	58.7	1,574
15-19	45.1	50.0	56.2	27.3	18.4	33.5	33.4	43.1	8.8	65.2	781
15-17	46.0	52.9	58.5	30.4	17.8	36.0	36.9	44.6	9.9	69.1	451
18-19	43.9	46.1	53.0	23.0	19.1	30.2	28.6	41.1	7.3	59.8	330
20-24	37.9	38.6	46.9	21.8	18.7	27.8	22.7	35.0	5.0	52.2	793
25-29	34.0	36.3	43.4	19.7	18.2	26.1	17.6	30.0	3.1	47.5	775
30-34	31.8	32.8	41.1	20.2	19.0	22.2	16.6	29.0	2.0	44.5	658
35-39	29.2	30.9	33.8	19.4	14.1	19.5	17.1	24.7	4.0	39.2	684
40-44	22.8	20.2	26.7	11.7	9.9	13.2	10.6	17.7	1.7	30.8	600
45-49	17.8	17.3	21.7	9.6	7.2	8.5	10.6	16.5	1.8	23.2	599
Education											
Primary or less	2.0	2.0	3.2	0.0	0.0	0.0	0.0	1.3	0.0	3.2	74
Lower secondary	9.1	8.9	12.5	3.6	4.8	8.4	6.5	10.1	1.9	19.1	495
Upper secondary	22.5	22.3	28.8	11.0	9.0	14.2	10.5	18.9	2.5	34.0	2,642
Post secondary +	55.6	59.8	66.8	37.3	29.6	40.6	37.3	51.7	7.1	70.9	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table SR.9.4W: ICT skills (women)

Percentage of women age 15-49 years who in the last 3 months have carried out computer related activities, Jamaica MICS, 2022

	Percentage of women who in the last 3 months:										Number of women
	Copied or moved a file or folder	Used a copy and paste tool to duplicate or move information within a document	Sent e-mail with attached file, such as a document, picture or video	Used a basic arithmetic formula in a spreadsheet	Connected and installed a new device, such as a modem, camera or printer	Found, downloaded, installed and configured software	Created an electronic presentation with presentation software, including text, images, sound, video or charts	Transferred a file between a computer and other device	Wrote a computer program in any programming language	Performed at least one of the nine listed computer related activities ^{1,2}	
Ethnicity of householdhead											
Black	31.5	32.7	39.1	18.5	14.7	21.9	18.7	28.3	4.0	44.0	4,575
Other	41.2	42.6	48.6	27.0	26.8	29.1	23.6	37.9	4.0	52.9	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head											
Church of God	31.7	34.6	39.4	19.5	15.4	22.6	19.5	30.1	4.7	44.4	1,525
Pentecostal	30.5	32.7	37.1	17.4	13.7	20.2	18.5	27.7	4.3	42.5	592
Seventh-day Adventist	32.6	30.0	42.0	19.9	15.2	21.5	19.1	27.7	4.9	47.1	697
Other Religion/Denomination	34.1	35.7	41.7	19.3	17.5	24.3	20.4	30.4	3.2	46.5	1,419
No religion	28.9	28.9	35.3	17.7	13.1	20.4	15.2	24.6	2.3	39.3	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Wealth index quintile											
Poorest	12.0	13.8	15.5	5.8	6.0	10.5	7.5	12.7	1.5	20.3	915
Second	20.1	20.5	26.6	10.7	8.6	13.5	11.8	17.4	2.8	31.7	990
Middle	28.1	30.7	37.9	16.6	12.3	21.4	16.6	26.4	2.5	43.4	961
Fourth	40.7	41.7	50.4	24.3	17.8	26.6	21.8	35.3	4.3	55.7	1,031
Richest	57.4	58.0	65.5	36.4	31.8	38.6	36.2	51.0	8.5	69.0	993
¹ MICS indicator SR.13a - ICT skills (age 15-24 years); SDG indicator 4.4.1 ² MICS indicator SR.13b - ICT skills (age 15-49 years); SDG indicator 4.4.1											
(*) Figures that are based on fewer than 25 unweighted cases											

4.9 Tobacco and alcohol use

Tobacco products are products made entirely or partly of leaf tobacco as raw material, which are intended to be smoked, sucked, chewed, or snuffed. All contain the highly addictive psychoactive ingredient, nicotine. Tobacco use is one of the main risk factors for a number of chronic diseases, including cancer, lung diseases, and cardiovascular diseases.³⁹ If mentioned, e-cigarettes are included in the other response category of smokeless tobacco product use.

The consumption of alcohol carries a risk of adverse health and social consequences related to its intoxicating, toxic and dependence-producing properties. In addition to the chronic diseases that may develop in those who drink large amounts of alcohol over a number of years, alcohol use is also associated with an increased risk of acute health conditions, such as injuries, including from traffic accidents.⁴⁰ Alcohol use also causes harm far beyond the physical and psychological health of the drinker. It harms the well-being and health of people around the drinker. An intoxicated person can harm others or put them at risk of traffic accidents or violent behaviour, or negatively affect co-workers, relatives, friends or strangers. Thus, the impact of the harmful use of alcohol reaches deep into society.^{41,42}

The Jamaica MICS collected information on ever and current use of tobacco and alcohol and intensity of use among women age 15–49 years. This section presents the main results.

Table SR.10.1W presents the current and ever use of tobacco products by women age 15–49 years. Table SR.10.2W presents results on age at first use of cigarettes, as well as frequency of use, while Table SR.10.3W shows the use of alcohol among women age 15–49 years.

³⁹ "Tobacco Key Facts." World Health Organization. March 9, 2018. Accessed August 24, 2018.

<http://www.who.int/en/news-room/fact-sheets/detail/tobacco>.

⁴⁰ "Alcohol." World Health Organization. Accessed August 24, 2018.

HTTP://WWW.WHO.INT/TOPICS/ALCOHOL_DRINKING/EN/.

⁴¹ "Alcohol Key Facts." World Health Organization. February 5, 2018. Accessed August 24, 2018.

<HTTP://WWW.WHO.INT/EN/NEWS-ROOM/FACT-SHEETS/DETAIL/ALCOHOL>.

⁴² "Alcohol Key Facts." World Health Organization. May 9, 2022. Accessed April 14, 2023.

<https://www.who.int/en/news-room/fact-sheets/detail/alcohol>.

Table SR.10.1W: Current and ever use of tobacco (women)

Percentage of women age 15-49 years who never used any tobacco product, percentage who ever used and currently use, by product, and percentage who currently do not use a smoked tobacco product, Jamaica MICS, 2022

	Never smoked cigarettes or used other tobacco products	Ever users				Users of tobacco products at any time during the last one month				Percentage of women who did not use any smoked tobacco product in the last month ²	Number of women
		Only cigarettes	Cigarettes and other tobacco products	Only other tobacco products	Any tobacco product	Only cigarettes	Cigarettes and other tobacco products	Only other tobacco products	Any tobacco product ¹		
Total	73.9	16.4	4.8	4.6	25.8	4.1	0.7	1.6	6.4	94.6	4,890
Area											
Urban	71.2	17.0	5.7	5.8	28.5	4.1	0.8	2.4	7.3	94.2	2,526
GKMA	68.2	17.2	6.6	7.6	31.4	4.6	0.8	3.2	8.6	93.4	1,506
Other Urban Centres	75.5	16.8	4.4	3.1	24.3	3.4	0.7	1.1	5.3	95.5	1,019
Rural	76.7	15.6	3.9	3.4	23.0	4.1	0.6	0.8	5.5	95.0	2,364
Age											
15-19	78.8	8.1	4.8	8.2	21.1	0.8	0.4	1.9	3.1	98.6	781
15-17	84.2	6.1	3.3	6.3	15.6	0.3	0.4	1.8	2.5	99.3	451
18-19	71.3	10.9	6.9	10.9	28.7	1.5	0.4	2.0	3.9	97.5	330
20-24	69.2	14.5	8.7	7.5	30.8	4.2	1.3	3.8	9.3	93.5	793
25-29	69.0	18.4	6.3	5.7	30.4	4.6	1.1	2.2	7.9	93.3	775
30-34	68.8	21.6	5.5	3.4	30.5	5.7	0.7	1.8	8.2	92.4	658
35-39	75.9	17.7	3.6	2.4	23.7	5.2	1.0	0.3	6.5	93.5	684
40-44	77.1	19.5	1.5	1.7	22.7	3.9	0.1	0.4	4.4	96.0	600
45-49	79.8	16.4	1.9	1.6	20.0	4.8	0.1	0.0	4.9	94.9	599
Education											
Primary or less	65.0	28.9	2.4	3.7	35.0	12.3	0.0	1.2	13.6	87.7	74
Lower secondary	69.5	22.3	4.6	3.5	30.5	9.1	1.6	0.9	11.6	89.1	495
Upper secondary	74.1	16.7	4.8	4.1	25.6	4.2	0.6	1.7	6.5	94.6	2,642
Post secondary +	75.1	13.5	5.1	5.9	24.4	2.1	0.6	1.7	4.4	96.5	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table SR.10.1W: Current and ever use of tobacco (women)

Percentage of women age 15-49 years who never used any tobacco product, percentage who ever used and currently use, by product, and percentage who currently do not use a smoked tobacco product, Jamaica MICS, 2022

	Never smoked cigarettes or used other tobacco products	Ever users				Users of tobacco products at any time during the last one month				Percentage of women who did not use any smoked tobacco product in the last month ²	Number of women
		Only cigarettes	Cigarettes and other tobacco products	Only other tobacco products	Any tobacco product	Only cigarettes	Cigarettes and other tobacco products	Only other tobacco products	Any tobacco product ¹		
Under-5s in the same household											
At least one	68.4	20.1	5.9	5.3	31.3	4.7	0.7	1.7	7.1	94.1	1,666
None	76.7	14.4	4.3	4.3	23.0	3.8	0.7	1.6	6.1	94.8	3,224
Ethnicity of household head											
Black	74.0	16.4	4.6	4.7	25.7	4.1	0.7	1.6	6.4	94.7	4,575
Other	72.1	15.3	8.5	4.1	27.9	4.7	0.8	1.1	6.5	93.6	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head											
Church of God	75.0	16.2	3.7	4.6	24.5	3.3	0.6	0.9	4.8	95.6	1,525
Pentecostal	74.9	15.5	4.4	4.9	24.8	3.6	0.6	1.0	5.3	95.5	592
Seventh-day Adventist	76.7	15.1	3.8	4.3	23.2	4.9	0.5	1.5	6.8	94.5	697
Other Religion/Denomination	72.1	17.3	5.3	5.1	27.6	4.2	0.9	1.9	7.0	94.0	1,419
No religion	71.6	16.5	8.1	3.8	28.4	4.9	0.9	3.4	9.1	93.2	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Wealth index quintile											
Poorest	68.6	21.5	5.7	3.7	31.0	9.0	1.2	0.7	10.8	89.3	915
Second	72.7	19.1	4.4	3.6	27.1	4.8	0.6	1.7	7.0	93.9	990
Middle	72.3	18.9	4.4	4.4	27.7	3.7	0.6	1.8	6.0	95.4	961
Fourth	76.5	11.8	5.0	6.5	23.2	1.8	0.7	2.4	5.0	97.0	1,031
Richest	78.7	11.1	4.8	4.9	20.9	1.7	0.5	1.4	3.6	96.9	993

¹ MICS indicator SR.14a - Tobacco use; SDG indicator 3.a.1

² MICS indicator SR.14b - Non-smokers; SDG indicator 3.8.1

(*) Figures that are based on fewer than 25 unweighted cases

Table SR.10.2W: Age at first use of cigarettes and frequency of use (women)

Percentage of women age 15-49 years who smoked a whole cigarette before age 15, and percent distribution of current smokers by the number of cigarettes smoked in the last 24 hours, Jamaica MICS, 2022

	Percentage of women who smoked a whole cigarette before age 15 ¹	Number of women age 15-49 years	Number of cigarettes in the last 24 hours				Total	Number of women who are current cigarette smokers
			Less than 5	5-9	10-19	20+		
Total	1.6	4,890	74.2	17.5	5.3	3.0	100.0	260
Area								
Urban	1.7	2,526	77.4	16.2	4.3	2.1	100.0	143
Greater Kingston Metropolitan Area	1.4	1,506	74.9	17.4	5.8	1.9	100.0	91
Other Urban Centres	2.2	1,019	81.8	14.1	1.6	2.5	100.0	52
Rural	1.4	2,364	70.2	19.1	6.6	4.1	100.0	117
Age								
15-19	1.4	781	(*)	(*)	(*)	(*)	100.0	14
15-17	1.6	451	(*)	(*)	(*)	(*)	100.0	4
18-19	1.3	330	(*)	(*)	(*)	(*)	100.0	10
20-24	2.1	793	(82.1)	(14.9)	(3.0)	(0.0)	100.0	46
25-29	1.1	775	83.2	11.5	5.3	0.0	100.0	53
30-34	1.4	658	(63.9)	(29.0)	(1.9)	(5.2)	100.0	46
35-39	2.9	684	(50.3)	(33.8)	(9.6)	(6.3)	100.0	43
40-44	0.9	600	(90.4)	(4.0)	(3.1)	(2.5)	100.0	26
45-49	1.2	599	(77.7)	(8.8)	(7.1)	(6.3)	100.0	31
Education								
Primary or less	1.1	74	(*)	(*)	(*)	(*)	100.0	9
Lower secondary	1.8	495	74.1	17.5	1.6	6.8	100.0	54
Upper secondary	1.6	2,642	73.6	18.7	7.2	0.5	100.0	139
Post secondary +	1.5	1,666	75.3	17.8	2.9	4.0	100.0	57
Special education	(*)	12	(*)	(*)	(*)	(*)	100.0	1
Missing/DK	(*)	1	-	-	-	-	-	0
Under-5s in the same household								
At least one	1.8	1,666	79.5	11.3	3.8	5.4	100.0	97
None	1.5	3,224	71.0	21.2	6.2	1.6	100.0	164
Ethnicity of household head								
Black	1.6	4,575	75.0	16.1	5.7	3.2	100.0	242
Other	1.7	313	(*)	(*)	(*)	(*)	100.0	18
Missing/DK	(*)	2	-	-	-	-	-	0
Religion/Denomination of household head								
Church of God	1.5	1,525	73.8	20.8	5.4	0.0	100.0	68
Pentecostal	2.1	592	(88.8)	(4.0)	(2.4)	(4.7)	100.0	27
Seventh-day Adventist	1.4	697	(60.0)	(29.6)	(4.7)	(5.7)	100.0	42
Other Religion/Denomination	1.3	1,419	75.1	16.0	6.7	2.1	100.0	80
No religion	2.1	644	(77.6)	(12.8)	(3.7)	(6.0)	100.0	41
Missing/DK	(*)	13	(*)	(*)	(*)	(*)	100.0	3

Table SR.10.2W: Age at first use of cigarettes and frequency of use (women)

Percentage of women age 15-49 years who smoked a whole cigarette before age 15, and percent distribution of current smokers by the number of cigarettes smoked in the last 24 hours, Jamaica MICS, 2022

	Percentage of women who smoked a whole cigarette before age 15 ¹	Number of women age 15-49 years	Less than 5	Number of cigarettes in the last 24 hours			Total	Number of women who are current cigarette smokers
				5-9	10-19	20+		
Wealth index quintile								
Poorest	1.4	915	74.7	12.9	9.8	2.6	100.0	98
Second	2.1	990	78.9	10.4	4.6	6.1	100.0	58
Middle	1.6	961	(75.3)	(21.7)	(1.6)	(1.4)	100.0	46
Fourth	1.4	1,031	(74.5)	(20.0)	(2.5)	(3.0)	100.0	35
Richest	1.5	993	(*)	(*)	(*)	(*)	100.0	23

¹ MICS indicator SR.15 - Smoking before age 15

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table SR.10.3W: Use of alcohol (women)

Percentage of women age 15-49 years who have never had an alcoholic drink, percentage who first had an alcoholic drink before age 15, and percentage of women who have had at least one alcoholic drink at any time during the last one month, Jamaica MICS, 2022

	Percentage of women who:			Number of women
	Never had an alcoholic drink	Had at least one alcoholic drink before age 15 ¹	Had at least one alcoholic drink at any time during the last one month ²	
Total	32.5	5.7	32.6	4,890
Area				
Urban	26.9	6.3	36.2	2,526
Greater Kingston Metropolitan Area	22.9	6.1	38.8	1,506
Other Urban Centres	32.8	6.6	32.3	1,019
Rural	38.4	5.0	28.7	2,364
Age				
15-19	43.2	11.5	23.7	781
15-17	53.0	13.2	17.3	451
18-19	29.7	9.2	32.5	330
20-24	26.6	6.1	37.5	793
25-29	26.0	6.1	38.8	775
30-34	24.7	4.1	40.1	658
35-39	29.9	4.7	34.3	684
40-44	37.5	3.3	27.0	600
45-49	41.0	2.4	24.9	599
Education				
Primary or less	49.0	0.0	26.2	74
Lower secondary	39.5	6.4	27.4	495
Upper secondary	35.6	5.7	31.1	2,642
Post secondary +	24.3	5.8	36.9	1,666
Special education	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	1
Ethnicity of household head				
Black	32.9	5.6	32.2	4,575
Other	26.7	6.6	37.1	313
Missing/DK	(*)	(*)	(*)	2
Religion/Denomination of household head				
Church of God	34.3	4.6	29.3	1,525
Pentecostal	31.9	5.7	32.6	592
Seventh-day Adventist	34.7	5.9	30.4	697
Other Religion/Denomination	30.6	6.3	35.4	1,419
No religion	30.1	6.8	36.3	644
Missing/DK	(*)	(*)	(*)	13
Wealth index quintile				
Poorest	37.0	5.3	29.9	915
Second	38.1	5.1	29.1	990
Middle	29.8	4.7	33.6	961
Fourth	31.0	5.9	34.0	1,031
Richest	26.8	7.4	36.1	993

¹ MICS indicator SR.17 - Use of alcohol before age 15

² MICS indicator SR.16 - Use of alcohol

(*) Figures that are based on fewer than 25 unweighted cases

4.10 Children's living arrangements

Tobacco products are products made entirely or partly of leaf tobacco as raw material, which are intended to be smoked, sucked, chewed, The Convention on the Rights of the Child (CRC) recognizes that “the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding”. Millions of children around the world grow up without the care of their parents for several reasons, including due to the premature death of the parents or their migration for work. In most cases, these children are cared for by members of their extended families, while in others, children may be living in households other than their own, as live-in domestic workers for instance. Understanding the children’s living arrangements, including the composition of the households in which they live and the relationships with their primary caregivers, is key to design targeted interventions aimed at promoting child’s care and wellbeing.

Table SR.11.1 presents information on the living arrangements and orphanhood status of children under age 18.

The Jamaica 2022 MICS included a simple measure of one particular aspect of migration related to what is termed “children left behind”, i.e. for whom one or both parents have moved abroad. While the amount of literature is growing, the long-term effects of the benefits of remittances versus the potential adverse psycho-social effects are not yet conclusive, as there is somewhat conflicting evidence available as to the effects on children. Table SR.11.2 presents information on the living arrangements and co-residence with parents of children under age 18.

Table SR.11.3 presents information on children under age 18 years not living with a biological parent according to relationship to the head of household and those living in households headed by a family member.

Table SR.11.1: Children's living arrangements and orphanhood

Percent distribution of children age 0-17 years according to living arrangements, percentage of children age 0-17 years not living with a biological parent and percentage of children who have one or both parents dead, Jamaica MICS, 2022

	Living with neither biological parent					Living with mother only		Living with father only		Missing information on father/ mother	Total	Not living with biological mother	Living with neither biological parent ¹	One or both parents dead ²	Number of children age 0-17 years
	Living with both parents	Only father alive	Only mother alive	Both alive	Both dead	Father alive	Father dead	Mother alive	Mother dead						
Total	25.9	1.3	1.6	11.3	0.4	47.0	4.9	6.1	0.6	1.0	100.0	21.7	14.5	8.9	5,832
Sex															
Male	26.7	1.2	1.5	10.9	0.4	46.3	4.7	6.8	0.6	0.9	100.0	21.7	14.0	8.4	2,966
Female	25.0	1.5	1.6	11.6	0.3	47.7	5.1	5.3	0.7	1.0	100.0	21.7	15.1	9.4	2,867
Area															
Urban	27.4	1.2	1.6	9.7	0.4	46.5	4.2	7.2	0.6	1.2	100.0	21.2	12.8	8.1	2,949
Greater Kingston Metropolitan Area	26.5	1.0	2.0	9.1	0.6	47.1	4.4	7.0	0.9	1.4	100.0	21.2	12.7	9.0	1,680
Other Urban Centres	28.5	1.4	1.1	10.4	0.2	45.8	4.0	7.6	0.2	0.8	100.0	21.2	13.0	6.9	1,269
Rural	24.3	1.5	1.6	12.9	0.3	47.5	5.6	4.9	0.7	0.7	100.0	22.2	16.3	9.7	2,884
Age															
0-4	34.7	0.5	0.5	6.2	0.0	50.1	3.4	4.0	0.2	0.4	100.0	11.5	7.3	4.6	1,487
5-9	25.6	1.1	1.3	12.7	0.3	45.6	4.8	6.5	0.9	1.0	100.0	23.5	15.5	8.6	1,663
10-14	20.7	1.5	1.7	13.0	0.5	48.6	5.3	6.8	0.4	1.6	100.0	24.7	16.7	9.5	1,662
15-17	21.9	2.6	3.3	13.3	0.7	42.3	6.6	7.3	1.3	0.7	100.0	28.8	19.9	14.7	1,020
Ethnicity of household head															
Black	25.6	1.3	1.5	11.5	0.4	47.1	4.9	6.2	0.6	1.0	100.0	21.9	14.6	8.7	5,503
Other	31.2	2.7	2.2	7.9	0.2	45.0	5.0	4.2	1.1	0.5	100.0	18.6	13.1	11.5	328
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	1

Table SR.11.1: Children's living arrangements and orphanhood

Percent distribution of children age 0-17 years according to living arrangements, percentage of children age 0-17 years not living with a biological parent and percentage of children who have one or both parents dead, Jamaica MICS, 2022

	Living with both parents	Living with neither biological parent				Living with mother only		Living with father only		Missing information on father/ mother	Total	Not living with biological mother	Living with neither biological parent ¹	One or both parents dead ²	Number of children age 0-17 years
		Only father alive	Only mother alive	Both alive	Both dead	Father alive	Father dead	Mother alive	Mother dead						
Religion/Denomination of household head															
Church of God	22.8	0.7	1.7	13.4	0.5	46.9	6.2	6.0	0.8	0.8	100.0	23.6	16.4	10.1	1,865
Pentecostal	24.5	1.6	1.2	11.8	0.0	50.7	4.7	4.4	0.8	0.3	100.0	19.8	14.6	8.3	707
Seventh-day Adventist	31.4	2.1	2.2	11.5	0.6	40.6	5.5	5.1	0.2	0.9	100.0	22.0	16.3	10.6	765
Other Religion/Denomination	25.9	1.7	1.4	10.0	0.3	50.1	3.4	5.1	0.6	1.5	100.0	19.9	13.4	7.6	1,741
No religion	29.0	1.2	1.4	8.2	0.1	42.9	4.4	11.5	0.6	0.7	100.0	23.2	10.8	7.7	736
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	17
Wealth index quintile															
Poorest	21.9	1.3	2.0	8.2	0.3	54.1	7.0	3.6	0.5	1.0	100.0	16.5	11.8	11.3	1,352
Second	24.1	1.7	1.4	11.7	0.4	49.0	5.2	4.9	0.5	1.0	100.0	21.0	15.2	9.3	1,313
Middle	23.9	1.2	1.3	12.1	0.7	47.4	4.5	7.3	0.6	1.0	100.0	23.7	15.3	8.4	1,201
Fourth	25.3	1.9	1.8	13.4	0.3	44.8	3.6	7.5	0.9	0.5	100.0	26.0	17.4	8.5	1,064
Richest	37.9	0.4	1.3	11.5	0.1	35.5	3.3	8.3	0.7	1.2	100.0	22.8	13.2	5.7	903

¹ MICS indicator SR.18 - Children's living arrangements

² MICS indicator SR.19 - Prevalence of children with one or both parents dead

(*) Figures that are based on fewer than 25 unweighted cases

Table SR.11.2: Children's living arrangements and co-residence with parents

Percentage of children age 0-17 years by co-residence of parents, Jamaica MICS, 2022

	Percentage of children age 0-17 years with:								Number of children age 0-17 years
	Mother living elsewhere ^A	Father living elsewhere ^A	Both mother and father living elsewhere ^A	At least one parent living elsewhere ^A	Mother living abroad	Father living abroad	Mother and father living abroad	At least one parent living abroad ¹	
Total	7.8	46.8	10.7	65.4	3.2	10.8	1.3	15.3	5,832
Sex									
Male	8.3	45.6	10.5	64.4	3.4	10.4	1.4	15.1	2,966
Female	7.3	48.1	11.0	66.3	3.0	11.2	1.2	15.4	2,867
Area									
Urban	9.2	45.5	9.0	63.7	3.5	9.7	1.1	14.2	2,949
Greater Kingston Metropolitan Area	9.5	45.3	8.1	62.9	3.6	10.1	1.1	14.8	1,680
Other Urban Centres	8.8	45.8	10.2	64.8	3.3	9.2	1.0	13.5	1,269
Rural	6.4	48.2	12.5	67.0	2.9	11.9	1.5	16.3	2,884
Age									
0-4	4.6	48.6	5.9	59.1	1.8	6.8	0.9	9.5	1,487
5-9	8.1	45.6	11.9	65.6	2.9	10.4	1.6	14.9	1,663
10-14	8.7	48.6	12.6	69.9	4.1	13.4	1.3	18.8	1,662
15-17	10.4	43.5	12.8	66.7	4.3	13.0	1.3	18.6	1,020
Orphanhood status									
Both parents alive	6.8	50.4	11.9	69.1	3.0	11.6	1.4	16.0	5,268
Only mother alive	22.4	0.0	0.0	22.4	7.4	0.0	0.0	7.4	377
Only father alive	0.0	64.3	0.0	64.3	0.0	15.9	0.0	15.9	116
Both parents deceased	na	na	na	na	na	na	na	na	22
Unknown	21.5	8.3	0.0	29.8	1.8	0.0	0.0	1.8	51
Ethnicity of household head									
Black	7.9	46.8	11.0	65.7	3.2	10.4	1.3	14.9	5,503
Other	6.7	47.3	6.2	60.2	3.4	16.9	1.1	21.4	328
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head									
Church of God	7.7	46.4	13.1	67.3	4.1	10.7	1.8	16.5	1,865
Pentecostal	6.1	50.8	11.1	68.0	3.3	13.3	1.4	18.0	707
Seventh-day Adventist	7.2	41.6	10.9	59.7	2.5	9.9	0.7	13.0	765
Other Religion/Denomination	6.7	50.2	9.3	66.1	2.5	12.2	0.8	15.5	1,741
No religion	13.0	41.7	7.8	62.6	3.6	6.4	1.5	11.6	736
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
Wealth index quintile									
Poorest	5.3	53.7	7.8	66.8	1.7	7.6	0.2	9.5	1,352
Second	6.5	48.7	11.4	66.5	2.0	9.8	0.6	12.4	1,313
Middle	8.7	46.8	11.7	67.2	3.6	11.9	1.4	16.9	1,201
Fourth	9.8	46.1	12.6	68.5	4.6	13.9	2.1	20.6	1,064
Richest	9.9	34.9	10.5	55.4	5.0	11.9	2.8	19.7	903

¹ MICS indicator SR.20 - Children with at least one parent living abroad

^A Includes parent(s) living abroad as well as those living elsewhere in the country

(*) Figures that are based on fewer than 25 unweighted cases

 na: not applicable ^A

Table SR.11.3: Children not in parental care

Percent distribution of children age 0-17 years not living with a biological parent according to relationship to head of household and percentage living in households headed by a family member, Jamaica MICS, 2022

	Percentage of children living with neither biological parent ¹	Number of children age 0-17 years	Child's relationship to head of household									Total	Percentage of children living in households headed by a family member ^A	Number of children age 0-17 years not living with a biological parent
			Child is head of household	Spouse/ Partner	Grand-child	Brother/ Sister	Other relative	Adopted/ Foster/ Stepchild	Servant (Live-in)	Other not related	Inconsistent/ Don't know/ Missing			
Total	14.5	5,832	0.5	0.7	65.6	3.7	16.7	4.3	0.2	5.0	3.3	100.0	91.0	848
Sex														
Male	14.0	2,966	1.0	0.3	68.0	4.0	16.5	3.2	0.2	4.6	2.2	100.0	91.9	415
Female	15.1	2,867	0.0	1.1	63.3	3.4	16.9	5.4	0.2	5.3	4.4	100.0	90.1	433
Area														
Urban	12.8	2,949	0.6	0.4	63.8	4.1	16.5	5.1	0.0	6.6	3.0	100.0	89.9	378
Greater Kingston Metropolitan Area	12.7	1,680	0.7	0.7	65.5	4.2	15.9	5.2	0.0	5.2	2.5	100.0	91.6	213
Other Urban Centres	13.0	1,269	0.4	0.0	61.5	4.0	17.3	4.9	0.0	8.4	3.6	100.0	87.7	165
Rural	16.3	2,884	0.4	0.9	67.1	3.3	16.9	3.7	0.4	3.7	3.7	100.0	91.8	469
Age														
0-4	7.3	1,487	0.0	0.0	76.7	1.6	8.6	2.3	0.9	8.0	1.9	100.0	89.3	108
5-9	15.5	1,663	0.0	0.0	69.0	1.1	16.1	4.6	0.4	5.6	3.2	100.0	90.8	258
10-14	16.7	1,662	0.0	0.4	64.2	3.4	18.1	4.8	0.0	4.7	4.5	100.0	90.7	278
15-17	19.9	1,020	2.1	2.2	57.4	8.4	19.9	4.5	0.0	2.8	2.7	100.0	92.4	203
Orphanhood status														
Both parents alive	12.5	5,268	0.4	0.6	65.6	3.4	17.5	4.1	0.0	5.3	3.0	100.0	91.2	656
Only mother alive	24.4	377	1.7	0.0	69.0	1.6	13.5	5.1	2.0	3.9	3.0	100.0	89.3	92
Only father alive	67.4	116	0.0	1.4	58.6	7.8	14.6	5.9	0.0	4.3	7.4	100.0	88.3	78
Both parents deceased	100.0	22	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	22
Unknown	0.0	51	-	-	-	-	-	-	-	-	-	-	-	0
Ethnicity of household head														
Black	14.6	5,503	0.5	0.6	65.3	3.6	16.9	4.6	0.2	5.0	3.2	100.0	91.0	805
Other	13.1	328	(0.0)	(2.6)	(71.0)	(4.2)	(12.9)	(0.0)	(0.0)	(4.0)	(5.3)	100.0	(90.8)	43
Missing/DK	(*)	1	-	-	-	-	-	-	-	-	-	-	-	0

Table SR.11.3: Children not in parental care

Percent distribution of children age 0-17 years not living with a biological parent according to relationship to head of household and percentage living in households headed by a family member, Jamaica MICS, 2022

	Percentage of children living with neither biological parent ¹	Number of children age 0-17 years	Child's relationship to head of household									Total	Percentage of children living in households headed by a family member ^A	Number of children age 0-17 years not living with a biological parent
			Child is head of household	Spouse/ Partner	Grand-child	Brother/ Sister	Other relative	Adopted/ Foster/ Stepchild	Servant (Live-in)	Other not related	Inconsistent/ Don't know/ Missing			
Religion/Denomination of household head														
Church of God	16.4	1,865	0.6	0.3	71.3	3.8	15.5	3.8	0.0	2.0	2.7	100.0	94.7	306
Pentecostal	14.6	707	0.0	0.0	57.8	3.0	19.4	4.1	1.8	6.7	7.2	100.0	84.3	103
Seventh-day Adventist	16.3	765	0.0	2.5	68.7	0.7	15.6	5.2	0.0	5.5	1.8	100.0	92.7	125
Other Religion/Denomination	13.4	1,741	0.0	0.5	66.0	2.3	16.6	4.7	0.0	6.1	3.8	100.0	90.1	234
No religion	10.8	736	3.0	0.8	47.6	12.9	19.7	4.4	0.0	9.9	1.8	100.0	85.3	80
Missing/DK	(*)	17	-	-	-	-	-	-	-	-	-	-	-	0
Wealth index quintile														
Poorest	11.8	1,352	1.0	0.9	67.4	2.6	14.5	2.1	0.0	5.0	6.5	100.0	87.5	159
Second	15.2	1,313	1.0	2.1	70.2	2.4	11.3	3.8	0.0	4.7	4.4	100.0	89.9	200
Middle	15.3	1,201	0.3	0.0	66.0	5.4	20.3	3.1	0.0	2.7	2.1	100.0	94.9	184
Fourth	17.4	1,064	0.0	0.0	61.3	3.2	18.7	7.1	1.0	7.6	1.1	100.0	90.3	185
Richest	13.2	903	0.0	0.0	61.5	5.1	20.1	5.7	0.0	4.7	2.9	100.0	92.4	119

¹ MICS indicator SR.18 - Children's living arrangements

^AExcludes households headed by the child, servants and other not related

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

**Chapters 5 (Survive) and 6
(Thrive – Reproductive and maternal health)
are deliberately missing from
this report.**

Data on these topics were not collected in the Jamaica MICS 2022, as they were collected in the recently concluded nationally representative Jamaica Reproductive Health Survey, 2021-2022. The original chapter numbering from the MICS Survey Findings report template has been retained to facilitate ease of international comparisons.



7. THRIVE – CHILD HEALTH, NUTRITION AND DEVELOPMENT

7.1 Immunization

Immunization is a proven tool for controlling and eliminating life-threatening infectious diseases and is estimated to avert between 2 and 3 million deaths each year.⁴³ It is one of the most cost-effective health investments, with proven strategies that make it accessible to even the most hard-to-reach and vulnerable populations.

The WHO Recommended Routine Immunizations for Children⁴⁴ recommends all children to be vaccinated against tuberculosis (BCG), diphtheria, tetanus, pertussis, polio, measles, hepatitis B, haemophilus influenzae type b, pneumococcal bacteria/disease, rotavirus, and rubella.⁴⁵

At the global level, SDG indicator 3.b.1 is used to monitor the progress of the vaccination of children at the national level. The proportions of the target population covered by BCG, polio, diphtheria, pertussis and tetanus (DPT) and measles are presented in Table TC.1.1.

All doses in the primary series are recommended to be completed before the child's first birthday, although depending on the epidemiology of disease in a country, the first doses of measles and rubella containing vaccines may be recommended at 12 months or later. The recommended number and timing of most other doses also vary slightly with local epidemiology and may include booster doses later in childhood.







The vaccination schedule followed by the Jamaica National Immunization Programme provides a birth dose of BCG, three doses of the Pentavalent vaccine containing DPT, Hepatitis B, and Haemophilus influenzae type b (Hib) antigens, three doses of Polio vaccine, two doses of the MMR vaccine containing measles, mumps, and rubella antigens. As per the schedule below, all vaccinations should be received during the first year of life except the doses of MMR at 12 and 18 months. Additionally, booster doses of Polio vaccine and vaccine containing DPT are received at 18 months. Taking into consideration this vaccination schedule, the estimates for full vaccination coverage from the Jamaica 2022 MICS are based on children age 12-23/24-35 months.


⁴³ "Immunization Highlights 2015." World Health Organization. June 27, 2016. Accessed August 23, 2018. [HTTP://WWW.WHO.INT/IMMUNIZATION/HIGHLIGHTS/2015/EN/](http://www.who.int/immunization/highlights/2015/en/).

⁴⁴ "WHO Recommendations for Routine Immunization - Summary Tables." World Health Organization. August 22, 2018. Accessed August 23, 2018. [HTTP://WWW.WHO.INT/IMMUNIZATION/POLICY/IMMUNIZATION_TABLES/EN/](http://www.who.int/immunization/policy/immunization_tables/en/).

⁴⁵ Additionally, vaccination against the human papillomavirus (HPV) is recommended for girls from 9 to 14 years of age⁴⁴, but coverage of this vaccine is not yet included in MICS, as methodology is under development.



AGE OF CHILD		TYPE OF VACCINE GIVEN		
	Birth	BCG		
	6 Weeks	1 st Polio	1 st DPT/Hepatitis B/Hib (Pentavalent)	
	3 Months	2 nd Polio	2 nd DPT/Hepatitis B/Hib (Pentavalent)	
	6 Months	3 rd Polio	3 rd DPT/Hepatitis B/Hib (Pentavalent)	
	12 Months	1 st MMR		
	18 Months	2 nd MMR	1 st Booster Polio	1 st Booster DPT
FOR ENTRY TO NURSERY AND BASIC SCHOOL, ALL THE ABOVE VACCINES ARE NECESSARY				
	4-6 Years	2 nd Booster Polio	2 nd Booster DPT	
FOR ENTRY TO PRIMARY SCHOOL, ALL THE ABOVE VACCINES ARE NECESSARY				



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Information on vaccination coverage was collected for all children under three years of age. All mothers or caretakers were asked to provide vaccination cards/ Child Health and Development Passport (CHDP). If the vaccination card or CHDP for a child was available, interviewers copied vaccination information from the cards onto the MICS questionnaire. If no vaccination card or CHDP was available for the child, the interviewer proceeded to ask the mother to recall whether the child had received each of the vaccinations, and, for applicable antigens, how many doses were received. The final vaccination coverage estimates are based on information obtained from the vaccination card/CHDP and the mother's report of vaccinations received by the child.

Tables TC.1.2a and 1.2b present vaccination coverage estimates among children age 12-23 and 24-35 months by background characteristics. The figures indicate children receiving the vaccinations at any time up to the date of the survey and are based on information from both the vaccination cards/CHDP and mothers'/caretakers' reports.

With the emergence of the COVID-19 virus in Jamaica in March 2020, part of the government's management strategy has been the ongoing vaccination of the population against COVID-19, which began in March 2021, and in November 2021, Jamaica began the administration of the COVID-19 vaccine to children age 12-17 years. The Jamaica MICS 2022 collected COVID-19 vaccine coverage information for children age 12-17 years, based on the mother's/primary caretaker's report. These findings are presented in Table TC.1.3.

Table TC.1.1: Vaccinations in the first years of life

Percentage of children age 12-23 months and 24-35 months vaccinated against vaccine preventable childhood diseases at any time before the survey (Crude coverage) and by their first birthday, Jamaica MICS, 2022

	Children age 12-23 months:				Children age 24-35 months:			
	Vaccinated at any time before the survey according to:				Vaccinated at any time before the survey according to:			
	Vaccination records ^A	Mother's report	Either ^B (Crude coverage)	Vaccinated by 12 months of age	Vaccination records ^A	Mother's report	Either ^B (Crude coverage)	Vaccinated by 12 months of age (MCV2, 1st DPT, Polio Booster by 24 months)
Antigen								
BCG ¹	87.3	12.7	100.0	100.0	78.3	19.4	97.7	97.3
Polio								
1st Polio: IPV	87.3	10.5	97.7	97.7	79.1	17.2	96.3	95.4
2nd Polio: OPV/IPV	87.3	10.4	97.6	97.3	79.1	13.7	92.8	92.0
3rd Polio: OPV/IPV ²	86.2	8.8	95.0	92.0	78.8	11.1	90.0	87.9
1st Booster Polio: OPV/IPV	na	na	na	na	66.2	7.4	73.6	58.2
DPT-HepB-Hib								
1	87.3	10.0	97.3	97.3	78.8	15.0	93.8	93.0
2	86.7	7.7	94.4	94.0	79.1	8.5	87.6	86.9
3 ^{3,4,5}	85.2	4.3	89.4	86.6	78.8	4.7	83.5	79.9
Measles-Mumps-Rubella								
1 ⁶	80.4	8.9	89.4	57.6	78.2	16.9	95.2	93.6
2 ⁹	na	na	na	na	55.0	6.9	61.9	57.0
1st Booster DPT	na	na	na	na	74.8	13.9	88.7	83.9
Fully vaccinated								
Basic antigens ^{11,E}	85.2	3.4	88.6	85.8	77.1	3.8	80.8	76.2
All antigens ^{12,F}	na	na	na	na	53.3	2.2	55.5	38.4
No vaccinations	0.0	0.0	0.0	0.0	0.0	1.5	1.5	1.5
Number of children	289	289	289	289	283	283	283	283

¹ MICS indicator TC.1 - Tuberculosis immunization coverage

² MICS indicator TC.2 - Polio immunization coverage

³ MICS indicator TC.3 - Diphtheria, tetanus and pertussis (DPT) immunization coverage; SDG indicator 3.b.1 & 3.8.1

⁴ MICS indicator TC.4 - Hepatitis B immunization coverage

⁵ MICS indicator TC.5 - Haemophilus influenzae type B (Hib) immunization coverage

⁸ MICS indicator TC.8 - Rubella immunization coverage

⁹ MICS indicator TC.10 - Measles immunization coverage; SDG indicator 3.b.1

¹¹ MICS indicator TC.11a - Full immunization coverage (basic antigens)

¹² MICS indicator TC.11b - Full immunization coverage (all antigens)

na: not applicable

^A Vaccination card or other documents where the vaccinations are written down

^B MICS indicators TC.1, TC.2, TC.3, TC.4, TC.5, TC.8, and TC.11a refer to children age 12-23 months; MICS indicators TC.10 and TC.11b refer to children age 24-35 months

^E For children age 12-23 months, basic antigens include: BCG, Polio3 and DPT3, while for children age 24-35 months, basic antigens include BCG, Polio3, DPT3 and Measles 1. Measles 1 is administered at 12 months and therefore excluded from basic antigens for children 12-23 months.

^F All antigens include: BCG, 1st Booster Polio, DPT3, HepB3, Hib3, Rubella, Mumps, 1st Booster DPT and Measles 2 as per the vaccination schedule in Jamaica

Table TC.1.2a: Vaccinations by background characteristics

Percentage of children age 12-23 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Jamaica MICS, 2022

	Percentage of children age 12-23 months who received:										Percentage with:		Number of children age 12-23 months
	BCG ¹	Polio			DPT-HepB-Hib			Measles-Mumps-Rubella 1 ⁸	Basic antigens ^{9,C}	No vaccinations	Vaccination records ^D	Vaccination records seen ^E	
		1st Polio: IPV	2nd Polio: OPV/IPV	3rd Polio: OPV/IPV ²	1	2	3 ^{3,4,5}						
Total	100.0	97.7	97.6	95.0	97.3	94.4	89.4	89.4	88.6	0.0	97.7	87.3	289
Sex													
Male	100.0	97.9	96.1	94.8	95.5	92.5	86.6	87.4	86.6	0.0	98.1	85.4	154
Female	100.0	97.6	99.4	95.1	99.4	96.6	92.7	91.6	90.9	0.0	97.1	89.5	135
Area													
Urban	100.0	98.5	98.5	96.3	99.4	95.9	90.1	88.8	89.2	0.0	98.2	86.5	170
Greater Kingston Metropolitan Area	100.0	97.3	98.1	95.2	98.9	93.8	89.1	87.2	87.4	0.0	97.4	83.3	94
Other Urban Centres	100.0	100.0	99.0	97.6	100.0	98.4	91.3	90.8	91.3	0.0	99.2	90.4	76
Rural	100.0	96.7	96.5	93.1	94.2	92.3	88.5	90.1	87.8	0.0	97.0	88.4	120
Mother's education													
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Lower secondary	(100.0)	(100.0)	(100.0)	(96.2)	(97.7)	(97.7)	(93.8)	(87.4)	(93.8)	(0.0)	(100.0)	(94.1)	29
Upper secondary	100.0	97.2	96.9	94.4	96.9	93.4	87.6	89.9	86.7	0.0	96.4	85.5	164
Post secondary +	100.0	99.1	99.1	97.9	98.8	96.0	93.3	89.6	92.3	0.0	99.1	88.7	91
Missing/DK	-	-	-	-	-	-	-	-	-	-	-	-	0
Ethnicity of household head													
Black	100.0	97.6	97.5	94.7	97.1	94.4	89.2	90.5	88.3	0.0	97.9	87.2	274
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16
Religion/Denomination of household head													
Church of God	100.0	96.6	97.6	92.8	96.3	94.5	88.4	93.0	87.5	0.0	98.1	86.3	93
Pentecostal	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(87.7)	(81.3)	(87.7)	(0.0)	(97.0)	(87.7)	27
Seventh Day Adventist	100.0	100.0	100.0	100.0	98.7	96.7	95.4	90.4	95.4	0.0	100.0	93.0	54
Other religion/denomination	100.0	97.6	94.0	93.4	95.0	89.9	86.3	86.7	86.3	0.0	96.6	85.5	77
No religion	(100.0)	(95.9)	(100.0)	(92.5)	(100.0)	(96.0)	(90.9)	(89.7)	(86.8)	(0.0)	(95.9)	(84.4)	37
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table TC.1.2a: Vaccinations by background characteristics

Percentage of children age 12-23 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Jamaica MICS, 2022

	Percentage of children age 12-23 months who received:									Percentage with:			Number of children age 12-23 months
	BCG ¹	Polio			DPT-HepB-Hib			Measles-Mumps-Rubella 1 ⁸	Basic antigens ^{9C}	No vaccinations	Vaccination records ^D	Vaccination records seen ^E	
		1st Polio: IPV	2nd Polio: OPV/IPV	3rd Polio: OPV/IPV ²	1	2	3 ^{3,4,5}						
Wealth index quintile													
Poorest	100.0	96.9	95.7	89.9	96.9	95.1	88.2	89.6	88.2	0.0	98.2	86.2	72
Second	100.0	97.6	100.0	95.8	98.2	94.9	94.9	93.9	92.4	0.0	100.0	92.7	63
Middle	100.0	97.2	95.6	94.4	94.4	91.0	85.0	88.2	85.0	0.0	95.9	85.0	68
Fourth	(100.0)	(100.0)	(100.0)	(100.0)	(98.4)	(96.3)	(90.1)	(83.9)	(90.1)	(0.0)	(97.9)	(90.1)	43
Richest	(100.0)	(98.1)	(98.1)	(98.1)	(100.0)	(96.1)	(90.0)	(89.6)	(88.0)	(0.0)	(96.0)	(82.1)	44

¹ MICS indicator TC.1 - Tuberculosis immunization coverage

² MICS indicator TC.2 - Polio immunization coverage

³ MICS indicator TC.3 - Diphtheria, tetanus and pertussis (DTP) immunization coverage; SDG indicator 3.b.1 & 3.8.1

⁴ MICS indicator TC.4 - Hepatitis B immunization coverage

⁵ MICS indicator TC.5 - Haemophilus influenzae type B (Hib) immunization coverage

⁸ MICS indicator TC.8 - Rubella immunization coverage

⁹ MICS indicator TC.11a - Full immunization coverage (basic antigens)

^C For children age 12-23 months, basic antigens include: BCG, Polio3 and DPT3, while for children age 24-35 months, basic antigens include BCG, Polio3, DPT3 and Measles 1

^D Vaccination card or other documents where the vaccinations are written down

^E Includes children for whom vaccination cards or other documents were observed with at least one vaccination dose recorded (Card availability)

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table TC.1.2b: Vaccinations by background characteristics

Percentage of children age 24-35 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Jamaica MICS, 2022

	Percentage of children age 24-35 months who received:						Percentage with:		
	Measles- Mumps- Rubella 2 ¹⁰	1st Booster DPT	1st Booster Polio with IPV	Full vaccination		No vaccinations	Vaccination records ^D	Vaccination records seen ^E	Number of children age 24-35 months
				Basic antigens ^C	All antigens ^{12F}				
Total	61.9	88.7	73.6	80.8	55.5	1.5	93.3	79.1	283
Sex									
Male	64.1	88.4	71.2	78.7	56.1	1.7	94.7	76.8	148
Female	59.5	89.0	76.1	83.2	54.8	1.2	91.7	81.7	135
Area									
Urban	54.4	86.0	67.1	79.6	49.8	1.2	92.6	76.9	144
Greater Kingston Metropolitan Area	49.4	83.1	62.8	77.5	44.9	1.1	92.0	71.9	92
Other Urban Centres	63.4	91.2	74.9	83.4	58.7	1.6	93.8	86.0	51
Rural	69.6	91.5	80.2	82.1	61.3	1.7	94.0	81.3	139
Mother's education									
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Lower secondary	(78.1)	(93.4)	(79.3)	(68.4)	(49.4)	(3.9)	(83.0)	(61.1)	25
Upper secondary	61.4	88.3	70.3	84.2	55.9	0.9	93.0	83.5	163
Post secondary +	60.8	88.9	80.3	79.0	58.6	2.0	96.2	76.7	84
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head									
Black	62.2	88.6	74.5	81.5	56.3	1.5	93.6	79.7	272
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Religion/Denomination of household head									
Church of God	70.8	94.2	80.8	85.2	64.3	1.2	92.1	81.8	81
Pentecostal	(51.7)	(85.3)	(63.3)	(84.7)	(51.7)	(2.7)	(91.5)	(84.8)	30
Seventh Day Adventist	(70.4)	(93.6)	(88.6)	(87.4)	(70.4)	(2.1)	(100.0)	(85.5)	41
Other religion/denomination	65.8	89.4	74.8	77.8	54.1	1.9	94.9	78.3	80
No religion	(41.0)	(76.4)	(54.6)	(70.5)	(34.1)	(0.0)	(87.9)	(66.8)	49
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Wealth index quintile									
Poorest	74.1	96.3	73.7	79.9	59.0	1.5	94.0	77.2	66
Second	58.1	90.7	74.1	89.6	53.1	0.0	95.1	88.4	76
Middle	67.6	89.7	83.2	85.2	61.3	1.6	91.3	86.7	54
Fourth	50.8	84.9	64.9	71.2	49.2	4.3	91.4	67.8	54
Richest	(54.6)	(72.5)	(70.5)	(70.8)	(54.6)	(0.0)	(93.9)	(66.9)	32

¹⁰ MICS indicator TC.10 - Measles immunization coverage; SDG indicator 3.b.1

¹² MICS indicator TC.11b - Full immunization coverage (all antigens)

^C For children age 12-23 months, basic antigens include: BCG, Polio3 and DPT3, while for children age 24-35 months, basic antigens include BCG, Polio3, DPT3 and Measles 1

^D Vaccination card or other documents where the vaccinations are written down

^E Includes children for whom vaccination cards or other documents were observed with at least one vaccination dose recorded (Card availability)

^F All antigens include: BCG, 1st Booster Polio, DPT3, HepB3, Hib3, Rubella, Mumps, 1st Booster DPT and Measles 2 as per the vaccination schedule in Jamaica

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table TC.1.3: COVID-19 vaccinations by background characteristics

Percentage of children age 12-17 years currently vaccinated against COVID-19, Jamaica MICS, 2022

	Percentage of children who received:				Number of children age 12-17 years
	One COVID-19 vaccine	Two COVID-19 vaccines	No COVID-19 vaccines	Unknown number of COVID-19 vaccine doses	
Total	3.3	30.6	65.8	0.3	1,919
Sex					
Male	3.5	31.3	65.3	0.0	988
Female	3.2	30.0	66.3	0.6	931
Area					
Urban	3.4	32.4	63.7	0.6	935
Greater Kingston Metropolitan Area	4.0	33.9	61.2	0.9	558
Other Urban Centres	2.6	30.1	67.2	0.1	377
Rural	3.2	29.0	67.8	0.0	983
Age					
12	3.6	15.4	80.8	0.2	302
13	2.5	28.8	66.9	1.8	275
14	3.0	29.9	67.1	0.0	321
15	1.9	35.7	62.3	0.0	362
16	2.4	40.1	57.6	0.0	323
17	6.5	31.8	61.7	0.0	336
Mother's education					
Primary or less	5.8	29.8	60.3	4.1	117
Lower secondary	3.3	21.7	75.1	0.0	428
Upper secondary	2.9	28.9	68.2	0.0	919
Post secondary +	3.0	44.7	52.3	0.1	430
Missing/DK	(*)	(*)	(*)	(*)	12
Ethnicity of household head					
Black	3.3	30.4	66.0	0.3	1,811
Other	3.4	34.7	61.5	0.4	107
Missing/DK	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head					
Church of God	3.5	31.9	64.7	0.0	649
Pentecostal	3.9	26.2	69.7	0.2	291
Seventh-day Adventist	4.3	28.2	67.6	0.0	235
Other religion/denomination	2.8	33.8	62.5	0.9	531
No religion	2.4	27.4	70.2	0.0	204
Missing/DK	(*)	(*)	(*)	(*)	8
Wealth index quintile					
Poorest	4.7	21.0	74.3	0.0	440
Second	2.7	24.6	72.8	0.0	396
Middle	3.5	27.0	68.2	1.2	397
Fourth	4.0	39.6	56.3	0.1	369
Richest	1.1	45.7	53.2	0.0	316
(*) Figures that are based on fewer than 25 unweighted cases					

7.2 Disease episodes

A key strategy for achieving progress toward SDG 3.2: By 2030, end preventable deaths of new-borns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births, is to tackle the diseases such as diarrhoea, pneumonia and malaria which are still among the leading killers of children under 5.⁴⁶ Target 3.3 of the SDGs on ending the epidemics on malaria by 2030 along with other diseases is interpreted as the attainment of the Global Technical Strategy for malaria 2016–2030 and the Roll Back Malaria advocacy plan, Action and Investment to defeat Malaria 2016–2030 targets which aim at reducing malaria mortality rates globally by 90 percent compared with 2015.

Table TC.2.1 presents the percentage of children under 5 years of age who were reported to have had an episode of diarrhoea, symptoms of acute respiratory infection (ARI) or fever during the 2 weeks preceding the survey. These results are not measures of true prevalence, and should not be used as such, but rather the period-prevalence of those illnesses over a two-week time window.

The definition of a case of diarrhoea or fever, in this survey, was the mother's (or caretaker's) report that the child had such symptoms over the specified period; no other evidence was sought beside the opinion of the mother. A child was considered to have had symptoms of ARI if the mother or caretaker reported that the child had, over the specified period, an illness with a cough with rapid or difficult breathing, and whose symptoms were perceived to be due to a problem in the chest or both a problem in the chest and a blocked or runny nose. While this approach is reasonable in the context of a multi-topic household survey, these basically simple case definitions must be kept in mind when interpreting the results, as well as the potential for reporting and recall biases. Further, diarrhoea, fever and ARI are not only seasonal but are also characterized by the often rapid spread of localized outbreaks from one area to another at different points in time. The timing of the survey and the location of the teams might thus considerably affect the results, which must consequently be interpreted with caution. For these reasons, although the period-prevalence over a two-week time window is reported, these data should not be used to assess the epidemiological characteristics of these diseases but rather to obtain denominators for the indicators related to use of health services and treatment.

⁴⁶ The main killers of children under age 5 in 2016 included preterm birth complications (18 per cent), pneumonia (16 per cent), intrapartum related events (12 per cent), diarrhoea (8 per cent), neonatal sepsis (7 per cent) and malaria (5 per cent). UNICEF et al. *Levels and Trends in Child Mortality Report 2017*. New York: UNICEF, 2017. [HTTPS://WWW.UNICEF.ORG/PUBLICATIONS/INDEX_101071.HTML](https://www.unicef.org/publications/index_101071.html).

Table TC.2.1: Reported disease episodes

Percentage of children age 0-59 months for whom the mother/caretaker reported an episode of diarrhoea, symptoms of acute respiratory infection (ARI), and/or fever in the last two weeks, Jamaica MICS, 2022

	Percentage of children who in the last two weeks had:			Number of children
	An episode of diarrhoea	Symptoms of ARI	An episode of fever	
Total	6.4	1.0	17.9	1,432
Sex				
Male	6.4	0.8	16.4	767
Female	6.3	1.2	19.7	665
Area				
Urban	6.1	1.5	19.4	760
Greater Kingston Metropolitan Area	6.9	1.5	18.4	441
Other Urban Centres	4.9	1.4	20.8	319
Rural	6.7	0.5	16.3	672
Age				
0-11	5.4	0.8	19.1	272
12-23	10.0	0.6	20.2	289
24-35	7.5	0.6	17.8	283
36-47	5.7	1.1	17.8	275
48-59	3.5	1.8	15.2	313
Mother's education				
Primary or less	(2.2)	(0.0)	(23.5)	33
Lower secondary	4.4	0.4	19.5	163
Upper secondary	7.3	1.3	18.9	799
Post secondary +	5.7	0.7	15.4	432
Special education	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	3
Ethnicity of household head				
Black	6.2	1.1	18.4	1,343
Other	8.4	0.0	11.7	89
Religion/Denomination of household head				
Church of God	7.7	1.6	20.7	437
Pentecostal	5.1	0.7	13.0	172
Seventh-day Adventist	8.0	1.0	18.3	188
Other religion/denomination	5.6	0.7	18.9	422
No religion	4.4	0.7	14.5	207
Missing/DK	(*)	(*)	(*)	6
Wealth index quintile				
Poorest	10.7	0.9	19.1	331
Second	4.6	1.1	20.5	355
Middle	6.2	1.3	17.4	288
Fourth	3.7	0.7	17.3	251
Richest	6.2	0.8	13.3	208

(*) Figures that are based on fewer than 25 unweighted cases

7.3 Diarrhoea

Diarrhoea is one of the leading causes of death among children under five worldwide.⁴⁷ Most diarrhoea-related deaths in children are due to dehydration from loss of large quantities of water and electrolytes from the body in liquid stools. Management of diarrhoea – either through oral rehydration salt solution (ORS) or a recommended homemade fluid (RHF) – can prevent many of these deaths.⁴⁸ In addition, provision of zinc supplements has been shown to reduce the duration and severity of the illness as well as the risk of future episodes within the next two or three months.

Almost 60 per cent of deaths due to diarrhoea worldwide are attributable to unsafe drinking water and poor hygiene and sanitation. Hand washing with soap alone can cut the risk of diarrhoea by at least 40 per cent and significantly lower the risk of respiratory infections. Clean home environments and good hygiene are important for preventing the spread of both pneumonia and diarrhoea, and safe drinking water and proper disposal of human waste, including child faeces, are vital to stopping the spread of diarrhoeal disease among children and adults.⁵

In the MICS, mothers or caretakers were asked whether their child under age five years had an episode of diarrhoea in the two weeks prior to the survey. In cases where mothers reported that the child had diarrhoea, a series of questions were asked about the treatment of the illness, including what the child had been given to drink and eat during the episode and whether this was more or less than what was usually given to the child.

Table TC.3.1 shows the percentage of children age 0-59 months with diarrhoea in the two weeks preceding the survey for whom advice or treatment was sought and from where.

Table TC.3.2 shows patterns on drinking and feeding practices during diarrhoea among children age 0-59 months.

Table TC.3.3 shows the percentage of children age 0-59 months receiving ORS, various types of recommended homemade fluids and zinc during the episode of diarrhoea. Since children may have been given more than one type of liquid, the percentages do not necessarily add to 100.

Table TC3.4 provides the proportion of children age 0-59 months with diarrhoea in the last two weeks who received oral rehydration therapy with continued feeding, and the percentage of children with diarrhoea who received other treatments.

Table TC.3.5, which provides information on the source of ORS and zinc for children age 0-59 months who received these treatments, has been suppressed from this report, as the table is based on 25-49 unweighted cases, which does not allow for reliable disaggregation of the data. The Jamaica 2022 MICS found that for 84.6 percent of the children who were given ORS as treatment for diarrhoea in the last two weeks, the source of the ORS was a health facility or provider.

⁴⁷ UNICEF. One is Too Many: Ending Child Deaths from Pneumonia and Diarrhoea. New York: UNICEF, 2016. [HTTPS://DATA.UNICEF.ORG/WP-CONTENT/UP-LOADS/2016/11/UNICEF-PNEUMONIA-DIARRHOEA-REPORT2016-WEB-VERSION.PDF](https://data.unicef.org/wp-content/uploads/2016/11/UNICEF-PNEUMONIA-DIARRHOEA-REPORT2016-WEB-VERSION.PDF).

⁴⁸ In 2004, UNICEF and WHO published a joint statement with diarrhoea treatment recommendations for low-income countries, which promotes low-osmolarity rehydration salts (ORS) and zinc, in addition to continued feeding: WHO, and UNICEF. Clinical Management of Acute Diarrhoea. Joint Statement, New York: UNICEF, 2004. [HTTPS://WWW.UNICEF.ORG/PUBLICATIONS/FILES/ENACUTE_DIARRHOEA_REPRINT.PDF](https://www.unicef.org/publications/files/ENACUTE_DIARRHOEA_REPRINT.PDF)

Table TC.3.1: Care-seeking during diarrhoea

Percentage of children age 0-59 months with diarrhoea in the last two weeks for whom advice or treatment was sought, by source of advice or treatment, Jamaica MICS, 2022^A

	Percentage of children with diarrhoea for whom:						Number of children with diarrhoea in the last two weeks
	Advice or treatment was sought from:						
	Health facilities or providers				A health facility or provider ^{1,B}	No advice or treatment sought	
	Public	Private	Community health worker	Other source			
Total	25.0	14.6	1.6	8.4	31.8	53.7	91
Sex							
Male	19.0	18.8	0.0	8.8	26.7	54.9	49
Female	32.1	9.7	3.4	8.0	37.8	52.2	42
Area							
Urban	23.1	12.3	0.0	4.9	35.4	59.8	46
Greater Kingston Metropolitan Area	(31.5)	(12.6)	(0.0)	(2.6)	(44.1)	(53.3)	30
Other Urban Centres	(*)	(*)	(*)	(*)	(*)	(*)	16
Rural	(27.0)	(17.0)	(3.2)	(12.1)	(28.2)	(47.4)	45
¹ MICS indicator TC.12 - Care-seeking for diarrhoea							
^A Due to the small sample of children who had diarrhoea during the reference period, rows showing disaggregation by child's age, mother's education, ethnicity and religion of household head, and wealth index quintile have been suppressed.							
^B Includes all public and private health facilities and providers, as well as those who did not know if public or private. Excludes private pharmacy							
() Figures that are based on 25-49 unweighted cases							
(*) Figures that are based on fewer than 25 unweighted cases							

Table TC.3.2: Feeding practices during diarrhoea

Percent distribution of children age 0-59 months with diarrhoea in the last two weeks by amount of liquids and food given during episode of diarrhoea, Jamaica MICS, 2022^A

	Drinking practices during diarrhoea						Eating practices during diarrhoea						Number of children with diarrhoea in the last two weeks
	Child was given to drink:						Child was given to eat:						
	Much less	Somewhat less	About the same	More	Nothing	Total	Much less	Somewhat less	About the same	More	Nothing	Total	
Total	11.6	12.4	36.6	37.2	2.2	100.0	16.4	25.1	48.1	7.6	2.9	100.0	91
Sex													
Male	11.7	16.0	29.3	38.9	4.1	100.0	15.1	22.6	52.9	5.6	3.7	100.0	49
Female	11.6	8.1	45.0	35.3	0.0	100.0	17.8	27.9	42.5	9.8	1.9	100.0	42
Area													
Urban	16.7	11.8	35.9	31.1	4.4	100.0	17.3	30.0	39.0	8.0	5.7	100.0	46
Greater Kingston Metropolitan Area	(21.8)	(18.0)	(31.5)	(28.7)	(0.0)	100.0	(24.3)	(36.0)	(30.6)	(3.0)	(6.0)	100.0	30
Other Urban Centres	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	16
Rural	(6.3)	(12.9)	(37.2)	(43.5)	(0.0)	100.0	(15.4)	(20.0)	(57.5)	(7.1)	(0.0)	100.0	45

^A Due to the small sample of children who had diarrhoea during the reference period, rows showing disaggregation by child's age, mother's education, ethnicity and religion of household head, and wealth index quintile have been suppressed.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table TC.3.3: Oral rehydration solutions and zinc

Percentage of children age 0-59 months with diarrhoea in the last two weeks, and treatment with oral rehydration salt solution (ORS), government-recommended homemade fluid, and zinc, Jamaica MICS, 2022^A

	Percentage of children with diarrhoea who received:						Number of children with diarrhoea in the last two weeks
	Oral rehydration salt solution (ORS)						
	Fluid from packet	Pre-packaged fluid	Home-made fluids or herbal medicines	Any ORS ¹	Zinc tablets or syrup	ORS and zinc ²	
Total	34.4	26.0	22.7	44.3	8.1	2.8	91
Sex							
Male	30.1	32.9	20.3	45.1	9.7	3.5	49
Female	39.4	18.0	25.5	43.3	6.2	1.9	42
Area							
Urban	27.6	24.1	15.8	39.2	10.6	2.4	46
Greater Kingston Metropolitan Area	(31.3)	(29.4)	(17.0)	(44.3)	(15.0)	(2.6)	30
Other Urban Centres	(*)	(*)	(*)	(*)	(*)	(*)	16
Rural	(41.4)	(28.0)	(29.8)	(49.5)	(5.5)	(3.1)	45
¹ MICS indicator TC.13a - Diarrhoea treatment with oral rehydration salt solution (ORS)							
² MICS indicator TC.13b - Diarrhoea treatment with oral rehydration salt solution (ORS) and zinc							
^A Due to the small sample of children who had diarrhoea during the reference period, rows showing disaggregation by child's age, mother's education, ethnicity and religion of household head, and wealth index quintile have been suppressed.							
() Figures that are based on 25-49 unweighted cases							
(*) Figures that are based on fewer than 25 unweighted cases							

Table TC.3.4: Oral rehydration therapy with continued feeding and other treatments

Percentage of children age 0-59 months with diarrhoea in the last two weeks who were given oral rehydration therapy with continued feeding and percentage who were given other treatments, Jamaica MICS, 2022^a

	Children with diarrhoea who were given:															
				Other treatments												
	Zinc	ORS or increased fluids	ORT with continued feeding ¹	Pill or syrup				Injection			Intra-venous	Home remedy, herbal medicine	Other	No other treatment	Not given any treatment or drug	Number of children with diarrhoea in the last two weeks
				Anti-biotic	Anti-motility	Other	Unknown	Anti-biotic	Non-antibiotic	Unknown						
Total	8.1	63.7	50.3	2.5	1.9	1.3	0.0	0.0	0.0	0.0	0.9	9.1	4.7	82.2	28.3	91
Sex																
Male	9.7	65.3	49.5	0.0	1.8	0.0	0.0	0.0	0.0	0.0	0.0	10.3	7.5	82.1	26.3	49
Female	6.2	61.8	51.1	5.4	1.9	2.8	0.0	0.0	0.0	0.0	2.0	7.6	1.4	82.3	30.6	42
Area																
Urban	10.6	55.8	38.5	0.0	1.7	2.5	0.0	0.0	0.0	0.0	0.0	10.8	9.3	76.9	31.9	46
Greater Kingston Metropolitan Area	(15.0)	(59.6)	(35.2)	(0.0)	(2.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(11.0)	(9.8)	(76.5)	(26.5)	30
Other Urban Centres	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16
Rural	(5.5)	(71.7)	(62.3)	(5.0)	(2.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.9)	(7.4)	(0.0)	(87.6)	(24.5)	45

¹ MICS indicator TC.14 - Diarrhoea treatment with oral rehydration therapy (ORT) and continued feeding

^a Due to the small sample of children who had diarrhoea during the reference period, rows showing disaggregation by child's age, mother's education, ethnicity and religion of household head, and wealth index quintile have been suppressed.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

7.4 Household energy use

There is a global consensus and an ever-growing body of evidence that expanding access to clean household energy for cooking, heating, and lighting is key to achieving a range of global priorities such as improving health, gender equality, equitable economic development and environmental protection. Goal 7 of the Sustainable Development Goals seeks to ensure access to affordable, reliable sustainable and modern energy for all by 2030 and would be measured as the percentage of the population relying on clean fuels and technology.⁴⁹

The Jamaica, 2022 MICS included a module with questions to assess the main technologies and fuels used for cooking and lighting. Information was also collected about the use of technologies with chimneys or other venting mechanisms which can improve indoor air quality through moving a fraction of the pollutants outdoors.

Households that use clean fuels and technologies for cooking are those mainly using electric stove, solar cooker, LPG (Liquefied Petroleum Gas)/cooking gas stove, biogas stove, or a liquid fuel stove burning ethanol/alcohol only. Table TC.4.1 presents the percent distribution of household members according to type of cookstove mainly used by the household and percentage of household members living in households using clean fuels and technologies for cooking.

Table TC.4.2 further presents the percent distribution of household members using polluting fuels and technologies for cooking according to type of cooking fuel mainly used by the household, and percentage of household members living in households using polluting fuels and technologies for cooking while Table TC.4.3 presents the percent distribution of household members in households using polluted fuels for cooking by type and characteristics of cookstove and by place of cooking.

Households that use clean fuels and technologies for lighting are those mainly using electricity, solar lantern, rechargeable or battery powered flashlight, torch or lantern, or biogas lamp. Table TC.4.6⁵⁰ presents the percent distribution of household members according to type of lighting fuel mainly used for lighting by the household, and percentage of household members living in households using clean fuels and technologies for lighting.

The questions asked about cooking and lighting help to monitor SDG indicator 7.1.2, "Proportion of population with primary reliance on clean fuels and technology" for cooking and lighting. Table TC.4.7 presents the percentage of household members living in households using clean fuels and technologies for cooking and lighting.

⁴⁹ WHO. *Burning Opportunity: Clean Household Energy for Health, Sustainable Development, and Wellbeing of Women and Children*. Geneva: WHO Press, 2016. [HTTP://APPS.WHO.INT/IRIS/BITSTREAM/HANDLE/10665/204717/9789241565233_ENG.PDF;JSESSIONID=63CEC48ED96098D4256007A76FEB8907?SEQUENCE=1](http://apps.who.int/iris/bitstream/handle/10665/204717/9789241565233_eng.pdf;jsessionid=63CEC48ED96098D4256007A76FEB8907?sequence=1).

⁵⁰ Tables TC.4.4 and 4.5 refers to space heating, which is irrelevant to the Jamaican context and as such, this sub-topic was not included in the Jamaica 2022 MICS.

Table TC.4.1: Primary reliance on clean fuels and technologies for cooking

Percent distribution of household members by type of cookstove mainly used by the household and percentage of household members living in households using clean fuels and technologies for cooking, Jamaica MICS, 2022

	Percentage of household members in households with primary reliance on:											Total	Number of household members	Primary reliance on clean fuels and technologies for cooking (in households that reported cooking) ¹	Number of household members (living in households that reported cooking)
	Clean fuels and technologies for cooking and using			Other fuels for cooking and using											
	Electric stove	Solar cooker	Liquefied Petroleum Gas (LPG) / Cooking gas stove	Biogas stove	Liquid fuel stove not using alcohol / ethanol	Manufactured solid fuel stove/ coal stove	Traditional solid fuel stove/ rim	Three stone stove / Open fire/ Wood fire	Other cookstove	No food cooked in the household	Missing				
Total	3.0	0.0	89.0	0.2	0.1	3.6	0.5	3.1	0.1	0.4	0.0	100.0	20,967	92.6	20,887
Area															
Urban	3.0	0.1	92.1	0.0	0.0	2.8	0.4	1.2	0.1	0.4	0.0	100.0	10,950	95.5	10,906
Greater Kingston Metropolitan Area	2.7	0.0	93.8	0.0	0.0	2.4	0.3	0.2	0.1	0.5	0.0	100.0	6,444	97.0	6,411
Other Urban Centres	3.4	0.1	89.6	0.1	0.0	3.2	0.6	2.6	0.1	0.2	0.0	100.0	4,506	93.4	4,495
Rural	3.1	0.0	85.7	0.3	0.1	4.5	0.6	5.3	0.1	0.4	0.0	100.0	10,017	89.4	9,980
Education of household head															
Primary or less	1.3	0.1	84.1	0.1	0.1	5.7	0.8	7.0	0.4	0.5	0.0	100.0	3,084	86.0	3,067
Lower secondary	3.0	0.0	85.9	0.5	0.1	4.8	0.4	4.9	0.0	0.3	0.0	100.0	5,378	89.7	5,362
Upper secondary	2.7	0.0	90.6	0.1	0.1	3.3	0.6	2.1	0.0	0.5	0.0	100.0	8,025	93.9	7,985
Post secondary +	5.0	0.0	93.4	0.1	0.0	0.9	0.0	0.4	0.0	0.2	0.0	100.0	4,151	98.7	4,145
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18	(*)	16
Missing/DK	1.8	0.0	91.2	0.0	0.0	5.3	1.0	0.8	0.0	0.0	0.0	100.0	312	93.0	312
Ethnicity of household head															
Black	2.9	0.0	89.1	0.2	0.1	3.6	0.5	3.2	0.1	0.4	0.0	100.0	19,561	92.5	19,486
Other	4.9	0.0	88.4	0.0	0.0	3.3	0.4	2.5	0.0	0.4	0.0	100.0	1,389	93.7	1,383
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	16	(*)	18

Table TC.4.1: Primary reliance on clean fuels and technologies for cooking

Percent distribution of household members by type of cookstove mainly used by the household and percentage of household members living in households using clean fuels and technologies for cooking, Jamaica MICS, 2022

	Percentage of household members in households with primary reliance on:											Number of household members	Primary reliance on clean fuels and technologies for cooking (in households that reported cooking) ¹	Number of household members (living in households that reported cooking)	
	Clean fuels and technologies for cooking and using				Other fuels for cooking and using										
	Electric stove	Solar cooker	Liquefied Petroleum Gas (LPG) / Cooking gas stove	Biogas stove	Liquid fuel stove not using alcohol / ethanol	Manufactured solid fuel stove/ coal stove	Traditional solid fuel stove/ rim	Three stone stove / Open fire/ Wood fire	Other cookstove	No food cooked in the household	Missing				
Religion/Denomination of household head															
Church of God	3.1	0.1	88.2	0.4	0.0	4.4	0.4	2.9	0.1	0.5	0.0	100.0	6,355	92.2	6,326
Pentecostal	1.6	0.0	92.5	0.0	0.0	2.8	0.4	2.4	0.0	0.3	0.0	100.0	2,368	94.3	2,361
Seventh-day Adventist	3.6	0.1	91.2	0.3	0.0	1.4	0.2	2.5	0.4	0.3	0.0	100.0	2,879	95.5	2,869
Other religion/denomination	3.5	0.0	86.1	0.1	0.2	4.9	0.5	4.5	0.0	0.3	0.0	100.0	6,577	89.9	6,560
No religion	2.4	0.0	92.4	0.0	0.0	1.8	0.9	1.7	0.1	0.6	0.0	100.0	2,749	95.4	2,732
Missing/DK	(0.0)	(0.0)	(98.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	100.0	39	(98.3)	39
Wealth index quintile															
Poorest	2.6	0.0	62.0	0.5	0.1	16.0	2.0	14.8	0.4	1.7	0.0	100.0	4,242	66.2	4,170
Second	3.0	0.0	94.1	0.0	0.2	1.4	0.4	0.7	0.0	0.2	0.0	100.0	4,255	97.3	4,248
Middle	3.3	0.0	96.1	0.1	0.0	0.4	0.1	0.0	0.0	0.0	0.0	100.0	4,204	99.4	4,203
Fourth	2.0	0.1	97.7	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,114	100.0	4,114
Richest	4.3	0.0	95.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,152	100.0	4,152
¹ MICS indicator TC.15 - Primary reliance on clean fuels and technologies for cooking															
() Figures that are based on 25-49 unweighted cases															
(*) Figures that are based on fewer than 25 unweighted cases															

Table TC.4.2: Primary reliance on solid fuels for cooking

Percent distribution of household members living in households with primary reliance on clean and other fuels and technology for cooking and percentage of household members living in households using polluting fuels and technologies for cooking, Jamaica MICS, 2022

	Percentage of household members in households with primary reliance on:															
	Solid fuels for cooking										Other fuel for cooking	No food cooked in the household	Missing	Total	Solid fuels and technology for cooking	Number of household members
	Clean fuels and technologies	Gasoline/ Diesel	Kerosene	Coal/ Lignite	Charcoal	Wood	Crop residue / Grass/ Straw/ Shrubs	Processed biomass (pellets) or woodchips	Garbage/ Plastic							
Total	92.2	0.1	0.4	1.2	2.3	2.2	0.2	0.0	1.0	0.0	0.4	0.0	100.0	7.3	20,967	
Area																
Urban	95.1	0.0	0.2	1.0	1.6	0.8	0.1	0.0	0.8	0.0	0.4	0.0	100.0	4.4	10,950	
Greater Kingston Metropolitan Area	96.5	0.1	0.1	1.1	1.0	0.2	0.0	0.0	0.4	0.0	0.5	0.0	100.0	3.0	6,444	
Other Urban Centres	93.2	0.0	0.2	0.7	2.4	1.7	0.1	0.0	1.3	0.0	0.2	0.0	100.0	6.5	4,506	
Rural	89.0	0.2	0.7	1.5	3.0	3.6	0.3	0.0	1.3	0.0	0.4	0.0	100.0	10.5	10,017	
Education of household head																
Primary or less	85.6	0.1	1.1	1.4	4.0	5.3	0.5	0.0	1.2	0.0	0.5	0.1	100.0	13.8	3,084	
Lower secondary	89.4	0.1	0.3	1.9	2.8	3.3	0.2	0.0	1.6	0.0	0.3	0.0	100.0	10.2	5,378	
Upper secondary	93.4	0.1	0.4	1.2	2.1	1.2	0.1	0.0	0.9	0.0	0.5	0.0	100.0	6.0	8,025	
Post secondary +	98.5	0.0	0.2	0.2	0.6	0.2	0.0	0.0	0.1	0.0	0.2	0.0	100.0	1.3	4,151	
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17	
Missing/DK	93.0	0.0	0.0	2.4	1.8	0.8	0.0	0.0	2.1	0.0	0.0	0.0	100.0	7.0	312	
Ethnicity of household head																
Black	92.2	0.1	0.4	1.3	2.2	2.1	0.2	0.0	1.1	0.0	0.4	0.0	100.0	7.4	19,561	
Other	93.3	0.0	0.8	0.1	3.1	2.2	0.0	0.0	0.1	0.0	0.4	0.0	100.0	6.2	1,389	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	18	

Table TC.4.2: Primary reliance on solid fuels for cooking

Percent distribution of household members living in households with primary reliance on clean and other fuels and technology for cooking and percentage of household members living in households using polluting fuels and technologies for cooking, Jamaica MICS, 2022

	Percentage of household members in households with primary reliance on:														
	Clean fuels and technologies	Gasoline/ Diesel	Kerosene	Solid fuels for cooking						Other fuel for cooking	No food cooked in the household	Missing	Total	Solid fuels and technology for cooking	Number of household members
				Coal/ Lignite	Charcoal	Wood	Crop residue / Grass/ Straw/ Shrubs	Processed biomass (pellets) or woodchips	Garbage/ Plastic						
Religion/Denomination of household head															
Church of God	91.7	0.2	0.4	1.3	2.7	1.8	0.3	0.0	0.9	0.0	0.5	0.0	100.0	7.8	6,355
Pentecostal	94.1	0.0	0.1	1.6	1.5	2.4	0.0	0.0	0.1	0.0	0.3	0.0	100.0	5.6	2,368
Seventh-day Adventist	95.1	0.0	0.3	0.5	1.2	1.8	0.1	0.1	0.6	0.0	0.3	0.0	100.0	4.5	2,879
Other religion/denomination	89.6	0.1	0.6	1.7	2.9	2.8	0.2	0.0	1.7	0.0	0.3	0.0	100.0	10.0	6,577
No religion	94.8	0.0	0.2	0.3	1.7	1.5	0.0	0.0	0.7	0.0	0.6	0.1	100.0	4.5	2,749
Missing/DK	(98.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	100.0	(0.0)	39
Wealth index quintile															
Poorest	65.1	0.4	1.7	5.6	9.6	10.2	0.8	0.1	4.8	0.0	1.7	0.1	100.0	33.1	4,242
Second	97.1	0.1	0.3	0.4	1.3	0.4	0.0	0.0	0.2	0.0	0.2	0.1	100.0	2.6	4,255
Middle	99.4	0.0	0.0	0.1	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.6	4,204
Fourth	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	4,114
Richest	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	4,152
() Figures that are based on 25-49 unweighted cases															
(*) Figures that are based on fewer than 25 unweighted cases															

Table TC.4.3: Polluting fuels and technologies for cooking by type and characteristics of cookstove and place of cooking

Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking and percent distribution of household members living in households using polluted fuels for cooking by type and characteristics of cookstove and by place of cooking, Jamaica MICS, 2022

	Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking	Number of household members	Percentage of household members living in households cooking with polluting fuels and								Total	Percentage of household members living in households cooking with polluting fuels and technology in poorly ventilated locations	Number of household members living in households using polluting fuels and technology for cooking
			Cookstove has		Place of cooking is:								
			Chimney	Fan	In main house		In a separate building	Outdoors		Missing			
No separate room	In a separate room	Open air			On veranda or covered porch								
Total	7.4	20,967	0.9	0.1	3.4	8.8	18.1	56.8	12.7	0.2	100.0	7.5	1,549
Area													
Urban	4.5	10,950	0.5	0.1	7.1	8.1	9.0	62.1	13.7	0.0	100.0	12.8	488
Greater Kingston Metropolitan Area	3.0	6,444	0.1	0.0	9.1	8.9	7.9	62.5	11.7	0.0	100.0	15.7	193
Other Urban Centres	6.5	4,506	0.9	0.2	5.7	7.6	9.8	61.9	15.0				
Rural	10.6	10,017	1.3	0.1	1.7	9.1	22.3	54.4	12.2	0.0	100.0	10.9	295
Education of household head										0.2	100.0	5.1	1,061
Primary or less	13.9	3,084	1.8	0.2	1.8	7.0	19.5	53.6	17.5				
Lower secondary	10.3	5,378	0.9	0.1	3.7	6.5	20.5	58.5	10.8	0.6	100.0	5.3	428
Upper secondary	6.1	8,025	0.9	0.1	3.9	12.6	16.8	55.3	11.4	0.0	100.0	5.1	552
Post secondary +	1.3	4,151	0.0	0.0	4.3	4.9	2.9	81.9	6.0	0.0	100.0	10.5	488
Special education	(*)	17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	0.0	100.0	9.2	55
Missing/DK	7.0	312	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Ethnicity of household head										(*)	100.0	(*)	22
Black	7.4	19,561	0.9	0.1	3.6	8.4	18.9	56.8	12.3	0.0	100.0	7.3	1,457
Other	6.3	1,389	0.4	0.0	0.0	15.5	4.2	59.5	20.8	0.0	100.0	12.2	87
Missing/DK	(*)	18	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5

Table TC.4.3: Polluting fuels and technologies for cooking by type and characteristics of cookstove and place of cooking

Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking and percent distribution of household members living in households using polluted fuels for cooking by type and characteristics of cookstove and by place of cooking, Jamaica MICS, 2022

	Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking	Number of household members	Percentage of household members living in households cooking with polluting fuels and								Total	Percentage of household members living in households cooking with polluting fuels and technology in poorly ventilated locations	Number of household members living in households using polluting fuels and technology for cooking
			Cookstove has		Place of cooking is:								
					In main house			Outdoors					
			Chimney	Fan	No separate room	In a separate room	In a separate building	Open air	On veranda or covered porch	Missing			
Religion/Denomination of household head													
Church of God	7.8	6,355	1.4	0.1	6.2	7.6	16.1	58.0	12.1	0.0	100.0	8.0	496
Pentecostal	5.6	2,368	0.1	0.1	0.0	6.3	8.2	72.9	12.6	0.0	100.0	6.3	133
Seventh-day Adventist	4.5	2,879	0.4	0.1	0.0	7.8	14.3	59.4	18.6	0.0	100.0	3.2	130
Other religion/denomination	10.1	6,577	1.0	0.1	1.5	10.7	22.6	51.3	13.9	0.0	100.0	6.6	664
No religion	4.6	2,749	0.3	0.0	9.2	7.2	17.2	61.9	2.5	2.0	100.0	16.4	126
Missing/DK	(0.0)	39	-	-	-	-	-	-	-	-	-	-	0
Wealth index quintile													
Poorest	33.2	4,242	3.7	0.6	3.6	7.3	18.9	57.1	12.9	0.2	100.0	6.8	1,409
Second	2.7	4,255	0.6	0.0	2.1	24.5	12.4	48.7	12.4	0.0	100.0	15.4	116
Middle	0.6	4,204	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	24
Fourth	0.0	4,114	-	-	-	-	-	-	-	-	-	-	0
Richest	0.0	4,152	-	-	-	-	-	-	-	-	-	-	0
(*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator													

Table TC.4.6: Primary reliance on clean fuels and technologies for lighting

Percent distribution of household members by type of lighting fuel mainly used for lighting by the household, and percentage of household members living in households using clean fuels and technologies for lighting, Jamaica MICS, 2022

	Percentage of household members in households with primary reliance on												Total	Number of household members	Primary reliance on clean fuels and technologies for lighting in households that reported the use of lighting ¹	Number of household members (in households that reported the use of lighting)
	Clean fuels for lighting:				Polluting fuels for lighting:					Other fuel for lighting	No lighting in the household	Missing				
	Electricity	Solar lantern	Rechargeable flashlight, torch or lantern	Battery powered flashlight, torch or lantern	Gasoline lamp	Kerosene lamp	Wood	Oil lamp	Candle							
Total	96.9	0.2	0.4	0.1	0.1	0.9	0.0	0.3	0.9	0.0	0.1	0.0	100.0	20,967	97.7	20,949
Area																
Urban	98.0	0.1	0.3	0.2	0.1	0.5	0.0	0.3	0.4	0.0	0.1	0.0	100.0	10,950	98.7	10,941
Greater Kingston Metropolitan Area	98.6	0.1	0.3	0.3	0.0	0.2	0.0	0.1	0.3	0.1	0.0	0.0	100.0	6,444	99.3	6,444
Other Urban Centres	97.2	0.2	0.2	0.1	0.2	0.9	0.0	0.5	0.5	0.0	0.2	0.0	100.0	4,506	97.9	4,497
Rural	95.6	0.2	0.6	0.1	0.1	1.4	0.0	0.4	1.4	0.0	0.1	0.1	100.0	10,017	96.6	10,008
Education of household head																
Primary or less	94.6	0.1	0.9	0.4	0.1	1.8	0.0	0.8	0.9	0.0	0.2	0.3	100.0	3,084	96.1	3,078
Lower secondary	95.8	0.1	0.2	0.1	0.2	1.7	0.0	0.3	1.4	0.0	0.1	0.0	100.0	5,378	96.3	5,373
Upper secondary	97.6	0.2	0.5	0.0	0.0	0.5	0.0	0.2	0.8	0.1	0.1	0.0	100.0	8,025	98.4	8,019
Post secondary +	98.5	0.3	0.3	0.3	0.0	0.2	0.0	0.2	0.2	0.0	0.0	0.0	100.0	4,151	99.5	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	17	(*)	17
Missing/DK	97.3	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.9	0.0	0.0	0.0	100.0	312	97.3	312
Ethnicity of household head																
Black	96.9	0.2	0.4	0.2	0.1	0.9	0.0	0.3	0.8	0.0	0.1	0.0	100.0	19,561	97.7	19,544
Other	96.2	0.5	0.4	0.1	0.2	0.7	0.0	0.3	1.2	0.3	0.1	0.0	100.0	1,389	97.2	1,388
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18	(*)	18

Table TC.4.6: Primary reliance on clean fuels and technologies for lighting

Percent distribution of household members by type of lighting fuel mainly used for lighting by the household, and percentage of household members living in households using clean fuels and technologies for lighting, Jamaica MICS, 2022

	Percentage of household members in households with primary reliance on													Number of household members	Primary reliance on clean fuels and technologies for lighting in households that reported the use of lighting¹	Number of household members (in households that reported the use of lighting)	
	Clean fuels for lighting:				Polluting fuels for lighting:												
	Electricity	Solar lantern	Rechargeable flashlight, torch or lantern	Battery powered flashlight, torch or lantern	Gasoline lamp	Kerosene lamp	Wood	Oil lamp	Candle	Other fuel for lighting	No lighting in the household	Missing	Total				
Religion/Denomination of household head																	
Church of God	96.7	0.1	0.2	0.3	0.1	0.7	0.0	0.7	1.0	0.1	0.0	0.1	100.0	6,355	97.4	6,354	
Pentecostal	97.9	0.1	0.9	0.0	0.0	0.5	0.0	0.3	0.3	0.0	0.1	0.0	100.0	2,368	98.9	2,366	
Seventh-day Adventist	96.8	0.4	0.7	0.0	0.0	1.3	0.0	0.1	0.5	0.0	0.0	0.0	100.0	2,879	98.0	2,878	
Other religion/denomination	96.4	0.2	0.4	0.1	0.1	1.2	0.0	0.3	1.2	0.0	0.2	0.0	100.0	6,577	97.2	6,566	
No religion	97.5	0.2	0.2	0.2	0.2	0.8	0.0	0.0	0.7	0.0	0.1	0.1	100.0	2,749	98.2	2,747	
Missing/DK	(98.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	100.0	39	(98.3)	39	
Wealth index quintile																	
Poorest	86.0	0.4	1.4	0.4	0.4	4.6	0.1	1.7	4.3	0.2	0.4	0.2	100.0	4,242	88.6	4,224	
Second	99.3	0.2	0.3	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,255	100.0	4,255	
Middle	99.7	0.1	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,204	100.0	4,204	
Fourth	99.7	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,114	100.0	4,114	
Richest	99.8	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,152	100.0	4,152	
¹ MICS indicator TC.17 - Primary reliance on clean fuels and technologies for lighting																	
() Figures that are based on 25-49 unweighted cases																	
(*) Figures that are based on fewer than 25 unweighted cases																	

Table TC.4.7: Primary reliance on clean fuels and technologies for cooking and lighting

Percentage of household members living in households using clean fuels and technologies for cooking and lighting, Jamaica MICS, 2022

	Primary reliance on clean fuels and technologies for cooking and lighting ^{1,A}	Number of household members
Total	91.6	20,967
Area		
Urban	95.0	10,950
Greater Kingston Metropolitan Area	96.6	6,444
Other Urban Centres	92.6	4,506
Rural	87.8	10,017
Education of household head		
Primary or less	84.8	3,084
Lower secondary	88.1	5,378
Upper secondary	93.1	8,025
Post secondary +	98.2	4,151
Special education	(*)	17
Missing/DK	91.2	312
Ethnicity of household head		
Black	91.6	19,561
Other	91.5	1,389
Missing/DK	(*)	18
Religion/Denomination of household head		
Church of God	91.1	6,355
Pentecostal	93.4	2,368
Seventh-day Adventist	94.2	2,879
Other religion/denomination	88.8	6,577
No religion	94.7	2,749
Missing/DK	(98.3)	39
Wealth index quintile		
Poorest	61.6	4,242
Second	97.3	4,255
Middle	99.4	4,204
Fourth	100.0	4,114
Richest	100.0	4,152

¹ MICS indicator TC.18 - Primary reliance on clean fuels and technologies for cooking and lighting; SDG Indicator 7.1.2^A In order to be able to calculate the indicator, household members living in households that report no cooking or no lighting are not excluded from the numerator

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

7.5 Symptoms of acute respiratory infection

Information on symptoms of ARI were collected during the Jamaica 2022 MICS to capture symptoms related to pneumonia, a leading cause of death in children under five.⁵¹ Once diagnosed, pneumonia is treated effectively with antibiotics. Studies have shown a limitation in the survey approach of measuring pneumonia because many of the cases reported in surveys by the mothers or caretakers with symptoms of pneumonia are in fact, not true pneumonia.⁵² While this limitation does not affect the level and patterns of care-seeking for symptoms of ARI, it limits the validity of the level of treatment of ARI with antibiotics, as reported through household surveys. The treatment indicator described in this report must therefore be taken with caution.

