

Turks & Caicos Islands



Monitoring the situation of children and women

Multiple Indicator Cluster Survey 2019-2020



The Department
of Statistics



The Government
of the Turks &
Caicos Islands



Department of
Social Development



Ministry of Education,
Labour, Employment &
Customer Service



Ministry of Health,
Agriculture, Sports &
Human Services



United Nations
Children's Fund





Turks & Caicos Islands

Multiple Indicator Cluster Survey

2019-2020

Survey Findings Report

November, 2021



The Turks and Caicos Islands (TCI) Multiple Indicator Cluster Survey (MICS) was carried out in 2019-2020 by the Department of Statistics (DOS) in collaboration with the Department of Social Development and the Ministry of Health, Agriculture, Sports & Human Services, as part of the Global MICS Programme. Technical support was provided by the United Nations Children's Fund (UNICEF), with government funding and financial support of UNICEF.

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. Additionally, the TCI 2019-2020 MICS will help to monitor progress under the TCI Child Safeguarding National Action Plan and the TCI Medium Term Development Strategy 2018-2022, as well as to fill data gaps on the situation of men.

The objective of this report is to facilitate the timely dissemination and use of results from the TCI 2019-2020 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	National Population and Housing Census 2012	Questionnaires	Household Women (age 15-49) Men (age 15-49) Children under five Children age 5-17 Water Quality Testing
Interviewer training	September - October 2019	Fieldwork	October 2019 to July 2020
Survey sample			
Households		Children under five	
- Sampled	1,602	- Eligible	331
- Occupied	1,499	- Mothers/caretakers interviewed	308
- Interviewed	1,449	- Response rate (Per cent)	93.1
- Response rate (Per cent)	96.7		
Women (age 15-49)		Children age 5-17	
- Eligible for interviews	930	- Eligible	464
- Interviewed	824	- Mothers/caretakers interviewed	439
- Response rate (Per cent)	88.6	- Response rate (Per cent)	94.6
Men (age 15-49)		Water Quality Testing	
- Eligible for interviews	421	- Eligible	297
- Interviewed	364	- Interviewed	270
- Response rate (Per cent)	86.5	- Response rate (Per cent)	90.9

Survey population			
Average household size	2.37	Percentage of population living in	
Percentage of population under:		- Grand Turk	10.6
- Age 5	7.9	- NCMCSCSC	5.3
- Age 18	24.7	- Providenciales	84.1
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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ARI	Acute Respiratory Infection
ASFR	Age Specific Fertility Rates
BCG	Bacillus Calmette-Guérin (Tuberculosis)
C-section	Caesarean section
CAPI	Computer-Assisted Personal Interviewing
CBR	Crude Birth Rate
COVID-19	Corona virus disease
CRC	Convention on the Rights of the Child
CSPro	Census and Survey Processing System
DHS	Demographic Health Survey
DK	Don't know
DOS	Department of Statistics
DTP	Diphtheria, Tetanus and Pertussis
DV	Domestic violence
<i>E. coli</i>	Escherichia coli
ECD	Early childhood development
ECDI	Early Child Development Index
ECE	Early childhood education
ED	Enumeration district
FCT	Field Check Table
g	Grams
GAM	Global AIDS Monitoring
GFR	General Fertility Rate
GPI	Gender Parity Index
Hib	Haemophilus influenzae type B
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDD	Iodine Deficiency Disorders
IFSS	Internet File Streaming System
IPV	Inactivated Polio Vaccine
IYCF	Infant and Young Child Feeding
JMP	WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene
LBW	Low birth weight
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 Clusters Surveys programme
MMR	Measles, Mumps, and Rubella
NCMCSCSC	North Caicos, Middle Caicos, South Caicos and Salt Cay
NN	Neonatal mortality
ORS	Oral Rehydration Salt Solution
OPV	Oral Polio Vaccine
PASEC	Analysis Programme of the CONFEMEN Education Systems (Programme d'Analyse des Systèmes Educatifs de la CONFEMEN)
PISA	Programme for International Student Assessment