Table TC.5.1, which presents the percentage of children with symptoms of ARI, which is also generally referred to as symptoms of pneumonia, in the two weeks preceding the survey for whom care was sought, by source of care and the percentage who received antibiotics, has been suppressed from this report, as the findings are based on fewer than 25 unweighted cases, with only 1.0 percent (see Table TC.2.1) of children under five having presented with symptoms of ARI in the last two weeks.

7.6 Fever

The Jamaica 2022 MICS included questions about children's fever episodes, to further capture information about caretakers' help-seeking behaviour when children display symptoms of illnesses.

Table TC.6.10⁵³ presents the percentage of children under age five with fever in the last two weeks for whom advice or treatment was sought by source of advice or treatment.

Mothers were also asked to report all of the medicines given to a child to treat the fever, including both medicines given at home and medicines given or prescribed at a health facility. Table TC.6.11 provide further insight on treatment of children with fever.

⁵¹ See section 7.2 of this report for additional details.

⁵² Campbell, H. et al. "Measuring Coverage in MNCH: Challenges in Monitoring the Proportion of Young Children with Pneumonia Who Receive Antibiotic Treatment." *PLoS Med* 10, no.5 (2013). doi:10.1371/journal.pmed.1001421

⁵³ Tables TC.6.1 to TC.6.9 covers the topic of malaria, and therefore have been excluded from the Jamaica, 2022 MICS, as malaria is not currently a challenge in the Jamaican context.

Table TC.6.10: Care-seeking during fever

Percentage of children age 0-59 months with fever in the last two weeks for whom advice or treatment was sought, by source of advice or treatment, Jamaica MICS, 2022

	Percentage of children with fever for whom:						Number of children with fever in last two weeks
	Advice or treatment was sought from:						
	Health facilities or providers						
	Public	Private	Community Health Worker	Other Source	A health facility or provider ^{1,B}	No advice or treatment sought	
Total	25.7	27.3	0.6	5.5	50.4	44.5	257
Sex							
Male	25.7	25.3	0.8	6.1	49.2	44.8	126
Female	25.8	29.2	0.4	4.9	51.5	44.3	131
Area							
Urban	26.2	23.2	0.3	4.9	49.4	46.3	148
Greater Kingston Metropolitan Area	28.9	20.8	0.0	3.4	49.7	48.1	81
Other Urban Centres	23.0	26.1	0.7	6.7	49.1	44.2	66
Rural	25.0	32.7	0.9	6.4	51.6	42.1	109
Age (in months)							
0-11	28.3	20.9	1.8	4.6	47.6	47.8	52
12-23	16.6	23.4	0.0	3.3	38.8	57.9	58
24-35	20.7	28.1	0.0	7.1	47.1	47.6	50
36-47	33.4	21.9	1.0	4.4	53.9	41.7	49
48-59	31.5	43.8	0.0	8.5	67.5	24.0	47
Mother's education							
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	8
Lower secondary	(23.2)	(19.2)	(0.0)	(8.7)	(37.9)	(53.4)	32
Upper secondary	25.8	23.7	0.3	6.0	47.1	47.6	151
Post secondary +	23.1	41.1	1.4	3.5	61.6	34.9	67
Ethnicity of household head							
Black	26.1	27.2	0.6	5.4	50.6	44.4	247
Other	(*)	(*)	(*)	(*)	(*)	(*)	10
Religion/Denomination of household head							
Church of God	29.9	31.6	1.6	4.5	58.4	37.1	90
Pentecostal	(19.5)	(34.3)	(0.0)	(0.0)	(50.7)	(47.3)	22
Seventh-day Adventist	(15.9)	(29.8)	(0.0)	(5.5)	(41.2)	(53.4)	34
Other religion/denomination	22.8	24.8	0.0	5.0	45.6	49.4	80
No religion	(36.5)	(12.5)	(0.0)	(13.7)	(49.0)	(40.4)	30
Wealth index quintile							
Poorest	34.6	12.7	1.5	9.1	47.3	43.7	63
Second	23.2	22.1	0.0	4.7	42.4	54.1	73
Middle	17.0	37.2	0.0	2.8	52.7	44.5	50
Fourth	(31.8)	(29.2)	(0.0)	(4.8)	(55.9)	(39.3)	43
Richest	(18.4)	(53.3)	(1.7)	(5.2)	(65.5)	(29.2)	28

¹ MICS indicator TC.26 - Care-seeking for fever

^B Includes all public and private health facilities and providers, as well as those who did not know if public or private. Also includes shops.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table TC.6.11: Treatment of children with fever

Percentage of children age 0-59 months who had a fever in the last two weeks, by type of medicine given for the illness, Jamaica MICS, 2022

	Children with a fever in the last two weeks who were given:							Number of children with fever in last two weeks
	Amoxicillin	Zinnat	Other antibiotic pill or syrup	Other antibiotic injection	Paracetamol/ Panadol/ Acetaminophen	Aspirin	Other medicines	
Total	7.5	2.3	16.1	0.3	57.9	0.4	26.0	257
Sex								
Male	7.2	2.0	12.3	0.0	59.1	0.0	24.7	126
Female	7.9	2.6	19.7	0.6	56.8	0.7	27.4	131
Area								
Urban	8.0	2.3	18.9	0.0	58.0	0.6	27.7	148
Greater Kingston Metropolitan Area	11.9	3.2	19.3	0.0	59.3	1.1	25.0	81
Other Urban Centres	3.3	1.1	18.5	0.0	56.4	0.0	31.0	66
Rural	6.9	2.3	12.2	0.8	57.9	0.0	23.8	109
Age (in months)								
0-11	5.6	0.0	14.3	0.0	65.2	0.0	23.4	52
12-23	1.2	0.0	17.6	0.0	61.8	0.0	25.7	58
24-35	12.7	5.3	16.7	1.7	51.5	1.8	23.1	50
36-47	12.1	1.5	8.1	0.0	60.4	0.0	27.4	49
48-59	7.3	5.2	23.5	0.0	49.5	0.0	31.1	47
Mother's education								
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
Lower secondary	(7.0)	(0.0)	(11.1)	(0.0)	(62.8)	(0.0)	(23.4)	32
Upper secondary	7.8	1.6	15.4	0.0	55.3	0.0	27.9	151
Post secondary +	8.1	3.9	15.1	1.3	63.2	1.4	26.2	67
Ethnicity of household head								
Black	7.4	2.4	15.5	0.3	58.1	0.0	26.4	247
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	10
Religion/Denomination of household head								
Church of God	7.9	1.8	20.3	0.0	60.6	0.0	18.2	90
Pentecostal	(12.5)	(0.0)	(14.6)	(0.0)	(49.9)	(4.0)	(19.8)	22
Seventh-day Adventist	(2.3)	(0.0)	(2.6)	(0.0)	(63.0)	(0.0)	(30.5)	34
Other religion/denomination	10.8	3.0	16.5	1.1	58.0	0.0	32.5	80
No religion	(0.0)	(5.7)	(18.6)	(0.0)	(49.9)	(0.0)	(32.1)	30
Wealth index quintile								
Poorest	9.2	1.1	16.7	0.0	50.3	0.0	20.0	63
Second	4.6	3.5	17.1	0.0	56.2	0.0	27.3	73
Middle	9.2	1.8	13.8	0.0	58.2	0.0	35.6	50
Fourth	(4.1)	(1.9)	(18.9)	(0.0)	(61.2)	(0.0)	(23.4)	43
Richest	(13.8)	(3.1)	(11.5)	(3.1)	(74.4)	(3.3)	(23.2)	28

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

7.7 Infant and young child feeding

Optimal infant and young child feeding practices can increase survival and promote healthy growth and development, particularly during the critical window from birth to 2 years of age⁵⁴.

Breastfeeding in the first few years of life protects children from infection, provides an ideal source of nutrients and is economical and safe.⁵⁵ Despite these critical benefits, breastfeeding practices are suboptimal in many parts of the world. Many children do not start breastfeeding early enough, do not breastfeed exclusively for the recommended six months or stop breastfeeding too soon.⁵⁶ Mothers often face pressures to switch to infant formula, which can contribute to growth faltering and micronutrient malnutrition^{57,58}. Infant formula and other breastmilk substitutes can also be life-threatening in settings where hygienic conditions and safe drinking water are not readily available. In some cases, it can be unsafe even with proper and hygienic preparation in the home due to food adulteration or other contamination that can affect unaware consumers.⁵⁹ As children reach the age of 6 months, their consumption of appropriate, adequate and safe complementary foods and continued breastfeeding leads to better health and growth outcomes, with the potential to reduce stunting during the first two years of life.⁶⁰

UNICEF and WHO recommend that infants be: (i) breastfed within one hour of birth; (ii) breastfed exclusively for the first six months of life; and (iii) breastfed for up to 2 years of age and beyond.⁶¹ Starting at 6 months, breastfeeding should be combined with safe, age-appropriate feeding of solid, semi-solid and soft foods with specific guiding principles available about how the feeding should be done with topics ranging from food consistency to responsive feeding.^{62,63} The breastfeeding recommendations and guiding principles for complementary feeding for which standard indicators^{64,65} have been developed, and which are collected in this survey, are listed in the table below.

⁵⁴ WHO and UNICEF. *Global Strategy for Infant and Young Child Feeding*. Geneva: WHO Press, 2003.

⁵⁵ Victora, C. et al. "Breastfeeding in the 21st century: epidemiology, mechanisms, and lifelong effect." *The Lancet* 387, (2016): 475–90. doi: [https://doi.org/10.1016/S0140-6736\(15\)01024-7](https://doi.org/10.1016/S0140-6736(15)01024-7)

⁵⁶ UNICEF. *From the first hour of life. Making the case for improved infant and young child feeding everywhere*. New York: UNICEF, 2016. <https://data.unicef.org/wp-content/uploads/2016/10/From-the-first-hour-of-life.pdf>

⁵⁷ Stuebe, A. 2009. "The risks of not breastfeeding for mothers and infants. *Reviews in Obstetrics & Gynecology*, 2009 Fall; 2(4): 222-231. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2812877/>. Retrieved June 02, 2023.

⁵⁸ Munblit, D, et al. *BMJ* 2020; 369: m875. <https://www.bmj.com/content/369/bmj.m875>. Retrieved June 02, 2023.

⁵⁹ Gossner, C. et al. "The Melamine incident: Implications for international food and feed safety." *Environ Health Perspective* 117, no. 12 (2009): 1803–1808. doi: 10.1289/ehp.0900949

⁶⁰ Bhuta, Z. et al. "Evidence-based interventions for improvement of maternal and child nutrition: what can be done and at what cost?" *The Lancet* 382, no. 9890 (2013):452-477. doi: 10.1016/S0140-6736(13)60996-4

⁶¹ WHO. *Implementing the Global Strategy for Infant and Young Child Feeding*. Meeting Report, Geneva: WHO Press, 2003. <http://apps.who.int/iris/bitstream/handle/10665/42590/9241562218.pdf?sequence=1>

⁶² PAHO. *Guiding principles for complementary feeding of the breastfed child*. 2003.

⁶³ WHO. *Guiding principles for feeding non-breastfed children 6-24 months of age*. Geneva: WHO Press, 2005. <http://apps.who.int/iris/bitstream/handle/10665/43281/9241593431.pdf?sequence=1>

⁶⁴ WHO, UNICEF, USAID, AED, UCDAVIS, IFPRI. Indicators for assessing infant and young child feeding practices, Part I definitions. 2008.

⁶⁵ UNICEF, FANTA, USAID, WHO. *Reconsidering, refining and extending the WHO IYCF Indicators*. Meeting Report, New York, 2017. <https://data.unicef.org/resources/meeting-report-infant-young-child-feeding-indicators/>

Recommendation/ guiding principle	Indicators /proximate measures ⁶⁶	Notes on interpretation ⁶⁷	Table
Breastfeed exclusively for the first six months of life	Exclusive breastfeeding under 6 months Percentage of infants under 6 months of age who are exclusively breastfed ⁶⁸	Captures the desired practice for the entire population of interest (i.e., all children age 0-5 months should be exclusively breastfed) in a 24-hour period. It does not represent the proportion of infants who are exclusively breastfed every day from birth until they are 6 months of age and should not be interpreted as such.	TC 7.3
Introduce solid, semi-solid and soft foods at the age of 6 months	Introduction of solid, semi-solid or soft foods (age 6-8 months) Percentage of infants age 6-8 months who received solid, semi-solid or soft foods during the previous day	Captures the desired practice for the entire population of interest (i.e., all children age 6-8 months should eat solids) in a 24-hour period. It does not represent the proportion of infants who began receiving solids when they turned 6 months nor the proportion of children age 6-8 months who received solids every day since they turned 6 months of age and should not be interpreted as such.	TC 7.6
Continue frequent, on-demand breastfeeding for two years and beyond	Continued breastfeeding at 1 year and 2 years Percentage of children age 12-15 months (1 year) and 20-23 months (2 years) who received breast milk during the previous day	Captures the desired practice for different populations of interest (children should be breastfed for up to 2 years) in a 24-hour period. However, the label of 1 and 2 years can be confusing given the actual age range in months for each indicator.	TC.7.3
Provide meals with appropriate frequency and energy density	Minimum meal frequency (age 6–23 months) <u>Breastfed children:</u> Depending on age, at least two or three meals/snacks provided during the previous day <u>Non-breastfed children:</u> At least four meals/snacks <u>and/or milk feeds</u> provided during the previous day	This indicator represents the minimum number of meals and not adequacy. In addition, standard questionnaires do not distinguish if milk feeds were provided as part of a solid meal or as a separate meal. Meals may therefore be double counted for some non-breastfed children. Rates should not be compared between breastfed and non-breastfed children.	TC.7.7
Provide foods with appropriate nutrient content	Minimum dietary diversity (age 6–23 months) At least five of eight food groups ⁶⁹ consumed in the 24 hours preceding the survey	This indicator represents the minimum dietary diversity and not adequacy. In addition, consumption of any amount of food from each food group is sufficient to "count" as the standard indicator is only meant to capture yes/no responses. Rates should not be compared between breastfed and non-breastfed children.	TC.7.7
Provide foods with appropriate nutrient content	While it was not possible to develop indicators to fully capture guidance, one indicator does cover part of the principle: Not feeding with a bottle with a nipple		TC.7.8

In addition to the indicators in the table above, three dimensions of complementary feeding are combined to form a composite indicator of "minimum acceptable diet". This indicator assesses energy needs and nutrient adequacy (apart from iron). To have a minimum acceptable diet, a child must have received in the previous day:

- (i) The appropriate number of meals/snacks/milk feeds;
- (ii) Food items from at least 5 out of 8 food groups for breastfed children; and 4 out of 770 food groups for non-breastfed children; and
- (iii) At least two milk feeds for non-breastfed children.

⁶⁶ It should be noted that these indicators are, in general, proximate measures which do not capture the exact recommendations or guidelines, but serve as a basis for monitoring, providing useful information on the population of interest.

⁶⁷ For all indicators other than early initiation of breastfeeding, the definition is based on current status, that is, what happened during the day before the survey from the time when the child woke up to the time when he/she went to sleep until the morning of the day of the interview.

⁶⁸ Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines.

⁶⁹ The indicator is based on consumption of any amount of food from at least 5 out of the 8 following food groups: 1) Breastmilk, 2) grains, roots and tubers, 3) legumes and nuts, 4) dairy products (milk, infant formula, yogurt, cheese), 5) flesh foods (meat, fish, poultry and liver/organ meats), 6) eggs, 7) vitamin-A rich fruits and vegetables, and 8) other fruits and vegetables

⁷⁰ Note that the denominator becomes 7 food groups for non-breastfed children in the composite indicator as the milk products group is removed from diet diversity, as this is assessed separately.

Table TC.7.1 is based on mothers'/caretakers' reports of whether the child was ever breastfed, with the indicator based on question BD2 in the Questionnaire for Children Under Five. It indicates the proportion of children age 0–35 months who were ever breastfed, and represents a modified version of this indicator, in keeping with the contents of the Jamaica 2022 MICS.

The set of infant and young child feeding indicators reported in tables TC.7.3⁷¹ through TC.7.6 are based on the mothers'/caretakers' report of consumption of food and liquids during the day or night prior to being interviewed. Data are subject to a number of limitations, some related to the respondent's ability to provide a full report on the child's liquid and food intake due to recall errors, as well as lack of knowledge in cases where the child was fed by other individuals.

In Table TC.7.3, breastfeeding status is presented for exclusively breastfed infants age 0–5 months (i.e. those who receive only breastmilk) and predominantly breastfed infants age 0–5 months (i.e. those who receive breastmilk in addition to plain water and/or non-milk liquids). The table also shows continued breastfeeding of children age 12–15 months and age 20–23 months.

Table TC.7.4 shows the median duration of any breastfeeding among children age 0–35 months and the median duration of exclusive breastfeeding and predominant breastfeeding among children age 0–23 months.

The age-appropriateness of breastfeeding practices for children under the age of 24 months is provided in Table TC.7.5. Different feeding criteria are used depending on the age of the child. For infants age 0–5 months, exclusive breastfeeding is considered age-appropriate feeding, while children age 6–23 months are considered appropriately fed if they are receiving breastmilk and solid, semi-solid or soft foods.

Table TC.7.6 further looks into the introduction of solid, semi-solid, or soft foods for infants age 6–8 months, while Table TC.7.7 presents the percentage of children age 6–23 months who received the minimum number and diversity of meals/snacks during the previous day (referring to solid, semi-solid, or soft food, but also milk feeds for non-breastfed children), by breastfeeding status.

The continued practice of bottle-feeding is a concern because of the potential for contamination if the bottle and/or nipple are not properly cleaned or sterilized. Bottle-feeding can also hinder breastfeeding due to nipple confusion, especially at the youngest ages.⁷² Table TC.7.8 presents the percentage of children aged 0–23 months who were bottle-fed with a nipple during the previous day.

⁷¹Table TC.7.2 is not included in this report, as data on what the child was given to drink during the first three days of life were not collected in the Jamaica 2022 MICS.

⁷²Zimmerman, E. and K. Thompson. "Clarifying Nipple confusion." *J Perinatol* 35, no.11 (2015):895-9. doi: 10.1038/jp.2015.83

Table TC.7.1 (Modified): Ever breastfed

Percentage of children age 0-35 months who were ever breastfed, Jamaica MICS, 2011

	Percentage who were ever breastfed ¹	Number of children 0-35 months
Total	93.7	844
Sex		
Male	93.7	448
Female	93.6	396
Area		
Urban	93.9	451
Greater Kingston Metropolitan Area	93.7	265
Other Urban Centres	94.2	186
Rural	93.4	393
Age (in months)		
0-11	95.3	272
12-23	93.6	289
24-35	92.1	283
Mother's education		
Primary or less	(*)	17
Lower secondary	95.6	76
Upper secondary	92.6	487
Post secondary +	95.1	260
Missing/DK	(*)	3
Ethnicity of household head		
Black	93.9	801
Other	(89.7)	43
Religion/Denomination of household head		
Church of God	95.2	255
Pentecostal	90.9	95
Seventh-day Adventist	93.9	125
Other religion/denomination	93.7	240
No religion	92.5	127
Missing/DK	(*)	2
Wealth index quintile		
Poorest	93.8	191
Second	89.5	210
Middle	94.6	180
Fourth	94.7	151
Richest	98.4	112

¹ MICS indicator TC.30a - Children 0-35 months ever breastfed

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table TC.7.3: Breastfeeding status

Percentage of living children according to breastfeeding status at selected age groups, Jamaica MICS, 2022

	Children age 0-5 months			Children age 12-15 months		Children age 20-23 months	
	Percent exclusively breastfed ¹	Percent predominantly breastfed ²	Number of children	Percent breastfed (Continued breastfeeding at 1 year) ³	Number of children	Percent breastfed (Continued breastfeeding at 2 years) ⁴	Number of children
Total	33.0	41.9	123	47.0	84	33.3	82
Sex							
Male	31.4	40.4	67	(47.5)	43	(37.0)	48
Female	34.9	43.8	56	(46.5)	41	(27.9)	34
Area							
Urban	25.2	33.1	56	(46.9)	49	28.1	46
Greater Kingston Metropolitan Area	(26.8)	(30.2)	29	(41.3)	30	(*)	24
Other Urban Centres	(23.4)	(36.1)	27	(*)	19	(33.1)	22
Rural	39.5	49.3	67	(47.2)	35	(39.6)	37
Mother's education							
Primary or less	(*)	(*)	3	(*)	2	(*)	3
Lower secondary	(*)	(*)	10	(*)	6	(*)	12
Upper secondary	35.1	44.3	70	50.4	52	(34.3)	42
Post secondary +	(31.1)	(42.5)	40	(*)	23	(26.5)	25
Ethnicity of household head							
Black	34.3	41.4	111	48.1	80	32.9	78
Other	(*)	(*)	12	(*)	4	(*)	5
Religion/Denomination of household head							
Church of God	(31.0)	(38.9)	34	(48.0)	32	(*)	20
Pentecostal	(*)	(*)	18	(*)	9	(*)	8
Seventh-day Adventist	(*)	(*)	11	(*)	13	(*)	21
Other religion/denomination	(29.6)	(43.1)	40	(*)	20	(*)	18
No religion	(*)	(*)	20	(*)	10	(*)	15
Missing/DK	-	-	0	-	0	(*)	1
Wealth index quintile							
Poorest	(42.1)	(66.7)	23	(*)	23	(41.5)	23
Second	(38.4)	(48.6)	31	(*)	22	(*)	16
Middle	(30.8)	(35.2)	27	(*)	17	(*)	13
Fourth	(28.2)	(32.1)	25	(*)	11	(*)	11
Richest	(*)	(*)	16	(*)	12	(*)	18

¹ MICS indicator TC.32 - Exclusive breastfeeding under 6 months

² MICS indicator TC.33 - Predominant breastfeeding under 6 months

³ MICS indicator TC.34 - Continued breastfeeding at 1 year

⁴ MICS indicator TC.35 - Continued breastfeeding at 2 years

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

-' denotes 0 unweighted case in the denominator

Table TC.7.4: Duration of breastfeeding

Median duration of any breastfeeding among children age 0-35 months and median duration of exclusive breastfeeding and predominant breastfeeding among children age 0-23 months, Jamaica MICS, 2022

	Median duration (in months) of any breastfeeding ¹	Number of children age 0-35 months	Median duration (in months) of:		Number of children age 0-23 months
			Exclusive breastfeeding	Predominant breastfeeding	
Median	13.8	844	1.2	1.8	562
Sex					
Male	14.5	448	0.7	0.7	300
Female	13.1	396	1.6	2.1	261
Area					
Urban	13.5	225	1.0	1.2	154
Greater Kingston Metropolitan Area	13.3	265	1.4	1.5	173
Other Urban Centres	13.6	186	0.5	0.9	135
Rural	15.3	393	1.9	2.4	254
Mother's education					
Primary or less	(*)	17	(*)	(*)	8
Lower secondary	13.8	76	0.8	0.8	51
Upper secondary	14.8	487	1.7	2.1	324
Post secondary +	13.0	260	0.6	1.2	177
Ethnicity of household head					
Black	13.9	801	1.4	1.9	530
Other	(13.3)	43	(0.6)	(0.6)	32
Religion/Denomination of household head					
Church of God	18.5	255	1.5	1.7	175
Pentecostal	9.6	95	1.7	2.0	65
Seventh-day Adventist	15.6	125	1.5	2.0	83
Other religion/denomination	11.3	240	0.5	0.7	160
No religion	13.1	127	2.3	2.3	78
Wealth index quintile					
Poorest	12.4	191	1.9	3.5	124
Second	16.4	210	1.8	2.4	134
Middle	14.0	180	0.7	0.7	126
Fourth	12.7	151	1.1	1.1	97
Richest	19.2	112	0.6	0.6	80
Mean	16.5	844	1.8	2.6	562

¹ MICS indicator TC.36 - Duration of breastfeeding

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table TC.7.5: Age-appropriate breastfeeding

Percentage of children age 0-23 months who were appropriately breastfed during the previous day, Jamaica MICS, 2022

	Children age 0-5 months		Children age 6-23 months		Children age 0-23 months	
	Percent exclusively breastfed ¹	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent appropriately breastfed ²	Number of children
Total	33.0	123	49.2	439	45.7	562
Sex						
Male	31.4	67	49.7	234	45.6	300
Female	34.9	56	48.7	205	45.8	261
Area						
Urban	25.2	56	46.3	251	42.4	307
Greater Kingston Metropolitan Area	(26.8)	29	48.0	144	44.5	173
Other Urban Centres	(23.4)	27	44.0	108	39.8	135
Rural	39.5	67	53.2	188	49.6	254
Mother's education						
Primary or less	(*)	3	(*)	5	(*)	8
Lower secondary	(*)	10	(48.3)	41	42.0	51
Upper secondary	35.1	70	49.0	254	46.0	324
Post secondary +	(31.1)	40	48.9	137	44.9	177
Missing/Dk	-	0	(*)	2	(*)	2
Ethnicity of household head						
Black	34.3	111	49.8	419	46.6	530
Other	(*)	12	(*)	20	(31.0)	32
Religion/Denomination of household head						
Church of God	(31.0)	34	57.3	141	52.2	175
Pentecostal	(*)	18	(34.5)	47	34.1	65
Seventh-day Adventist	(*)	11	52.7	72	50.0	83
Other religion/denomination	(29.6)	40	47.2	120	42.8	160
No religion	(*)	20	42.4	58	42.7	78
Missing/Dk	-	0	(*)	1	(*)	1
Wealth index quintile						
Poorest	(42.1)	23	48.8	101	47.5	124
Second	(38.4)	31	59.3	103	54.4	134
Middle	(30.8)	27	41.4	99	39.2	126
Fourth	(28.2)	25	45.5	72	41.1	97
Richest	(*)	17	50.2	64	44.1	80

¹ MICS indicator TC.32 - Exclusive breastfeeding under 6 months² MICS indicator TC.37 - Age-appropriate breastfeeding

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-1' denotes 0 unweighted case in the denominator

Table TC.7.6: Introduction of solid, semi-solid, or soft foods

Percentage of infants age 6-8 months who received solid, semi-solid, or soft foods during the previous day, Jamaica MICS, 2022

	Currently breastfeeding		Currently not breastfeeding		All	
	Percent receiving solid, semi-solid or soft foods	Number of children age 6-8 months	Percent receiving solid, semi-solid or soft foods	Number of children age 6-8 months	Percent receiving solid, semi-solid or soft foods ¹	Number of children age 6-8 months
Total	88.0	54	(82.5)	24	86.3	79
Sex						
Male	(91.2)	33	(*)	15	90.7	48
Female	(83.2)	22	(*)	9	(79.5)	31
Area						
Urban	(84.9)	27	(*)	14	(88.0)	41
Greater Kingston Metropolitan Area	(*)	18	(*)	10	(95.1)	28
Other Urban Centres	(*)	9	(*)	4	(*)	13
Rural	(91.1)	27	(*)	10	(84.5)	38
¹ MICS indicator TC.38 - Introduction of solid, semi-solid or soft foods						
() Figures that are based on 25-49 unweighted cases						
(*) Figures that are based on fewer than 25 unweighted cases						

Table TC.7.7: Infant and young child feeding (IYCF) practices

Percentage of children age 6-23 months who received appropriate liquids and solid, semi-solid, or soft foods the minimum number of times or more during the previous day, by breastfeeding status, Jamaica MICS, 2022

	Currently breastfeeding				Currently not breastfeeding					All			
	Percent of children who received:				Percent of children who received:					Percent of children who received:			
	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{1,C}	Number of children age 6-23 months	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{2,C}	At least 2 milk feeds ³	Number of children age 6-23 months	Minimum dietary diversity ^{4,A}	Minimum meal frequency ^{5,B}	Minimum acceptable diet ^{6,C}	Number of children age 6-23 months
Total	56.4	48.0	33.3	225	46.1	76.3	34.0	69.0	214	51.4	61.7	33.6	439
Sex													
Male	56.3	43.1	31.4	122	46.7	78.7	33.6	67.9	112	51.7	60.1	32.5	234
Female	56.5	53.7	35.5	104	45.5	73.7	34.4	70.2	102	51.0	63.6	34.9	205
Area													
Urban	56.3	46.6	34.7	123	48.4	80.2	33.8	66.5	129	52.3	63.8	34.2	251
Greater Kingston Metropolitan Area	50.1	45.3	32.0	72	45.7	81.4	35.0	70.0	72	47.9	63.3	33.5	144
Other Urban Centres	65.1	48.3	38.5	51	51.8	78.7	32.4	62.1	57	58.0	64.4	35.2	108
Rural	56.5	49.7	31.6	103	42.6	70.3	34.2	72.7	85	50.2	59.0	32.8	188
Age (in months)													
6-8	40.7	54.8	30.6	54	(24.2)	(80.2)	(24.2)	(91.1)	24	35.6	62.6	28.6	79
9-11	(53.9)	(33.0)	(24.7)	48	(47.7)	(82.1)	(44.1)	(78.5)	23	51.9	48.9	31.0	71
12-17	61.9	53.0	36.8	70	45.5	75.5	33.3	69.8	75	53.4	64.7	35.0	145
18-23	67.4	48.0	39.2	53	52.1	74.4	34.6	60.0	91	57.7	64.7	36.3	144
Mother's education													
Primary or less	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	5
Lower secondary	(*)	(*)	(*)	20	(*)	(*)	(*)	(*)	21	(50.3)	(61.4)	(30.0)	41
Upper secondary	52.8	43.2	26.9	131	45.9	75.2	34.0	68.1	124	49.4	58.7	30.3	254
Post secondary +	65.8	58.3	47.9	69	48.7	79.8	35.9	73.8	67	57.4	68.9	42.0	137
Missing/DK	(*)	(*)	(*)	2	-	-	-	-	0	(*)	(*)	(*)	2

Table TC.7.7: Infant and young child feeding (IYCF) practices

Percentage of children age 6-23 months who received appropriate liquids and solid, semi-solid, or soft foods the minimum number of times or more during the previous day, by breastfeeding status, Jamaica MICS, 2022

	Currently breastfeeding				Currently not breastfeeding					All			
	Percent of children who received:				Percent of children who received:					Percent of children who received:			
	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^C	Number of children age 6-23 months	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^C	At least 2 milk feeds ³	Number of children age 6-23 months	Minimum dietary diversity ^{A-A}	Minimum meal frequency ^{B-B}	Minimum acceptable diet ^C	Number of children age 6-23 months
Ethnicity of household head													
Black	55.7	47.4	32.3	218	44.9	76.6	34.3	69.2	201	50.5	61.4	33.2	426
Other	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	13	(*)	(*)	(*)	18
Religion/Denomination of household head													
Church of God	55.9	52.4	32.5	85	37.7	75.4	27.4	69.4	56	48.7	61.6	30.5	141
Pentecostal	(*)	(*)	(*)	17	(67.6)	(78.7)	(58.6)	(77.3)	30	(60.2)	(59.0)	(46.2)	47
Seventh-day Adventist	(58.7)	(51.3)	(38.0)	38	(48.2)	(65.2)	(25.6)	(50.2)	34	53.7	57.9	32.1	72
Other religion/denomination	65.5	49.2	40.0	59	41.3	83.6	31.0	73.0	61	53.1	66.8	35.4	120
No religion	(40.6)	(41.4)	(20.2)	27	(48.8)	(72.5)	(38.0)	(71.6)	31	45.0	58.2	29.8	58
Missing/DK	-	-	-	0	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	1

Table TC.7.7: Infant and young child feeding (IYCF) practices

Percentage of children age 6-23 months who received appropriate liquids and solid, semi-solid, or soft foods the minimum number of times or more during the previous day, by breastfeeding status, Jamaica MICS, 2022

	Currently breastfeeding				Currently not breastfeeding				Number of children age 6-23 months	All			
	Percent of children who received:			Number of children age 6-23 months	Percent of children who received:			Number of children age 6-23 months		Percent of children who received:			
	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{1,C}		Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{2,C}			At least 2 milk feeds ³	Minimum dietary diversity ^{4,A}	Minimum meal frequency ^{5,B}	Minimum acceptable diet ^C
Wealth index quintile													
Poorest	56.1	38.9	27.5	54	(40.6)	(63.9)	(22.9)	(51.0)	48	48.8	50.6	25.3	101
Second	44.2	46.2	23.1	62	(36.9)	(80.7)	(27.2)	(71.2)	40	41.3	59.7	24.7	103
Middle	(59.00)	(56.4)	(40.6)	42	52.7	73.1	35.7	67.1	58	55.4	66.1	37.8	99
Fourth	(61.6)	(45.8)	(34.9)	35	(38.0)	(84.4)	(33.3)	(83.0)	37	49.5	65.7	34.1	72
Richest	(71.1)	(57.8)	(51.4)	33	(63.8)	(85.7)	(57.3)	(80.1)	31	67.6	71.4	54.3	64

¹ MICS indicator TC.39a - Minimum acceptable diet (breastfed children)

² MICS indicator TC.39b - Minimum acceptable diet (non-breastfed children)

³ MICS indicator TC.40 - Milk feeding frequency for non-breastfed children

⁴ MICS indicator TC.41 - Minimum dietary diversity

⁵ MICS indicator TC.42 - Minimum meal frequency

^A Minimum dietary diversity is defined as receiving foods from at least 5 of 8 food groups: 1) breastmilk, 2) grains, roots and tubers, 3) legumes and nuts, 4) dairy products (milk, infant formula, yogurt, cheese), 5) flesh foods (meat, fish, poultry and liver/organ meats), 6) eggs, 7) vitamin-A rich fruits and vegetables, and 8) other fruits and vegetables.

^B Minimum meal frequency among currently breastfeeding children is defined as children who also received solid, semi-solid, or soft foods 2 times or more daily for children age 6-8 months and 3 times or more daily for children age 9-23 months. For non-breastfeeding children age 6-23 months it is defined as receiving solid, semi-solid or soft foods, or milk feeds, at least 4 times.

^C The minimum acceptable diet for breastfed children age 6-23 months is defined as receiving the minimum dietary diversity and the minimum meal frequency, while it for non-breastfed children further requires at least 2 milk feedings and that the minimum dietary diversity is achieved without counting milk feeds.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

-' denotes 0 unweighted case in the denominator

Table TC.7.8: Bottle feeding

Percentage of children age 0-23 months who were fed with a bottle with a nipple during the previous day, Jamaica MICS, 2022

	Percentage of children age 0-23 months fed with a bottle with a nipple ¹	Number of children age 0-23 months
Total	73.2	562
Sex		
Male	74.4	300
Female	71.8	261
Area		
Urban	78.8	307
Greater Kingston Metropolitan Area	80.4	173
Other Urban Centres	76.8	135
Rural	66.3	254
Age (in months)		
0-5	63.2	123
6-11	82.4	150
12-23	72.7	289
Mother's education		
Primary or less	(*)	8
Lower secondary	79.3	51
Upper secondary	70.7	324
Post secondary +	76.8	177
Missing/DK	(*)	2
Ethnicity of household head		
Black	72.9	530
Other	(78.0)	32
Religion/Denomination of household head		
Church of God	74.2	175
Pentecostal	71.0	65
Seventh-day Adventist	68.5	83
Other religion/denomination	77.7	160
No religion	69.4	78
Missing/DK	(*)	1
Wealth index quintile		
Poorest	65.2	124
Second	70.8	134
Middle	74.1	126
Fourth	77.1	97
Richest	83.2	80

¹ MICS indicator TC.43 - Bottle feeding

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

7.8 Early childhood development

It is well recognized that a period of rapid brain development occurs during the first 1,000 days of a child's life, and the quality of children's home environment and their interactions with caregivers is a major determinant of their development during this period.⁷³ Children's early experiences with responsive caregiving serves an important neurological function as these interactions can boost cognitive, physical, social and emotional development.⁷⁴ In this context, engagement of adults in activities with children, presence of age-appropriate books and playthings in the home for the child, and the conditions of care are important indicators.

Information on a number of activities that provide children with early stimulation and responsive care were collected in the survey and presented in Table TC.10.1⁷⁵. These included the involvement of adult members of the household with children in the following activities: reading books or looking at picture books, telling stories, singing songs, taking children outside the home, compound or yard, playing with children, and spending time with children naming, counting, or drawing things. It should be noted that the questionnaire module did not include activities that children participated in with adults that are not members of their household, even if such adults are taking care of the children frequently or even daily.

Exposure to books in early years not only provides children with greater understanding of the nature of print but may also give them opportunities to see others reading, such as older siblings doing schoolwork. Reading promotes brain development, increasing imagination of children, builds language and emotional skills. Additionally, when parents/adults engage in reading with children it creates a bond between parent and child⁷⁶. The presence of books is also important for later school performance. The mothers/caretakers of all children under 5 were asked about the number of children's books or picture books they have for the child, and the types of playthings that are available at home. The findings are presented in Table TC.10.2.

Some research has found that leaving children without adequate supervision is a risk factor for unintentional injuries.⁷⁷ In MICS, two questions were asked to find out whether children age 0-59 months were left alone during the week preceding the interview, and whether children were left in the care of other children under 10 years of age. This is presented in Table TC.10.3.

⁷³ Black, M. et al. "Early Childhood Development Coming of Age: Science through the Life Course." *The Lancet* 389, no. 10064 (2016): 77-90. doi:10.1016/s0140-6736(16)31389-7; Shonkoff J. et al. "The Lifelong Effects of Early Childhood Adversity and Toxic Stress." *Pediatrics* 129, no. 1 (2011): 232-46. doi:10.1542/peds.2011-2663.

⁷⁴ Britto, P. et al. "Nurturing Care: Promoting early childhood development." *The Lancet* 389, no. 10064 (2017): 91-102. doi: 10.1016/S0140-6736(16)31390-3; Milteer R. et al. "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bond: Focus on children in poverty" *American Academy of Pediatrics* 1129, no. 1 (2012): 183-191. doi: 10.1542/peds.2011-2953.

⁷⁵ Tables TC.8 and TC.9 are not included in this report, as the Jamaica, 2022 MICS did not collect information on malnutrition and salt iodization.

⁷⁶ James, S. "Benefits of starting reading at a young age." <https://www.nationwidechildrens.org/family-resources-education/700childrens/2022/11/benefits-of-starting-reading> Retrieved April 24, 2023.

⁷⁷ Howe, L., S. Huttly and T. Abramsky. "Risk Factors for Injuries in Young Children in Four Developing Countries: The Young Lives Study." *Tropical Medicine and International Health* 11, no. 10 (2006): 1557-1566. doi: 10.1111/j.1365-3156.2006.01708.x.; Morrongiello, B. et al. Understanding Unintentional Injury Risk in Young Children II. The Contribution of Caregiver Supervision, Child Attributes, and Parent Attributes." *Journal of Pediatric Psychology* 31, no. 6 (2006): 540-551. doi: 10.1093/jpepsy/jsj073.

Table TC.10.1: Support for learning

Percentage of children age 2-4 years with whom adult household members engaged in activities that promote learning and school readiness during the last three days, and engagement in such activities by fathers and mothers, Jamaica MICS, 2022

	Adult household members			Percentage of children living with their:		Father		Mother		Number of children age 2-4 years
	Percentage of children with whom adult household members have engaged in four or more activities¹	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Father	Mother	Percentage of children with whom fathers have engaged in four or more activities²	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities³	Mean number of activities with mothers	
Total	85.3	4.9	3.7	35.9	84.2	14.1	1.0	66.0	4.0	870
Sex										
Male	83.9	4.9	3.9	39.7	82.4	16.0	1.2	63.0	3.8	467
Female	86.9	5.0	3.5	31.6	86.4	11.9	0.8	69.5	4.1	403
Area										
Urban	87.3	5.0	3.4	41.4	86.6	20.8	1.4	67.4	4.1	453
Greater Kingston Metropolitan Area	87.8	5.0	2.5	39.1	88.9	21.9	1.4	69.1	4.1	269
Other Urban Centres	86.7	5.0	4.7	44.6	83.2	19.2	1.2	64.8	4.0	184
Rural	83.1	4.9	4.1	30.1	81.7	6.7	0.6	64.5	3.9	417
Age										
2	86.9	5.0	2.5	37.4	87.4	12.3	1.0	69.1	4.1	283
3	82.4	4.9	3.8	37.3	83.5	14.7	1.1	62.6	3.9	275
4	86.4	5.0	4.8	33.4	82.1	15.1	1.0	66.2	3.9	313
Mother's education										
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
Lower secondary	76.1	4.5	9.7	29.4	65.6	9.4	0.7	45.4	2.9	112
Upper secondary	86.3	5.0	4.0	34.7	88.0	12.8	1.0	66.3	4.0	475
Post secondary +	87.8	5.1	0.9	41.2	87.7	20.0	1.3	76.9	4.5	255
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table TC.10.1: Support for learning

Percentage of children age 2-4 years with whom adult household members engaged in activities that promote learning and school readiness during the last three days, and engagement in such activities by fathers and mothers, Jamaica MICS, 2022

	Adult household members			Percentage of children living with their:		Father		Mother		Number of children age 2-4 years
	Percentage of children with whom adult household members have engaged in four or more activities¹	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Father	Mother	Percentage of children with whom fathers have engaged in four or more activities²	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities³	Mean number of activities with mothers	
Father's education										
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	20
Lower secondary	(74.2)	(4.6)	(7.6)	(100.0)	(88.2)	(15.4)	(1.4)	(58.5)	(3.8)	45
Upper secondary	88.3	5.1	2.5	100.0	79.4	35.2	2.5	62.5	3.8	167
Post secondary +	90.6	5.2	0.0	100.0	87.5	53.7	3.5	72.8	4.4	71
Biological father not in the household	84.4	4.9	4.3	0.1	84.4	2.0	0.2	66.3	3.9	558
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Functional difficulties										
Has functional difficulty	(91.6)	(4.8)	(2.5)	(43.2)	(91.7)	(5.9)	(0.6)	(69.1)	(4.0)	34
Has no functional difficulty	85.0	5.0	3.8	35.7	83.9	14.4	1.0	65.9	4.0	837
Ethnicity of household head										
Black	85.0	4.9	3.9	35.0	83.9	12.7	0.9	65.1	3.9	813
Other	89.8	5.4	1.7	49.5	89.7	33.4	2.1	79.0	4.8	57
Religion/Denomination of household head										
Church of God	83.8	4.9	2.7	36.4	87.0	10.4	0.8	67.8	4.1	262
Pentecostal	83.8	4.8	6.0	41.0	80.7	12.7	1.0	62.6	3.8	107
Seventh-day Adventist	86.9	5.0	2.4	29.3	81.5	9.9	0.7	68.1	4.0	105
Other religion/denomination	86.4	5.0	4.9	31.9	84.3	14.2	1.0	67.5	4.0	262
No religion	86.1	5.0	2.8	43.7	83.0	26.4	1.7	60.5	3.7	129
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5

Table TC.10.1: Support for learning

Percentage of children age 2-4 years with whom adult household members engaged in activities that promote learning and school readiness during the last three days, and engagement in such activities by fathers and mothers, Jamaica MICS, 2022

	Adult household members			Percentage of children living with their:		Father		Mother		
	Percentage of children with whom adult household members have engaged in four or more activities ¹	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Father	Mother	Percentage of children with whom fathers have engaged in four or more activities ²	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities ³	Mean number of activities with mothers	Number of children age 2-4 years
Wealth index quintile										
Poorest	75.6	4.4	8.5	28.3	90.7	7.2	0.6	59.1	3.7	206
Second	85.5	5.0	3.3	34.2	86.3	13.5	1.0	70.2	4.2	222
Middle	85.7	5.0	1.9	32.9	81.7	10.2	0.7	64.9	3.9	162
Fourth	90.1	5.2	1.1	37.7	77.4	18.1	1.3	63.2	3.9	154
Richest	94.2	5.4	1.9	53.1	81.7	26.3	1.8	74.6	4.3	127
¹ MICS indicator TC.49a - Early stimulation and responsive care by any adult household member ² MICS Indicator TC.49b - Early stimulation and responsive care by father ³ MICS Indicator TC.49c - Early stimulation and responsive care by mother () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases										

Table TC.10.2: Learning materials

Percentage of children under age 5 by the number of children's books present in the household, and by the type and number of playthings that child plays with, Jamaica MICS, 2022

	Percentage of children living in households that have for the child:		Percentage of children who play with:				Number of children
	3 or more children's books ¹	10 or more children's books	Home-made toys	Toys from a shop/ manufactured toys	Household objects/ objects found outside	Two or more types of playthings ²	
Total	44.1	18.8	42.7	89.4	77.9	80.3	1,432
Sex							
Male	42.5	19.5	44.7	90.2	77.5	81.1	767
Female	45.9	18.1	40.4	88.5	78.5	79.4	665
Area							
Urban	44.8	20.7	40.6	91.7	80.4	82.9	760
Greater Kingston Metropolitan Area	41.7	22.9	39.3	92.5	81.0	83.7	441
Other Urban Centres	49.0	17.6	42.4	90.6	79.7	81.8	319
Rural	43.3	16.7	45.2	86.9	75.1	77.3	672
Age							
0-1	23.9	9.1	31.1	80.0	57.9	62.5	562
2-4	57.1	25.1	50.2	95.5	90.9	91.8	870
Mother's education							
Primary or less	(31.6)	(13.4)	(48.0)	(85.1)	(79.0)	(82.3)	33
Lower secondary	24.8	7.3	44.8	86.3	80.6	78.6	163
Upper secondary	39.1	14.1	43.1	88.3	77.5	80.0	799
Post secondary +	61.7	32.5	41.2	92.9	77.7	81.4	432
Special education	(*)	(*)	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	3
Functional difficulties (age 2-4 years)							
Has functional difficulty	(37.8)	(12.0)	(60.0)	(96.0)	(93.4)	(96.0)	34
Has no functional difficulty	57.9	25.6	49.9	95.5	90.8	91.6	837
Ethnicity of household head							
Black	42.9	17.8	41.7	89.2	78.2	80.2	1,343
Other	61.2	34.1	58.8	92.5	74.5	81.8	89
Religion/Denomination of household head							
Church of God	46.1	19.4	45.6	92.2	78.7	81.9	437
Pentecostal	46.6	18.6	39.5	88.7	74.4	75.7	172
Seventh-day Adventist	37.9	12.0	42.8	91.4	78.9	82.2	188
Other religion/denomination	46.9	23.6	40.9	87.6	77.1	79.7	422
No religion	36.9	13.6	42.4	85.8	79.4	79.6	207
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	6
Wealth index quintile							
Poorest	19.5	3.9	43.6	84.1	80.8	77.7	331
Second	42.6	15.0	43.0	89.6	76.9	80.4	355
Middle	45.0	15.7	40.2	90.8	77.7	80.9	288
Fourth	57.9	27.2	42.9	90.1	75.9	79.0	251
Richest	67.8	43.3	44.4	94.7	78.0	85.1	208

¹ MICS indicator TC.50 - Availability of children's books

² MICS indicator TC.51 - Availability of playthings

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table TC.10.3: Inadequate supervision

Percentage of children under age 5 left alone or under the supervision of another child younger than 10 years of age for more than one hour at least once during the past week, Jamaica MICS, 2022

	Percentage of children:			Number of children
	Left alone in the past week	Left under the supervision of another child younger than 10 years of age in the past week	Left with inadequate supervision in the past week ¹	
Total	2.4	1.1	3.1	1,432
Sex				
Male	2.8	1.5	3.3	767
Female	2.1	0.8	2.8	665
Area				
Urban	1.9	1.4	2.9	760
Greater Kingston Metropolitan Area	2.0	1.7	3.5	441
Other Urban Centres	1.8	0.9	2.1	319
Rural	3.1	0.9	3.3	672
Age				
0-1	2.6	1.0	3.1	562
2-4	2.4	1.2	3.1	870
Mother's education				
Primary or less	(0.0)	(0.0)	(0.0)	33
Lower secondary	1.4	0.9	2.0	163
Upper secondary	2.7	1.5	3.5	799
Post secondary +	2.7	0.7	2.9	432
Special education	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	3
Functional difficulties (age 2-4 years)				
Has functional difficulty	(0.0)	(0.0)	(0.0)	34
Has no functional difficulty	2.5	1.3	3.2	837
Ethnicity of household head				
Black	2.1	1.0	2.8	1,343
Other	7.2	3.8	7.2	89
Religion/Denomination of household head				
Church of God	3.0	0.8	3.4	437
Pentecostal	2.1	0.7	2.1	172
Seventh-day Adventist	4.6	2.1	5.6	188
Other religion/denomination	1.8	1.6	2.7	422
No religion	1.0	0.6	1.7	207
Missing/DK	(*)	(*)	(*)	6
Wealth index quintile				
Poorest	2.9	1.5	3.9	331
Second	3.0	1.4	3.8	355
Middle	1.7	0.9	2.4	288
Fourth	1.7	0.3	2.1	251
Richest	2.7	1.6	2.7	208

¹ MICS indicator TC.52 - Inadequate supervision

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

7.9 Early childhood development index 2030 (ECDI2030)

Early childhood development is multidimensional and involves an ordered progression of motor, cognitive, language, socio-emotional and regulatory skills and capacities across the first few years of life.⁷⁸ While these are distinct domains of early childhood development, they are interconnected. Nurturing and supporting all these dimensions in a holistic manner is key to ensuring children have the best chance to reach their full potential. Physical growth, literacy and numeracy skills, socio-emotional development and learning readiness set the trajectory for lifelong health, learning and well-being.⁷⁹

The Early Childhood Development Index 2030 (ECDI2030) module captures the achievement of key developmental milestones by children between the ages of 24 and 59 months. The data generated by the ECDI2030 can be used for monitoring and reporting on SDG indicator 4.2.1, and to inform government efforts to improve developmental outcomes among children.

The measure includes 20 questions about the way children behave in certain everyday situations, and the skills and knowledge they have acquired, reflecting the increasing difficulty of the skills children acquire as they grow. The 20 items are organized according to the three general domains of health, learning and psychosocial well-being. Children are considered to be developmentally on track if they have achieved the minimum number of milestones expected for their age group. Each of the three general domains is composed of a set of core sub-domains:

- Health sub-domains: gross motor development, fine motor development and self-care.
- Learning sub-domains: expressive language, literacy, numeracy, pre-writing, and executive functioning.
- Psychosocial well-being sub-domains: emotional skills, social skills, internalizing behavior, and externalizing behavior.

The ECDI2030 module is not designed to report on individual domains separately. Rather, it is meant to produce a single summary score that captures the interlinked developmental concepts embedded in the three domains mentioned in SDG 4.2.1.⁸⁰

The indicator derived from the ECDI2030 module is the percentage of children aged 24 to 59 months who have achieved the minimum number of milestones expected for their age group.⁸¹

⁷⁸ UNICEF et al. *Advancing Early Childhood Development: From Science to Scale*. Executive Summary, *The Lancet*, 2016.

https://www.thelancet.com/pb-assets/Lancet/stories/series/ecd/Lancet_ECD_Executive_Summary.pdf.

⁷⁹ Shonkoff, J. and D. Phillips. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press, 2000.; United Nations Children's Fund, *Early Moments Matter*, New York: UNICEF, 2017.

⁸⁰ For details about the development of the ECDI2030 module and related indicator, see 'ECDI2030-Frequently-Asked-Questions':

<https://data.unicef.org/resources/early-childhood-development-index-2030-ecd2030/>

⁸¹ The indicator generated by the ECDI2030 module is not entirely comparable to the one generated by the ECDI module that was introduced in the MICS surveys in 2009. For more information see 'ECDI2030-Frequently-Asked-Questions'.

Table TC.11.1: Early childhood development index 2030 (ECDI2030)

Percentage of children age 2-4 years who are developmentally on track in health, learning and psychosocial well-being, Jamaica MICS, 2022

	Percentage who are developmentally on track ¹	Number of children age 2-4 years
Total	93.8	870
Sex		
Male	91.7	467
Female	96.1	403
Area		
Urban	93.0	453
Greater Kingston Metropolitan Area	95.8	269
Other Urban Centres	88.9	184
Rural	94.6	417
Age		
2	92.3	283
3	94.4	275
4	94.5	313
Attendance to early childhood education^A		
Attending	97.8	417
Not attending	90.0	453
Missing	(*)	0
Mother's education		
Primary or less	(*)	26
Lower secondary	97.1	112
Upper secondary	92.4	475
Post secondary +	96.1	255
Special education	(*)	1
Missing/DK	(*)	1
Functional difficulties		
Has functional difficulty	(72.9)	34
Has no functional difficulty	91.7	837
Ethnicity of household head		
Black	93.5	813
Other	96.7	57
Religion/Denomination of household head		
Church of God	95.6	262
Pentecostal	91.3	107
Seventh Day Adventist	95.1	105
Other religion/denomination	94.7	262
No religion	88.9	129
Missing/DK	(*)	5
Wealth index quintile		
Poorest	92.0	206
Second	94.4	222
Middle	94.9	162
Fourth	95.3	154
Richest	92.1	127

¹ MICS indicator TC.53 - Early childhood development index 2030 (ECDI2030); SDG Indicator 4.2.1^AChildren age 2 are excluded, as early childhood education attendance is only collected for age 3-4 years.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases



8. LEARN

8.1 Early childhood education

Readiness of children for primary school can be improved through attendance to early childhood education programmes. Early childhood education programmes include programmes for children that have organised learning components, as opposed to baby-sitting and day-care which do not typically have organised teaching and learning.

Pre-primary (or early childhood education) is the first level of Jamaica's formal education system, and includes children age 3-5 years in Infant schools, Infant Departments of Primary, All Age and Primary and Junior High schools, as well as in Kindergartens and Basic schools⁸².

Table LN.1.1⁸³ shows the percent of children age 3 and 4 years currently attending pre-primary/early childhood education. A child currently attending school is a child who regularly attends school at the time of the survey. If the child is not attending school at the time of the interview due to school holidays or breaks, but the child regularly attends school, the child is considered as currently attending school. This indicator is based on question UB8 in the Questionnaire for Children Under 5.

Table LN.1.2 looks at children's exposure to organised learning programmes in the year before the official primary entry age. The official primary school entry age in Jamaica is age 6 years. Table LN.1.2 therefore refers to children who were 5 years old at the beginning of the school year.⁸⁴ In Jamaica, the school year begins in September.

The indicator corresponds to SDG indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age) and is calculated as an adjusted⁸⁵ net attendance rate (ANAR). This indicator is based on question UB7 in the Questionnaire for Children Under 5.

Additionally, Table LN.1.2 presents the gender, wealth and area parity indices for SDG indicator 4.2.2. These indices contribute to SDG indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators that can be disaggregated. Generally, when a parity index value falls between 0.97 and 1.03, it is regarded as parity between two groups. The likely more disadvantaged group (e.g., female, poor and rural) is placed in the numerator, so parity index values below 0.97 indicate disadvantage for those groups. For example, in the gender parity index (GPI), a value between 0.97 and 1.03 indicates parity between the sexes, a GPI value lower than 0.97 indicates female disadvantage and a value greater than 1.03 suggests male disadvantage. The further from 1.00 that a parity index lies, the greater the disparity between groups. The indices do not reveal the overall indicator levels, as parity may be achieved, while overall levels for both groups are low.

Parity indices are also presented in Table LN.2.8 (for attendance to primary, lower and upper secondary school) and in Tables LN.4.1 and LN.4.2 (for reading and numeracy skills, respectively).

⁸² Basic schools are public-private early childhood institutions, owned by the church or community, whose operations receive assistance in the form of grants and or subsidies from the Government of Jamaica. Ministry of Education. *Education Statistics 2015-2016: Annual Statistical Review of the Education Sector*. Kingston, Jamaica.

⁸³ In the background characteristics in this table and throughout the report where applicable, mother's education refers to educational attainment of the respondent: Mothers (or caretakers, interviewed only if the mother is deceased or is living elsewhere).

⁸⁴ In MICS, the age of household members is the age at the time of the survey. This determines eligibility for individual questionnaires, modules and questions. Age is also used to define indicators. However, in analysis of the majority of education-related indicators based on the age of children, e.g., adjusted net attendance rates, completion rates, etc., a variable is created to reflect the age at the beginning of the school year. This eliminates issues relating to the timing and length of survey fieldwork and creates comparable findings across countries, while taking age-criteria for enrolment into account. Tables in this chapter specifically mention "Age at beginning of school year" in rows and columns where applicable, as compared to simply "age" in reference to age at the time of the survey.

⁸⁵ Rates presented in this table are "adjusted" since the numerator includes children one year younger than the official primary entry age attending either ECE or primary education.

Table LN.1.1: Early childhood education

Percentage of children age 36-59 months who are currently attending pre-primary/early childhood education, Jamaica MICS, 2022

	Percentage of children age 36-59 months attending early childhood education ^{1.A}	Number of children age 36-59 months
Total	70.9	588
Sex		
Male	69.8	319
Female	72.2	269
Area		
Urban	71.4	309
Greater Kingston Metropolitan Area	75.9	177
Other Urban Centres	65.5	133
Rural	70.3	278
Age (in months)		
36-47	54.4	275
48-59	85.3	313
Mother's education		
Primary or less	(*)	16
Lower secondary	57.9	87
Upper secondary	71.0	312
Post secondary +	77.9	172
Special education	(*)	1
Child's functional difficulties		
Has functional difficulty	(41.7)	22
Has no functional difficulty	72.0	566
Ethnicity of household head		
Black	69.6	541
Other	(85.9)	46
Religion/Denomination of household head		
Church of God	70.2	181
Pentecostal	69.7	76
Seventh-day Adventist	70.4	63
Other religion/denomination	73.8	182
No religion	66.9	80
Missing/DK	(*)	4
Wealth index quintile		
Poorest	60.8	140
Second	71.7	145
Middle	77.6	108
Fourth	72.8	100
Richest	74.6	96

¹ MICS indicator LN.1 - Attendance to early childhood education

^A Note that this indicator is a measure of current attendance, i.e. attending at the time of interview. It is therefore not directly comparable to the adjusted net attendance rates at higher levels of education presented elsewhere in this chapter.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table LN.1.2: Participation rate in organised learning (one year before the official primary entry age)

Percent distribution of children age one year younger than the official primary school entry age at the beginning of the school year, by attendance to education, and percent of children attending early childhood education or primary education (net attendance rate, adjusted), Jamaica MICS, 2022

	Percent of children:			Total	Net attendance rate (adjusted) ¹	Number of children age 5 years at beginning of school year
	Attending an early childhood education programme	Attending primary education	Not attending any level of education (out of school)			
Total	64.8	28.6	6.7	100.0	93.3	361
Sex						
Male	62.1	31.8	6.1	100.0	93.9	179
Female	67.4	25.4	7.2	100.0	92.8	182
Area						
Urban	68.3	25.3	6.4	100.0	93.6	184
Greater Kingston Metropolitan Area	65.2	30.2	4.6	100.0	95.4	97
Other Urban Centres	71.7	19.8	8.5	100.0	91.5	87
Rural	61.1	32.0	6.9	100.0	93.1	177
Mother's education						
Primary or less	(*)	(*)	(*)	100.0	(*)	16
Lower secondary	(62.1)	(27.8)	(10.1)	100.0	(89.9)	48
Upper secondary	61.4	33.2	5.4	100.0	94.6	202
Post secondary +	70.7	23.4	5.9	100.0	94.1	94
Missing/DK	(*)	(*)	(*)	100.0	(*)	1
Ethnicity of household head						
Black	65.6	28.1	6.3	100.0	93.7	338
Other	(*)	(*)	(*)	100.0	(*)	23
Religion/Denomination of household head						
Church of God	55.9	35.5	8.6	100.0	91.4	115
Pentecostal	(58.5)	(33.8)	(7.6)	100.0	(92.4)	35
Seventh-day Adventist	(73.5)	(18.2)	(8.3)	100.0	(91.7)	57
Other religion/denomination	63.4	32.0	4.6	100.0	95.4	100
No religion	81.1	15.0	3.9	100.0	96.1	54
Wealth index quintile						
Poorest	63.0	25.5	11.5	100.0	88.5	96
Second	60.6	32.8	6.6	100.0	93.4	84
Middle	69.8	25.2	5.0	100.0	95.0	79
Fourth	66.7	28.6	4.7	100.0	95.3	56
Richest	(65.0)	(33.1)	(1.8)	100.0	(98.2)	45
Parity indices						
Sex						
Female/male ²	1.09	0.80	1.17	na	0.99	na
Wealth						
Poorest/Richest ³	(0.97)	(0.77)	(6.22)	na	(0.90)	na
Area						
Rural/Urban ⁴	0.90	1.27	1.07	na	1.00	na

¹ MICS indicator LN.2 - Participation rate in organised learning (one year before the official primary entry age) (adjusted); SDG indicator 4.2.2

² MICS indicator LN.11a - Parity indices - organised learning (gender); SDG indicator 4.5.1

³ MICS indicator LN.11b - Parity indices - organised learning (wealth); SDG indicator 4.5.1

⁴ MICS indicator LN.11c - Parity indices - organised learning (area); SDG indicator 4.5.1

na: not applicable

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

8.2 Attendance

Ensuring that all girls and boys complete primary and secondary education is a target of the 2030 Agenda for Sustainable Development. Education is a vital prerequisite for combating poverty, empowering women, economic growth, protecting children from hazardous and exploitative labour and sexual exploitation, promoting human rights and democracy, protecting the environment, and influencing population growth.

In Jamaica, children enter primary school at age 6, lower secondary at age 12 and upper secondary school at age 15. There are 6 grades in primary school, 3 grades in lower secondary school and 2 grades in upper secondary school. In primary school, grades are referred to as grade 1 to grade 6. For lower secondary school, grades are referred to as grade 7 to grade 9 (or first form to third form), and in upper secondary school grades are referred to as grade 10 to grade 11 (or fourth form to fifth form). The school year typically runs from September of one year to the end of June/first week of July of the following year.

To achieve comparability between varying national educational systems and classifications across the world, the United Nations Educational, Scientific and Cultural Organization (UNESCO) maintains the International Standard Classification of Education (ISCED) statistical framework. Its defined levels and coding are used in computation of MICS Indicators.⁸⁶ With focus on completion of primary and secondary education, indicators are centred on levels 0-3 presented in the table of classifications below.

ISCED 2011		Education system in Jamaica
Level	ISCED Name	Name of education level in English
0	Early childhood education and care	Pre-primary
1	Primary	Primary education
2	Lower secondary	Lower secondary education
3	Upper secondary	Upper secondary education
The post-secondary level 4-8 are not detailed in this table, but include 4: Post-secondary non-tertiary, 5: Short-cycle tertiary, 6: Bachelor's or equivalent, 7: Master's or equivalent, and 8: Doctoral or equivalent		

Attendance to pre-primary education is important for the readiness of children to school. Table LN.2.1 shows the proportion of children in the first grade of primary school (regardless of age) who attended an early childhood education programme the previous year.⁸⁷

Table LN.2.2 presents the percentage of children of primary school entry age entering grade 1.

Table LN.2.3 provides the percentage of children of primary school age (6 to 11 years) who are attending primary or secondary school⁸⁸, and those who are out of school. Similarly, Table LN.2.4 presents the percentage of children of lower secondary school age (age 12 to 14 years) who are attending lower secondary school or higher education levels⁸⁹, and those who are out of school.

In Table LN.2.5, children are distributed according to their age against current grade of attendance (age-for-grade). For example, an 8-year-old child (at the beginning of the school year) is expected to be in grade 3, as per the official intended age-for-grade. If this child is currently in grade 1, he/she will be classified over-age by 2 years. The table includes both primary and lower secondary levels.

⁸⁶ ISCED is periodically revised by UNESCO (latest in 2011) in consultation with countries. National ISCED mappings are published here: <http://uis.unesco.org/en/isced-mappings>.

⁸⁷ The computation of the indicator does not exclude repeaters, and therefore is inclusive of both children who are attending primary school for the first time, as well as those who were in the first grade of primary school the previous school year and are repeating. Children repeating may have attended pre-primary education prior to the school year during which they attended the first grade of primary school for the first time; these children are not captured in the numerator of the indicator.

⁸⁸ Rates presented in this table are "adjusted" since they include not only primary school attendance, but also lower and upper secondary school attendance in the numerator.

⁸⁹ Rates presented in this table are "adjusted" since they include not only lower secondary school attendance, but also attendance to higher education levels in the numerator.

Table LN.2.6 presents the percentage of children of upper secondary school age (age 15 to 16 years) who are attending upper secondary school or higher⁹⁰, and those who are out of school.

The gross intake ratio to the last grade of primary school, primary school completion rate and transition rate to secondary education are presented in Table LN.2.7. The gross intake ratio is the ratio of the total number of students, regardless of age, entering the last grade of primary school for the first time, to the number of children of the primary graduation age at the beginning of the current (or most recent) school year.

The completion rate of primary education refers to the percentage of a cohort of children age 3 to 5 years above the official intended age for the last grade of primary education who have completed primary education. The intended age for the last grade of primary is the age at which children would enter the last grade of primary school if they had started school at the official primary entry age and had progressed without repeating or skipping a grade. In Jamaica, the official age of entry into primary school is age 6 years. With 6 grades in primary school, the intended age for the last grade of primary is therefore 11 years, and the reference group for the completion rate of primary education is children age 14 to 16 years. Completion rates are also presented for lower and upper secondary education. The official intended age for the last grades of lower and upper secondary school are 14 and 16 years, respectively. Thus, denominators for the lower and upper secondary completion rates are children age 17 to 19 years and children age 19 to 21 years, respectively.

The table also provides the “effective” transition rate⁹¹, defined as the percentage of children who continued to the next level of education – the number of children who are attending the first grade of the higher education level in the current school year and were in the last grade of the lower education level the previous year divided by the number of children who were in the last grade of the lower education level the previous school year and are not repeating that grade in the current year.

A low effective transition rate indicates that a low percentage of students are transitioning to the next level of education. This brings to light the existence of potential barriers in an education system including: financial burden such as enrolment fees or the obligation to purchase textbooks or school uniforms; education supply and quality issues such as a limited number of teachers or classrooms and low-quality teaching; as well as social and individual beliefs on education such as low expectation in returns of advancing in education.

Table LN.2.8 presents the gender parity indices for the adjusted primary and secondary net attendance rates provided in Tables LN.2.3, LN.2.4 and LN 2.6. It also presents additional parity indices contributing to SDG 4.5.1, as described for Table LN.1.2.

Specifically, the orphanhood parity index accommodates the need for continuing presentation of data related to the previous MDG indicator 6.4. It should be noted that this indicator was measured on the age group of 10-14 years alone, whereas this replacing measure is on attendance for each of the three levels of education presented. However, due to the small unweighted sample of orphans, the orphanhood parity index has been suppressed.

In response to the COVID-19 pandemic, which necessitated the closure of physical classrooms in March 2020 as part of the Jamaican government’s public health measures, where possible, some classes were held through virtual platforms such as Zoom, Google and Teams. The online modality was one of the main methods of teaching delivery, starting as early as the third term (April to June) of the 2019-2020 school year. This modality became part of the blended approach to learning which was officially rolled out across the country in October 2020 at the (delayed) start of the 2020-2021 school year, and which continued into early 2022 before the start of the MICS. Several challenges to the success of this teaching modality emerged, such as access to appropriate devices and access to internet service at home. Table LN.2.9 presents the percentage of children age 5-17 years who, since the start of the current school year (2021 to 2022), has attended online learning, has access to internet at home, and has exclusive access to a device such as a computer or laptop to facilitate school attendance.

⁹⁰ Rates presented in this table are “adjusted” since they include not only upper secondary school attendance, but also attendance to higher education levels in the numerator.

⁹¹ The simple transition rate, which is no longer calculated in MICS, tends to underestimate pupils’ progression to secondary school as it assumes that the repeaters never reach secondary school.

Table LN.2.1: School readiness

Percentage of children attending the first grade of primary school who attended an early childhood education programme during the previous school year, Jamaica MICS, 2022

	Percentage of children attending the first grade of primary school who attended an early childhood education programme during the previous school year ¹	Number of children attending first grade of primary school
Total	91.2	330
Sex		
Male	89.7	179
Female	93.0	151
Area		
Urban	90.7	154
Greater Kingston Metropolitan Area	90.4	85
Other Urban Centres	91.0	69
Rural	91.6	175
Mother's education		
Primary or less	(*)	11
Lower secondary	(96.0)	51
Upper secondary	90.0	194
Post secondary +	92.9	72
Missing/DK	(*)	1
Ethnicity of household head		
Black	91.5	315
Other	(*)	15
Religion/Denomination of household head		
Church of God	90.2	123
Pentecostal	(95.5)	38
Seventh Day Adventist	(90.9)	42
Other religion/denomination	92.7	94
No religion	(85.4)	33
Missing/DK	(*)	1
Wealth index quintile		
Poorest	87.0	86
Second	87.6	73
Middle	90.8	60
Fourth	96.9	64
Richest	97.0	47

¹ MICS indicator LN.3 - School readiness

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table LN.2.2: Primary school entry

Percentage of children of primary school entry age entering grade 1 (net intake rate), Jamaica MICS, 2022

	Percentage of children of primary school entry age entering grade 1 ¹	Number of children of primary school entry age
Total	87.3	327
Sex		
Male	86.2	169
Female	88.5	159
Area		
Urban	86.1	158
Greater Kingston Metropolitan Area	85.1	83
Other Urban Centres	87.2	75
Rural	88.5	169
Mother's education		
Primary or less	(*)	13
Lower secondary	87.3	49
Upper secondary	86.1	185
Post secondary +	90.6	78
Missing/DK	(*)	1
Ethnicity of household head		
Black	87.2	316
Other	(*)	12
Religion/Denomination of household head		
Church of God	90.6	114
Pentecostal	(94.4)	33
Seventh Day Adventist	(91.1)	44
Other religion/denomination	82.4	99
No religion	(79.0)	36
Missing/DK	(*)	1
Wealth index quintile		
Poorest	82.2	79
Second	89.1	70
Middle	85.3	61
Fourth	91.6	63
Richest	90.0	55

¹ MICS indicator LN.4 - Net intake rate in primary education

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table LN.2.3: School attendance among children of primary school age

Percentage of children of primary school age at the beginning of the school year attending primary, lower or upper secondary school (net attendance rate, adjusted), percentage attending early childhood education, and percentage out of school, by sex, Jamaica MICS, 2022

	Male				Female				Total			
	Percentage of children:				Percent of children:				Percent of children:			
	Net attendance rate (adjusted)	Attending early childhood education	Out of school ^{1A}	Number of children of primary school age at beginning of school year	Net attendance rate (adjusted)	Attending early childhood education	Out of school ^{1A}	Number of children of primary school age at beginning of school year	Net attendance rate (adjusted) ¹	Attending early childhood education	Out of school ^{2A}	Number of children of primary school age at beginning of school year
Total	94.5	2.0	2.9	968	96.8	1.2	1.6	1,050	95.7	1.6	2.2	2,018
Area												
Urban	95.3	2.0	2.1	472	96.7	1.2	1.6	535	96.0	1.5	1.8	1,007
Greater Kingston Metropolitan Area	93.9	2.8	2.5	282	97.6	1.3	0.3	282	95.8	2.0	1.4	564
Other Urban Centres	97.4	0.8	1.6	189	95.7	1.0	3.1	253	96.4	0.9	2.4	443
Rural	93.7	2.0	3.6	496	97.0	1.3	1.6	514	95.4	1.6	2.6	1,010
Age at beginning of school year												
6	86.9	10.8	2.3	169	91.6	7.1	1.3	159	89.2	9.0	1.8	327
7	96.5	0.6	2.3	146	97.7	0.8	1.5	183	97.2	0.7	1.8	329
8	95.7	0.0	4.3	155	97.7	0.0	1.7	193	96.8	0.0	2.9	349
9	94.9	0.0	3.7	152	98.5	0.0	1.2	162	96.7	0.0	2.5	314
10	96.2	0.0	2.2	172	96.4	0.0	2.3	163	96.3	0.0	2.2	336
11	96.9	0.0	2.7	174	98.5	0.0	1.5	189	97.7	0.0	2.0	363
Mother's education												
Primary or less	(98.6)	(0.0)	(1.4)	46	96.6	1.6	1.8	53	97.5	0.8	1.6	99
Lower secondary	92.0	1.3	4.1	154	98.3	0.5	0.7	177	95.4	0.9	2.3	331
Upper secondary	96.0	2.0	2.0	496	95.5	2.0	2.4	536	95.7	2.0	2.2	1,032
Post secondary +	92.3	2.7	4.2	268	98.5	0.0	0.6	275	95.4	1.3	2.4	544
Special education	(*)	(*)	(*)	1	(*)	(*)	(*)	1	(*)	(*)	(*)	3
Missing/DK	(*)	(*)	(*)	3	(*)	(*)	(*)	6	(*)	(*)	(*)	9

Table LN.2.3: School attendance among children of primary school age

Percentage of children of primary school age at the beginning of the school year attending primary, lower or upper secondary school (net attendance rate, adjusted), percentage attending early childhood education, and percentage out of school, by sex, Jamaica MICS, 2022

	Male				Female				Total			
	Percentage of children:				Percent of children:				Percent of children:			
	Net attendance rate (adjusted)	Attending early childhood education	Out of school ^A	Number of children of primary school age at beginning of school year	Net attendance rate (adjusted)	Attending early childhood education	Out of school ^A	Number of children of primary school age at beginning of school year	Net attendance rate (adjusted) ¹	Attending early childhood education	Out of school ^{2A}	Number of children of primary school age at beginning of school year
Ethnicity of household head												
Black	94.4	2.0	2.9	923	96.8	1.3	1.6	998	95.6	1.6	2.2	1,921
Other	(96.2)	(1.8)	(2.0)	45	98.1	0.0	1.9	51	97.2	0.8	1.9	97
Religion/Denomination of household head												
Church of God	94.5	1.6	2.7	323	96.6	1.5	1.3	324	95.6	1.5	2.0	647
Pentecostal	94.9	0.0	4.4	123	97.7	0.0	1.7	126	96.3	0.0	3.1	249
Seventh-day Adventist	96.3	2.0	1.7	118	98.4	1.1	0.5	148	97.5	1.5	1.0	266
Other religion/denomination	93.8	3.2	2.6	286	95.8	1.1	2.8	335	94.9	2.1	2.7	620
No religion	93.4	2.3	3.8	116	97.5	2.1	0.0	115	95.4	2.2	1.9	231
Missing/DK	(*)	(*)	(*)	2	(*)	(*)	(*)	3	(*)	(*)	(*)	4
Wealth index quintile												
Poorest	91.1	4.0	4.6	213	94.5	1.4	3.6	263	93.0	2.6	4.1	476
Second	96.0	0.0	4.0	196	96.4	2.7	0.6	229	96.2	1.5	2.2	425
Middle	93.6	2.7	2.2	220	98.7	0.5	0.4	194	96.0	1.6	1.3	413
Fourth	94.8	1.3	3.1	181	97.3	0.4	2.3	186	96.1	0.9	2.7	367
Richest	97.9	1.5	0.0	159	98.4	0.5	0.4	178	98.2	1.0	0.2	337

¹ MISC indicator LN. 5a -Primary school net attendance rate (adjusted)

² MICS indicator LN.6a- Out-of-school rate for children of primary school age

^A The percentage of children of primary school age out of school are those not attending any level of education.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table LN.2.4: School attendance among children of lower secondary school age

Percentage of children of lower secondary school age at the beginning of the school year attending lower secondary school or higher (net attendance rate, adjusted), percentage attending primary school, and percentage out of school, by sex, Jamaica MICS, 2022

	Male				Female				Total			
	Percentage of children:			Number of children of lower secondary school age at beginning of school year	Percentage of children:			Number of children of lower secondary school age at beginning of school year	Percentage of children:			Number of children of lower secondary school age at beginning of school year
	Net attendance rate (adjusted)	Attending primary school	Out of school ¹		Net attendance rate (adjusted)	Attending primary school	Out of school ¹		Net attendance rate (adjusted) ¹	Attending primary school	Out of school ^{2-A}	
Total	89.2	5.1	5.0	533	94.3	5.0	0.6	461	91.6	5.1	2.9	994
Area												
Urban	89.2	5.3	4.1	282	96.2	3.4	0.4	217	92.2	4.5	2.5	499
Greater Kingston Metropolitan Area	89.6	5.6	2.9	167	94.6	4.6	0.8	119	91.7	5.2	2.0	286
Other Urban Centres	88.5	4.9	6.0	115	98.1	1.9	0.0	98	92.9	3.5	3.2	212
Rural	89.3	5.0	6.0	252	92.7	6.5	0.7	244	91.0	5.7	3.4	496
Age at beginning of school year												
12	77.4	16.4	3.5	152	86.4	13.1	0.6	157	81.9	14.7	2.0	308
13	94.2	0.5	5.4	188	98.2	1.8	0.0	152	96.0	1.1	3.0	341
14	93.7	0.8	5.8	194	98.7	0.0	1.1	152	95.9	0.5	3.7	346
Mother's education^B												
Primary or less	(84.5)	(6.6)	(8.8)	34	(*)	(*)	(*)	26	87.5	7.4	5.1	60
Lower secondary	89.2	7.0	2.2	99	95.1	4.1	0.9	105	92.2	5.5	1.5	205
Upper secondary	87.3	5.8	6.9	268	91.7	7.4	0.8	206	89.2	6.4	4.2	474
Post secondary +	95.5	2.2	1.2	126	98.6	1.4	0.0	121	97.0	1.8	0.6	247
Special education	-	-	-	0	(*)	(*)	(*)	1	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	2	(*)	(*)	(*)	2	(*)	(*)	(*)	4
Ethnicity of household head												
Black	90.5	4.2	4.8	501	94.3	5.1	0.6	439	92.3	4.6	2.8	940
Other	(70.3)	(19.0)	(7.8)	32	(*)	(*)	(*)	22	80.4	12.8	4.6	55

Table LN.2.4: School attendance among children of lower secondary school age

Percentage of children of lower secondary school age at the beginning of the school year attending lower secondary school or higher (net attendance rate, adjusted), percentage attending primary school, and percentage out of school, by sex, Jamaica MICS, 2022

	Male				Female				Total			
	Net attendance rate (adjusted)	Percentage of children:		Number of children of lower secondary school age at beginning of school year	Net attendance rate (adjusted)	Percentage of children:		Number of children of lower secondary school age at beginning of school year	Net attendance rate (adjusted) ¹	Percentage of children:		Number of children of lower secondary school age at beginning of school year
		Attending primary school	Out of school ^{1A}			Attending primary school	Out of school ^{1A}			Attending primary school	Out of school ^{2A}	
Religion/Denomination of household head												
Church of God	91.2	4.7	2.4	164	95.7	4.3	0.0	165	93.4	4.5	1.2	329
Pentecostal	95.1	1.3	2.5	72	93.6	6.4	0.0	65	94.4	3.8	1.3	137
Seventh-day Adventist	92.1	3.4	4.5	70	(97.8)	(2.2)	(0.0)	52	94.6	2.9	2.6	122
Other religion/denomination	84.8	6.8	8.5	158	90.3	7.4	2.0	127	87.3	7.1	5.6	285
No religion	85.4	8.1	6.4	68	(97.4)	(2.6)	(0.0)	51	90.6	5.8	3.7	120
Missing/DK	(*)	(*)	(*)	1	(*)	(*)	(*)	1	(*)	(*)	(*)	2
Wealth index quintile												
Poorest	81.3	4.9	12.9	110	87.9	9.8	2.3	110	84.6	7.3	7.6	220
Second	89.5	4.9	5.6	117	94.6	5.4	0.0	96	91.8	5.1	3.1	214
Middle	91.3	7.3	1.4	106	95.5	4.2	0.0	102	93.4	5.8	0.7	208
Fourth	87.8	7.3	3.3	105	97.7	2.3	0.0	86	92.3	5.0	1.8	191
Richest	97.4	1.0	0.9	95	98.3	1.7	0.0	67	97.8	1.3	0.5	162

¹ MICS indicator LN.5b - Lower secondary school net attendance rate (adjusted)

² MICS indicator LN.6b - Out-of-school rate for children of lower secondary school age

¹ The percentage of children of lower secondary school age out of school are those not attending any level of education.

² The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

¹ denotes 0 unweighted case in the denominator

Table LN.2.5: Age for grade

Percent distribution of children attending primary and lower secondary school who are underage, at official age and overage by 1 and by 2 or more years for grade attended, Jamaica MICS, 2022

	Primary school						Lower secondary school					
	Percent of children by grade of attendance:					Number of children attending primary school	Percent of children by grade of attendance:					Number of children attending primary school
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ¹	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ²	Total	
Total	26.3	65.0	7.8	1.0	100.0	2,010	22.5	61.1	14.3	2.1	100.0	965
Sex												
Male	25.6	64.1	8.7	1.5	100.0	961	18.8	62.5	15.6	3.1	100.0	502
Female	26.9	65.8	6.8	0.5	100.0	1,049	26.5	59.7	12.9	0.9	100.0	463
Area												
Urban	24.7	67.4	7.0	0.9	100.0	1,007	18.9	65.3	13.3	2.5	100.0	481
Greater Kingston Metropolitan Area	22.3	68.0	8.4	1.3	100.0	571	20.1	61.9	14.6	3.4	100.0	279
Other Urban Centres	27.8	66.8	5.2	0.3	100.0	437	17.3	70.0	11.4	1.3	100.0	201
Rural	27.9	62.6	8.5	1.1	100.0	1,002	26.0	57.0	15.3	1.6	100.0	485
Mother's education^A												
Primary or less	19.8	66.5	13.7	0.0	100.0	100	20.5	54.5	24.9	0.0	100.0	61
Lower secondary	23.8	62.1	11.7	2.3	100.0	326	20.6	60.4	16.6	2.4	100.0	213
Upper secondary	25.9	66.5	7.1	0.5	100.0	1,049	20.4	63.5	14.0	2.1	100.0	441
Post secondary +	30.0	63.3	5.7	1.0	100.0	522	28.6	60.7	9.7	1.0	100.0	242
Special education	(*)	(*)	(*)	(*)	100.0	3	(*)	(*)	(*)	(*)	100.0	1
Missing/DK	(*)	(*)	(*)	(*)	100.0	9	(*)	(*)	(*)	(*)	100.0	4
Grade												
1 (primary/lower secondary)	30.6	63.9	4.0	1.5	100.0	330	24.3	61.4	12.3	2.1	100.0	309
2 (primary/lower secondary)	25.1	68.7	4.5	1.7	100.0	327	19.8	63.9	14.5	1.8	100.0	309
3 (primary/lower secondary)	22.8	69.6	6.9	0.7	100.0	346	22.9	58.7	16.0	2.4	100.0	346
4 (primary)	27.6	60.8	10.4	1.2	100.0	314	na	na	na	na	na	na
5 (primary)	27.5	62.7	9.3	0.4	100.0	313	na	na	na	na	na	na
6 (primary)	24.1	64.4	11.1	0.4	100.0	377	na	na	na	na	na	na

Table LN.2.5: Age for grade

Percent distribution of children attending primary and lower secondary school who are underage, at official age and overage by 1 and by 2 or more years for grade attended, Jamaica MICS, 2022

	Primary school						Lower secondary school					
	Percent of children by grade of attendance:					Number of children attending primary school	Percent of children by grade of attendance:					Number of children attending primary school
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ¹	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ²	Total	
Ethnicity of household head												
Black	26.6	65.1	7.4	0.8	100.0	1,902	22.7	60.9	14.5	1.9	100.0	922
Other	19.7	63.7	13.4	3.2	100.0	107	(18.2)	(65.9)	(9.8)	(6.1)	100.0	44
Religion/Denomination of household head												
Church of God	29.6	60.4	8.7	1.4	100.0	655	19.3	64.4	14.0	2.2	100.0	320
Pentecostal	27.1	65.2	7.7	0.0	100.0	248	19.9	66.1	10.7	3.3	100.0	137
Seventh-day Adventist	22.6	70.0	6.5	0.9	100.0	257	28.0	61.7	9.7	0.6	100.0	124
Other religion/denomination	25.3	66.3	7.7	0.7	100.0	615	26.8	53.5	17.1	2.5	100.0	275
No religion	23.1	68.2	6.8	1.9	100.0	230	18.0	65.1	16.2	0.7	100.0	108
Missing/DK	(*)	(*)	(*)	(*)	100.0	4	(*)	(*)	(*)	(*)	100.0	2
Wealth index quintile												
Poorest	24.5	65.8	8.0	1.7	100.0	466	23.1	56.5	18.6	1.8	100.0	210
Second	27.4	63.9	7.8	0.9	100.0	439	18.1	61.9	16.7	3.3	100.0	217
Middle	27.9	64.8	6.9	0.5	100.0	409	25.5	60.1	13.0	1.3	100.0	205
Fourth	21.9	68.3	8.7	1.2	100.0	361	20.3	66.4	10.6	2.8	100.0	173
Richest	30.1	62.1	7.3	0.5	100.0	334	26.2	61.7	11.1	1.0	100.0	160

¹ MICS indicator LN.10a - Over-age for grade (Primary)

² MICS indicator LN.10b - Over-age for grade (Lower secondary)

[^] The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview.

na: not applicable

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table LN.2.6: School attendance among children of upper secondary school age

Percentage of children of upper secondary school age at the beginning of the school year attending upper secondary school or higher (net attendance rate, adjusted), percentage attending lower secondary school, percentage attending primary school, and percentage out of school, by sex, Jamaica MICS, 2022

	Male					Female					Total				
	Percent of children:					Percent of children:					Percent of children:				
	Net attendance rate (adjusted)	Attending lower secondary school	Attending primary school	Out of school ^A	Number of children of upper secondary school age at beginning of school year	Net attendance rate (adjusted)	Attending lower secondary school	Attending primary school	Out of school ^A	Number of children of upper secondary school age at beginning of school year	Net attendance rate (adjusted) ¹	Attending lower secondary school	Attending primary school	Out of school ^{1A}	Number of children of upper secondary school age at beginning of school year
Total	77.6	11.6	0.0	12.9	333	86.7	8.6	0.0	6.8	352	82.3	10.1	0.0	9.8	685
Area															
Urban	77.4	14.0	0.0	10.5	164	89.3	7.4	0.0	5.4	168	83.5	10.7	0.0	7.9	332
Greater Kingston Metropolitan Area	76.4	14.5	0.0	9.0	92	86.3	10.4	0.0	5.1	106	81.7	12.3	0.0	6.9	198
Other Urban Centres	78.8	13.4	0.0	12.4	72	94.4	2.3	0.0	6.0	62	86.1	8.2	0.0	9.4	134
Rural	77.8	9.3	0.0	15.2	169	84.3	9.7	0.0	8.2	183	81.1	9.5	0.0	11.6	353
Age at beginning of school year															
15	68.0	22.3	0.0	8.5	142	80.1	17.5	0.0	2.4	173	74.7	19.7	0.0	5.1	315
16	84.7	3.7	0.0	16.2	191	93.0	0.0	0.0	11.2	179	88.7	1.9	0.0	13.8	370
Mother's education^B															
Primary or less	(*)	(*)	(*)	(*)	23	(68.9)	(25.1)	(0.0)	(6.0)	33	62.7	21.1	0.0	16.2	56
Lower secondary	66.0	15.1	0.0	19.9	87	83.5	10.4	0.0	12.0	74	74.0	12.9	0.0	16.3	161
Upper secondary	84.6	11.0	0.0	6.4	153	89.9	6.2	0.0	4.8	162	87.3	8.6	0.0	5.5	316
Post secondary +	87.4	7.1	0.0	10.4	64	93.5	5.5	0.0	2.1	74	90.7	6.3	0.0	5.9	138
Missing/DK	(*)	(*)	(*)	(*)	4	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	6
Ethnicity of household head															
Black	77.8	11.2	0.0	12.9	320	87.0	8.9	0.0	6.1	330	82.5	10.1	0.0	9.4	650
Other	(*)	(*)	(*)	(*)	13	(*)	(*)	(*)	(*)	21	(79.9)	(10.3)	(0.0)	(14.8)	34
Missing/DK	-	-	-	-	0	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	1

Table LN.2.6: School attendance among children of upper secondary school age

Percentage of children of upper secondary school age at the beginning of the school year attending upper secondary school or higher (net attendance rate, adjusted), percentage attending lower secondary school, percentage attending primary school, and percentage out of school, by sex, Jamaica MICS, 2022

	Male					Female					Total				
	Percent of children:					Percent of children:					Percent of children:				
	Net attendance rate (adjusted)	Attending lower secondary school	Attending primary school	Out of school ^A	Number of children of upper secondary school age at beginning of school year	Net attendance rate (adjusted)	Attending lower secondary school	Attending primary school	Out of school ^A	Number of children of upper secondary school age at beginning of school year	Net attendance rate (adjusted) ¹	Attending lower secondary school	Attending primary school	Out of school ^{1,2-A}	Number of children of upper secondary school age at beginning of school year
Religion/Denomination of household head															
Church of God	73.5	9.9	0.0	18.4	136	86.5	10.6	0.0	4.6	122	79.6	10.3	0.0	11.9	258
Pentecostal	(79.7)	(6.8)	(0.0)	(15.9)	35	(82.5)	(10.0)	(0.0)	(10.5)	43	81.2	8.5	0.0	13.0	78
Seventh-day Adventist	(91.1)	(8.9)	(0.0)	(8.0)	38	(88.1)	(4.4)	(0.0)	(12.4)	42	89.6	6.6	0.0	10.3	80
Other religion/denomination	77.0	17.5	0.0	6.7	89	87.1	7.8	0.0	6.2	104	82.4	12.3	0.0	6.4	193
No religion	(77.7)	(11.1)	(0.0)	(9.7)	34	(88.3)	(7.9)	(0.0)	(3.8)	39	83.4	9.4	0.0	6.5	73
Missing/DK	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	3
Wealth index quintile															
Poorest	65.4	14.2	0.0	21.9	76	83.3	8.9	0.0	7.7	77	74.4	11.5	0.0	14.7	153
Second	71.3	20.7	0.0	12.7	75	78.7	9.9	0.0	14.1	84	75.2	15.0	0.0	13.5	159
Middle	82.7	6.2	0.0	9.3	78	90.6	7.9	0.0	5.6	60	86.1	6.9	0.0	7.7	138
Fourth	81.9	7.6	0.0	15.0	54	94.1	5.9	0.0	2.6	75	89.0	6.6	0.0	7.8	129
Richest	(93.3)	(6.7)	(0.0)	(2.9)	50	89.2	10.8	0.0	1.7	56	91.1	8.9	0.0	2.2	106
¹ MICS indicator LN.5c - Upper secondary school net attendance rate (adjusted) ² MICS indicator LN.6c - Out-of-school rate for children of upper secondary school age															
^A The percentage of children of upper secondary school age out of school are those not attending any level of education. ^B The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview. () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator															

Table LN.2.7: Gross intake, completion and effective transition rates

Gross intake ratio and completion rate for primary school, effective transition rate to lower secondary school, gross intake ratio and completion rate for lower secondary school and completion rate for upper secondary school, Jamaica MICS, 2022

	Gross intake ratio to the last grade of primary school ¹	Number of children of primary school completion age at beginning of school year	Primary school completion rate ²	Number of children age 14-16 years at beginning of school year ^A	Effective transition rate to lower secondary school ³	Number of children who were in the last grade of primary school the previous year and are not repeating that grade in the current school year	Gross intake ratio to the last grade of lower secondary school ⁴	Number of children of lower secondary school completion age at beginning of school year	Lower secondary completion rate ⁵	Number of adolescents age 17-19 years at beginning of school year ^A	Upper secondary completion rate ⁶	Number of youth age 19-21 years at beginning of school year ^A
Total	99.7	363	98.5	1,030	97.3	292	95.2	346	94.8	1,051	85.8	1,041
Sex												
Male	98.3	174	97.9	527	96.4	153	87.4	194	93.1	522	82.0	486
Female	101.0	189	99.2	504	98.3	139	105.1	152	96.5	529	89.1	555
Area												
Urban	97.1	186	98.3	504	97.3	147	95.7	172	95.9	525	87.5	529
Greater Kingston Metropolitan Area	95.0	107	99.1	290	96.8	77	106.5	92	95.8	298	88.2	299
Other Urban Centres	99.2	78	97.6	214	97.8	70	84.9	80	96.0	227	86.7	230
Rural	102.8	178	98.6	526	97.4	145	93.9	174	93.8	526	83.9	512
Mother's education^B												
Primary or less	(98.9)	27	100.0	69	(*)	20	(*)	13	na	na	na	na
Lower secondary	82.8	73	97.9	236	97.0	62	107.7	75	na	na	na	na
Upper secondary	113.0	169	98.4	481	96.2	135	86.8	166	na	na	na	na
Post secondary +	88.0	91	98.8	223	98.8	73	99.6	85	na	na	na	na
Special education	-	0	(*)	1	-	0	(*)	1	na	na	na	na
Missing/DK	(*)	3	(*)	8	(*)	2	(*)	2	na	na	na	na
Ethnicity of household head												
Black	99.2	344	98.6	977	97.2	279	96.1	327	94.9	990	85.4	981
Other	(*)	20	97.8	53	(*)	13	(*)	19	93.8	61	92.0	59
Missing/DK	-	0	(*)	1	-	0	-	0	-	0	(*)	1

Table LN.2.7: Gross intake, completion and effective transition rates

Gross intake ratio and completion rate for primary school, effective transition rate to lower secondary school, gross intake ratio and completion rate for lower secondary school and completion rate for upper secondary school, Jamaica MICS, 2022

	Gross intake ratio to the last grade of primary school ¹	Number of children of primary school completion age at beginning of school year	Primary school completion rate ²	Number of children age 14-16 years at beginning of school year ^A	Effective transition rate to lower secondary school ³	Number of children who were in the last grade of primary school the previous year and are not repeating that grade in the current school year	Gross intake ratio to the last grade of lower secondary school ⁴	Number of children of lower secondary school completion age at beginning of school year	Lower secondary completion rate ⁵	Number of adolescents age 17-19 years at beginning of school year ^A	Upper secondary completion rate ⁶	Number of youth age 19-21 years at beginning of school year ^A
Religion/Denomination of household head												
Church of God	104.8	105	97.8	378	95.1	90	92.8	120	95.5	312	86.3	295
Pentecostal	(115.5)	42	98.3	123	(100.0)	32	(96.3)	45	99.3	111	90.3	111
Seventh-day Adventist	(83.1)	47	100.0	118	(97.9)	45	(119.9)	38	93.0	168	85.0	153
Other religion/denomination	96.4	125	98.7	295	98.0	85	92.3	102	94.1	311	85.9	293
No religion	(99.6)	43	99.1	112	(98.0)	40	(87.6)	39	94.4	147	83.0	187
Missing/DK	(*)	1	(*)	4	-	0	(*)	1	(*)	3	(*)	2
Wealth index quintile												
Poorest	96.4	90	97.0	232	97.1	61	93.4	79	92.5	189	74.8	203
Second	112.5	79	99.7	235	95.5	61	102.1	76	92.2	233	76.2	229
Middle	118.2	71	97.6	202	96.4	70	97.0	64	93.1	219	86.8	201
Fourth	86.6	68	98.6	190	98.7	60	87.6	61	97.3	199	95.3	207
Richest	79.1	55	100.0	171	(100.0)	39	94.7	65	99.3	212	96.9	202
¹ MICS indicator LN.7a - Gross intake ratio to the last grade (Primary) ² MICS indicator LN.8a - Completion rate (Primary); SDG indicator 4.1.2 ³ MICS indicator LN.9 - Effective transition rate to lower secondary school ⁴ MICS indicator LN.7b - Gross intake ratio to the last grade (Lower secondary) ⁵ MICS indicator LN.8b - Completion rate (Lower secondary); SDG indicator 4.1.2 ⁶ MICS indicator LN.8c - Completion rate (Upper secondary); SDG indicator 4.1.2												
^A Total number of children age 3-5 years above the intended age for the last grade, for primary, lower and upper secondary, respectively ^B The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview. na: not applicable () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator												

Table LN.2.8: Parity indices

Ratio of adjusted net attendance rates of girls to boys, in primary, lower and upper secondary school, and additional parity indices, Jamaica MICS, 2022

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance rate (ANAR), girls	Primary school adjusted net attendance rate (ANAR), boys	Primary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for primary school ANAR ³	Lower secondary school adjusted net attendance rate (ANAR), girls	Lower secondary school adjusted net attendance rate (ANAR), boys	Lower secondary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school ANAR ³	Upper secondary school adjusted net attendance rate (ANAR), girls	Upper secondary school adjusted net attendance rate (ANAR), boys	Upper secondary school adjusted net attendance rate (ANAR), ^{1,2}	Gender parity index (GPI) for upper secondary school ANAR ³
Total³	96.8	94.2	95.6	1.03	94.3	89.2	91.6	1.06	86.7	77.6	82.3	1.12
Area												
Urban	96.7	95.6	96.1	1.01	96.3	89.1	92.3	1.08	90.4	77.6	83.9	1.16
GKMA	97.6	93.9	95.8	1.04	94.6	89.6	91.7	1.06	86.3	76.4	81.7	1.13
Other Urban Centres	95.7	97.4	96.4	0.98	98.1	88.5	92.9	1.11	94.4	78.8	86.1	1.20
Rural	97.0	93.2	95.1	1.04	92.7	89.3	91.0	1.04	84.3	77.8	81.1	1.08
Mother's education^A												
Primary or less	(96.6)	(98.6)	97.5	(0.98)	(*)	(84.5)	87.5	(*)	(68.9)	(*)	62.7	(*)
Lower secondary	98.3	92.0	95.4	1.07	95.1	89.2	92.2	1.07	83.5	66.0	74.0	1.27
Upper secondary	95.5	95.5	95.5	1.00	91.7	87.3	89.2	1.05	89.9	84.6	87.3	1.06
Post secondary +	98.5	92.3	95.4	1.07	98.6	95.5	97.0	1.03	93.5	87.4	90.7	1.07
Special education	(*)	(*)	(*)	(*)	(*)	-	(*)	(*)	-	-	-	-
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Ethnicity of household head												
Black	96.8	94.1	95.5	1.03	94.3	90.5	92.3	1.04	87.0	77.8	82.5	1.12
Other	98.1	(96.2)	97.2	(1.02)	(*)	(70.3)	80.4	(*)	(*)	(*)	(79.9)	(*)
Missing/DK	-	-	-	-	-	-	-	-	(*)	-	(*)	(*)

Table LN.2.8: Parity indices

Ratio of adjusted net attendance rates of girls to boys, in primary, lower and upper secondary school, and additional parity indices, Jamaica MICS, 2022

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance rate (ANAR), girls	Primary school adjusted net attendance rate (ANAR), boys	Primary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for primary school ANAR ³	Lower secondary school adjusted net attendance rate (ANAR), girls	Lower secondary school adjusted net attendance rate (ANAR), boys	Lower secondary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school ANAR ³	Upper secondary school adjusted net attendance rate (ANAR), girls	Upper secondary school adjusted net attendance rate (ANAR), boys	Upper secondary school adjusted net attendance rate (ANAR), ^{1,2}	Gender parity index (GPI) for upper secondary school ANAR ³
Religion/Denomination of household head												
Church of God	96.6	94.5	95.6	1.02	95.7	91.2	93.4	1.05	86.5	73.5	79.6	1.18
Pentecostal	97.7	94.9	96.3	1.03	93.6	95.1	94.4	0.98	(82.5)	(79.7)	81.2	(1.03)
Seventh-day Adventist	98.4	94.1	96.5	1.05	(97.8)	92.1	94.6	(1.06)	(88.1)	(91.1)	89.6	(0.97)
Other religion/denomination	95.8	93.8	94.9	1.02	90.3	84.8	87.3	1.06	87.1	77.0	82.4	1.13
No religion	97.5	93.4	95.4	1.04	(97.4)	85.4	90.6	(1.14)	(88.3)	(77.7)	83.4	(1.14)
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Wealth index quintile												
Poorest	94.5	91.1	93.0	1.04	87.9	81.3	84.6	1.08	83.3	65.4	74.4	1.27
Second	96.4	96.0	96.2	1.00	94.6	89.5	91.8	1.06	78.7	71.3	75.2	1.10
Middle	98.7	93.6	96.0	1.05	95.5	91.3	93.4	1.05	90.6	82.7	86.1	1.10
Fourth	97.3	93.3	95.3	1.04	97.7	87.8	92.3	1.11	94.1	81.9	89.0	1.15
Richest	98.4	97.9	98.2	1.01	98.3	97.4	97.8	1.01	89.2	(93.3)	91.1	(0.96)

Table LN.2.8: Parity indices

Ratio of adjusted net attendance rates of girls to boys, in primary, lower and upper secondary school, and additional parity indices, Jamaica MICS, 2022

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance rate (ANAR), girls	Primary school adjusted net attendance rate (ANAR), boys	Primary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for primary school ANAR ³	Lower secondary school adjusted net attendance rate (ANAR), girls	Lower secondary school adjusted net attendance rate (ANAR), boys	Lower secondary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school ANAR ³	Upper secondary school adjusted net attendance rate (ANAR), girls	Upper secondary school adjusted net attendance rate (ANAR), boys	Upper secondary school adjusted net attendance rate (ANAR), ^{1,2}	Gender parity index (GPI) for upper secondary school ANAR ³
Parity indices												
Wealth												
Poorest/Richest ¹	0.96	0.93	0.95	na	0.89	0.84	0.87	na	0.93	(0.77)	0.82	na
Area												
Rural/Urban ²	1.00	0.97	0.99	na	0.96	1.00	0.99	na	0.93	1.00	0.97	na
Orphanhood												
Orphans/non-orphans	(*)	(*)	(*)	na	(*)	(*)	(*)	na	(*)	(*)	(*)	na
¹ MICS indicator LN.11b - Parity indices - primary, lower and upper secondary attendance (wealth); SDG indicator 4.5.1 ² MICS indicator LN.11c - Parity indices - primary, lower and upper secondary attendance (area); SDG indicator 4.5.1 ³ MICS indicator LN.11a - Parity indices - primary, lower and upper secondary attendance (gender); SDG indicator 4.5.1												
^a The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview. The sum of cases in the disaggregate may not equal the total denominator. na: not applicable () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator												

Table LN.2.9: Participation in online learning

Percentage of children age 5-17 years by participation in online learning, type of service used to access the internet and exclusive access to a device, Jamaica MICS, 2022

	Percent of children:			Percentage of children attending online learning who has access to internet at home, and has exclusive access to a device ¹	Number of children age 5-17 years attending school
	Attending online learning at least once a week	Using home-based internet for online learning	Having exclusive access to a device for educational purposes		
Total	84.3	82.1	71.0	65.0	4,162
Sex					
Male	81.2	79.3	67.5	61.5	2,042
Female	87.3	84.8	74.4	68.5	2,119
Area					
Urban	86.7	83.5	75.8	70.0	2,064
Greater Kingston Metropolitan Area	86.8	85.6	76.3	72.7	1,159
Other Urban Centres	86.5	80.8	75.1	66.5	906
Rural	82.0	80.7	66.4	60.2	2,098
School attendance					
Early childhood education	75.5	76.3	59.3	52.6	462
Primary	91.0	88.4	77.6	70.6	1,863
Lower secondary	91.5	87.5	75.7	68.6	901
Upper secondary	90.6	89.0	78.3	74.6	699
Special education	(*)	(*)	(*)	(*)	11
Out-of-school	na	na	na	na	225
Mother's education					
Primary or less	78.8	74.0	57.3	52.6	230
Lower secondary	77.2	76.6	62.4	55.7	766
Upper secondary	84.6	81.9	70.3	64.2	2,093
Post secondary +	90.7	89.2	82.3	76.8	1,041
Special education	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	18
Child's functional difficulties					
Has functional difficulty	65.3	67.7	50.5	44.3	289
Has no functional difficulty	85.8	83.2	72.6	66.6	3,873
Ethnicity of household head					
Black	84.4	82.3	70.7	64.6	3,940
Other	83.5	79.6	77.4	72.3	220
Missing/DK	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head					
Church of God	84.7	82.6	70.7	65.2	1,369
Pentecostal	85.7	79.4	68.1	60.1	513
Seventh-day Adventist	85.3	82.8	72.9	68.0	554
Other religion/denomination	83.4	82.7	71.9	65.2	1,215
No religion	82.9	81.0	70.5	65.7	499
Missing/DK	(*)	(*)	(*)	(*)	12
Wealth index quintile					
Poorest	69.6	66.1	47.9	38.1	973
Second	83.1	80.6	64.4	58.5	904
Middle	88.6	86.0	79.2	72.0	861
Fourth	90.2	89.0	82.1	78.7	762
Richest	95.4	94.7	90.7	88.9	662

¹ MICS indicator LN.11c - Parity indices - organised learning (area); SDG indicator 4.5.1

na: not applicable

(*) Figures that are based on fewer than 25 unweighted cases

8.3 Parental involvement

Parents' involvement in their children's education is widely accepted to have a positive effect on their child's learning performance. For instance, reading activities at home have significant positive influences on reading achievement, language comprehension and expressive language skills.⁹² Research also shows that parental involvement in their child's literacy practices is a positive long-term predictor of later educational attainment.⁹³

Beyond learning activities at home, parental involvement that occurs in school (like participating in school meetings, talking with teachers, attending school meetings and volunteering in schools) can also benefit a student's performance.⁹⁴ Research studies have shown that, in the primary school age range, the impact of parental involvement in school activities can even be much bigger than differences associated with variations in the quality of schools, regardless of social class and ethnic group.⁹⁵

The Parental Involvement module included in the Questionnaire for children age 5-17 years was developed and tested for inclusion in MICS6. The work is described in detail in MICS Methodological Papers, No. 5.⁹⁶

Table LN.3.1 presents percentages of children age 7-14 years for whom an adult household member received a report card and was involved in school management and school activities in the last year, including discussion with teachers on children's progress.

In Table LN.3.2 reasons for children unable to attend class due to a school-related reason are presented. Reasons include natural and man-made disaster, teacher strike and teacher absenteeism.

Lastly, Table LN.3.3 shows learning environment at home, i.e., percentage of children with 3 or more books to read, percentage of children who have homework, percentage whose teachers teach in the language that the child speaks at home, and percentage of children who receive help with homework.

⁹² Gest, D. et al. "Shared Book Reading and Children's Language Comprehension Skills: The Moderating Role of Parental Discipline Practices." *Early Childhood Research Quarterly* 19, no. 2 (2004): 319-36. doi:10.1016/j.ecresq.2004.04.007.

⁹³ Fluori, E. and A. Buchanan. "Early Father's and Mother's Involvement and Child's Later Educational Outcomes." *Educational Psychology* 74, no. 2 (2004): 141-53. doi:10.1348/000709904773839806.

⁹⁴ Pomerantz, M., E. Moorman, and S. Litwack. "The How, Whom, and Why of Parents' Involvement in Children's Academic Lives: More Is Not Always Better." *Review of Educational Research* 77, no. 3 (2007): 373-410. doi:10.3102/003465430305567.

⁹⁵ Desforges, C. and A. Abouchar. *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review*. Research report. Nottingham: Queen's Printer, 2003. https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf.

⁹⁶ Hattori, H., M. Cardoso, and B. Ledoux. *Collecting data on foundational learning skills and parental involvement in education*. MICS Methodological Papers, No. 5. New York: UNICEF, 2017. <http://mics.unicef.org/files?job=W1siZiZlsljWMTcvMDYvMTUvM-TYvMjcvMDAvNzIxJQ1NfTlVWV0aG9kb2xvZ2ljYWxfUGFwZXJfNS5wZGYiXV0&sha=39f5c31dbb91df26>.

Table LN.3.1: Parental involvement in school

Percentage of children age 7-14 years attending school and, among those, percentage of children for whom an adult member of the household received a report card for the child, and involvement of adults in school management and school activities in the last year, Jamaica MICS, 2022

	Percentage of children attending school ^{1a}	Number of children age 7-14	Percentage of children for whom an adult household member in the last year received a report card for the child ¹	Involvement by adult in school management in last year			Involvement by adult in school activities in last year		Number of children age 7-14 years attending school
				School has a governing body open to parents ²	Attended meeting called by governing body ³	A meeting discussed key education/financial issues ⁴	Attended school celebration or a sport event	Met with teachers to discuss child's progress ⁵	
Total	96.8	2,437	78.9	96.5	75.3	60.3	37.9	74.4	2,359
Sex									
Male	95.4	1,170	76.9	97.2	76.5	62.1	38.0	75.1	1,117
Female	98.1	1,266	80.7	95.9	74.3	58.8	37.8	73.8	1,242
Area									
Urban	97.2	1,234	82.0	96.3	78.2	65.7	36.2	79.7	1,199
Greater Kingston Metropolitan Area	98.7	689	85.7	95.4	81.1	69.0	37.9	83.3	680
Other Urban Centres	95.3	545	77.1	97.4	74.4	61.4	34.0	74.9	519
Rural	96.4	1,203	75.7	96.8	72.3	54.8	39.7	68.9	1,160
Age at beginning of school year									
6 ^A	99.5	178	80.8	98.5	79.3	68.9	48.8	85.8	177
7	95.9	291	80.2	96.9	75.9	61.8	42.9	79.8	279
8	97.3	349	77.9	96.4	78.7	63.1	48.9	77.1	339
9	95.8	253	84.3	96.4	78.4	61.1	46.6	68.5	243
10	97.5	339	77.3	98.0	68.7	56.7	38.7	76.4	331
11	97.6	342	73.7	98.0	76.7	62.0	38.6	82.9	334
12	97.1	268	77.0	95.6	79.0	57.9	24.8	63.9	260
13	94.8	315	84.3	93.9	70.4	55.3	22.6	63.5	299
14	96.0	103	73.7	92.8	69.7	57.6	21.4	69.0	99
School attendance^B									
Early childhood education	(*)	11	(*)	(*)	(*)	(*)	(*)	(*)	11
Primary	100.0	1,649	78.9	97.2	75.9	62.3	43.6	78.6	1,649
Lower secondary	100.0	674	78.5	94.8	73.2	54.5	23.6	63.6	674
Upper secondary	(*)	15	(*)	(*)	(*)	(*)	(*)	(*)	15
Special education	(*)	10	(*)	(*)	(*)	(*)	(*)	(*)	10
Out-of-school	0.0	78	na	na	na	na	na	na	na
Mother's education									
Primary or less	96.2	150	76.4	93.7	58.1	40.1	36.5	58.1	144
Lower secondary	96.6	412	70.3	97.4	71.1	54.7	33.3	68.7	398
Upper secondary	96.1	1,192	79.5	96.3	74.8	61.4	36.8	73.5	1,146
Post secondary +	98.3	670	84.0	97.5	83.3	67.3	43.2	82.8	659
Special education	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	11	(*)	(*)	(*)	(*)	(*)	(*)	11
School management^C									
Public	99.7	2,203	78.0	96.9	75.1	59.6	36.5	73.6	2,197
Non-public	100.0	135	95.2	93.3	80.1	71.2	62.9	87.9	135

Table LN.3.1: Parental involvement in school

Percentage of children age 7-14 years attending school and, among those, percentage of children for whom an adult member of the household received a report card for the child, and involvement of adults in school management and school activities in the last year, Jamaica MICS, 2022

	Percentage of children attending school ^a	Number of children age 7-14	Percentage of children for whom an adult household member in the last year received a report card for the child ¹	Involvement by adult in school management in last year			Involvement by adult in school activities in last year		Number of children age 7-14 years attending school
				School has a governing body open to parents ²	Attended meeting called by governing body ³	A meeting discussed key education/financial issues ⁴	Attended school celebration or a sport event	Met with teachers to discuss child's progress ⁵	
Child's functional difficulties									
Has functional difficulty	85.5	169	79.7	94.7	67.3	50.3	34.3	74.7	144
Has no functional difficulty	97.7	2,268	78.8	96.6	75.8	61.0	38.2	74.4	2,215
Ethnicity of household head									
Black	96.8	2,305	78.8	96.6	75.3	60.2	37.5	74.3	2,231
Other	97.3	132	80.1	95.6	75.2	62.1	45.0	76.3	128
Religion/Denomination of household head									
Church of God	98.4	765	79.9	96.1	73.1	58.7	37.5	73.0	753
Pentecostal	92.8	331	78.6	95.1	80.5	57.8	34.5	72.6	307
Seventh-day Adventist	98.4	332	78.4	99.5	75.1	66.4	36.6	77.4	327
Other religion/denomination	96.8	712	79.6	97.4	77.4	61.9	40.0	76.2	689
No religion	95.3	291	75.2	94.6	70.9	57.0	39.2	71.6	278
Missing/DK	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	5
Wealth index quintile									
Poorest	92.7	550	73.2	94.0	72.0	54.3	34.5	67.6	510
Second	94.9	525	72.9	96.1	68.8	54.7	34.4	75.0	499
Middle	99.7	500	76.7	96.4	70.3	56.3	33.6	69.8	498
Fourth	98.7	449	81.1	98.8	82.1	65.0	38.3	78.0	443
Richest	99.2	413	93.4	97.8	86.1	74.7	51.2	83.7	410

¹ MICS indicator LN.12 - Availability of information on children's school performance

² MICS indicator LN.13 - Opportunity to participate in school management

³ MICS indicator LN.14 - Participation in school management

⁴ MICS indicator LN.15 - Effective participation in school management

⁵ MICS indicator LN.16 - Discussion with teachers regarding children's progress

^a AAs eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

^b Attendance to school here is not directly comparable to adjusted net attendance rates reported in preceding tables, which utilise information on all children in the sample. This and subsequent tables present results of the Parental Involvement and Foundational Learning Skills modules administered to mothers or caretakers of a randomly selected subsample of children age 7-14 years.

^c School management sector was collected for children attending primary education or higher. Children out of school or attending ECE are not shown.

na: not applicable

(*) Figures that are based on fewer than 25 unweighted cases

Table LN.3.2: School-related reasons for inability to attend class

Percentage of children age 7-14 years not able to attend class due to absence of teacher or school closure, by reason for inability, and percentage of adult household members contacting school officials or governing body representatives on instances of teacher strike or absence, Jamaica MICS, 2022

	Percentage of children who in the last year could not attend class due to absence of teacher or school closure	Number of children age 7-14 years attending school	Percentage of children unable to attend class in the last year due to a school-related reason:						Number of children age 7-14 who could not attend class in the last year due to a school-related reason	Percentage of adult household members contacting school officials or governing body representatives on instances of teacher strike or absence ¹	Number of children age 7-14 years who could not attend class in the last year due to teacher strike or absence
			Natural disasters	Man-made disasters	Teacher strike	Other	Teacher absence	Teacher strike or absence			
Total	21.1	2,359	44.5	14.8	13.9	25.6	30.4	41.5	497	41.3	206
Sex											
Male	22.0	1,117	44.3	13.5	13.3	24.9	31.4	44.6	245	41.9	109
Female	20.2	1,242	44.7	16.2	14.4	26.3	29.4	38.4	251	40.6	97
Area											
Urban	18.6	1,199	37.3	17.0	8.6	34.5	28.4	32.6	223	57.8	73
Greater Kingston Metropolitan Area	17.3	680	24.2	24.7	2.3	41.7	25.4	27.8	118	(*)	33
Other Urban Centres	20.3	519	51.8	8.4	15.6	26.5	31.7	38.0	106	(71.9)	40
Rural	23.6	1,160	50.5	13.1	18.2	18.3	32.0	48.8	273	32.3	133
Age at beginning of school year											
6 ^A	19.6	177	(*)	(*)	(*)	(*)	(*)	(*)	35	(*)	9
7	21.1	279	(29.2)	(11.9)	97.9	(41.8)	(27.6)	(35.5)	59	(*)	21
8	20.9	339	(49.7)	(6.7)	(2.8)	(26.8)	923.6	(26.4)	71	(*)	19
9	20.3	243	(40.3)	(23.9)	(24.9)	(12.0)	(27.2)	(52.1)	49	(*)	26
10	20.2	331	(55.0)	(16.7)	(8.0)	(34.3)	(31.3)	(39.4)	67	(*)	26
11	23.8	334	(45.0)	(5.5)	(30.8)	(16.4)	(39.9)	(56.5)	79	(*)	45
12	19.4	260	(39.2)	(29.8)	(3.9)	(18.9)	(32.2)	(36.1)	50	(*)	18
13	23.6	299	(38.1)	(18.7)	(23.9)	(32.4)	(33.9)	(54.2)	70	(*)	38
14	16.1	99	(*)	(*)	(*)	(*)	(*)	(*)	16	(*)	4

Table LN.3.2: School-related reasons for inability to attend class

Percentage of children age 7-14 years not able to attend class due to absence of teacher or school closure, by reason for inability, and percentage of adult household members contacting school officials or governing body representatives on instances of teacher strike or absence, Jamaica MICS, 2022

	Percentage of children who in the last year could not attend class due to absence of teacher or school closure	Number of children age 7-14 years attending school	Percentage of children unable to attend class in the last year due to a school-related reason:						Number of children age 7-14 who could not attend class in the last year due to a school-related reason	Percentage of adult household members contacting school officials or governingbody representatives on instances of teacher strike or absence ¹	Number of children age 7-14 years who could not attend class in the last year due to teacher strike or absence
			Natural disasters	Man-made disasters	Teacher strike	Other	Teacher absence	Teacher strike or absence			
School attendance											
Early childhood education	(*)	11	(*)	(*)	(*)	(*)	(*)	(*)	2	-	0
Primary	20.9	1,649	44.4	13.2	13.4	25.7	31.4	41.5	345	45.4	143
Lower secondary	20.6	674	42.1	16.7	10.9	24.7	30.2	39.3	139	(30.6)	54
Upper secondary	(*)	15	(*)	(*)	(*)	(*)	(*)	(*)	10	(*)	9
Special education	(*)	10	(*)	(*)	(*)	(*)	(*)	(*)	1	-	0
Mother's education											
Primary or less	27.1	144	(*)	(*)	(*)	(*)	(*)	(*)	39	(*)	18
Lower secondary	22.3	398	35.3	8.9	13.9	17.4	31.3	45.2	89	(*)	40
Upper secondary	18.3	1,146	45.3	18.7	19.7	23.8	29.3	48.4	210	41.5	102
Post secondary +	24.1	659	46.9	15.6	2.7	34.0	27.8	28.9	159	(39.1)	46
Special education	(*)	1	-	-	-	-	-	-	0	-	0
Missing/DK	(*)	11	-	-	-	-	-	-	0	-	0
School management ^B											
Public	21.1	2,197	43.1	15.5	14.6	25.2	31.6	43.3	464	41.3	201
Non-public	22.1	135	(71.4)	(6.7)	(3.5)	(24.4)	(13.8)	(17.3)	30	(*)	5
Missing/DK	(*)	12	(*)	(*)	(*)	(*)	(*)	(*)	1	-	0
Child's functional difficulties											
Has functional difficulty	23.0	144	(*)	(*)	(*)	(*)	(*)	(*)	33	(*)	19
Has no functional difficulty	20.9	2,215	44.8	15.1	14.3	26.4	28.9	40.3	464	43.0	187
Ethnicity of household head											
Black	21.0	2,231	44.0	15.5	14.5	25.5	29.4	41.0	468	39.7	192
Other	22.8	128	(*)	(*)	(*)	(*)	(*)	(*)	29	(*)	15

Table LN.3.2: School-related reasons for inability to attend class

Percentage of children age 7-14 years not able to attend class due to absence of teacher or school closure, by reason for inability, and percentage of adult household members contacting school officials or governing body representatives on instances of teacher strike or absence, Jamaica MICS, 2022

	Percentage of children who in the last year could not attend class due to absence of teacher or school closure	Number of children age 7-14 years attending school	Percentage of children unable to attend class in the last year due to a school-related reason:						Number of children age 7-14 who could not attend class in the last year due to a school-related reason	Percentage of adult household members contacting school officials or governingbody representatives on instances of teacher strike or absence ¹	Number of children age 7-14 years who could not attend class in the last year due to teacher strike or absence
			Natural disasters	Man-made disasters	Teacher strike	Other	Teacher absence	Teacher strike or absence			
Religion/Denomination of household head											
Church of God	22.5	753	47.0	9.8	14.4	24.6	26.8	41.1	169	(28.4)	70
Pentecostal	22.9	307	(55.0)	(1.0)	(12.9)	(26.3)	(41.6)	(54.5)	71	(*)	38
Seventh-day Adventist	22.5	327	(47.1)	(31.9)	(10.9)	(22.0)	(19.0)	(29.9)	74	(*)	22
Other religion/denomination	20.4	689	38.9	20.0	19.6	25.9	32.5	42.3	140	(59.2)	59
No religion	15.6	278	(*)	(*)	(*)	(*)	(*)	(*)	43	(*)	17
Missing/DK	(*)	5	-	-	-	-	-	-	0	-	0
Wealth index quintile											
Poorest	22.6	510	37.6	10.9	20.2	16.4	39.9	60.1	115	(38.6)	69
Second	24.9	499	40.6	14.4	17.6	25.2	41.3	51.0	124	(47.9)	63
Middle	15.2	498	55.5	4.6	7.4	19.9	29.2	34.8	76	(*)	26
Fourth	20.4	443	50.2	20.4	9.4	26.3	16.5	25.9	90	(*)	23
Richest	22.2	410	44.0	23.3	10.5	41.8	18.2	26.0	91	(*)	24

¹ MICS indicator LN.17 - Contact with school concerning teacher strike or absence

^A As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

^B School management sector was collected for children attending primary education or higher. Children attending ECE are not shown.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table LN.3.3: Learning environment at home

Percentage of children age 7-14 years^A with 3 or more books to read and percentage who read or are read to at home, percentage of children age 7-14 years attending school who have homework and percentage who at home speak the language that teachers use at school, and percentage of children age 7-14 years attending school and having homework who receive help with homework, Jamaica MICS, 2022

	Percentage of children with 3 or more books to read at home ¹	Number of children age 7-14 years	Percentage of children who read books or are read to at home ²	Number of children age 7-14 years	Percentage of children who have homework	Number of children age 7-14 years attending school	Percentage of children who at home use the language also used by teachers at school ³	Number of children age 7-14 years attending school	Percentage of children who receive help with homework ⁴	Number of children age 7-14 attending school and have homework
Total	71.5	2,437	81.5	2,304	97.4	2,359	65.6	2,236	83.4	2,297
Sex										
Male	69.1	1,170	78.4	1,109	96.3	1,117	64.0	1,065	84.1	1,075
Female	73.7	1,266	84.3	1,195	98.3	1,242	67.1	1,171	82.8	1,222
Area										
Urban	73.3	1,234	81.5	1,169	96.8	1,199	73.1	1,135	83.9	1,161
Greater Kingston Metropolitan Area	71.2	689	79.6	648	95.6	680	86.3	639	78.8	650
Other Urban Centres	76.0	545	83.8	522	98.4	519	56.1	497	90.4	511
Rural	69.6	1,203	81.5	1,135	97.9	1,160	57.9	1,101	82.9	1,136
Age at beginning of school year										
6 ^B	80.1	178	92.0	165	100.0	177	79.5	165	98.4	177
7	74.6	291	79.3	273	99.0	279	69.3	262	96.8	276
8	72.6	349	81.1	325	96.9	339	61.6	316	92.6	329
9	62.8	253	83.4	240	97.4	243	65.6	237	93.7	236
10	76.7	339	82.3	327	96.7	331	69.2	318	91.0	320
11	70.4	342	83.0	323	96.8	334	61.2	315	79.1	323
12	73.4	268	77.3	255	96.3	260	67.7	247	65.1	250
13	67.6	315	78.7	296	99.1	299	61.5	280	64.8	296
14	58.8	103	78.0	100	90.6	99	54.1	96	52.6	89

Table LN.3.3: Learning environment at home

Percentage of children age 7-14 years^A with 3 or more books to read and percentage who read or are read to at home, percentage of children age 7-14 years attending school who have homework and percentage who at home speak the language that teachers use at school, and percentage of children age 7-14 years attending school and having homework who receive help with homework, Jamaica MICS, 2022

	Percentage of children with 3 or more books to read at home ¹	Number of children age 7-14 years	Percentage of children who read books or are read to at home ²	Number of children age 7-14 years	Percentage of children who have homework	Number of children age 7-14 years attending school	Percentage of children who at home use the language also used by teachers at school ³	Number of children age 7-14 years attending school	Percentage of children who receive help with homework ⁴	Number of children age 7-14 attending school and have homework
School attendance										
Early childhood education	(*)	11	(*)	10	(*)	11	(*)	10	(*)	11
Primary	72.5	1,649	83.0	1,567	97.6	1,649	66.4	1,567	91.2	1,610
Lower secondary	69.1	674	78.2	638	96.9	674	62.8	638	65.1	653
Upper secondary	(*)	15	(*)	15	(*)	15	(*)	15	(*)	15
Special education	(*)	10	(*)	6	(*)	10	(*)	6	(*)	8
Out-of-school	(67.5)	78	(73.3)	68	na	na	na	na	na	na
Mother's education										
Primary or less	57.9	150	80.0	145	97.4	144	58.8	140	78.6	140
Lower secondary	60.6	412	77.9	379	94.8	398	58.4	364	80.1	377
Upper secondary	69.3	1,192	81.1	1,143	97.3	1,146	64.6	1,098	83.2	1,114
Post secondary +	85.7	670	84.8	626	99.0	659	72.9	623	86.8	653
Special education	(*)	1	(*)	1	(*)	1	(*)	1	(*)	1
Missing/DK	(*)	11	(*)	10	(*)	11	(*)	10	(*)	11
Child's functional difficulties										
Has functional difficulty	56.9	169	63.0	141	86.6	144	66.8	125	83.7	125
Has no functional difficulty	72.6	2,268	82.7	2,163	98.1	2,215	65.5	2,111	83.4	2,172
Ethnicity of household head										
Black	71.5	2,305	81.6	2,176	97.5	2,231	65.3	2,112	83.6	2,174
Other	70.6	132	79.3	128	95.7	128	70.9	124	80.9	123

Table LN.3.3: Learning environment at home

Percentage of children age 7-14 years^A with 3 or more books to read and percentage who read or are read to at home, percentage of children age 7-14 years attending school who have homework and percentage who at home speak the language that teachers use at school, and percentage of children age 7-14 years attending school and having homework who receive help with homework, Jamaica MICS, 2022

	Percentage of children with 3 or more books to read at home ¹	Number of children age 7-14 years	Percentage of children who read books or are read to at home ²	Number of children age 7-14 years	Percentage of children who have homework	Number of children age 7-14 years attending school	Percentage of children who at home use the language also used by teachers at school ³	Number of children age 7-14 years attending school	Percentage of children who receive help with homework ⁴	Number of children age 7-14 attending school and have homework
Religion/Denomination of household head										
Church of God	71.5	765	81.5	742	98.0	753	66.5	731	82.3	738
Pentecostal	74.2	331	81.5	307	97.0	307	57.6	291	78.7	298
Seventh-day Adventist	73.1	332	82.1	300	97.6	327	67.8	296	88.7	319
Other religion/denomination	72.4	712	80.9	671	96.1	689	63.9	648	83.4	662
No religion	64.0	291	82.1	279	98.7	278	73.0	265	84.9	274
Missing/DK	(*)	5	(*)	5	(*)	5	(*)	5	(*)	5
Wealth index quintile										
Poorest	57.1	550	78.9	517	96.1	510	55.6	479	82.4	490
Second	67.0	525	81.5	491	96.8	499	60.4	473	83.5	483
Middle	68.9	500	78.4	473	98.4	498	61.6	472	83.0	490
Fourth	80.7	449	84.0	432	98.7	443	73.8	426	82.6	437
Richest	89.3	413	85.8	390	96.9	410	80.3	387	85.9	397

¹ MICS indicator LN.18 - Availability of books at home

² MICS indicator LN.19 - Reading habit at home

³ MICS indicator LN.20 - School and home languages

⁴ MICS indicator LN.21 - Support with homework

^A This table utilises information collected in both the Parental Involvement and Foundational Learning Skills modules. Note that otherwise identical denominators may be slightly different, as the Foundational Learning Skills module includes consent of respondent to interview child and assent and availability of child to be interviewed. This invariably reduces the number of cases for data collected in this module.

^B As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

na: not applicable

(*) Figures that are based on fewer than 25 unweighted cases

() Figures that are based on 25-49 unweighted cases

8.4 Foundational learning skills

The ability to read and understand a simple text is one of the most fundamental skills a child can learn. Yet in many countries, students enrolled in school for as many as 6 years are unable to read and understand simple texts, as shown for instance by regional assessments such as the Latin American Laboratory for Assessment of the Quality of Education (LLECE), the Analysis Programme of the CONFEMEN Education Systems (PASEC) and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ).⁹⁷ Acquiring literacy in the early grades of primary school is crucial because doing so becomes more difficult in later grades, for those who are lagging behind.⁹⁸

A strong foundation in basic numeracy skills during the early grades is crucial for success in mathematics in the later years. Mathematics is a skill very much in demand and most competitive jobs require some level of skill in mathematics. Early mathematical knowledge is a primary predictor of later academic achievement and future success in mathematics is related to an early and strong conceptual foundation.⁹⁹

There are a number of existing tools for measuring learning outcomes¹⁰⁰ with each approach having their own strengths and limitations as well as varying levels of applicability to household surveys such as MICS. For some international assessments, it may just be too late: "Even though international testing programs like PISA and TIMSS are steadily increasing their coverage to also cover developing countries, (...) much of the divergence in test scores happens before the points in the educational trajectories of children where they are tested by international assessments", according to longitudinal surveys like the Young Lives Study.¹⁰¹ National assessments such as the Early Grade Reading Assessment, which happens earlier and is more context specific, will however be less appropriate for cross-country analysis; although it may be possible to compare children who do not complete an exercise (zero scores) set at a level which reflects each national target for children by a certain age or grade. Additionally, it is recognised that some assessments only capture children in school. However, given that some children do not attend school, further data on these out-of-school children is needed and these can be adequately captured in household surveys.

The MICS Foundational Learning Skills module is designed to measure basic reading and numeracy skills expected upon completion of the second grade of primary education.

⁹⁷ CONFEMEN. *PASEC 2014 Education system performance in Francophone sub-Saharan Africa. Competencies and learning factors in primary education*. Dakar: CONFEMEN, 2015. http://www.pasec.confemen.org/wp-content/uploads/2015/12/Rapport_Pasec2014_GB_webv2.pdf;

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Spaull, N. "Poverty & Privilege: Primary School Inequality in South Africa." *International Journal of Educational Development* 33, no. 5 (2013): 436-47. doi:10.1016/j.ijedudev.2012.09.009.

⁹⁸ Stanovich, K. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly* 21, no. 4 (1986): 360-407. doi:10.1598/rq.21.4.1.

⁹⁹ Duncan, G. "School Readiness and Later Achievement." *Developmental Psychology* 43, no. 6 (2007): 1428-446. doi:10.1037/0012-1649.43.6.1428.

¹⁰⁰ LMTF. *Toward Universal Learning. A Global Framework for Measuring Learning. Report No. 2 of the Learning Metrics Task Force*. Montreal and Washington: UNESCO Institute for Statistics and Center for Universal Education at the Brookings Institution. https://www.brookings.edu/wp-content/uploads/2016/06/LMTFReport2ES_final.pdf;

Buckner, E. and R. Hatch. *Literacy Data: More, but not always better*. Washington: Education Policy and Data Center, 2014. <https://www.epdc.org/epdc-data-points/literacy-data-more-not-always-better-part-1-2>;

Wagner, D. *Smaller, Quicker Cheaper – Improving Learning Assessments for Developing Countries*. Paris: International Institute for Educational Planning, 2011. <http://unesdoc.unesco.org/images/0021/002136/213663e.pdf>.

¹⁰¹ Singh, A. *Emergence and evolution of learning gaps across countries: Linked panel evidence from Ethiopia, India, Peru and Vietnam*. Oxford: Young Lives, 2014. http://www.younglives.org.uk/files/YL-WP124_Singh_learning%20gaps.pdf.

The reading skills assessment is based on a short story and five comprehension questions (three literal and two inferential). The rationale, development, testing and validation of this module has been documented in two MICS Methodological Papers, No. 595 and No. 9¹⁰².

In the Jamaica 2022 MICS, the reading assessment was available in English. The assessment tool was customised using the official Grade 2 textbooks, ensuring that the vocabulary was appropriate for Grade 2 learners, both in terms of complexity and cultural relevance.¹⁰³

While the official language of Jamaica is English, many children first learn to speak Patois¹⁰⁴, a largely unwritten Jamaican dialect. Children were asked what language they mostly speak at home (home language) and children who had ever attended school were also asked what language is or was used most often for teaching in class (school language). The decision about whether to administer the reading assessment was based on whether English was the child's home and/or school language:

- Children whose school or home language was mainly English were given the reading assessment.
- Children whose school and home language was other than English, were not given the reading assessment.
- Children who had never attended school and whose home language was other than English, were not given the reading assessment.

The numeracy skills assessment is based on universal skills expected at Grade 2 level. The tool includes four mathematics tasks: number reading, number discrimination, addition and pattern recognition.

Tables LN.4.1 and LN.4.2 present percentages of children age 7-14 years, by sex, who correctly answered foundational reading tasks and numeracy skills, respectively. Age and school attendance, by level and grade are among the disaggregates shown and necessary to read some of the reported indicators. These MICS indicators are designed and developed to both inform national policy development and report on global SDG indicator 4.1.1(a): Proportion of children in grade 2/3 achieving a minimum proficiency in (i) reading and (ii) mathematics by sex.

The assessment score of reading tasks is further disaggregated by results of the literal questions and inferential questions. The disaggregation of numeracy skills such as number reading, number discrimination, addition and pattern recognitions are also available.

¹⁰² Gochyyev P., S. Mizunoya and M. Cardoso. *Validity and reliability of the MICS foundational learning module*. MICS Methodological Papers, No. 9 New York: UNICEF, 2019. <http://mics.unicef.org/files?pb=W1siZiJlIlwMTkxMDUxMDc1MTQxNDMwMzgwODQ0L01JQ1NFTWV0aG9kb2xvZ2IlYWxfUGFwZXJfOS5wZGYiXV0&sha=1251233507af5fe2>.

¹⁰³ In the Jamaica MICS, the reading passage was customised based on guidance provided by technical experts. Please refer to Appendix E (Reading & Numbers Book) for the tasks.

¹⁰⁴ Devonish, H. and K. Carpenter. Towards full bilingualism in Education: The Jamaican Bilingual Primary Education Project. *Social and Economic Studies*, vol. 56, No. ½ (2007): 277-303. https://www.istor.org/stable/27866504#metadata_info_tab_contents.

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in English, by sex, Jamaica MICS, 2022

	Male					Female					Total						
	Percentage who correctly read 90% of words in a story	Three literal	Two inferential	Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Three literal	Two inferential	Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Three literal	Two inferential	Percentage of children who demonstrate foundational reading skills ^{1,2,3,7,8,9}	Gender Parity Index for foundational reading skills ^{4,5,6}	Percentage of children for whom the reading tasks were not available in appropriate language ^a	Number of children age 7-14 years
Total^{1,4}	69.1	59.9	64.0	58.0	1,109	77.6	69.7	72.2	66.5	1,195	73.5	65.0	68.3	62.4	1.15	2.7	2,304
Area																	
Urban	72.2	65.6	69.2	63.9	546	80.7	71.7	76.4	69.6	624	76.7	68.9	73.0	66.9	1.10	1.3	1,169
Greater Kingston Metropolitan Area	73.1	66.3	71.4	64.9	310	77.5	66.5	75.3	65.7	338	75.4	66.4	73.5	65.3	1.01	1.4	648
Other Urban Centres	71.0	64.7	66.3	62.6	236	84.4	77.8	77.6	74.1	286	78.4	71.9	72.5	68.9	1.18	1.1	522
Rural	66.1	54.4	59.0	52.2	563	74.2	67.5	67.7	63.2	571	70.2	61.0	63.4	57.7	1.21	4.1	1,135
Age at beginning of school year																	
6 ^B	45.1	30.4	29.5	25.0	72	42.9	39.0	40.1	38.0	93	43.9	35.3	35.5	32.4	1.52	5.8	165
7-8 ^{2,5}	48.0	39.6	39.6	36.8	253	57.9	52.7	52.3	49.8	346	53.8	47.2	46.9	44.3	1.35	4.0	598
7	41.0	33.7	34.3	30.0	119	51.0	47.4	45.1	43.4	154	46.6	41.4	40.4	37.6	1.45	3.5	273
8	54.2	44.8	44.3	42.8	134	63.5	57.0	58.2	54.9	192	59.7	52.0	52.5	49.9	1.28	4.4	325
9	59.6	56.9	52.9	51.2	120	76.8	74.2	71.0	69.9	119	68.2	65.5	61.9	60.5	1.37	4.2	240
10-14	81.4	71.4	79.1	70.8	664	93.5	82.6	87.9	79.1	637	87.3	76.9	83.4	74.9	1.12	1.4	1,301
10	79.4	62.5	75.9	62.1	163	94.0	79.4	86.0	72.3	164	86.7	70.9	80.9	67.2	1.16	1.2	327
11	81.3	75.0	80.2	75.0	160	91.9	82.5	82.2	79.4	163	86.6	78.8	81.2	77.2	1.06	0.7	323
12	83.6	73.8	81.4	72.4	110	93.3	80.5	91.3	79.4	146	89.1	77.6	87.1	76.4	1.10	0.3	255
13	80.3	73.5	78.4	73.5	186	95.8	87.2	92.4	83.7	111	86.1	78.6	83.6	77.3	1.14	3.8	296
14	(88.4)	(76.9)	(83.3)	(71.9)	46	(92.5)	(89.0)	(92.5)	(89.0)	54	90.6	83.4	88.3	81.1	(1.24)	0.0	100

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in English, by sex, Jamaica MICS, 2022

	Male					Female					Total						
	Percentage who correctly answered comprehension questions					Percentage who correctly answered comprehension questions					Percentage who correctly answered comprehension questions						
	Percentage who correctly read 90% of words in a story	Three literal	Two inferential	Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Three literal	Two inferential	Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Three literal	Two inferential	Percentage of children who demonstrate foundational reading skills ^{1,2,3,7,8,9}	Gender Parity Index for foundational reading skills ^{4,5,6}	Percentage of children for whom the reading tasks were not available in appropriate language ^a	Number of children age 7-14 years
School attendance																	
Early childhood education	(*)	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	10
Primary	63.3	53.4	57.1	51.1	723	72.3	64.9	65.6	61.2	844	68.2	59.6	61.7	56.5	1.20	3.0	1,567
Grade 1	(37.3)	(25.1)	(24.8)	(20.1)	67	(40.8)	(39.0)	(38.6)	(36.8)	45	38.7	30.6	30.3	26.8	(1.83)	7.4	112
Grade 2-3 ^{3,6}	45.0	37.1	37.6	34.6	235	54.1	47.7	47.4	44.7	331	50.4	43.3	43.3	40.5	1.29	4.6	565
Grade 2	34.9	25.9	26.7	22.9	107	50.0	44.0	41.1	38.2	153	43.8	36.6	35.2	31.9	1.67	4.1	259
Grade 3	53.5	46.4	46.6	44.4	128	57.7	50.8	52.9	50.2	178	55.9	49.0	50.3	47.8	1.13	5.0	306
Grade 4	67.1	59.8	56.9	55.9	112	76.8	74.3	72.4	71.0	151	72.7	68.2	65.8	64.6	1.27	2.9	263
Grade 5	82.8	73.6	79.4	71.6	129	93.0	81.9	86.5	75.8	151	88.3	78.1	83.2	73.8	1.06	0.8	280
Grade 6	82.0	67.9	80.0	67.6	178	94.2	82.1	83.8	78.5	166	87.9	74.7	81.9	72.9	1.16	0.9	344
Lower secondary	88.3	79.5	85.7	78.3	319	93.9	84.2	92.3	82.6	319	91.1	81.9	89.0	80.4	1.06	0.9	638
Grade 7/ 1st Form	87.9	82.0	85.9	80.7	119	91.3	75.6	90.2	74.4	124	89.6	78.7	88.1	77.5	0.92	0.3	243
Grade 8/ 2nd Form	87.3	80.2	86.8	79.7	138	96.4	92.8	94.5	90.9	111	91.3	85.8	90.2	84.7	1.14	1.4	249
Grade 9/ 3rd Form	91.6	72.9	83.1	70.3	62	(94.4)	(85.7)	(92.4)	(83.7)	84	93.2	80.3	88.4	78.0	1.19	1.0	146
Upper secondary	(*)	(*)	(*)	(*)	9	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	15
Missing/DK	(*)	(*)	(*)	(*)	3	-	-	-	-	0	(*)	(*)	(*)	(*)	-	(*)	3
Out-of-school	(*)	(*)	(*)	(*)	50	(*)	(*)	(*)	(*)	24	(31.4)	(30.3)	(28.3)	(28.3)	(*)	(11.9)	74

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in English, by sex, Jamaica MICS, 2022

	Male					Female					Total							
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions			Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions			Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions			Percentage of children who demonstrate foundational reading skills ^{1,2,3,7,8,9}	Gender Parity Index for foundational reading skills ^{4,5,6}	Percentage of children for whom the reading tasks were not available in appropriate language [^]	Number of children age 7-14 years
		Three literal	Two inferential	Percentage who demonstrate foundational reading skills			Three literal	Two inferential	Percentage who demonstrate foundational reading skills			Three literal	Two inferential					
Mother's education																		
Primary or less	(62.2)	(57.5)	(58.8)	(55.8)	68	(80.6)	(72.4)	(63.9)	(55.7)	77	72.0	65.4	61.5	55.8	(1.00)	0.0	145	
Lower secondary	56.9	48.6	50.3	47.2	175	72.1	64.9	68.1	62.3	204	65.1	57.4	59.9	55.3	1.32	3.5	379	
Upper secondary	69.1	58.9	63.0	56.7	558	76.5	68.3	70.7	65.7	584	72.9	63.7	66.9	61.3	1.16	3.5	1,143	
Post secondary +	78.3	69.4	75.6	67.4	304	82.2	74.4	79.2	73.0	323	80.3	72.0	77.4	70.3	1.08	1.4	626	
Special education	(*)	(*)	(*)	(*)	1	-	-	-	-	0	(*)	(*)	(*)	(*)	-	(*)	1	
Missing/DK	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	(*)	(*)	10	
Child's functional difficulties																		
Has functional difficulty	50.4	49.5	47.7	46.9	82	(52.3)	(37.7)	(41.7)	(27.1)	59	51.2	44.6	45.2	38.6	(0.58)	2.5	141	
Has no functional difficulty	70.6	60.8	65.3	58.8	1,027	78.9	71.4	73.8	68.5	1,136	75.0	66.3	69.8	63.9	1.17	2.7	2,163	
Ethnicity of household head																		
Black	69.7	60.0	64.4	58.0	1,042	77.4	70.0	72.7	67.0	1,134	73.7	65.2	68.7	62.7	1.15	2.6	2,176	
Other	(60.5)	(59.8)	(57.8)	(57.2)	66	(80.8)	(64.6)	(63.6)	(58.2)	61	70.2	62.1	60.6	57.7	(1.02)	3.4	128	

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in English, by sex, Jamaica MICS, 2022

	Male					Female					Total						
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills ^{1,2,3,7,8,9}	Gender Parity Index for foundational reading skills ^{4,5,6}	Percentage of children for whom the reading tasks were not available in appropriate language ⁴	Number of children age 7-14 years
		Three literal	Two inferential				Three literal	Two inferential				Three literal	Two inferential				
Religion/Denomination of household head																	
Church of God	69.5	56.0	60.7	54.2	356	78.2	69.6	74.3	68.3	386	74.0	63.1	67.8	61.5	1.26	2.9	742
Pentecostal	69.7	60.9	68.1	59.3	164	80.1	79.7	73.6	73.2	143	74.6	69.7	70.7	65.8	1.23	2.0	307
Seventh-day Adventist	77.0	68.4	71.8	67.3	144	78.3	69.3	73.3	66.6	156	77.7	68.9	72.5	66.9	0.99	1.3	300
Other religion/denomination	65.6	60.7	61.3	57.6	301	79.0	68.6	73.2	66.1	370	73.0	65.1	67.9	62.3	1.15	2.3	671
No religion	66.7	58.1	65.4	56.8	144	68.5	62.5	60.5	54.9	135	67.6	60.3	63.0	55.9	0.97	5.3	279
Missing/DK	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	5
Wealth index quintile																	
Poorest	53.5	41.4	45.6	39.5	246	67.9	57.0	59.4	54.4	271	61.0	49.6	52.8	47.3	1.38	2.3	517
Second	63.4	53.4	57.0	50.3	229	72.1	65.8	63.2	58.9	262	68.1	60.0	60.3	54.9	1.17	5.8	491
Middle	69.5	58.6	63.8	55.1	239	82.6	69.8	79.9	68.3	234	76.0	64.2	71.7	61.6	1.24	2.2	473
Fourth	76.0	69.2	73.9	68.8	209	83.1	77.1	79.9	74.7	223	79.7	73.3	77.0	71.9	1.09	1.8	432
Richest	88.7	84.0	86.4	83.5	185	85.7	83.2	83.5	81.3	205	87.1	83.6	84.9	82.3	0.97	0.7	390

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 years who demonstrate foundational reading skills by successfully completing three foundational reading tasks in English, by sex, Jamaica MICS, 2022

	Male					Female					Total							
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrate foundational reading skills	Number of children age 7-14 years	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills ^{1,2,3,7,8,9}	Gender Parity Index for foundational reading skills ^{4,5,6}	Percentage of children for whom the reading tasks were not available in appropriate language ^A	Number of children age 7-14 years	
		Three literal	Two inferential				Three literal	Two inferential				Three literal	Two inferential					
Parity indices																		
Wealth																		
Poorest/Richest ⁷	0.60	0.49	0.53	0.47	na	0.79	0.69	0.71	0.67	na	0.70	0.59	0.62	0.57	na	na	na	
Area																		
Rural/Urban ⁸	0.92	0.83	0.85	0.82	na	0.92	0.94	0.89	0.91	na	0.91	0.89	0.87	0.86	na	na	na	
Functional difficulties																		
Difficulties/No difficulties ⁹	0.71	0.81	0.73	0.80	na	(0.66)	(0.53)	(0.57)	(0.40)	na	0.68	0.67	0.65	0.60	na	na	na	
Orphanhood																		
Orphans/non-orphans	(*)	(*)	(*)	(*)	na	(*)	(*)	(*)	(*)	na	(*)	(*)	(*)	(*)	na	na	na	

¹ MICS indicator LN.22a - Foundational reading and numeracy skills (reading, age 7-14)

² MICS indicator LN.22b - Foundational reading and numeracy skills (reading, age for grade 2/3)

³ MICS indicator LN.22c - Foundational reading and numeracy skills (reading, attending grade 2/3); SDG indicator 4.1.1

⁴ MICS indicator LN.11a - Parity indices - reading, age 7-14 (gender); SDG indicator 4.5.1

⁵ MICS indicator LN.11a - Parity indices - reading, age for grade 2/3 (gender); SDG indicator 4.5.1

⁶ MICS indicator LN.11a - Parity indices - reading, attending grade 2/3 (gender); SDG indicator 4.5.1

⁸ MICS indicator LN.11c - Parity indices - reading, age 7-14 (area); SDG indicator 4.5.1

⁷ MICS indicator LN.11b - Parity indices - reading, age 7-14 (wealth); SDG indicator 4.5.1

⁹ MICS indicator LN.11d - Parity indices - reading, age 7-14 (functioning); SDG indicator 4.5.1

^a The reading tasks were available in English. Children were assessed in the language (mainly) spoken by teachers or alternatively in the language (mainly) spoken at home. Children for whom both indicated languages were not available for assessment are recorded here.

⁸ As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.

na: not applicable

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Jamaica MICS, 2022

	Male						Female						Total						
	Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						
	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills ^{1, 2, 3, 7, 8, 9}	Gender Parity Index for foundational numeracy skills ^{4, 5, 6}	Number of children age 7-14 years
Total ^{1,4}	79.3	85.1	70.1	58.8	50.4	1,109	81.3	87.7	74.3	60.5	49.9	1,195	80.4	86.4	72.3	59.7	50.1	0.99	2,304
Area																			
Urban	82.2	86.9	71.7	59.5	52.6	546	84.1	90.1	74.6	63.7	53.6	624	83.2	88.6	73.3	61.7	53.1	1.03	1,169
GKMA	83.5	88.5	75.5	59.7	54.5	310	83.0	89.7	68.6	63.4	52.3	338	83.3	89.1	71.9	61.6	53.4	0.96	648
OUC	80.5	84.8	66.7	59.1	50.1	236	85.5	90.7	81.8	64.0	55.1	286	83.2	88.0	75.0	61.8	52.8	1.10	522
Rural	76.5	83.3	68.4	58.2	48.3	563	78.3	85.0	74.0	57.1	45.8	571	77.4	84.1	71.2	57.6	47.1	0.95	1,135
Age at beginning of school year																			
6 ^A	42.5	57.8	42.1	23.8	9.3	72	48.9	62.2	48.1	33.6	19.8	93	46.1	60.3	45.5	29.3	15.3	2.13	165
7-8 ^{2,5}	59.0	73.0	54.7	41.0	30.5	253	64.4	78.9	64.2	42.8	32.9	346	62.1	76.4	60.2	42.0	31.9	1.08	598
7	45.2	70.2	48.6	35.7	25.7	119	59.1	73.2	61.9	37.2	29.3	154	53.1	71.9	56.1	36.5	27.7	1.14	273
8	71.4	75.6	60.2	45.7	34.8	134	68.5	83.5	66.1	47.2	35.7	192	69.7	80.3	63.7	46.6	35.3	1.03	325
9	82.5	84.0	79.1	61.4	56.3	120	88.9	94.3	83.2	56.7	50.2	119	85.7	89.1	81.1	59.0	53.2	0.89	240
10-14	90.5	92.8	77.3	68.9	61.4	664	93.8	94.9	82.0	74.8	63.5	637	92.1	93.8	79.6	71.8	62.4	1.03	1,301
10	84.8	87.3	72.4	59.6	53.6	163	91.0	92.5	76.3	70.3	51.4	164	87.9	89.9	74.4	65.0	52.5	0.96	327
11	91.3	96.3	86.4	76.6	72.6	160	94.0	93.2	80.9	75.9	66.6	163	92.7	94.7	83.6	76.3	69.6	0.92	323
12	86.2	96.6	80.4	66.9	59.1	110	93.4	98.6	77.0	72.4	61.8	146	90.3	97.7	78.5	70.0	60.6	1.05	255
13	97.1	92.6	68.8	70.9	57.3	186	96.7	93.5	92.4	74.2	65.7	111	96.9	92.9	77.6	72.1	60.4	1.15	296
14	(91.1)	(91.1)	(89.5)	(71.6)	(71.6)	46	(7.3)	(100.0)	(94.5)	(93.2)	(90.4)	54	94.4	95.9	92.2	83.3	81.8	(1.26)	100

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Jamaica MICS, 2022

	Male						Female						Total							
	Percentage of children who successfully completed tasks of:					Number of children age 7-14 years	Percentage of children who successfully completed tasks of:					Number of children age 7-14 years	Percentage of children who successfully completed tasks of:					Percentage of children who demonstrate foundational numeracy skills ^{1, 2, 3, 7, 8, 9}	Gender Parity Index for foundational numeracy skills ^{4, 5, 6}	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills		Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills		Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion			
School attendance																				
Early childhood education	(*)	(*)	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	(*)	10
Primary	73.4	82.5	68.0	53.7	45.6	723	76.4	84.1	70.7	54.5	42.9	844	75.0	83.4	69.5	54.1	44.2	0.94	1,567	
Grade 1	(43.8)	(58.9)	(46.4)	(36.1)	(24.7)	67	(28.3)	(53.3)	(42.7)	(27.4)	(4.7)	45	37.6	56.6	44.9	32.6	16.7	(0.19)	112	
Grade 2-3 ^{3, 6}	59.6	74.0	53.8	37.4	28.6	235	63.6	76.7	63.0	37.5	29.1	331	62.0	75.6	59.2	37.4	28.9	1.02	565	
Grade 2	44.7	66.7	47.9	29.0	16.0	107	55.9	67.4	60.0	37.9	28.2	153	51.3	67.1	55.0	34.2	23.2	1.76	259	
Grade 3	72.1	80.2	58.8	44.4	39.1	128	70.3	84.8	65.7	37.2	29.8	178	71.0	82.8	62.8	40.2	33.7	0.76	306	
Grade 4	80.7	85.8	79.9	58.6	47.5	112	84.8	92.2	81.0	62.9	54.7	151	83.0	89.5	80.5	61.1	51.7	1.15	263	
Grade 5	88.8	90.4	77.1	65.0	57.3	129	90.6	91.7	78.7	68.8	51.6	151	89.7	91.1	78.0	67.0	54.2	0.90	280	
Grade 6	86.6	94.5	80.1	69.7	65.3	178	94.4	93.0	76.8	74.9	62.1	166	90.4	93.8	78.5	72.2	63.7	0.95	344	
Lower secondary	95.2	96.9	80.3	73.6	65.5	319	95.8	97.3	86.9	79.0	69.7	319	95.5	97.1	83.6	76.3	67.6	1.06	638	
Grade 7/ 1st Form	90.8	96.1	84.0	74.3	64.3	119	92.7	99.3	78.0	73.8	59.1	124	91.7	97.7	80.9	74.1	61.7	0.92	243	
Grade 8/ 2nd Form	98.4	97.5	75.9	73.6	66.2	138	97.5	93.9	89.6	79.0	70.1	111	98.0	95.9	82.0	76.0	67.9	1.06	249	
Grade 9/ 3rd Form	(96.8)	(97.0)	(82.9)	(72.4)	(66.0)	62	(98.2)	(98.7)	(96.5)	(86.6)	(84.8)	84	97.6	97.9	90.7	80.5	76.8	1.29	146	
Upper secondary	(*)	(*)	(*)	(*)	(*)	9	(*)	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	15	
Missing/DK	(*)	(*)	(*)	(*)	(*)	3	-	-	-	-	-	0	(*)	(*)	(*)	(*)	(*)	-	3	
Out-of-school	(*)	(*)	(*)	(*)	(*)	50	(*)	(*)	(*)	(*)	(*)	24	(66.8)	(63.3)	(36.7)	(30.9)	(22.6)	(*)	74	

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Jamaica MICS, 2022

	Male						Female						Total						
	Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						
	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills ^{1,2,3,7,8,9}	Gender Parity Index for foundational numeracy skills ^{4,5,6}	Number of children age 7-14 years
Mother's education																			
Primary or less	(73.2)	(79.8)	(62.4)	(50.4)	(38.1)	68	(82.1)	(80.8)	(75.5)	(56.5)	(52.2)	77	77.9	80.3	69.4	53.6	45.6	(1.37)	145
Lower secondary	73.4	75.5	66.4	52.6	39.8	175	78.7	85.9	65.2	55.0	41.4	204	76.3	81.1	65.8	53.9	40.7	1.04	379
Upper secondary	81.4	87.0	69.9	58.3	51.9	558	78.2	86.2	71.5	58.1	47.5	584	79.8	86.6	70.7	58.2	49.7	0.91	1,143
Post secondary +	80.7	88.0	73.8	65.6	56.9	304	88.5	92.8	85.8	69.7	60.1	323	84.7	90.5	80.0	67.7	58.5	1.06	626
Special education	(*)	(*)	(*)	(*)	(*)	1	-	-	-	-	-	0	(*)	(*)	(*)	(*)	(*)	-	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	(*)	(*)	10
Child's functional difficulties																			
Has functional difficulty	49.8	57.9	50.2	34.9	24.8	82	(61.6)	(69.1)	(42.4)	(33.1)	(25.2)	59	54.8	62.6	46.9	34.2	24.9	(1.02)	141
Has no functional difficulty	81.7	87.2	71.6	60.7	52.5	1,027	82.3	88.6	76.0	61.9	51.2	1,136	82.0	88.0	73.9	61.4	51.8	0.98	2,163
Ethnicity of household head																			
Black	79.2	85.1	70.3	58.2	50.0	1,042	81.4	88.2	74.6	60.7	50.2	1,134	80.4	86.7	72.5	59.5	50.1	1.00	2,176
Other	(80.9)	(84.7)	(65.9)	(68.0)	(57.4)	66	(80.4)	(77.7)	(69.4)	(56.7)	(44.8)	61	80.7	81.4	67.6	62.6	51.3	(0.78)	128

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Jamaica MICS, 2022

	Male						Female						Total						
	Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						
Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills ^{1, 2, 3, 7, 8, 9}	Gender Parity Index for foundational numeracy skills ^{4,5,6}	Number of children age 7-14 years	
Religion/Denomination of household head																			
Church of God	78.3	86.9	67.7	57.4	49.0	356	78.4	86.7	75.6	59.8	47.9	386	78.3	86.8	71.8	58.7	48.4	0.98	742
Pentecostal	84.6	86.9	70.1	57.7	50.9	164	87.7	90.1	72.0	63.4	54.2	143	86.0	88.4	71.0	60.4	52.4	1.06	307
Seventh-day Adventist	86.1	86.5	75.8	67.0	56.8	144	79.5	88.9	76.3	63.9	52.6	156	82.7	87.7	76.0	65.4	54.6	0.93	300
Other religion/ denomination	74.1	82.0	68.3	55.5	48.2	301	84.4	89.6	76.1	62.0	52.4	370	79.8	86.2	72.6	59.1	50.5	1.09	671
No religion	80.2	83.0	73.8	61.9	51.3	144	76.8	80.5	65.1	52.9	42.1	135	78.6	81.8	69.6	57.5	46.8	0.82	279
Missing/DK	(*)	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	5
Wealth index quintile																			
Poorest	69.9	80.9	57.9	42.6	33.5	246	71.7	84.4	67.1	45.2	32.0	271	70.9	82.8	62.7	43.9	32.7	0.95	517
Second	74.3	74.9	63.1	55.8	44.8	229	76.6	81.4	64.8	56.4	44.8	262	75.5	78.4	64.0	56.1	44.8	1.00	491
Middle	78.0	88.8	72.2	60.8	52.4	239	86.5	90.7	81.2	65.6	56.3	234	82.2	89.7	76.7	63.1	54.3	1.08	473
Fourth	87.4	88.9	77.9	66.3	60.1	209	84.1	92.6	80.5	68.8	56.0	223	85.7	90.8	79.3	67.6	58.0	0.93	432
Richest	90.9	94.0	83.3	73.1	66.7	185	91.1	91.1	81.5	71.4	66.1	205	91.0	92.5	82.4	72.2	66.4	0.99	390

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 years who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Jamaica MICS, 2022

	Male						Female						Total						
	Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						Percentage of children who successfully completed tasks of:						
	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Number reading	Number discrimination	Addition	Pattern recognition and completion	Percentage of children who demonstrate foundational numeracy skills ^{1, 2, 3, 7, 8, 9}	Gender Parity Index for foundational numeracy skills ^{4, 5, 6}	Number of children age 7-14 years
Parity indices																			
Wealth																			
Poorest/Richest ⁷	0.77	0.86	0.69	0.58	0.50	na	0.79	0.93	0.82	0.63	0.48	na	0.78	0.90	0.76	0.61	0.49	na	na
Area																			
Rural/Urban ⁸	0.93	0.96	0.95	0.98	0.92	na	0.93	0.94	0.99	0.90	0.86	na	0.93	0.95	0.97	0.93	0.89	na	na
Functional difficulties																			
Difficulties/No difficulties ⁹	0.61	0.66	0.70	0.57	0.47	na	(0.75)	(0.78)	(0.56)	(0.53)	(0.49)	na	0.67	0.71	0.63	0.56	0.48	na	na
Orphanhood																			
Orphans/non-orphans	(*)	(*)	(*)	(*)	(*)	na	(*)	(*)	(*)	(*)	(*)	na	(*)	(*)	(*)	(*)	(*)	na	na
¹ MICS indicator LN.22d - Foundational reading and numeracy skills (numeracy, age 7-14)																			
² MICS indicator LN.22e - Foundational reading and numeracy skills (numeracy, age for grade 2/3)																			
³ MICS indicator LN.22f - Foundational reading and numeracy skills (numeracy, attending grade 2/3); SDG indicator 4.1.1																			
⁴ MICS indicator LN.11a - Parity indices - numeracy, age 7-14 (gender); SDG indicator 4.5.1																			
⁵ MICS indicator LN.11a - Parity indices - numeracy, age for grade 2/3 (gender); SDG indicator 4.5.1																			
⁶ MICS indicator LN.11a - Parity indices - numeracy, attending grade 2/3 (gender); SDG indicator 4.5.1																			
⁷ MICS indicator LN.11b - Parity indices - numeracy, age 7-14 (wealth); SDG indicator 4.5.1																			
⁸ MICS indicator LN.11c - Parity indices - numeracy, age 7-14 (area); SDG indicator 4.5.1																			
⁹ MICS indicator LN.11d - Parity indices - numeracy, age 7-14 (functioning); SDG indicator 4.5.1																			
^a As eligibility for the Parental Involvement and Foundational Learning Skills modules was determined based on age at time of interview (age 7-14 years), the disaggregate of Age at beginning of school year inevitably presents children who were age 6 years at the beginning of the school year.																			
na: not applicable																			
() Figures that are based on 25-49 unweighted cases																			
(*) Figures that are based on fewer than 25 unweighted cases																			
'-' denotes 0 unweighted case in the denominator																			



9. PROTECTED FROM VIOLENCE AND EXPLOITATION

9.1 Birth registration

A name and nationality are every child's right, enshrined in the Convention on the Rights of the Child (CRC) and other international treaties. Registering children at birth is the first step in securing their recognition before the law, safeguarding their rights, and ensuring that any violation of these rights does not go unnoticed.¹⁰⁵ Birth certificates are legal documentation of birth registration and the first form of legal identity, and are often required to access health care or education. Having legal identification can also be one form of protection from entering into marriage or the labour market, or being conscripted into the armed forces, before the legal age. Birth registration and certification are also legal proof of one's place of birth and family ties and thus necessary to obtain a passport. In adulthood, birth certificates may be required to obtain social assistance or a job in the formal sector, to buy or inherit property and to vote.