PNC	Post-natal Care
PNN	Post-neonatal mortality
ppm	Parts Per Million
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
TCI	Turks and Caicos Islands
TFR	Total Fertility Rate
TIMSS	Trends in International Mathematics and Science Study
UN	United Nations
UNGASS	United Nations General Assembly Special Session on HIV/AIDS
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

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The Multiple Indicator Cluster Survey is a major achievement for the Turks and Caicos Islands (TCI), as the TCI is the first British Overseas Territories in the Caribbean that has implemented this survey. It is with great pride that the Government of the Turks and Caicos Islands, the Department of Statistics and UNICEF make this report public as it provides vital information on a wide range of social indicators as it relates to the situation of women and children in the Turks and Caicos Islands.

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1 INTRODUCTION

This report is based on the Turks and Caicos Islands Multiple Indicator Cluster Survey (MICS), conducted in 2019-2020 by the Department of Statistics. 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...”

The Turks and Caicos Islands (TCI) signed on to the Sustainable Development Agenda (SDGs) in 2016. Accordingly, the Government has undertaken to improve conditions for all inhabitants and to regularly monitor the progress towards that end. The TCI’s first MICS is seen as an important tool for measuring progress towards key national and international targets as laid out in the various development plans. The primary objectives of implementing the MICS are to generate baseline data on the SDGs indicators; to monitor progress under the TCI Medium Term Development Strategy 2018-2022, as well as the TCI Child Safeguarding National Action Plan.

The TCI MICS results are critically important for the purposes of SDG monitoring, as the survey produces information on 43 global SDG indicators, either in their entirety or partially.

The 2019-2020 TCI MICS has as its primary objectives:

- To provide high quality data for assessing the situation of children, adolescents, women, men and households in the Turks & Caicos Islands;
- 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 2019-2020 TCI MICS. Following Chapter 2 on survey 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”. From Chapter 5, all survey results are presented in seven thematic chapters. In each chapter, a brief introduction of the topic and the description of all tables, are followed by the tabulations.

Chapter 5, “Survive”, includes findings on under-5 mortality.

This is followed by Chapter 6, “Thrive – Reproductive and maternal health”, which presents findings on fertility, early childbearing, contraception, unmet need, antenatal care, neonatal tetanus, delivery care, birthweight, and post-natal care, and ends with HIV.

The following chapter, “Thrive – Child health, nutrition and development” presents findings on immunisation, disease episodes, diarrhoea, household energy use, symptoms of acute respiratory infection, infant and young child feeding, malnutrition, salt iodisation, 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, attitudes toward domestic violence, and domestic violence

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

This is followed by Chapter 11 on equity – titled “Equitable chance in life”, which presents findings on a range of equity related topics, including child functioning, social transfers, discrimination and harassment, and subjective well-being.

The final chapter, “Domestic violence”, presents findings on the experience of physical, sexual and emotional violence experienced by women aged 15 to 49 years.

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.

2 SURVEY METHODOLOGY

2.1 SAMPLE DESIGN

The sample for the Turks and Caicos Islands MICS 2019-2020 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: Grand Turk; NCMCSCSC (domain created by combining North Caicos, Middle Caicos, South Caicos and Salt Cay); and Providenciales. There will be no estimates by area of residence (urban/rural) since the Department of Statistics (DOS) considers Providenciales and Grand Turk to be completely urban and the rest of the islands in the country to be rural. For Providenciales only, a two-stage sample was chosen using probability proportional to size, where the first stage units were the enumeration districts (EDs) and the second stage units were the households inside these EDs. For the other domains (Grand Turk and NCMCSCSC), a one-stage sample was used since every ED in these two domains of estimation was selected in the sample with a probability of one. After a household listing was carried out within the selected enumeration districts, a systematic sample of 30 households was drawn in each Grand Turk and NCMCSCSC¹ ED, and 20 households in each Providenciales ED. 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.

2.2 QUESTIONNAIRES

Six 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 water quality testing questionnaire administered in five households in each cluster of the sample; 3) a questionnaire for individual women administered in each household to all women age 15-49 years; 4) a questionnaire for individual men administered in every second household to all men age 15-49 years; 5) an under-5 questionnaire, administered to mothers (or caretakers) of all children under 5 living in the household; and 6) 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.² The questionnaires included the following modules:

¹ All 39 households in Salt Cay were included in the sample.

² 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

List of Household Members
Education
Household Characteristics
Social Transfers
Household Energy Use
Insecticide Treated Nets
Water and Sanitation
Handwashing
Salt Iodisation

Water Quality Testing Questionnaire

^[M] The individual Questionnaire for Men only included those modules indicated.

Questionnaire for Individual Women / Men

Woman's Background^[M]
Mass Media and ICT^[M]
Fertility^[M]/Birth History
Desire for Last Birth
Maternal and Newborn Health
Post-natal Health Checks
Contraception
Unmet Need
Attitudes Toward Domestic Violence^[M]
Victimisation^[M]
Marriage/Union^[M]
Sexual Behaviour^[M]
HIV/AIDS^[M]
Tobacco and Alcohol Use^[M]
Life Satisfaction^[M]
Domestic Violence³

Questionnaire for Children Age 5-17 Years

Child's Background
Child Labour
Child Discipline
Child Functioning
Parental Involvement
Foundational Learning Skills

Questionnaire for Children Under 5

Under-Five's Background
Birth Registration
Early Childhood Development
Child Discipline
Child Functioning
Breastfeeding and Dietary Intake
Immunisation
Care of Illness
Anthropometry

In addition to the administration of questionnaires, fieldwork teams tested the salt used for cooking in the households for iodine content, observed the place for handwashing, measured the weights and heights of children age under 5 years, and tested household and source water for *E. coli* levels. Details and findings of these observations and measurements 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 questionnaires.⁴ From the MICS6 model English, version, the questionnaires were customised and translated into Creole and were pre-tested in Providenciales (the only domain which had EDs that were not included in the sample), during July 2019. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires. A copy of the TCI MICS 2019-2020 questionnaires is provided in Appendix E.

2.3 ETHICAL PROTOCOL

The survey protocol included a Protection Protocol which outlines the potential risks during the life cycle of the survey and management strategies to mitigate these, which was approved by the Ministry of Health in July 2019. Additionally, a special Protection Protocol for the implementation of the Domestic Violence (DV) module was approved by the Department of Social Development in July 2019, and a COVID-19 Safety Protocol was approved by the Environmental Health Department in June 2020.

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. Further, all respondents to the Domestic Violence module were advised of and given

³ The Domestic Violence module was adapted from the Demographic and Health Survey, and was administered to one randomly selected woman age 15-49 in each household.

⁴ The standard MICS6 questionnaires can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#survey-design>.

the opportunity to access support services through the referral mechanism put in place under the DV Protection Protocol.

2.4 DATA COLLECTION METHOD

MICS surveys utilise Computer-Assisted Personal Interviewing (CAPI). The data collection application was based on the CSPro (Census and Survey Processing System) software, Version 6.3, including a MICS dedicated data management platform. Procedures and standard programs⁵ developed under the global MICS programme were adapted to the TCI MICS 2019-2020 final questionnaires and used throughout. The CAPI application was tested in Providenciales during August 2019. Based on the results of the CAPI test, modifications were made to the questionnaires and application.

2.5 TRAINING

Training for the fieldwork was conducted for 24 days in September – October 2019. 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 four days in field practice and one day on a full pilot survey in Providenciales. The training agenda was based on the template MICS6 training agenda⁶.

Interviewers and Field Supervisors were given specialised training on how to administer the DV module in an ethical manner. Additionally, Measurers received dedicated training on anthropometric measurements and water quality testing for a total of eleven days, including three days in field practice and pilot survey.