In Jamaica, it is mandated by The Registration (Births and Deaths) Act, 1889 that every birth be registered with the Registrar General's Department (RGD) within the first six weeks. Birth registrations are currently done 'at the bedside' by RGD officers, when the birth occurs in a hospital or birthing centre, and attracts a minimal fee of J\$200.00. Since January 2007, every child receives a complimentary birth certificate, with each additional copy attracting a fee. For births that occur outside of the hospital/birthing centre, if the birth is registered with the Local District Registrar within the first year of life, only the registration fee of J\$200.00 is applicable. However, births that are registered after a year attracts a registration fee of J\$300.00, in addition to a late processing fee.¹⁰⁶

Table PR.1.1 shows the percentage of children under age 5 whose births have been registered, and those who have a birth certificate. The small sample of unweighted cases does not allow reliable disaggregation for the less than one percent of children whose births have not been registered.

¹⁰⁵ UNICEF. *Every Child's Birth Right: Inequities and trends in birth registration*. New York: UNICEF, 2013. [HTTPS://WWW.UNICEF.ORG/PUBLICATIONS/FILES/BIRTH_REGISTRATION_11_DEC_13.PDF](https://www.unicef.org/publications/files/BIRTH_REGISTRATION_11_DEC_13.PDF).

¹⁰⁶ [HTTPS://WWW.RGD.GOV.JM/INDEX.PHP/PRODUCTS-AND-SERVICE/CERT-OF-VITAL-EVENTS/BIRTH](https://www.rgd.gov.jm/index.php/products-and-service/cert-of-vital-events/birth)

Table PR.1.1: Birth registration

Percentage of children under age 5 by whether birth is registered and percentage of children not registered whose mothers/caretakers know how to register births, Jamaica MICS, 2022

	Children whose births are registered with civil authorities				Number of children	Percent of children whose mothers/ caretakers know how to register births	Number of children without birth registration
	Have birth certificate		No birth certificate	Total registered ¹			
	Seen	Not Seen					
Total	62.2	20.5	16.4	99.1	1,432	(*)	14
Sex							
Male	59.4	21.3	18.3	99.1	767	(*)	7
Female	65.4	19.5	14.2	99.0	665	(*)	6
Area							
Urban	61.0	21.5	17.1	99.6	760	(*)	3
Greater Kingston Metropolitan Area	62.2	21.7	16.1	100.0	441	-	0
Other Urban Centres	59.4	21.2	18.4	99.1	319	(*)	3
Rural	63.5	19.3	15.7	98.4	672	(*)	11
Age (in months)							
0-11	43.7	16.3	37.3	97.4	272	(*)	7
12-23	56.8	19.4	23.3	99.5	289	(*)	1
24-35	59.7	25.4	14.0	99.1	283	(*)	3
36-47	73.3	20.3	5.9	99.5	275	(*)	1
48-59	75.6	20.8	3.2	99.6	313	(*)	1
Mother's education							
Primary or less	(67.6)	(13.1)	(14.0)	(94.6)	33	(*)	2
Lower secondary	57.2	20.1	22.7	100.0	163	-	0
Upper secondary	61.0	20.8	16.9	98.8	799	(*)	10
Post secondary +	65.6	20.5	13.5	99.6	432	(*)	2
Special education	(*)	(*)	(*)	(*)	1	-	0
Missing/DK	(*)	(*)	(*)	(*)	3	-	0
Child's functional difficulties (age 2-4 years) ^A							
Has functional difficulty	(48.4)	(30.7)	(17.3)	(96.4)	34	(*)	1
Has no functional difficulty	70.6	21.8	7.2	99.5	837	(*)	4
Ethnicity of household head							
Black	61.7	20.6	16.7	99.0	1,343	(*)	14
Other	69.0	18.4	12.6	100.0	89	-	0
Religion/Denomination of household head							
Church of God	62.3	22.6	14.6	99.5	437	(*)	2
Pentecostal	65.6	17.9	16.0	99.5	172	(*)	1
Seventh-day Adventist	55.8	19.2	22.1	97.1	188	(*)	5
Other religion/denomination	62.9	20.8	15.7	99.3	422	(*)	3
No religion	62.8	18.8	17.4	98.9	207	(*)	2
Missing/DK	(*)	(*)	(*)	(*)	6	-	0

Table PR.1.1: Birth registration

Percentage of children under age 5 by whether birth is registered and percentage of children not registered whose mothers/caretakers know how to register births, Jamaica MICS, 2022

		Children whose births are registered with civil authorities				Number of children	Percent of children whose mothers/ caretakers know how to register births	Number of children without birth registration
		Have birth certificate		No birth certificate	Total registered ¹			
		Seen	Not Seen					
Wealth index quintile								
Poorest		52.1	24.3	20.9	97.3	331	(*)	9
Second		65.5	20.1	14.4	100.0	355	-	0
Middle		60.4	19.6	19.0	99.1	288	(*)	3
Fourth		64.7	19.1	15.4	99.1	251	(*)	2
Richest		71.8	17.8	10.4	100.0	208	-	0

¹ MICS indicator PR.1 - Birth registration; SDG indicator 16.9.1

^A Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

¹- denotes 0 unweighted case in the denominator

9.2 Child discipline

Teaching children self-control and acceptable behaviour is an integral part of child discipline in all cultures. Positive parenting practices involve providing guidance on how to handle emotions or conflicts in manners that encourage good judgment and responsibility and preserve children's self-esteem, physical and psychological integrity and dignity. Too often however, children are reprimanded using punitive methods that rely on the use of physical force or verbal intimidation/psychological aggression to obtain desired behaviours. Studies¹⁰⁷ have found that exposing children to violent discipline has harmful consequences, which range from immediate impacts to long-term harm that children carry forward into adult life. Violence hampers children's development, learning abilities and school performance; it inhibits positive relationships, provokes low self-esteem, emotional distress and depression; and, at times, it leads to risk taking and self-harm.

Psychological aggression refers to the action of shouting, yelling or screaming at a child, as well as calling a child an offensive name such as 'dumb', 'lazy' or 'wuttiss'. Physical (or corporal) punishment is an action intended to cause physical pain or discomfort, but not injuries. Physical punishment is defined as shaking the child, hitting or slapping him/her on the hand/arm/leg, hitting him/her on the bottom or elsewhere on the body with a hard object, spanking or hitting him/her on the bottom with a bare hand, hitting or slapping him/her on the face, head or ears, and beating him/her over and over as hard as possible. Pinching the child and twisting his/her ear were also considered in the Jamaica MICS.

The nonviolent disciplinary practices included in the Child Discipline module are: 1) explaining why a behaviour is wrong, 2) taking away privileges or not allowing him/her to leave the house, and 3) giving him/her something else to do.

In the Jamaica 2022 MICS, mothers or caretakers of children under age five and of one randomly selected child aged 5-17 were asked a series of questions on the methods adults in the household used to discipline the child during the past month and if the respondent believes that physical punishment is a necessary part of child-rearing. Tables PR.2.1 and PR.2.2 present the results.

¹⁰⁷ Straus, M. and M. Paschall. "Corporal Punishment by Mothers and Development of Children's Cognitive Ability: A Longitudinal Study of Two Nationally Representative Age Cohorts." *Journal of Aggression, Maltreatment & Trauma* 18, no. 5 (2009): 459-83. doi:10.1080/10926770903035168.; Erickson, M. and B. Egeland. "A Developmental View of the Psychological Consequences of Maltreatment." *School Psychology Review* 16, no. 2 (1987): 156-68. [HTTP://PSYCNET.APA.ORG/RECORD/1987-29817-001](http://psycnet.apa.org/record/1987-29817-001).; Schneider, M. et al. "Do Allegations of Emotional Maltreatment Predict Developmental Outcomes beyond That of Other Forms of Maltreatment?" *Child Abuse & Neglect* 29, no. 5 (2005): 513-32. doi:10.1016/j.chiabu.2004.08.010.

Table PR.2.1: Child discipline

Percentage of children age 1-14 years by child disciplining methods experienced during the last one month, Jamaica MICS, 2022

	Percentage of children age 1-14 years who experienced:							Number of children age 1-14 years
	Only non-violent discipline	Psychological aggression	Physical punishment			Any violent discipline method ¹	Any violent discipline method ¹⁺²	
			Any	Any ^{1D}	Severe ^A			
Total	13.1	67.8	57.0	57.9	4.4	76.0	76.3	4,301
Sex								
Male	12.3	67.4	59.0	59.6	4.7	76.5	76.6	2,137
Female	13.9	68.1	55.0	56.1	4.1	75.6	76.0	2,164
Area								
Urban	12.5	69.7	58.8	59.9	5.1	77.8	78.2	2,210
Greater Kingston Metropolitan Area	12.5	74.4	62.5	63.6	6.7	81.8	82.0	1,234
Other Urban Centres	12.5	63.8	54.2	55.1	3.0	72.7	73.4	977
Rural	13.6	65.7	55.0	55.8	3.7	74.2	74.3	2,091
Age								
1-2	11.2	55.6	58.1	58.5	1.3	70.8	70.8	573
3-4	13.8	70.0	70.5	71.4	2.8	79.6	80.2	588
5-9	12.4	71.1	61.9	63.2	4.2	79.7	79.9	1,617
10-14	14.2	67.9	46.0	46.8	6.4	72.7	73.0	1,524
Mother's education								
Primary or less	10.8	71.1	56.0	57.1	11.0	78.9	78.9	205
Lower secondary	10.1	68.6	61.4	62.3	7.6	78.1	78.4	656
Upper secondary	12.7	66.7	55.1	56.0	3.8	75.3	75.5	2,241
Post secondary +	15.7	68.6	58.0	59.0	2.5	75.8	76.2	1,185
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Child's functional difficulties (age 2-14 years) ^B								
Has functional difficulty	8.3	76.3	61.3	62.0	8.2	82.2	82.2	248
Has no functional difficulty	13.3	69.0	57.4	58.4	4.3	76.8	77.1	3,763
Ethnicity of household head								
Black	12.9	68.2	57.1	58.1	4.5	76.3	76.5	4,057
Other	16.1	59.5	53.7	54.2	2.6	71.5	71.9	243
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head								
Church of God	11.7	69.5	58.9	60.2	4.7	77.5	77.9	1,374
Pentecostal	16.3	66.9	53.0	53.7	2.8	73.9	74.2	515
Seventh Day Adventist	13.7	63.8	50.3	51.5	2.7	70.1	70.2	596
Other religion/denomination	14.1	68.4	58.2	58.6	5.2	76.8	77.0	1,250
No religion	10.8	66.4	59.4	60.4	5.2	78.2	78.6	553
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	14

Table PR.2.1: Child discipline

Percentage of children age 1-14 years by child disciplining methods experienced during the last one month, Jamaica MICS, 2022

	Percentage of children age 1-14 years who experienced:							Number of children age 1-14 years
	Only non-violent discipline	Psychological aggression	Physical punishment			Any violent discipline method ¹	Any violent discipline method+ ²	
			Any	Any+ ^D	Severe ^A			
Wealth index quintile								
Poorest	9.7	70.6	65.6	66.5	7.0	79.3	79.7	1,001
Second	12.2	67.2	57.8	58.8	5.4	77.6	78.0	969
Middle	11.4	73.2	57.9	58.5	3.5	78.3	78.3	879
Fourth	15.0	65.7	54.9	55.7	2.4	75.1	75.2	781
Richest	19.3	59.7	44.0	45.3	2.6	67.0	67.5	671
¹ MICS indicator PR.2 - Violent discipline; SDG 16.2.1								
² National indicator PR.S2a - Violent discipline								
^A Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years.								
() Figures that are based on 25-49 unweighted cases								
(*) Figures that are based on fewer than 25 unweighted cases								
'-' denotes 0 unweighted case in the denominator								

Table PR.2.2: Attitudes toward physical punishment

Percentage of mothers/caretakers of children age 1-14 years who believe that physical punishment is needed to bring up, raise, or educate a child properly, Jamaica MICS, 2022

	Percentage of mothers/caretakers who believe that a child needs to be physically punished	Number of mothers/ caretakers responding to a child discipline module
Total	16.1	2,544
Sex		
Male	14.3	180
Female	16.3	2,364
Area		
Urban	17.2	1,334
Greater Kingston Metropolitan Area	20.4	771
Other Urban Centres	12.7	563
Rural	15.0	1,210
Age		
<25	14.7	234
25-34	15.8	866
35-49	15.6	981
50+	18.7	464
Education		
Primary or less	11.7	121
Lower secondary	22.1	376
Upper secondary	14.7	1,314
Post secondary +	16.4	726
Special education	(*)	1
Missing/DK	(*)	7
Ethnicity of household head		
Black	16.3	2,395
Other	14.0	149
Missing/DK	(*)	1
Religion/Denomination of household head		
Church of God	17.8	811
Pentecostal	10.9	289
Seventh-day Adventist	14.6	365
Other religion/denomination	17.0	727
No religion	16.1	344
Missing/DK	(*)	7
Wealth index quintile		
Poorest	17.6	519
Second	15.2	560
Middle	14.7	513
Fourth	15.3	501
Richest	18.2	451
(*) Figures that are based on fewer than 25 unweighted cases		

9.3 Child labour

Children around the world are routinely engaged in paid and unpaid forms of work that are not harmful to them. However, they are classified as child labourers when they are either too young to work or are involved in hazardous activities that may compromise their physical, mental, social or educational development. According to Article 32 (1) of the CRC, "States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development".

In October 2003, Jamaica ratified ILO Conventions 138 (Minimum Age of Employment) and 182 (Worst forms of Child Labour)¹⁰⁸. The provisions of these Conventions are enforceable under the 2004 Child Care and Protection Act, Sections 33-35, which makes it illegal to employ children under 13 years. Additionally, children age 13-14 years may only be employed in light work, while only children age 15 years and older may be formally employed¹⁰⁹. The Ministry of Labour and Social Security has responsibility for implementing the National Plan of Action on Child Labour.

The child labour module was administered for one randomly selected child age 5-17 years in each household and includes questions on the type of work a child does and the number of hours he or she is engaged in it. Data are collected on both economic activities (paid or unpaid work for someone who is not a member of the household, or work for a family farm or business) and domestic work (household chores such as cooking, cleaning or caring for children, as well as collecting firewood or fetching water).^{110,111,112}

Table PR.3.1 presents children's involvement in economic activities. The methodology of the MICS Indicator on Child labour uses three age-specific thresholds for the number of hours children can perform economic activity without being classified as child labourers. A child that performed economic activities during the last week for more than the age-specific number of hours as follows is classified as being in child labour:

- i. age 5-11: 1 hour or more
- ii. age 12-14: 14 hours or more
- iii. age 15-17: 43 hours or more

Table PR.3.2 presents children's involvement in household chores. As for economic activity above, the methodology also uses age-specific thresholds for the number of hours children can perform household chores without being classified as child labourers. A child that performed household chores during the last week for more than the age-specific number of hours is classified as being engaged in child labour.¹¹³

- i. age 5-11 and age 12-14: 21 hours or more
- ii. age 15-17: No limit to number of hours

¹⁰⁸ [HTTPS://WWW.MLSS.GOV.JM/DEPARTMENTS/CHILD-LABOUR/](https://www.mlss.gov.jm/departments/child-labour/) . Retrieved 02.02.2023.

¹⁰⁹ [HTTPS://LAWS.MOJ.GOV.JM/LIBRARY/STATUTE/THE-CHILD-CARE-AND-PROTECTION-ACT](https://laws.moj.gov.jm/library/statute/the-child-care-and-protection-act) . Retrieved 02.02.2023.

¹¹⁰ 'Own use production of goods', including activities such as fetching water and collecting firewood, falls within the production boundary set by the United Nations System of National Accounts. However, for the purpose of SDG reporting of indicator 8.7.1, and with the goal of facilitating international comparability, fetching water and collecting firewood have been classified as unpaid household services (i.e., household chores), a form of production that lies outside the production boundary.

¹¹¹ UNICEF. *How Sensitive Are Estimates of Child Labour to Definitions?*. MICS Methodological Paper No. 1. New York: UNICEF, 2012. [HTTPS://DATA.UNICEF.ORG/WP-CONTENT/UPLOADS/2015/12/CHILD_LABOUR_PAPER_NO.1_FINAL_162.PDF](https://data.unicef.org/wp-content/uploads/2015/12/CHILD_LABOUR_PAPER_NO.1_FINAL_162.PDF).

¹¹² The Child Labour module was administered in the Questionnaire for Children Age 5-17 (See Appendix E: Questionnaires). In households with at least one child age 5-17, one child was randomly selected. To account for the random selection, the household sample weight is multiplied by the total number of children age 5-17 in each household; this weight is used when producing the relevant tables.

¹¹³ Note that the age-specific thresholds for household chores have changed during the implementation of the sixth round of MICS. Comparison to other data sources, including previous MICS surveys, should be done with caution.

SDG Target 8.7 aims to “take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms.” The SDG indicator 8.7.1 provides the proportion of children aged 5-17 years who are engaged in child labour. Two measures of the indicator are presently in use, the first based on the production boundary set by the United Nations System of National Accounts (using above age-thresholds on economic activities alone) and the second based on the general production boundary (classifying as child labour if age-specific thresholds are exceeded on either or both economic activities or household chores). Table PR.3.3 presents both of these two measures. The MICS Indicator PR.3 is based on the second, i.e., using the general production boundary.

Pertaining to the overall concept of child labour, the module also collects information on hazardous working conditions. Table PR.3.4 presents the percentage of children involved in each of the hazardous activities included in the survey. Note, however, that the present definition, also used for SDG reporting, does not include involvement in hazardous working conditions, as further methodological work is needed to validate questions specifically aimed at identifying children working under such hazardous conditions.

Table PR.3.1: Children's involvement in economic activities

Percentage of children age 5-17 years by involvement in economic activities during the previous week, by age groups, Jamaica MICS, 2022

	Percentage of children age 5-11 years involved in economic activity for at least one hour	Number of children age 5-11 years	Percentage of children age 12-14 years involved in:		Number of children age 12-14 years	Percentage of children age 15-17 years involved in:		Number of children age 15-17 years
			Economic activity less than 14 hours	Economic activity for 14 hours or more		Economic activity less than 43 hours	Economic activity for 43 hours or more	
Total	4.1	2,243	17.2	0.6	898	20.2	0.8	1,021
Sex								
Male	5.1	1,055	20.8	0.6	461	23.9	0.9	527
Female	3.3	1,188	13.3	0.6	437	16.3	0.7	494
Area								
Urban	2.4	1,129	12.5	0.4	459	11.6	0.2	476
Greater Kingston Metropolitan Area	2.3	600	9.8	0.7	271	6.7	0.0	287
Other Urban Centres	2.6	528	16.4	0.0	188	19.2	0.5	189
Rural	5.9	1,114	22.0	0.8	439	27.8	1.3	544
School attendance								
Attending ^A	4.1	2,156	17.4	0.6	866	19.4	0.4	914
Not attending	(4.2)	86	(*)	(*)	31	27.6	4.3	106
Missing	(*)	2	-	-	0	-	-	0
Mother's education^B								
Primary or less	8.3	113	(6.8)	(0.0)	61	(12.8)	(0.0)	56
Lower secondary	2.9	338	21.6	1.5	177	18.1	0.0	251
Upper secondary	4.1	1,174	14.3	0.4	427	19.2	0.5	492
Post secondary +	3.8	611	21.1	0.4	227	26.4	2.3	203
Special education	(*)	1	-	-	0	-	-	0
Missing/DK	(*)	6	(*)	(*)	5	(*)	(*)	7
Child's functional difficulties								
Has functional difficulty	11.5	175	(8.5)	(0.0)	40	(25.9)	(0.0)	74
Has no functional difficulty	3.5	2,068	17.6	0.6	858	19.8	0.9	947
Ethnicity of household head								
Black	4.1	2,129	17.4	0.4	840	20.6	0.8	971
Other	4.0	113	(13.1)	(3.7)	58	(14.2)	(0.0)	49
Missing/DK	(*)	1	-	-	0	(*)	(*)	1
Religion/Denomination of household head								
Church of God	3.9	720	19.3	0.3	299	16.4	0.7	350
Pentecostal	3.4	222	20.3	2.2	159	19.3	2.5	132
Seventh-day Adventist	3.9	319	8.7	0.0	117	23.9	0.0	118
Other religion/denomination	4.1	684	17.3	0.0	227	28.7	0.7	304
No religion	5.8	294	13.1	0.0	92	7.2	0.0	113
Missing/DK	(*)	4	(*)	(*)	4	(*)	(*)	4

Table PR.3.1: Children's involvement in economic activities

Percentage of children age 5-17 years by involvement in economic activities during the previous week, by age groups, Jamaica MICS, 2022

	Percentage of children age 5-11 years involved in economic activity for at least one hour	Number of children age 5-11 years	Percentage of children age 12-14 years involved in:		Number of children age 12-14 years	Percentage of children age 15-17 years involved in:		Number of children age 15-17 years
			Economic activity less than 14 hours	Economic activity for 14 hours or more		Economic activity less than 43 hours	Economic activity for 43 hours or more	
Wealth index quintile								
Poorest	4.0	533	22.1	1.4	190	23.2	0.0	250
Second	6.4	508	16.2	0.4	177	20.7	0.0	219
Middle	4.1	463	15.9	0.6	185	18.6	2.2	212
Fourth	4.0	393	13.6	0.0	191	19.1	0.5	178
Richest	1.2	346	18.1	0.6	155	18.4	1.7	162

^A Includes attendance to early childhood education

^B The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table PR.3.2: Children's involvement in household choresPercentage of children age 5-14 years by involvement in household chores^A during the previous week, by age groups, Jamaica MICS, 2022

	Percentage of children age 5-11 years involved in:			Percentage of children age 12-14 years involved in:		
	Household chores less than 21 hours	Household chores for 21 hours or more	Number of children age 5-11 years	Household chores less than 21 hours	Household chores for 21 hours or more	Number of children age 12-14 years
Total	49.7	1.6	2,243	80.9	0.9	898
Sex						
Male	48.5	1.3	1,055	79.7	0.7	461
Female	50.7	1.9	1,188	82.3	1.2	437
Area						
Urban	52.7	1.3	1,129	78.2	0.3	459
Greater Kingston Metropolitan Area	55.9	1.2	600	77.1	0.4	271
Other Urban Centres	49.2	1.5	528	79.7	0.0	188
Rural	46.6	1.9	1,114	83.8	1.6	439
School attendance						
Attending ^B	49.2	1.7	2,156	81.2	0.9	866
Not attending	(60.4)	(0.0)	86	(*)	(*)	31
Missing	(*)	(*)	2	-	-	0
Mother's education						
Primary or less	48.7	2.2	113	(94.5)	(1.6)	61
Lower secondary	52.0	1.3	338	84.8	0.5	177
Upper secondary	46.1	1.9	1,174	79.6	1.1	427
Post secondary +	55.1	1.1	611	76.3	0.8	227
Special education	(*)	(*)	1	-	-	0
Missing/DK	(*)	(*)	6	(*)	(*)	5
Child's functional difficulties						
Has functional difficulty	52.9	2.3	175	(79.6)	(1.6)	40
Has no functional difficulty	49.4	1.6	2,068	81.0	0.9	858
Ethnicity of household head						
Black	49.6	1.7	2,129	81.9	1.0	840
Other	51.1	0.0	113	(67.5)	(0.0)	58
Missing/DK	(*)	(*)	1	-	-	0
Religion/Denomination of household head						
Church of God	47.8	1.5	720	80.9	1.3	299
Pentecostal	50.8	0.5	222	88.1	0.6	159
Seventh-day Adventist	39.0	1.0	319	83.1	0.0	117
Other religion/denomination	56.7	2.4	684	79.1	1.4	227
No religion	48.8	1.5	294	69.8	0.0	92
Missing/DK	(*)	(*)	4	(*)	(*)	4
Wealth index quintile						
Poorest	55.0	2.2	533	87.4	0.3	190
Second	51.0	1.7	508	81.7	0.8	177
Middle	45.7	1.7	463	84.8	1.2	185
Fourth	50.1	1.0	393	77.7	2.1	191
Richest	44.4	1.2	346	71.4	0.0	155

^A Note that the threshold of number of hours was changed during MICS6 implementation, due to a change in the SDG indicator definition: From 28 to 21 hours for both children age 5-11 and 12-14 years. In the new definition, there is no longer a maximum number of hours for chores of children age 15-17 years.

^B Includes attendance to early childhood education

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

-' denotes 0 unweighted cases in the denominator

Table PR.3.3: Child labour

Percentage of children age 5-17 years by involvement in economic activities or household chores during the last week and percentage engaged in child labour during the previous week, Jamaica MICS, 2022

	Children involved in economic activities for a total number of hours during last week:		Children involved in household chores for a total number of hours during last week:		Total child labour ^{1.A}	Number of children age 5-17 years
	Below the age specific threshold	At or above the age specific threshold	Below the age specific threshold	At or above the age specific threshold		
Total	12.2	2.6	44.2	1.1	3.6	4,162
Sex						
Male	14.5	3.0	43.1	0.8	3.9	2,042
Female	10.1	2.1	45.4	1.3	3.3	2,119
Area						
Urban	8.4	1.5	46.3	0.8	2.3	2,085
Greater Kingston Metropolitan Area	5.8	1.3	47.0	0.7	2.0	1,159
Other Urban Centres	11.8	1.6	45.2	0.9	2.5	906
Rural	16.0	3.6	42.3	1.4	4.9	2,098
Age						
5-11	6.6	4.1	49.7	1.6	5.7	2,243
12-14	17.2	0.6	80.9	0.9	1.5	898
15-17	20.2	0.8	na	na	0.8	1,021
School attendance						
Attending ^b	12.0	2.5	44.8	1.1	3.6	3,936
Not attending	16.3	3.6	33.5	0.0	3.6	224
Missing	(*)	(*)	(*)	(*)	(*)	2
Mother's education^c						
Primary or less	11.2	4.1	49.1	1.5	5.6	230
Lower secondary	13.2	1.7	42.5	0.7	2.3	766
Upper secondary	10.6	2.5	42.1	1.3	3.7	2,093
Post secondary +	14.5	2.8	49.0	0.8	3.6	1,041
Special education	(*)	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	18
Child's functional difficulties						
Has functional difficulty	9.8	6.9	43.0	1.6	8.6	289
Has no functional difficulty	12.4	2.2	44.3	1.0	3.2	3,873
Ethnicity of household head						
Black	12.0	2.5	44.2	1.1	3.6	3,940
Other	15.7	3.0	44.0	0.0	3.0	220
Missing/DK	(*)	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head						
Church of God	11.9	2.3	42.8	1.1	3.4	1,369
Pentecostal	14.2	2.8	49.3	0.4	3.2	513
Seventh-day Adventist	9.5	2.2	40.0	0.6	2.4	554
Other religion/denomination	15.6	2.5	46.7	1.6	4.1	1,215
No religion	5.5	3.4	41.6	0.9	4.3	499
Missing/DK	(*)	(*)	(*)	(*)	(*)	12

Table PR.3.3: Child labour

Percentage of children age 5-17 years by involvement in economic activities or household chores during the last week and percentage engaged in child labour during the previous week, Jamaica MICS, 2022

	Children involved in economic activities for a total number of hours during last week:		Children involved in household chores for a total number of hours during last week:		Total child labour ^{1,A}	Number of children age 5-17 years
	Below the age specific threshold	At or above the age specific threshold	Below the age specific threshold	At or above the age specific threshold		
Wealth index quintile						
Poorest	14.0	2.5	47.2	1.2	3.7	973
Second	13.2	3.7	44.6	1.1	4.6	904
Middle	10.4	2.9	42.9	1.2	4.0	861
Fourth	11.1	2.2	45.3	1.0	3.2	762
Richest	11.9	1.2	39.9	0.6	1.8	662

¹ MICS indicator PR.3 - Child labour; SDG indicator 8.7.1

^A The definition of child labour used for SDG reporting does not include hazardous working conditions. This is a change over previously defined MICS6 indicator.

^B Includes attendance to early childhood education

^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated.

na: not applicable

(*) Figures that are based on fewer than 25 unweighted cases

Table PR.3.4: Hazardous work

Percentage of children age 5-17 years engaged in economic activities or household chores above the age specific thresholds, percentage working under hazardous conditions, by type of work, and percentage of children engaged in economic activities or household chores above thresholds or working under hazardous conditions during the previous week, Jamaica MICS, 2022

	Percentage of children engaged in:		Percentage of children working under hazardous conditions									Percentage of children engaged in economic activities or household chores above thresholds, or working under hazardous conditions^	Number of children age 5-17 years
	Economic activities above age specific threshold	Household chores above age specific threshold	Carrying heavy loads	Working with dangerous tools or operating heavy machinery	Exposed to dust, fumes or gas	Exposed to extreme cold, heat or humidity	Exposed to loud noise or vibration	Working at heights	Working with chemicals or explosives	Exposed to other unsafe or unhealthy things, processes or conditions	Total hazardous work		
Total	2.6	1.1	1.0	0.9	2.4	1.0	1.6	0.4	0.2	0.3	4.7	7.3	4,162
Sex													
Male	3.0	0.8	1.7	1.1	3.2	1.4	1.7	0.3	0.2	0.6	5.6	8.1	2,042
Female	2.1	1.3	0.3	0.6	1.7	0.6	1.5	0.5	0.2	0.0	3.9	6.5	2,119
Area													
Urban	1.5	0.8	0.7	0.4	1.1	0.6	1.1	0.5	0.1	0.0	2.9	4.5	2,064
Greater Kingston Metropolitan Area	1.3	0.7	1.0	0.4	1.3	0.5	1.1	0.0	0.0	0.1	2.5	3.7	1,159
Other Urban Centres	1.6	0.9	0.2	0.4	0.9	0.7	1.1	1.2	0.2	0.0	3.3	5.4	906
Rural	3.6	1.4	1.4	1.3	3.8	1.4	2.1	0.3	0.3	0.6	6.5	10.0	2,098
Age													
5-11	4.1	1.6	0.6	0.1	1.7	0.4	0.6	0.1	0.1	0.4	2.4	6.4	2,243
12-14	0.6	0.9	0.8	0.8	2.9	1.4	2.0	1.5	0.2	0.0	6.3	7.5	898
15-17	0.8	0.0	2.2	2.7	3.6	1.9	3.4	0.1	0.4	0.5	8.4	9.0	1,021
School attendance													
Attending^	2.5	1.1	0.9	0.8	2.4	0.9	1.7	0.4	0.2	0.3	4.5	7.1	3,936
Not attending	3.6	0.0	3.5	2.6	3.3	2.1	0.5	0.0	0.5	0.4	8.1	10.3	224
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2

Table PR.3.4: Hazardous work

Percentage of children age 5-17 years engaged in economic activities or household chores above the age specific thresholds, percentage working under hazardous conditions, by type of work, and percentage of children engaged in economic activities or household chores above thresholds or working under hazardous conditions during the previous week, Jamaica MICS, 2022

	Percentage of children engaged in:		Percentage of children working under hazardous conditions										Percentage of children engaged in economic activities or household chores above thresholds, or working under hazardous conditions ^A	Number of children age 5-17 years
	Economic activities above age specific threshold	Household chores above age specific threshold	Carrying heavy loads	Working with dangerous tools or operating heavy machinery	Exposed to dust, fumes or gas	Exposed to extreme cold, heat or humidity	Exposed to loud noise or vibration	Working at heights	Working with chemicals or explosives	Exposed to other unsafe or unhealthy things, processes or conditions	Total hazardous work			
Mother's education ^c														
Primary or less	4.1	1.5	0.8	0.5	5.6	0.0	1.8	0.0	0.5	0.0	5.9	8.4	230	
Lower secondary	1.7	0.7	1.5	1.1	2.6	1.1	1.7	0.3	0.2	0.2	5.7	7.8	766	
Upper secondary	2.5	1.3	0.6	0.6	2.2	1.4	2.0	0.2	0.2	0.2	4.1	6.9	2,093	
Post secondary +	2.8	0.8	1.0	1.0	2.0	0.3	0.7	1.0	0.2	0.7	4.4	6.9	1,041	
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18	
Child's functional difficulties														
Has functional difficulty	6.9	1.6	3.7	2.3	6.7	1.0	3.5	1.1	0.2	1.1	10.3	13.7	289	
Has no functional difficulty	2.2	1.0	0.8	0.8	2.1	1.0	1.5	0.4	0.2	0.3	4.3	6.8	3,873	
Ethnicity of household head														
Black	2.5	1.1	1.1	0.9	2.5	1.0	1.6	0.4	0.2	0.3	4.8	7.4	3,940	
Other	3.0	0.0	0.4	0.0	1.3	0.0	2.1	0.0	1.1	0.0	3.3	5.4	220	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1	
Religion/Denomination of household head														
Church of God	2.3	1.1	0.2	0.5	1.2	0.6	1.0	0.8	0.4	0.5	4.0	6.6	1,369	
Pentecostal	2.8	0.4	1.5	0.9	4.2	0.9	1.2	0.0	0.3	0.0	5.6	7.6	513	
Seventh-day Adventist	2.2	0.6	0.7	0.8	2.8	2.3	2.6	0.2	0.0	0.2	4.8	6.7	554	
Other religion/denomination	2.5	1.6	1.9	1.4	3.1	1.3	2.5	0.4	0.1	0.4	5.9	8.8	1,215	
No religion	3.4	0.9	0.8	0.5	2.0	0.0	0.2	0.0	0.0	0.0	2.8	5.6	499	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12	

Table PR.3.4: Hazardous work

Percentage of children age 5-17 years engaged in economic activities or household chores above the age specific thresholds, percentage working under hazardous conditions, by type of work, and percentage of children engaged in economic activities or household chores above thresholds or working under hazardous conditions during the previous week, Jamaica MICS, 2022

	Percentage of children engaged in:		Percentage of children working under hazardous conditions									Percentage of children engaged in economic activities or household chores above thresholds, or working under hazardous conditions ^A	Number of children age 5-17 years
	Economic activities above age specific threshold	Household chores above age specific threshold	Carrying heavy loads	Working with dangerous tools or operating heavy machinery	Exposed to dust, fumes or gas	Exposed to extreme cold, heat or humidity	Exposed to loud noise or vibration	Working at heights	Working with chemicals or explosives	Exposed to other unsafe or unhealthy things, processes or conditions	Total hazardous work		
Wealth index quintile													
Poorest	2.5	1.2	1.2	1.5	3.4	1.9	1.7	0.2	0.1	0.3	6.0	8.8	973
Second	3.7	1.1	1.9	1.4	4.6	0.9	2.2	0.0	0.4	0.6	7.3	9.9	904
Middle	2.9	1.2	0.7	0.6	1.7	0.0	0.7	0.0	0.2	0.0	2.6	5.5	861
Fourth	2.2	1.0	1.0	0.5	1.0	1.1	2.5	0.6	0.1	0.4	3.5	6.0	762
Richest	1.2	0.6	0.1	0.0	0.8	0.9	1.0	1.5	0.2	0.3	3.5	5.3	662
^A The definition of child labour used for SDG reporting does not include hazardous working conditions. This is a change over previously defined MICS6 indicator. This column presents a definition comparable to the previous indicator. The SDG indicator is presented in Table PR.3.3.													
^B Includes attendance to early childhood education													
^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated.													
na: not applicable													
(*) Figures that are based on fewer than 25 unweighted cases													

9.4 Child marriage

Marriage¹¹⁴ before the age of 18 is a violation of human rights, yet remains a reality for many children. The right to 'free and full' consent to a marriage is recognized in the Universal Declaration of Human Rights - with the recognition that consent cannot be 'free and full' when one of the parties involved is not sufficiently mature to make an informed decision about a life partner. In the Sustainable Development Goals, child marriage has been identified as a harmful practice which the world should aim to eliminate by 2030.

Child marriage is more common among girls than boys, but does occur around the world among children of both sexes. The impacts specific to boys married in childhood are not yet well understood, but marriage does place boys in an adult role accompanied by responsibilities for which they may not be prepared.

In many parts of the world, parents encourage the marriage of their daughters while they are still children in hopes that the marriage will benefit them both financially and socially, while also relieving financial burdens on the family. In actual fact, child marriage compromises the development of girls and often results in early pregnancy and social isolation, with little education and poor vocational training reinforcing the gendered nature of poverty.¹¹⁵

Closely related to the issue of child marriage is the age at which sexual activity – and for females, childbearing – may begin. Women who were married before the age of 18 tend to have more children than those who marry later in life and are less likely to receive maternal health care services.^{116,117} In addition, pregnancy related deaths are known to be a leading cause of mortality for both married and unmarried girls between the ages of 15 and 19.

Table PR.4.1W presents the percentage of women married before ages 15 and 18 years, the percentage of adolescent girls age 15-19 years who are currently married, and the percentage of women in a polygynous union.

Table PR.4.2W presents, respectively, the proportion of women who were first married or entered into a marital union before age 15 and 18 by area and age groups. Examining the percentages married before ages 15 and 18 across different age groups allow for trends to be observed in child marriage over time.

Another component is the spousal age difference with the indicator being the percentage of married/in union women 10 or more years younger than their current spouse. Table PR.4.3 presents the results of the age difference between women and their husband or partner.

¹¹⁴ All references to marriage in this chapter include cohabiting unions, as well as visiting partner relationships.

¹¹⁵ Bajracharya, A. and N. Amin, S. *Poverty, marriage timing, and transitions to adulthood in Nepal: A longitudinal analysis using the Nepal living standards survey*. Poverty, Gender, and Youth Working Paper No. 19. New York: Population Council, 2010. [https://knowledgecommons.popcouncil.org/cgi/viewcontent.cgi?article=1155&context=departments_sbsr-pgy.](https://knowledgecommons.popcouncil.org/cgi/viewcontent.cgi?article=1155&context=departments_sbsr-pgy;); Godha, D. et al. 2011. *The influence of child marriage on fertility, fertility-control, and maternal health care utilization*. MEASURE/Evaluation PRH Project Working paper 11-124.

¹¹⁶ Godha D., D. Hotchkiss and A. Gage. "Association Between Child Marriage and Reproductive Health Outcomes and Service Utilization: A Multi-Country Study from South Asia." *Journal of Adolescent Health* 52, no. 5 (2013): 552-58. doi:10.1016/j.jadohealth.2013.01.021.

¹¹⁷ Nour, N. "Health Consequences of Child Marriage in Africa." *Emerging Infectious Diseases* 12, no. 11 (2006): 1644-649. doi:10.3201/eid1211.060510.

Table PR.4.1W: Child marriage^A and polygyny (women)

Percentage of women age 15-49 years who first married or entered a marital union before their 15th birthday, percentages of women age 20-49 and 20-24 years who first married or entered a marital union before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union, and the percentage of women who are in a polygynous marriage or union, Jamaica MICS, 2022

	Women age 15-49 years		Women age 20-49 years			Women age 20-24 years			Women age 15-19 years		Women age 15-49 years	
	Percentage married before age 15	Number of women age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of women age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of women age 20-24 years	Percentage currently married/in union ³	Number of women age 15-19 years	Percentage in polygynous marriage/union ⁴	Number of women age 15-49 years currently married/in union
Total	5.4	4,890	5.0	24.1	4,109	5.6	26.9	793	21.9	781	5.6	2,762
Area												
Urban	6.1	2,526	5.6	27.2	2,143	5.6	28.8	415	26.2	383	6.0	1,479
Greater Kingston Metropolitan Area	7.5	1,506	6.8	31.8	1,283	6.1	31.9	260	29.5	223	6.9	910
Other Urban Centres	4.0	1,019	3.8	20.3	860	4.9	23.5	154	21.6	159	4.4	569
Rural	4.7	2,364	4.4	20.8	1,966	5.5	25.0	378	17.8	398	5.1	1,283
Age												
15-19	7.2	781	na	na	na	na	na	na	21.9	781	5.7	171
15-17	7.8	451	na	na	na	na	na	na	12.8	451	3.0	58
18-19	6.4	330	na	na	na	na	na	na	34.4	330	7.1	113
20-24	5.6	793	5.6	26.9	793	5.6	26.9	793	na	na	6.4	430
25-29	6.9	775	6.9	27.1	775	na	na	na	na	na	7.4	495
30-34	5.9	658	5.9	24.8	658	na	na	na	na	na	5.2	441
35-39	4.1	684	4.1	23.2	684	na	na	na	na	na	5.4	464
40-44	3.5	600	3.5	20.5	600	na	na	na	na	na	3.8	385
45-49	3.5	599	3.5	20.4	599	na	na	na	na	na	4.8	375

Table PR.4.1W: Child marriage^A and polygyny (women)

Percentage of women age 15-49 years who first married or entered a marital union before their 15th birthday, percentages of women age 20-49 and 20-24 years who first married or entered a marital union before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union, and the percentage of women who are in a polygynous marriage or union, Jamaica MICS, 2022

	Women age 15-49 years		Women age 20-49 years			Women age 20-24 years			Women age 15-19 years		Women age 15-49 years	
	Percentage married before age 15	Number of women age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of women age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of women age 20-24 years	Percentage currently married/in union ³	Number of women age 15-19 years	Percentage in polygynous marriage/union ⁴	Number of women age 15-49 years currently married/in union
Education												
Primary or less	9.9	74	9.9	31.3	74	(*)	(*)	2	-	0	(5.4)	50
Lower secondary	7.7	495	8.3	34.9	392	(*)	(*)	24	12.6	103	8.3	276
Upper secondary	5.7	2,642	5.1	25.9	2,134	6.9	28.7	391	23.2	508	5.8	1,461
Post secondary +	3.9	1,666	3.8	18.5	1,500	3.8	22.8	372	23.5	167	4.5	972
Special education	(*)	12	(*)	(*)	10	(*)	(*)	4	(*)	2	(*)	2
Missing/DK	(*)	1	-	-	0	-	-	0	(*)	1	(*)	1
Ethnicity of household head												
Black	5.2	4,575	5.0	24.0	3,843	5.3	26.7	738	21.3	732	5.6	2,566
Other	7.8	313	5.2	26.2	265	8.4	30.3	55	(30.0)	48	5.2	194
Missing/DK	(*)	2	(*)	(*)	2	-	-	0	(*)	1	(*)	2
Religion/Denomination of household head												
Church of God	4.5	1,525	4.1	21.8	1,269	3.9	23.3	243	19.1	256	6.4	834
Pentecostal	5.4	592	4.6	23.3	498	2.9	22.7	85	18.8	94	5.0	346
Seventh-day Adventist	5.7	697	5.5	26.5	589	12.9	35.7	127	27.1	108	6.5	391
Other religion/denomination	5.4	1,419	5.1	22.7	1,193	3.4	24.3	207	20.9	227	4.1	798
No religion	7.2	644	6.9	30.4	552	6.8	31.5	128	29.1	93	6.1	385
Missing/DK	(*)	13	(*)	(*)	10	(*)	(*)	2	(*)	3	(*)	8

Table PR.4.1W: Child marriage^A and polygyny (women)

Percentage of women age 15-49 years who first married or entered a marital union before their 15th birthday, percentages of women age 20-49 and 20-24 years who first married or entered a marital union before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union, and the percentage of women who are in a polygynous marriage or union, Jamaica MICS, 2022

	Women age 15-49 years		Women age 20-49 years			Women age 20-24 years			Women age 15-19 years		Women age 15-49 years	
	Percentage married before age 15	Number of women age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of women age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of women age 20-24 years	Percentage currently married/in union ³	Number of women age 15-19 years	Percentage in polygynous marriage/union ⁴	Number of women age 15-49 years currently married/in union
Wealth index quintile												
Poorest	7.1	915	7.0	27.1	761	8.4	34.9	145	19.9	154	9.0	489
Second	5.3	990	4.4	25.5	811	2.0	30.3	153	24.3	179	7.1	518
Middle	5.3	961	5.2	24.6	816	8.7	29.2	166	25.5	145	5.3	568
Fourth	3.7	1,031	3.4	20.7	862	3.9	21.0	167	20.9	170	3.3	583
Richest	5.8	993	5.4	23.0	859	4.8	20.3	162	18.5	134	4.0	603
¹ MICS indicator PR.4a - Child marriage (before age 15); SDG 5.3.1 ² MICS indicator PR.4b - Child marriage (before age 18); SDG 5.3.1 ³ MICS indicator PR.5 - Young women age 15-19 years currently married or in union ⁴ MICS indicator PR.6 - Polygyny												
^A Marriage/union' includes the categories 'married', 'living with a partner' and 'in a visiting relationship' na: not applicable () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator												

Table PR.4.2W: Trends in child marriage^A (women)

Percentage of women who were first married or entered into a marital union before their 15th and 18th birthday, by area of residence, Jamaica MICS, 2022

	Urban				Greater Kingston Metropolitan Area				Other Urban Centres				Rural				All			
	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years
Total	6.1	2,526	27.2	2,143	7.5	1,506	31.8	1,283	4.0	1,019	20.3	860	4.7	2,364	20.8	1,966	5.4	4,890	24.1	4,109
Age																				
15-19	8.6	383	na	na	11.2	223	na	na	5.1	159	na	na	5.8	398	na	na	7.2	781	na	na
15-17	9.4	210	na	na	11.9	128	na	na	5.5	83	na	na	6.4	240	na	na	7.8	451	na	na
18-19	7.7	172	na	na	10.2	96	na	na	4.5	76	na	na	5.1	158	na	na	6.4	330	na	na
20-24	5.6	415	28.8	415	6.1	260	31.9	260	4.9	154	23.5	154	5.5	378	25.0	378	5.6	793	26.9	793
25-29	7.0	423	32.0	423	9.1	255	36.6	255	3.8	167	24.9	167	6.8	352	21.1	352	6.9	775	27.1	775
30-34	7.3	343	29.5	343	7.5	210	31.7	210	7.1	133	26.0	133	4.4	315	19.7	315	5.9	658	24.8	658
35-39	4.6	372	25.4	372	6.3	209	30.8	209	2.5	163	18.5	163	3.5	311	20.5	311	4.1	684	23.2	684
40-44	3.2	295	21.9	295	3.8	177	27.2	177	2.3	119	13.9	119	3.9	305	19.2	305	3.5	600	20.5	600
45-49	5.2	295	22.7	295	7.6	171	30.2	171	1.9	124	12.3	124	1.8	304	18.2	304	3.5	599	20.4	599

^A'Marriage' includes the categories 'married', 'living with a partner' and 'in a visiting relationship'
na: not applicable

Table PR.4.3: Spousal age differencePercent distribution of women currently married/in union^a age 15-19 and 20-24 years by age difference with their husband or partner, Jamaica MICS, 2022

	Percentage of currently married/in union women age 15-19 years whose husband or partner is:							Percentage of currently married/in union women age 20-24 years whose						
	Younger	0-4 years older	5-9 years older	10+ years older ¹	Husband/ Partner's age unknown	Total	Number of women age 15-19 years currently married/ in union	Younger	0-4 years older	5-9 years older	10+ years older ²	Husband/ Partner's age unknown	Total	Number of women age 15-19 years currently married/ in union
Total	15.3	53.1	16.1	14.3	1.2	100.0	171	9.3	47.7	22.3	19.5	1.2	100.0	430
Area														
Urban	20.6	55.8	13.8	8.6	1.3	100.0	100	13.0	49.3	19.4	17.8	0.5	100.0	225
Greater Kingston Metropolitan Area	13.9	64.1	11.1	10.9	0.0	100.0	66	10.1	53.3	20.6	15.6	0.5	100.0	143
Other Urban Centres	(33.5)	(39.9)	(18.8)	(4.1)	(3.7)	100.0	34	17.9	42.2	17.4	21.8	0.6	100.0	82
Rural	7.8	49.2	19.5	22.4	1.2	100.0	71	5.2	45.9	25.5	21.4	2.0	100.0	205
Education														
Primary or less	-	-	-	-	-	-	0	(*)	(*)	(*)	(*)	(*)	-	2
Lower secondary	(*)	(*)	(*)	(*)	(*)	100.0	13	(*)	(*)	(*)	(*)	(*)	100.0	16
Upper secondary	12.2	56.2	15.5	14.3	1.8	100.0	118	10.2	48.2	17.9	22.2	1.5	100.0	224
Post secondary +	(27.9)	(43.5)	(19.7)	(8.9)	(0.0)	100.0	39	9.0	47.9	27.1	15.0	1.0	100.0	188
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	1	-	-	-	-	-	100.0	0
Ethnicity of household head														
Black	15.4	51.7	17.1	14.3	1.3	100.0	156	9.5	47.7	22.0	19.5	1.3	100.0	401
Other	(*)	(*)	(*)	(*)	(*)	100.0	14	(6.2)	(47.6)	(26.1)	(20.0)	(0.0)	100.0	30
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	1	-	-	-	-	-	100.0	0
Religion/Denomination of household head														
Church of God	(17.2)	(57.6)	(6.0)	(17.5)	(1.7)	100.0	49	10.0	53.0	19.8	16.3	0.8	100.0	140
Pentecostal	(*)	(*)	(*)	(*)	(*)	100.0	18	(10.3)	(49.2)	(21.7)	(18.7)	(0.0)	100.0	50
Seventh-day Adventist	(*)	(*)	(*)	(*)	(*)	100.0	29	6.5	51.4	20.3	20.4	1.4	100.0	61
Other religion/denomination	15.2	44.7	30.3	8.5	1.3	100.0	47	7.3	44.5	25.2	20.6	2.4	100.0	104
No religion	(9.9)	(56.9)	(19.0)	(14.1)	(0.0)	100.0	27	12.3	37.8	25.5	23.4	1.0	100.0	74
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	1	(*)	(*)	(*)	(*)	(*)	100.0	2

Table PR.4.3: Spousal age difference

Percent distribution of women currently married/in union^A age 15-19 and 20-24 years by age difference with their husband or partner, Jamaica MICS, 2022

	Percentage of currently married/in union women age 15-19 years whose husband or partner is:							Percentage of currently married/in union women age 20-24 years whose						
	Younger	0-4 years older	5-9 years older	10+ years older ¹	Husband/ Partner's age unknown	Total	Number of women age 15-19 years currently married/ in union	Younger	0-4 years older	5-9 years older	10+ years older ²	Husband/ Partner's age unknown	Total	Number of women age 15-19 years currently married/ in union
Wealth index quintile														
Poorest	(8.8)	(47.5)	(27.3)	(16.4)	(0.0)	100.0	31	10.4	36.7	27.8	25.2	0.0	100.0	82
Second	(12.4)	(51.5)	(9.1)	(27.0)	(0.0)	100.0	44	8.8	55.4	16.5	19.3	0.0	100.0	86
Middle	(4.6)	(67.3)	(20.1)	(4.6)	(3.5)	100.0	37	8.8	47.4	21.2	18.2	4.3	100.0	102
Fourth	(30.2)	(32.3)	(22.2)	(13.0)	(2.3)	100.0	35	9.7	53.1	20.2	17.0	0.0	100.0	85
Richest	(*)	(*)	(*)	(*)	(*)	100.0	25	8.6	45.1	26.8	18.4	1.1	100.0	75
¹ MICS indicator PR.7a - Spousal age difference (among women age 15-19) ² MICS indicator PR.7b - Spousal age difference (among women age 20-24)														
^A Married/in union' includes the categories 'married', 'living with a partner' and 'in a visiting relationship' () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator														

9.5 Victimization

Crime can have a large impact on the lives of victims and the wider community in which they live. Those who are victims of crimes can suffer physically and psychologically and experience loss of assets and income. Crime can also carry significant economic costs to the community through the provision of preventative measures as well as corrective services¹¹⁸.

Table PR.6.1W¹¹⁹ presents the percentage of women who were victims of robbery or assault in the last 3 years and 1 year prior to the survey, by various background characteristics. Table PR.6.2W shows whether weapons (namely, knife, gun or other weapons) were used during the last robbery. Table PR.6.3W expands on the circumstances of the latest assault, indicating where it took place and the type of weapon used. Finally, Table PR.6.4W indicates whether the last robbery or assault experienced by women was reported to the police.

¹¹⁸ United Nations Office on Drugs and Crime, and United Nations Economic Commission for Europe. *Manual on Victimization Surveys*. Geneva: UN. [HTTPS://WWW.UNODC.ORG/DOCUMENTS/-DATA-AND-ANALYSIS/CRIME-STATISTICS/MANUAL_ON_VICTIMIZATION_SURVEYS_2009_WEB.PDF](https://www.unodc.org/documents/-data-and-analysis/crime-statistics/manual_on_victimization_surveys_2009_web.pdf).

¹¹⁹ Tables PR.5, which present data on female genital mutilation, have been omitted from this report, as the topic is not relevant for Jamaica and was not included in the Jamaica 2022 MICS.

Table PR.6.1W: Victims of robbery and assault (women)

Percentage of women age 15-49 years who were victims of robbery, assault and either robbery or assault in the last 3 years, last 1 year and multiple times in the last year, Jamaica MICS, 2022

	Percentage of women age 15-49 years who were victims of:						Percentage of women age 15-49 years who experienced physical violence of robbery or assault:			
	Robbery ^A			Assault ^B			In the last 3 years	In the last 1 year ¹	Multiple times in the last 1 year	Number of women
	In the last 3 years	In the last 1 year	Multiple times in the last 1 year	In the last 3 years	In the last 1 year	Multiple times in the last 1 year				
Total	6.5	3.8	1.8	7.4	5.0	2.3	12.3	8.1	3.9	4,890
Area										
Urban	7.6	4.2	1.8	8.0	5.8	2.4	13.6	9.0	4.2	2,526
Greater Kingston Metropolitan Area	8.7	4.4	1.7	8.6	6.1	3.0	15.2	9.6	4.5	1,506
Other Urban Centres	6.0	4.0	2.0	7.2	5.2	1.5	11.3	8.0	3.8	1,019
Rural	5.3	3.4	1.8	6.7	4.3	2.1	10.8	7.1	3.6	2,364
Age										
15-19	5.1	3.7	2.2	8.5	5.8	2.5	11.8	8.5	4.5	781
15-17	4.2	3.1	1.4	7.3	5.1	2.7	10.5	7.8	3.9	451
18-19	6.4	4.5	3.4	10.1	6.9	2.2	13.7	9.5	5.4	330
20-24	8.0	4.7	2.2	9.4	7.2	2.8	15.2	10.8	5.3	793
25-29	9.4	5.1	2.3	9.1	6.0	3.3	16.0	9.7	4.8	775
30-34	7.6	3.6	0.9	7.9	4.8	2.3	13.5	7.7	3.2	658
35-39	4.9	3.2	1.3	6.9	4.2	1.4	10.6	7.0	2.6	684
40-44	4.6	2.6	1.1	4.8	3.9	2.1	8.9	6.1	3.4	600
45-49	4.9	3.5	2.2	3.6	2.0	1.0	8.0	5.4	3.0	599
Education										
Primary or less	10.2	10.2	5.7	10.5	7.0	5.8	17.8	14.3	11.0	74
Lower secondary	5.6	4.1	2.3	10.7	8.1	3.1	14.3	11.3	5.1	495
Upper secondary	6.3	4.0	2.0	6.2	4.3	2.2	11.1	7.5	3.9	2,642
Post secondary +	6.9	3.2	1.1	8.3	5.2	1.9	13.3	7.7	3.3	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table PR.6.1W: Victims of robbery and assault (women)

Percentage of women age 15-49 years who were victims of robbery, assault and either robbery or assault in the last 3 years, last 1 year and multiple times in the last year, Jamaica MICS, 2022

	Percentage of women age 15-49 years who were victims of:						Percentage of women age 15-49 years who experienced physical violence of robbery or assault:			
	Robbery ^A			Assault ^B			In the last 3 years	In the last 1 year ¹	Multiple times in the last 1 year	Number of women
	In the last 3 years	In the last 1 year	Multiple times in the last 1 year	In the last 3 years	In the last 1 year	Multiple times in the last 1 year				
Ethnicity of household head										
Black	6.4	3.8	1.8	7.3	4.9	2.3	12.1	8.0	3.9	4,575
Other	8.0	4.1	1.6	7.9	6.4	2.1	13.8	9.3	3.7	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head										
Church of God	6.0	3.7	1.4	7.5	5.2	2.3	11.9	8.1	3.7	1,525
Pentecostal	7.2	3.7	2.0	7.5	3.8	1.1	12.8	7.0	3.0	592
Seventh-day Adventist	6.2	3.3	1.9	5.7	3.8	1.7	10.6	6.3	3.3	697
Other religion/denomination	6.5	4.0	2.1	7.8	5.1	2.3	12.7	8.4	4.0	1,419
No religion	7.3	4.8	1.9	7.7	6.6	3.4	13.1	10.1	5.7	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Wealth index quintile										
Poorest	6.3	4.9	2.2	9.5	6.6	2.9	14.2	10.5	4.6	915
Second	7.9	4.9	3.0	8.4	6.2	3.1	14.2	9.8	5.8	990
Middle	7.4	4.3	2.0	6.5	4.1	1.7	12.1	7.7	3.6	961
Fourth	5.4	3.3	1.2	7.0	4.8	2.1	11.1	7.3	3.3	1,031
Richest	5.4	2.0	0.6	5.7	3.5	1.5	9.8	5.3	2.3	993

¹ MICS indicator PR.12 - Experience of robbery and assault

^A A robbery is here defined as "taking or trying to take something, by using force or threatening to use force".

^B An assault is here defined as a physical attack.

(*) Figures that are based on fewer than 25 unweighted cases

Table PR.6.2W: Circumstances of latest incident of robbery (women)

Percentage of women age 15-49 years by classification of the circumstances of the latest robbery, Jamaica MICS, 2022

	Circumstances of the last robbery:					Number of women experiencing robbery in the last 3 years
	Robbery with no weapon	Armed robbery with:			Any weapon	
		Knife	Gun	Other		
Total	58.2	17.6	24.1	2.5	41.8	317
Area						
Urban	55.7	16.2	27.2	2.2	44.3	191
Greater Kingston Metropolitan Area	57.5	11.8	28.6	2.4	42.5	131
Other Urban Centres	51.6	25.6	24.3	1.7	48.4	61
Rural	62.1	19.9	19.4	3.0	37.9	126
Age						
15-19	(60.2)	(29.0)	(8.7)	(5.1)	(39.8)	40
15-17	(*)	(*)	(*)	(*)	(*)	19
18-19	(*)	(*)	(*)	(*)	(*)	21
20-24	56.0	15.2	25.7	4.5	44.0	63
25-29	54.3	20.1	26.7	1.9	45.7	73
30-34	63.4	13.5	24.1	0.0	36.6	50
35-39	(45.8)	(18.9)	(39.4)	(2.8)	(54.2)	33
40-44	(58.3)	(20.9)	(24.0)	(0.0)	(41.7)	28
45-49	(75.0)	(4.0)	(18.3)	(2.6)	(25.0)	29
Education						
Primary or less	(*)	(*)	(*)	(*)	(*)	8
Lower secondary	(66.4)	(18.8)	(14.8)	(0.0)	(33.6)	28
Upper secondary	57.0	19.1	22.6	2.4	43.0	166
Post secondary +	58.2	15.7	28.7	2.7	41.8	115
Missing/DK	(*)	(*)	(*)	(*)	(*)	1
Last incident occurred						
More than 1 year ago	63.7	14.7	23.7	0.9	36.3	127
Less than 1 year ago	54.6	19.7	24.2	3.7	45.4	188
Don't remember	(*)	(*)	(*)	(*)	(*)	1
Robbery outcome						
Robbery	41.9	21.3	38.8	2.4	58.1	145
Attempted robbery	72.0	14.5	11.7	2.7	28.0	172
Ethnicity of household head						
Black	57.1	18.5	25.0	2.2	42.9	292
Other	(71.7)	(7.1)	(14.1)	(6.8)	(28.3)	25
Religion/Denomination of household head						
Church of God	53.0	21.6	26.8	1.2	47.0	91
Pentecostal	(66.5)	(8.7)	(23.8)	(4.9)	(33.5)	43
Seventh-day Adventist	(54.7)	(21.6)	(30.4)	(2.3)	(45.3)	43
Other religion/denomination	61.6	16.7	18.3	3.3	38.4	92
No religion	(59.0)	(16.7)	(22.5)	(1.7)	(41.0)	47
Missing/DK	(*)	(*)	(*)	(*)	(*)	1
Wealth index quintile						
Poorest	61.3	20.7	17.1	2.1	38.7	58
Second	53.0	24.0	20.0	4.9	47.0	78
Middle	53.3	12.7	32.8	3.5	46.7	71
Fourth	63.4	12.4	27.2	0.0	36.6	56
Richest	63.6	17.1	23.0	0.9	36.4	54

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table PR.6.3W: Location and circumstances of latest incident of assault (women)

Percentage of women age 15-49 years by classification of the location and circumstances of the latest assault, Jamaica MICS, 2022

	Location of last incident of assault									Use of weapon during last assault					Number of women experiencing assault in the last 3 years
	At home	In another home	In the street	On public transport	Public restaurant/ café/bar	Other public	At school/ workplace	Other place	Total	No weapon	Knife	Gun	Other	Any weapon	
Total	36.2	11.0	34.8	3.1	1.3	3.9	7.3	2.5	100.0	63.1	19.3	12.9	8.5	36.9	361
Area															
Urban	35.6	8.7	36.8	4.6	1.5	4.2	5.8	2.8	100.0	62.8	16.1	16.0	9.1	37.2	203
Greater Kingston Metropolitan Area	29.9	9.0	41.2	4.7	0.8	5.7	4.7	4.1	100.0	61.0	13.3	20.2	10.4	39.0	130
Other Urban Centres	45.6	8.3	28.9	4.5	2.7	1.5	7.7	0.7	100.0	66.2	21.0	8.6	6.6	33.8	73
Rural	36.9	13.8	32.2	1.1	1.1	3.5	9.3	2.1	100.0	63.5	23.5	8.8	7.7	36.5	158
Age															
15-19	19.6	10.1	45.9	2.8	0.0	6.2	13.1	2.3	100.0	68.8	19.9	9.5	1.8	31.2	66
15-17	(13.7)	(10.1)	(33.7)	(5.7)	(0.0)	(10.4)	(21.8)	(4.6)	100.0	(64.7)	(21.0)	(10.9)	(0.0)	(35.3)	33
18-19	(25.5)	(10.2)	(58.0)	(0.0)	(0.0)	(2.0)	(4.4)	(0.0)	100.0	(72.9)	(18.8)	(8.2)	(3.6)	(27.1)	33
20-24	33.2	13.1	33.2	5.1	3.3	6.6	3.5	2.1	100.0	67.3	13.3	11.7	11.2	32.7	74
25-29	36.9	11.3	29.0	3.9	0.0	2.2	13.0	3.6	100.0	61.3	21.7	14.7	7.4	38.7	70
30-34	44.5	13.5	28.5	3.4	1.6	2.8	2.2	3.5	100.0	73.0	14.1	10.6	4.0	27.0	52
35-39	45.4	7.6	41.6	2.0	1.2	0.0	2.2	0.0	100.0	54.1	21.6	20.1	8.9	45.9	47
40-44	(44.7)	(8.8)	(25.3)	(0.0)	(3.0)	(3.7)	(10.4)	(4.2)	100.0	(58.4)	(16.1)	(12.3)	(21.7)	(41.6)	29
45-49	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	22
Education															
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	8
Lower secondary	48.3	11.2	32.7	0.0	0.0	2.6	2.4	2.9	100.0	42.4	36.9	12.0	19.6	57.6	53
Upper secondary	31.8	9.3	38.4	3.2	1.0	4.4	10.4	1.3	100.0	63.9	17.6	15.5	5.5	36.1	163
Post secondary +	36.5	12.5	31.6	4.2	1.8	3.9	5.4	4.0	100.0	69.9	14.1	10.5	8.1	30.1	138
Last incident occurred															
More than 1 year ago	34.2	13.8	35.1	2.4	0.5	4.2	6.5	3.2	100.0	60.0	16.3	19.8	7.9	40.0	114
Less than 1 year ago	37.2	9.6	34.4	3.4	1.7	3.7	7.7	2.2	100.0	64.7	20.8	9.4	8.8	35.3	246
Don't remember	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	1

Table PR.6.3W: Location and circumstances of latest incident of assault (women)

Percentage of women age 15-49 years by classification of the location and circumstances of the latest assault, Jamaica MICS, 2022

	Location of last incident of assault									Use of weapon during last assault					Number of women experiencing assault in the last 3 years
	At home	In another home	In the street	On public transport	Public restaurant/ café/bar	Other public	At school/ workplace	Other place	Total	No weapon	Knife	Gun	Other	Any weapon	
Number of offenders															
1	35.7	12.6	33.5	3.4	1.9	2.7	7.7	2.5	100.0	67.4	19.2	6.9	7.9	32.6	246
2 or more	36.1	7.9	37.8	1.7	0.0	6.8	6.9	2.8	100.0	52.9	20.8	25.4	10.3	47.1	108
DK/Don't remember	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	7
Recognition of offender(s)															
Yes	42.8	13.1	25.9	1.4	1.4	3.6	9.0	2.8	100.0	64.9	20.9	6.3	10.8	35.1	269
No	16.0	4.9	61.3	7.9	1.1	4.6	2.5	1.7	100.0	57.4	15.0	32.4	1.6	42.6	91
DK/Don't remember	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head															
Black	36.0	11.6	34.8	3.2	1.4	4.1	7.4	1.6	100.0	63.9	19.2	12.8	7.3	36.1	335
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	25
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head															
Church of God	36.3	13.3	35.2	3.8	0.7	3.1	6.7	0.8	100.0	60.9	21.1	12.0	11.8	39.1	114
Pentecostal	(42.3)	(3.9)	(31.2)	(4.4)	(5.4)	(2.4)	(8.2)	(2.1)	100.0	(68.6)	(11.2)	(8.8)	(8.9)	(31.4)	44
Seventh-day Adventist	(36.8)	(11.5)	(40.3)	(1.5)	(0.0)	(2.1)	(6.4)	(1.4)	100.0	(70.7)	(11.1)	(16.4)	(4.2)	(29.3)	40
Other religion/denomination	39.2	10.0	28.9	3.0	0.0	6.5	8.5	3.9	100.0	57.3	25.1	15.5	8.6	42.7	110
No religion	23.1	13.9	47.5	1.9	2.9	1.0	4.7	5.0	100.0	68.3	17.4	10.4	3.9	31.7	50
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	3
Wealth index quintile															
Poorest	34.0	17.1	42.6	0.0	0.0	0.6	4.7	1.1	100.0	52.9	31.3	11.6	9.4	47.1	86
Second	40.0	4.1	35.2	4.9	2.7	3.2	9.0	0.8	100.0	60.7	24.6	11.0	9.3	39.3	83
Middle	44.5	10.4	26.3	0.0	2.3	6.0	8.5	1.9	100.0	64.0	8.3	24.7	5.0	36.0	62
Fourth	27.5	16.6	35.4	3.6	0.0	5.8	6.3	4.8	100.0	68.4	16.5	7.2	11.0	31.6	73
Richest	35.8	5.1	30.8	7.8	1.7	5.0	8.8	5.0	100.0	74.5	9.0	11.8	6.3	25.5	57

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table PR.6.4W: Reporting of robbery and assault in the last one year (women)

Percentage of women age 15-49 years who experienced robbery in the last year, by type of last robbery, percentage who experienced assault in the last 1 year, by type of last assault, and percentage whose last experience of either robbery or assault was reported to the police, Jamaica MICS, 2022

	Percentage of women for whom last incident of robbery was reported to the police			Number of women experiencing robbery in the last year	Percentage of women for whom last incident of assault was reported to the police			Number of women experiencing assault in the last year	Percentage of women for whom the last incident of physical violence of robbery and/or assault in the last year was reported to the police ^{1A}	Number of women experiencing physical violence of robbery or assault in the last year
	Robbery with no weapon	Robbery with any weapon	Any robbery		Assault with no weapon	Assault with any weapon	Any assault			
Total	16.3	27.6	48.9	188	21.8	25.0	48.1	246	48.4	434
Area										
Urban	15.7	26.6	44.2	107	21.7	22.5	46.4	145	47.2	253
Greater Kingston Metropolitan Area	13.8	25.9	40.9	66	18.0	18.4	39.8	92	40.2	158
Other Urban Centres	(18.9)	(27.8)	(49.5)	41	28.1	29.8	57.9	53	54.2	94
Rural	17.0	28.9	55.1	81	22.0	28.5	50.4	101	52.5	181
Age										
15-19	(14.6)	(26.0)	(43.4)	29	(19.0)	(23.5)	(42.5)	46	42.8	75
15-17	(*)	(*)	(*)	14	(7.7)	(18.5)	(26.2)	23	(28.8)	37
18-19	(*)	(*)	(*)	15	(*)	(*)	(*)	23	(56.6)	38
20-24	(19.4)	(31.8)	(53.4)	38	17.9	25.5	45.1	57	48.4	95
25-29	(6.9)	(27.1)	(36.9)	40	(20.4)	(27.1)	(47.5)	47	42.7	87
30-34	(*)	(*)	(*)	24	(31.7)	(17.4)	(52.2)	32	49.7	56
35-39	(*)	(*)	(*)	22	(17.2)	(29.9)	(47.1)	29	47.9	50
40-44	(*)	(*)	(*)	15	(*)	(*)	(*)	23	(61.3)	39
45-49	(*)	(*)	(*)	21	(*)	(*)	(*)	12	(60.0)	33
Education										
Primary or less	(*)	(*)	(*)	8	(*)	(*)	(*)	5	(*)	13
Lower secondary	(*)	(*)	(*)	20	(6.4)	(38.0)	(44.4)	40	48.6	60
Upper secondary	16.0	24.1	41.9	106	22.1	25.4	48.6	114	45.3	220
Post secondary +	16.4	35.0	59.0	54	24.9	19.8	47.0	86	51.6	140
Missing/DK	(*)	(*)	(*)	1	-	-	-	0	(*)	1

Table PR.6.4W: Reporting of robbery and assault in the last one year (women)

Percentage of women age 15-49 years who experienced robbery in the last year, by type of last robbery, percentage who experienced assault in the last 1 year, by type of last assault, and percentage whose last experience of either robbery or assault was reported to the police, Jamaica MICS, 2022

	Percentage of women for whom last incident of robbery was reported to the police			Number of women experiencing robbery in the last year	Percentage of women for whom last incident of assault was reported to the police			Number of women experiencing assault in the last year	Percentage of women for whom the last incident of physical violence of robbery and/ or assault in the last year was reported to the police ^{1,A}	Number of women experiencing physical violence of robbery or assault in the last year
	Robbery with no weapon	Robbery with any weapon	Any robbery		Assault with no weapon	Assault with any weapon	Any assault			
Party reporting crime										
Self	30.7	54.4	94.4	93	46.6	50.5	99.2	106	97.0	199
Other	(*)	(*)	(*)	6	(*)	(*)	(*)	14	(*)	19
Ethnicity of household head										
Black	16.9	29.1	51.3	175	23.0	24.4	48.7	226	49.9	401
Other	(*)	(*)	(*)	14	(*)	(*)	(*)	20	(30.7)	33
Religion/Denomination of household head										
Church of God	18.4	26.3	53.5	56	19.8	26.7	46.5	79	49.4	135
Pentecostal	(*)	(*)	(*)	22	(*)	(*)	(*)	22	(39.5)	44
Seventh-day Adventist	(*)	(*)	(*)	23	(23.2)	(17.0)	(40.1)	26	(48.2)	49
Other religion/denomination	18.8	27.7	48.4	57	25.7	32.6	59.6	73	54.7	130
No religion	(22.6)	(22.3)	(45.0)	31	(18.4)	(17.8)	(41.2)	43	42.8	73
Missing/DK	-	-	-	0	(*)	(*)	(*)	3	(*)	3
Wealth index quintile										
Poorest	(22.3)	(23.0)	(47.9)	45	23.0	31.7	54.7	60	51.8	105
Second	(14.7)	(32.0)	(54.9)	48	23.5	27.6	52.6	61	53.6	109
Middle	(11.9)	(27.4)	(41.3)	41	(19.2)	(25.8)	(48.1)	39	44.6	80
Fourth	(12.6)	(29.8)	(44.7)	34	16.5	24.4	40.9	50	42.5	84
Richest	(*)	(*)	(*)	20	(27.3)	(8.7)	(38.8)	35	46.2	55

¹ 1 MICS indicator PR.13 - Crime reporting; SDG indicator 16.3.1

^A This indicator is constructed using both last incidents of robbery and assault, as respondents may have experienced 1) no incident, 2) one last incident of either robbery or assault or 3) both robbery and assault.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

9.6 Feelings of safety

Questions about fear, such as feelings of safety and perceptions of crime as a problem, indicate respondents' level of perceived safety in everyday life. This is important as such perceptions limit people's freedom of movement and influence how they manage threats to their safety¹⁴.

Table PR.7.1W present data for women on their feelings of safety for walking alone in their neighbourhood after dark and for being at home alone after dark.

Table PR.7.1W: Feelings of safety (women)

Percent distribution of women age 15-49 years by feeling of safety walking alone in their neighbourhood after dark and being home alone after dark, Jamaica MICS, 2022

	Percent distribution of women who walking alone in their neighbourhood after dark feel:						Percentage of women who feel safe walking alone in their neighbourhood after dark ¹	Percent distribution of women who being home alone after dark feel:						Percentage of women who feel safe home alone after dark	Percentage of women who after dark feel very unsafe walking alone in their neighbourhood or being home alone	Number of women
	Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark	Total		Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark	Total			
Total	19.9	44.1	15.4	3.8	16.8	100.0	64.0	32.9	54.4	8.3	1.7	2.6	100.0	87.3	4.5	4,890
Area																
Urban	16.4	41.9	17.9	4.4	19.3	100.0	58.3	32.5	54.2	8.8	1.8	2.7	100.0	86.7	5.2	2,526
Greater Kingston Metropolitan Area	16.4	40.2	18.6	4.9	19.9	100.0	56.6	34.7	51.7	8.3	1.7	3.6	100.0	86.4	5.5	1,506
Other Urban Centres	16.4	44.5	17.0	3.7	18.4	100.0	60.9	29.4	57.8	9.5	2.1	1.3	100.0	87.1	4.7	1,019
Rural	23.7	46.4	12.8	3.1	14.1	100.0	70.0	33.4	54.6	7.8	1.6	2.6	100.0	87.9	3.8	2,364
Age																
15-19	17.4	46.6	15.8	2.6	17.5	100.0	64.0	30.6	52.0	11.2	1.5	4.7	100.0	82.5	3.4	781
15-17	16.1	42.3	17.9	2.5	21.2	100.0	58.4	27.9	51.2	13.1	1.2	6.6	100.0	79.1	3.2	451
18-19	19.2	52.6	13.0	2.8	12.5	100.0	71.7	34.3	53.1	8.7	1.8	2.1	100.0	87.2	3.6	330
20-24	18.6	43.8	17.2	4.5	16.0	100.0	62.3	29.6	55.8	8.8	2.7	3.1	100.0	85.4	5.5	793
25-29	22.8	40.6	16.8	4.5	15.4	100.0	63.4	34.5	53.0	8.4	1.6	2.5	100.0	87.4	5.0	775
30-34	19.5	47.2	14.1	4.0	15.2	100.0	66.7	34.0	56.5	5.6	1.4	2.5	100.0	90.5	4.5	658
35-39	20.8	41.3	17.8	3.6	16.5	100.0	62.1	34.5	53.7	7.9	2.3	1.6	100.0	88.2	4.8	684
40-44	21.8	44.7	12.2	3.3	18.1	100.0	66.5	34.7	54.3	8.4	0.9	1.6	100.0	89.0	3.7	600
45-49	18.9	44.6	12.9	4.0	19.6	100.0	63.5	33.9	55.9	7.1	1.3	1.8	100.0	89.8	4.3	599

Table PR.7.1W: Feelings of safety (women)

Percent distribution of women age 15-49 years by feeling of safety walking alone in their neighbourhood after dark and being home alone after dark, Jamaica MICS, 2022

	Percent distribution of women who walking alone in their neighbourhood after dark feel:					Total	Percentage of women who feel safe walking alone in their neighbourhood after dark ¹	Percent distribution of women who being home alone after dark feel:					Total	Percentage of women who feel safe home alone after dark	Percentage of women who after dark feel very unsafe walking alone in their neighbourhood or being home alone	Number of women
	Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark			Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark				
Education																
Primary or less	13.2	51.7	13.9	6.6	14.5	100.0	65.0	29.2	45.6	11.5	9.0	4.6	100.0	74.8	10.3	74
Lower secondary	20.9	42.8	16.9	6.1	13.3	100.0	63.7	32.3	50.7	12.9	2.1	2.0	100.0	83.0	6.5	495
Upper secondary	19.0	47.5	14.9	3.4	15.1	100.0	66.5	31.1	56.3	8.2	1.6	2.8	100.0	87.4	4.1	2,642
Post secondary +	21.6	38.9	15.9	3.6	20.1	100.0	60.4	36.4	53.0	6.9	1.6	2.2	100.0	89.3	4.3	1,666
Special education	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	1
Ethnicity of household head																
Black	20.0	44.6	15.3	3.7	16.4	100.0	64.6	33.0	54.2	8.5	1.7	2.6	100.0	87.2	4.4	4,575
Other	18.7	36.1	17.8	5.1	22.3	100.0	54.8	31.3	57.2	6.3	1.5	3.7	100.0	88.5	5.8	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	2
Religion/Denomination of household head																
Church of God	19.1	45.0	16.4	4.1	15.4	100.0	64.1	30.9	56.0	9.2	1.4	2.4	100.0	87.0	4.7	1,525
Pentecostal	22.3	45.5	13.8	3.0	15.5	100.0	67.7	37.1	50.8	7.6	1.8	2.7	100.0	87.8	3.7	592
Seventh-day Adventist	18.7	45.1	16.0	2.9	17.3	100.0	63.7	31.7	55.8	9.2	1.2	2.1	100.0	87.5	3.3	697
Other religion/denomination	20.4	43.2	15.1	4.5	16.8	100.0	63.6	34.5	53.3	7.1	2.4	2.7	100.0	87.8	5.5	1,419
No religion	19.9	41.8	14.8	3.1	20.5	100.0	61.7	31.3	55.3	8.4	1.3	3.7	100.0	86.6	3.5	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	13

Table PR.7.1W: Feelings of safety (women)

Percent distribution of women age 15-49 years by feeling of safety walking alone in their neighbourhood after dark and being home alone after dark, Jamaica MICS, 2022

		Percent distribution of women who walking alone in their neighbourhood after dark feel:						Percentage of women who feel safe walking alone in their neighbourhood after dark ¹	Percent distribution of women who being home alone after dark feel:						Percentage of women who feel safe home alone after dark	Percentage of women who after dark feel very unsafe walking alone in their neighbourhood or being home alone	Number of women
		Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark	Total		Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark	Total			
Wealth index quintile																	
	Poorest	22.8	48.4	15.1	3.0	10.7	100.0	71.1	31.9	52.6	11.7	1.3	2.6	100.0	84.4	3.5	915
	Second	18.8	46.6	17.0	5.0	12.6	100.0	65.4	28.6	57.1	9.6	2.1	2.6	100.0	85.7	5.5	990
	Middle	19.1	44.7	14.8	3.2	18.2	100.0	63.8	31.8	53.3	9.4	1.5	4.0	100.0	85.1	3.8	961
	Fourth	19.4	40.9	15.5	4.7	19.5	100.0	60.3	32.9	55.5	6.8	2.5	2.2	100.0	88.4	5.9	1,031
	Richest	19.7	40.2	14.8	3.0	22.3	100.0	59.9	39.4	53.1	4.5	1.1	1.8	100.0	92.5	3.7	993

¹ MICS indicator PR.14 - Safety; SDG indicator 16.1.4

(*) Figures that are based on fewer than 25 unweighted cases

9.7 Attitudes towards domestic violence

The Jamaica 2022 MICS assessed the attitudes of women age 15–49 years towards wife/partner beating by asking the respondents whether they think that husbands/partners are justified to hit or beat their wives/partners in a variety of situations. The purpose of these questions was to capture the social justification of violence (in contexts where women have a lower status in society) as a disciplinary action when a woman does not comply with certain expected gender roles. The responses to these questions can be found in Table PR.8.1W.

Table PR.8.1W: Attitudes toward domestic violence (women)

Percentage of women age 15-49 years who believe a husband is justified in beating his wife in various circumstances, Jamaica MICS, 2022

	Percentage of women who believe a husband is justified in beating his wife:									Number of women
	If she goes out without telling him	If she neglects the children	If she argues with him	If she refuses sex with him	If she burns the food	For any of these five reasons ¹	If she has sex with another	For any of these six reasons	For any other reason	
Total	0.7	3.2	1.2	0.9	0.6	5.2	4.5	7.5	0.7	4,890
Area										
Urban	0.8	3.2	1.0	1.1	0.6	5.2	5.2	7.9	1.1	2,526
Greater Kingston Metropolitan Area	0.9	4.4	1.3	1.3	0.4	6.5	6.6	9.8	1.6	1,506
Other Urban Centres	0.7	1.5	0.6	0.7	0.7	3.3	3.2	5.3	0.5	1,019
Rural	0.7	3.3	1.3	0.8	0.5	5.3	3.7	7.1	0.3	2,364
Age										
15-19	1.3	3.1	2.4	1.3	0.8	6.9	6.4	9.4	1.2	781
15-17	1.1	4.1	2.1	1.4	0.7	7.2	6.3	9.1	0.8	451
18-19	1.6	1.8	2.8	1.2	0.9	6.5	6.6	9.8	1.7	330
20-24	0.9	4.0	1.1	1.2	0.3	5.9	4.4	8.2	0.9	793
25-29	0.6	3.0	0.9	0.7	0.6	5.0	6.0	8.7	0.9	775
30-34	0.7	2.7	0.3	0.6	0.3	4.2	2.0	5.2	0.3	658
35-39	1.2	4.1	2.0	0.6	0.8	6.2	3.9	7.7	0.9	684
40-44	0.1	2.0	0.6	1.5	0.9	4.0	3.5	5.9	0.7	600
45-49	0.1	3.7	0.6	0.6	0.2	4.0	4.4	6.7	0.1	599
Education										
Primary or less	1.7	4.1	2.9	1.7	2.6	11.3	8.1	18.1	0.0	74
Lower secondary	2.1	7.1	1.8	1.1	0.4	10.7	7.8	13.8	0.4	495
Upper secondary	0.7	3.6	1.4	1.1	0.6	5.7	5.3	8.5	0.5	2,642
Post secondary +	0.3	1.5	0.4	0.5	0.4	2.6	2.1	3.6	1.3	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table PR.8.1W: Attitudes toward domestic violence (women)

Percentage of women age 15–49 years who believe a husband is justified in beating his wife in various circumstances, Jamaica MICS, 2022

	Percentage of women who believe a husband is justified in beating his wife:									Number of women
	If she goes out without telling him	If she neglects the children	If she argues with him	If she refuses sex with him	If she burns the food	For any of these five reasons ¹	If she has sex with another	For any of these six reasons	For any other reason	
Marital/Union status										
Currently married/in union/ visiting partner relationship	0.7	3.6	1.4	1.1	0.6	5.7	4.7	8.2	0.5	2,762
Formerly married/in union/ visiting partner relationship	0.4	3.9	0.6	0.4	0.1	4.9	5.1	8.0	1.9	848
Never married/in union/ visiting partner relationship	1.0	2.1	1.1	0.9	0.7	4.5	3.3	5.7	0.6	1,271
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Ethnicity of household head										
Black	0.7	3.2	1.2	0.9	0.5	5.2	4.4	7.4	0.8	4,575
Other	0.9	3.3	0.6	1.7	1.1	6.4	5.2	9.2	0.6	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head										
Church of God	0.6	3.5	1.4	0.7	0.7	5.6	4.4	7.6	0.7	1,525
Pentecostal	0.5	1.6	1.1	1.1	0.3	3.4	3.4	5.2	0.9	592
Seventh-day Adventist	0.8	3.8	0.5	0.4	0.6	5.1	3.0	6.2	1.3	697
Other religion/denomination	1.0	3.2	1.0	1.0	0.5	5.4	5.0	8.1	0.5	1,419
No religion	0.6	3.6	1.6	1.7	0.6	6.1	6.2	9.7	0.8	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Wealth index quintile										
Poorest	1.4	5.8	1.7	1.8	1.0	9.2	6.2	11.6	1.2	915
Second	0.5	4.0	1.9	0.9	0.5	6.4	4.7	8.6	0.5	990
Middle	0.9	2.9	1.3	0.3	0.6	4.6	4.8	7.7	0.4	961
Fourth	0.4	1.8	0.4	1.0	0.3	3.1	3.3	4.9	0.8	1,031
Richest	0.4	2.0	0.6	0.7	0.5	3.3	3.6	5.3	0.8	993
¹ MICS indicator PR.15 - Attitudes towards domestic violence										
(*) Figures that are based on fewer than 25 unweighted cases										



10. LIVE IN A SAFE AND CLEAN ENVIRONMENT

10 LIVE IN A SAFE AND CLEAN ENVIRONMENT

10.1 Drinking water

Access to safe drinking water, sanitation and hygiene (WASH) is essential for good health, welfare and productivity and is widely recognised as a human right¹²⁰. Inadequate WASH is primarily responsible for the transmission of diseases such as cholera, diarrhoea, dysentery, hepatitis A, typhoid and polio. Diarrhoeal diseases exacerbate malnutrition and remain a leading global cause of child deaths.

Drinking water may be contaminated with human or animal faeces containing pathogens, or with chemical and physical contaminants with harmful effects on child health and development. While improving water quality is critical to prevent disease, improving the accessibility and availability of drinking water is equally important, particularly for women and girls who usually bear the primary responsibility for carrying water, often for long distances.¹²¹

The SDG targets relating to drinking water are much more ambitious than the MDGs and variously aim to achieve universal access to basic services (SDG 1.4) and universal access to safely managed services (SDG 6.1). For more information on global targets and indicators please visit the website of the WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene.¹²²

The distribution of the population by main source of drinking water is shown in Table WS.1.1. The population using improved sources of drinking water are those using any of the following types of supply: piped water (into dwelling, compound, yard or plot, to neighbour, public tap/standpipe), tube well/borehole, protected dug well, protected spring, rainwater collection, and packaged or delivered water.¹²³

Table WS 1.2 shows the amount of time taken per round trip to collect water for users of improved and unimproved sources. Household members using improved water sources located on premises or requiring up to and including 30 minutes per trip for water collection meet the SDG criteria for a 'basic' drinking water service.

Table WS.1.3 presents the sex and age of the household member usually responsible for water collection among household members without water sources on premises. Table WS 1.4 shows the average time spent collection water each day by the household member mainly responsible for collecting drinking water.

Table WS.1.5 shows the proportion of household members with sufficient water available when needed from their main source of drinking water and the main reasons household members are unable to access water in sufficient quantities when needed.

Table WS.1.9¹²⁴ presents the main methods by which households report treating water in order to make it safer to drink. Boiling water, adding bleach or chlorine, using a water filter, and using solar disinfection are considered appropriate methods of water treatment.

¹²⁰ The human rights to water and sanitation were explicitly recognised by the UN General Assembly and Human Rights Council in 2010 and in 2015.

¹²¹ WHO, and UNICEF. *Safely Managed Drinking Water: thematic report on drinking water*. Geneva: WHO Press, 2017. [HTTPS://DATA.UNICEF.ORG/WP-CONTENT/UPLOADS/2017/03/SAFE-LY-MANAGED-DRINKING-WATER-JMP-2017-1.PDF](https://data.unicef.org/wp-content/uploads/2017/03/SAFE-LY-MANAGED-DRINKING-WATER-JMP-2017-1.PDF).

¹²² "Home." JMP. Accessed September 06, 2018. [HTTPS://WASHDATA.ORG/](https://washdata.org/).

¹²³ Packaged water (bottled water and sachet water) and delivered water (tanker truck and cart with small drum/tank) are treated as improved based on new SDG definition.

¹²⁴ Tables WS.1.6 to 1.8 have been omitted from this report, as they refer to results from water quality testing, which was not included in the Jamaica 2022 MICS.

Table WS.1.1: Use of improved and unimproved water sources

Percent distribution of household population by main source of drinking water and percentage of household population using improved drinking water sources, Jamaica MICS, 2022

	Main source of drinking water																		Total	Percentage using improved sources of drinking water¹	Number of household members
	Improved sources													Unimproved sources							
	Piped water					Protected well	Protected spring	Rainwater collection	Tanker truck	Vehicle with small tank	Water kiosk	Bottled water ^A	Sachet water ^A	Unpro-ected well	Unpro-ected spring	Surface water	Other	Missing			
	Into dwelling	Into yard/plot	To neighbour	Public tap/standpipe	Tube well/borehole																
Total	39.3	13.6	2.3	3.7	0.0	0.1	1.0	9.3	1.6	0.7	6.0	21.1	0.1	0.0	0.7	0.3	0.1	0.0	100.0	98.9	20,967
Area																					
Urban	44.9	13.5	2.1	1.0	0.0	0.1	0.5	2.2	0.7	0.3	8.9	25.4	0.1	0.0	0.2	0.0	0.0	0.0	100.0	99.7	10,950
GKMA	40.6	15.5	1.9	0.5	0.0	0.1	0.1	0.1	0.3	0.1	12.5	28.1	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	6,444
OUC	51.0	10.8	2.4	1.7	0.0	0.1	1.0	5.2	1.2	0.5	3.9	21.4	0.0	0.0	0.5	0.1	0.1	0.0	100.0	99.3	4,506
Rural	33.1	13.7	2.5	6.6	0.1	0.2	1.6	17.1	2.6	1.2	2.9	16.4	0.0	0.0	1.2	0.6	0.1	0.0	100.0	98.1	10,017
Education of household head																					
Primary or less	37.0	12.2	2.5	6.0	0.0	0.3	1.4	16.1	2.3	1.0	2.9	17.1	0.0	0.0	1.1	0.3	0.1	0.1	100.0	98.5	3,084
Lower secondary	37.7	17.8	2.7	4.6	0.1	0.1	1.1	11.5	2.0	0.9	4.6	15.3	0.0	0.0	0.8	0.5	0.1	0.0	100.0	98.6	5,378
Upper secondary	41.2	15.2	2.3	3.4	0.0	0.1	1.2	6.2	1.3	0.4	5.5	21.8	0.1	0.0	0.8	0.2	0.1	0.0	100.0	98.9	8,025
Post secondary +	39.6	5.3	1.3	1.2	0.0	0.1	0.3	7.2	1.0	0.9	11.4	31.0	0.2	0.0	0.2	0.2	0.0	0.0	100.0	99.6	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
Missing/DK	32.8	25.6	7.2	4.5	0.0	0.0	0.0	11.4	2.0	1.1	4.5	10.6	0.0	0.0	0.0	0.0	0.2	0.0	100.0	99.8	312
Ethnicity of household head																					
Black	39.2	13.8	2.3	3.8	0.0	0.1	1.0	9.7	1.6	0.8	5.9	20.6	0.1	0.0	0.7	0.3	0.1	0.0	100.0	99.0	19,561
Other	40.2	11.8	2.0	1.5	0.0	0.5	0.9	3.8	1.1	0.4	8.5	27.4	0.4	0.0	0.9	0.6	0.0	0.0	100.0	98.6	1,389
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	18

Table WS.1.1: Use of improved and unimproved water sources

Percent distribution of household population by main source of drinking water and percentage of household population using improved drinking water sources, Jamaica MICS, 2022

	Main source of drinking water																			Total	Percentage using improved sources of drinking water¹	Number of household members
	Improved sources														Unimproved sources							
	Piped water					Protected well	Protected spring	Rainwater collection	Tanker truck	Vehicle with small tank	Water kiosk	Bottled water ^a	Sachet water ^a	Unpro-ected well	Unpro-ected spring	Surface water	Other	Missing				
	Into dwelling	Into yard/plot	To neighbour	Public tap/standpipe	Tube well/borehole																	
Religion/Denomination of household head																						
Church of God	36.4	15.6	2.2	3.9	0.0	0.3	1.2	9.9	1.6	1.0	5.6	20.7	0.0	0.0	1.2	0.5	0.1	0.0	100.0	98.3	6,355	
Pentecostal	43.3	11.8	2.9	2.4	0.0	0.2	1.2	10.1	0.8	0.8	5.8	19.6	0.1	0.0	0.5	0.5	0.0	0.0	100.0	99.0	2,368	
Seventh-day Adventist	42.6	12.3	2.0	3.6	0.1	0.0	1.7	10.3	1.5	1.3	5.8	18.1	0.0	0.0	0.7	0.0	0.0	0.0	100.0	99.3	2,879	
Other religion/denomination	38.2	12.7	2.2	4.1	0.0	0.1	0.5	10.1	2.3	0.3	6.2	22.7	0.2	0.0	0.3	0.2	0.1	0.0	100.0	99.4	6,577	
No religion	41.7	14.1	2.4	3.3	0.2	0.0	1.1	4.7	0.6	0.5	7.3	22.6	0.1	0.0	0.9	0.2	0.2	0.1	100.0	98.6	2,749	
Missing/DK	(17.1)	(25.7)	(13.0)	(15.8)	(0.0)	(0.0)	(4.2)	(1.6)	(0.0)	(0.0)	(0.0)	(20.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	100.0	(98.3)	39	
Wealth index quintile																						
Poorest	15.6	32.9	5.6	10.5	0.2	0.2	1.8	17.4	2.7	1.2	1.5	7.4	0.0	0.1	1.8	0.9	0.3	0.1	100.0	96.9	4,242	
Second	40.4	20.6	2.9	3.5	0.0	0.2	1.2	13.2	1.4	0.9	2.1	12.4	0.0	0.0	0.9	0.2	0.0	0.0	100.0	98.8	4,255	
Middle	46.5	8.9	2.7	2.6	0.0	0.1	1.2	8.0	1.6	0.9	4.5	21.9	0.0	0.0	0.7	0.2	0.0	0.0	100.0	99.1	4,204	
Fourth	49.9	4.1	0.2	1.1	0.0	0.2	0.5	4.5	1.5	0.4	6.9	30.4	0.1	0.0	0.1	0.0	0.0	0.0	100.0	99.8	4,114	
Richest	44.5	1.0	0.0	0.6	0.0	0.0	0.4	3.1	0.7	0.3	15.4	33.9	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4,152	

¹ MICS indicator WS.1 - Use of improved drinking water sources

^a Bottled and packaged water considered improved sources of drinking water based on new SDG definition.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table WS.1.2: Use of basic and limited drinking water services

Percent distribution of household population by time to go to source of drinking water, get water and return, for users of improved and unimproved drinking water sources and percentage using basic drinking water services, Jamaica MICS, 2022

	Time to source of drinking water								Total	Percentage using basic drinking water services ¹	Number of household members
	Users of improved drinking water sources				Users of unimproved drinking water sources						
	Water on premises	Up to and including 30 minutes ^A	More than 30 minutes	DK/ Missing	Water on premises	Up to and including 30 minutes ^A	More than 30 minutes	DK/ Missing			
Total	81.9	11.2	5.6	0.3	0.2	0.6	0.3	0.0	100.0	93.1	20,967
Area											
Urban	85.8	10.0	3.5	0.3	0.1	0.2	0.1	0.0	100.0	95.8	10,950
Greater Kingston Metropolitan Area	84.8	11.3	3.4	0.5	0.0	0.0	0.0	0.0	100.0	96.1	6,444
Other Urban Centres	87.4	8.1	3.7	0.1	0.1	0.3	0.2	0.0	100.0	95.4	4,506
Rural	77.7	12.5	7.8	0.2	0.3	1.1	0.5	0.0	100.0	90.1	10,017
Education of household head											
Primary or less	81.0	11.4	5.5	0.6	0.2	0.9	0.3	0.1	100.0	92.4	3,084
Lower secondary	80.5	11.8	6.2	0.1	0.2	0.8	0.5	0.0	100.0	92.3	5,378
Upper secondary	84.1	9.6	4.9	0.2	0.2	0.7	0.2	0.0	100.0	93.7	8,025
Post secondary +	80.4	13.2	5.7	0.3	0.2	0.2	0.0	0.0	100.0	93.6	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
Missing/DK	78.8	11.2	9.8	0.0	0.0	0.0	0.2	0.0	100.0	90.1	312
Ethnicity of household head											
Black	81.8	11.2	5.6	0.3	0.2	0.6	0.3	0.0	100.0	93.1	19,561
Other	83.3	10.2	4.9	0.1	0.6	0.5	0.4	0.0	100.0	93.5	1,389
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	18
Religion/Denomination of household head											
Church of God	81.2	11.9	5.0	0.2	0.4	0.9	0.4	0.0	100.0	93.1	6,355
Pentecostal	82.6	10.9	4.7	0.8	0.3	0.3	0.4	0.0	100.0	93.5	2,368
Seventh-day Adventist	82.4	10.2	6.4	0.3	0.0	0.6	0.1	0.0	100.0	92.7	2,879
Other religion/denomination	82.1	11.2	6.1	0.1	0.1	0.3	0.1	0.0	100.0	93.2	6,577
No religion	82.4	10.5	5.6	0.1	0.0	0.9	0.4	0.1	100.0	92.9	2,749
Missing/DK	(59.5)	(23.0)	(0.0)	(15.8)	(0.0)	(0.0)	(0.0)	(1.7)	100.0	(82.5)	39

Table WS.1.2: Use of basic and limited drinking water services

Percent distribution of household population by time to go to source of drinking water, get water and return, for users of improved and unimproved drinking water sources and percentage using basic drinking water services, Jamaica MICS, 2022

	Time to source of drinking water								Total	Percentage using basic drinking water services ¹	Number of household members
	Users of improved drinking water sources				Users of unimproved drinking water sources						
	Water on premises	Up to and including 30 minutes ^A	More than 30 minutes	DK/ Missing	Water on premises	Up to and including 30 minutes ^A	More than 30 minutes	DK/ Missing			
Wealth index quintile											
Poorest	73.4	15.4	7.7	0.4	0.4	1.6	1.0	0.1	100.0	88.8	4,242
Second	84.7	8.8	5.0	0.3	0.2	0.8	0.2	0.0	100.0	93.5	4,255
Middle	84.2	9.5	5.2	0.1	0.2	0.6	0.1	0.0	100.0	93.7	4,204
Fourth	86.3	9.2	4.3	0.1	0.0	0.0	0.1	0.0	100.0	95.5	4,114
Richest	81.2	12.9	5.6	0.4	0.0	0.0	0.0	0.0	100.0	94.1	4,152

¹ MICS indicator WS.2 - Use of basic drinking water services; SDG Indicator 1.4.1

^A Includes cases where household members do not collect

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table WS.1.3: Person collecting water

Percentage of household members without drinking water on premises, and percent distribution of household members without drinking water on premises by person usually collecting drinking water used in the household, Jamaica MICS, 2022

	Percentage of household members without drinking water on premises	Number of household members	Person usually collecting drinking water					Total	Number of household members without drinking water on premises
			Woman (15+)	Man (15+)	Female child under age 15	Male child under age 15	DK/Missing/ Members do not collect		
Total	17.9	20,967	35.7	42.6	0.3	0.8	20.5	100.0	3,744
Area									
Urban	14.1	10,950	39.5	44.8	0.0	0.9	14.8	100.0	1,545
Greater Kingston Metropolitan Area	15.2	6,444	40.4	47.6	0.0	0.5	11.4	100.0	982
Other Urban Centers	12.5	4,506	37.8	40.0	0.0	1.6	20.7	100.0	563
Rural	21.9	10,017	33.1	41.1	0.6	0.8	24.5	100.0	2,199
Education of household head									
Primary or less	18.7	3,084	25.6	43.3	1.6	0.8	28.6	100.0	576
Lower secondary	19.3	5,378	41.0	35.9	0.0	0.2	22.9	100.0	1,036
Upper secondary	15.7	8,025	34.8	45.8	0.3	1.7	17.4	100.0	1,260
Post secondary +	19.4	4,151	36.9	46.6	0.0	0.4	16.1	100.0	804
Special education	(*)	18	(*)	(*)	(*)	(*)	(*)	100.0	2
Missing/DK	21.2	312	44.3	31.9	0.0	0.0	23.8	100.0	66
Source of drinking water									
Improved	17.2	20,739	36.2	41.6	0.4	0.8	21.0	100.0	3,560
Unimproved	81.9	225	26.2	63.2	0.0	1.7	8.9	100.0	184
Missing/DK	(*)	3	-	-	-	-	-	-	0
Ethnicity of household head									
Black	18.0	19,561	35.1	42.8	0.4	0.9	20.8	100.0	3,519
Other	16.1	1,389	45.2	40.0	0.0	0.0	14.7	100.0	224
Missing/DK	(*)	18	(*)	(*)	(*)	(*)	(*)	100.0	1
Religion/Denomination of household head									
Church of God	18.3	6,355	33.3	44.1	0.6	1.1	20.9	100.0	1,164
Pentecostal	17.0	2,368	42.6	42.3	0.0	0.0	15.1	100.0	403
Seventh-day Adventist	17.6	2,879	29.9	41.8	0.0	2.2	26.1	100.0	506
Other religion/denomination	17.9	6,577	42.8	36.1	0.0	0.6	20.4	100.0	1,175
No religion	17.5	2,749	24.5	55.8	1.2	0.0	18.6	100.0	480
Missing/DK	(38.8)	39	(*)	(*)	(*)	(*)	(*)	100.0	15
Wealth index quintile									
Poorest	26.0	4,242	40.8	38.6	1.2	1.0	18.5	100.0	1,104
Second	15.1	4,255	36.2	36.3	0.0	2.8	24.7	100.0	641
Middle	15.6	4,204	32.2	39.1	0.0	0.4	28.2	100.0	654
Fourth	13.7	4,114	33.2	42.8	0.0	0.0	24.0	100.0	563
Richest	18.8	4,152	32.7	56.3	0.0	0.0	10.9	100.0	782

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table WS.1.4: Time spent collecting water

Percent distribution of average time spent collecting water by person usually responsible for water collection, Jamaica MICS, 2022

	Average time spent collecting water per day					Total	Number of household members without drinking water on premises and where household members are primarily responsible for collecting water
	Up to 30 minutes	From 31 mins to 1 hour	Over 1 hour to 3 hours	Over 3 hours	DK/Missing		
Total	87.8	6.8	2.6	0.3	2.5	100.0	2,978
Area							
Urban	92.5	2.9	1.4	0.0	3.1	100.0	1,317
Greater Kingston Metropolitan Area	90.8	3.9	1.3	0.0	4.0	100.0	870
Other Urban Centers	95.7	1.0	1.8	0.0	1.5	100.0	447
Rural	84.1	9.9	3.5	0.6	1.9	100.0	1,661
Education of household head							
Primary or less	79.4	6.8	4.6	0.0	9.2	100.0	310
Lower secondary	86.8	8.7	2.1	0.0	2.4	100.0	686
Upper secondary	86.9	7.5	3.8	0.9	0.9	100.0	1,172
Post secondary +	92.8	4.5	0.4	0.0	2.3	100.0	766
Special education	(*)	(*)	(*)	(*)	(*)	100.0	5
Missing/DK	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	38
Age							
0-14	(80.2)	(7.8)	(0.0)	(0.0)	(12.0)	100.0	44
15-19	84.9	0.0	10.5	0.0	4.5	100.0	134
15-17	81.1	0.0	18.9	0.0	0.0	100.0	75
18-19	89.8	0.0	0.0	0.0	10.2	100.0	59
20-24	76.6	23.4	0.0	0.0	0.0	100.0	178
25-49	89.0	6.4	2.1	0.6	2.0	100.0	1,573
50+	88.7	5.5	2.8	0.1	3.0		1,048
Sex							
Male	89.4	5.9	1.7	0.1	3.0	100.0	1,630
Female	85.9	8.0	3.6	0.7	1.8	100.0	1,348
Source of drinking water							
Improved	88.2	6.4	2.5	0.4	2.6	100.0	2,811
Unimproved	81.9	13.1	3.9	0.0	1.1	100.0	167
Ethnicity of household head							
Black	87.5	7.0	2.6	0.3	2.6	100.0	2,786
Other	92.2	3.4	2.1	1.4	0.9	100.0	191
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	1
Religion/Denomination of household head							
Church of God	91.1	5.6	1.5	0.3	1.5	100.0	921
Pentecostal	89.2	3.4	0.3	1.9	5.2	100.0	342
Seventh-day Adventist	82.9	9.5	5.3	0.0	2.2	100.0	374
Other religion/denomination	84.7	9.9	3.8	0.1	1.4	100.0	935
No religion	92.0	2.9	1.5	0.0	3.6	100.0	393
Missing/DK	(*)	(*)	(*)	(*)	(*)	100.0	13

Table WS.1.4: Time spent collecting water

Percent distribution of average time spent collecting water by person usually responsible for water collection, Jamaica MICS, 2022

	Average time spent collecting water per day					Total	Number of household members without drinking water on premises and where household members are primarily responsible for collecting water
	Up to 30 minutes	From 31 mins to 1 hour	Over 1 hour to 3 hours	Over 3 hours	DK/Missing		
Wealth index quintile							
Poorest	81.1	9.8	4.9	0.8	3.3	100.0	901
Second	79.2	13.4	2.7	0.6	4.0	100.0	483
Middle	90.4	5.0	3.3	0.0	1.3	100.0	469
Fourth	94.8	3.8	0.8	0.0	0.6	100.0	428
Richest	96.4	1.4	0.0	0.0	2.3	100.0	697

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table WS.1.5: Availability of sufficient drinking water when needed

Percentage of household members with drinking water available when needed and percent distribution of the main reasons household members unable to access water in sufficient quantities when needed, Jamaica MICS, 2022

	Percentage of household population with drinking water available in sufficient quantities ¹	Number of household members	Main reason that the household members are unable to access water in sufficient quantities					Total	Number of household members unable to access water in sufficient quantities when needed
			Water not available from source	Water too expensive	Source not accessible	Other	DK/Missing		
Total	67.0	20,967	79.0	7.6	10.5	2.3	0.6	100.0	6,887
Education of household head									
Urban	70.3	10,950	84.1	6.4	6.6	1.6	1.3	100.0	3,246
Greater Kingston Metropolitan Area	72.3	6,444	84.6	7.0	4.7	1.8	1.9	100.0	1,782
Other Urban Centers	67.5	4,506	83.6	5.6	8.9	1.3	0.6	100.0	1,464
Rural	63.3	10,017	74.5	8.6	14.0	2.9	0.0	100.0	3,641
Education of household head									
Primary or less	67.8	3,084	81.0	5.9	10.2	2.2	0.7	100.0	989
Lower secondary	61.9	5,378	6.4	9.6	10.8	2.7	0.5	100.0	2,042
Upper secondary	67.5	8,025	83.7	7.3	6.9	1.3	0.8	100.0	2,587
Post secondary +	72.7	4,151	71.0	6.4	18.7	3.9	0.0	100.0	1,128
Special education	(*)	17	(*)	(*)	(*)	(*)	(*)	100.0	14
Missing/DK	59.4	312	82.0	5.1	8.9	0.0	4.0	100.0	127
Source of drinking water									
Improved	67.0	20,739	79.3	7.5	10.3		2.6	100.0	6,822
Unimproved	70.1	225	45.4	11.3	33.8		1.1	100.0	65
Missing/DK	(*)	3	-	-	-				0
Ethnicity of household head									
Black	66.9	19,561	79.5	7.5	10.5	2.1	0.5	100.0	6,440
Other	68.0	1,389	72.7	9.0	10.4	4.8	3.0	100.0	445
Missing/DK	(*)	18	(*)	(*)	(*)	(*)	(*)	100.0	2
Religion/Denomination of household head									
Church of God	66.1	6,355	74.8	8.8	12.5	3.4	0.4	100.0	2,135
Pentecostal	67.7	2,368	81.1	4.7	11.0	2.7	0.6	100.0	758
Seventh-day Adventist	65.2	2,879	80.0	6.3	11.6	2.1	0.0	100.0	990
Other religion/denomination	69.6	6,577	79.6	8.4	10.1	1.5	0.5	100.0	2,002
No religion	64.1	2,749	85.3	6.8	5.9	1.2	0.9	100.0	985
Missing/DK	(56.2)	39	(*)	(*)	(*)	(*)	(*)	100.0	16
Wealth index quintile									
Poorest	56.4	4,242	74.3	8.5	12.4	3.3	1.4	100.0	1,830
Second	58.2	4,255	81.7	6.5	11.1	0.6	0.2	100.0	1,772
Middle	65.0	4,204	81.1	8.6	6.7	2.7	0.8	100.0	1,470
Fourth	71.3	4,114	76.7	9.5	12.4	1.2	0.2	100.0	1,177
Richest	84.4	4,152	84.4	1.9	8.6	5.0	0.0	100.0	637

¹ MICS indicator WS.3 - Availability of drinking water

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table WS.1.9: Household water treatment

Percentage of household population by drinking water treatment method used in the household and the percentage who are using an appropriate treatment method, Jamaica MICS, 2022

	Water treatment method used in the household									Percentage of household members in households using an appropriate water treatment method	Number of household members
	None	Boil	Add bleach/ chlorine	Strain through a cloth	Use water filter	Solar dis-infection	Let it stand and settle	Other	DK/ Missing		
Total	65.7	18.8	16.0	0.4	2.9	0.0	2.9	0.3	0.0	32.7	20,967
Area											
Urban	69.4	17.1	11.0	0.3	4.3	0.0	3.1	0.3	0.0	28.8	10,950
Greater Kingston Metropolitan Area	71.5	15.2	9.1	0.2	5.4	0.0	3.6	0.2	0.0	26.6	6,444
Other Urban Centers	66.4	19.8	13.7	0.3	2.8	0.0	2.4	0.3	0.0	31.8	4,506
Rural	61.6	20.7	21.5	0.4	1.4	0.0	2.6	0.3	0.0	36.9	10,017
Education of household head											
Primary or less	64.8	18.9	18.2	0.7	1.8	0.1	2.6	0.3	0.0	33.5	3,084
Lower secondary	62.5	18.9	20.4	0.2	1.4	0.0	3.2	0.4	0.0	35.3	5,378
Upper secondary	68.4	18.1	13.6	0.2	3.0	0.0	3.1	0.1	0.0	29.9	8,025
Post secondary +	65.3	19.8	13.7	0.5	5.8	0.1	2.3	0.3	0.0	33.9	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
Missing/DK	65.7	20.8	10.9	0.6	1.9	0.0	0.0	2.7	0.0	31.6	312
Source of drinking water											
Improved	65.8	18.8	15.9	0.3	3.0	0.0	2.9	0.3	0.0	32.6	20,739
Unimproved	54.2	22.6	23.2	1.7	0.0	0.0	1.7	2.2	0.0	42.1	225
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Ethnicity of household head											
Black	65.7	19.0	16.1	0.3	2.6	0.0	2.9	0.3	0.0	32.6	19,561
Other	65.5	16.6	14.8	0.9	7.9	0.0	2.0	0.0	0.0	33.4	1,389
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18

Table WS.1.9: Household water treatment

Percentage of household population by drinking water treatment method used in the household and the percentage who are using an appropriate treatment method, Jamaica MICS, 2022

	Water treatment method used in the household									Percentage of household members in households using an appropriate water treatment method	Number of household members
	None	Boil	Add bleach/ chlorine	Strain through a cloth	Use water filter	Solar dis-infection	Let it stand and settle	Other	DK/ Missing		
Religion/Denomination of household head											
Church of God	64.8	18.7	17.5	0.5	2.8	0.0	2.9	0.5	0.0	33.6	6,355
Pentecostal	65.2	18.1	16.6	0.7	2.8	0.0	4.1	0.0	0.0	32.2	2,368
Seventh-day Adventist	64.1	21.4	17.4	0.3	2.2	0.2	2.8	0.5	0.0	34.7	2,879
Other religion/denomination	63.9	20.4	15.6	0.3	3.6	0.0	2.7	0.3	0.0	34.5	6,577
No religion	73.9	13.2	11.5	0.1	2.7	0.0	2.3	0.1	0.0	24.6	2,749
Missing/DK	(85.4)	(1.6)	(13.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(14.6)	39
Wealth index quintile											
Poorest	59.4	19.8	24.1	0.8	0.2	0.1	4.1	0.3	0.0	38.0	4,242
Second	64.1	20.9	18.8	0.2	0.6	0.0	3.7	0.2	0.0	33.9	4,255
Middle	64.5	21.6	15.6	0.3	1.6	0.0	2.4	0.7	0.0	33.4	4,204
Fourth	69.9	17.6	13.3	0.1	3.0	0.1	1.5	0.2	0.0	29.3	4,114
Richest	70.7	14.1	7.9	0.4	9.4	0.0	2.4	0.2	0.0	28.4	4,152

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

10.2 Handwashing

Handwashing with water and soap is the most cost-effective health intervention to reduce both the incidence of diarrhoea and pneumonia in children under five¹²⁵. It is most effective when done using water and soap after visiting a toilet or cleaning a child, before eating or handling food and before feeding a child. Direct observation of handwashing behaviour at these critical times is challenging. A reliable alternative to observations is assessing the likelihood that correct handwashing behaviour takes place by asking to see the place where people wash their hands and observing whether water and soap (or other local cleansing materials) are available at this place^{126, 127}

Hygiene was omitted from the MDGs but has been included in the SDG targets which aim to achieve universal access to a basic handwashing facility at home (SDG 1.4 and 6.2).

Table WS.2.1 shows the proportion of household members with fixed or mobile handwashing facilities observed on premises (in the dwelling, yard or plot). It also shows the proportion of handwashing facilities where water and soap were observed. Household members with a handwashing facility on premises with soap and water available meet the SDG criteria for a 'basic' handwashing facility¹²⁸.

¹²⁵ Cairncross, S. and V. Valdmanis. "Water supply, sanitation and hygiene promotion Chapter 41." in *Disease Control Priorities in Developing Countries. 2nd Edition*, edited by Jameson et al. Washington (DC): The International Bank for Reconstruction and Development / The World Bank.

¹²⁶ Ram, P. *Practical Guidance for Measuring Handwashing Behavior: 2013 Update*. Global Scaling Up Handwashing. Washington DC: World Bank Press, 2013.

¹²⁷ Handwashing place or facilities may be fixed or mobile and include a sink with tap water, buckets with taps, tippy-taps, and jugs or basins designated for handwashing. Soap includes bar soap, liquid soap, powder detergent, and soapy water but does not include ash, soil, sand or other handwashing agents.

¹²⁸ The methodology for calculating the indicator place focus on those households where the place for handwashing and the presence of soap and water was observed. It should be noted however that the households which refused to give permission for the interviewer to observe the place for handwashing are oftentimes located in exclusive and more well-off communities, which could suggest that most likely they do have a place for handwashing and have soap and water available.

Table WS.2.1: Handwashing facility with soap and water on premises

Percent distribution of household members by observation of handwashing facility and percentage of household members by availability of water and soap or detergent at the handwashing facility, Jamaica MICS, 2022

	<u>Handwashing facility observed</u>		No handwashing facility observed in the dwelling, yard, or plot	No permission to see/ Other	Total	<u>Handwashing facility observed and</u>			Number of household members where handwashing facility was observed	Percentage of household members with handwashing facility where water and soap are present ¹	Number of household members where hand washing facility was observed or with no handwashing facility in the dwelling, yard, or plot
	Fixed facility observed	Mobile object observed				Number of household members	water available	soap available			
Total	69.5	15.2	2.5	12.8	100.0	20,967	91.5	91.8	17,757	82.4	18,277
Area											
Urban	72.1	6.9	12.2	18.8	100.0	10,950	91.2	92.0	8,650	82.1	8,890
Greater Kingston Metropolitan Area	71.8	4.6	2.0	21.5	100.0	6,444	88.4	91.9	4,925	79.7	5,056
Other Urban Centers	72.4	10.2	2.4	14.9	100.0	4,506	95.0	92.0	3,724	85.3	3,834
Rural	66.7	24.3	2.8	6.3	100.0	10,017	91.8	91.6	9,108	82.8	9,387
Education of household head											
Primary or less	64.7	21.0	3.4	10.9	100.0	3,084	92.5	90.8	2,642	82.1	2,747
Lower secondary	66.1	21.1	2.8	10.0	100.0	5,378	91.1	89.2	4,689	80.0	4,842
Upper secondary	73.5	12.0	2.2	12.3	100.0	8,025	90.6	92.4	6,856	81.9	7,036
Post secondary +	70.2	9.2	1.8	18.8	100.0	4,151	93.4	95.8	3,297	88.0	3,369
Special education	(*)	(*)	(*)	(*)	100.0	17	(*)	(*)	15	(*)	17
Missing/DK	63.2	19.3	2.6	14.9	100.0	312	89.8	81.6	257	74.7	266
Ethnicity of household head											
Black	69.2	15.7	2.4	12.7	100.0	19,561	91.5	91.7	16,604	82.4	17,068
Other	74.7	7.8	3.9	13.6	100.0	1,389	92.2	93.1	1,146	82.5	1,200
Missing/DK	(*)	(*)	(*)	(*)	100.0	18	(*)	(*)	8	(*)	8

Table WS.2.1: Handwashing facility with soap and water on premises

Percent distribution of household members by observation of handwashing facility and percentage of household members by availability of water and soap or detergent at the handwashing facility, Jamaica MICS, 2022

	<u>Handwashing facility observed</u>		No handwashing facility observed in the dwelling, yard, or plot	No permission to see/ Other	Total	<u>Handwashing facility observed and</u>			Number of household members where handwashing facility was observed	Percentage of household members with handwashing facility where water and soap are present¹	Number of household members where hand washing facility was observed or with no handwashing facility in the dwelling, yard, or plot
	Fixed facility observed	Mobile object observed				Number of household members	water available	soap available			
Religion/Denomination of household head											
Church of God	69.3	16.5	2.7	11.6	100.0	6,355	90.8	93.1	5,451	83.3	5,620
Pentecostal	73.9	12.9	1.2	12.0	100.0	2,368	91.3	91.9	2,055	84.1	2,084
Seventh-day Adventist	72.4	16.2	1.4	10.0	100.0	2,879	92.8	90.9	2,551	83.1	2,592
Other religion/denomination	67.0	15.5	3.4	14.1	100.0	6,577	91.5	91.8	5,423	80.9	5,646
No religion	69.7	12.4	1.6	16.4	100.0	2,749	92.4	89.6	2,257	82.8	2,299
Missing/DK	(25.2)	(28.8)	(35.6)	(10.4)	100.0	39	(46.7)	(70.8)	21	(28.1)	35
Wealth index quintile											
Poorest	49.9	40.3	4.9	4.8	100.0	4,242	87.7	83.5	3,829	71.4	4,038
Second	68.7	18.3	2.7	10.2	100.0	4,255	90.5	90.0	3,705	79.5	3,821
Middle	73.6	10.3	1.9	14.2	100.0	4,204	90.5	93.6	3,528	83.1	3,609
Fourth	79.3	4.7	1.1	14.9	100.0	4,114	93.2	95.7	3,455	88.6	3,499
Richest	76.3	1.7	1.7	20.3	100.0	4,152	96.5	97.5	3,240	92.1	3,309

¹ MICS indicator WS.7 - Handwashing facility with water and soap; SDG indicators 1.4.1 & 6.2.1

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

10.3 Sanitation

Unsafe management of human excreta and poor personal hygiene are closely associated with diarrhoea as well as parasitic infections, such as soil-transmitted helminths (worms). Improved sanitation and hygiene can reduce diarrhoeal disease by more than a third¹²⁹, and can substantially reduce the health impact of soil-transmitted helminth infection and a range of other neglected tropical diseases which affect over 1 billion people worldwide¹³⁰.

The SDG targets relating to sanitation are much more ambitious than the MDGs and variously aim to achieve universal access to basic services (SDG 1.4) and universal access to safely managed services (SDG 6.2).

An improved sanitation facility is defined as one that hygienically separates human excreta from human contact. Improved sanitation facilities include flush or pour flush to piped sewer systems, septic tanks or pit latrines, ventilated improved pit latrines, pit latrines with slabs and composting toilets. Table WS.3.1 shows the population using improved and unimproved sanitation facilities. It also shows the proportion who dispose of faeces in fields, forests, bushes, open bodies of water, beaches or other open spaces, or with solid waste, a practice known as 'open defecation'.

Table WS. 3.2 presents the distribution of household population using improved and unimproved sanitation facilities which are private, shared with other households or public facilities. Those using shared or public improved sanitation facilities are classified as having a 'limited' service for the purpose of SDG monitoring. Households using improved sanitation facilities that are not shared with other households meet the SDG criteria for a 'basic' sanitation service, and may be considered 'safely managed' depending on how excreta are managed.

Table WS.3.3 shows the methods used for emptying and removal of excreta from improved pit latrines and septic tanks. Excreta from improved pit latrines and septic tanks that is never emptied (or don't know if ever emptied) or is emptied and buried in a covered pit is classified as 'safely disposed in situ' and meets the SDG criteria for a 'safely managed' sanitation service. Excreta from improved pit latrines and septic tanks that is removed by a service provider to treatment may also be safely managed, depending on the type of treatment received. Other methods of emptying and removal are not considered 'safely managed'.

Table WS.3.5 shows the main methods used for disposal of child faeces among households with children aged 0-2 years. Appropriate methods for disposing of the stool include the child using a toilet or latrine and putting or rinsing the stool into a toilet or latrine. Putting disposable diapers with solid waste, a very common practice throughout the world, is only considered an appropriate means of disposal if there is also a system in place for hygienic collection and disposal of the solid waste itself. This classification is currently under review.

The JMP has produced regular estimates of national, regional and global progress on drinking water, sanitation and hygiene (WASH) since 1990. The JMP service 'ladders' enable benchmarking and comparison of progress across countries at different stages of development. As of 2015, updated water and sanitation ladders have been introduced which build on established indicators and establish new rungs with additional criteria relating to service levels. A third ladder has also been introduced for handwashing hygiene¹³¹. Table WS.3.6 summarises the percentages of household population meeting the SDG criteria for 'basic' drinking water, sanitation and handwashing services.

¹²⁹ Cairncross, S. et al. "Water, Sanitation and Hygiene for the Prevention of Diarrhoea." *International Journal of Epidemiology* 39, no. Suppl1 (2010): 193-205. doi:10.1093/ije/dyq035.

¹³⁰ WHO. *Water, sanitation and hygiene for accelerating and sustaining progress on Neglected Tropical Diseases. A Global Strategy 2015-2020*. Geneva: WHO Press, 2015. [HTTP://APPS.WHO.INT/IRIS/BITSTREAM/HANDLE/10665/182735/WHO_FWC_WSH_15.12_ENG.PDF;jsessionid=7F7C38216E04E69E7908AB6E8B63318F?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/182735/WHO_FWC_WSH_15.12_ENG.PDF;jsessionid=7F7C38216E04E69E7908AB6E8B63318F?sequence=1).

¹³¹ WHO, UNICEF and JMP. *Progress on Drinking Water, Sanitation and Hygiene*. Geneva: WHO Press, 2017. [HTTP://APPS.WHO.INT/IRIS/BITSTREAM/HANDLE/10665/258617/9789241512893-ENG.PDF?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/258617/9789241512893-ENG.PDF?sequence=1)

Table WS.3.1: Use of improved and unimproved sanitation facilities

Percent distribution of household population by type of sanitation facility used by the household, Jamaica MICS, 2022

	Type of sanitation facility used by household														Percentage using improved sanitation ¹	Number of household members
	Improved sanitation facility							Unimproved sanitation facility								
	Improved sanitation facility															
	Piped sewer system	Septic tank	Pit latrine	DK where	Ventilated improved pit latrine	Pit latrine with slab	Composting toilet	Open drain	Pit latrine without slab/open pit	Bucket	Other	Open defecation (no facility, bush, field)	Missing	Total		
Total	18.6	6.7	63.8	0.8	3.5	5.2	0.0	0.1	0.7	0.1	0.1	0.3	0.1	100.0	98.6	20,967
Area																
Urban	32.3	7.9	53.8	1.3	1.6	2.0	0.0	0.1	0.4	0.1	0.1	0.2	0.1	100.0	98.9	110,950
Greater Kingston Metropolitan Area	45.8	7.6	42.6	2.0	0.2	0.9	0.0	0.1	0.1	0.2	0.1	0.3	0.1	100.0	99.1	6,444
Other Urban Centers	12.9	8.4	69.8	0.3	3.7	3.6	0.0	0.1	0.8	0.1	0.1	0.1	0.1	100.0	98.7	4,506
Rural	3.7	5.4	74.6	0.2	5.5	8.7	0.0	0.1	1.1	0.0	0.2	0.4	0.1	100.0	98.2	10,017
Education of household head																
Primary or less	13.0	3.6	69.2	0.0	3.4	8.5	0.0	0.2	1.2	0.1	0.0	0.5	0.2	100.0	97.9	3,084
Lower secondary	12.6	7.6	65.1	0.4	4.9	7.7	0.0	0.2	1.0	0.0	0.1	0.5	0.0	100.0	98.3	5,378
Upper secondary	17.9	6.9	66.9	1.1	1.6	4.3	0.0	0.0	0.6	0.1	0.1	0.3	0.1	100.0	98.8	8,025
Post secondary +	32.4	7.0	52.1	1.0	5.7	1.1	0.0	0.1	0.2	0.0	0.1	0.0	0.2	100.0	99.4	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
Missing/DK	13.3	13.3	60.6	0.6	0.0	9.0	0.0	0.0	0.0	3.3	0.0	0.0	0.0	100.0	96.7	312
Location of sanitation facility																
In dwelling	21.1	7.5	67.2	0.8	2.8	0.4	0.0	0.1	0.0	0.0	0.0	na	0.1	100.0	99.8	17,036
In plot/yard	6.9	3.1	50.8	0.5	6.9	27.7	0.1	0.2	3.5	0.2	0.2	na	0.0	100.0	95.9	3,633
Elsewhere	24.4	4.9	28.6	4.6	4.9	12.1	0.0	0.0	10.0	2.4	8.1	na	0.0	100.0	79.5	228
Open defecation (no facility/bush/field)	na	na	na	na	na	na	na	na	na	na	na	100.0	0.0	100.0	0.0	64
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5

Table WS.3.1: Use of improved and unimproved sanitation facilities

Percent distribution of household population by type of sanitation facility used by the household, Jamaica MICS, 2022

	Type of sanitation facility used by household													Total	Percentage using improved sanitation ¹	Number of household members
	Improved sanitation facility							Unimproved sanitation facility								
	Improved sanitation facility															
	Piped sewer system	Septic tank	Pit latrine	DK where	Ventilated improved pit latrine	Pit latrine with slab	Composting toilet	Open drain	Pit latrine without slab/ open pit	Bucket	Other	Open defecation (no facility, bush, field)	Missing			
Ethnicity of household head																
Black	17.8	6.9	64.2	0.7	3.6	5.3	0.0	0.1	0.8	0.1	0.1	0.3	0.1	100.0	98.5	19,561
Other	30.1	4.6	58.1	1.1	1.5	4.2	0.0	0.1	0.2	0.0	0.1	0.1	0.0	100.0	99.6	1,389
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	18
Religion/Denomination of household head														100.0		
Church of God	117.7	5.9	64.8	0.8	4.8	4.7	0.0	0.1	0.5	0.1	0.1	0.3	0.2	100.0	98.6	6,355
Pentecostal	17.9	5.8	65.1	0.4	5.4	4.1	0.0	0.1	0.9	0.0	0.1	0.2	0.0	100.0	98.7	2,368
Seventh-day Adventist	14.8	9.3	66.4	0.4	1.7	6.2	0.0	0.1	0.8	0.0	0.1	0.2	0.0	100.0	98.7	2,879
Other religion/denomination	18.6	7.1	61.7	1.1	3.5	6.3	0.0	0.1	1.0	0.1	0.1	0.4	0.0	100.0	98.4	6,577
No religion	25.2	6.0	62.4	0.5	0.8	3.8	0.0	0.1	0.3	0.2	0.3	0.2	0.2	100.0	98.7	2,749
Missing/DK	(30.6)	(0.0)	(60.6)	(7.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	100.0	(98.3)	39
Wealth index quintile																
Poorest	6.1	4.0	54.0	0.5	6.3	23.2	0.1	0.1	3.4	0.3	0.6	1.3	0.2	100.0	94.1	4,242
Second	10.6	5.1	76.0	1.1	4.5	1.9	0.0	0.2	0.2	0.1	0.0	0.2	0.1	100.0	99.3	4,255
Middle	16.2	6.7	73.2	0.5	2.7	0.5	0.0	0.2	0.0	0.1	0.0	0.0	0.0	100.0	99.8	4,204
Fourth	21.2	9.2	66.9	0.6	1.8	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4,114
Richest	39.4	8.7	48.6	1.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	100.0	99.8	4,152
¹ MICS indicator WS.8 - Use of improved sanitation facilities																
na: not applicable																
() Figures that are based on 25-49 unweighted cases																
(*) Figures that are based on fewer than 25 unweighted cases																

Table WS.3.2: Use of basic and limited sanitation services

Percent distribution of household population by use of private and public sanitation facilities and use of shared facilities, by users of improved and unimproved sanitation facilities, Jamaica MICS, 2022

	Users of improved sanitation facilities					Users of improved sanitation facilities					Open defecation (no facility, bush, field)	Total	Number of household members
	Shared by					Shared by							
	Not shared ¹	5 households or less	More than 5 households	Public facility	DK/ Missing	Not shared	5 households or less	More than 5 households	Public facility				
Total	93.3	4.2	0.8	0.2	0.0	0.8	0.1	0.0	0.0	0.3	100.0	20,967	
Area													
Urban	93.0	4.7	1.0	0.3	0.0	0.5	0.1	0.0	0.1	0.2	100.0	10,950	
Greater Kingston Metropolitan Area	91.0	6.4	1.4	0.3	0.0	0.3	0.1	0.0	0.0	0.3	100.0	6,444	
Other Urban Centers	95.8	2.3	0.3	0.2	0.0	0.9	0.0	0.0	0.2	0.1	100.0	4,506	
Rural	93.6	3.6	0.7	0.2	0.0	1.1	0.2	0.1	0.0	0.4	100.0	10,017	
Education of household head													
Primary or less	93.0	3.6	1.2	0.1	0.0	1.4	0.1	0.0	0.0	0.5	100.0	3,084	
Lower secondary	92.5	4.9	0.6	0.3	0.0	0.9	0.1	0.1	0.2	0.5	100.0	5,378	
Upper secondary	92.7	4.7	1.2	0.2	0.0	0.5	0.3	0.1	0.0	0.3	100.0	8,025	
Post secondary +	95.9	2.8	0.3	0.4	0.0	0.4	0.0	0.0	0.0	0.0	100.0	4,151	
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	17	
Missing/DK	91.6	3.6	0.4	1.1	0.0	3.3	0.0	0.0	0.0	0.0	100.0	312	
Location of sanitation facility													
In dwelling	97.6	1.9	0.1	0.2	0.0	0.1	0.0	0.0	0.0	na	100.0	17,036	
In plot/yard	78.1	13.7	3.7	0.5	0.0	3.7	0.3	0.1	0.0	na	100.0	3,633	
Elsewhere	42.5	25.8	8.7	2.0	0.5	5.9	7.9	2.5	4.1	na	100.0	228	
Open defecation (no facility/bush/field)	na	na	na	na	na	na	na	na	na	100.0	100.0	64	
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	5	
Ethnicity of household head													
Black	93.2	4.3	0.8	0.3	0.0	0.8	0.1	.0	0.0	0.3	100.0	19,561	
Other	95.4	3.4	0.7	0.0	0.0	0.2	0.1	0.0	0.0	0.1	100.0	1,389	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18	

Table WS.3.2: Use of basic and limited sanitation services

Percent distribution of household population by use of private and public sanitation facilities and use of shared facilities, by users of improved and unimproved sanitation facilities, Jamaica MICS, 2022

	Users of improved sanitation facilities					Users of improved sanitation facilities					Open defecation (no facility, bush, field)	Total	Number of household members
	Shared by					Shared by							
	Not shared¹	5 households or less	More than 5 households	Public facility	DK/ Missing	Not shared	5 households or less	More than 5 households	Public facility				
Religion/Denomination of household head													
Church of God	93.8	3.8	0.7	0.4	0.0	0.7	0.1	0.0	0.0	0.3	100.0	6,355	
Pentecostal	90.8	6.3	1.3	0.3	0.0	0.5	0.6	0.0	0.0	0.2	100.0	2,368	
Seventh-day Adventist	94.5	3.1	1.0	0.2	0.0	0.9	0.0	0.1	0.0	0.2	100.0	2,879	
Other religion/denomination	93.6	4.0	0.6	0.2	0.0	0.9	0.1	0.1	0.1	0.4	100.0	6,577	
No religion	92.6	5.1	0.9	0.0	0.0	0.9	0.1	0.0	0.0	0.2	100.0	2,749	
Missing/DK	(75.5)	(10.1)	(12.7)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	39	
Wealth index quintile													
Poorest	77.1	12.8	3.7	0.5	0.0	3.3	0.6	0.2	0.2	1.3	100.0	4,242	
Second	94.0	4.8	0.3	0.2	0.0	0.4	0.0	0.0	0.0	0.2	100.0	4,255	
Middle	97.5	2.1	0.1	0.0	0.0	0.2	0.0	0.0	0.0	0.0	100.0	4,204	
Fourth	99.1	0.7	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,114	
Richest	99.0	0.5	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,152	

¹ MICS indicator WS.9 - Use of basic sanitation services; SDG indicators 1.4.1 & 3.8.1 & 6.2.1

na: not applicable

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table WS.3.3: Emptying and removal of excreta from on-site sanitation facilities

Percent distribution of household members in households with septic tanks and improved latrines by method of emptying and removal, Jamaica MICS, 2022

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities											Safe disposal in situ of excreta from on-site sanitation facilities¹	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment from on-site sanitation facilities	Number of household members in households with improved on-site sanitation facilities
	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Total						
Total	0.4	1.3	0.0	0.0	0.0	0.0	6.2	0.6	1.4	5.9	0.2	0.0	0.0	0.1	78.5	5.5	100.0	90.9	0.0	9.0	16,611		
Area																							
Urban	0.6	2.6	0.0	0.0	0.0	0.0	8.2	8.2	2.4	11.6	0.4	0.1	0.0	0.1	69.1	4.1	100.0	82.5	0.1	17.5	7,162		
Greater Kingston Metropolitan Area	1.2	5.1	0.0	0.0	0.0	0.0	7.5	7.5	3.7	21.0	0.7	0.0	0.0	0.0	57.0	2.7	100.0	68.9	0.0	31.1	3,309		
Other Urban Centers	0.2	0.5	0.0	0.0	0.0	0.0	8.7	8.7	1.3	3.6	0.1	0.1	0.0	0.2	79.6	5.3	100.0	94.2	0.1	5.7	3,853		
Rural	0.2	0.3	0.0	0.0	0.0	0.0	4.7	4.7	0.6	1.5	0.0	0.0	0.0	0.0	85.6	6.5	100.0	97.4	0.0	2.6	9,448		
Education of household head																							
Primary or less	0.2	1.0	0.0	0.0	0.0	0.0	3.0	3.0	0.9	6.1	1.0	0.2	0.0	0.1	85.7	1.8	100.0	91.5	0.2	8.3	2,616		
Lower secondary	0.2	0.8	0.0	0.0	0.0	0.0	7.3	7.3	0.9	4.4	0.0	0.0	0.0	0.1	79.0	6.6	100.0	93.5	0.0	6.5	4,584		
Upper secondary	0.5	1.9	0.0	0.0	0.0	0.0	5.4	5.4	1.8	6.1	0.1	0.0	0.0	0.0	76.7	6.7	100.0	89.7	0.0	10.3	6,400		
Post secondary +	0.5	1.3	0.0	0.0	0.0	0.0	8.2	8.2	1.7	7.9	0.0	0.0	0.0	0.2	75.7	3.9	100.0	88.4	0.0	11.6	2,740		
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	12		
Missing/DK	0.0	0.0	0.0	0.0	0.0	0.0	16.0	16.0	0.0	3.6	0.0	0.0	0.0	0.0	73.0	7.4	100.0	96.4	0.0	3.6	259		

Table WS.3.3: Emptying and removal of excreta from on-site sanitation facilities

Percent distribution of household members in households with septic tanks and improved latrines by method of emptying and removal, Jamaica MICS, 2022

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities												Safe disposal in situ of excreta from on-site sanitation facilities¹	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment from on-site sanitation facilities	Number of household members in households with improved on-site sanitation facilities
	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Total							
Type of sanitation facility																								
Flush to septic tank	4.3	15.7	0.1	0.0	0.0	0.0	72.9	7.1	na	na	na	na	na	na	na	na	100.0	80.0	0.0	20.0	1,410			
Latrines and other improved	na	na	na	na	na	na	na	na	1.5	6.4	0.2	0.0	0.0	0.1	85.8	6.0	100.0	92.0	0.0	8.0	15,200			
Flush to pit latrine	na	na	na	na	na	na	na	na	1.6	7.1	0.2	0.0	0.0	0.1	84.3	6.6	100.0	91.2	0.0	8.8	13,369			
Ventilated Improved Pit Latrine (VIP)	na	na	na	na	na	na	na	na	1.3	0.4	0.0	0.4	0.0	0.0	96.5	1.4	100.0	97.8	0.4	1.8	734			
Pit latrine with slab	na	na	na	na	na	na	na	na	0.1	2.4	0.0	0.0	0.0	0.0	96.6	0.9	100.0	97.5	0.0	2.5	1,095			
Composting toilet	na	na	na	na	na	na	na	na	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	3			
Ethnicity of household head																								
Black	0.3	1.3	0.0	0.0	0.0	0.0	6.3	0.6	1.4	5.7	0.2	0.0	0.0	0.1	78.5	5.5	100.0	91.2	0.0	8.8	15,647			
Other	1.1	1.5	0.0	0.0	0.0	0.0	3.6	0.5	1.3	8.4	0.0	0.3	0.0	0.0	78.2	5.0	100.0	87.4	0.3	12.3	949			
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	14			
Religion/Denomination of household head																								
Church of God	0.1	1.3	0.0	0.0	0.0	0.0	5.3	0.7	1.7	6.5	0.5	0.0	0.0	0.1	76.0	8.0	100.0	90.4	0.0	9.6	5,098			
Pentecostal	0.5	1.1	0.0	0.0	0.0	0.0	5.3	0.3	2.0	5.3	0.0	0.0	0.0	0.0	82.3	3.1	100.0	91.0	0.0	9.0	1,904			
Seventh-day Adventist	0.3	1.2	0.0	0.0	0.0	0.0	9.1	0.6	1.1	3.9	0.0	0.0	0.0	0.0	77.1	6.7	100.0	93.5	0.0	6.5	2,406			
Other religion/denomination	0.6	1.3	0.0	0.0	0.0	0.0	6.5	0.7	1.0	6.1	0.1	0.1	0.0	0.1	78.9	4.7	100.0	90.8	0.1	9.1	5,173			
No religion	0.3	2.1	0.0	0.0	0.0	0.0	5.2	0.6	1.1	6.7	0.1	0.1	0.0	0.1	82.2	1.5	100.0	89.7	0.1	10.3	2,006			
Missing/DK	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(10.9)	(0.0)	(0.0)	(0.0)	(0.0)	(72.4)	(16.7)	100.0	(89.1)	(0.0)	(10.9)	23			

Table WS.3.3: Emptying and removal of excreta from on-site sanitation facilities

Percent distribution of household members in households with septic tanks and improved latrines by method of emptying and removal, Jamaica MICS, 2022

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities												
	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Total	Safe disposal in situ of excreta from on-site sanitation facilities ¹	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment from on-site sanitation facilities	Number of household members in households with improved on-site sanitation facilities
Wealth index quintile																					
Poorest	0.0	0.7	0.0	0.0	0.0	0.0	3.6	0.2	0.4	3.8	0.1	0.0	0.0	0.0	83.9	7.1	100.0	94.9	0.0	5.1	3,715
Second	0.1	0.2	0.0	0.0	0.0	0.0	5.4	0.1	0.6	5.1	0.2	0.0	0.0	0.0	79.1	9.2	100.0	93.9	0.0	6.1	3,725
Middle	0.2	0.8	0.0	0.0	0.0	0.0	6.3	0.6	1.9	6.5	0.0	0.0	0.0	0.2	79.1	4.2	100.0	90.2	0.0	9.7	3,491
Fourth	0.5	2.4	0.0	0.0	0.0	0.0	8.1	0.7	2.3	5.6	0.0	0.0	0.0	0.1	77.3	3.0	100.0	89.1	0.0	10.9	3,215
Richest	1.2	3.1	0.0	0.0	0.0	0.0	8.6	1.8	2.0	9.8	0.8	0.1	0.0	0.0	70.3	2.4	100.0	83.9	0.1	16.0	2,464
¹ MICS indicator WS.10 - Safe disposal in situ of excreta from on-site sanitation facilities; SDG indicator 6.2.1																					
na: not applicable																					
() Figures that are based on 25-49 unweighted cases																					
(*) Figures that are based on fewer than 25 unweighted cases																					

Table WS.3.4: Management of excreta from household sanitation facilities

Percent distribution of household population by management of excreta from household sanitation facilities, Jamaica MICS, 2022

	Using improved on-site sanitation systems (including shared)							Total	Number of household members
	Safe disposal in situ of excreta from on-site sanitation facilities	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment off-site ¹	Connected to sewer ^A	Using unimproved sanitation facilities	Practising open defecation	Missing		
Total	72.1	0.0	7.2	19.4	1.0	0.3	0.1	100.0	20,967
Area									
Urban	53.9	0.0	11.4	33.5	0.7	0.2	0.1	100.0	10,950
Greater Kingston Metropolitan Area	35.4	0.0	16.0	47.8	0.4	0.3	0.1	100.0	6,444
Other Urban Centers	80.5	0.1	4.9	13.2	1.1	0.1	0.1	100.0	4,506
Rural	91.9	0.0	2.5	3.9	1.4	0.4	0.1	100.0	10,017
Education of household head									
Primary or less	77.7	0.1	7.0	13.0	1.5	0.5	0.2	100.0	3,084
Lower secondary	79.7	0.0	5.5	13.0	1.3	0.5	0.0	100.0	5,378
Upper secondary	71.6	0.0	8.2	19.0	0.9	0.3	0.1	100.0	8,025
Post secondary +	58.3	0.0	7.7	33.4	0.4	0.0	0.2	100.0	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	17
Missing/DK	79.9	0.0	3.0	13.8	3.3	0.0	0.0	100.0	312
Ethnicity of household head									
Black	72.9	0.0	7.1	18.5	1.1	0.3	0.1	100.0	19,561
Other	59.8	0.2	8.4	31.2	0.3	0.1	0.0	100.0	1,389
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18
Religion/Denomination of household head									
Church of God	72.5	0.0	7.7	18.4	0.8	0.3	0.2	100.0	6,355
Pentecostal	73.2	0.0	7.2	18.3	1.1	0.2	0.0	100.0	2,368
Seventh-day Adventist	78.1	0.0	5.4	15.2	1.0	0.2	0.0	100.0	2,879
Other religion/denomination	71.4	0.0	7.2	19.7	1.3	0.4	0.0	100.0	6,577
No religion	65.4	0.1	7.5	25.7	1.0	0.2	0.2	100.0	2,749
Missing/DK	(54.0)	(0.0)	(6.6)	(37.6)	(0.0)	(0.0)	(1.7)	100.0	39
Wealth index quintile									
Poorest	83.1	0.0	4.5	6.6	4.3	1.3	0.2	100.0	4,242
Second	82.2	0.0	5.3	11.7	0.5	0.2	0.1	100.0	4,255
Middle	74.9	0.0	8.1	16.7	0.2	0.0	0.0	100.0	4,204
Fourth	69.6	0.0	8.5	21.8	0.0	0.0	0.0	100.0	4,114
Richest	49.8	0.1	9.5	40.4	0.0	0.0	0.2	100.0	4,152

¹ MICS indicator WS.11 - Removal of excreta for treatment off-site; SDG indicator 6.2.1

A Includes flush/pour flush facilities that respondents do not know to where they flush.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table WS.3.5: Disposal of child's faeces

Percent distribution of children age 0-2 years by place of disposal of child's faeces, and the percentage of children age 0-2 years whose stools were disposed of safely the last time the child passed stools, Jamaica MICS, 2022

	Place of disposal of child's faeces								Total	Percentage of children whose last stools were disposed of safelyA	Number of children age 0-2 years
	Child used toilet/latrine	Put/rinsed into toilet or latrine	Put/rinsed into drain or ditch	Thrown into garbage	Buried	Left in the open	Other	DK/ Missing			
Total	10.9	4.6	0.2	82.0	0.7	0.5	1.0	0.1	100.0	15.5	844
Area											
Urban	12.1	2.5	0.2	84.0	0.0	0.0	1.0	0.2	100.0	14.6	451
Greater Kingston Metropolitan Area	14.5	1.3	0.0	83.5	0.0	0.0	0.4	0.3	100.0	15.8	265
Other Urban Centers	8.6	4.3	0.5	84.7	0.0	0.0	1.9	0.0	100.0	12.9	186
Rural	9.6	6.9	0.2	79.7	1.5	1.2	0.9	0.0	100.0	16.5	393
Mother's education											
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
Lower secondary	4.6	10.7	1.1	80.6	2.1	0.0	0.9	0.0	100.0	15.3	76
Upper secondary	10.7	3.8	0.0	83.4	0.7	0.0	1.3	0.2	100.0	14.5	487
Post secondary +	13.2	4.3	0.3	79.9	0.3	1.4	0.5	0.0	100.0	17.5	260
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Type of sanitation facility											
Improved	11.1	4.4	0.2	82.1	0.6	0.6	0.9	0.1	100.0	15.5	829
Unimproved	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	13
Open defecation (no facility, bush, field)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Ethnicity of household head											
Black	10.9	4.5	0.2	82.0	0.7	0.6	0.9	0.1	100.0	15.5	801
Other	(10.5)	(5.5)	(0.0)	(82.3)	(0.0)	(0.0)	(1.7)	(0.0)	100.0	(16.0)	43

Table WS.3.5: Disposal of child's faeces

Percent distribution of children age 0-2 years by place of disposal of child's faeces, and the percentage of children age 0-2 years whose stools were disposed of safely the last time the child passed stools, Jamaica MICS, 2022

	Place of disposal of child's faeces								Total	Percentage of children whose last stools were disposed of safelyA	Number of children age 0-2 years
	Child used toilet/latrine	Put/rinsed into toilet or latrine	Put/rinsed into drain or ditch	Thrown into garbage	Buried	Left in the open	Other	DK/ Missing			
Religion/Denomination of household head											
Church of God	9.5	5.2	0.0	82.7	0.8	1.5	0.2	0.0	100.0	14.7	255
Pentecostal	10.2	6.1	0.0	83.7	0.0	0.0	0.0	0.0	100.0	16.3	95
Seventh-day Adventist	13.8	6.3	0.0	77.9	0.7	0.0	1.3	0.0	100.0	20.1	125
Other religion/denomination	9.4	2.3	0.7	83.9	1.2	0.3	1.9	0.3	100.0	11.7	240
No religion	13.7	5.0	0.0	80.2	0.0	0.0	1.1	0.0	100.0	18.7	127
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Wealth index quintile											
Poorest	8.7	7.9	0.0	79.6	1.0	0.8	1.7	0.4	100.0	16.5	191
Second	12.4	5.5	0.4	78.4	0.4	1.4	1.5	0.0	100.0	17.9	210
Middle	12.0	3.2	0.0	83.8	0.7	0.0	0.3	0.0	100.0	15.2	180
Fourth	9.1	2.6	0.0	86.8	1.1	0.0	0.4	0.0	100.0	11.7	151
Richest	12.6	2.2	0.8	83.8	0.0	0.0	0.7	0.0	100.0	14.7	112
A In many countries, disposal of children's faeces with solid waste is common. The risks vary between and within countries depending on whether solid waste is regularly collected and well managed; therefore, for the purposes of international comparability, solid waste is not considered safely disposed. () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases											

Table WS.3.6: Drinking water, sanitation and handwashing ladders

Percentage of household population by drinking water, sanitation and handwashing ladders, Jamaica MICS, 2022

	Percentage of household population using:																	Basic drinking water, sanitation and hygiene service	Number of household members
	Drinking water					Sanitation					HandwashingA								
	Basic service¹	Limited service	Unimproved	Surface water	Total	Basic service²	Limited service	Unimproved	Open defecation	Missing	Total	Basic facilityB	Limited facility	No facility	No permission to see /other	Total			
Total	93.1	5.8	0.8	0.3	100.0	93.3	5.3	1.0	0.3	0.1	100.0	71.9	12.8	2.5	12.8	100.0	63.6	20,967	
Area																			
Urban	95.8	3.9	0.3	0.0	100.0	93.0	6.0	0.7	0.2	0.1	100.0	66.7	12.3	2.2	18.8	100.0	60.5	10,950	
Greater Kingston Metropolitan Area	96.1	3.9	0.0	0.0	100.0	91.0	8.2	0.4	0.3	0.1	100.0	62.5	13.9	2.0	21.5	100.0	55.7	6,444	
Other Urban Centers	95.4	3.9	0.6	0.1	100.0	95.8	2.9	1.1	0.1	0.1	100.0	72.6	10.1	2.4	14.9	100.0	67.4	4,506	
Rural	90.1	7.9	1.3	0.6	100.0	93.6	4.5	1.4	0.4	0.1	100.0	77.6	13.4	2.8	6.3	100.0	67.0	10,017	
Education of household head																			
Primary or less	92.4	6.1	1.1	0.3	100.0	93.0	4.8	1.5	0.5	0.2	100.0	73.2	12.5	3.4	10.9	100.0	63.4	3,084	
Lower secondary	92.3	6.3	0.9	0.5	100.0	92.5	5.8	1.3	0.5	0.0	100.0	72.1	15.1	2.8	10.0	100.0	62.6	5,378	
Upper secondary	93.7	5.1	0.9	0.2	100.0	92.7	6.0	0.9	0.3	0.1	100.0	71.8	13.6	2.2	12.3	100.0	64.1	8,025	
Post secondary +	93.6	6.0	0.2	0.2	100.0	95.9	3.5	0.4	0.0	0.2	100.0	71.4	8.0	1.8	18.8	100.0	65.0	4,151	
Special education	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	(*)	17	
Missing/DK	90.1	9.8	0.2	0.0	100.0	91.6	5.1	3.3	0.0	0.0	100.0	63.5	19.0	2.6	14.9	100.0	53.2	312	
Ethnicity of household head																			
Black	93.1	5.9	0.8	0.3	100.0	93.2	5.4	1.1	0.3	0.1	100.0	71.9	13.0	2.4	12.7	100.0	63.4	19,561	
Other	93.5	5.1	0.9	0.6	100.0	95.4	4.2	0.3	0.1	0.0	100.0	71.3	11.2	3.9	13.6	100.0	66.5	1,389	
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	(*)	18	
Religion/Denomination of household head																			
Church of God	93.1	5.2	1.3	0.5	100.0	93.8	4.9	0.8	0.3	0.2	100.0	73.7	12.1	2.7	11.6	100.0	65.2	6,355	
Pentecostal	93.5	5.5	0.5	0.5	100.0	90.8	7.8	1.1	0.2	0.0	100.0	74.0	12.8	1.2	12.0	100.0	64.5	2,368	
Seventh-day Adventist	92.7	6.6	0.7	0.0	100.0	94.5	4.3	1.0	0.2	0.0	100.0	74.8	13.8	1.4	10.0	100.0	66.1	2,879	
Other religion/denomination	93.2	6.2	0.3	0.2	100.0	93.6	4.8	1.3	0.4	0.0	100.0	69.4	13.0	3.4	14.1	100.0	61.6	6,577	
No religion	92.9	5.7	1.1	0.2	100.0	92.6	6.1	1.0	0.2	0.2	100.0	69.2	12.9	1.6	16.4	100.0	62.1	2,749	
Missing/DK	(82.5)	(15.8)	(0.0)	(0.0)	100.0	(75.5)	(22.8)	(0.0)	(0.0)	(1.7)	100.0	(25.2)	(28.8)	(35.6)	(10.4)	100.0	(15.0)	39	

Table WS.3.6: Drinking water, sanitation and handwashing ladders

Percentage of household population by drinking water, sanitation and handwashing ladders, Jamaica MICS, 2022

	Percentage of household population using:																		Basic drinking water, sanitation and hygiene service	Number of household members
	Drinking water					Sanitation					HandwashingA									
	Basic service ¹	Limited service	Unimproved	Surface water	Total	Basic service ²	Limited service	Unimproved	Open defecation	Missing	Total	Basic facilityB	Limited facility	No facility	No permission to see /other	Total				
Wealth index quintile																				
Poorest	88.8	8.1	2.1	0.9	100.0	77.1	17.0	4.3	1.3	0.2	100.0	68.0	22.3	4.9	4.8	100.0	47.4	4,242		
Second	93.5	5.3	1.0	0.2	100.0	94.0	5.3	0.5	0.2	0.1	100.0	71.4	15.7	2.7	10.2	100.0	63.4	4,255		
Middle	93.7	5.4	0.7	0.2	100.0	97.5	2.2	0.2	0.0	0.0	100.0	71.3	12.6	1.9	14.2	100.0	66.5	4,204		
Fourth	95.5	4.3	0.1	0.0	100.0	99.1	0.9	0.0	0.0	0.0	100.0	75.4	8.6	1.1	14.9	100.0	71.5	4,114		
Richest	94.1	5.9	0.0	0.0	100.0	99.0	0.8	0.0	0.0	0.2	100.0	73.4	4.7	1.7	20.3	100.0	69.7	4,152		
¹ MICS indicator WS.2 - Use of basic drinking water services; SDG Indicator 1.4.1																				
² MICS indicator WS.9 - Use of basic sanitation services; SDG indicators 1.4.1 & 6.2.1																				
A For the purposes of calculating the ladders, "No permission to see / other" is included in the denominator.																				
B Differs from the MICS indicator WS.7 "Handwashing facility with water and soap" (SDG indicators 1.4.1 & 6.2.1) as it includes "No permission to see / other". See table WS2.1 for MICS indicator WS.7																				
() Figures that are based on 25-49 unweighted cases																				
(*) Figures that are based on fewer than 25 unweighted cases																				



11. EQUITABLE CHANCE IN LIFE

11.1 Child functioning

The Convention on the Rights of Persons with Disabilities¹³² outlines States Parties' obligations to ensure the full realization of rights for children with disabilities on an equal basis with other children. The presence of functional difficulties may place children at risk of experiencing limited participation in a non-inclusive environment, as well as limit the fulfilment of their rights.

The Jamaica 2022 MICS included child functioning modules intended to provide an estimate of the number/proportion of children with functional difficulties as reported by their mothers or primary caregivers. The module included in the Questionnaire for Children Under Five covered children between 2 and 4 years of age while a similar module was included in the Questionnaire for Children age 5-17 years.

Functional domains covered in the Questionnaire for Children Under Five are as follows: Seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour while functional domains covered in the Questionnaire for Children Age 5-17 are as follows: Seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, anxiety, and depression

Tables EQ.1.1 and EQ.1.2 present the percentage of children by age group with functional difficulty by domain.

Table EQ.1.3 presents the percentage of children age 2-17 who use assistive devices and still have difficulty within the relevant functional domains.

Table EQ.1.4 is a summary table presenting the percentage of children by age group with functional difficulty.

¹³² "Convention on the Rights of Persons with Disabilities." United Nations. Accessed August 31, 2018. [HTTPS://WWW.UN.ORG/DEVELOPMENT/DESA/DISABILITIES/CONVENTION-ON-THE-RIGHTS-OF-PERSONS-WITH-DISABILITIES/CONVENTION-ON-THE-RIGHTS-OF-PERSONS-WITH-DISABILITIES-2.HTML](https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html).

Table EQ.1.1: Child functioning (children age 2-4 years)

Percentage of children age 2-4 years who have functional difficulty, by domain, Jamaica MICS, 2022

	Percentage of children aged 2-4 years with functional difficulty in the domain of:								Percentage of children age 2-4 years with functional difficulty in at least one domain	Number of children age 2-4 years
	Seeing	Hearing	Walking	Fine motor	Communication	Learning	Playing	Controlling behaviour		
Total	0.1	0.0	0.3	0.2	0.9	0.4	0.3	3.0	3.9	870
Sex										
Male	0.1	0.0	0.6	0.4	1.6	0.7	0.5	3.3	5.0	467
Female	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	2.6	403
Area										
Urban	0.1	0.0	0.2	0.2	0.4	0.2	0.2	2.6	3.2	453
Greater Kingston Metropolitan Area	0.0	0.0	0.0	0.0	0.3	0.0	0.0	2.3	2.7	269
Other Urban Centers	0.3	0.0	0.6	0.6	0.6	0.5	0.5	3.1	3.9	184
Rural	0.0	0.0	0.4	0.2	1.3	0.5	0.4	3.3	4.6	417
Age										
2	0.0	0.0	0.0	0.0	1.2	0.3	0.3	3.0	4.2	283
3	0.2	0.0	0.2	0.2	0.7	0.4	0.2	3.2	4.0	275
4	0.0	0.0	0.7	0.4	0.7	0.4	0.4	2.7	3.4	313
Early childhood education attendance^B										
Attending	0.0	0.0	0.0	0.0	0.4	0.0	0.0	1.8	2.2	417
Not attending	0.3	0.0	1.6	1.1	1.5	1.4	1.0	5.6	7.4	171
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	0
Mother's education										
Primary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
Lower secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.3	5.3	112
Upper secondary	0.0	0.0	0.3	0.3	1.3	0.7	0.5	3.1	4.5	475
Post secondary +	0.2	0.0	0.5	0.2	0.5	0.0	0.0	1.9	2.4	255
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head										
Black	0.1	0.0	0.3	0.2	0.9	0.4	0.3	3.2	4.1	813
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	57
Religion/Denomination of household head										
Church of God	0.0	0.0	0.3	0.0	1.6	0.3	0.0	5.5	7.1	262
Pentecostal	0.0	0.0	0.8	0.8	0.8	0.8	0.8	4.0	4.8	107
Seventh-day Adventist	0.5	0.0	0.5	0.5	1.2	1.1	1.1	1.8	3.5	105
Other religion/denomination	0.0	0.0	0.0	0.0	0.2	0.0	0.0	1.2	1.4	262
No religion	0.0	0.0	0.4	0.4	0.4	0.4	0.4	1.6	2.0	129
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Wealth index quintile										
Poorest	0.0	0.0	0.0	0.0	0.6	0.2	0.2	5.4	6.3	206
Second	0.0	0.0	0.2	0.2	1.4	0.5	0.2	1.5	2.9	222
Middle	0.0	0.0	0.5	0.5	1.5	1.0	1.0	3.8	5.3	162
Fourth	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	1.5	154
Richest	0.4	0.0	1.1	0.4	0.4	0.0	0.0	2.1	2.5	127

^A Functional difficulty for children age 2-4 years are defined as having responded "A lot of difficulty" or "Cannot at all" to questions within all listed domains, except the last domain of controlling behaviour, for which the response category "A lot more" is considered a functional difficulty.

^B Children age 2 are excluded, as early childhood education attendance is only collected for age 3-4 years.

(*) Figures that are based on fewer than 25 unweighted cases

Table EQ.1.2: Child functioning (children age 5-17 years)

Percentage of children aged 5-17 years with functional difficulty by domain, Jamaica MICS, 2022

	Percentage of children aged 5-17 years with functional difficulty ^A in the domain of:														Percentage of children age 5-17 who experienced an increase in anxiety since Covid-19 ^D	Percentage of children age 5-17 who experienced an increase in depression since Covid-19 ^D	Number of children age 5-17 years
	Seeing	Hearing	Walking	Self-care	Communication	Learning	Remembering	Concentrating	Accepting change	Controlling behaviour	Making friends	Anxiety	Depression	Percentage of children age 5-17 with functional difficulty in at least one domain			
Total	0.4	0.0	1.2	0.2	0.5	1.4	1.2	0.8	0.8	1.6	0.7	1.7	1.2	6.9	0.6	0.5	4,162
Sex																	
Male	0.6	0.0	1.3	0.3	0.5	2.0	1.1	0.5	1.1	2.2	0.6	1.9	1.0	8.1	0.6	0.3	2,042
Female	0.2	0.0	1.0	0.2	0.5	0.8	1.2	0.5	0.5	1.0	0.7	1.6	1.5	5.9	0.7	0.7	2,119
Area																	
Urban	0.3	0.0	0.8	0.3	0.8	1.4	1.1	0.8	1.2	1.3	0.5	1.7	1.4	6.5	0.5	0.8	2,064
Greater Kingston Metropolitan Area	0.2	0.1	0.5	0.3	1.2	1.7	1.6	1.2	1.1	2.1	0.7	1.9	0.8	7.4	0.4	0.1	1,159
Other Urban Centers	0.3	0.0	1.1	0.4	0.3	1.1	0.5	0.3	1.3	0.4	0.1	1.5	2.2	5.3	0.6	1.6	906
Rural	0.5	0.0	1.5	0.1	0.1	1.4	1.2	0.1	0.5	1.9	0.9	1.8	1.0	7.4	0.8	0.3	2,098
Age																	
2	0.3	0.0	1.5	0.2	0.2	1.3	1.3	0.2	0.8	1.8	0.6	1.8	1.1	7.5	0.9	0.3	1,617
3	2.5	0.1	0.7	0.1	0.5	1.6	0.8	0.5	0.9	1.3	0.4	1.0	1.5	6.2	0.3	0.6	1,524
4	(*)	0.1	1.2	0.4	0.7	1.3	1.5	0.7	0.9	1.7	1.1	2.7	1.1	7.3	0.9	0.8	1,021
School attendance																	
Attending ^B	0.3	0.0	1.0	0.1	0.3	1.2	1.0	0.3	0.7	1.1	0.3	1.5	1.2	6.1	0.5	0.5	3,936
Not attending	2.5	0.0	4.1	3.2	2.5	4.9	3.5	2.5	2.9	10.6	6.4	5.4	1.8	20.9	2.7	0.5	224
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Mother's education^A																	
Primary or less	1.9	0.0	0.4	0.0	0.0	1.7	3.8	0.0	0.0	1.8	0.0	1.2	3.0	11.8	0.8	0.0	230
Lower secondary	0.2	0.0	1.8	0.6	1.4	1.9	2.0	1.4	1.3	2.7	0.9	2.8	2.0	9.5	0.7	1.1	766
Upper secondary	0.3	0.1	0.8	0.3	0.3	1.7	1.1	0.3	0.7	1.1	0.5	1.3	0.9	5.4	0.5	0.3	2,093
Post secondary +	0.2	0.0	1.7	0.0	0.3	0.4	0.2	0.3	1.0	1.8	0.9	2.0	0.9	7.2	0.7	0.4	1,041
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18

Table EQ.1.2: Child functioning (children age 5-17 years)

Percentage of children aged 5-17 years with functional difficulty by domain, Jamaica MICS, 2022

	Percentage of children aged 5-17 years with functional difficulty ^A in the domain of:														Percentage of children age 5-17 who experienced an increase in anxiety since Covid-19 ^D	Percentage of children age 5-17 who experienced an increase in depression since Covid-19 ^D	Number of children age 5-17 years
	Seeing	Hearing	Walking	Self-care	Communication	Learning	Remembering	Concentrating	Accepting change	Controlling behaviour	Making friends	Anxiety	Depression	Percentage of children age 5-17 with functional difficulty in at least one domain			
Ethnicity of household head																	
Black	0.4	0.0	1.1	0.2	0.4	1.3	1.0	0.3	0.8	1.5	0.6	1.7	1.2	6.9	0.6	0.5	3,940
Other	0.0	0.4	2.2	1.3	2.2	3.2	3.6	3.2	1.8	4.0	1.8	2.6	1.0	8.5	0.8	0.5	220
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head																	
Church of God	0.2	0.1	1.5	0.4	0.6	1.7	1.5	0.7	1.4	1.0	0.5	1.6	0.9	5.9	0.5	0.3	1,369
Pentecostal	0.2	0.0	1.7	0.2	1.7	0.2	1.3	0.3	0.7	2.3	1.7	0.4	1.0	6.5	0.2	0.8	513
Seventh-day Adventist	0.4	0.0	1.4	0.3	0.3	1.9	0.8	0.3	1.5	1.3	0.0	3.0	2.1	7.2	1.3	1.2	554
Other religion/denomination	0.6	0.1	0.5	0.0	0.2	1.2	0.8	0.2	0.2	2.1	0.5	1.7	1.5	7.7	0.7	0.4	1,215
No religion	0.6	0.0	0.8	0.2	0.2	1.9	1.3	0.8	0.3	1.6	1.2	2.4	0.7	8.2	0.5	0.2	499
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Wealth index quintile																	
Poorest	0.9	0.1	1.7	0.5	0.5	2.3	2.7	0.9	1.0	2.7	0.8	1.8	1.2	9.4	1.1	0.4	973
Second	0.4	0.1	1.5	0.1	1.0	1.8	1.7	0.3	0.6	1.9	1.4	2.0	0.9	8.9	0.2	0.4	904
Middle	0.3	0.0	1.2	0.5	0.5	0.7	0.3	0.4	0.5	1.3	0.4	1.7	0.5	4.4	0.3	0.1	861
Fourth	0.1	0.0	0.5	0.0	0.2	1.0	0.3	0.3	0.6	1.2	0.1	2.0	2.8	6.6	1.4	1.1	762
Richest	0.0	0.0	0.5	0.0	0.2	0.9	0.3	0.4	1.7	0.5	0.3	1.1	0.9	4.4	0.1	0.7	662
^A Functional difficulty for children age 5-17 years are defined as having responded "A lot of difficulty" or "Cannot at all" to questions within all listed domains, except the last domains of anxiety and depression, for which the response category "Daily" is considered a functional difficulty. ^B Includes attendance to early childhood education. ^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated. ^D Not included in the calculation of the percentage of children with functional difficulty in at least one domain. (*) Figures that are based on fewer than 25 unweighted cases																	

Table EQ.1.3: Use of assistive devices (children age 2-17 years)

Percentage of children age 2-17 years who use assistive devices and have functional difficulty within domain of assistive devices, Jamaica MICS, 2022

	Percentage of children age 2-17 years who:			Number of children age 2-17 years	Percentage of children with difficulties seeing when wearing glasses	Number of children age 2-17 years who wear glasses	Percentage of children with difficulties hearing when using hearing aid	Number of children age 2-17 years who use hearing aid	Percentage of children with difficulties walking when using equipment or receiving assistance	Number of children age 2-17 years who use equipment or receive assistance for walking
	Wear glasses	Use hearing aid	Use equipment or receive assistance for walking							
Total	7.2	0.6	0.6	5,032	2.0	362	(*)	30	(*)	32
Sex										
Male	5.7	0.4	0.7	2,509	3.3	143	(*)	9	(*)	18
Female	8.7	0.8	0.6	2,523	1.2	219	(*)	21	(*)	14
Area										
Urban	9.0	0.6	0.5	2,517	1.8	227	(*)	14	(*)	12
Greater Kingston Metropolitan Area	9.0	0.2	0.5	1,427	1.9	128	(*)	3	(*)	7
Other Urban Centers	9.1	1.0	0.4	1,090	1.7	99	(*)	11	(*)	5
Rural	5.4	0.6	0.8	2,515	2.4	135	(*)	16	(*)	20
Age										
2-4	1.6	0.5	0.6	870	(*)	14	(*)	4	(*)	5
5-9	4.7	0.9	0.8	1,617	3.2	76	(*)	15	(*)	13
10-14	9.4	0.6	0.5	1,524	1.6	143	(*)	9	(*)	8
15-17	12.6	0.3	0.5	1,021	2.0	129	(*)	3	(*)	6
Mother's education										
Primary or less	11.0	0.0	0.6	255	(*)	28	-	0	-	1
Lower secondary	4.0	0.5	0.4	878	(1.6)	35	(*)	5	(*)	4
Upper secondary	6.0	0.7	0.6	2,569	2.9	155	(*)	18	(*)	14
Post secondary +	11.1	0.5	0.9	1,297	1.6	144	(*)	7	(*)	12
Special education	(*)	(*)	(*)	2	-	0	-	0	-	0
Missing/DK	(*)	(*)	(*)	19	-	0	-	0	-	0
Ethnicity of household head										
Black	7.2	0.6	0.6	4,753	2.2	342	(*)	28	(*)	29
Other	7.4	1.0	1.0	277	(*)	20	(*)	3	(*)	3
Missing/DK	(*)	(*)	(*)	1	-	0	-	0	-	0

Table EQ.1.3: Use of assistive devices (children age 2-17 years)

Percentage of children age 2-17 years who use assistive devices and have functional difficulty within domain of assistive devices, Jamaica MICS, 2022

	Percentage of children age 2-17 years who:			Number of children age 2-17 years	Percentage of children with difficulties seeing when wearing glasses	Number of children age 2-17 years who wear glasses	Percentage of children with difficulties hearing when using hearing aid	Number of children age 2-17 years who use hearing aid	Percentage of children with difficulties walking when using equipment or receiving assistance	Number of children age 2-17 years who use equipment or receive assistance for walking
	Wear glasses	Use hearing aid	Use equipment or receive assistance for walking							
Religion/Denomination of household head										
Church of God	6.5	0.7	0.9	1,631	0.0	106	(*)	12	(*)	14
Pentecostal	8.2	0.6	1.1	620	(0.0)	51	(*)	3	(*)	7
Seventh-day Adventist	8.7	1.0	0.2	659	(3.6)	58	(*)	6	(*)	2
Other religion/denomination	7.6	0.5	0.3	1,477	2.6	113	(*)	8	(*)	5
No religion	5.1	0.1	0.7	628	(*)	32	(*)	1	(*)	4
Missing/DK	(*)	(*)	(*)	17	(*)	3	-	0	-	0
Wealth index quintile										
Poorest	2.9	0.2	0.5	1,179	(*)	34	(*)	2	(*)	5
Second	5.9	1.4	1.0	1,125	(2.2)	67	(*)	16	(*)	11
Middle	7.9	0.2	0.6	1,023	3.0	80	(*)	2	(*)	6
Fourth	10.6	1.0	0.5	916	1.2	97	(*)	9	(*)	4
Richest	10.7	0.1	0.7	789	0.0	84	(*)	1	(*)	5
A The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated. () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases '-' denotes 0 unweighted case in the denominator										

Table EQ.1.4: Child functioning (children age 2-17 years)

Percentage of children age 2-4, 5-17 and 2-17 years with functional difficulty, Jamaica MICS, 2022

	Percentage of children age 2-4 years with functional difficulty in at least one domain	Number of children age 2-4 years	Percentage of children age 5-17 years with functional difficulty in at least one domain	Number of children age 5-17 years	Percentage of children age 2-17 years with functional difficulty in at least one domain ¹	Number of children age 2-17 years
Total	3.9	870	6.9	4,162	6.4	5,032
Sex						
Male	5.0	467	8.1	2,042	7.5	2,509
Female	2.6	403	5.9	2,119	5.3	2,523
Area						
Urban	3.2	453	6.5	2,064	5.9	2,517
Greater Kingston Metropolitan Area	2.7	269	7.4	1,159	6.5	1,427
Other Urban Centers	3.9	184	5.3	906	5.1	1,090
Rural	4.6	417	7.4	2,098	7.0	2,515
Mother's education						
Primary or less	(*)	26	11.8	230	10.6	255
Lower secondary	5.3	112	9.5	766	8.9	878
Upper secondary	4.5	475	5.4	2,093	5.2	2,569
Post secondary +	2.4	255	7.2	1,041	6.2	1,297
Special education	(*)	1	(*)	1	(*)	2
Missing/DK	(*)	1	(*)	18	(*)	19
Ethnicity of household head						
Black	4.1	813	6.9	3,940	6.4	4,753
Other	0.0	57	8.5	220	6.7	277
Missing/DK	-	0	(*)	1	(*)	1
Religion/Denomination of household head						
Church of God	7.1	262	5.9	1,369	6.1	1,631
Pentecostal	4.8	107	6.5	513	6.2	620
Seventh-day Adventist	3.5	105	7.2	554	6.6	659
Other religion/denomination	1.4	262	7.7	1,215	6.6	1,477
No religion	2.0	129	8.2	499	7.0	628
Missing/DK	(*)	5	(*)	12	(*)	17
Wealth index quintile						
Poorest	6.3	206	9.4	973	8.8	1,179
Second	2.9	222	8.9	904	7.7	1,125
Middle	5.3	162	4.4	861	4.6	1,023
Fourth	1.5	154	6.6	762	5.8	916
Richest	2.5	127	4.4	662	4.1	789

¹ MICS indicator EQ.1 - Children with functional difficulty

A The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated.