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

2.6 FIELDWORK

The data were collected by five teams; each was comprised of three interviewers, one driver, one measurer and a supervisor. Fieldwork began in October 2019 and concluded in July 2020. The data collection was suspended March to June 2020 as a result of the COVID-19 pandemic.

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.

2.7 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.

⁵ The standard MICS6 data collection application can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#data-processing>.

⁶ The template training agenda can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#survey-design>.

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.⁷

2.8 DATA MANAGEMENT, EDITING AND ANALYSIS

Data were received at the Department of Statistics' 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.

During data collection and following the completion of fieldwork, data were edited according to editing process described in detail in the Guidelines for Secondary Editing, a customised version of the standard MICS6 documentation.⁸

Data were analysed using the Statistical Package for Social Sciences (SPSS) software, Version 23. Model syntax and tabulation plan developed by UNICEF were customised and used for this purpose.⁹

2.9 DATA SHARING

Unique identifiers such as location and names collected during interviews were removed from datasets to ensure privacy. These anonymised data files are made available on <https://www.gov.tc/stats> and on the MICS website¹⁰ 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.

2.10 ANALYSIS NOTES

Usually, the background characteristic of 'Wealth index quintiles' is presented in five categories. However, due to the small number of unweighted cases in some of the tables, the 'Wealth index quintile' may also be presented in two categories: 'Poorest 60%' and 'Richest 40%'.

⁷ The standard field check tables can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#data-collection>.

⁸ The standard guidelines can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#data-processing>.

⁹ The standard tabulation plan and syntax files can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#analysis>

¹⁰ The survey datasets can be found at: "Surveys." Home - UNICEF MICS. Accessed August 24, 2018. <http://mics.unicef.org/surveys>.

3 INDICATORS AND DEFINITIONS

Turks and Caicos Islands MICS 2019-2020 Indicators and Definitions

MICS INDICATOR		SDG ¹¹	Module ¹²	Definition ¹³	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	99.4
SR.2	Literacy rate (age 15-24 years)		WB	Percentage of women and men age 15-24 years who are able to read a short simple statement about everyday life or who attended secondary or higher education	99.9 100.0
				Women	
SR.3	Exposure to mass media		MT	Percentage of women and men age 15-49 years who, at least once a week, read a newspaper or magazine, listen to the radio, and watch television	13.8 7.9
				Men	
SR.4	Households with a radio		HC	Percentage of households that have a radio	58.7
SR.5	Households with a television		HC	Percentage of households that have a television	92.4
SR.6	Households with a telephone		HC – MT	Percentage of households that have a telephone (fixed line or mobile phone)	99.5
SR.7	Households with a computer		HC	Percentage of households that have a computer	70.0
SR.8	Households with internet		HC	Percentage of households that have access to the internet by any device from home	82.9
SR.9	Use of computer		MT	Percentage of women and men age 15-49 years who used a computer during the last 3 months	59.6 60.9
				Men	

¹¹ Sustainable 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/>

¹² Some 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.