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

11.2 Social transfers

Social protection is the set of public and private policies and programmes aimed at preventing, reducing and eliminating economic and social vulnerabilities to poverty and deprivation. Increasing volatility at the macro and household level, the persistence of inequalities and exclusion, threats posed to sustainable development by climate change and changing population trends have heightened the relevance and political momentum for social protection globally.¹³³

Social transfers or external economic support can be defined as predictable direct transfers to individuals or households, both in-kind and cash (including cash for work and public work programmes) to protect and prevent individuals and households from being affected by shock and support the accumulation of human, productive and financial assets and includes various social protection schemes – examples in Jamaica include bi-monthly conditional cash transfers, other types of cash grants (such as for disaster rehabilitation and post-secondary education), tuition-free public schools¹³⁴ (up to secondary level), material support for education, assistance with prescription medicines for the elderly and persons with non-communicable diseases (NCDs), or any other types of ad-hoc support, excluding transfers or assistance from family members, relatives or neighbours.

Health insurance is one protection scheme and table EQ.2.1W present the percentage of women age 15–49 years who have a health insurance and among those with an insurance, the percentage insured by type of insurance. Further, tables EQ.2.2 and EQ.2.3 elaborates the existence of health insurance for children under age five and 5–17 separately.

Table EQ.2.4 presents the percentage of households who are aware of and have received external economic support, as reported by the respondent to the Household Questionnaire. The percentage of household members living in households that received social transfers or benefits in the last 3 months is further shown in Table EQ.2.5, by type of transfers and benefits. The benefits also include school tuition or school related other support available for any household member age 5–24. This table is an approximation to the SDG indicator 1.3.1 which is the proportion of population covered by social protection floors/systems.

It is well known that social and economic shocks affect the health conditions of individuals and undermine household resilience. These shocks affect the capacity of families to care for their children and place barriers to services that stand in the way of achieving goals and progress for children. In particular, poor households are vulnerable to the impacts of these shocks through the increased burden of health costs; the illness and death of household members, leading to labour constraints in the household and the further impoverishment of children who have lost one or both parents, or their primary caregiver; and other vulnerable children, causing them to drop out of school and engage in harmful child labour and other risky behaviours. As an attempt to measure coverage of social protection programmes, a global indicator, 'Proportion of the poorest households that received external economic support in the past three months', was proposed to measure the extent to which economic support is reaching households severely affected by various shocks.¹³⁵ Table EQ.2.6 presents the percentage of households in the two lowest quintiles that received social transfers or benefits in the last 3 months, by type of transfers or benefits.

¹³³ UNICEF. Collecting Data to Measure Social Protection Programme Coverage: Pilot-Testing the Social Protection Module in Viet Nam. A methodological report. New York: UNICEF, 2016. http://mics.unicef.org/files/?job=w1sziisijwmtgvmcvmkvjvmzcmzavnzq0l1zpzxryw1_fumvwb3j0x1bpbg90x1rlc3rpbmdfu1bftw9kdwxlx0rly2vtyvmvyxziw-mtzfrkloquwuergil1d&sha=3df47c3a17992c8f.

¹³⁴ In Jamaica, schools in the formal public education system at the pre-primary, primary and secondary level are tuition-free. However, parents are expected to pay a fee towards administrative expenses, although the Government's policy states that no child should be excluded from school because of the parents' inability to pay these fees. At the same time, some parents opt to send their children to private schools, where tuition fees are mandatory. At the tertiary level, the government absorbs a significant portion of the cost of tuition.

¹³⁵ UNAIDS, UNICEF, and WHO. Joint United Nations Programme on HIV/AIDS, Global AIDS Response Progress Reporting 2014: Construction of core indicators for monitoring the 2011 United Nations Political Declaration on HIV and AIDS. Geneva: UNAIDS/WHO Press, 2014. [HTTP://WWW.UNAIDS.ORG/SITES/DEFAULT/FILES/ME-DIA_ASSET/GARPR_2014_GUIDELINES_EN_0.PDF](http://www.unaids.org/sites/default/files/me-dia_asset/garpr_2014_guidelines_en_0.pdf)

Finally, Table EQ.2.7 presents the percentage of children under age 18 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits, while Table EQ.2.8 presents the percentage of children and young people age 5-24 years in all households who are currently attending school and received support for school tuition and other school related support during the current school year.

Table EQ.2.1W: Health insurance coverage (women)

Percentage of women age 15-49 years covered by health insurance, and, among those covered, percentage covered by various health insurance plans, Jamaica MICS, 2022

	Percentage covered by any health insurance ¹	Number of women	Among women covered by health insurance, percentage reporting they were insured by				Number of women covered by health insurance
			Health insurance through employer	Other privately purchased commercial health insurance	Health insurance through school	Other	
Total	22.6	4,890	67.7	36.6	5.8	0.3	1,104
Area							
Urban	28.7	2,526	69.0	37.6	5.0	0.3	726
Greater Kingston Metropolitan Area	32.1	1,506	70.6	38.0	4.2	0.4	483
Other Urban Centers	23.9	1,019	65.8	36.8	6.7	0.2	243
Rural	16.0	2,364	65.4	34.7	7.4	0.4	378
Age							
15-19	14.6	781	49.8	32.0	23.5	2.0	114
20-24	21.3	793	64.7	27.2	17.2	0.0	169
25-29	25.5	775	74.1	32.4	3.7	0.0	197
30-34	27.4	658	68.3	41.1	0.0	0.0	180
35-39	27.6	684	75.0	38.2	0.0	0.0	188
40-44	22.4	600	68.3	42.2	0.8	0.0	135
45-49	20.0	599	65.9	45.7	0.0	1.2	120
Education							
Primary or less	4.9	74	(*)	(*)	(*)	(*)	4
Lower secondary	5.8	495	(35.9)	(43.4)	(20.1)	(0.0)	29
Upper secondary	14.7	2,642	65.4	34.7	2.7	0.4	388
Post secondary +	40.9	1,666	70.8	37.1	7.1	0.2	681
Special education	(*)	12	(*)	(*)	(*)	(*)	2
Missing/DK	(*)	1	-	-	-	-	0
Marital status							
Ever married/in union/ visiting partner relationship	24.2	3,610	69.2	38.8	2.5	0.3	873
Never married/in union/ visiting partner relationship	18.0	1,271	62.4	28.2	18.7	0.4	229
Missing	(*)	9	(*)	(*)	(*)	(*)	2
Ethnicity of household head							
Black	22.0	4,575	69.0	34.7	6.2	0.4	1,005
Other	31.6	313	55.2	55.9	1.8	0.0	99
Missing/DK	(*)	2	-	-	-	-	0
Religion/Denomination of household head							
Church of God	21.4	1,525	67.7	35.1	5.7	0.6	326
Pentecostal	24.5	592	66.4	35.1	9.0	0.0	145
Seventh-day Adventist	22.8	697	67.3	37.3	5.6	0.9	159
Other religion/denomination	23.7	1,419	70.5	37.0	5.2	0.2	337
No religion	20.8	644	63.0	39.6	4.7	0.0	134
Missing/DK	(*)	13	(*)	(*)	(*)	(*)	3

Table EQ.2.1W: Health insurance coverage (women)

Percentage of women age 15-49 years covered by health insurance, and, among those covered, percentage covered by various health insurance plans, Jamaica MICS, 2022

	Percentage covered by any health insurance ¹	Number of women	Among women covered by health insurance, percentage reporting they were insured by				Number of women covered by health insurance
			Health insurance through employer	Other privately purchased commercial health insurance	Health insurance through school	Other	
Wealth index quintile							
Poorest	7.2	915	69.8	23.3	10.7	0.0	66
Second	10.4	990	60.9	34.4	9.3	2.3	103
Middle	18.7	961	66.1	30.9	8.5	0.0	180
Fourth	30.3	1,031	70.1	33.1	5.5	0.4	312
Richest	44.7	993	68.0	43.9	3.4	0.0	443
¹ MICS indicator EQ.2a - Health insurance coverage							
() Figures that are based on 15-49 unweighted cases							
(*) Figures that based on fewer than 25 unweighted cases							
'-' denotes 0 unweighted cases in the denominator							

Table EQ.2.2: Health insurance coverage (children age 5-17 years)

Percentage of children age 5-17 years covered by health insurance, and, among those covered percentage covered by various health insurance plans, Jamaica MICS, 2022

	Percentage covered by any health insurance ¹	Number of women	Among children age 5-17 years covered by health insurance, percentage reported they were insured by				Number of women covered by health insurance
			Health insurance through employer	Other privately purchased commercial health insurance	Health insurance through school	Other	
Total	15.9	4,162	59.2	29.1	16.0	0.4	661
Area							
Urban	20.3	2,064	62.7	31.3	11.5	0.6	420
Greater Kingston Metropolitan Area	22.2	1,159	63.4	33.1	9.8	1.0	258
Other Urban Centers	17.9	906	61.7	28.4	14.4	0.0	162
Rural	11.5	2,098	53.2	25.4	23.8	0.0	242
Age							
5-11	16.7	1,617	64.2	29.2	10.4	0.0	270
12-14	16.0	1,524	59.9	31.7	14.4	0.0	245
15-17	14.4	1,021	49.1	24.8	28.9	1.7	147
School attendance							
Attending A	16.3	3,936	59.9	29.5	14.8	0.4	643
Not attending	8.4	224	(*)	(*)	(*)	(*)	19
Missing	(*)	2	-	-	-	-	0
Mother's education							
Primary or less	8.0	230	(*)	(*)	(*)	(*)	18
Lower secondary	4.9	766	42.2	28.8	34.6	2.3	38
Upper secondary	10.5	2,093	55.7	31.1	14.7	0.0	221
Post secondary +	36.8	1,041	62.9	28.3	15.0	0.4	383
Special education	(*)	1	-	-	-	-	0
Missing/DK	(*)	18	-	-	-	-	0
Child's functional difficulties							
Has functional difficulty	9.3	289	(*)	(*)	(*)	(*)	27
Has no functional difficulty	16.4	3,873	59.1	29.5	15.9	0.4	634
Ethnicity of household head							
Black	15.3	3,940	60.7	26.6	16.0	0.4	602
Other	27.2	220	(44.4)	(54.8)	(15.7)	(0.0)	60
Missing/DK	(*)	1	-	-	-	-	0
Religion/Denomination of household head							
Church of God	16.2	1,369	54.4	30.1	20.5	0.8	222
Pentecostal	15.5	513	50.0	31.2	25.6	0.0	80
Seventh-day Adventist	14.5	554	74.7	21.8	10.5	0.0	80
Other religion/denomination	16.9	1,215	60.4	28.2	14.3	0.4	205
No religion	14.3	499	62.7	35.6	3.3	0.0	71
Missing/DK	(*)	12	(*)	(*)	(*)	(*)	3

Table EQ.2.2: Health insurance coverage (children age 5-17 years)

Percentage of children age 5-17 years covered by health insurance, and, among those covered percentage covered by various health insurance plans, Jamaica MICS, 2022

	Percentage covered by any health insurance ¹	Number of women	Among children age 5-17 years covered by health insurance, percentage reported they were insured by				Number of women covered by health insurance
			Health insurance through employer	Other privately purchased commercial health insurance	Health insurance through school	Other	
Wealth index quintile							
Poorest	3.5	973	(66.3)	(11.5)	(22.1)	(0.0)	34
Second	5.6	904	(39.5)	(22.3)	(38.2)	(0.0)	50
Middle	12.7	861	56.6	35.6	14.9	0.0	109
Fourth	27.7	762	61.4	23.2	18.5	1.2	211
Richest	38.8	662	61.5	35.0	9.2	0.0	257

¹ MICS indicator EQ.2b - Health insurance coverage (children age 5-17)

A Includes attendance to early childhood education

B The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated.

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table EQ.2.3: Health insurance coverage (children under age 5)

Percentage of children under age 5 covered by health insurance, and, among those covered, percentage covered by various health insurance plans, Jamaica MICS, 2022

	Percentage covered by any health insurance ¹	Number of children under age 5	Among children age 5-17 years covered by health insurance, percentage reported they were insured by			Number of children under age 5 covered by health insurance
			Health insurance through employer	Other privately purchased commercial health insurance	Other	
Total Area	13.4	1,432	70.0	34.7	0.3	193
Urban	16.0	760	72.6	32.6	0.4	122
Greater Kingston Metropolitan Area	18.3	441	71.6	31.8	0.0	81
Other Urban Centers	12.9	319	74.5	34.4	1.3	41
Rural	10.5	672	65.7	38.2	0.0	71
Age						
0-11 months	7.5	272	(*)	(*)	(*)	21
12-23 months	13.1	289	(68.6)	(34.8)	(0.0)	38
24-35 months	12.9	283	(71.1)	(30.3)	(0.0)	36
36-47 months	14.8	275	(63.4)	(43.5)	(1.3)	41
48-59 months	18.2	313	73.3	31.0	0.0	57
Mother's education						
Primary or less	(0.0)	33	-	-	-	0
Lower secondary	5.4	163	(*)	(*)	(*)	9
Upper secondary	9.6	799	77.3	23.8	0.7	77
Post secondary +	24.7	432	65.7	41.2	0.0	107
Special education	(*)	1	-	-	-	0
Missing/DK	(*)	3	-	-	-	0
Child's functional difficulties (age 2-4 years)A						
Has functional difficulty	(4.8)	34	(*)	(*)	(*)	2
Has no functional difficulty	15.8	837	69.9	34.5	0.4	132
Ethnicity of household head						
Black	13.3	1,343	72.4	32.7	0.3	179
Other	15.0	89	(*)	(*)	(*)	13
Religion/Denomination of household head						
Church of God	16.7	437	68.6	35.9	0.0	73
Pentecostal	14.4	172	(*)	(*)	(*)	25
Seventh-day Adventist	9.3	188	(*)	(*)	(*)	17
Other religion/denomination	13.0	422	70.4	36.6	1.0	55
No religion	10.3	207	(*)	(*)	(*)	21
Missing/DK	(*)	6	(*)	(*)	(*)	1
Wealth index quintile						
Poorest	3.3	331	(*)	(*)	(*)	11
Second	9.2	355	(79.4)	(22.5)	(0.0)	33
Middle	11.9	288	(74.1)	(26.6)	(0.0)	34
Fourth	19.4	251	68.8	39.0	0.0	49
Richest	31.8	208	60.1	46.2	0.0	66

¹MICS indicator EQ.2c - Health insurance coverage (children under age 5)

A Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

'-' denotes 0 unweighted case in the denominator

Table EQ.2.4: Awareness and ever use of external economic support

Percentage of household questionnaire respondents who are aware of and report having received external economic support, Jamaica MICS, 2022

	Percentage of household questionnaire respondents who:		
	are aware of economic assistance programmes	are aware of and report household having ever received assistance/ external economic support	Number of households
Total	96.8	54.5	7,118
Sex of household head			
Male	95.3	47.4	3,370
Female	98.0	60.8	3,748
Area			
Urban	97.9	53.7	3,758
Greater Kingston Metropolitan Area	98.5	54.6	2,183
Other Urban Centres	97.0	52.4	1,575
Rural	95.5	55.3	3,360
Age of household head			
15-19	(100.0)	(51.8)	40
20-24	96.1	36.1	192
25-49	97.1	43.5	2,768
50+	96.6	62.7	4,118
Household with orphans			
With at least one orphan	97.3	65.6	398
With no orphans	96.7	53.8	6,720
Ethnicity of household head			
Black	96.8	54.2	6,616
Other	96.8	57.5	492
Missing/DK	(*)	(*)	9
Religion/Denomination of household head			
Church of God	97.0	56.0	2,087
Pentecostal	98.4	59.3	740
Seventh-day Adventist	96.0	53.7	982
Other religion/denomination	96.6	58.9	2,249
No religion	96.0	39.4	1,050
Missing/DK	(*)	(*)	11
Wealth index quintiles			
Poorest	93.9	54.8	1,575
Second	96.7	57.5	1,379
Middle	96.6	54.4	1,427
Fourth	98.4	54.5	1,349
Richest	98.7	51.0	1,387
() Figures that are based on 25-49 unweighted cases			
(*) Figures that are based on fewer than 25 unweighted cases			

Table EQ.2.5: Coverage of social transfers and benefits: All household members

Percentage of household members living in households that received social transfers or benefits in the last 3 months, by type of transfers and benefits, Jamaica MICS, 2022

	Percentage of household members living in households receiving specific types of support in the last 3 months:																		Number of household members
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	
Total	1.7	0.1	0.3	0.0	23.9	20.1	0.4	0.5	0.2	0.5	0.0	0.7	0.8	8.0	0.2	51.0	69.9	30.1	20,967
Sex of household head																			
Male	1.7	0.1	0.2	0.0	16.7	18.9	0.4	0.5	0.2	0.3	0.0	0.6	0.4	9.6	0.3	41.3	61.9	38.1	8,796
Female	1.6	0.1	0.3	0.0	29.0	21.0	0.5	0.5	0.1	0.7	0.0	0.7	1.1	6.8	0.1	58.0	75.7	24.3	12,171
Area																			
Urban	1.3	0.1	0.3	0.0	16.5	20.9	0.3	0.6	0.2	0.4	0.0	0.5	0.7	9.4	0.3	49.0	67.7	32.3	10,950
Greater Kingston Metropolitan Area	1.2	0.2	0.5	0.0	14.1	21.5	0.4	0.6	0.1	0.6	0.0	0.8	0.9	10.4	0.2	49.3	68.0	32.0	6,444
Other Urban Centres	1.6	0.0	0.1	0.0	19.8	20.2	0.2	0.7	0.5	0.1	0.0	0.1	0.5	7.9	0.4	48.6	67.1	32.9	4,506
Rural	2.0	0.1	0.2	0.0	32.0	19.2	0.5	0.4	0.1	0.7	0.0	0.8	0.9	6.5	0.1	53.1	72.4	27.6	10,017
Education household head																			
Primary or less	5.3	0.0	0.2	0.0	29.2	26.3	0.6	0.7	0.1	0.6	0.0	0.7	1.1	14.7	0.2	41.1	72.8	27.2	3,084
Lower secondary	1.6	0.1	0.3	0.0	32.5	23.7	0.3	0.6	0.1	0.5	0.0	1.1	0.7	8.4	0.1	56.2	76.2	23.8	5,378
Upper secondary	0.6	0.1	0.4	0.0	21.9	15.0	0.5	0.5	0.3	0.6	0.0	0.5	0.9	4.5	0.1	53.2	67.0	33.0	8,025
Post secondary +	1.1	0.1	0.1	0.0	12.6	20.9	0.2	0.4	0.1	0.2	0.0	0.5	0.5	9.4	0.5	47.8	65.8	34.2	4,151
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
Missing/DK	0.5	0.0	0.0	0.0	22.4	17.0	0.0	0.6	0.0	1.7	0.0	0.0	2.4	5.7	0.0	43.8	65.3	34.7	312
Ethnicity of household head																			
Black	1.6	0.1	0.3	0.0	24.4	19.9	0.4	0.5	0.2	0.5	0.0	0.7	0.8	7.7	0.2	51.8	70.3	29.7	19,561
Other	2.1	0.0	0.1	0.0	16.8	23.5	0.7	1.0	0.6	0.7	0.0	0.7	0.5	11.4	0.0	40.3	65.1	34.9	1,389
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18

Table EQ.2.5: Coverage of social transfers and benefits: All household members

Percentage of household members living in households that received social transfers or benefits in the last 3 months, by type of transfers and benefits, Jamaica MICS, 2022

	Percentage of household members living in households receiving specific types of support in the last 3 months:																		
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	Number of household members
Religion/Denomination of household head																			
Church of God	2.1	0.1	0.5	0.1	25.1	19.8	0.2	0.7	0.1	0.5	0.0	0.5	0.5	7.9	0.1	54.9	72.7	27.3	6,355
Pentecostal	1.1	0.0	0.2	0.0	27.0	21.6	0.7	0.4	0.2	1.6	0.0	1.1	1.8	7.0	0.4	54.3	75.3	24.7	2,368
Seventh-day Adventist	1.2	0.3	0.1	0.0	23.5	21.4	0.8	0.1	0.5	0.8	0.0	0.4	0.3	7.7	0.3	47.7	67.9	32.1	2,879
Other religion/denomination	2.3	0.1	0.2	0.0	25.7	23.5	0.4	0.6	0.2	0.3	0.0	0.8	1.1	10.2	0.1	49.4	71.8	28.2	6,577
No religion	0.2	0.0	0.4	0.0	14.6	10.3	0.1	0.6	0.1	0.1	0.0	0.7	0.5	4.3	0.2	45.3	56.3	43.7	2,749
Missing/DK	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(8.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(87.4)	(89.1)	(10.9)	39
Wealth quintile																			
Poorest	1.8	0.0	0.3	0.0	42.5	13.8	0.2	0.8	0.1	0.7	0.0	1.6	1.4	4.5	0.1	53.7	72.4	27.6	4,242
Second	1.7	0.2	0.3	0.1	35.5	17.3	0.4	0.4	0.0	0.3	0.0	0.6	0.4	5.0	0.3	56.2	72.4	27.6	4,255
Middle	1.5	0.0	0.0	0.0	20.8	20.3	0.3	0.5	0.4	0.6	0.0	0.5	0.7	5.8	0.1	53.4	69.9	30.1	4,204
Fourth	1.8	0.0	0.3	0.0	12.6	24.0	0.5	0.4	0.4	0.3	0.0	0.4	1.2	10.4	0.3	47.7	68.4	31.6	4,114
Richest	1.5	0.3	0.4	0.0	7.1	25.4	0.6	0.5	0.0	0.6	0.0	0.3	0.5	14.5	0.1	43.5	66.4	33.6	4,152

¹ MICS indicator EQ.3 - Population covered by social transfers; SDG indicator 1.3.1

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

Table EQ.2.6: Coverage of social transfers and benefits: Households in the lowest two wealth quintiles

Percentage of households in the lowest two wealth quintiles that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Jamaica MICS, 2022

	Percentage of households receiving specific types of support in the last 3 months:																		Number of households in the two lowest wealth quintiles
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	
Total	1.9	0.1	0.3	0.0	27.7	15.1	0.3	0.7	0.1	0.4	0.0	0.9	0.8	5.3	0.2	34.3	56.2	43.8	2,954
Sex of household head																			
Male	2.1	0.1	0.5	0.0	17.8	12.5	0.2	0.4	0.2	0.2	0.0	0.8	0.6	6.3	0.3	21.1	42.0	58.0	1,445
Female	1.7	0.1	0.2	0.1	37.2	17.6	0.4	1.0	0.1	0.6	0.0	1.1	1.0	4.2	0.2	46.9	69.8	30.2	1,509
Area																			
Urban	1.3	0.2	0.4	0.0	22.2	13.6	0.5	1.1	0.1	0.7	0.0	0.6	0.8	5.3	0.4	34.6	54.4	45.6	1,155
Greater Kingston Metropolitan Area	0.9	0.4	0.6	0.0	18.4	12.8	0.6	0.7	0.0	1.0	0.0	0.9	1.3	5.6	0.1	35.9	55.0	45.0	626
Other Urban Centres	1.8	0.0	0.1	0.0	26.6	14.6	0.4	1.5	0.2	0.2	0.0	0.4	0.2	5.0	0.6	33.2	53.7	46.3	530
Rural	2.3	0.0	0.3	0.1	31.2	16.1	0.2	0.5	0.2	0.2	0.0	1.1	0.8	5.2	0.2	34.0	57.4	42.6	1,799
Age of household head																			
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	22
20-24	0.0	0.0	0.0	0.0	9.5	1.2	1.0	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.5	21.5	78.5	86
25-29	0.0	0.4	0.6	0.0	18.0	3.1	0.0	1.1	0.4	0.0	0.0	0.8	1.1	0.9	0.0	36.9	44.3	55.7	199
30-34	0.0	0.0	0.0	0.0	22.8	1.5	0.0	1.1	0.0	0.5	0.0	1.4	1.5	1.3	0.0	47.1	53.5	46.5	187
35-39	0.3	0.0	0.0	0.4	30.7	5.1	0.3	1.6	0.7	0.2	0.0	0.4	0.0	0.4	0.0	52.0	61.4	38.6	256
40-44	0.0	0.0	0.0	0.0	27.0	6.4	0.0	0.0	0.0	0.4	0.0	1.2	0.3	1.0	1.0	54.3	63.2	36.8	240
45-49	0.4	0.0	0.3	0.0	28.7	8.7	0.3	0.7	0.2	0.4	0.0	1.0	0.3	0.2	0.0	48.1	58.1	41.9	272
50-59	0.4	0.1	0.6	0.0	25.0	12.9	0.4	0.7	0.0	0.4	0.0	1.2	1.0	1.1	0.3	32.8	49.3	50.7	661
60-69	1.2	0.0	0.3	0.0	28.0	22.6	0.2	0.1	0.1	0.3	0.0	0.7	0.8	6.9	0.3	24.6	54.5	45.5	528
70+	9.0	0.3	0.3	0.0	37.8	35.7	0.6	0.6	0.0	0.6	0.0	1.1	1.1	20.6	0.2	17.9	72.2	27.8	503

Table EQ.2.6: Coverage of social transfers and benefits: Households in the lowest two wealth quintiles

Percentage of households in the lowest two wealth quintiles that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Jamaica MICS, 2022

	Percentage of households receiving specific types of support in the last 3 months:																	Any social transfers or benefits ¹	No social transfers or benefits	Number of households in the two lowest wealth quintiles
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher				
Education of household head																				
Primary or less	4.9	0.0	0.3	0.0	29.2	20.1	0.3	0.5	0.1	0.3	0.0	0.9	1.0	11.1	0.5	21.1	57.2	42.8	641	
Lower secondary	1.7	0.2	0.3	0.0	33.0	18.5	0.2	0.4	0.0	0.2	0.0	1.2	0.9	5.7	0.1	36.4	60.4	39.6	927	
Upper secondary	0.6	0.1	0.5	0.1	21.8	9.5	0.5	1.1	0.2	0.4	0.0	0.7	0.3	2.2	0.0	37.0	50.6	49.4	1,106	
Post secondary +	0.7	0.3	0.0	0.0	30.3	13.7	0.0	0.8	0.4	0.5	0.0	1.0	1.5	2.8	1.0	48.4	62.2	37.8	242	
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6	
Missing/DK	(2.2)	(0.0)	(0.0)	(0.0)	(23.9)	(19.7)	(0.0)	(0.0)	(0.0)	(2.7)	(0.0)	(0.0)	(5.4)	(0.0)	(0.0)	40.2	66.7	33.3	33	
Ethnicity of household head																				
Black	1.8	0.1	0.3	0.0	27.9	15.0	0.3	0.6	0.1	0.4	0.0	0.9	0.8	5.1	0.3	34.5	55.9	44.1	2,786	
Other	3.2	0.0	0.0	0.0	25.6	17.9	1.0	2.8	0.0	0.0	0.0	2.1	0.6	6.6	0.0	31.8	61.1	38.9	163	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6	
Religion/Denomination of household head																				
Church of God	2.1	0.3	0.5	0.1	31.1	16.0	0.1	1.1	0.2	0.4	0.0	0.8	0.3	5.0	0.2	38.2	59.9	40.1	920	
Pentecostal	1.4	0.0	0.0	0.0	32.3	17.9	0.7	0.5	0.0	0.2	0.0	1.4	1.9	4.6	0.8	37.9	66.1	33.9	304	
Seventh-day Adventist	2.5	0.2	0.4	0.0	25.7	16.6	0.2	0.0	0.2	0.6	0.0	0.8	0.0	6.4	0.7	30.4	54.9	45.1	399	
Other religion/denomination	2.4	0.0	0.1	0.0	30.5	17.1	0.4	0.8	0.1	0.4	0.0	1.1	1.3	6.3	0.0	35.0	59.3	40.7	863	
No religion	0.3	0.0	0.4	0.0	14.8	6.5	0.4	0.5	0.0	0.0	0.0	0.8	0.8	3.4	0.0	25.4	37.2	62.8	461	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6	

Table EQ.2.6: Coverage of social transfers and benefits: Households in the lowest two wealth quintiles

Percentage of households in the lowest two wealth quintiles that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Jamaica MICS, 2022

	Percentage of households receiving specific types of support in the last 3 months:																		
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	Number of households in the two lowest wealth quintiles
Wealth quintile																			
Poorest	1.9	0.0	0.2	0.0	29.3	13.3	0.2	0.8	0.2	0.5	0.0	1.3	1.0	4.9	0.2	31.9	54.4	45.6	1,575
Second	1.9	0.2	0.5	0.1	25.9	17.2	0.5	0.5	0.1	0.2	0.0	0.5	0.5	5.7	0.3	37.0	58.2	41.8	1,379
¹ MICS indicator EQ.4 - External economic support to the poorest households																			
() Figures that are based on 25-49 unweighted cases																			
(*) Figures that are based on fewer than 25 unweighted cases																			

Table EQ.2.7: Coverage of social transfers and benefits: Children in all households

Percentage of children under age 18 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Jamaica MICS, 2022

	Percentage of children living in households receiving specific types of support in the last 3 months:																		Number of children under age 18
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	
Total	1.0	0.1	0.2	0.0	32.7	14.6	0.3	0.5	0.2	0.7	0.0	0.8	0.9	4.1	0.1	78.4	85.6	14.4	5,832
Sex of household head																			
Male	1.3	0.3	0.0	0.0	24.3	13.3	0.2	0.3	0.3	0.3	0.0	0.6	0.6	5.0	0.2	74.8	82.6	17.4	1,934
Female	0.9	0.1	0.3	0.1	36.9	15.2	0.4	0.6	0.2	0.9	0.0	0.9	1.1	3.6	0.1	80.2	87.1	12.9	3,898
Area																			
Urban	0.9	0.1	0.3	0.0	23.9	14.6	0.3	0.7	0.3	0.6	0.0	0.5	0.7	4.7	0.2	77.3	83.1	16.9	2,949
Greater Kingston Metropolitan Area	0.6	0.1	0.5	0.0	22.1	15.6	0.4	0.7	0.1	0.8	0.0	0.9	0.8	4.5	0.1	77.8	83.5	16.5	1,680
Other Urban Centres	1.2	0.0	0.0	0.0	26.2	13.3	0.1	0.6	0.6	0.2	0.0	0.1	0.7	5.0	0.4	76.6	82.6	17.4	1,269
Rural	1.1	0.2	0.1	0.1	41.7	14.5	0.4	0.4	0.1	0.8	0.0	1.1	1.1	3.4	0.0	79.6	88.1	11.9	2,884
Age of household head																			
15-19	(0.0)	(0.0)	(0.0)	(0.0)	(19.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(*)	(0.0)	(0.0)	(0.0)	(0.0)	(60.4)	(63.4)	(36.6)	26
20-24	0.0	0.0	0.0	0.0	13.2	3.6	0.0	2.7	0.0	0.0	0.0	0.0	0.0	1.2	0.0	29.8	37.2	62.8	107
25-29	0.0	0.0	0.0	0.0	24.5	3.6	0.6	1.1	0.0	0.0	0.0	0.5	1.2	1.5	0.2	66.3	74.0	26.0	463
30-34	0.0	0.0	0.2	0.0	26.7	3.2	0.3	1.1	0.4	0.5	0.0	0.9	1.0	1.6	0.0	78.2	82.6	17.4	565
35-39	0.2	0.6	0.0	0.3	32.9	5.8	0.0	0.9	0.1	0.9	0.0	1.3	0.2	0.4	0.0	80.1	84.9	15.1	744
40-44	0.6	0.0	0.1	0.0	29.7	6.9	0.0	0.1	0.2	0.7	0.0	1.6	0.2	2.0	0.3	82.8	86.9	13.1	770
45-49	0.4	0.0	0.2	0.0	36.4	10.9	0.1	0.4	0.3	0.5	0.0	0.3	1.3	1.7	0.0	85.3	89.3	10.7	735
50-59	1.0	0.1	0.6	0.0	36.7	18.2	0.4	0.2	0.2	0.7	0.0	0.2	1.9	1.8	0.3	77.7	86.3	13.7	1,161
60-69	1.1	0.0	0.3	0.0	35.5	31.5	0.8	0.0	0.2	1.3	0.0	0.7	0.4	6.3	0.1	82.1	91.7	8.3	775
70+	5.9	0.5	0.0	0.0	37.1	37.0	0.1	0.6	0.1	0.7	0.0	1.1	1.1	24.5	0.0	78.0	94.0	6.0	488

Table EQ.2.7: Coverage of social transfers and benefits: Children in all households

Percentage of children under age 18 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Jamaica MICS, 2022

	Percentage of children living in households receiving specific types of support in the last 3 months:																		
	Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits¹	No social transfers or benefits	Number of children under age 18
Education of household head																			
Primary or less	3.3	0.0	0.0	0.0	43.4	20.6	0.3	0.4	0.1	0.5	0.0	0.7	0.5	9.2	0.1	82.0	91.9	8.1	615
Lower secondary	0.9	0.2	0.4	0.0	41.5	19.5	0.3	0.3	0.1	0.8	0.0	1.2	0.9	4.6	0.1	83.8	91.4	8.6	1,491
Upper secondary	0.5	0.2	0.2	0.1	30.6	10.7	0.4	0.6	0.4	0.8	0.0	0.6	1.2	2.6	0.0	77.2	83.9	16.1	2,474
Post secondary +	0.9	0.1	0.2	0.0	20.2	13.3	0.1	0.6	0.1	0.1	0.0	0.8	0.5	3.8	0.3	73.3	79.1	20.9	1,156
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Missing/DK	0.0	0.0	0.0	0.0	31.1	17.1	0.0	0.0	0.0	3.9	0.0	0.0	2.2	3.0	0.0	64.8	77.7	22.3	91
Ethnicity of household head																			
Black	1.0	0.1	0.2	0.0	33.0	14.4	0.3	0.5	0.2	0.7	0.0	0.8	1.0	3.9	0.1	78.7	85.7	14.3	5,503
Other	1.6	0.0	0.0	0.0	27.5	17.0	0.3	0.9	0.8	0.0	0.0	0.0	0.4	7.1	0.0	74.6	83.8	16.2	328
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Religion/Denomination of household head																			
Church of God	1.3	0.2	0.3	0.1	32.3	14.3	0.3	0.6	0.0	0.5	0.0	0.7	0.6	4.3	0.0	80.5	86.5	13.5	1,865
Pentecostal	0.7	0.0	0.1	0.0	32.9	14.5	0.3	0.0	0.1	1.8	0.0	0.9	1.5	2.7	0.4	78.5	86.7	13.3	707
Seventh-day Adventist	0.0	0.6	0.0	0.0	31.4	16.4	0.3	0.1	0.6	1.1	0.0	0.0	0.2	3.6	0.3	74.3	83.6	16.4	765
Other religion/denomination	1.6	0.0	0.1	0.0	37.3	17.4	0.5	0.8	0.3	0.4	0.0	1.0	1.5	5.6	0.1	79.6	88.0	12.0	1,741
No religion	0.2	0.0	0.5	0.0	24.7	7.2	0.0	0.7	0.0	0.3	0.0	1.2	0.8	1.9	0.1	74.1	78.5	21.5	736
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17

Table EQ.2.7: Coverage of social transfers and benefits: Children in all households

Percentage of children under age 18 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Jamaica MICS, 2022

Percentage of children living in households receiving specific types of support in the last 3 months:																				
		Social Pension for the Elderly	Rehabilitation Assistance Grant	Compassionate Assistance Grant	Education & Social Intervention Grant	PATH	National Health Fund	Covid-19 General Grant	Covid-19 Compassionate Grant	SETCASH	Covid-19 PATH Grant	Covid-19 Student Loan Relief	Covid-19 care packages from government	Covid-19 care packages from NGOs or others	Any retirement pension	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits¹	No social transfers or benefits	Number of children under age 18
Wealth quintile																				
	Poorest	1.0	0.0	0.4	0.0	54.0	9.5	0.0	0.9	0.1	0.7	0.0	1.4	1.3	2.7	0.0	82.2	90.9	9.1	1,352
	Second	0.9	0.2	0.0	0.1	43.5	13.3	0.3	0.4	0.1	0.3	0.0	0.6	0.2	2.4	0.3	80.7	86.8	13.2	1,313
	Middle	0.7	0.0	0.0	0.0	26.8	15.0	0.5	0.4	0.5	0.9	0.0	0.7	1.0	2.8	0.2	81.3	86.1	13.9	1,201
	Fourth	1.3	0.0	0.2	0.0	17.5	19.8	0.5	0.3	0.3	0.7	0.0	0.4	1.4	6.0	0.1	74.2	82.9	17.1	1,064
	Richest	1.1	0.5	0.5	0.0	10.8	17.4	0.3	0.5	0.0	0.7	0.0	0.7	0.7	8.1	0.1	70.6	78.6	21.4	903
¹ MICS indicator EQ.5 - Children in the households that received any type of social transfers																				
() Figures that are based on 25-49 unweighted cases																				
(*) Figures that are based on fewer than 25 unweighted cases																				

Table EQ.2.8: Coverage of school support programmes: Members age 5-24 in all households

Percentage of children and young people age 5-24 years in all households who are currently attending primary education or higher who received support for school tuition and other school related support during the current school year, Jamaica MICS, 2022

	Education related financial or material support				Number of household members age 5-24 years currently attending primary education or higher
	School tuition support	Other school related support	School tuition or other school related support ¹	No school support	
Total	83.9	12.2	84.6	15.4	4,195
Sex of household head					
Male	85.1	11.9	85.5	14.5	2,003
Female	82.9	12.5	83.7	16.3	2,192
Area					
Urban	83.0	11.6	83.5	16.5	2,126
Greater Kingston Metropolitan Area	84.0	14.3	84.6	15.4	1,225
Other Urban Centres	81.5	7.9	82.1	17.9	901
Rural	84.9	12.8	85.6	14.4	2,069
Age					
5-9	86.8	11.7	87.2	12.8	1,154
10-14	87.5	12.7	87.9	12.1	1,621
15-19	83.3	12.4	84.0	16.0	1,178
20-24	49.5	10.4	52.1	47.9	241
School management					
Public	90.1	13.0	90.6	9.4	3,883
Non-public	8.1	3.1	9.4	90.6	292
Education of household head					
Primary or less	87.0	9.1	87.2	12.8	432
Lower secondary	87.3	13.2	87.9	12.1	1,085
Upper secondary	85.2	13.4	86.0	14.0	1,700
Post secondary +	76.1	10.4	76.7	23.3	929
Special education	(*)	(*)	(*)	(*)	2
Missing/DK	(87.1)	(10.9)	(87.1)	(12.9)	47
Ethnicity of household head					
Black	84.3	12.5	85.0	15.0	3,971
Other	77.0	7.1	77.4	22.6	224
Religion/Denomination of household head					
Church of God	85.0	13.1	85.4	14.6	1,390
Pentecostal	83.6	10.0	84.2	15.8	506
Seventh-day Adventist	81.1	11.4	82.3	17.7	552
Other religion/denomination	83.5	12.6	84.3	15.7	1,256
No religion	85.4	12.0	85.4	14.6	481
Missing/DK	(*)	(*)	(*)	(*)	9
Wealth quintile					
Poorest	91.3	17.0	91.4	8.6	863
Second	90.7	12.5	91.1	8.9	868
Middle	88.1	11.6	88.7	11.3	836
Fourth	81.1	11.3	82.1	17.9	824
Richest	67.3	8.4	68.4	31.6	804

¹ MICS indicator EQ.6 - Support for school-related support

() Figures that are based on 25-49 unweighted cases

(*) Figures that are based on fewer than 25 unweighted cases

11.3 Discrimination and harassment

Discrimination can impede individuals from accessing opportunities and services in a fair and equal manner. These questions are designed to measure the experiences of discrimination and harassment of respondents in the 12 months prior to the survey. The questions include specific grounds of discrimination and harassment which can increase the respondents' recollection of events. The current questions are based on a recommended set of questions available at the start of MICS6. The questions may change given that methodological development is currently underway to move the indicator from a Tier III SDG indicator classification to Tier II. Table EQ.3.1W show the percentage of women who felt discriminated against based on a number of grounds.

Table EQ.3.1W: Discrimination and harassment (women)

Percentage of women age 15-49 years who in the past 12 months have felt discriminated against or harassed and those who have not felt discriminated against or harassed, Jamaica MICS, 2022

	Percentage of women who in the last 12 months have felt discriminated against or harassed on the basis of:								Percentage of women who have not felt discriminated against or harassed in the last 12 months	Number of women
	Ethnic or immigration origin	Gender	Sexual orientation	Age	Religion or belief	Disability	Other reason	Any reason ¹		
Total	2.6	4.8	1.6	4.1	3.0	1.4	2.1	13.5	86.5	4,890
Area										
Urban	3.4	6.7	2.2	5.1	3.1	1.3	2.3	16.0	84.0	2,526
Greater Kingston Metropolitan Area	4.2	7.8	2.4	5.4	3.0	1.3	2.7	18.0	82.0	1,506
Other Urban Centres	2.2	5.0	1.9	4.5	3.1	1.3	1.8	13.1	86.9	1,019
Rural	1.8	2.7	1.0	3.0	2.9	1.5	1.8	10.8	89.2	2,364
Age										
15-19	3.0	6.8	2.5	7.1	3.9	1.3	2.4	16.5	83.5	781
15-17	3.2	6.6	1.8	7.8	2.6	1.5	2.5	15.7	84.3	451
18-19	2.7	7.1	3.5	6.1	5.7	0.9	2.2	17.7	82.3	330
20-24	3.4	6.4	2.5	5.1	2.3	1.0	2.0	15.9	84.1	793
25-29	1.6	5.2	2.0	4.4	3.7	1.2	2.8	14.2	85.8	775
30-34	1.8	4.6	1.5	2.8	2.0	2.5	2.1	11.4	88.6	658
35-39	3.4	3.4	1.3	3.6	2.8	1.2	2.0	12.6	87.4	684
40-44	2.6	3.2	0.5	2.3	2.7	1.3	1.1	11.1	88.9	600
45-49	2.4	2.7	0.4	2.1	3.2	1.6	1.7	11.0	89.0	599
Education										
Primary or less	6.8	1.7	1.2	7.0	5.9	7.5	1.7	24.2	75.8	74
Lower secondary	3.0	3.9	0.7	4.2	2.8	2.4	2.9	14.1	85.9	495
Upper secondary	1.8	4.0	1.8	3.3	2.2	1.0	1.8	10.9	89.1	2,642
Post secondary +	3.7	6.4	1.7	5.2	4.1	1.2	2.3	16.7	83.3	1,666
Special education	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head										
Black	2.3	4.5	1.5	4.0	3.0	1.3	2.1	13.1	86.9	4,575
Other	6.9	8.2	4.0	5.4	2.5	2.5	1.5	18.8	81.2	313
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Religion/Denomination of household head										
Church of God	2.2	4.4	1.1	4.1	2.9	1.3	2.2	12.9	87.1	1,525
Pentecostal	3.2	5.1	2.0	4.3	2.5	1.0	2.5	14.3	85.7	592
Seventh-day Adventist	3.0	3.2	1.2	3.3	3.3	0.7	1.3	11.0	89.0	697
Other religion/denomination	2.2	5.8	1.7	4.0	3.3	2.0	2.1	14.4	85.6	1,419
No religion	3.7	4.9	2.7	4.8	2.3	1.7	2.1	14.6	85.4	644
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Wealth index quintile										
Poorest	3.2	3.8	1.3	4.7	3.1	2.5	3.2	14.3	85.7	915
Second	2.4	4.4	1.4	4.5	4.8	1.9	2.2	14.9	85.1	990
Middle	2.3	4.2	1.5	3.3	2.3	1.3	1.0	12.7	87.3	961
Fourth	1.9	4.5	1.5	3.5	3.0	0.5	1.8	11.5	88.5	1,031
Richest	3.4	6.8	2.3	4.4	1.7	1.0	2.1	14.1	85.9	993

¹ MICS indicator EQ.7 - Discrimination; SDG Indicators 10.3.1 & 16.b.1

(*) Figures that are based on fewer than 25 unweighted cases

11.4 Subjective well-being

Subjective perceptions of individuals of their incomes, health, living environments and the like, play a significant role in their lives and can impact their perception of well-being, irrespective of objective conditions such as actual income and physical health status¹³⁶.

The Jamaica 2022 MICS included a question about happiness and the respondents' overall satisfaction with life. To assist respondents in answering the question on happiness, they were shown a card with smiling faces (and not so smiling faces) that corresponded to the response categories (see the Questionnaire for Individual Women in Appendix E) 'very happy', 'somewhat happy', 'neither happy nor unhappy', 'somewhat unhappy' and 'very unhappy'. They were then shown a pictorial of a ladder with steps numbered from 0 at the bottom to 10 at the top and asked to indicate at which step of the ladder they feel they are standing at the time of the survey to indicate their level of life satisfaction. Table EQ.4.1W present the percentage of women age 15-49 years, and age 15-24 years separately, who are very or somewhat satisfied with their life overall, ladder step reported and the average life satisfaction score.

In addition to the questions on life satisfaction and happiness, respondents were also asked two simple questions on whether they think their life had improved during the last one year, and whether they think their life will be better in one year's time. Such information may contribute to the understanding of desperation that may exist among young people, as well as hopelessness and hopes for the future. Specific combinations of the perceptions during the last one year and expectations for the next one year may be valuable information to understand the general sense of well-being among young people. In Table EQ.4.2W, women's perceptions of a better life are shown.

¹³⁶ OECD. OECD Guidelines on Measuring Subjective Well-being. Paris: OECD Publishing, 2013. [HTTPS://READ.OECD-ILIBRARY.ORG/ECONOMICS/OECD-GUIDE-LINES-ON-MEASURING-SUBJECTIVE-WELL-BEING_9789264191655-EN#PAGE1](https://read.oecd-ilibrary.org/economics/oecd-guide-lines-on-measuring-subjective-well-being_9789264191655-en#PAGE1).

Table EQ.4.1W: Overall life satisfaction and happiness (women)

Percentage of women age 15-24 and 15-49 years by level of overall life satisfaction, average life satisfaction score, and the percentage who are very or somewhat satisfied with their life overall, Jamaica MICS, 2022

	Ladder step reported:			Missing	Total	Average life satisfaction score ¹	Percentage of women who are very or somewhat happy ²	Number of women age 15-24 years	Ladder step reported:			Missing	Total	Average life satisfaction score ³	Percentage of women who are very or somewhat happy ⁴	Number of women age 15-49 years
	0-3	4-6	7-10						0-3	4-6	7-10					
Total	4.7	42.6	52.5	0.1	100.0	6.7	78.5	1,574	6.1	41.0	52.8	0.1	100.0	6.7	81.2	4,890
Area																
Urban	4.4	44.5	50.9	0.2	100.0	6.6	74.2	797	5.0	41.4	53.5	0.2	100.0	6.7	79.6	2,526
Greater Kingston Metropolitan Area	3.9	46.8	49.0	0.4	100.0	6.6	69.4	484	4.8	40.9	54.1	0.2	100.0	6.7	77.0	1,506
Other Urban Centres	5.2	41.0	53.8	0.0	100.0	6.8	81.6	314	5.3	42.0	52.6	0.1	100.0	6.7	83.3	1,019
Rural	5.0	40.7	54.2	0.0	100.0	6.7	82.9	776	7.3	40.5	52.0	0.1	100.0	6.6	83.0	2,364
Age																
15-19	3.4	40.3	56.2	0.1	100.0	6.9	78.4	781	3.4	40.3	56.2	0.1	100.0	6.9	78.4	781
15-17	4.2	37.4	58.4	0.0	100.0	7.0	78.8	451	4.2	37.4	58.4	0.0	100.0	7.0	78.8	451
18-19	2.3	44.3	53.1	0.2	100.0	6.8	77.8	330	2.3	44.3	53.1	0.2	100.0	6.8	77.8	330
20-24	6.0	45.0	49.0	0.1	100.0	6.5	78.6	793	6.0	45.0	49.0	0.1	100.0	6.5	78.6	793
25-29	na	na	na	0.0	na	na	na	na	6.6	39.0	54.4	0.0	100.0	6.6	81.6	775
30-34	na	na	na	0.0	na	na	na	na	6.7	42.8	50.4	0.1	100.0	6.5	81.4	658
35-39	na	na	na	0.0	na	na	na	na	7.2	42.9	49.8	0.2	100.0	6.5	80.7	684
40-44	na	na	na	0.0	na	na	na	na	6.4	42.5	50.6	0.4	100.0	6.6	85.2	600
45-49	na	na	na	0.0	na	na	na	na	7.1	33.4	59.5	0.0	100.0	7.0	84.3	599
Education																
Primary or less	(*)	(*)	(*)	(*)	100.0	(*)	(*)	2	14.4	33.4	52.3	0.0	100.0	6.6	62.1	74
Lower secondary	5.7	31.4	62.9	0.0	100.0	7.3	84.7	127	11.7	35.7	52.2	0.4	100.0	6.6	76.2	495
Upper secondary	4.9	44.0	51.0	0.2	100.0	6.6	78.7	899	6.3	44.2	49.3	0.2	100.0	6.6	82.4	2,642
Post secondary +	4.3	42.3	53.3	0.0	100.0	6.7	77.3	538	3.9	37.5	58.6	0.0	100.0	6.8	81.8	1,666
Special education	(*)	(*)	(*)	(*)	100.0	(*)	(*)	6	(*)	(*)	(*)	(*)	100.0	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	(*)	1	(*)	(*)	(*)	(*)	100.0	(*)	(*)	1

Table EQ.4.1W: Overall life satisfaction and happiness (women)

Percentage of women age 15-24 and 15-49 years by level of overall life satisfaction, average life satisfaction score, and the percentage who are very or somewhat satisfied with their life overall, Jamaica MICS, 2022

	Ladder step reported:									Ladder step reported:							
	0-3	4-6	7-10	Missing	Total	Average life satisfaction score ¹	Percentage of women who are very or somewhat happy ²	Number of women age 15-24 years		0-3	4-6	7-10	Missing	Total	Average life satisfaction score ³	Percentage of women who are very or somewhat happy ⁴	Number of women age 15-49 years
Marital Status																	
Ever married/in union/ visiting partner relationship	5.3	42.8	51.8	0.1	100.0	6.6	76.8	744		6.7	38.9	54.3	0.1	100.0	6.7	81.1	3,610
Never married/in union/ visiting partner relationship	4.2	42.5	53.2	0.1	100.0	6.7	80.1	828		4.6	46.7	48.6	0.2	100.0	6.6	81.7	1,271
Missing	(*)	(*)	(*)	(*)	100.0	(*)	(*)	2		(*)	(*)	(*)	(*)	100.0	(*)	(*)	9
Ethnicity of household head																	
Black	4.5	42.4	53.1	0.1	100.0	6.7	79.5	1,470		6.1	41.1	52.7	0.1	100.0	6.7	81.4	4,575
Other	7.4	47.1	44.5	1.0	100.0	6.4	64.2	103		6.4	39.1	54.2	0.3	100.0	6.7	78.4	313
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	(*)	1		(*)	(*)	(*)	(*)	100.0	(*)	(*)	2
Religion/Denomination of household head																	
Church of God	5.3	40.8	53.8	0.2	100.0	6.7	79.7	499		6.5	40.6	52.9	0.1	100.0	6.7	79.8	1,525
Pentecostal	2.3	43.0	54.7	0.0	100.0	7.0	80.6	179		4.3	43.3	52.4	0.0	100.0	6.7	83.4	592
Seventh-day Adventist	4.8	48.3	46.9	0.0	100.0	6.5	82.4	235		5.4	44.9	49.3	0.3	100.0	6.5	82.9	697
Other religion/denomination	3.7	41.7	54.4	0.2	100.0	6.8	76.0	434		6.2	38.5	55.2	0.2	100.0	6.7	81.9	1,419
No religion	7.0	42.7	50.3	0.0	100.0	6.5	76.0	220		7.5	40.9	51.6	0.0	100.0	6.6	79.7	644
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	(*)	6		(*)	(*)	(*)	(*)	100.0	(*)	(*)	13
Wealth index quintile																	
Poorest	6.7	44.1	48.9	0.3	100.0	6.7	80.0	298		12.1	46.6	41.0	0.3	100.0	6.1	76.0	915
Second	5.6	41.6	52.9	0.0	100.0	6.6	75.9	333		7.4	46.3	46.3	0.1	100.0	6.4	77.9	990
Middle	2.7	46.8	50.5	0.0	100.0	6.7	81.3	311		4.6	42.3	53.1	0.0	100.0	6.7	83.1	961
Fourth	5.2	41.3	53.5	0.0	100.0	6.7	77.3	337		3.9	38.7	57.3	0.2	100.0	6.9	84.4	1,031
Richest	3.3	39.5	56.8	0.3	100.0	6.8	78.3	295		3.1	31.6	65.1	0.1	100.0	7.1	84.3	993

¹ MICS Indicator EQ.9a - Life satisfaction among women age 15-24

² MICS indicator EQ.10a - Happiness among women age 15-24

³ MICS Indicator EQ.9b - Life satisfaction among women age 15-49

⁴ MICS indicator EQ.10b - Happiness among women age 15-49

na: not applicable

(*) Figures that are based on fewer than 25 unweighted cases

Table EQ.4.2W: Perception of a better life (women)

Percentage of women age 15-24 and 15-49 years who think that their lives improved during the last one year and those who expect that their lives will get better after one year, Jamaica MICS, 2022

	Percentage of women age 15-24 years who think that their life			Number of women age 15-24 years	Percentage of women age 15-49 years who think that their life			Number of women age 15-49 years
	Improved during the last one year	Will get better after one year	Both ¹		Improved during the last one year	Will get better after one year	Both ²	
Total	72.2	93.3	70.0	1,574	65.7	93.2	63.8	4,890
Area								
Urban	69.9	93.0	67.7	797	64.1	93.2	62.2	2,526
Greater Kingston Metropolitan Area	67.2	91.6	64.8	484	61.6	92.5	59.8	1,506
Other Urban Centres	73.9	95.2	72.2	314	67.8	94.2	65.7	1,019
Rural	74.7	93.6	72.4	776	67.4	93.2	65.5	2,364
Age								
15-19	72.4	92.7	69.4	781	72.4	92.7	69.4	781
15-17	73.2	92.4	70.3	451	73.2	92.4	70.3	451
18-19	71.2	93.2	68.1	330	71.2	93.2	68.1	330
20-24	72.1	93.9	70.6	793	72.1	93.9	70.6	793
25-29	na	na	na	na	68.7	94.4	67.0	775
30-34	na	na	na	na	60.7	94.7	58.7	658
35-39	na	na	na	na	60.6	93.4	59.3	684
40-44	na	na	na	na	63.2	90.7	60.6	600
45-49	na	na	na	na	58.6	92.2	57.2	599
Education								
Primary or less	(*)	(*)	(*)	2	57.3	87.5	54.3	74
Lower secondary	77.0	90.0	74.6	127	59.6	90.0	57.8	495
Upper secondary	72.6	93.3	70.2	899	67.8	94.1	65.8	2,642
Post secondary +	71.0	94.8	69.1	538	64.7	93.2	62.8	1,666
Special education	(*)	(*)	(*)	6	(*)	(*)	(*)	12
Missing/DK	(*)	(*)	(*)	1	(*)	(*)	(*)	1

Table EQ.4.2W: Perception of a better life (women)

Percentage of women age 15-24 and 15-49 years who think that their lives improved during the last one year and those who expect that their lives will get better after one year, Jamaica MICS, 2022

	Percentage of women age 15-24 years who think that their life			Number of women age 15-24 years	Percentage of women age 15-49 years who think that their life			Number of women age 15-49 years
	Improved during the last one year	Will get better after one year	Both ¹		Improved during the last one year	Will get better after one year	Both ²	
Marital Status								
Ever married/in union/ visiting partner relationship	72.8	95.1	71.3	744	64.3	93.9	62.6	3,610
Never married/in union/ visiting partner relationship	71.7	91.8	68.8	828	69.6	91.4	66.9	1,271
Missing	(*)	(*)	(*)	2	(*)	(*)	(*)	9
Ethnicity of household head								
Black	72.8	93.3	70.5	1,470	66.2	93.4	64.2	4,575
Other	64.3	93.3	63.3	103	59.3	91.2	58.1	313
Missing/DK	(*)	(*)	(*)	1	(*)	(*)	(*)	2
Religion/Denomination of household head								
Church of God	74.5	92.6	71.9	499	66.0	92.9	63.5	1,525
Pentecostal	70.7	92.8	68.9	179	67.4	94.6	65.9	592
Seventh-day Adventist	74.0	93.9	72.7	235	65.4	93.3	64.1	697
Other religion/denomination	71.2	95.2	69.0	434	64.8	93.0	62.9	1,419
No religion	69.0	91.4	66.2	220	66.0	93.1	63.9	644
Missing/DK	(*)	(*)	(*)	6	(*)	(*)	(*)	13
Wealth index quintile								
Poorest	66.2	94.5	63.7	298	57.0	91.6	54.6	915
Second	71.0	91.0	69.0	333	64.1	93.3	62.7	990
Middle	76.6	96.0	75.2	311	70.2	96.1	68.7	961
Fourth	72.8	95.3	69.9	337	68.8	93.3	65.9	1,031
Richest	74.5	89.7	72.1	295	67.9	91.8	66.3	993

¹ MICS indicator EQ.11a - Perception of a better life among women age 15-24

² MICS indicator EQ.11b - Perception of a better life among women age 15-49

na: not applicable

(*) Figures that are based on fewer than 25 unweighted cases



APPENDICES

APPENDIX A SAMPLE DESIGN

The major features of the sample design are described in this appendix. Sample design features include defining the sampling frame, target sample size, sample allocation, listing in sample clusters, choice of domains, sampling stages, stratification, and the calculation of sample weights.

The primary objective of the sample design for the Jamaica MICS was to produce statistically reliable estimates of most indicators, at the national level, and for three regions of Jamaica: (a) the Greater Kingston Metropolitan Area (GKMA), comprising the whole of Kingston, St. Andrew urban, Spanish Town, and Portmore; (b) other urban centres (OUC); and (c) rural areas. In designing the sample for the Jamaica MICS, it was useful to review the sample design and results of the MICS conducted in 2011, documented in the Final Report of that survey.

A multi-stage, stratified cluster sampling approach was used for the selection of the survey sample. The sampling frame was based on a master sample maintained by the Statistical Institute of Jamaica for its household survey program. The master sample is based on the 2011 Population and Housing Census data and cartographic materials updated with dwelling counts and locational information from the 2019 Listing of Dwellings. The first stage selection involved the selection of Primary Sampling Units (PSUs) which are area units based on census enumeration districts (EDs). The PSUs were selected with probability proportionate to size within each stratum. The strata were the urban and rural areas within each parish. The second stage involved the systematic selection of dwellings within each selected PSU.

A.1 Sample size and sample allocation

Since the overall sample size for the Jamaica MICS partly depends on the geographic domains of analysis that are defined for the survey tables, the distribution of dwellings, EDs and PSUs from the 2011 Population and Housing Census was first examined by parish and region, GKMA, OUC and Rural strata.

The overall sample selected for the Jamaica MICS 2022 is 7800¹³⁷ households. The sampling errors for the estimates published in the last MICS report were reviewed and it was observed that, for some estimates related to children in the 0-4 age group, the coefficients of variation were above 15 per cent. For the rest of the estimates, the coefficients of variation were within acceptable limits. The number of sample children under 5 years in the last MICS was insufficient to obtain reliable estimates for some child indicators. Therefore, a larger number of sample PSUs was selected to increase the number of sample children and obtain more reliable estimates for the child indicators.

The number of households selected per cluster for the Jamaica MICS was determined as 20, based on several considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster. Dividing the total number of households by the number of sample households per cluster, it was calculated that 390 sample clusters would need to be selected.

The distribution of the sample used in the last MICS was reviewed and a new distribution was determined. The distribution of the sample EDs and dwellings is shown below in Table SD.2.

¹³⁷ While the planned sample size was 7,800 households, multiple households were discovered by interviewers in some of the selected dwellings, which were not accounted for in the 2019 Listing of Dwellings. As per the MICS methodology, these additional households were also interviewed, which brought the total sample to 7,903 households. While it is usual to find an additional household in a few dwellings during the data collection, the timing and methodology of the Listing can impact the degree to which this happens: (a) The Listing utilized for the Jamaica 2022 MICS was done in 2019; and (b) the listing methodology used by the Statistical Institute of Jamaica recorded dwellings rather than households, as stipulated by the MICS methodology.

Table SD.2: Distribution of Sample PSUs and Sample Households								
Allocation of sample clusters (EDs) and sample households to sampling strata, Jamaica MICS								
	Sample EDs				Sample Dwellings			
	Total	GKMA	OUC	Rural	Total	GKMA	OUC	Rural
Total	390	126	103	161	7,800	2,520	2,060	3,220
Kingston	16	16	0	0	320	320	0	0
St. Andrew	76	68	0	8	1,520	1,360	0	160
St. Thomas	14	0	4	10	280	0	80	200
Portland	12	0	2	10	240	0	40	200
St. Mary	16	0	6	10	320	0	120	200
St. Ann	20	0	6	14	400	0	120	280
Trelawny	12	0	4	8	240	0	80	160
St. James	32	0	22	10	640	0	440	200
Hanover	11	0	3	8	220	0	60	160
Westmoreland	20	0	6	14	400	0	120	280
St. Elizabeth	21	0	5	16	420	0	100	320
Manchester	30	0	15	15	600	0	300	300
Clarendon	36	0	18	18	720	0	360	360
St. Catherine	74	42	12	20	1,480	840	240	400

A.2 Selection of enumeration areas (clusters) and dwellings

The household master sample frame for the first stage of selection is based on the data and cartographic materials from the 2011 Population and Housing Census conducted by the Statistical Institute of Jamaica, updated with information from the 2019 Listing of Dwellings. During the Listing of Dwellings, entire Census Enumeration Districts (EDs) were re-enumerated to capture movements in the population after the Census along with other information to assist with the administration of surveys. All EDs in the country were classified as either urban (GKMA and OUC) or rural in the 2011 Census. The EDs were further grouped into wholly urban or wholly rural Sampling Regions (SR) using the number of dwellings from the 2011 Census as the measure of size. The sample for the 2019 Listing was comprised of primary sampling units (PSUs) selected from each sampling region with probability proportionate to size (PPS). The final master sample frame (from which the MICS sample was selected) was compiled from data collected in the 2019 Listing and stratified into three regions/strata: GKMA, OUC, Rural.

The first stage of selection for the MICS involved the selection of PSUs from the master sampling frame using PPS. The measure of size was the number of occupied dwellings from the 2019 Listing of Dwellings.

The MICS sample dwellings were selected systematically from the occupied households in the 2019 Listing of Dwellings within each PSU selected for the MICS in the previous stage 1. The MICS6 spreadsheet template for systematic random selection of households was adapted for this purpose.¹³⁸

¹³⁸ Available here: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 31, 2018. <http://mics.unicef.org/tools#survey-design>.

A.3 Calculation of sample weights

The Jamaica MICS sample is not self-weighting. Given that the sampling probabilities vary by region and cluster, it was necessary to calculate sample weights at the cluster level. These weights were used in subsequent analyses of the survey data in order to ensure that the weighted estimates reflect the distribution of the sampling frame.

The major component of the weight is the reciprocal of the sampling fraction employed in selecting the number of sample dwellings in that particular sampling stratum (h) and PSU (i):

$$W_{hi} = \frac{1}{f_{hi}}$$

The term f_{hi} , the sampling probability for the i -th sample PSU in the h -th stratum, is the product of the probabilities of selection at every stage in each sampling stratum. Given that the MICS sample PSUs were selected with PPS as a subsample of the Jamaica master sample, and the sample households were selected from the 2019 Listing of Dwellings within each sample PSU, the final probability of selection of the households for the MICS can be expressed as follows:

$$f_{hi} = \frac{n_h \times M_{hi}}{M_h} \times \frac{n'_h \times M'_{hi}}{\sum_{i \in MSh} M'_{hi}} \times \frac{m_{hi}}{M'_{hi}}$$

where:

- f_{hi} = probability of selection for the MICS sample households in the i -th sample PSU (cluster) of stratum h
- n_h = number of sample PSUs selected for Jamaica master sample in stratum h
- M_{hi} = total number of households in the i -th sample PSU of stratum h in the 2011 Jamaica Census frame
- M_h = total number of households in stratum h from the 2011 Jamaica Census frame
- n'_h = number of sample PSUs selected for the MICS subsample in stratum h from the master sample
- M'_{hi} = total number of occupied dwelling units from the 2019 Listing of Dwellings for the i -th sample PSU in stratum h (measure of size used for selecting the subsample of PSUs for the MICS with PPS)
- m_{hi} = number of households selected for the MICS in the i -th sample PSU of stratum h

Each component of this probability corresponds to an individual sampling stage. The first component is the probability of the PSU being selected with PPS for the Jamaica master sample. The second component is the probability of the sample PSU being selected with PPS in the subsample for the MICS. The denominator of this second term is the sum of the measures of size (total number of occupied dwelling units from the 2019 Listing of Dwellings) for all the master sample PSUs in stratum h (that is, the cumulated measure of size). The third term is the probability of selection for the sample households within the MICS sample cluster. The basic household weight is the inverse of this probability, and can be expressed as follows:

$$W_{hi} = \frac{1}{f_{hi}} = \frac{M_h}{n_h \times M_{hi}} \times \frac{\sum_{i \in MSh} M'_{hi}}{n'_h \times m_{hi}}$$

A final component in the calculation of sample weights takes into account the level of non-response for the household and individual interviews by stratum, as well as the sample cluster completion rate for each stratum. The adjustment for the cluster and household non-response in each stratum is equal to:

$$\frac{1}{RR_h}$$

where RR_h is the response rate for the sample households in stratum h , defined as the proportion of the number of interviewed households in stratum h out of the number of selected households found to be occupied during the fieldwork in stratum h .

After the completion of fieldwork, response rates were calculated for each sampling stratum. These were used to adjust the sample weights calculated for each cluster. Response rates in the Jamaica Multiple Indicator Cluster Survey are shown in Table SR.1.1 in this report.

Similarly, adjustment for non-response at the individual level (women and under-5 children) for each stratum is equal to:

$$\frac{1}{RR_{qh}}$$

where RR_{qh} is the response rate for the individual questionnaires in stratum h , defined as the proportion of eligible individuals (women and under-5 children) in the sample households in stratum h who were successfully interviewed.

The non-response adjustment factors for the individual women and under-5 questionnaires were applied to the adjusted household weights. Numbers of eligible women and under-5 children were obtained from the list of household members in the Household Questionnaire for households where interviews were completed.

In the case of the questionnaire for children age 5-17 years, in each sample household, one child was randomly selected from all the children in this age group recorded in the list of household members, in effect a tertiary sampling unit. The household weight for the children age 5-17 years is first adjusted based on the response rate for this questionnaire at the stratum level. Once this adjusted household weight is normalised as described below, it is multiplied by the number of children age 5-17 years recorded in the list of household members. Therefore, the weights for the individual children age 5-17 years will vary by sample household. This weighting of the data for the children age 5-17 years old is implemented in the tabulation programs for the corresponding tables.

The Jamaica MICS full (raw) weights for the households were calculated by multiplying the inverse of the probabilities of selection by the non-response adjustment factor for each stratum. These weights were then standardised (or normalised), one purpose of which is to make the weighted sum of the interviewed sample units equal to the total sample size at the national level. Normalisation is achieved by dividing the full sample weights (adjusted for nonresponse) by the average of these weights across all households at the national level. This is performed by multiplying the sample weights by a constant factor equal to the unweighted number of households at the national level divided by the weighted total number of households (using the full sample weights adjusted for non-response). A similar standardisation procedure was followed in obtaining standardised weights for the individual women, children under-5 and children age 5-17 years. Adjusted (normalised) household weights varied between 0.180920 and 4.537109 in the 390 sample enumeration areas (clusters).

Sample weights were appended to all data sets and analyses were performed by weighting the data for households, women, children under-5, and children age 5-17 years with these sample weights.

APPENDIX B LIST OF PERSONNEL INVOLVED IN THE SURVEY

Implementing Agency: Planning Institute of Jamaica

Mr. Kirk Phillips	Deputy Director General, Corporate Governance & Management
Mr. Easton Williams	Senior Director, Social Policy, Planning and Research Division
Mrs. Suzette Johnson	Director, Policy Research Unit
Ms. Shadae Miller	Administrative Assistant, Policy Research Unit

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Ms. Olga Isaza	Representative, UNICEF Jamaica Country Office
Ms. Mariko Kagoshima	Former Representative, UNICEF Jamaica Country Office
Mr. Vicente Teran	Former Deputy Representative, UNICEF Jamaica Country Office
Mrs. Donneth Edmondson	Monitoring & Evaluation Specialist, UNICEF Jamaica Country Office
Ms. Jacqueline Montique Small	National MICS Consultant
Mr. Harry Hernandez	Regional Data Processing Consultant
Mr. Armando Levinson	Sampling Expert
Mr. David Megill	Sampling Expert
Ms. Ana Maria Restrepo	Household Survey Expert
Dr. Celia Hubert	Household Survey Expert
Mr. Jose Sierra Castillo	Former Regional MICS Coordinator
Ms. Liliana Carvajal Velez	Regional MICS Coordinator

MICS Steering and Technical Committee Members

Mr. Easton Williams	Senior Director, SPPR Division, PIOJ
Mrs. Suzette Johnson	Director, Policy Research Unit, PIOJ
Ms. Shadae Miller	Administrative Assistant, Policy Research Unit, PIOJ
Mrs. Donneth Edmondson	Monitoring & Evaluation Specialist, UNICEF JCO
Ms. Jacqueline Montique Small	National MICS Consultant, UNICEF JCO
Mrs. Mareeca Brown-Bailey	Director, Population and Health Unit, PIOJ
Ms. Ilesha Graham-McIntosh	Senior Demographer, Population and Health Unit, PIOJ
Ms. Eltonette Anderson	Health Specialist, Population and Health Unit, PIOJ
Ms. Roxine Ricketts	Education Planner, Human & Community Development Unit, PIOJ
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Ms. Jessica Campbell	Director, Research Design and Evaluation Division, STATIN
Ms. Vivienne Johnson	Senior Director, Planning and Development Division, Ministry of Education, Youth & Information
Mrs. Phillipa Livingston	Senior Statistician, Ministry of Education, Youth & Information
Dr. Andriene Grant	Director, Epidemiology Research & Data Analysis Unit, Ministry of Health & Wellness
Ms. Romae Thorpe	Biostatistician, Ministry of Health & Wellness
Mrs. Daynia Maragh	Corporate Planner, Ministry of Labour & Social Security

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Mr. Andre Richards	Policy/Programme Analyst, UNFPA
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Mrs. Shanakay Willison-Hudson	Research Office, Early Childhood Commission
Dr. Deanna Ashley	Executive Director, Violence Prevention Alliance (NGO)
Ms. Nardia McLaren	Acting Director, Ministry of Culture, Gender, Entertainment & Sports
Mr. Lorenzo Escondeur	Chief of Operations, Inter-American Development Bank
Ms. Ceceile Minott	Head, Caribbean Child Development Centre

Other Technical Advisors

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Dr. Novelette McLean-Francis	Core Curriculum Unit, Ministry of Education, Youth & Information
Dr. Melody Ennis	Ministry of Health & Wellness
Dr. Kevin Goulbourne	Director, Mental Health & Substance Abuse Services, Ministry of Health & Wellness

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Dr. Melody Ennis	Ministry of Health & Wellness
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Villa Road Primary School - Mr. Brent James (Principal) and students
Grove Primary School - Mrs. Taylor Arnette (Principal) and students

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APPENDIX C ESTIMATES OF SAMPLING ERRORS

The sample of respondents selected in the Jamaica Multiple Indicator Cluster Survey 2022 is only one of the samples that could have been selected from the same population, using the same design and size. Each of these samples would yield results that differ somewhat from the results based on the actual sample selected. Sampling errors are a measure of the variability between the estimates from all possible samples. The extent of variability is not known exactly, but can be estimated statistically from the survey data.

The following sampling error measures are presented in this appendix for each of the selected indicators:

- *Standard error (se)*: Standard error is the square root of the variance of the estimate. For survey indicators that are means, proportions or ratios, the Taylor series linearization method is used for the estimation of standard errors.
- *Coefficient of variation (se/r)* is the ratio of the standard error to the value (r) of the indicator, and is a measure of the relative sampling error.
- *Design effect (deff)* is the ratio of the actual variance of an indicator, under the sampling method used in the survey, to the variance calculated under the assumption of simple random sampling based on the same sample size. The *square root of the design effect (deft)* is used to show the efficiency of the sample design in relation to the precision. A *deft* value of 1.0 indicates that the sample design of the survey is as efficient as a simple random sample for a particular indicator, while a *deft* value above 1.0 indicates an increase in the standard error due to the use of a complex sample design. If a *deft* (or *deff*) value is less than 1.0 and the corresponding number of observations is relatively small, the values of the standard error and confidence limits should be used with caution. These situations might stem from the small number of observations and the distribution of the indicator values within and between the sample clusters in such estimation domains.
- *Confidence limits* are calculated to show the interval which contains the true value of the indicator for the population, with a specified level of confidence. For MICS results 95% confidence intervals are used, which is the standard for this type of survey. The concept of the 95% confidence interval can be understood in this way: if many repeated samples of identical size and design were taken and the confidence interval computed for each sample, then 95% of these intervals would contain the true value of the indicator.

For the calculation of sampling errors from MICS data, programs developed in CSPro Version 6.3 and SPSS Version 24 Complex Samples module have been used.

The results are shown in the tables that follow. Sampling errors are calculated for SDG indicators for which SEs can be calculated, and several other MICS indicators. Definitions, numerators and denominators of each of these indicators are provided in Chapter 3. Results are presented for the national level (Table SE.1), for urban and rural areas (Tables SE.2 and SE.5), and for Greater Kingston Metropolitan Area and Other Urban Centres (Tables SE.3 and SE.4).

In addition to the sampling error measures described above, the tables also include weighted and unweighted counts of denominators for each indicator. Given the use of normalized weights, by comparing the weighted and unweighted counts it is possible to determine whether a particular domain has been under-sampled or over-sampled compared to the average sampling rate. If the weighted count is smaller than the unweighted count, this means that the domain had been over-sampled.

For the following indicators, however, the unweighted count represents the number of sample households, and the weighted counts reflect the weighted total population living in these households.

- Access to electricity
- Primary reliance on clean fuels and technologies for cooking and lighting
- Use of basic drinking water services
- Handwashing facility with water and soap
- Use of improved sanitation facilities
- Use of basic sanitation services
- Removal of excreta for treatment off-site
- Population covered by social transfers

Table SE.1: Sampling errors: Total sample										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deff</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
	Access to electricity	SR.1	0.977	0.002	0.002	1.805	1.343	20,967	7,118	0.972 0.981
	Ownership of mobile phone (women)	SR.10	0.964	0.003	0.003	1.078	1.038	4,890	4,890	0.958 0.969
	Use of internet (during the last 3 months, women)	SR.12a	0.864	0.006	0.007	1.642	1.281	4,890	4,890	0.851 0.877
	ICT skills (women)	SR.13b	0.445	0.009	0.021	1.709	1.307	4,890	4,890	0.426 0.464
	Use of tobacco (women)	SR.14a	0.064	0.004	0.062	1.306	1.143	4,890	4,890	0.056 0.072
Thrive - Child health, nutrition and development										
	Diphtheria, tetanus and pertussis (DTP) immunization coverage	TC.3	0.894	0.013	0.014	0.482	0.694	289	289	0.869 0.920
	Measles immunization coverage	TC.10	0.619	0.021	0.033	0.507	0.712	283	281	0.578 0.660
	Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.916	0.005	0.006	2.641	1.625	20,967	7,118	0.905 0.926
	Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	(*)	14	15	(*) (*)
	Exclusive breastfeeding under 6 months	TC.32	0.330	0.020	0.061	0.231	0.481	123	127	0.290 0.370
	Early childhood development index 2030 (ECDI2030)	TC.53	0.938	0.013	0.014	2.386	1.545	870	861	0.912 0.963
Learn										
	Participation rate in organised learning (adjusted)	LN.2	0.933	0.012	0.013	0.826	0.909	361	355	0.909 0.958
	Completion rate (Primary)	LN.8a	0.985	0.005	0.005	1.867	1.367	1,030	1,027	0.975 0.996
	Completion rate (Lower secondary)	LN.8b	0.948	0.007	0.007	0.933	0.966	1,051	1,031	0.935 0.962
	Completion rate (Upper secondary)	LN.8c	0.858	0.012	0.014	1.179	1.086	1,041	1,036	0.834 0.881
	Children with foundational reading and number skills (reading, attending grade 2/3)	LN.22c	0.405	0.020	0.049	0.610	0.781	565	368	0.365 0.445
	Children with foundational reading and number skills (numeracy, attending grade 2/3)	LN.22f	0.289	0.026	0.089	1.194	1.093	565	368	0.237 0.341

Table SE.1: Sampling errors: Total sample										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Protected from violence and exploitation										
	Birth registration	PR.1	0.991	0.003	0.003	1.401	1,432	1,432	0.984	0.997
	Violent discipline	PR.2	0.760	0.010	0.014	1.878	4,301	3,131	0.739	0.781
	Child labour	PR.3	0.036	0.004	0.118	1.353	4,162	2,644	0.027	0.044
	Child marriage (before age 15, women age 20-24)	PR.4a	0.056	0.009	0.170	1.347	793	788	0.037	0.075
	Child marriage (before age 18, women age 20-24)	PR.4b	0.269	0.016	0.060	1.041	793	788	0.237	0.302
	Safety (women)	PR.14	0.640	0.010	0.015	1.988	4,890	4,890	0.620	0.659
Live in a safe and clean environment										
	Use of basic drinking water services	WS.2	0.931	0.005	0.005	2.450	20,967	7,118	0.922	0.940
	Handwashing facility with water and soap	WS.7	0.824	0.008	0.010	2.770	18,277	6,092	0.808	0.841
	Use of improved sanitation facilities	WS.8	0.986	0.002	0.002	1.811	20,967	7,118	0.982	0.990
	Use of basic sanitation services	WS.9	0.933	0.005	0.005	2.652	20,967	7,118	0.923	0.943
	Removal of excreta for treatment off-site	WS.11	0.072	0.006	0.086	4.025	20,967	7,118	0.059	0.084
Equitable chance in life										
	Children with functional difficulty	EQ.1	0.064	0.005	0.084	1.683	5,032	3,505	0.053	0.075
	Population covered by social transfers	EQ.3	0.699	0.007	0.010	1.686	20,967	7,118	0.685	0.714
	Discrimination (women)	EQ.7	0.135	0.006	0.042	1.364	4,890	4,890	0.123	0.146
	Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	6.7	0.054	0.008	1.084	1,572	1,572	6.6	6.8
(*) Figures that are based on fewer than 25 unweighted cases										

Table SE.2: Sampling errors: Urban										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
	Access to electricity	SR.1	0.986	0.002	0.002	1.680	10,950	4,117	0.981	0.991
	Ownership of mobile phone (women)	SR.10	0.964	0.004	0.004	1.361	2,526	2,724	0.956	0.972
	Use of internet (during the last 3 months, women)	SR.12a	0.877	0.010	0.011	2.422	2,526	2,724	0.857	0.896
	ICT skills (women)	SR.13b	0.510	0.012	0.023	1.555	2,526	2,724	0.486	0.534
	Use of tobacco (women)	SR.14a	0.073	0.006	0.080	1.355	2,526	2,724	0.061	0.084
Thrive - Child health, nutrition and development										
	Diphtheria, tetanus and pertussis (DTP) immunization coverage	TC.3	0.901	0.017	0.018	0.530	170	174	0.868	0.934
	Measles immunization coverage	TC.10	0.544	0.030	0.056	0.576	144	156	0.483	0.605
	Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.950	0.005	0.006	2.582	10,950	4,117	0.939	0.961
	Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	11	11	(*)	(*)
	Exclusive breastfeeding under 6 months	TC.32	0.252	0.038	0.150	0.473	56	64	0.176	0.327
	Early childhood development index 2030 (ECDI2030)	TC.53	0.930	0.021	0.022	3.193	453	479	0.888	0.972
Learn										
	Participation rate in organised learning (adjusted)	LN.2	0.936	0.016	0.017	0.850	184	195	0.903	0.968
	Completion rate (Primary)	LN.8a	0.984	0.007	0.007	1.814	504	549	0.970	0.999
	Completion rate (Lower secondary)	LN.8b	0.959	0.009	0.010	1.182	525	564	0.941	0.977
	Completion rate (Upper secondary)	LN.8c	0.876	0.017	0.019	1.506	529	578	0.842	0.910
Protected from violence and exploitation										
	Birth registration	PR.1	0.996	0.002	0.002	0.471	760	805	0.993	0.999
	Violent discipline	PR.2	0.778	0.016	0.021	2.699	2,210	1,727	0.745	0.811
	Child labour	PR.3	0.022	0.005	0.207	1.389	2,064	1,421	0.013	0.032
	Child marriage (before age 15, women age 20-24)	PR.4a	0.056	0.013	0.226	1.378	415	452	0.031	0.082
	Child marriage (before age 18, women age 20-24)	PR.4b	0.288	0.022	0.077	1.082	415	452	0.243	0.332
	Safety (women)	PR.14	0.583	0.015	0.026	2.650	2,526	2,724	0.552	0.614

Table SE.2: Sampling errors: Urban										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Live in a safe and clean environment										
	Use of basic drinking water services	WS.2	0.958	0.004	0.004	1.905	1,380	10,950	4,117	0.950 0.967
	Handwashing facility with water and soap	WS.7	0.821	0.013	0.016	3.759	1.939	8,890	3,317	0.795 0.847
	Use of improved sanitation facilities	WS.8	0.989	0.002	0.002	1.717	1.310	10,950	4,117	0.985 0.994
	Use of basic sanitation services	WS.9	0.930	0.007	0.008	3.176	1.782	10,950	4,117	0.915 0.944
	Removal of excreta for treatment off-site	WS.11	0.114	0.011	0.096	4.915	2.217	10,950	4,117	0.092 0.136
Equitable chance in life										
	Children with functional difficulty	EQ.1	0.059	0.007	0.127	1.918	1.385	2,517	1,900	0.044 0.074
	Population covered by social transfers	EQ.3	0.677	0.010	0.015	1.863	1.365	10,950	4,117	0.657 0.697
	Discrimination (women)	EQ.7	0.160	0.009	0.054	1.504	1.226	2,526	2,724	0.143 0.177
	Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	6.6	0.063	0.009	0.830	0.911	796	867	6.5 6.8
(*) Figures that are based on fewer than 25 unweighted cases										

Table SE.3: Sampling errors: Greater Kingston Metropolitan Area										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
	Access to electricity	SR.1	0.991	0.003	0.003	1.711	1.308	6,444	2,225	0.985 0.996
	Ownership of mobile phone (women)	SR.10	0.961	0.006	0.006	1.293	1.137	1,506	1,498	0.949 0.972
	Use of internet (during the last 3 months, women)	SR.12a	0.880	0.011	0.013	1.795	1.340	1,506	1,498	0.858 0.903
	ICT skills (women)	SR.13b	0.517	0.015	0.028	1.300	1.140	1,506	1,498	0.488 0.547
	Use of tobacco (women)	SR.14a	0.086	0.009	0.099	1.392	1.180	1,506	1,498	0.069 0.103
Thrive - Child health, nutrition and development										
	Diphtheria, tetanus and pertussis (DTP) immunization coverage	TC.3	0.891	0.013	0.015	0.155	0.394	94	90	0.865 0.917
	Measles immunization coverage	TC.10	0.494	0.043	0.087	0.651	0.807	92	89	0.408 0.580
	Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.966	0.006	0.006	2.115	1.454	6,444	2,225	0.955 0.977
	Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	(*)	7	7	(*) (*)
	Exclusive breastfeeding under 6 months	TC.32	(0.268)	(0.061)	(0.229)	(0.576)	(0.759)	29	31	(0.145) (0.391)
	Early childhood development index 2030 (ECDI2030)	TC.53	0.958	0.012	0.012	0.881	0.939	269	261	0.935 0.982
Learn										
	Participation rate in organised learning (adjusted)	LN.2	0.954	0.010	0.011	0.238	0.488	97	99	0.934 0.975
	Completion rate (Primary)	LN.8a	0.991	0.005	0.005	0.935	0.967	290	300	0.980 1.000
	Completion rate (Lower secondary)	LN.8b	0.958	0.013	0.013	1.224	1.106	298	301	0.932 0.984
	Completion rate (Upper secondary)	LN.8c	0.882	0.024	0.027	1.713	1.309	299	307	0.834 0.931
Protected from violence and exploitation										
	Birth registration	PR.1	1.000	0.000	0.000	na	na	441	430	1.000 1.000
	Violent discipline	PR.2	0.818	0.021	0.025	2.628	1.621	1,234	929	0.777 0.859
	Child labour	PR.3	0.020	0.007	0.318	1.605	1.267	1,159	761	0.007 0.034
	Child marriage (before age 15, women age 20-24)	PR.4a	0.061	0.012	0.191	0.610	0.781	260	259	0.037 0.084
	Child marriage (before age 18, women age 20-24)	PR.4b	0.319	0.023	0.072	0.621	0.788	260	259	0.273 0.365
	Safety (women)	PR.14	0.566	0.021	0.037	2.609	1.615	1,506	1,498	0.524 0.607

Table SE.3: Sampling errors: Greater Kingston Metropolitan Area										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Live in a safe and clean environment										
	Use of basic drinking water services	WS.2	0.961	0.005	0.006	1.759	6,444	2,225	0.950	0.972
	Handwashing facility with water and soap	WS.7	0.797	0.019	0.024	3.940	5,056	1,693	0.758	0.836
	Use of improved sanitation facilities	WS.8	0.991	0.002	0.002	1.418	6,444	2,225	0.987	0.996
	Use of basic sanitation services	WS.9	0.910	0.011	0.012	3.286	6,444	2,225	0.888	0.932
	Removal of excreta for treatment off-site	WS.11	0.160	0.017	0.107	4.826	6,444	2,225	0.126	0.194
Equitable chance in life										
	Children with functional difficulty	EQ.1	0.065	0.009	0.145	1.489	1,427	1,022	0.046	0.084
	Population covered by social transfers	EQ.3	0.680	0.013	0.019	1.698	6,444	2,225	0.655	0.706
	Discrimination (women)	EQ.7	0.180	0.012	0.068	1.527	1,506	1,498	0.156	0.205
	Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	6.6	0.086	0.013	0.966	482	481	6.4	6.7
() Figures that are based on 25-49 unweighted cases										
(*) Figures that are based on fewer than 25 unweighted cases										

Table SE.4: Sampling errors: Other Urban Centres										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
	Access to electricity	SR.1	0.979	0.004	0.005	1.798	4,506	1,892	0.970	0.988
	Ownership of mobile phone (women)	SR.10	0.969	0.006	0.006	1.493	1,019	1,226	0.957	0.981
	Use of internet (during the last 3 months, women)	SR.12a	0.871	0.018	0.020	3.375	1,019	1,226	0.836	0.907
	ICT skills (women)	SR.13b	0.498	0.020	0.040	1.931	1,019	1,226	0.459	0.538
	Use of tobacco (women)	SR.14a	0.053	0.006	0.114	0.886	1,019	1,226	0.041	0.065
Thrive - Child health, nutrition and development										
	Diphtheria, tetanus and pertussis (DTP) immunization coverage	TC.3	0.913	0.034	0.037	1.187	76	84	0.846	0.980
	Measles immunization coverage	TC.10	0.634	0.039	0.062	0.438	51	67	0.555	0.712
	Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.926	0.010	0.011	2.984	4,506	1,892	0.906	0.947
	Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	4	4	(*)	(*)
	Exclusive breastfeeding under 6 months	TC.32	(0.234)	(0.043)	(0.184)	(0.330)	27	33	(0.148)	(0.230)
	Early childhood development index 2030 (ECDI2030)	TC.53	0.889	0.046	0.052	4.718	184	218	0.796	0.982
Learn										
	Participation rate in organised learning (adjusted)	LN.2	0.915	0.032	0.035	1.280	87	96	0.850	0.980
	Completion rate (Primary)	LN.8a	0.976	0.015	0.015	2.311	214	249	0.946	1.000
	Completion rate (Lower secondary)	LN.8b	0.960	0.013	0.013	1.084	227	263	0.935	0.985
	Completion rate (Upper secondary)	LN.8c	0.867	0.023	0.027	1.274	230	271	0.821	0.914
Protected from violence and exploitation										
	Birth registration	PR.1	0.991	0.004	0.004	0.544	319	375	0.983	0.998
	Violent discipline	PR.2	0.727	0.025	0.034	2.502	977	798	0.677	0.777
	Child labour	PR.3	0.025	0.006	0.257	1.107	906	660	0.012	0.038
	Child marriage (before age 15, women age 20-24)	PR.4a	0.049	0.028	0.576	3.293	154	193	0.000	0.106
	Child marriage (before age 18, women age 20-24)	PR.4b	0.235	0.046	0.195	2.246	154	193	0.143	0.327
	Safety (women)	PR.14	0.609	0.022	0.036	2.521	1,019	1,226	0.564	0.653

Table SE.4: Sampling errors: Other Urban Centres

Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Live in a safe and clean environment										
	Use of basic drinking water services	WS.2	0.954	0.007	0.007	2.057	1,434	4,506	1,892	0.941 0.968
	Handwashing facility with water and soap	WS.7	0.853	0.015	0.018	2.883	1,698	3,834	1,624	0.823 0.882
	Use of improved sanitation facilities	WS.8	0.987	0.004	0.004	2.145	1,464	4,506	1,892	0.979 0.994
	Use of basic sanitation services	WS.9	0.958	0.007	0.007	2.001	1,415	4,506	1,892	0.945 0.971
	Removal of excreta for treatment off-site	WS.11	0.049	0.008	0.154	2.313	1,521	4,506	1,892	0.034 0.064
Equitable chance in life										
	Children with functional difficulty	EQ.1	0.051	0.012	0.234	2.576	1,605	1,090	878	0.027 0.075
	Population covered by social transfers	EQ.3	0.671	0.016	0.023	2.098	1,449	4,506	1,892	0.640 0.703
	Discrimination (women)	EQ.7	0.131	0.011	0.083	1.255	1,120	1,019	1,226	0.109 0.152
	Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	6.8	0.085	0.012	0.588	0.767	314	386	6.6 7.0
() Figures that are based on 25-49 unweighted cases										
(*) Figures that are based on fewer than 25 unweighted cases										

Table SE.5: Sampling errors: Rural										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
	Access to electricity	SR.1	0.966	0.004	0.004	1.694	10,017	3,001	0.958	0.975
	Ownership of mobile phone (women)	SR.10	0.964	0.004	0.004	0.810	2,364	2,166	0.956	0.971
	Use of internet (during the last 3 months, women)	SR.12a	0.850	0.008	0.009	1.058	2,364	2,166	0.835	0.866
	ICT skills (women)	SR.13b	0.376	0.014	0.038	1.883	2,364	2,166	0.347	0.405
	Use of tobacco (women)	SR.14a	0.055	0.006	0.101	1.276	2,364	2,166	0.044	0.066
Thrive - Child health, nutrition and development										
	Diphtheria, tetanus and pertussis (DTP) immunization coverage	TC.3	0.885	0.020	0.022	0.431	120	115	0.846	0.925
	Measles immunization coverage	TC.10	0.696	0.026	0.038	0.400	139	125	0.644	0.749
	Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.878	0.009	0.011	2.447	10,017	3,001	0.860	0.897
	Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	3	4	(*)	(*)
	Exclusive breastfeeding under 6 months	TC.32	0.395	0.019	0.047	0.089	67	63	0.358	0.432
	Early childhood development index 2030 (ECDI2030)	TC.53	0.946	0.014	0.015	1.404	417	382	0.918	0.973
Learn										
	Participation rate in organised learning (adjusted)	LN.2	0.931	0.018	0.019	0.784	177	160	0.896	0.967
	Completion rate (Primary)	LN.8a	0.986	0.007	0.007	1.898	526	478	0.971	1.000
	Completion rate (Lower secondary)	LN.8b	0.938	0.010	0.010	0.760	526	467	0.918	0.957
	Completion rate (Upper secondary)	LN.8c	0.839	0.017	0.020	0.925	512	458	0.806	0.872
Protected from violence and exploitation										
	Birth registration	PR.1	0.984	0.006	0.006	1.490	672	627	0.972	0.996
	Violent discipline	PR.2	0.742	0.013	0.017	1.200	2,091	1,404	0.716	0.767
	Child labour	PR.3	0.049	0.007	0.143	1.284	2,098	1,223	0.035	0.063
	Child marriage (before age 15, women age 20-24)	PR.4a	0.055	0.014	0.257	1.286	378	336	0.027	0.083
	Child marriage (before age 18, women age 20-24)	PR.4b	0.250	0.023	0.093	0.962	378	336	0.203	0.296
	Safety (women)	PR.14	0.700	0.012	0.017	1.396	2,364	2,166	0.677	0.723

Table SE.5: Sampling errors: Rural										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Jamaica MICS, 2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Live in a safe and clean environment										
	Use of basic drinking water services	WS.2	0.901	0.008	0.009	2.431	10,017	3,001	0.884	0.918
	Handwashing facility with water and soap	WS.7	0.828	0.010	0.012	1.964	9,387	2,775	0.808	0.848
	Use of improved sanitation facilities	WS.8	0.982	0.003	0.003	1.721	10,017	3,001	0.975	0.988
	Use of basic sanitation services	WS.9	0.936	0.007	0.007	2.137	10,017	3,001	0.923	0.950
	Removal of excreta for treatment off-site	WS.11	0.025	0.004	0.170	2.186	10,017	3,001	0.016	0.033
Equitable chance in life										
	Children with functional difficulty	EQ.1	0.070	0.008	0.110	1.461	2,515	1,605	0.054	0.085
	Population covered by social transfers	EQ.3	0.724	0.010	0.014	1.449	10,017	3,001	0.705	0.744
	Discrimination (women)	EQ.7	0.108	0.007	0.067	1.157	2,364	2,166	0.093	0.122
	Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	6.7	0.087	0.013	1.246	776	705	6.6	6.9
(*) Figures that are based on fewer than 25 unweighted cases										

APPENDIX D DATA QUALITY

D.1 AGE DISTRIBUTION

Table DQ.1.1: Age distribution of household populationSingle-year age distribution of household population^A, by sex, Jamaica MICS, 2022

Single year age distribution of household population, by sex, standardised, 2022					Single year age distribution of household population, by sex, standardised, 2022				

Table DQ.1.2W: Age distribution of eligible and interviewed women

Household population of women age 10-54 years, interviewed women age 15-49 years, and percentage of eligible women who were interviewed, Jamaica MICS, 2022

	Household population of women age 10-54 years	Interviewed women age 15-49 years		Percentage of eligible women interviewed (Completion rate)
	Number	Number	Percent	
Age				
10-14	824	na	na	na
15-19	844	788	15.9	93.3
20-24	865	800	16.2	92.5
25-29	836	787	15.9	94.2
30-34	718	674	13.6	93.8
35-39	713	683	13.8	95.8
40-44	645	613	12.4	95.0
45-49	632	601	12.1	95.1
50-54	806	na	na	na
Total (15-49)	5,252	4,945	100.0	94.1
Ratios				
10-14 to 15-19	0.98	na	na	na
50-54 to 45-49	1.28	na	na	na
na: not applicable				

Table DQ.1.3: Age distribution of young children in households and under -5 questionnaires

Household population of children age 0-7 years, children age 0-4 years whose mothers/caretakers were interviewed, and percentage of under-5 children whose mothers/caretakers were interviewed, Jamaica MICS, 2022

	Household population of children 0-7 years	Under-5s with completed interviews		Percentage of eligible under-5s with completed interviews (Completion rate)
	Number	Number	Percent	
Age				
0	279	274	19.0	98.0
1	308	293	20.3	95.2
2	290	281	19.5	96.9
3	288	277	19.2	96.1
4	322	316	21.9	98.1
5	318	na	na	na
6	375	na	na	na
7	304	na	na	na
Total (0-4)	1,487	1,440	100.0	96.9
Ratios				
Ratio of 2 to 1	0.94	na	na	na
Ratio of 5 to 4	0.99	na	na	na
na: not applicable				

Table DQ.1.4: Age distribution of children age 3-20 in households and 5-17 questionnaires

Number of households with at least one member age 3-20 years, percent distribution of children selected for interview and number and percent of children age 5-17 years whose mothers/caretakers were interviewed, Jamaica MICS, 2022

	Number of households with at least one household member age 3-20 years	Percent distribution of children selected for interview ^A	5-17s with completed interviews		Percentage of eligible 5- 17s with completed interviews (Completion rate)
			Number	Percent	
Age					
3	277	na	na	na	na
4	298	na	na	na	na
5	286	7.4	199	7.4	97.4
6	365	9.2	248	9.3	97.9
7	301	6.9	185	6.9	97.3
8	317	7.3	196	7.3	97.2
9	317	7.6	201	7.5	95.8
10	310	7.0	188	7.0	98.1
11	332	8.2	212	7.9	94.3
12	326	7.9	208	7.8	96.1
13	292	6.4	172	6.4	97.5
14	334	7.6	204	7.6	97.9
15	360	8.6	233	8.7	97.8
16	310	8.1	218	8.1	97.9
17	345	7.9	213	8.0	98.5
18	367	na	na	na	na
19	317	na	na	na	na
20	335	na	na	na	na
Total (5-17)	4,195	100.0	2,676	100.0	97.2
Ratios					
Ratio of 4 to 5	1.04	na	na	na	na
Ratio of 6 to 7	1.21	1.34	na	na	na
Ratio of 15 to 14	1.08	1.14	na	na	na
Ratio of 18 to 17	1.06	na	na	na	na
na: not applicable					
^A Number of cases are used to calculate the 'Ratio of 6 to 7' and 'Ratio of 15 to 14'					

D.2 BIRTH DATE REPORTING

Table DQ.2.1: Birth date reporting (household population)							
Percent distribution of household population by completeness of date of birth information. Jamaica MICS, 2022							
	Completeness of reporting of date of birth and age						
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other	Total	Number of household members
Total	98.6	0.9	0.0	0.3	0.2	100.0	20,967
Area							
Urban	98.3	1.1	0.0	0.4	0.3	100.0	10,950
Greater Kingston Metropolitan Area	97.8	1.4	0.0	0.5	0.4	100.0	6,444
Other Urban Centres	99.0	0.7	0.0	0.2	0.1	100.0	4,506
Rural	98.9	0.8	0.0	0.2	0.1	100.0	10,017
Age							
0-4	99.6	0.3	0.0	0.1	0.1	100.0	1,487
5-14	99.5	0.5	0.0	0.0	0.0	100.0	3,326
15-24	98.9	0.9	0.0	0.1	0.2	100.0	3,348
25-49	98.6	1.0	0.0	0.3	0.2	100.0	6,416
50-64	98.0	1.4	0.0	0.4	0.3	100.0	3,680
65-84	98.2	1.3	0.0	0.3	0.3	100.0	2,363
85+	91.5	0.8	0.0	5.5	2.2	100.0	347
DK/Missing	na	na	0.0	na	0.0	-	0
na: not applicable							

Table DQ.2.2W: Birth date and age reporting (women)

Percent distribution of women age 15-49 years by completeness of date of birth/age information, Jamaica MICS, 2022

	Completeness of reporting of date of birth and age					Total	Number of women
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other		
Total	99.8	0.2	0.0	0.0	0.0	100.0	4,890
Area							
Urban	99.8	0.2	0.0	0.0	0.0	100.0	2,526
Greater Kingston Metropolitan Area	99.6	0.3	0.0	0.1	0.0	100.0	1,506
Other Urban Centres	100.0	0.0	0.0	0.0	0.0	100.0	1,019
Rural	99.8	0.2	0.0	0.0	0.0	100.0	2,364
Age							
15-19	100.0	0.0	0.0	0.0	0.0	100.0	781
20-24	100.0	0.0	0.0	0.0	0.0	100.0	793
25-29	100.0	0.0	0.0	0.0	0.0	100.0	775
30-34	99.7	0.1	0.0	0.1	0.0	100.0	658
35-39	99.5	0.5	0.0	0.0	0.0	100.0	684
40-44	99.7	0.3	0.0	0.0	0.0	100.0	600
45-49	99.4	0.6	0.0	0.0	0.0	100.0	599

Table DQ.2.4: Birth date and age reporting (children under age 5 years)							
Percent distribution children under 5 by completeness of date of birth/age information, Jamaica MICS, 2022							
	Completeness of reporting of date of birth and age					Total	Number of children under 5
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Other/ DK/ Missing		
Total	100.0	0.0	0.0	0.0	0.0	100.0	1,432
Area							
Urban	100.0	0.0	0.0	0.0	0.0	100.0	760
Greater Kingston Metropolitan Area	100.0	0.0	0.0	0.0	0.0	100.0	441
Other Urban Centres	100.0	0.0	0.0	0.0	0.0	100.0	319
Rural	100.0	0.0	0.0	0.0	0.0	100.0	672
Age							
0	100.0	0.0	0.0	0.0	0.0	100.0	272
1	100.0	0.0	0.0	0.0	0.0	100.0	290
2	100.0	0.0	0.0	0.0	0.0	100.0	283
3	100.0	0.0	0.0	0.0	0.0	100.0	275
4	100.0	0.0	0.0	0.0	0.0	100.0	313

Table DQ.2.5: Birth date reporting (children age 5-17 years)							
Percent distribution of selected children age 5-17 years by completeness of date of birth information, Jamaica MICS, 2022							
	Completeness of reporting of date of birth and age					Total	Number of selected children age 5-17 years
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other		
Total	100.0	0.0	0.0	0.0	0.0	100.0	2,644
Area							
Urban	100.0	0.0	0.0	0.0	0.0	100.0	1,333
Greater Kingston Metropolitan Area	100.0	0.0	0.0	0.0	0.0	100.0	759
Other Urban Centres	100.0	0.0	0.0	0.0	0.0	100.0	574
Rural	99.9	0.1	0.0	0.0	0.0	100.0	1,311
Age							
5-9	100.0	0.0	0.0	0.0	0.0	100.0	1,016
10-14	99.9	0.1	0.0	0.0	0.0	100.0	974
15-17	100.0	0.0	0.0	0.0	0.0	100.0	654

Table DQ.3.3W: Completeness of information on dates of marriage/union^B (women)

Percentage of women age 15-49 years with missing or incomplete information on date of and age at first marriage/union, Jamaica MICS, 2022

	Percent with missing/ incomplete information ^A	Number of women
Ever married (age 15-49 years)		
Date of first marriage/union missing	31.5	3,619
Only month missing	22.4	3,619
Both month and year missing	8.4	3,619
Age at first marriage/union missing	0.1	3,619
^A Includes "Don't know" responses		
^B "Marriage/union" includes the categories 'married', 'living with someone as if married' and 'in a visiting partner relationship'		

Table DQ.3.8: Completeness of information for foundational learning skills indicators

Percent distribution of selected children age 7-14 years by completion of the foundational learning skills (FL) module, percentage for whom the reading book was unavailable in appropriate language and those with insufficient number recognition skills for testing, and percentage children age 7-9 years who did not complete the reading and comprehension practise, Jamaica MICS, 2022

	Percent distribution of children with:						Number of selected children age 7-14 years	Percentage of children:		Number of children age 7-14 years with completed FL module	Percentage of children who did not complete reading and comprehension practise	Number of children age 7-9 years with completed FL module
	Completed foundational learning skills (FL) module	Incomplete FL modules, by reason:				Total		the reading book was not available in appropriate language	With insufficient number recognition skill for testing			
Total	94.8	2.1	0.6	2.1	0.4	100.0	1,550	0.0	2.0	1,469	26.3	538
Area												
Urban	94.7	2.0	0.7	2.3	0.3	100.0	791	0.0	1.8	749	22.8	266
Greater Kingston Metropolitan Area	94.0	2.1	0.4	3.3	0.2	100.0	454	0.0	1.8	427	22.6	141
Other Urban Centres	95.7	1.9	1.0	0.8	0.6	100.0	337	0.0	1.7	322	23.0	126
Rural	94.8	2.2	0.5	1.9	0.5	100.0	759	0.0	2.3	720	29.6	272
Age												
7	91.0	4.0	0.9	4.1	0.0	100.0	181	0.0	5.9	165	37.6	165
8	92.9	1.7	1.1	3.3	1.0	100.0	192	0.0	3.4	178	23.5	178
9	95.8	3.4	0.0	0.8	0.0	100.0	204	0.0	1.9	195	19.3	195
10	98.0	0.5	0.0	1.4	0.0	100.0	187	0.0	2.8	183	na	na
11	95.7	0.6	0.0	2.9	0.8	100.0	209	0.0	1.0	200	na	na
12	93.6	3.4	1.2	0.7	1.2	100.0	204	0.0	0.0	190	na	na
13	96.4	3.0	0.0	0.6	0.0	100.0	171	0.0	1.8	165	na	na
14	94.5	0.5	1.6	3.1	0.4	100.0	203	0.0	0.0	192	na	na
na: not applicable												

D.4 OBSERVATIONS

Table DQ.4.2: Observation of handwashing facility							
Percent distribution of handwashing facility observed by the interviewers, Jamaica MICS, 2022							
	Handwashing facility					Total	Number of households
	Observed		Not observed				
	Fixed facility	Mobile object	Not in the dwelling, plot or yard	No permission to see	Other reason		
Total	69.7	14.7	2.3	13.0	0.3	100.0	7,118
Area							
Urban	71.9	6.6	1.9	19.3	0.4	100.0	3,758
Greater Kingston Metropolitan Area	71.0	4.2	1.8	22.4	0.5	100.0	2,183
Other Urban Centres	73.1	9.9	2.0	14.9	0.2	100.0	1,575
Rural	67.3	23.7	2.8	5.9	0.2	100.0	3,360
Wealth index quintile							
Poorest	50.2	40.2	3.9	5.3	0.4	100.0	1,575
Second	72.2	15.3	2.6	9.7	0.2	100.0	1,379
Middle	74.0	9.4	1.9	14.2	0.4	100.0	1,427
Fourth	79.2	3.6	1.3	15.7	0.1	100.0	1,349
Richest	75.8	1.3	1.7	21.0	0.3	100.0	1,387

Table DQ.4.3: Observation of birth certificates

Percent distribution of children under 5 by presence of birth certificates, and percentage of birth certificates seen, Jamaica MICS, 2022

	Child has birth certificate		Child does not have birth certificate	DK/Missing	Total	Percentage of birth certificates seen by the interviewer (1)/(1+2)*100	Number of children under 5
	Seen by the interviewer (1)	Not seen by the interviewer (2)					
Total	62.2	20.5	17.4	0.0	100.0	75.2	1,432
Area							
Urban	61.0	21.5	17.5	0.0	100.0	73.9	760
Greater Kingston Metropolitan Area	62.2	21.7	16.1	0.0	100.0	74.1	441
Other Urban Centres	59.4	21.2	19.3	0.0	100.0	73.7	319
Rural	63.5	19.3	17.2	0.0	100.0	76.7	672
Age (in months)							
0-5	34.8	15.3	49.9	0.0	100.0	69.4	123
6-11	51.0	17.2	31.8	0.0	100.0	74.9	150
12-23	56.8	19.4	23.8	0.0	100.0	74.5	289
24-35	59.7	25.4	14.9	0.0	100.0	70.2	283
36-47	73.3	20.3	6.4	0.0	100.0	78.3	275
48-59	75.6	20.8	3.6	0.0	100.0	78.4	313

Table DQ.4.4: Observation of vaccination records

Percent distribution of children age 0-35 months by presence of vaccination records, and the percentage of vaccination records seen by the interviewers, Jamaica MICS, 2022

	Child does not have vaccination records		Child has vaccination records		DK/Missing	Total	Percentage of vaccination records seen by the interviewer (1)/(1+2)*100	Number of children age 0-35 months
	Had vaccination records previously	Never had vaccination records	Seen by the interviewer (1)	Not seen by the interviewer (2)				
Total	2.3	1.3	85.0	11.3	0.1	100.0	88.3	844
Area								
Urban	2.1	1.7	83.0	13.0	0.2	100.0	86.5	451
Greater Kingston Metropolitan Area	2.8	1.7	78.5	16.9	0.0	100.0	82.3	265
Other Urban Centres	1.2	1.6	89.4	7.3	0.4	100.0	92.4	186
Rural	2.5	0.8	87.3	9.4	0.0	100.0	90.3	393
Age (in months)								
0-5	1.4	1.2	88.1	9.3	0.0	100.0	90.5	123
6-11	1.4	0.6	89.4	8.6	0.0	100.0	91.2	150
12-23	2.1	0.2	87.3	10.4	0.0	100.0	89.4	289
24-35	3.4	2.7	79.1	14.5	0.3	100.0	84.5	283

Table DQ.5.1: School attendance by single age

Distribution of household population age 3-24 years by educational level and grade attended in the current school year, Jamaica MICS, 2022

Education of teachers: population aged 25 years or more by educational level and grade completed in the last school year, rounded down, 2022																						
	Not attending school	Currently attending																	Total	Number of household members age 3-24 years		
		Early childhood education	Primary							Missing	Lower secondary school				Missing	Upper secondary school		Special education			Higher than secondary	DK/Missing
			Grade								Grade					Grade						
		1	2	3	4	5	6		1	2	3		1	2								
Age at beginning of school year																						
3	18.6	81.1	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	284		
4	5.5	92.8	1.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	323		
5	6.7	64.8	27.0	1.2	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	361		
6	1.8	9.0	64.3	23.0	1.6	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	327		
7	1.8	0.7	4.1	68.4	22.0	2.3	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	100.0	329	
8	2.9	0.0	0.0	4.2	69.0	22.2	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	100.0	349	
9	2.6	0.0	0.6	0.8	7.6	60.9	25.5	1.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0	100.0	314	
10	2.2	0.0	0.0	0.0	0.4	9.7	58.4	26.2	0.0	1.4	0.2	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.8	100.0	336	
11	2.0	0.0	0.0	0.0	0.0	1.0	8.1	66.9	0.5	19.4	1.0	0.0	0.0	0.0	0.7	0.0	0.4	0.0	0.0	100.0	363	
12	2.0	0.2	0.6	0.0	0.0	0.0	0.5	13.6	0.0	61.6	18.5	1.6	0.0	0.0	0.3	0.0	1.1	0.0	0.0	100.0	308	
13	3.0	0.0	0.3	0.8	0.0	0.0	0.0	0.0	0.0	11.1	58.0	21.5	0.2	0.0	4.0	0.6	0.2	0.3	0.0	100.0	341	
14	3.7	0.0	0.0	0.0	0.3	0.0	0.0	0.2	0.0	0.9	12.9	58.7	0.0	0.0	21.7	1.5	0.1	0.0	0.0	100.0	346	
15	5.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	1.5	17.6	0.3	0.0	58.0	16.4	0.0	0.0	0.8	100.0	315	
16	13.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.2	1.2	0.0	0.0	23.1	54.5	0.8	5.9	0.0	100.0	370	
17	50.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	3.8	21.6	0.3	23.5	0.0	100.0	362	
18	60.4	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.3	5.8	0.3	33.0	0.0	100.0	329	
19	84.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.7	0.8	0.6	13.5	0.0	100.0	360	
20	79.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.2	0.0	19.7	0.0	100.0	348	
21	81.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	17.6	0.7	100.0	333	
22	85.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.4	0.0	100.0	261	
23	88.9	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	10.6	0.0	100.0	323	
24 ^A	99.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	100.0	103	

^A Those age 25 at the time of interview who were age 24 at beginning of school year are excluded as current attendance was only collected for those age 3-24 years at the time of interview

APPENDIX E JAMAICA QUESTIONNAIRES

The questionnaires of the Jamaica MICS are presented in English:

- Household Questionnaire
- Questionnaire for Individual Women
- Questionnaire for Children Under Five
- Questionnaire for Children Age 5-17

Response cards and questionnaire aids:

- Sentences for literacy testing in English
- Response card for Life Satisfaction module
- Reading & Numbers Book for Foundational Learning Skills module in English



HOUSEHOLD QUESTIONNAIRE

Jamaica, 2022



HOUSEHOLD INFORMATION PANEL		HH
HH1. Cluster number: _____		HH2. Household number: _____
HH3. Interviewer's name and number: NAME _____		HH4. Supervisor's name and number: NAME _____
HH5. Day / Month / Year of interview: ____ / ____ / 20__		HH7. Parish: KINGSTON 11 ST. ANDREW 12 ST. THOMAS 13 PORTLAND 14 ST. MARY 15 ST. ANN 16 TRELAWNY 17 ST. JAMES 18 HANOVER 19 WESTMORELAND 20 ST. ELIZABETH 21 MANCHESTER 22 CLARENDON 23 ST. CATHERINE 24
HH6. Area:	GKMA 1 OUC 2 RURAL 3	
Check that the respondent is a knowledgeable member of the household and at least 18 years old before proceeding. You may only interview a child age 15-17 if there is no adult member of the household or all adult members are incapacitated. You may not interview a child under age 15.		HH11. Record the time. HOURS : MINUTES ____ : ____
HH12. Hello, my name is (<i>your name</i>). We are conducting a survey about the situation of children, families and households in Jamaica, on behalf of the Planning Institute of Jamaica. I would like to talk to you about these subjects. This interview usually takes about 20 minutes. Following this, I may ask to conduct additional interviews with you or other individual members of your household. All the information we obtain will remain strictly confidential and anonymous. If you do not wish to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. May I start now?		
YES 1 NO / NOT ASKED 2		1 ⇨ LIST OF HOUSEHOLD MEMBERS 2 ⇨ HH46
HH46. Result of HOUSEHOLD QUESTIONNAIRE interview: Discuss any result not completed with Supervisor.	COMPLETED 01 NO HOUSEHOLD MEMBER AT HOME OR NO COMPETENT RESPONDENT AT HOME AT TIME OF VISIT 02 ENTIRE HOUSEHOLD ABSENT FOR EXTENDED PERIOD OF TIME 03 REFUSED 04 DWELLING VACANT OR ADDRESS NOT A DWELLING 05 DWELLING DESTROYED 06 DWELLING NOT FOUND 07 OTHER (specify) 96	
HH47. Name and line number of the respondent to HOUSEHOLD QUESTIONNAIRE interview: NAME _____ HOUSEHOLD MEMBERS WOMEN AGE 15-49 CHILDREN UNDER AGE 5 CHILDREN AGE 5-17	To be filled after HOUSEHOLD QUESTIONNAIRE is completed TOTAL NUMBER HH48 _____ HH49 _____ HH51 _____ HH52 _____	To be filled after <u>all</u> the questionnaires are completed COMPLETED NUMBER HH53 _____ HH55 _____ HH56 ZERO 0 ONE 1

LIST OF HOUSEHOLD MEMBERS																	HL
First complete HL2-HL4 vertically for all household members, starting with the head of the household. Once HL2-HL4 are complete for all members, <u>make sure to probe</u> for additional members: Those that are not currently at home, any infants or small children and any others who may not be family (such as household helpers, friends) but who usually live in the household. Then, ask questions HL5-HL20 for each member one at a time. If additional questionnaires are used, indicate by ticking this box: <input type="checkbox"/>																	
HL1. Line number	HL2. First, please tell me the name of each person who usually lives here, starting with the head of the household. Probe for additional household members.	HL3. What is the relationship of (name) to (name of the head of household)?	HL4. Is (name) male or female? 1 MALE 2 FEMALE	HL5. What is (name)'s date of birth? 98 DK 9998 DK	HL6. How old is (name)? Record in completed years. If age is 95 or above, record '95'.	HL8. Record line number if woman and age 15-49.	HL10. Record line number if age 0-4.	HL11. Age 0-17? 1 YES 2 NO \hookrightarrow Next Line	HL12. Is (name)'s natural mother alive? 1 YES 2 NO \hookrightarrow HL16 8 DK \hookrightarrow HL16	HL13. Does (name)'s natural mother live in this household? 1 YES 2 NO \hookrightarrow HL15	HL14. Record the line number of mother and go to HL16.	HL15. Where does (name)'s natural mother live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME PARISH 3 IN ANOTHER HOUSEHOLD IN ANOTHER PARISH 4 INSTITUTION IN THIS COUNTRY 8 DK	HL16. Is (name)'s natural father alive? 1 YES 2 NO \hookrightarrow HL20 8 DK \hookrightarrow HL20	HL17. Does (name)'s natural father live in this household? 1 YES 2 NO \hookrightarrow HL19	HL18. Record the line number of father and go to HL20.	HL19. Where does (name)'s natural father live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME PARISH 3 IN ANOTHER HOUSEHOLD IN ANOTHER PARISH 4 INSTITUTION IN THIS COUNTRY 8 DK	HL20. Copy the line number of mother from HL14. If blank, ask: Who is the primary caretaker of (name)? If 'No one' for a child age 15-17, record '90'.
LINE	NAME	RELATION*	M F	MONTH	YEAR	AGE	W 15-49	0-4	Y N	Y N DK	Y N	MOTHER		Y N DK	Y N	FATHER	
01		0 1	1 2				01	01	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
02			1 2				02	02	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
03			1 2				03	03	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
04			1 2				04	04	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
05			1 2				05	05	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
06			1 2				06	06	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
07			1 2				07	07	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
08			1 2				08	08	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
09			1 2				09	09	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
10			1 2				10	10	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
11			1 2				11	11	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
12			1 2				12	12	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
13			1 2				13	13	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
14			1 2				14	14	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
15			1 2				15	15	1 2	1 2 8	1 2		1 2 3 4 8	1 2 8	1 2		1 2 3 4 8
* Codes for HL3: Relationship to head of household: 01 HEAD 02 SPOUSE / PARTNER 03 SON / DAUGHTER 04 SON-IN-LAW / DAUGHTER-IN-LAW				05 GRANDCHILD 06 PARENT 07 PARENT-IN-LAW 08 BROTHER / SISTER				09 BROTHER-IN-LAW / SISTER-IN-LAW 10 UNCLE/AUNT 11 NIECE / NEPHEW 12 OTHER RELATIVE				13 ADOPTED / FOSTER / STEPCHILD 14 HOUSEHOLD HELPER (LIVE-IN) 96 OTHER (NOT RELATED) 98 DK					

EDUCATION 1											ED													
ED1. Line number	ED2. Name and age. Copy names and ages of <u>all</u> members of the household from HL2 and HL6 to below <u>and</u> to next page of the module.		ED3. Age 3 or above? 1 YES 2 NO ⚡ Next Line		ED4. Has (name) ever attended school or any Early Childhood Education programme? 1 YES 2 NO ⚡ Next Line		ED5. What is the highest level and grade or year of school (name) has ever <u>attended</u> ? LEVEL: 0 ECE ⚡ ED7 1 PRIMARY 2 LOWER SECONDARY 3 UPPER SECONDARY 4 HIGHER 5 SPECIAL EDUCATION ⚡ ED7 8 DK								GRADE/YEAR: 98 DK ⚡ ED7			ED6. Did (name) ever <u>complete</u> that (grade/year)? 1 YES 2 NO 8 DK			ED7. Age 3-24? 1 YES 2 NO ⚡ Next Line		ED8. Check ED4: Ever attended school or ECE? 1 YES 2 NO ⚡ Next Line	
LINE	NAME	AGE	YES	NO	YES	NO	LEVEL								GRADE/YEAR	Y	N	DK	YES	NO	YES	NO		
01		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
02		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
03		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
04		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
05		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
06		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
07		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
08		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
09		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
10		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
11		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
12		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
13		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
14		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			
15		___	1	2	1	2	0	1	2	3	4	5	8	___	1	2	8	1	2	1	2			

MICS6.HH. 3

EDUCATION 2												ED	
ED1. Line number	ED2. Name and age.	ED9. At any time during the current school year (2021/2022), did (name) attend school or any Early Childhood Education programme? 1 YES 2 NO <i>ED15</i>	ED10. During this current school year (2021/2022), which level and grade or year is (name) attending? LEVEL: 0 ECE <i>ED15</i> 1 PRIMARY 2 LOWER SEC. 3 UPPER SEC. 4 HIGHER 5 SPECIAL ED. <i>ED15</i> 8 DK	GRADE/YEAR: 98 DK	ED11. Is (he/she) attending a public school? <i>If "Yes", record '1'. If "No", probe to code who controls and manages the school.</i> 1 GOVT./ PUBLIC 2 RELIGIOUS/ FAITH ORG. 3 PRIVATE 6 OTHER 8 DK	ED12. In the current school year (2021/2022), has (name) received any school tuition support? <i>If "Yes", probe to ensure that support was not received from family, other relatives, friends or neighbours.</i> 1 YES 2 NO <i>ED14</i> 8 DK <i>ED14</i>	ED13. Who provided the tuition support? <i>Record all mentioned.</i> A GOVT. / PUBLIC B RELIGIOUS/ FAITH ORG. C PRIVATE. X OTHER Z DK	ED14. For the current school year (2021/2022), has (name) received any material support or cash to buy shoes, exercise books, notebooks, school uniforms or other school supplies? <i>If "Yes", probe to ensure that support was not received from family, other relatives, friends or neighbours.</i> 1 YES 2 NO 8 DK	ED15. At any time during the previous school year (2020/2021), did (name) attend school or any Early Childhood Education programme? 1 YES 2 NO <i>Next Line</i> 8 DK <i>Next Line</i>	ED16. During that previous school year (2020/2021), which level and grade or year did (name) attend? LEVEL: 0 ECE <i>Next Line</i> 1 PRIMARY 2 LOWER SEC. 3 UPPER SEC. 4 HIGHER 5 SPECIAL ED. <i>Next Line</i> 8 DK	GRADE/YEAR: 98 DK		
LINE	NAME	AGE	YES NO	LEVEL	GRADE/YEAR	AUTHORITY	YES NO DK	TUITION	YES NO DK	YES NO DK	LEVEL	GRADE/YEAR	
01		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
02		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
03		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
04		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
05		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
06		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
07		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
08		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
09		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
10		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
11		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
12		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
13		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
14		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	
15		___	1 2	0 1 2 3 4 5 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 5 8	___	

HOUSEHOLD CHARACTERISTICS		HC
HC1A. What is the religion of (<i>name of the head of the household from HL2</i>)?	ANGELICAN 11 BAHA'I 12 BAPTIST 13 BRETHREN 14 CHURCH OF GOD IN JAMAICA 15 CHURCH OF GOD OF PROPHECY 16 HINDUISM 17 ISLAM 18 JEHOVAH'S WITNESS 19 JUDAISM 20 METHODIST 21 MORAVIAN 22 NEW TESTAMENT CHURCH OF GOD 23 OTHER CHURCH OF GOD 24 PENTACOSTAL 25 RASTAFARIAN 26 REVIVALIST 27 ROMAN CATHOLIC 28 SEVENTH DAY ADVENTIST 29 UNITED CHURCH 30	
	OTHER RELIGION/DENOMINATION (<i>specify</i>) 96 NO RELIGION 97	
HC2. To what ethnic group does (<i>name of the head of the household from HL2</i>) belong?	BLACK 1 CHINESE 2 EAST INDIAN 3 MIXED 4 WHITE 5	
	OTHER (<i>specify</i>) 6	
HC3. How many rooms do members of this household usually use for sleeping?	NUMBER OF ROOMS ____	
HC4. Main material of the dwelling floor. <i>Record observation.</i> <i>If observation is not possible, ask the respondent to determine the material of the dwelling floor.</i>	NATURAL FLOOR EARTH / SAND 11 RUDIMENTARY FLOOR WOOD PLANKS 21 FINISHED FLOOR PARQUET OR POLISHED WOOD 31 VINYL/LINOLEUM 32 CERAMIC/TERRAZZO TILES 33 CEMENT/CONCRETE 34 CARPET 35	
	OTHER (<i>specify</i>) 96	

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<p>HC5. Main material of the roof.</p> <p><i>Record observation.</i></p>	<p>NO ROOF..... 11</p> <p>NATURAL ROOFING</p> <p>THATCH / PALM LEAF 12</p> <p>RUDIMENTARY ROOFING</p> <p>PALM / BAMBOO..... 22</p> <p>WOOD PLANKS 23</p> <p>CARDBOARD 24</p> <p>FINISHED ROOFING</p> <p>METAL / TIN/ ZINC 31</p> <p>WOOD 32</p> <p>ROOFING TILES..... 34</p> <p>CEMENT/CONCRETE..... 35</p> <p>ROOFING SHINGLES 36</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>HC6. Main material of the exterior walls.</p> <p><i>Record observation.</i></p>	<p>NATURAL WALLS</p> <p>CANE / PALM / TRUNKS 12</p> <p>DIRT 13</p> <p>RUDIMENTARY WALLS</p> <p>PLYWOOD 24</p> <p>CARDBOARD 25</p> <p>REUSED WOOD 26</p> <p>WATTLE & DAUB 27</p> <p>CONCRETE NOG..... 28</p> <p>FINISHED WALLS</p> <p>CEMENT/CONCRETE/PREFAB..... 31</p> <p>STONE AND BRICK..... 32</p> <p>WOOD AND BRICK 33</p> <p>CONCRETE AND BLOCKS 34</p> <p>WOOD PLANKS / SHINGLES 36</p> <p>WOOD AND CONCRETE 37</p> <p>ZINC 38</p> <p>OTHER (<i>specify</i>) 96</p>	

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HC7. Does your household have:	YES	NO	
[A] A fixed telephone line?	FIXED TELEPHONE LINE 1	2	
[B] A radio?	RADIO 1	2	
[C] A chair?	CHAIR..... 1	2	
[E] A table?	TABLE 1	2	
[F] A sofa?	SOFA..... 1	2	
[G] A bed?	BED 1	2	
[H] A kitchen cupboard/cabinet?	KITCHEN CUPBOARD/CABINET 1	2	
[I] A water storage tank?	WATER STORAGE TANK..... 1	2	
[J] A water storage drum?	WATER STORAGE DRUM..... 1	2	
[K] A clothes closet/wardrobe?	CLOTHES CLOSET/WARDROBE 1	2	
HC8. Does your household have electricity?	YES, INTERCONNECTED GRID 1 YES, OFF-GRID (GENERATOR/ISOLATED SYSTEM) 2 NO 3		3 ⇒ HC10

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HC9. Does your household have:	YES	NO	
[A] A television?	TELEVISION..... 1	2	
[B] A refrigerator?	REFRIGERATOR..... 1	2	
[C] A gas or electric stove?	GAS OR ELECTRIC STOVE..... 1	2	
[D] A microwave oven?	MICROWAVE OVEN..... 1	2	
[E] An air conditioner?	AIR CONDITIONER..... 1	2	
[F] A fan	FAN..... 1	2	
[G] A washing machine	WASHING MACHINE..... 1	2	
[H] A clothes dryer	CLOTHES DRYER..... 1	2	
[I] A water pump	WATER PUMP..... 1	2	
[J] A water heater	WATER HEATER..... 1	2	
[K] A dishwasher	DISHWASHER..... 1	2	
[L] A generator	GENERATOR..... 1	2	
[M] Any electronic gaming equipment	ELECT. GAMING EQUIPMENT..... 1	2	
[N] Cable service	CABLE SERVICE..... 1	2	
HC10. Does any member of your household own:	YES	NO	
[A] A wristwatch?	WRISTWATCH..... 1	2	
[B] A bicycle?	BICYCLE..... 1	2	
[C] A motorcycle or scooter?	MOTORCYCLE / SCOOTER..... 1	2	
[D] An animal-drawn cart?	ANIMAL-DRAWN CART..... 1	2	
[E] A car, truck or van?	CAR / TRUCK / VAN..... 1	2	
[F] A boat with a motor?	BOAT WITH MOTOR..... 1	2	
[G] A boat without a motor/canoe?	BOAT WITHOUT MOTOR..... 1	2	
HC11. Does any member of your household have a computer or a tablet?	YES..... 1 NO..... 2		
HC12. Does any member of your household have a mobile telephone?	YES..... 1 NO..... 2		
HC13. Does your household have access to internet at home?	YES..... 1 NO..... 2		

<p>HC14. Do you or someone living in this household own this dwelling?</p> <p><i>If 'No', then ask: Do you rent this dwelling from someone not living in this household?</i></p> <p><i>If 'Rented from someone else', record '2'. If 'living rent-free', record '3'. For other responses, record '6' and specify.</i></p>	<p>OWN 1</p> <p>RENT..... 2</p> <p>RENT-FREE..... 3</p> <p>OTHER (<i>specify</i>) 6</p>	
<p>HC15. Does any member of this household own any land that can be used for agriculture?</p>	<p>YES 1</p> <p>NO 2</p>	2 → HC17
<p>HC16. How many acres of agricultural land do members of this household own?</p> <p><i>If less than 1, record '00'.</i></p>	<p>ACRES ____</p> <p>95 OR MORE 95</p> <p>DK 98</p>	
<p>HC17. Does this household own any livestock, herds, other farm animals, or poultry?</p>	<p>YES 1</p> <p>NO 2</p>	2 → HC19
<p>HC18. How many of the following animals does this household have?</p> <p>[A] Milk cows or bulls?</p> <p>[B] Other cattle?</p> <p>[C] Horses, donkeys or mules?</p> <p>[D] Goats?</p> <p>[E] Sheep?</p> <p>[F] Chickens?</p> <p>[G] Pigs?</p> <p>[H] Rabbits?</p> <p><i>If none, record '00'. If 95 or more, record '95'. If unknown, record '98'.</i></p>	<p>MILK COWS OR BULLS ____</p> <p>OTHER CATTLE..... ____</p> <p>HORSES, DONKEYS OR MULES..... ____</p> <p>GOATS..... ____</p> <p>SHEEP ____</p> <p>CHICKENS ____</p> <p>PIGS ____</p> <p>RABBITS ____</p>	
<p>HC19. Does any member of this household have a bank account?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.HH. 9

SOCIAL TRANSFERS					ST
ST1. I would like to ask you about various external economic assistance programmes provided to households. By external assistance I mean support that comes from the government or from non-governmental organizations such as religious, charitable, or community-based organizations. This excludes support from family, other relatives, friends or neighbours.					
	[A] SOCIAL PENSION FOR THE ELDERLY	[B] REHABILITATION ASSISTANCE GRANT	[C] COMPASSIONATE ASSISTANCE GRANT	[D] EDUCATION AND SOCIAL INTERVENTION (ESI) GRANT	[E] PATH
ST2. Are you aware of (<i>name of programme</i>)?	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>
	ST3	ST3	ST3	ST3	ST3
	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>
	[B]	[C]	[D]	[E]	[F]
ST3. Has your household or anyone in your household received assistance through (<i>name of programme</i>)?	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>	YES 1 <input type="radio"/>
	ST4	ST4	ST4	ST4	ST4
	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>	NO 2 <input type="radio"/>
	[B]	[C]	[D]	[E]	[F]
	DK 8 <input type="radio"/>	DK 8 <input type="radio"/>	DK 8 <input type="radio"/>	DK 8 <input type="radio"/>	DK 8 <input type="radio"/>
	[B]	[C]	[D]	[E]	[F]
ST4. When was the <u>last time</u> your household or anyone in your household received assistance through (<i>name of programme</i>)?	MONTHS AGO... 1 ____ <input type="radio"/>	MONTHS AGO ... 1 ____ <input type="radio"/>	MONTHS AGO .. 1 ____ <input type="radio"/>	MONTHS AGO ... 1 ____ <input type="radio"/>	MONTHS AGO ... 1 ____ <input type="radio"/>
	[B]	[C]	[D]	[E]	[F]
	YEARS AGO 2 ____ <input type="radio"/>	YEARS AGO 2 ____ <input type="radio"/>	YEARS AGO 2 ____ <input type="radio"/>	YEARS AGO 2 ____ <input type="radio"/>	YEARS AGO 2 ____ <input type="radio"/>
	[B]	[C]	[D]	[E]	[F]
<i>If less than one month, record '1' and record '00' in Months.</i>	DK 998	DK 998	DK 998	DK 998	DK 998
<i>If less than 12 months, record '1' and record in Months.</i>	[B]	[C]	[D]	[E]	[F]
<i>If 1 year/12 months or more, record '2' and record in Years.</i>					

SOCIAL TRANSFERS						ST
ST1. I would like to ask you about various external economic assistance programmes provided to households. By external assistance I mean support that comes from the government or from non-governmental organizations such as religious, charitable, or community-based organizations. This excludes support from family, other relatives, friends or neighbours.						
	[F] NATIONAL HEALTH FUND (NHF)	[G] COVID-19 GENERAL GRANT	[H] COVID-19 COMPASSIONATE GRANT	[I] SUPPORTING EMPLOYEES WITH THE TRANSFER OF CASH (SET CASH)	[J] COVID-19 PATH GRANT	
ST2. Are you aware of (<i>name of programme</i>)?	YES 1 ⚡ ST3	YES 1 ⚡ ST3	YES 1 ⚡ ST3	YES 1 ⚡ ST3	YES 1 ⚡ ST3	
	NO 2 ⚡ [G]	NO 2 ⚡ [H]	NO 2 ⚡ [I]	NO 2 ⚡ [J]	NO 2 ⚡ [K]	
ST3. Has your household or anyone in your household received assistance through (<i>name of programme</i>)?	YES 1 ⚡ ST4	YES 1 ⚡ ST4	YES 1 ⚡ ST4	YES 1 ⚡ ST4	YES 1 ⚡ ST4	
	NO 2 ⚡ [G]	NO 2 ⚡ [H]	NO 2 ⚡ [I]	NO 2 ⚡ [J]	NO 2 ⚡ [K]	
	DK 8 ⚡ [G]	DK 8 ⚡ [H]	DK 8 ⚡ [I]	DK 8 ⚡ [J]	DK 8 ⚡ [K]	
ST4. When was the <u>last time</u> your household or anyone in your household received assistance through (<i>name of programme</i>)? <i>If less than one month, record '1' and record '00' in Months.</i> <i>If less than 12 months, record '1' and record in Months.</i> <i>If 1 year/12 months or more, record '2' and record in Years.</i>	MONTHS AGO... 1 ____ ⚡ [G]	MONTHS AGO... 1 ____ ⚡ [H]	MONTHS AGO... 1 ____ ⚡ [I]	MONTHS AGO... 1 ____ ⚡ [J]	MONTHS AGO... 1 ____ ⚡ [K]	
	YEARS AGO 2 ____ ⚡ [G]	YEARS AGO 2 ____ ⚡ [H]	YEARS AGO 2 ____ ⚡ [I]	YEARS AGO 2 ____ ⚡ [J]	YEARS AGO 2 ____ ⚡ [K]	
	DK 998 ⚡ [G]	DK 998 ⚡ [H]	DK 998 ⚡ [I]	DK 998 ⚡ [J]	DK 998 ⚡ [K]	

SOCIAL TRANSFERS		ST
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ST1. I would like to ask you about various external economic assistance programmes provided to households. By external assistance I mean support that comes from the government or from non-governmental organizations such as religious, charitable, or community-based organizations. This excludes support from family, other relatives, friends or neighbours.

	[K] COVID-19 STUDENT LOAN RELIEF	[L] COVID-19 CARE PACKAGES FROM THE GOVERNMENT	[M] COVID-19 CARE PACKAGES FROM NGOS OR OTHER ORGANIZATIONS	[N] ANY RETIREMENT PENSION	[X] ANY OTHER EXTERNAL ASSISTANCE PROGRAMME
ST2. Are you aware of (<i>name of programme</i>)?	YES 1 ST3 NO 2 [L]	YES..... 1 ST3 NO..... 2 [M]	YES 1 ST3 NO 2 [N]	YES..... 1 ST3 NO 2 [X]	YES (<i>specify</i>)..... 1 ST3 NO 2 End
ST3. Has your household or anyone in your household received assistance through (<i>name of programme</i>)?	YES 1 ST4 NO 2 [L] DK 8 [L]	YES..... 1 ST4 NO..... 2 [M] DK..... 8 [M]	YES 1 ST4 NO 2 [N] DK 8 [N]	YES..... 1 ST4 NO 2 [X] DK 8 [X]	YES 1 ST4 NO 2 End DK 8 End
ST4. When was the <u>last time</u> your household or anyone in your household received assistance through (<i>name of programme</i>)? <i>If less than one month, record '1' and record '00' in Months.</i> <i>If less than 12 months, record '1' and record in Months.</i> <i>If 1 year/12 months or more, record '2' and record in Years.</i>	MONTHS AGO... 1 ____ [L] YEARS AGO 2 ____ [L] DK 998 [L]	MONTHS AGO ... 1 ____ [M] YEARS AGO..... 2 ____ [M] DK..... 998 [M]	MONTHS AGO .. 1 ____ [N] YEARS AGO 2 ____ [N] DK 998 [N]	MONTHS AGO... 1 ____ [X] YEARS AGO..... 2 ____ [X] DK 998 [X]	MONTHS AGO ... 1 ____ End YEARS AGO 2 ____ End DK 998 End

HOUSEHOLD ENERGY USE		EU
EU1. In your household, what type of cookstove is <u>mainly</u> used for <u>cooking</u> ?	ELECTRIC STOVE 01	01 ⇒ EU5
	SOLAR COOKER..... 02	02 ⇒ EU5
	LIQUEFIED PETROLEUM GAS (LPG)/ COOKING GAS STOVE 03	03 ⇒ EU5
	BIOGAS STOVE 05	05 ⇒ EU5
	LIQUID FUEL/KEROSENE STOVE..... 06	06 ⇒ EU4
	MANUFACTURED SOLID FUEL STOVE/COAL STOVE..... 07	
	TRADITIONAL SOLID FUEL STOVE/RIM 08	
	THREE STONE STOVE / OPEN FIRE/WOOD FIRE..... 09	09 ⇒ EU4
	OTHER (<i>specify</i>) 96	96 ⇒ EU4
	NO FOOD COOKED IN HOUSEHOLD 97	97 ⇒ EU6
EU2. Does it have a chimney?	YES..... 1	
	NO 2	
	DK 8	
EU3. Does it have a fan?	YES..... 1	
	NO 2	
	DK 8	
EU4. What type of fuel or energy source is used in this cookstove? <i>If more than one, record the main energy source for this cookstove.</i>	ALCOHOL / ETHANOL 01	
	GASOLINE / DIESEL..... 02	
	KEROSENE 03	
	COAL / LIGNITE..... 04	
	CHARCOAL 05	
	WOOD..... 06	
	CROP RESIDUE / GRASS / STRAW / SHRUBS..... 07	
	ANIMAL DUNG / WASTE 08	
	PROCESSED BIOMASS (PELLETS) OR WOODCHIPS..... 09	
	GARBAGE / PLASTIC..... 10	
	SAWDUST 11	
	OTHER (<i>specify</i>) 96	
EU5. Is the cooking usually done in the house, in a separate building, or outdoors? <i>If in main house, probe to determine if cooking is done in a separate room.</i> <i>If outdoors, probe to determine if cooking is done on veranda, covered porch, or open air.</i>	IN MAIN HOUSE NO SEPARATE ROOM..... 1	
	IN A SEPARATE ROOM 2	
	IN A SEPARATE BUILDING 3	
	OUTDOORS OPEN AIR 4	
	ON VERANDA OR COVERED PORCH..... 5	
	OTHER (<i>specify</i>) 6	

EU9. At night, what does your household <u>mainly</u> use to <u>light</u> the household?	ELECTRICITY	01
	SOLAR LANTERN	02
	RECHARGEABLE FLASHLIGHT, TORCH OR LANTERN	03
	BATTERY POWERED FLASHLIGHT, TORCH OR LANTERN	04
	BIOGAS LAMP	05
	GASOLINE LAMP	06
	KEROSENE LAMP	07
	CHARCOAL	08
	WOOD	09
	CROP RESIDUE / GRASS / STRAW / SHRUBS	10
	ANIMAL DUNG / WASTE	11
	OIL LAMP	12
	CANDLE	13
	OTHER (<i>specify</i>)	96
	NO LIGHTING IN HOUSEHOLD	97

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WATER AND SANITATION		WS
<p>WS1. What is the <u>main</u> source of drinking water used by members of your household?</p> <p><i>If unclear, probe to identify the place from which members of this household most often collect drinking water (collection point).</i></p>	PIPED WATER	
	PIPED INTO DWELLING	11 ⇒ WS7
	PIPED TO YARD / PLOT	12 ⇒ WS7
	PIPED TO NEIGHBOUR	13 ⇒ WS3
	PUBLIC TAP / STANDPIPE.....	14 ⇒ WS3
	TUBE WELL / BOREHOLE	21 ⇒ WS3
	DUG WELL	
	PROTECTED WELL.....	31 ⇒ WS3
	UNPROTECTED WELL	32 ⇒ WS3
	SPRING	
	PROTECTED SPRING.....	41 ⇒ WS3
	UNPROTECTED SPRING	42 ⇒ WS3
	RAINWATER.....	51 ⇒ WS3
	TANKER-TRUCK.....	61 ⇒ WS4
	VEHICLE WITH SMALL TANK	71 ⇒ WS4
	WATER KIOSK	72 ⇒ WS4
	SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL)	81 ⇒ WS3
	PACKAGED WATER	
	BOTTLED WATER	91
	SACHET WATER	92
	OTHER (specify).....	96 ⇒ WS3

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<p>WS2. What is the <u>main</u> source of water used by members of your household for other purposes such as cooking and handwashing?</p> <p><i>If unclear, probe to identify the place from which members of this household most often collect water for other purposes.</i></p>	<p>PIPED WATER</p> <p>PIPED INTO DWELLING11</p> <p>PIPED TO YARD / PLOT12</p> <p>PIPED TO NEIGHBOUR.....13</p> <p>PUBLIC TAP / STANDPIPE.....14</p> <p>TUBE WELL / BOREHOLE.....21</p> <p>DUG WELL</p> <p>PROTECTED WELL.....31</p> <p>UNPROTECTED WELL.....32</p> <p>SPRING</p> <p>PROTECTED SPRING.....41</p> <p>UNPROTECTED SPRING.....42</p> <p>RAINWATER.....51</p> <p>TANKER-TRUCK.....61</p> <p>VEHICLE WITH SMALL TANK71</p> <p>WATER KIOSK72</p> <p>SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL)81</p> <p>OTHER (specify).....96</p>	<p>11 ⇨ WS7</p> <p>12 ⇨ WS7</p> <p>61 ⇨ WS4</p> <p>71 ⇨ WS4</p> <p>72 ⇨ WS4</p>
<p>WS3. Where is that water source located?</p>	<p>IN OWN DWELLING1</p> <p>IN OWN YARD / PLOT.....2</p> <p>ELSEWHERE.....3</p>	<p>1 ⇨ WS7</p> <p>2 ⇨ WS7</p>
<p>WS4. How long does it take for members of your household to go there, get water, and come back?</p>	<p>MEMBERS DO NOT COLLECT000</p> <p>NUMBER OF MINUTES.....__ __</p> <p>DK.....998</p>	<p>000 ⇨ WS7</p>
<p>WS5. Who usually goes to this source to collect the water for your household?</p> <p><i>Record the name of the person and copy the line number of this person from the LIST OF HOUSEHOLD MEMBERS Module.</i></p>	<p>NAME.....</p> <p>LINE NUMBER__ __</p>	
<p>WS6. Since last (<i>day of the week</i>), how many times has this person collected water?</p>	<p>NUMBER OF TIMES.....__ __</p> <p>DK.....98</p>	
<p>WS7. In the last month, has there been any time when your household did not have sufficient quantities of drinking water?</p>	<p>YES, AT LEAST ONCE.....1</p> <p>NO, ALWAYS SUFFICIENT2</p> <p>DK.....8</p>	<p>2 ⇨ WS9</p> <p>8 ⇨ WS9</p>
<p>WS8. What was the main reason that you were unable to access water in sufficient quantities when needed?</p>	<p>WATER NOT AVAILABLE FROM SOURCE....1</p> <p>WATER TOO EXPENSIVE.....2</p> <p>BLE3</p> <p>OTHER (specify).....6</p> <p>DK.....8</p>	

WS9. Do you or any other member of this household do anything to the water to make it safer to drink?	YES 1 NO 2 DK 8	2 ⇒ <i>WS11</i> 8 ⇒ <i>WS11</i>
WS10. What do you usually do to make the water safer to drink? <i>Probe:</i> Anything else? <i>Record all methods mentioned.</i>	BOIL A ADD BLEACH / CHLORINE B STRAIN IT THROUGH A CLOTH C USE WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (<i>specify</i>) X DK Z	
WS11. What kind of toilet facility do members of your household usually use? <i>If 'Flush' or 'Pour flush', probe:</i> Where does it flush to? <i>If not possible to determine, ask permission to observe the facility.</i>	FLUSH / POUR FLUSH FLUSH TO PIPED SEWER SYSTEM 11 FLUSH TO SEPTIC TANK 12 FLUSH TO PIT LATRINE 13 FLUSH TO OPEN DRAIN 14 FLUSH TO DK WHERE 18 PIT LATRINE VENTILATED IMPROVED PIT LATRINE 21 PIT LATRINE WITH SLAB 22 PIT LATRINE WITHOUT SLAB / OPEN PIT 23 COMPOSTING TOILET 31 BUCKET 41 HANGING TOILET / HANGING LATRINE 51 NO FACILITY / BUSH / FIELD 95 OTHER (<i>specify</i>) 96	11 ⇒ <i>WS14</i> 14 ⇒ <i>WS14</i> 18 ⇒ <i>WS14</i> 41 ⇒ <i>WS14</i> 51 ⇒ <i>WS14</i> 95 ⇒ <i>End</i> 96 ⇒ <i>WS14</i>
WS12. Has your (<i>answer from WS11</i>) ever been emptied?	YES, EMPTIED 1 NO, NEVER EMPTIED 4 DK 8	 4 ⇒ <i>WS14</i> 8 ⇒ <i>WS14</i>

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<p>WS13. The last time it was emptied, where were the contents emptied to?</p> <p><i>Probe:</i> Was it removed by a service provider?</p>	<p>REMOVED BY SERVICE PROVIDER TO A TREATMENT PLANT 1 BURIED IN A COVERED PIT 2 TO DON'T KNOW WHERE..... 3</p> <p>EMPTIED BY HOUSEHOLD BURIED IN A COVERED PIT 4 TO UNCOVERED PIT, OPEN GROUND, WATER BODY OR ELSEWHERE..... 5</p> <p>OTHER (<i>specify</i>) 6</p> <p>DK..... 8</p>	
<p>WS14. Where is this toilet facility located?</p>	<p>IN OWN DWELLING 1 IN OWN YARD / PLOT..... 2 ELSEWHERE 3</p>	
<p>WS15. Do you share this facility with others who are not members of your household?</p>	<p>YES 1 NO 2</p>	<p>2⇒End</p>
<p>WS16. Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?</p>	<p>SHARED WITH KNOWN HOUSEHOLDS (NOT PUBLIC)..... 1 SHARED WITH GENERAL PUBLIC..... 2</p>	<p>2⇒End</p>
<p>WS17. How many households in total use this toilet facility, including your own household?</p>	<p>NUMBER OF HOUSEHOLDS (IF LESS THAN 10) <u>0</u> ..</p> <p>TEN OR MORE HOUSEHOLDS 10</p> <p>DK..... 98</p>	

MICS6.HH. 18

HANDWASHING		HW
<p>HW1. We would like to learn about where members of this household wash their hands.</p> <p>Can you please show me where members of your household <u>most often</u> wash their hands?</p> <p><i>Record result and observation.</i></p>	<p>OBSERVED</p> <p>FIXED FACILITY OBSERVED (SINK / TAP)</p> <p>IN DWELLING1</p> <p>IN YARD / PLOT2</p> <p>MOBILE OBJECT OBSERVED</p> <p>(BUCKET / JUG / BASIN)3</p> <p>NOT OBSERVED</p> <p>NO HANDWASHING PLACE IN DWELLING / YARD / PLOT4</p> <p>NO PERMISSION TO SEE5</p> <p>OTHER REASON (<i>specify</i>)6</p>	<p>4 ⇒ HW5</p> <p>5 ⇒ HW4</p> <p>6 ⇒ HW5</p>
<p>HW2. Observe presence of water at the place for handwashing.</p> <p><i>Verify by checking the tap/pump, or basin, bucket, water container or similar objects for presence of water.</i></p>	<p>WATER IS AVAILABLE1</p> <p>WATER IS NOT AVAILABLE2</p>	
<p>HW3. Is soap or detergent present at the place for handwashing?</p>	<p>YES, PRESENT1</p> <p>NO, NOT PRESENT2</p>	<p>1 ⇒ HW7</p> <p>2 ⇒ HW5</p>
<p>HW4. Where do you or other members of your household <u>most often</u> wash your hands?</p>	<p>FIXED FACILITY (SINK / TAP)</p> <p>IN DWELLING1</p> <p>IN YARD / PLOT2</p> <p>MOBILE OBJECT</p> <p>(BUCKET / JUG / BASIN)3</p> <p>NO HANDWASHING PLACE IN DWELLING / YARD / PLOT4</p> <p>OTHER (<i>specify</i>)6</p>	
<p>HW5. Do you have any soap or detergent in your house for washing hands?</p>	<p>YES1</p> <p>NO2</p>	<p>2 ⇒ End</p>
<p>HW6. Can you please show it to me?</p>	<p>YES, SHOWN1</p> <p>NO, NOT SHOWN2</p>	<p>2 ⇒ End</p>
<p>HW7. Record your observation.</p> <p><i>Record all that apply.</i></p>	<p>BAR OR LIQUID SOAPA</p> <p>DETERGENT (POWDER / LIQUID / PASTE)B</p>	

HH13. Record the time.	HOUR AND MINUTES : ..																																																													
HH14. Language of the Questionnaire.	ENGLISH 1																																																													
HH15. Language of the Interview.	ENGLISH 1																																																													
HH16. Native language of the Respondent.	ENGLISH 1 SPANISH 2 MANDARIN/CHINESE 3 OTHER LANGUAGE (specify) 6																																																													
HH17. Was a translator used for any parts of this questionnaire?	YES, ENTIRE QUESTIONNAIRE 1 YES, PART OF QUESTIONNAIRE 2 NO, NOT USED 3																																																													
HH18. Check HL6 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of children age 5-17 years:	NO CHILDREN 0 1 CHILD 1 2 OR MORE CHILDREN (NUMBER).....	0 ⇒ HH29 1 ⇒ HH27																																																												
HH19. List each of the children age 5-17 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include other household members outside of the age range 5-17 years. Record the line number, name, sex, and age for each child.																																																														
<table border="1"> <thead> <tr> <th>HH20. Rank number</th> <th>HH21. Line number from HL1</th> <th>HH22. Name from HL2</th> <th colspan="2">HH23. Sex from HL4</th> <th>HH24. Age from HL6</th> </tr> <tr> <th>RANK</th> <th>LINE</th> <th>NAME</th> <th>M</th> <th>F</th> <th>AGE</th> </tr> </thead> <tbody> <tr><td>1</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>2</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>3</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>4</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>5</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>6</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>7</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> <tr><td>8</td><td>___</td><td></td><td>1</td><td>2</td><td>___</td></tr> </tbody> </table>	HH20. Rank number	HH21. Line number from HL1	HH22. Name from HL2	HH23. Sex from HL4		HH24. Age from HL6	RANK	LINE	NAME	M	F	AGE	1	___		1	2	___	2	___		1	2	___	3	___		1	2	___	4	___		1	2	___	5	___		1	2	___	6	___		1	2	___	7	___		1	2	___	8	___		1	2	___		
HH20. Rank number	HH21. Line number from HL1	HH22. Name from HL2	HH23. Sex from HL4		HH24. Age from HL6																																																									
RANK	LINE	NAME	M	F	AGE																																																									
1	___		1	2	___																																																									
2	___		1	2	___																																																									
3	___		1	2	___																																																									
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6	___		1	2	___																																																									
7	___		1	2	___																																																									
8	___		1	2	___																																																									

HH25. Check the last digit of the household number (HH2) from the HOUSEHOLD INFORMATION PANEL. This is the number of the row you should go to in the table below.

Check the total number of children age 5-17 years in HH18 above. This is the number of the column you should go to in the table below.

Find the box where the row and the column meet and record the number that appears in the box. This is the rank number (HH20) of the selected child.

LAST DIGIT OF HOUSEHOLD NUMBER (FROM HH2)	TOTAL NUMBER OF ELIGIBLE CHILDREN IN THE HOUSEHOLD (FROM HH18)						
	2	3	4	5	6	7	8+
0	2	2	4	3	6	5	4
1	1	3	1	4	1	6	5
2	2	1	2	5	2	7	6
3	1	2	3	1	3	1	7
4	2	3	4	2	4	2	8
5	1	1	1	3	5	3	1
6	2	2	2	4	6	4	2
7	1	3	3	5	1	5	3
8	2	1	4	1	2	6	4
9	1	2	1	2	3	7	5

HH26. Record the rank number (HH20), line number (HH21), name (HH22) and age (HH24) of the selected child.

RANK NUMBER _ _

LINE NUMBER _ _

HH27. (When HH18=1 or when there is a single child age 5-17 in the household):

Record the rank number as '1' and record the line number (HL1), the name (HL2) and age (HL6) of this child from the LIST OF HOUSEHOLD MEMBERS.

NAME

AGE _ _

HH28. Issue a QUESTIONNAIRE FOR CHILDREN AGE 5-17 to be administered to the mother/caretaker of this child.

HH29. Check HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any women age 15-49?

YES, AT LEAST ONE WOMAN AGE 15-49.....1
NO2

2⇒HH40

HH30. Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.

HH31. Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?

YES, AT LEAST ONE GIRL AGE 15-171
NO2

2⇒HH40

HH32. Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one girl age 15-17?

YES, AT LEAST ONE GIRL AGE 15-17 WITH
HL20≠901
NO, HL20=90 FOR ALL GIRLS AGE 15-17.....2

2⇒HH40

HH33. As part of the survey we are also interviewing women age 15-49. We ask each person we interview for permission. A female interviewer conducts these interviews.

For girls age 15-17 we must also get permission from an adult to interview them. As mentioned before, all the information we obtain will remain strictly confidential and anonymous.

May we interview (*name(s) of female member(s) age 15-17*) later?

- ☐ 'Yes' for all girls age 15-17 ⇒ Continue with HH40.
- ☐ 'No' for at least one girl age 15-17 and 'Yes' to at least one girl age 15-17 ⇒ Record '06' in WM17 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.
- ☐ 'No' for all girls age 15-17 ⇒ Record '06' in WM17 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.

HH40. Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?	YES, AT LEAST ONE.....	1	2 ⇒ HH44A
	NO	2	

HH41. Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.

MICS PLUS CONSENT

HH44A. 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	2 ⇒ HH45
	NO, HC7[A]=2 AND HC12=2 2	

HH44B. Thank you for your participation.

The Planning Institute of Jamaica 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	2 ⇒ HH45
NO.....2	

HH44C. Do you have a personal phone number or does your household have a communal number where you can be reached?	YES.....1	2 ⇒ HH45
	NO.....2	

HH44D. 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 ND NUMBER	[P3] 3 RD NUMBER
HH44E. Ask for and record phone number.	_____	_____	_____
HH44F. Just to confirm, the number is (<i>number from HH44E</i>)?	YES.....1 NO2 ⇨ HH44E	YES1 NO2 ⇨ HH44E	YES.....1 NO.....2 ⇨ HH44E
<i>If no, return to HH44E and correct entry.</i>			
HH44G. Is this a fixed line or a mobile phone number?	FIXED LINE.....1 MOBILE2	FIXED LINE.....1 MOBILE2	FIXED LINE.....1 MOBILE2
HH44H. What is the best day of the week and time of the day to call you on this number? <i>Probe: Any other day or time?</i> <i>Record all mentioned.</i>	WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (<i>specify</i>) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (<i>specify</i>) H OTHER (<i>specify</i>) X	WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (<i>specify</i>) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (<i>specify</i>) H OTHER (<i>specify</i>) X	WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (<i>specify</i>) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (<i>specify</i>) H OTHER (<i>specify</i>) X

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS



QUESTIONNAIRE FOR INDIVIDUAL WOMEN
Jamaica, 2022



WOMAN'S INFORMATION PANEL		WM
WM1. Cluster number: _____	WM2. Household number: _____	
WM3. Woman's name and line number: NAME _____	WM4. Supervisor's name and number: NAME _____	
WM5. Interviewer's name and number: NAME _____	WM6. Day / Month / Year of interview: _____ / _____ / <u>2</u> <u>0</u> _____	

<p><i>Check woman's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify in HH33 that adult consent for interview is obtained or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in WM17.</i></p>		<p>WM7. Record the time:</p> <p align="center">HOURS : MINUTES _____ : _____</p>	
<p>WM8. 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 ⇒ WM9B 2 ⇒ WM9A</p>	
<p>WM9A. Hello, my name is (<i>your name</i>). We are conducting a survey about the situation of children, families and households in Jamaica, on behalf of the Planning Institute of Jamaica. I would like to talk to you about your health and other topics. This interview usually takes about 15 minutes. We are also interviewing mothers about their children. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. May I start now?</p>		<p>WM9B. Now I would like to talk to you about your health and other topics in more detail. This interview will take about 15 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. May I start now?</p>	
<p>YES 1 NO / NOT ASKED 2</p>		<p>1 ⇒ WOMAN'S BACKGROUND Module 2 ⇒ WM17</p>	

<p>WM17. Result of woman's interview.</p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED 01 NOT AT HOME 02 REFUSED 03 PARTLY COMPLETED 04 INCAPACITATED (<i>specify</i>) 05 NO ADULT CONSENT FOR RESPONDENT AGE 15-17 06 OTHER (<i>specify</i>) 96</p>
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MICS6.WM.1

WOMAN'S BACKGROUND		WB
WB1. Check the respondent's line number (WM3) in WOMAN'S 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, WM3=HH47..... 1 NO, RESPONDENT IS NOT THE SAME, WM3≠HH47..... 2	2 ⇨ WB3
WB2. Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest level of school attended:	ED5= 4 1 ED5=0, 1, 2, 3, 5, 8 OR BLANK 2	1 ⇨ WB15 2 ⇨ WB14
WB3. In what month and year were you born?	DATE OF BIRTH MONTH DK MONTH..... 98 YEAR DK YEAR 9998	
WB4. How old are you? <i>Probe: How old were you at your last birthday?</i> <i>If responses to WB3 and WB4 are inconsistent, probe further and correct. Age must be recorded.</i>	AGE (IN COMPLETED YEARS).....	
WB5. Have you ever attended school or any early childhood education programme?	YES 1 NO 2	2 ⇨ WB14
WB6. What is the highest level and grade or year of school you have attended?	EARLY CHILDHOOD EDUCATION..... 000 PRIMARY..... 1 LOWER SECONDARY 2 UPPER SECONDARY 3 HIGHER..... 4 SPECIAL EDUCATION..... 500	000 ⇨ WB14 500 ⇨ WB8
WB7. Did you complete that (grade/year)?	YES 1 NO 2	
WB8. Check WB4: Age of respondent:	AGE 15-24 1 AGE 25-49 2	2 ⇨ WB13
WB9. At any time during the current school year (2021/2022), did you attend school?	YES 1 NO 2	2 ⇨ WB11
WB10. During this current school year (2021/2022), which level and grade or year are you <u>attending</u> ?	PRIMARY..... 1 LOWER SECONDARY 2 UPPER SECONDARY 3 HIGHER..... 4 SPECIAL EDUCATION..... 500	
WB11. At any time during the previous school year (2020/2021), did you attend school?	YES 1 NO 2	2 ⇨ WB13
WB12. During that previous school year (2020/2021), which level and grade or year did you <u>attend</u> ?	PRIMARY..... 1 LOWER SECONDARY 2 UPPER SECONDARY 3 HIGHER..... 4 SPECIAL EDUCATION..... 500	
WB13. Check WB6: Highest level of school attended:	WB6= 4 1 WB6=1, 2, 3 OR 5 2	1 ⇨ WB15

<p>WB14. Now I would like you to read this sentence to me.</p> <p><i>Show sentence on the card to the respondent.</i></p> <p><i>If respondent cannot read whole sentence, probe:</i> Can you read part of the sentence to me?</p>	<p>CANNOT READ AT ALL 1</p> <p>ABLE TO READ ONLY PARTS OF SENTENCE..... 2</p> <p>ABLE TO READ WHOLE SENTENCE..... 3</p> <p>NO SENTENCE IN REQUIRED LANGUAGE / BRAILLE (specify language) 4</p>	
<p>WB15. How long have you been continuously living in (name of current city, town or village of residence)?</p> <p><i>If less than one year, record '00' years.</i></p>	<p>YEARS..... _ _</p> <p>ALWAYS / SINCE BIRTH 95</p>	95 ⇒ WB18
<p>WB16. Just before you moved here, did you live in Kingston, urban St. Andrew, Portmore, Spanish Town, in some other urban area, or in a rural area?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine the area, write the name of the place and then temporarily record '17' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>GKMA</p> <p>KINGSTON..... 11</p> <p>URBAN ST. ANDREW 12</p> <p>PORTMORE 13</p> <p>SPANISH TOWN 14</p> <p>OTHER URBAN CENTERS 15</p> <p>RURAL AREA..... 16</p> <p>UNABLE TO DETERMINE AREA..... 17</p> <p>DK / DON'T REMEMBER 98</p>	<p>11 ⇒ WB18</p> <p>12 ⇒ WB18</p> <p>13 ⇒ WB18</p> <p>14 ⇒ WB18</p>
<p>WB17. Before you moved here, in which parish did you live?</p>	<p>ST. ANDREW..... 12</p> <p>ST. THOMAS 13</p> <p>PORTLAND..... 14</p> <p>ST. MARY 15</p> <p>ST. ANN..... 16</p> <p>TRELAWNY 17</p> <p>ST. JAMES..... 18</p> <p>HANOVER 19</p> <p>WESTMORELAND 20</p> <p>ST. ELIZABETH 21</p> <p>MANCHESTER..... 22</p> <p>CLARENDON 23</p> <p>ST. CATHERINE..... 24</p> <p>OUTSIDE OF JAMAICA (specify) 96</p>	
<p>WB18. Are you covered by any health insurance?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ End
<p>WB19. What type of health insurance are you covered by?</p> <p><i>Record all mentioned.</i></p>	<p>HEALTH INSURANCE THROUGH EMPLOYER..... B</p> <p>OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE D</p> <p>HEALTH INSURANCE THROUGH SCHOOL E</p> <p>OTHER (specify) X</p>	

MASS MEDIA AND ICT		MT
MT1. Do you read a newspaper or magazine at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happens almost every day?</i> <i>If 'Yes' record 3, if 'No' record 2.</i>	NOT AT ALL..... 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY..... 3	
MT2. Do you listen to the radio at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happens almost every day?</i> <i>If 'Yes' record 3, if 'No' record 2.</i>	NOT AT ALL..... 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY..... 3	
MT3. Do you watch television at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happens almost every day?</i> <i>If 'Yes' record 3, if 'No' record 2.</i>	NOT AT ALL..... 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY..... 3	
MT4. Have you ever used a computer or a tablet from any location?	YES 1 NO 2	2 ⇒ MT9
MT5. During the last 3 months, did you use a computer or a tablet at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happened almost every day?</i> <i>If 'Yes' record 3, if 'No' record 2.</i>	NOT AT ALL..... 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY..... 3	0 ⇒ MT9

MICS6.WM.4

MT6. During the last 3 months, did you:	YES NO	
[A] Copy or move a file or folder?	COPY/MOVE FILE1 2	
[B] Use a copy and paste tool to duplicate or move information within a document?	USE COPY/PASTE IN DOCUMENT1 2	
[C] Send e-mail with attached file, such as a document, picture or video?	SEND E-MAIL WITH ATTACHMENT1 2	
[D] Use a basic arithmetic formula in a spreadsheet?	USE BASIC SPREADSHEET FORMULA..1 2	
[E] Connect and install a new device, such as a modem, camera or printer?	CONNECT DEVICE1 2	
[F] Find, download, install and configure software?	INSTALL SOFTWARE1 2	
[G] Create an electronic presentation with presentation software, including text, images, sound, video or charts?	CREATE PRESENTATION1 2	
[H] Transfer a file between a computer and other device?	TRANSFER FILE1 2	
[I] Write a computer program in any programming language?	PROGRAMMING1 2	
MT7. Check MT6[C]: Is 'Yes' recorded?	YES, MT6[C]=1 1 NO, MT6[C]=2 2	1 ⇒ MT10
MT8. Check MT6[F]: Is 'Yes' recorded?	YES, MT6[F]=1 1 NO, MT6[F]=2 2	1 ⇒ MT10
MT9. Have you ever used the internet from any location and any device?	YES 1 NO 2	2 ⇒ MT11
MT10. During the last 3 months, did you use the internet at least once a week, less than once a week or not at all? <i>If 'At least once a week', probe: Would you say this happens almost every day? If 'Yes' record 3, if 'No' record 2.</i>	NOT AT ALL 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY 3	
MT11. Do you own a mobile phone?	YES 1 NO 2	
MT12. During the last 3 months, did you use a mobile telephone at least once a week, less than once a week or not at all? <i>Probe if necessary: I mean have you communicated with someone using a mobile phone. If 'At least once a week', probe: Would you say this happens almost every day? If 'Yes' record 3, if 'No' record 2.</i>	NOT AT ALL 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY 3	

ATTITUDES TOWARD DOMESTIC VIOLENCE		DV			
DV1. Sometimes a husband/partner is annoyed or angered by things that his wife does. In your opinion, is a husband/partner justified in hitting or beating his wife in the following situations:		YES	NO	DK	
[A]	If she goes out without telling him?	GOES OUT WITHOUT TELLING.....	1	2	8
[B]	If she neglects the children?	NEGLECTS CHILDREN	1	2	8
[C]	If she argues with him?	ARGUES WITH HIM.....	1	2	8
[D]	If she refuses to have sex with him?	REFUSES SEX	1	2	8
[E]	If she burns the food?	BURNS FOOD	1	2	8
[F]	If she has sex with another person?	HAS SEX WITH ANOTHER.....	1	2	8
DV2. In your opinion, is a husband/partner justified in hitting or beating his wife for any other reason not mentioned?		NO.....	0		
		YES (<i>specify</i>) _____	1		

MICS6.WM.6

VICTIMISATION		VT
<p>VT1. Check for the presence of others. Before continuing, ensure privacy. Now I would like to ask you some questions about crimes in which you <u>personally</u> were the victim.</p> <p>Let me assure you again that your answers are completely confidential and will not be told to anyone.</p> <p>In the last three years, that is since (<i>month of interview</i>) (<i>year of interview minus 3</i>), has anyone taken or tried taking something from you, by using force or threatening to use force?</p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household.</i></p> <p><i>If necessary, help the respondent to establish the recall period and make sure that you allow adequate time for the recall. You may reassure: It can be difficult to remember this sort of incidents, so please take your time while you think about your answers.</i></p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒ VT9B</p> <p>8 ⇒ VT9B</p>
<p>VT2. Did this last happen during the last 12 months, that is, since (<i>month of interview</i>) (<i>year of interview minus 1</i>)?</p>	<p>YES, DURING THE LAST 12 MONTHS 1</p> <p>NO, MORE THAN 12 MONTHS AGO 2</p> <p>DK / DON'T REMEMBER 8</p>	<p>2 ⇒ VT5B</p> <p>8 ⇒ VT5B</p>
<p>VT3. How many times did this happen in the last 12 months?</p> <p><i>If 'DK/Don't remember', probe: Did it happen once, twice, or at least three times?</i></p>	<p>ONE TIME 1</p> <p>TWO TIMES 2</p> <p>THREE OR MORE TIMES 3</p> <p>DK / DON'T REMEMBER 8</p>	
<p>VT4. Check VT3: One or more times?</p>	<p>ONE TIME, VT3=1 1</p> <p>MORE THAN ONCE OR DK, VT3=2, 3 OR 8 2</p>	<p>1 ⇒ VT5A</p> <p>2 ⇒ VT5B</p>
<p>VT5A. When this happened, was anything stolen from you?</p> <p>VT5B. The last time this happened, was anything stolen from you?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK / NOT SURE 8</p>	
<p>VT6. Did the person(s) have a weapon?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK / NOT SURE 8</p>	<p>2 ⇒ VT8</p> <p>8 ⇒ VT8</p>
<p>VT7. Was a knife, a gun or something else used as a weapon?</p> <p><i>Record all that apply.</i></p>	<p>YES, A KNIFE A</p> <p>YES, A GUN B</p> <p>YES, SOMETHING ELSE X</p>	
<p>VT8. Did you or anyone else report the incident to the police?</p> <p><i>If 'Yes', probe: Was the incident reported by you or someone else?</i></p>	<p>YES, RESPONDENT REPORTED 1</p> <p>YES, SOMEONE ELSE REPORTED 2</p> <p>NO, NOT REPORTED 3</p> <p>DK / NOT SURE 8</p>	<p>1 ⇒ VT9A</p> <p>2 ⇒ VT9A</p> <p>3 ⇒ VT9A</p> <p>8 ⇒ VT9A</p>

<p>VT9A. Apart from the incident(s) just covered, have you in the last three years, that is since <i>(month of interview) (year of interview minus 3)</i>, been physically attacked?</p> <p>VT9B. In the same period of the last three years, that is since <i>(month of interview) (year of interview minus 3)</i>, have you been physically attacked?</p> <p><i>If 'No', probe: An attack can happen at home or any place outside of the home, such as in other homes, in the street, at school, on public transport, public restaurants, or at your workplace.</i></p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household. Exclude incidents where the intention was to take something from the respondent, which should be recorded under VT1.</i></p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇨ VT20</p> <p>8 ⇨ VT20</p>
<p>VT10. Did this last happen during the last 12 months, that is, since <i>(month of interview) (year of interview minus 1)</i>?</p>	<p>YES, DURING THE LAST 12 MONTHS..... 1</p> <p>NO, MORE THAN 12 MONTHS AGO 2</p> <p>DK / DON'T REMEMBER 8</p>	<p>2 ⇨ VT12B</p> <p>8 ⇨ VT12B</p>
<p>VT11. How many times did this happen in the last 12 months?</p> <p><i>If 'DK/Don't remember', probe: Did it happen once, twice, or at least three times?</i></p>	<p>ONE TIME 1</p> <p>TWO TIMES 2</p> <p>THREE OR MORE TIMES 3</p> <p>DK / DON'T REMEMBER 8</p>	<p>1 ⇨ VT12A</p> <p>2 ⇨ VT12B</p> <p>3 ⇨ VT12B</p> <p>8 ⇨ VT12B</p>
<p>VT12A. Where did this happen?</p> <p>VT12B. Where did this happen the last time?</p>	<p>AT HOME 11</p> <p>IN ANOTHER HOME 12</p> <p>IN THE STREET 21</p> <p>ON PUBLIC TRANSPORT 22</p> <p>PUBLIC RESTAURANT / CAFÉ / BAR 23</p> <p>OTHER PUBLIC (<i>specify</i>) 26</p> <p>AT SCHOOL 31</p> <p>AT WORKPLACE 32</p> <p>OTHER PLACE (<i>specify</i>) 96</p>	
<p>VT13. How many people were involved in committing the offence?</p> <p><i>If 'DK/Don't remember', probe: Was it one, two, or at least three people?</i></p>	<p>ONE PERSON 1</p> <p>TWO PEOPLE 2</p> <p>THREE OR MORE PEOPLE 3</p> <p>DK / DON'T REMEMBER 8</p>	<p>1 ⇨ VT14A</p> <p>2 ⇨ VT14B</p> <p>3 ⇨ VT14B</p> <p>8 ⇨ VT14B</p>

MICS6.WM.8

VT14A. At the time of the incident, did you recognize the person?	YES 1 NO 2	
VT14B. At the time of the incident, did you recognize at least one of the persons?	DK / DON'T REMEMBER 8	
VT17. Did the person(s) have a weapon?	YES 1 NO 2 DK / NOT SURE 8	2 ⇒ VT19 8 ⇒ VT19
VT18. Was a knife, a gun or something else used as a weapon? <i>Record all that apply.</i>	YES, A KNIFE A YES, A GUN B YES, SOMETHING ELSE X	
VT19. Did you or anyone else report the incident to the police? <i>If 'Yes', probe: Was the incident reported by you or someone else?</i>	YES, RESPONDENT REPORTED 1 YES, SOMEONE ELSE REPORTED 2 NO, NOT REPORTED 3 DK / NOT SURE 8	
VT20. How safe do you feel walking alone in your neighbourhood after dark?	VERY SAFE 1 SAFE 2 UNSAFE 3 VERY UNSAFE 4 NEVER WALK ALONE AFTER DARK 7	
VT21. How safe do you feel when you are at home alone after dark?	VERY SAFE 1 SAFE 2 UNSAFE 3 VERY UNSAFE 4 NEVER ALONE AFTER DARK 7	
VT22. In the past 12 months, have you <u>personally</u> felt discriminated against or harassed on the basis of the following grounds?	<div>YES NO DK</div> <div>[A] Ethnic or immigration origin? ETHNIC / IMMIGRATION 1 2 8</div> <div>[B] Sex? SEX 1 2 8</div> <div>[C] Sexual orientation? SEXUAL ORIENTATION 1 2 8</div> <div>[D] Age? AGE 1 2 8</div> <div>[E] Religion or belief? RELIGION / BELIEF 1 2 8</div> <div>[F] Disability? DISABILITY 1 2 8</div> <div>[X] For any other reason? OTHER REASON 1 2 8</div>	

MARRIAGE/UNION		MA
MA1. Are you currently married or living together with someone as if married, or in a visiting relationship?	YES, CURRENTLY MARRIED 1 YES, LIVING WITH A PARTNER 2 YES, IN VISITING RELATIONSHIP 0 NO, NOT IN UNION 3	3 ⇨ MA5
MA2. How old is your (husband/partner)? <i>Probe:</i> How old was your (husband/partner) on his last birthday?	AGE IN YEARS ____ DK 98	
MA3. Besides yourself, does your (husband/partner) have any other wives or partners or does he live with other women as if married, or does he have a (other) visiting relationship(s)?	YES 1 NO 2	2 ⇨ MA7
MA4. How many other wives or partners does he have?	NUMBER ____ DK 98	⇨ MA7 98 ⇨ MA7
MA5. Have you ever been married or lived together with someone as if married, or been in a visiting relationship?	YES, FORMERLY MARRIED 1 YES, FORMERLY LIVED WITH A PARTNER .. 2 YES, FORMERLY HAD VISITING PARTNER .. 0 NO 3	3 ⇨ End
MA6. What is your union status now: are you widowed, divorced or separated, or no longer in a visiting relationship?	WIDOWED 1 DIVORCED 2 SEPARATED 3 NO LONGER IN VISITING RELATIONSHIP 4	
MA7. Have you been married or lived with someone or been in a visiting relationship only once or more than once?	ONLY ONCE 1 MORE THAN ONCE 2	1 ⇨ MA8A 2 ⇨ MA8B
MA8A. In what month and year did you start living with your (husband/partner) or started the visiting relationship?	DATE OF (FIRST) UNION MONTH ____ DK MONTH 98	
MA8B. In what month and year did you start living with your <u>first</u> (husband/partner) or started your <u>first</u> visiting relationship?	YEAR ____ DK YEAR 9998	
MA9. Check MA8A/B: Is 'DK YEAR' recorded?	YES, MA8A/B=9998 1 NO, MA8A/B≠9998 2	2 ⇨ End
MA10. Check MA7: In union only once?	YES, MA7=1 1 NO, MA7=2 2	1 ⇨ MA11A 2 ⇨ MA11B
MA11A. How old were you when you started living with your (husband/partner) or when you started your visiting relationship?	AGE IN YEARS ____	
MA11B. How old were you when you started living with your <u>first</u> (husband/partner) or when you started your <u>first</u> visiting relationship?		

TOBACCO AND ALCOHOL USE		TA
TA1. Have you ever tried cigarette smoking, even one or two puffs?	YES 1 NO 2	2 ⇨ TA6
TA2. How old were you when you smoked a whole cigarette for the first time?	NEVER SMOKED A WHOLE CIGARETTE 00 AGE ____	00 ⇨ TA6
TA3. Do you currently smoke cigarettes?	YES 1 NO 2	2 ⇨ TA6
TA4. In the last 24 hours, how many cigarettes did you smoke?	NUMBER OF CIGARETTES ____	
TA5. During the last one month, on how many days did you smoke cigarettes? <i>If less than 10 days, record the number of days. If 10 days or more but less than a month, record '10'. If 'Every day' or 'Almost every day', record '30'.</i>	NUMBER OF DAYS <u>0</u> ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
TA6. Have you ever tried any smoked tobacco products other than cigarettes, such as cigars, water pipe or pipe?	YES 1 NO 2	2 ⇨ TA10
TA7. During the last one month, did you use any smoked tobacco products?	YES 1 NO 2	2 ⇨ TA10
TA8. What type of smoked tobacco product did you use or smoke during the last one month? <i>Record all mentioned.</i>	CIGARS A HOOKAH/WATER PIPE B PIPE D OTHER (<i>specify</i>) X	
TA9. During the last one month, on how many days did you use (<i>names of products mentioned in TA8</i>)? <i>If less than 10 days, record the number of days. If 10 days or more but less than a month, record '10'. If 'Every day' or 'Almost every day', record '30'.</i>	NUMBER OF DAYS <u>0</u> ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
TA10. Have you ever tried any form of smokeless tobacco products, such as chewing tobacco or vaping devices such as e-cigarettes?	YES 1 NO 2	2 ⇨ TA14
TA11. During the last one month, did you use any smokeless tobacco products?	YES 1 NO 2	2 ⇨ TA14

MICS6.WM.11

TA12. What type of smokeless tobacco product did you use during the last one month? <i>Record all mentioned.</i>	CHEWING TOBACCO..... A VAPING DEVICES..... D OTHER (<i>specify</i>) X	
TA13. During the last one month, on how many days did you use (<i>names of products mentioned in TA12</i>)? <i>If less than 10 days, record the number of days.</i> <i>If 10 days or more but less than a month, record '10'.</i> <i>If 'Every day' or 'Almost every day', record '30'.</i>	NUMBER OF DAYS..... <u>0</u> ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
TA14. Now I would like to ask you some questions about drinking alcohol. Have you ever drunk alcohol?	YES 1 NO 2	2 ⇒ End
TA15. We count one drink of alcohol as one can or bottle of beer, one glass of wine, or one shot of cognac, vodka, whiskey or rum. How old were you when you had your first drink of alcohol, other than a few sips?	NEVER HAD ONE DRINK OF ALCOHOL 00 AGE ____ ____	00 ⇒ End
TA16. During the last one month, on how many days did you have at least one drink of alcohol? <i>If respondent did not drink, record '00'.</i> <i>If less than 10 days, record the number of days.</i> <i>If 10 days or more but less than a month, record '10'.</i> <i>If 'Every day' or 'Almost every day', record '30'.</i>	DID NOT HAVE ONE DRINK IN LAST ONE MONTH 00 NUMBER OF DAYS..... <u>0</u> ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	00 ⇒ End
TA17. In the last one month, on the days that you drank alcohol, how many drinks did you usually have per day?	NUMBER OF DRINKS..... ____ ____	

MICS6.WM.12

LIFE SATISFACTION		LS
<p>LS1. I would like to ask you some simple questions on happiness and satisfaction.</p> <p>First, taking all things together, would you say you are very happy, somewhat happy, neither happy nor unhappy, somewhat unhappy or very unhappy?</p> <p>I am now going to show you pictures to help you with your response.</p> <p><i>Show smiley card and explain what each symbol represents. Record the response code selected by the respondent.</i></p>	<p>VERY HAPPY 1</p> <p>SOMEWHAT HAPPY 2</p> <p>NEITHER HAPPY NOR UNHAPPY 3</p> <p>SOMEWHAT UNHAPPY 4</p> <p>VERY UNHAPPY 5</p>	
<p>LS2. <i>Show the picture of the ladder.</i></p> <p>Now, look at this ladder with steps numbered from 0 at the bottom to 10 at the top.</p> <p>Suppose we say that the top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.</p> <p>On which step of the ladder do you feel you stand at this time?</p> <p><i>Probe if necessary: Which step comes closest to the way you feel?</i></p>	<p>LADDER STEP ____</p>	
<p>LS3. Compared to this time last year, would you say that your life has improved, stayed more or less the same, or worsened, overall?</p>	<p>BETTER 1</p> <p>MORE OR LESS THE SAME 2</p> <p>WORSE 3</p>	
<p>LS4. And in one year from now, do you expect that your life will be better, will be more or less the same, or will be worse, overall?</p>	<p>BETTER 1</p> <p>MORE OR LESS THE SAME 2</p> <p>WORSE 3</p>	

MICS6.WM.13

WM10. <i>Record the time.</i>	HOURS AND MINUTES__ __ : __ __	
WM11. <i>Was the entire interview completed in private or was there anyone else during the entire interview or part of it?</i>	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE 1 NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW <i>(specify)</i> 2 NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW <i>(specify)</i> 3	
WM12. <i>Language of the Questionnaire.</i>	ENGLISH..... 1	
WM13. <i>Language of the Interview.</i>	ENGLISH..... 1	
WM14. <i>Native language of the Respondent.</i>	ENGLISH..... 1 SPANISH 2 MANDARIN/CHINESE 3 OTHER LANGUAGE <i>(specify)</i> 6	
WM15. <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	

MICS6.WM.14

MICS PLUS CONSENT			
WM15A. Check the name and line number of this questionnaire's respondent (WM3). Check the names and line numbers of the respondents to all other questionnaires in this household: HOUSEHOLD QUESTIONNAIRE (HH47), 5 to 17 QUESTIONNAIRE (FS4) or UNDER 5 QUESTIONNAIRE (UF4): Has this questionnaire's respondent already been interviewed with any of the other questionnaires?	YES, ALREADY INTERVIEWED (WM3=HH47 OR WM3=FS4 OR WM3=UF4).....1	1 ⇒ WM16	
	NO, FIRST INTERVIEW (WM3≠HH47 AND WM3≠FS4 AND WM3≠UF4).....2		
WM15B. 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 ⇒ WM16	
WM15C. Thank you for your participation. The Planning Institute of Jamaica 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 ⇒ WM16	
WM15D. 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 ⇒ WM16	
WM15E. 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 ND NUMBER	[P3] 3 RD NUMBER
WM15F. Ask for and record phone number.	_____	_____	_____
WM15G. Just to confirm, the number is (number from WM15F)?	YES.....1	YES.....1	YES.....1
If no, return to WM15F and correct entry.	NO.....2 ⇒ WM15F	NO.....2 ⇒ WM15F	NO.....2 ⇒ WM15F
WM15H. 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

MICS6.WM.15

<p>WM15I. What is the best day of the week and time of the day to call you on this number?</p> <p><i>Probe: Any other day or time?</i></p> <p><i>Record all mentioned.</i></p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>
<p>WM15J. 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?</p>	<p>YES 1 ☒ [P2]</p> <p>NO 2 ☒ WM16</p>	<p>YES 1 ☒ [P3]</p> <p>NO 2 ☒ WM16</p>	<p>YES 1 ☒ [P4]</p> <p>NO 2 ☒ WM16</p>
<p style="text-align: right;"><i>Tick here if additional questionnaire used: ☐</i></p>			

WM16. Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:
Is the respondent the mother or caretaker of any child age 0-4 living in this household?

- ☐ Yes ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN UNDER FIVE for that child and start the interview with this respondent.
- ☐ No ⇒ Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?
 - ☐ Yes ⇒ Check column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of the child selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?
 - ☐ Yes ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN AGE 5-17 for that child and start the interview with this respondent.
 - ☐ No ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.
 - ☐ No ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

E.1.3 Questionnaire for children under five



QUESTIONNAIRE FOR CHILDREN UNDER FIVE

Jamaica, 2022



UNDER-FIVE CHILD INFORMATION PANEL		UF
UF1. Cluster number: _____	UF2. Household number: _____	
UF3. Child's name and line number: NAME _____	UF4. Mother's / Caretaker's name and line number: NAME _____	
UF5. Interviewer's name and number: NAME _____	UF6. Supervisor's name and number: NAME _____	
UF7. Day / Month / Year of interview: _____ / _____ / <u>2</u> <u>0</u> _____	UF8. 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 not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in UF17. The respondent must be at least 15 years old.

UF9. 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 ⇒UF10B 2 ⇒UF10A
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<p>UF10A. Hello, my name is (<i>your name</i>). We are conducting a survey about the situation of children, families and households in Jamaica, on behalf of the Planning Institute of Jamaica. I would like to talk to you about (<i>child's name from UF3</i>)'s health and well-being. This interview will take about 20 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. May I start now?</p>	<p>UF10B. Now I would like to talk to you about (<i>child's name from UF3</i>)'s health and well-being in more detail. This interview will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. May I start now?</p>
<p>YES 1 NO / NOT ASKED 2</p>	<p>1 ⇒UNDER FIVE'S BACKGROUND Module 2 ⇒UF17</p>

<p>UF17. Result of interview for children under 5</p> <p>Codes refer to mother/caretaker. Discuss any result not completed with Supervisor.</p>	<p>COMPLETED.....01 NOT AT HOME02 REFUSED.....03 PARTLY COMPLETED04 INCAPACITATED (specify) 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-1706 OTHER (specify).....96</p>
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MICS6.UF.1

UNDER-FIVE'S BACKGROUND		UB
UB0. Before I begin the interview, could you please bring (name) 's Birth Certificate, Child Health and Development Passport, and any immunisation record from a private health provider? We will need to refer to those documents.		
UB1. On what day, month and year was (name) born? <i>Probe:</i> What is (his/her) birthday? <i>If the mother/caretaker knows the exact date of birth, also record the day; otherwise, record '98' for day.</i> <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH DAY DK DAY98 MONTH..... YEAR <u>2</u> <u>0</u>	
UB2. How old is (name) ? <i>Probe:</i> How old was (name) at (his/her) last birthday? <i>Record age in completed years.</i> <i>Record '0' if less than 1 year.</i> <i>If responses to UB1 and UB2 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS)	
UB3. Check UB2: Child's age?	AGE 0, 1, OR 2..... 1 AGE 3 OR 4 2	1 ⇒ UB9
UB4. Check the respondent's line number (UF4) in UNDER-FIVE 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, UF4=HH47 1 NO, RESPONDENT IS NOT THE SAME, UF4≠HH47 2	2 ⇒ UB6
UB5. Check ED10 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE: Is the child attending ECE in the current school year?	YES, ED10=0..... 1 NO, ED10≠0 OR BLANK..... 2	1 ⇒ UB8B 2 ⇒ UB9
UB6. Has (name) ever attended any early childhood education programme, such as kindergarten, basic or infant school?	YES..... 1 NO 2	2 ⇒ UB9
UB7. At any time since September 2021, did (he/she) attend (programmes mentioned in UB6)?	YES..... 1 NO 2	1 ⇒ UB8A 2 ⇒ UB9
UB8A. Does (he/she) currently attend (programmes mentioned in UB6)?	YES..... 1	
UB8B. You have mentioned that (name) has attended an early childhood education programme this school year. Does (he/she) currently attend this programme?	NO 2	
UB9. Is (name) covered by any health insurance?	YES 1 NO 2	2 ⇒ End

<p>UB10. 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</p> <p>OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE..... D</p> <p>OTHER (<i>specify</i>) _____ X</p>	
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MICS6.UF.3

BIRTH REGISTRATION		BR
BR1. Does (<i>name</i>) have a birth certificate? <i>If yes, ask:</i> May I see it?	YES, SEEN.....1	1 ⇒End
	YES, NOT SEEN2	2 ⇒End
	NO3	
	DK8	
BR2. Has (<i>name</i>)’s birth been registered with the Registrar General’s Department?	YES1	1 ⇒End
	NO2	
	DK8	
BR3. Do you know how to register (<i>name</i>)’s birth?	YES1	
	NO2	

MICS6.UF.4

EARLY CHILDHOOD DEVELOPMENT		EC
EC1. How many children's books or picture books do you have for <i>(name)</i> ?	NONE 00 NUMBER OF CHILDREN'S BOOKS <u>0</u> TEN OR MORE BOOKS 10	
EC2. I am interested in learning about the things that <i>(name)</i> plays with when (he/she) is at home. Does (he/she) play with:	<div style="text-align: right;">Y N DK</div> [A] Homemade toys, such as dolls, cars, or other toys made at home? 1 2 8 [B] Toys from a shop or manufactured toys? 1 2 8 [C] Household objects, such as bowls or pots, or objects found outside, such as sticks, rocks, animal shells or leaves? 1 2 8	
EC3. Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children. On how many days in the past week was <i>(name)</i> :	 [A] Left alone for more than an hour? NUMBER OF DAYS LEFT ALONE FOR MORE THAN AN HOUR..... [B] Left in the care of another child, that is, someone less than 10 years old, for more than an hour? NUMBER OF DAYS LEFT WITH ANOTHER CHILD FOR MORE THAN AN HOUR..... <i>If 'None' record '0'. If 'Don't know' record '8'.</i>	
EC4. Check UB2: Child's age?	AGE 0 OR 1 1 AGE 2, 3 OR 4 2	1 ⇒ End

MICS6.UF.5

<p>EC5. In the past 3 days, did you or any household member age 15 or over engage in any of the following activities with (name):</p> <p><i>If 'Yes', ask:</i> Who engaged in this activity with (name)?</p> <p><i>A foster/step mother or father living in the household who engaged with the child should be coded as mother or father.</i></p> <p><i>Record all that apply.</i></p> <p><i>'No one' cannot be recorded if any household member age 15 and above engaged in activity with child.</i></p> <p>[A] Read books or looked at picture books with (name)?</p> <p>[B] Told stories to (name)?</p> <p>[C] Sang songs to or with (name), including lullabies?</p> <p>[D] Took (name) outside the home?</p> <p>[E] Played with (name)?</p> <p>[F] Named, counted, or drew things for or with (name)?</p>	<table> <thead> <tr> <th></th> <th>MOTHER</th> <th>FATHER</th> <th>OTHER</th> <th>NO ONE</th> </tr> </thead> <tbody> <tr> <td>READ BOOKS</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>TOLD STORIES</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>SANG SONGS</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>TOOK OUTSIDE</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>PLAYED WITH</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>NAMED</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		MOTHER	FATHER	OTHER	NO ONE	READ BOOKS	A	B	X	Y	TOLD STORIES	A	B	X	Y	SANG SONGS	A	B	X	Y	TOOK OUTSIDE	A	B	X	Y	PLAYED WITH	A	B	X	Y	NAMED	A	B	X	Y	
	MOTHER	FATHER	OTHER	NO ONE																																	
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TOOK OUTSIDE	A	B	X	Y																																	
PLAYED WITH	A	B	X	Y																																	
NAMED	A	B	X	Y																																	
<p>EC21. I would like to ask you about certain things (name) is currently able to do. Please keep in mind that children can develop and learn at a different pace. For example, some start talking earlier than others, or they might already say some words but not yet form sentences. So, it is fine if your child is not able to do all the things I am going to ask about. You can let me know if you have any doubts about what answer to give.</p> <p>Can (name) walk on an uneven surface, for example, a bumpy or steep road, without falling?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC22. Can (name) jump up with both feet leaving the ground?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC23. Can (name) dress (him/herself), that is, put on shorts and a t-shirt, without help?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC24. Can (name) fasten and unfasten buttons without help?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				

EC25. Can (name) say 10 or more words, like “mama” or “ball”?	YES..... 1 NO 2 DK 8	
EC26. Can (name) speak using sentences of 3 or more words that go together, for example, “I want water” or “The house is big”?	YES..... 1 NO 2 DK 8	2 ⇒ EC28 8 ⇒ EC28
EC27. Can (name) speak using sentences of 5 or more words that go together, for example, “The house is very big”?	YES..... 1 NO 2 DK 8	
EC28. Can (name) correctly use any of the words “I,” “you,” “she,” or “he,” for example “I want water,” or “He eats rice”?	YES..... 1 NO 2 DK 8	
EC29. If you show (name) an object (he/she) knows well, such as a cup or animal, can (he/she) consistently name it? By consistently we mean that (he/she) uses the same word to refer to the same object, even if the word used is not fully correct.	YES..... 1 NO 2 DK 8	
EC30. Can (name) recognise at least 5 letters of the alphabet?	YES..... 1 NO 2 DK 8	
EC31. Can (name) write (his/her) name?	YES..... 1 NO 2 DK 8	
EC32. Does (name) recognise all numbers from 1 to 5?	YES..... 1 NO 2 DK 8	
EC33. If you ask (name) to give you 3 objects, such as 3 stones or 3 beans, does (he/she) give you the correct amount?	YES..... 1 NO 2 DK 8	
EC34. Can (name) count 10 objects, for example 10 fingers or 10 blocks, without mistakes?	YES..... 1 NO 2 DK 8	
EC35. Can (name) do an activity, such as colouring or playing with building blocks, without repeatedly asking for help or giving up too quickly?	YES..... 1 NO 2 DK 8	

EC36. Does (<i>name</i>) ask about familiar people other than parents when they are not there, for example, “Where is Grandma?”?	YES..... 1 NO 2 DK 8	
EC37. Does (<i>name</i>) offer to help someone who seems to need help?	YES..... 1 NO 2 DK 8	
EC38. Does (<i>name</i>) get along well with other children?	YES..... 1 NO 2 DK 8	
EC39. How often does (<i>name</i>) seem to be 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 DK 8	
EC40. Compared with children of the same age, how much does (<i>name</i>) kick, bite, or hit other children or adults? Would you say: not at all, the same or less, more, or a lot more?	NOT AT ALL 1 THE SAME OR LESS..... 2 MORE..... 3 A LOT MORE 4 DK 8	

MICS6.UF.8

CHILD DISCIPLINE		UCD
UCD1. Check UB2: Child's age?	AGE 0 1 AGE 1, 2, 3 OR 4 2	1 ⇒ End
UCD2. Adults use certain ways to teach children the right behavior or to address a behavior 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> . <div> <div>YES</div> <div>NO</div> </div> [A] Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house. [B] Explained why (name) 's behavior 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, idiot, wutliss 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. [J1] Pinched (him/her). [J2] Twisted (his/her) ear. [K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could.	<div> <div>YES</div> <div>NO</div> </div> 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, IDIOT, WUTLISS OR ANOTHER NAME 1 2 HIT / SLAPPED ON FACE, HEAD OR EARS 1 2 HIT / SLAPPED ON HAND, ARM OR LEG 1 2 PINCHED 1 2 TWISTED EAR 1 2 BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1 2	
UCD2L. Check UCD2 [D] and [H]: Did any adult household member shout at (name) or call him names?	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ UCD2N
UCD2M. Since COVID-19 restrictions, has there been an increase in the number of times that <u>you or any other adult in your household</u> has shouted, yelled or screamed at (name) , or called (him/her) names such as dumb, lazy, idiot or wutliss?	YES 1 NO 2	

UCD2N. Check UCD2 [C], [F], [G], [I], [J], [JI]. [J2] and [K]: Did any adult household member use any type of physical disciplinary method with (name)?	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ UCD3
UCD2O. Since COVID-19 restrictions, has there been an increase in the number of times that <u>you or any other adult in your household</u> has shaken, hit, slapped or beaten (name)?	YES.....1 NO.....2	
UCD3. Check UF4: Is this respondent the mother or caretaker of any other children under age 5 or a child age 5-14 selected for the QUESTIONNAIRE FOR CHILDREN AGE 5-17?	YES..... 1 NO..... 2	2 ⇒ UCD5
UCD4. Check UF4: Has this respondent already responded to the following question (UCD5 or FCD5) for another child?	YES..... 1 NO..... 2	1 ⇒ End
UCD5. 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	

MICS6.UF.10

CHILD FUNCTIONING		UCF
UCF1. Check UB2: Child's age?	AGE 0 OR 1 1 AGE 2, 3 OR 4 2	1 ⇒ End
UCF2. I would like to ask you some questions about difficulties (<i>name</i>) may have. Does (<i>name</i>) wear glasses?	YES 1 NO 2	
UCF3. Does (<i>name</i>) use a hearing aid?	YES 1 NO 2	
UCF4. Does (<i>name</i>) use any equipment or receive assistance for walking?	YES 1 NO 2	
UCF5. 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. <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Remember the four possible answers: Would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?		
UCF6. Check UCF2: Child wears glasses?	YES, UCF2=1 1 NO, UCF2=2 2	1 ⇒ UCF7A 2 ⇒ UCF7B
UCF7A. When wearing (his/her) glasses, does (<i>name</i>) have difficulty seeing? UCF7B. Does (<i>name</i>) have difficulty seeing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	
UCF8. Check UCF3: Child uses a hearing aid?	YES, UCF3=1 1 NO, UCF3=2 2	1 ⇒ UCF9A 2 ⇒ UCF9B
UCF9A. When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music? UCF9B. Does (<i>name</i>) 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	
UCF10. Check UCF4: Child uses equipment or receives assistance for walking?	YES, UCF4=1 1 NO, UCF4=2 2	1 ⇒ UCF11 2 ⇒ UCF13
UCF11. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking?	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	
UCF12. With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	1 ⇒ UCF14 2 ⇒ UCF14 3 ⇒ UCF14 4 ⇒ UCF14

UCF13. Compared with children of the same age, does <i>(name)</i> have difficulty walking?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	
UCF14. Compared with children of the same age, does <i>(name)</i> have difficulty picking up small objects with (his/her) hand?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PICK UP AT ALL 4	
UCF15. Does <i>(name)</i> have difficulty understanding you?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT UNDERSTAND AT ALL 4	
UCF16. When <i>(name)</i> speaks, do you have difficulty understanding (him/her)?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT BE UNDERSTOOD AT ALL 4	
UCF17. Compared with children of the same age, does <i>(name)</i> have difficulty learning things?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT LEARN THINGS AT ALL 4	
UCF18. Compared with children of the same age, does <i>(name)</i> have difficulty playing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PLAY AT ALL 4	

MICS6.UF.12

BREASTFEEDING AND DIETARY INTAKE		BD
BD1. Check UB2: Child's age?	AGE 0, 1, OR 2.....1	2⇒End
	AGE 3 OR 4.....2	
BD2. Has (<i>name</i>) ever been breastfed?	YES.....1	2⇒BD3A
	NO2	
	DK8	8⇒BD3A
BD3. Is (<i>name</i>) still being breastfed?	YES.....1	
	NO2	
	DK8	
BD3A. Check UB2: Child's age?	AGE 0 OR 1.....1	2⇒End
	AGE 22	
BD4. Yesterday, during the day or night, did (<i>name</i>) <u>drink anything from a bottle with a nipple?</u>	YES.....1	
	NO2	
	DK8	
BD5. Did (<i>name</i>) <u>drink Oral Rehydration Salt solution (ORS)</u> yesterday, during the day or night?	YES.....1	
	NO2	
	DK8	
BD6. Did (<i>name</i>) <u>drink or eat vitamin or mineral supplements or any medicines</u> yesterday, during the day or night?	YES.....1	
	NO2	
	DK8	

MICS6.UF.13

<p>BD7. Now I would like to ask you about all other liquids that (<i>name</i>) may have had yesterday during the day or the night.</p> <p>Please include liquids consumed outside of your home.</p> <p>Did (<i>name</i>) drink (<i>name of item</i>) yesterday during the day or the night:</p>					
		YES	NO	DK	
[A] Plain water?	PLAIN WATER	1	2	8	
[B] Juice or juice drinks?	JUICE OR JUICE DRINKS	1	2	8	
[C] Clear broth?	CLEAR BROTH	1	2	8	
[D] Infant formula, such as Enfamil, Similac, Alacta, Lasco Step 1 or Enfagrow?	INFANT FORMULA	1	2 ∇	8 ∇	
[D1] How many times did (<i>name</i>) drink infant formula? <i>If 7 or more times, record '7'.</i>	NUMBER OF TIMES DRANK INFANT FORMULA DK.....8				
[E] Milk from animals, such as fresh, tinned, or powdered milk? This does not include non-dairy products such as soymilk or almond milk.	MILK	1	2 ∇	8 ∇	
[E1] How many times did (<i>name</i>) drink milk? <i>If 7 or more times, record '7'.</i>	NUMBER OF TIMES DRANK MILK DK.....8				
[E2] Soymilk such as Lasco Food drink or any other non-dairy milk-like product such as almond milk?	NON-DAIRY MILK	1	2	8	
[X] Any other liquids, such as sweetened teas, sodas or bag juice?	OTHER LIQUIDS	1	2 ∇	8 ∇	
[X1] <i>Record all other liquids mentioned.</i>	(Specify) _____				

MICS6.UF.14

<p>BD8. Now I would like to ask you about <u>everything</u> that (name) ate yesterday during the day or the night. Please include foods consumed outside of your home.</p> <p>- Think about when (name) woke up yesterday. Did (he/she) eat anything at that time? <i>If 'Yes' ask: Please tell me everything (name) ate at that time. Probe: Anything else?</i> <i>Record answers using the food groups below.</i></p> <p>- What did (name) do after that? Did (he/she) eat anything at that time? <i>Repeat this string of questions, recording in the food groups, until the respondent tells you that the child went to sleep until the next morning.</i></p>				
<p>For each food group not mentioned after completing the above ask: Just to make sure, did (name) eat (food group items) yesterday during the day or the night</p>				
		YES	NO	DK
<p>[A] Yogurt made from animal milk? <i>Note that liquid/drinking yogurt should be captured in BD7[E] or BD7[X], depending on milk content.</i></p>	YOGURT	1	2 [☆]	8 [☆] BD8[B] BD8[B]
<p>[A1] How many times did (name) eat yogurt? <i>If 7 or more times, record '7'.</i></p>	<p>NUMBER OF TIMES ATE YOGURT _</p> <p>DK.....8</p>			
<p>[B] Any baby food, such as Cerelac, Gerber or Nestum?</p>	FORTIFIED BABY FOOD	1	2	8
<p>[C] Bread, rice, noodles, porridge, or other foods made from grains?</p>	FOODS MADE FROM GRAINS	1	2	8
<p>[D] Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside?</p>	PUMPKIN, CARROTS, SQUASH, ETC.	1	2	8
<p>[E] Irish potatoes, yams, cassava, or any other foods made from roots?</p>	FOODS MADE FROM ROOTS	1	2	8
<p>[E1] Green bananas, green plantains, or breadfruit?</p>	GREEN BANANAS, GREEN PLANTAINS, BREADFRUIT.	1	2	8
<p>[F] Any dark green, leafy vegetables, such as callaloo, broccoli, kale, pak choy or spinach?</p>	DARK GREEN, LEAFY VEGETABLES	1	2	8
<p>[G] Ripe mangoes or ripe papayas?</p>	RIPE MANGO, RIPE PAPAYA	1	2	8
<p>[H] Any other fruits or vegetables, such as ripe bananas, watermelon, oranges, tangerines, jackfruit, Jamaican apples, naseberries, tomatoes, lettuce or cabbage?</p>	OTHER FRUITS OR VEGETABLES	1	2	8
<p>[I] Liver, kidney, heart or other organ meats?</p>	ORGAN MEATS	1	2	8
<p>[J] Any other meat, such as beef, pork, lamb, goat, chicken or duck; or sausages, salami, bologna made from these meats?</p>	OTHER MEATS	1	2	8
<p>[K] Eggs?</p>	EGGS	1	2	8
<p>[L] Fish or shellfish, either fresh, dried or canned?</p>	FRESH OR DRIED FISH	1	2	8
<p>[M] Beans, peas, lentils, soya beans or nuts, including any foods made from these?</p>	FOODS MADE FROM BEANS, PEAS, NUTS, ETC.	1	2	8

[N] Cheese or other food made from animal milk?	CHEESE OR OTHER FOOD MADE FROM MILK	1	2	8
[X] Other solid, semi-solid, or soft food?	OTHER SOLID, SEMI-SOLID, OR SOFT FOOD	1	2 ✕ BD9	8 ✕ BD9
[X1] <i>Record all other solid, semi-solid, or soft food that do not fit food groups above.</i>	(Specify) _____			
BD9. How many times did (<i>name</i>) eat any solid, semi-solid or soft foods yesterday during the day or night? <i>If BD8[A] is 'Yes', ensure that the response here includes the number of times recorded for yogurt in BD8[A1].</i> <i>If 7 or more times, record '7'.</i>	NUMBER OF TIMES DK8			

MICS6.UF.16

IMMUNISATION										IM	
IM1. Check UB2: Child's age?		AGE 0, 1, OR 2..... 1 AGE 3 OR 4..... 2							2 ⇒ End		
IM2. Do you have a Child Health and Development Passport, immunisation records from a private health provider or any other document where (<i>name</i>)'s vaccinations are written down?		YES, HAS ONLY CHILD HEALTH PASSPORT..... 1 YES, HAS ONLY OTHER DOCUMENT 2 YES, HAS CHILD HEALTH PASSPORT AND OTHER DOCUMENT 3 NO, HAS NO CHILD HEALTH PASSPORT AND NO OTHER DOCUMENT 4							1 ⇒ IM5 3 ⇒ IM5		
IM3. Did you ever have a Child Health and Development Passport or immunisation records from a private health provider for (<i>name</i>)?		YES..... 1 NO 2									
IM4. Check IM2:		HAS ONLY OTHER DOCUMENT, IM2=2 1 HAS NO CHILD HEALTH PASSPORT AND NO OTHER DOCUMENT AVAILABLE, IM2=4 2							2 ⇒ IM11		
IM5. May I see the Child Health and Development Passport (and/or) other document?		YES, ONLY CHILD HEALTH PASSPORT SEEN 1 YES, ONLY OTHER DOCUMENT SEEN.. 2 YES, CHILD HEALTH PASSPORT AND OTHER DOCUMENT SEEN..... 3 NO CHILD HEALTH PASSPORT AND NO OTHER DOCUMENT SEEN..... 4							4 ⇒ IM11		
IM6. (a) Copy dates for each vaccination from the documents. (b) Write '44' in day column if documents show that vaccination was given but no date recorded.		DATE OF IMMUNISATION									
		DAY		MONTH		YEAR					
BCG	BCG					2	0				
Polio 1 (IPV) (6 weeks)	Polio1					2	0				
Pentavalent 1 (DPTHePBHib) (6 weeks)	Penta1					2	0				
Polio 2 (OPV/IPV) (3 months)	Polio2					2	0				
Pentavalent 2 (DPTHePBHib) (3 months)	Penta2					2	0				
Polio 3 (OPV/IPV) (6 months)	Polio3					2	0				
Pentavalent 3 (DPTHePBHib) (6 months)	Penta3					2	0				
MMR 1	MMR1					2	0				
DPT 1 st Booster (18 months)	DPT Booster					2	0				
Polio (OPV/IPV) (1 st Booster)	Polio Booster					2	0				
MMR 2	MMR2					2	0				
IM7. Check IM6: Are all vaccines (BCG to MMR2) recorded?		YES..... 1 NO 2							1 ⇒ End		

IM9. In addition to what is recorded on the document(s) you have shown me, did (name) receive any other vaccinations?	YES..... 1 NO 2 DK 8	2 ⇒ End 8 ⇒ End
IM10. Go back to IM6 and probe for these vaccinations. <i>Record '66' in the corresponding day column for each vaccine received. For each vaccination <u>not</u> received record '00' in day column.</i> <i>When <u>finished</u>, go to next module.</i>		⇒ End
IM11. Has (name) ever received any vaccinations to prevent (him/her) from getting diseases?	YES..... 1 NO 2 DK 8	2 ⇒ End 8 ⇒ End
IM14. Has (name) ever received a BCG vaccination against tuberculosis – that is, an injection in the upper right arm that usually causes a scar?	YES..... 1 NO 2 DK 8	
IM16. Has (name) ever received any vaccination drops in the mouth to protect (him/her) from polio? <i>Probe by indicating that the drop is usually given at the same time as injections to prevent other diseases.</i>	YES..... 1 NO 2 DK 8	2 ⇒ IM19A 8 ⇒ IM19A
IM18. How many times were the polio drops received?	NUMBER OF TIMES DK 8	
IM19A. Has (name) ever received an injection to protect (him/her) from polio? <i>Probe by indicating that the injection is usually given at the same time as other injections to prevent other diseases.</i>	YES..... 1 NO 2 DK 8	2 ⇒ IM20 8 ⇒ IM20
IM19B. How many times were the polio injections received?	NUMBER OF TIMES DK 8	
IM20. Has (name) ever received a Pentavalent vaccination – that is, an injection in the upper arm to prevent (him/her) from getting tetanus, whooping cough, diphtheria, Hepatitis B disease, and Haemophilus influenzae type B? <i>Probe by indicating that Pentavalent vaccination is sometimes given at the same time as the polio drops or injection.</i>	YES..... 1 NO 2 DK 8	2 ⇒ IM26 8 ⇒ IM26
IM21. How many times was the Pentavalent vaccine received?	NUMBER OF TIMES DK 8	
IM26. Has (name) ever received a MMR vaccine – that is, a shot in the upper arm at the age of 1 year - to prevent (him/her) from getting measles, mumps and rubella?	YES..... 1 NO 2 DK 8	2 ⇒ IM27A 8 ⇒ IM27A
IM26A. How many times was the MMR vaccine received?	NUMBER OF TIMES DK 8	

<p>IM27A. Has (<i>name</i>) ever received the DPT Booster – that is, an injection in the upper arm at the age of 18 months - to boost (his/her) immunity against diphtheria and tetanus?</p> <p><i>Probe by indicating that the first DPT booster is sometimes given at the same time as the second MMR dose.</i></p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	
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MICS6.UF.19

CARE OF ILLNESS		CA
CA1. In the last two weeks, has (<i>name</i>) had diarrhoea?	YES..... 1	2 ⇒ CA14
	NO..... 2	
	DK..... 8	8 ⇒ CA14
CA2. Check BD3: Is child still breastfeeding?	YES OR BLANK, BD3=1 OR BLANK..... 1	1 ⇒ CA3A
	NO OR DK, BD3=2 OR 8..... 2	2 ⇒ CA3B
CA3A. I would like to know how much (<i>name</i>) was given to drink during the diarrhoea. This includes breastmilk, Oral Rehydration Salt solution (ORS) and other liquids given with medicine. During the time (<i>name</i>) had diarrhoea, was (he/she) given less than usual to drink, about the same amount, or more than usual? <i>If 'less', probe:</i> Was (he/she) given much less than usual to drink, or somewhat less?	MUCH LESS 1 SOMEWHAT LESS 2 ABOUT THE SAME 3 MORE 4 NOTHING TO DRINK 5 DK..... 8	
CA3B. I would like to know how much (<i>name</i>) was given to drink during the diarrhoea. This includes Oral Rehydration Salt solution (ORS) and other liquids given with medicine. During the time (<i>name</i>) had diarrhoea, was (he/she) given less than usual to drink, about the same amount, or more than usual? <i>If 'less', probe:</i> Was (he/she) given much less than usual to drink, or somewhat less?		
CA4. During the time (<i>name</i>) had diarrhoea, was (he/she) given less than usual to eat, about the same amount, more than usual, or nothing to eat? <i>If 'less', probe:</i> Was (he/she) given much less than usual to eat or somewhat less?	MUCH LESS 1 SOMEWHAT LESS 2 ABOUT THE SAME 3 MORE 4 STOPPED FOOD 5 NEVER GAVE FOOD 7 DK..... 8	
CA5. Did you seek any advice or treatment for the diarrhoea from any source?	YES..... 1 NO..... 2 DK..... 8	2 ⇒ CA7 8 ⇒ CA7

<p>CA6. Where did you seek advice or treatment?</p> <p><i>Probe: Anywhere else?</i></p> <p><i>Record all providers mentioned, but do <u>not</u> prompt with any suggestions.</i></p> <p><i>Probe to identify each type of provider.</i></p> <p><i><u>If unable to determine if public or private sector,</u></i> <i>write the name of the place and then temporarily</i> <i>record 'W' until you learn the appropriate category</i> <i>for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE B</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER Z</p>	
<p>CA7. During the time (<i>name</i>) had diarrhoea, was (he/she) given:</p> <p>[A] A fluid made from a special packet called Oral Rehydration Salt (ORS)?</p> <p>[B] A pre-packaged ORS fluid called Pedialyte?</p> <p>[C] Zinc tablets or syrup?</p> <p>[D] Any home-made fluids or herbal medicine?</p>	<p style="text-align: right;">Y N DK</p> <p>FLUID FROM ORS PACKET 1 2 8</p> <p>PRE-PACKAGED ORS FLUID..... 1 2 8</p> <p>ZINC TABLETS OR SYRUP 1 2 8</p> <p>HOME-MADE FLUID OR HERBAL MEDICINE 1 2 8</p>	
<p>CA8. Check CA7[A] and CA7[B]: Was child given any ORS?</p>	<p>YES, YES IN CA7[A] OR CA7[B]..... 1</p> <p>NO, 'NO' OR 'DK' IN BOTH CA7[A] AND CA7[B] 2</p>	<p>2 ⇒ CA10</p>

MICS6.UF.21

<p>CA9. Where did you get the (ORS mentioned in CA7[A] and/or CA7[B])?</p> <p><i>Probe to identify the type of source.</i></p> <p><i>If 'Already had at home', probe to learn if the source is known.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE B</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER Z</p>	
<p>CA10. Check CA7[C]: Was child given any zinc?</p>	<p>YES, CA7[C]=1 1</p> <p>NO, CA7[C] ≠1 2</p>	<p>2⇒CA12</p>
<p>CA11. Where did you get the zinc?</p> <p><i>Probe to identify the type of source.</i></p> <p><i>If 'Already had at home', probe to learn if the source is known.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE B</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER Z</p>	
<p>CA12. Was anything else given to treat the diarrhoea?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2⇒CA14</p> <p>8⇒CA14</p>

<p>CA13. What else was given to treat the diarrhoea?</p> <p><i>Probe:</i> Anything else?</p> <p><i>Record all treatments given. Write brand name(s) of all medicines mentioned.</i></p> <p>_____</p> <p style="text-align: center;">(Name of brand)</p> <p>_____</p> <p style="text-align: center;">(Name of brand)</p>	<p>PILL OR SYRUP</p> <p>ANTIBIOTIC A</p> <p>ANTIMOTILITY (ANTI-DIARRHOEA) B</p> <p>OTHER PILL OR SYRUP G</p> <p>UNKNOWN PILL OR SYRUP H</p> <p>INJECTION</p> <p>ANTIBIOTIC L</p> <p>NON-ANTIBIOTIC M</p> <p>UNKNOWN INJECTION N</p> <p>INTRAVENOUS (IV) O</p> <p>HOME REMEDY / HERBAL MEDICINE Q</p> <p>OTHER (<i>specify</i>) X</p>	
<p>CA14. At any time in the last two weeks, has (<i>name</i>) been ill with a fever?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>CA16. At any time in the last two weeks, has (<i>name</i>) had an illness with a cough?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>CA17. At any time in the last two weeks, has (<i>name</i>) had fast, short, rapid breaths or difficulty breathing?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒ CA19</p> <p>8 ⇒ CA19</p>
<p>CA18. Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?</p>	<p>PROBLEM IN CHEST ONLY 1</p> <p>BLOCKED OR RUNNY NOSE ONLY 2</p> <p>BOTH 3</p> <p>OTHER (<i>specify</i>) 6</p> <p>DK 8</p>	<p>1 ⇒ CA20</p> <p>2 ⇒ CA20</p> <p>3 ⇒ CA20</p> <p>6 ⇒ CA20</p> <p>8 ⇒ CA20</p>
<p>CA19. Check CA14: Did child have fever?</p>	<p>YES, CA14=1 1</p> <p>NO OR DK, CA14=2 OR 8 2</p>	<p>2 ⇒ CA30</p>
<p>CA20. Did you seek any advice or treatment for the illness from any source?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒ CA22</p> <p>8 ⇒ CA22</p>

<p>CA21. From where did you seek advice or treatment?</p> <p><i>Probe:</i> Anywhere else?</p> <p><i>Record all providers mentioned, but do <u>not</u> prompt with any suggestions.</i></p> <p><i>Probe to identify each type of provider.</i></p> <p><i>If unable to determine if public or private sector, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE B</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET..... Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify)..... X</p> <p>DK / DON'T REMEMBER..... Z</p>	
<p>CA22. At any time during the illness, was (name) given any medicine for the illness?</p>	<p>YES 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	<p>2 ⇒ CA30</p> <p>8 ⇒ CA30</p>
<p>CA23. What medicine was (name) given?</p> <p><i>Probe:</i></p> <p>Any other medicine?</p> <p><i>Record all medicines given.</i></p> <p><i>If unable to determine type of medicine, write the brand name and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of brand)</p> <p>_____</p> <p>(Name of brand)</p>	<p>ANTIBIOTICS</p> <p>AMOXICILLIN L</p> <p>ZINNAT M</p> <p>OTHER ANTIBIOTIC PILL/SYRUP N</p> <p>OTHER ANTIBIOTIC INJECTION/IV O</p> <p>KLARICID..... P</p> <p>OTHER MEDICATIONS</p> <p>PARACETAMOL/PANADOL/ ACETAMINOPHEN..... R</p> <p>ASPIRIN S</p> <p>IBUPROFEN T</p> <p>ONLY BRAND NAME RECORDED W</p> <p>OTHER (specify)..... X</p> <p>DK / DON'T REMEMBER..... Z</p>	
<p>CA24. Check CA23: Antibiotics mentioned?</p>	<p>YES, ANTIBIOTICS MENTIONED, CA23=L-P 1</p> <p>NO, ANTIBIOTICS NOT MENTIONED 2</p>	<p>2 ⇒ CA30</p>

<p>CA25. Where did you get the (<i>name of medicine from CA23, codes L to P</i>)?</p> <p><i>Probe to identify the type of source.</i></p> <p><i>If 'Already had at home', probe to learn if the source is known.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;">(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE B</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER Z</p>	
<p>CA30. Check UB2: Child's age?</p>	<p>AGE 0, 1 OR 2..... 1</p> <p>AGE 3 OR 4..... 2</p>	<p>2 ⇒ End</p>
<p>CA31. The last time (<i>name</i>) passed stools, what was done to dispose of the stools?</p>	<p>CHILD USED TOILET / LATRINE 01</p> <p>PUT / RINSED INTO TOILET OR LATRINE 02</p> <p>PUT / RINSED INTO DRAIN OR DITCH..... 03</p> <p>THROWN INTO GARBAGE (SOLID WASTE)..... 04</p> <p>BURIED..... 05</p> <p>LEFT IN THE OPEN..... 06</p> <p>OTHER (specify) _____ 96</p> <p>DK..... 98</p>	

MICS6.UF.25

UF11. <i>Record the time.</i>	HOURS AND MINUTES _ _ : _ _	
UF12. <i>Language of the Questionnaire.</i>	ENGLISH 1	
UF13. <i>Language of the Interview.</i>	ENGLISH 1	
UF14. <i>Native language of the Respondent.</i>	ENGLISH 1 SPANISH 2 MANDARIN/CHINESE 3 OTHER LANGUAGE (specify) 6	
UF15. <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	

MICS6.UF.26

MICS PLUS CONSENT

UF15A. Check the name and line number of this questionnaire's respondent (UF4). Check the names and line numbers of the respondents to all other questionnaires that have been completed in this household: HOUSEHOLD QUESTIONNAIRE (HH47), WOMAN QUESTIONNAIRE (WM3), UNDER 5 QUESTIONNAIRE (UF4) and 5-17 QUESTIONNAIRE (FS4): Has this questionnaire's respondent already been interviewed with any of the other questionnaires?	YES, ALREADY INTERVIEWED (UF4=HH47 OR UF4=WM3 OR UF4=FS4 OR RESPONDENT ALREADY INTERVIEWED WITH ANOTHER U5 QUESTIONNAIRE)1 NO, FIRST INTERVIEW (UF4≠HH47 AND UF4≠WM3 AND UF4≠FS4 AND RESPONDENT HAS NOT BEEN INTERVIEWED WITH ANOTHER U5 QUESTIONNAIRE)2	1 ⇒ UF16
UF15B. 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=11 NO, HC7[A]=2 AND HC12=22	2 ⇒ UF16

UF15C. Thank you for your participation.

The Planning Institute of Jamaica 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 ⇒ UF16
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UF15D. 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 ⇒ UF16
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UF15E. 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 ND NUMBER	[P3] 3 RD NUMBER
UF15F. Ask for and record phone number.	_____	_____	_____
UF15G. Just to confirm, the number is (<i>number from UF15F</i>)? <i>If no, return to UF15F and correct entry.</i>	YES 1 NO 2 ⇒ UF15F	YES 1 NO 2 ⇒ UF15F	YES 1 NO 2 ⇒ UF15F
UF15H. 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

MICS6.UF.27

<p>UF15I. What is the best day of the week and time of the day to call you on this number?</p> <p><i>Probe:</i> Any other day or time?</p> <p><i>Record all mentioned.</i></p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>
<p>UF15J. 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?</p>	<p>YES 1 <input type="checkbox"/> [P2] NO 2 <input type="checkbox"/> UF16</p>	<p>YES 1 <input type="checkbox"/> [P3] NO 2 <input type="checkbox"/> UF16</p>	<p>YES 1 <input type="checkbox"/> [P4] NO 2 <input type="checkbox"/> UF16</p>
<p style="text-align: right;"><i>Tick here if additional questionnaire used:..... <input type="checkbox"/></i></p>			

UF16. Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of another child age 0-4 living in this household?


☐ Yes ⇒ Go to UF17 on the UNDER-FIVE INFORMATION PANEL and record '01'. Then go to the next QUESTIONNAIRE FOR CHILDREN UNDER FIVE to be administered to the same respondent.

☐ No ⇒ Check HL6 and column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?

☐ Yes ⇒ Go to UF17 on the UNDER-FIVE INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN AGE 5-17 to be administered to the same respondent.

☐ No ⇒ Go to UF17 on the UNDER-FIVE INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her/him for her/his cooperation. Check to see if there are other questionnaires to be administered in this household.

INTERVIEWER'S OBSERVATIONS



SUPERVISOR'S OBSERVATIONS

This image shows a completely blank white rectangular area. It is surrounded by a thin, solid black border that frames the entire composition. There are no markings, text, or illustrations present on the white surface.

MICS6.UF.29



QUESTIONNAIRE FOR CHILDREN AGE 5-17
Jamaica, 2022



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: ____ / ____ / <u>2</u> <u>0</u> ____	FS8. Record the time:	HOURS : MINUTES ____ : ____

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

If age 15-17, verify that adult consent for interview is obtained (HH33) or 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 ALREADY1 NO, FIRST INTERVIEW2	1 ⇒FS10B 2 ⇒FS10A
FS10A. Hello, my name is (your name). We are conducting a survey about the situation of children, families and households in Jamaica, on behalf of the Planning Institute of Jamaica. I would like to talk to you about (child's name from FS3)'s health and well-being. This interview will take about 20 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. 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 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or if you wish to stop the interview, please let me know. For independent advice about this survey, you may contact the Chairman of the Advisory Panel on Ethics & Medico-Legal Affairs at the Ministry of Health and Wellness, Professor Archibald McDonald. May I start now?	
YES1 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 HOME02 REFUSED.....03 PARTLY COMPLETED04 INCAPACITATED (specify).....05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-1706 OTHER (specify).....96
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MICS6.FS.1

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 ⇒ CB10C
CB2. 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 <u>2</u> <u>0</u> __ __	
CB3. 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) __ __	
CB4. Has (<i>name</i>) ever attended school or any early childhood education programme?	YES..... 1 NO 2	2 ⇒ CB11
CB5. What is the highest level and grade or year of school (<i>name</i>) has ever attended?	EARLY CHILDHOOD EDUCATION000 PRIMARY 1 __ __ LOWER SECONDARY 2 __ __ UPPER SECONDARY 3 __ __ HIGHER 4 __ __ SPECIAL EDUCATION500	000 ⇒ CB7 500 ⇒ CB7
CB6. Did (he/she) ever complete that (grade/year)?	YES..... 1 NO 2	
CB7. At any time during the current school year (2021/2022), did (<i>name</i>) attend school or any early childhood education programme?	YES..... 1 NO 2	2 ⇒ CB9
CB8. During this current school year (2021/2022), which level and grade or year is (<i>name</i>) <u>attending</u> ?	EARLY CHILDHOOD EDUCATION000 PRIMARY 1 __ __ LOWER SECONDARY 2 __ __ UPPER SECONDARY 3 __ __ HIGHER 4 __ __ SPECIAL EDUCATION500	
CB9. At any time during the previous school year (2020/2021), did (<i>name</i>) attend school or any early childhood education programme?	YES..... 1 NO 2	2 ⇒ CB10C
CB10. During that previous school year (2020/2021), which level and grade or year did (<i>name</i>) <u>attend</u> ?	EARLY CHILDHOOD EDUCATION000 PRIMARY 1 __ __ LOWER SECONDARY 2 __ __ UPPER SECONDARY 3 __ __ HIGHER 4 __ __ SPECIAL EDUCATION500	

CB10C. 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 ⇒ CB11
CB10D. At any time during the current school year (2021/2022), did (<i>name</i>) attend online learning at least once a week, less than once a week or not at all? If 'At least once a week', probe: Would you say (<i>name</i>) attended online learning almost every day? If 'Yes' record 3, if 'No' record 2.	NOT AT ALL 0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK 2 ALMOST EVERY DAY 3	0 ⇒ CB10G
CB10E. Which of these does (<i>name</i>) use to access the internet during online learning? [A] Broadband internet at home? [B] Mobile data at home? [C] Neighbour's internet? [D] Community hotspots? [E] Any other internet source?	<div>YES NO</div> BROADBAND INTERNET 1 2 MOBILE DATA 1 2 NEIGHBOUR'S INTERNET 1 2 COMMUNITY HOTSPOTS 1 2 OTHER INTERNET SOURCE 1 2	
CB10F. Does (<i>name</i>) have exclusive access to an available device for educational purposes?	YES 1 NO 2	1 ⇒ CB11 2 ⇒ CB11
CB10G. What is the <u>main</u> reason (<i>name</i>) did not attend online learning?	SCHOOL/TEACHERS DON'T PROVIDE SERVICE 11 HOUSEHOLD HAS NO ELECTRICITY 12 CHILD HAS NO INTERNET ACCESS 13 CHILD HAS NO DEVICE ON WHICH TO ACCESS THE INTERNET 14 CHILD DOESN'T KNOW HOW TO USE DEVICE(S) 15 CHILD NOT INTERESTED 16 CHILD HAS TO WORK TO HELP HOUSEHOLD 17 TEACHER(S) SENT WORK VIA EMAIL/WHATSAPP 18 PRINTED MATERIAL DELIVERED TO STUDENT/HOME 19 MATERIAL LEFT IN CENTRAL LOCATION 20 ATTEND LESSONS ON RADIO/TV 21 OTHER (<i>Specify</i>) 96	
CB11. Is (<i>name</i>) covered by any health insurance?	YES 1 NO 2	2 ⇒ CB13

CB12. What type of health insurance is (<i>name</i>) covered by? <i>Record all mentioned.</i>	HEALTH INSURANCE THROUGH EMPLOYERB OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE..... D HEALTH INSURANCE THROUGH SCHOOLE OTHER (<i>specify</i>) X	
CB13. <i>Check CB3: Child's age?</i> <i>Check HL6 in the List of Household Members Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</i>	AGE 5-11 YEARS.....1 AGE 12-17 YEARS.....2	1 ⇒End
CB14. Has (<i>name</i>) ever received an injection to protect (him/her) from COVID-19?	YES..... 1 NO 2 DK.....8	2 ⇒End 8 ⇒End
CB15. How many times were the COVID-19 injection received?	NUMBER OF TIMES DK 8	

MICS6.FS.4

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

MICS6.FS.5

<p>CL6. 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>[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>CL7. 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>CL8. In total, how many hours did (<i>name</i>) spend on fetching water for household use, since last (<i>day of the week</i>)?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS.....__ __</p>																									
<p>CL9. Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for household use?</p>	<p>YES.....1 NO.....2</p>	<p>2⇒CL11</p>																								
<p>CL10. 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>CL11. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household?</p> <p>[A] Shopping for the household?</p> <p>[B] Cooking?</p> <p>[C] Washing dishes or cleaning around the house?</p> <p>[D] Washing clothes?</p> <p>[E] Caring for children?</p> <p>[F] Caring for someone old or sick?</p> <p>[X] Other household tasks?</p>	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>SHOPPING FOR HOUSEHOLD.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>COOKING.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING DISHES / CLEANING HOUSE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING CLOTHES</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR CHILDREN</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR OLD / SICK</td> <td>1</td> <td>2</td> </tr> <tr> <td>OTHER HOUSEHOLD TASKS</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	SHOPPING FOR HOUSEHOLD.....	1	2	COOKING.....	1	2	WASHING DISHES / CLEANING HOUSE.....	1	2	WASHING CLOTHES	1	2	CARING FOR CHILDREN	1	2	CARING FOR OLD / SICK	1	2	OTHER HOUSEHOLD TASKS	1	2	
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OTHER HOUSEHOLD TASKS	1	2																								
<p>CL12. Check CL11, [A]-[X]:</p>	<p>AT LEAST ONE 'YES'1 ALL ANSWERS ARE 'NO'2</p>	<p>2⇒End</p>																								

<p>CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?</p> <p><i>If less than one hour, record '00'</i></p>	<p>NUMBER OF HOURS _ _</p>	
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MICS6.FS.7

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age? <i>Check HL6 in the List of Household Members Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</i>	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 <i>(name)</i> <u>in the past month</u> .	<div>YES NO</div> <div>TOOK AWAY PRIVILEGES..... 1 2</div> <div>EXPLAINED WRONG BEHAVIOR 1 2</div> <div>SHOOK HIM/HER 1 2</div> <div>SHOUTED, YELLED, SCREAMED 1 2</div> <div>GAVE SOMETHING ELSE TO DO 1 2</div> <div>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2</div> <div>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2</div> <div>CALLED DUMB, LAZY, IDIOT, WUTLISS OR ANOTHER NAME 1 2</div> <div>HIT / SLAPPED ON FACE, HEAD OR EARS 1 2</div> <div>HIT / SLAPPED ON HAND, ARM OR LEG 1 2</div> <div>PINCHED 1 2</div> <div>TWISTED EAR 1 2</div> <div>BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD..... 1 2</div>	
FCD2L. Check FCD2 [D] and [H]:	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ FCD2N

FCD2M. Since COVID-19 restrictions, has there been an increase in the number of times that <u>you or any other adult in your household</u> has shouted, yelled or screamed at (<i>name</i>), or called (him/her) names such as dumb, lazy, idiot or wutliss?	YES.....1 NO2	
FCD2N. Check FCD2 [C], [F], [G], [I], [J], [J1], [J2] and [K]:	AT LEAST ONE 'YES'.....1 ALL ANSWERS ARE 'NO'2	2 ⇒ FCD3
FCD2O. Since COVID-19 restrictions, has there been an increase in the number of times that <u>you or any other adult in your household</u> has shaken, hit, pinched, slapped or beaten (<i>name</i>)?	YES.....1 NO2	
FCD3. Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES1 NO2	2 ⇒ FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES1 NO2	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?	YES1 NO2 DK / NO OPINION8	

MICS6.FS.9

CHILD FUNCTIONING		FCF
FCF1. I would like to ask you some questions about difficulties (name) may have. Does (name) wear glasses or contact lenses?	YES 1 NO 2	
FCF2. Does (name) use a hearing aid?	YES 1 NO 2	
FCF3. Does (name) use any equipment or receive assistance for walking?	YES 1 NO 2	
FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Remember the four possible answers: Would you say that (name) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?		
FCF5. Check FCF1: Child wears glasses or contact lenses?	YES, FCF1=1 1 NO, FCF1=2 2	1 ⇒ FCF6A 2 ⇒ FCF6B
FCF6A. When wearing (his/her) glasses or contact lenses, does (name) have difficulty seeing? FCF6B. Does (name) have difficulty seeing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	
FCF7. Check FCF2: Child uses a hearing aid?	YES, FCF2=1 1 NO, FCF2=2 2	1 ⇒ FCF8A 2 ⇒ FCF8B
FCF8A. When using (his/her) hearing aid(s), does (name) have difficulty hearing sounds like 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 meters on level ground? <i>Probe:</i> That would be about the length of 1 football field. <i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i>	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 100 M AT ALL 4	3 ⇒ FCF12 4 ⇒ FCF12

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

FCF19. Compared with children of the same age, does (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	5 ⇒ FCF26
FCF25A. Compared to the period before the COVID-19 restrictions began, has there been an increase in how often (name) seems very anxious, nervous or worried?	YES 1 NO 2	

<p>FCF26. 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</p> <p>WEEKLY 2</p> <p>MONTHLY 3</p> <p>A FEW TIMES A YEAR 4</p> <p>NEVER..... 5</p>	<p>5 ⇒ <i>End</i></p>
<p>FCF26A. Compared to the period before the COVID-19 restrictions began, has there been an increase in how often (<i>name</i>) seems very sad or depressed?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.FS.13

PARENTAL INVOLVEMENT		PR
PR1. Check CB3: Child's age? Check HL6 in the List of Household Members Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.	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..... <u>0</u> ____ 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 (PTA)?	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?	<div style="text-align: right;">YES NO DK</div> PLAN FOR ADDRESSING 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 report for (name) ?	YES 1 NO 2 DK 8	

<p>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?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss (name)'s progress with (his/her) teachers?</p>	<p>YES NO DK</p> <p>CELEBRATION OR SPORT EVENT..... 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS 1 2 8</p>	
<p>PR12. In the last 12 months, has (name)'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, riots or similar?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<p>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>PR13. In the last 12 months, was (name) 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>PR14. Check PR12[C] and PR13: Any 'Yes' recorded?</p>	<p>YES, PR12[C]=1 OR PR13=1..... 1</p> <p>NO 2</p>	<p>2⇒End</p>
<p>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?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	

MICS6.FS.15

FOUNDATIONAL LEARNING SKILLS		FL
FL0. Check CB3: Child's age? Check HL6 in the List of Household Members Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.	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? <i>When the child is comfortable, continue with the verbal consent:</i> Let me tell you why I am here today. I am part of a team trying to find out how children are learning to read and to use numbers, on behalf of the Planning Institute of Jamaica. 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: <ul style="list-style-type: none"> <input type="checkbox"/> You are not alone with the child unless he/she is at least visible to an adult known to the child. <input type="checkbox"/> You have engaged the child in conversation and built rapport, e.g. using an icebreaker. <input type="checkbox"/> 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. [A] Do you read books at home? [B] Does someone read to you at home?	<div style="text-align: right;">YES NO</div> READS BOOKS AT HOME 1 2 READ TO AT HOME 1 2	

<p>FL7. Which language do you speak most of the time at home?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>READING TEST AVAILABLE ENGLISH 11</p> <p>READING TEST NOT AVAILABLE SPANISH..... 21 MANDARIN/CHINESE..... 22 PATOIS 23</p> <p>OTHER (specify) 96 DK 98</p>	
<p>FL8. Check CB7: In the current school year, did the child attend school or any early childhood education programme?</p> <p><i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2</p>	1 ⇒ FL9A
<p>FL8A. Check CB4: Did the child ever attend school or any early childhood education programmes?</p> <p><i>Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.</i></p>	<p>YES, CB4/ED4=1 1 NO, CB4/ED4=2 OR BLANK 2</p>	1 ⇒ FL9B 2 ⇒ FL9C
<p>FL9A. What language do your teachers use most of the time when teaching you in class?</p> <p>FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>READING TEST AVAILABLE ENGLISH 11</p> <p>READING TEST NOT AVAILABLE SPANISH..... 21 MANDARIN/CHINESE..... 22 PATOIS 23</p> <p>OTHER (specify) 96 DK 98</p>	11 ⇒ FL10
<p>FL9C. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=11 1 NO, FL7=21, 22, 23, 96 OR 98 2</p>	2 ⇒ FL23
<p>FL10. 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 NO 2</p>	2 ⇒ FL23
<p>FL11. Check CB3: Child's age?</p> <p><i>Check HL6 in the List of Household Members Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</i></p>	<p>AGE 7-9 YEARS..... 1 AGE 10-14 YEARS..... 2</p>	1 ⇒ FL13
<p>FL12. Check CB7: In the current school year, did the child attend school or any early childhood education programme?</p> <p><i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2</p>	1 ⇒ FL18B

FL13. Give the child the <i>READING & NUMBERS BOOK</i> . Open the page showing the reading practice item and say: Now we are going to do some reading. <i>Point to the sentence.</i> I would like you to read this aloud. Then I may ask you a question. Sam is a cat. Jenny is a dog. Sam is 5. Jenny 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 Sam?	CORRECT (5).....1 OTHER ANSWERS.....2 NO ANSWER AFTER 5 SECONDS.....3	1 ⇒ FL17
FL16. Say: Sam is 5 years old.		⇒ FL23
FL17. Here is another question: Who is older: Sam or Jenny?	CORRECT (JENNY).....1 OTHER ANSWERS.....2 NO ANSWER AFTER 5 SECONDS.....3	1 ⇒ FL18A
FL18. Say: Jenny is older than Sam. Jenny is 6 and Sam is 5.		⇒ FL23
FL18A. Turn the page to reveal the reading passage. Say: Thank you. Now I want you to try this.		⇒ FL19
FL18B. Give the child the <i>READING & NUMBERS BOOK</i> . Open the book on the page of the reading passage.		

MICS6.FS.18

<p>FL19. 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>	Randy	is	in	grade	two.	One	day,
	1	2	3	4	5	6	7
	Randy	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	farm.
	22	23	24	25	26	27	28
	Randy	wanted	to	get	some	flowers	for
	29	30	31	32	33	34	35
	his	mother.	Randy	ran	fast	across	the
	36	37	38	39	40	41	42
	farm	to	get	the	flowers.	He	fell
	43	44	45	46	47	48	49
	down	near	a	banana	tree.	Randy	started
	50	51	52	53	54	55	56
	crying.	The	farmer	saw	him	and	came.
	57	58	59	60	61	62	63
	He	gave	Randy	many	flowers.	Randy	was
	64	65	66	67	68	69	70
	very	happy.					
	71	72					

MICS6.FS.19

<p>FL20. 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>FL21A. Check FL20(B): Did the child incorrectly read or miss 8 or more words?</p>	<p>YES, AT LEAST 8 INCORRECT WORDS 1 NO, LESS THAN 8 INCORRECT WORDS 2</p>	<p>1 ⇒ FL23</p>
<p>FL21B. Now I am going to ask you a few questions about what you have read.</p> <p><i>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark 'No response' and say: Thank you. That is ok. We will move on.</i></p> <p><i>Make sure the child can still see the passage and ask:</i></p> <p>[A] What grade is Randy in?</p> <p>[B] What did Randy see on the way home?</p> <p>[C] Why did Randy start crying?</p> <p>[D] Where did Randy fall?</p> <p>[E] Why was Randy happy?</p>	<p>CORRECT (TWO)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (FLOWERS)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (BECAUSE HE FELL)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (NEAR A BANANA TREE)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (BECAUSE THE FARMER GAVE HIM MANY FLOWERS OR BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	

<p>FL23. Turn the page in the <i>READING & NUMBERS BOOK</i> so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p>Point to the first number and say: Start here.</p> <p>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?</p> <p>If the child does not attempt 2 consecutive numbers, record '3', No attempt, for remaining numbers and say: Thank you. That is ok.</p>	<p>9 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>30 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>48 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>74 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p> <p>731 CORRECT 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL23A. Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?</p>	<p>YES, AT LEAST TWO CORRECT 1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT 2</p>	<p>2 ⇒ FL27A</p>
<p>FL24. Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say: Look at these numbers. Tell me which one is bigger.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.</p> <p>If the child does not attempt 2 consecutive pairs, record '3', No attempt, for remaining pairs and say: Thank you. That is ok. We will go to the next activity.</p>	<p>7 & 5 CORRECT (7) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>11 & 24 CORRECT (24) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>58 & 49 CORRECT (58) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>65 & 67 CORRECT (67) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>146 & 154 CORRECT (154) 1 INCORRECT 2 NO ATTEMPT 3</p>	

<p>FL25. Give the child a pencil and paper. Turn the page so the child is looking at the first addition. Make sure the child is looking at this page. Say: Look at this sum. How much is (number plus number)? Tell me the answer. You can use the pencil and paper if it helps you.</p> <p>Record the child's answer before turning the page in the book and repeating the question for the next sum.</p> <p>If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', No attempt, for the appropriate sum, turn the booklet page and show the child the next addition.</p> <p>If the child does not attempt 2 consecutive sums, record '3', No attempt, for remaining sums and say: Thank you. That is ok. We will go to the next activity.</p>	<p>3 + 2 CORRECT (5) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>8 + 6 CORRECT (14) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>7 + 3 CORRECT (10) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>13 + 6 CORRECT (19) 1 INCORRECT 2 NO ATTEMPT 3</p> <p>12 + 24 CORRECT (36) 1 INCORRECT 2 NO ATTEMPT 3</p>	
<p>FL26. 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>FL26A. That's correct, 3. Let's do another one.</p>		<p>⇒ FL26C</p>
<p>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.</p>		
<p>FL26C. Here are some more numbers. 5, 10, 15 and ____.</p> <p>Point to each number and blank space and say: What number goes here?</p>	<p>CORRECT (20) 1 INCORRECT 2 NO ATTEMPT 3</p>	<p>2 ⇒ FL26E 3 ⇒ FL26E</p>
<p>FL26D. That's correct, 20.</p>		<p>⇒ FL27</p>
<p>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.</p>		
<p>FL26F. Check FL26: Was the answer correct?</p>	<p>YES, FL26=1 1 NO, FL26=2 OR 3 2</p>	<p>2 ⇒ FL27A</p>

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

<p>FL28. Result of interview with child.</p> <p><i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED 01 NOT AT HOME 02 MOTHER / CARETAKER REFUSED 03 CHILD REFUSED 04 PARTLY COMPLETED 05 INCAPACITATED 06 OTHER (<i>specify</i>) 96</p>	
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<p>FS11. Record the time.</p>	<p>HOURS AND MINUTES __ : __</p>	
<p>FS12. Language of the Questionnaire.</p>	<p>ENGLISH 1</p>	
<p>FS13. Language of the Interview.</p>	<p>ENGLISH 1</p>	
<p>FS14. Native language of the Respondent.</p>	<p>ENGLISH 1 SPANISH 2 MANDARIN/CHINESE 3 OTHER LANGUAGE (<i>specify</i>) 6</p>	

FS15. <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	
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MICS6.FS.24

MICS PLUS CONSENT

FS15A. Check the name and line number of this questionnaire's respondent (FS4). Check the names and line numbers of the respondents to all other questionnaires that have been completed in this household: <i>HOUSEHOLD QUESTIONNAIRE (HH47), WOMAN QUESTIONNAIRE (WM3) or UNDER 5 QUESTIONNAIRE (UF4)</i> : Has this questionnaire's respondent already been interviewed with any of the other questionnaires?	YES, ALREADY INTERVIEWED (FS4=HH47 OR FS4=WM3 OR FS4=UF4).....1 NO, FIRST INTERVIEW (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=11 NO, HC7[A]=2 AND HC12=2.....2	2 ⇒ FS16

FS15C. Thank you for your participation.

The Planning Institute of Jamaica 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	2 ⇒ FS16
NO.....2	

FS15D. Do you have a personal phone number or does your household have a communal number where you can be reached?	YES.....1 NO2	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 ND NUMBER	[P3] 3 RD NUMBER
FS15F. Ask for and record phone number.	_____	_____	_____
FS15G. Just to confirm, the number is (<i>number from FS15F</i>)? <i>If no, return to FS15F and correct entry.</i>	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

MICS6.FS.25

<p>FS15I. What is the best day of the week and time of the day to call you on this number?</p> <p><i>Probe: Any other day or time?</i></p> <p><i>Record all mentioned.</i></p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>	<p>WEEKDAYS MORNING A AFTERNOON B EVENING C OTHER (specify) D WEEKEND MORNING E AFTERNOON F EVENING G OTHER (specify) H OTHER (specify) X</p>
<p>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?</p>	<p>YES 1 <input type="checkbox"/> [P2] NO 2 <input type="checkbox"/> FS16</p>	<p>YES 1 <input type="checkbox"/> [P3] NO 2 <input type="checkbox"/> FS16</p>	<p>YES 1 <input type="checkbox"/> [P4] NO 2 <input type="checkbox"/> FS16</p>
			<p>Tick here if additional questionnaire used: <input type="checkbox"/></p>

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

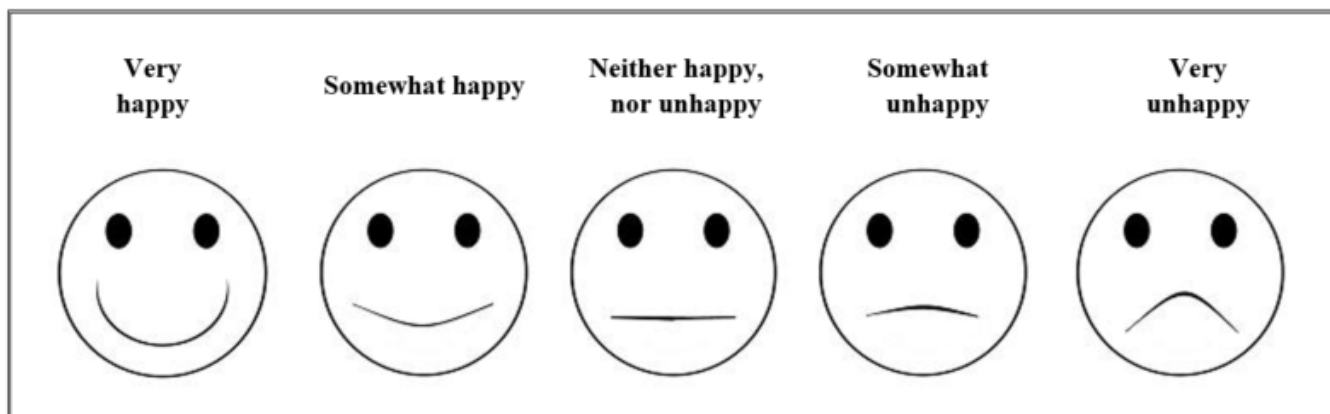
SUPERVISOR'S OBSERVATIONS



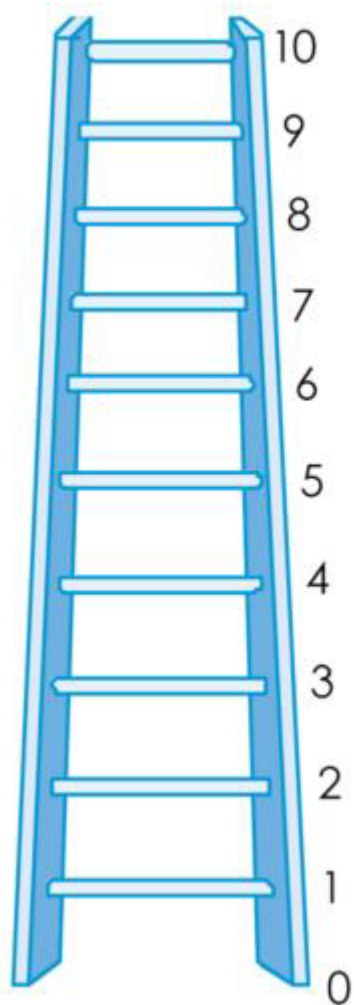
E.2.1 Sentences for literacy testing

1. The child is reading a book.
2. Parents must care for their children.
3. Farming is hard work.

E.2.2 Response cards for Life Satisfaction module



Best Possible Life



Worst Possible Life

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

Ⓟ

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

9

12

30

48

74

731

7

5

11

24

58

49

65

67

146

154

$$3 + 2 =$$

$$8 + 6 =$$

$$7 + 3 =$$

$$13 + 6 =$$

$$12 + 24 =$$

1 2 _ 4

Ⓟ

5 10 15 —

Ⓟ

5 6 7 —

14 15 — 17

20 — 40 50

2 4 6 _

5 8 11 —



JAMAICA

Multiple Indicator Cluster Survey 2022
Survey Findings Report