¹³ All 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>

SR.10	Ownership of mobile phone	5.b.1	MT	Percentage of women and men age 15-49 years who own a mobile phone Women Men	99.0 98.4
SR.11	Use of mobile phone		MT	Percentage of women and men age 15-49 years who used a mobile telephone during the last 3 months Women Men	99.6 97.9
SR.12a SR.12b	Use of internet	17.8.1	MT	Percentage of women and men age 15-49 years who used the internet Women (a) during the last 3 months (b) at least once a week during the last 3 months Men (a) during the last 3 months (b) at least once a week during the last 3 months	92.5 91.2 90.8 90.5
SR.13a SR.13b	ICT skills	4.4.1	MT	Percentage of women and men who have carried out at least one of nine specific computer related activities during the last 3 months Women (a) age 15-24 (b) age 15-49 Men (a) age 15-24 (b) age 15-49	71.7 51.5 63.7 46.2
SR.14a	Use of tobacco	3.a.1	TA	Percentage of women and men age 15-49 years who smoked cigarettes or used smoked or smokeless tobacco products at any time during the last one month Women Men	5.7 10.8
SR.14b	Non-smokers	3.8.1	TA	Percentage of women and men age 15-49 years who did not smoke cigarettes or any other smoked tobacco product during the last one month Women Men	94.2 87.2
SR.15	Smoking before age 15		TA	Percentage of women and men age 15-49 years who smoked a whole cigarette before age 15 Women Men	1.5 2.6
SR.16	Use of alcohol		TA	Percentage of women and men age 15-49 years who had at least one alcoholic drink at any time during the last one month Women Men	44.7 53.9
SR.17	Use of alcohol before age 15		TA	Percentage of women and men age 15-49 years who had at least one alcoholic drink before age 15 Women Men	12.7 18.8
SR.18	Children's living arrangements		HL	Percentage of children age 0-17 years living with neither biological parent	5.5

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	3.6
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	14.4

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
SURVIVE ¹⁴					
CS.1	Neonatal mortality rate	3.2.2	BH	Probability of dying within the first month of life	(4)
CS.2	Post-neonatal mortality rate		BH	Difference between infant and neonatal mortality rates	(17)
CS.3	Infant mortality rate		CM / BH	Probability of dying between birth and the first birthday	(21)
CS.4	Child mortality rate		BH	Probability of dying between the first and the fifth birthdays	(0)
CS.5	Under-five mortality rate	3.2.1	CM / BH	Probability of dying between birth and the fifth birthday	(21)

¹⁴ Mortality indicators are calculated for the last 5-year period.

Note: Figures in parentheses are based on 250-499 unweighted person-years of exposure to the risk of death.

MICS INDICATOR	SDG ¹	Module ²	Description ³	Value	
THRIVE - REPRODUCTIVE AND MATERNAL HEALTH					
TM.1	Adolescent birth rate	3.7.2	CM / BH	Age-specific fertility rate for women age 15-19 years	(25)
TM.2	Early childbearing		CM / BH	Percentage of women age 20-24 years who have had a live birth before age 18	11.5
TM.3	Contraceptive prevalence rate		CP	Percentage of women age 15-49 years currently married or in union who are using (or whose partner is using) a (modern or traditional) contraceptive method	34.4
TM.4	Need for family planning satisfied with modern contraception ¹⁵	3.7.1 & 3.8.1	UN	Percentage of women age 15-49 years currently married or in union who have their need for family planning satisfied with modern contraceptive methods	59.3
TM.5a TM.5b TM.5c	Antenatal care coverage	3.8.1	MN	Percentage of women age 15-49 years with a live birth in the last 2 years who during the pregnancy of the most recent live birth were attended (a) at least once by skilled health personnel (b) at least four times by any provider (c) at least eight times by any provider	97.3 93.2 58.2
TM.6	Content of antenatal care		MN	Percentage of women age 15-49 years with a live birth in the last 2 years who during the pregnancy of the most recent live birth, at least once, had blood pressure measured and gave urine and blood samples as part of antenatal care	97.3
TM.7	Neonatal tetanus protection		MN	Percentage of women age 15-49 years with a live birth in the last 2 years who during the pregnancy of the most recent live birth were given at least two doses of tetanus toxoid containing vaccine or had received the appropriate number of doses with appropriate interval ¹⁶ prior to the most recent birth	55.4
TM.8	Institutional deliveries		MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live birth was delivered in a health facility	96.8
TM.9	Skilled attendant at delivery	3.1.2	MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live birth was attended by skilled health personnel	100.0
TM.10	Caesarean section		MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live birth was delivered by caesarean section	55.2
TM.11	Children weighed at birth		MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was weighed at birth	98.3

¹⁵ See Table TM.3.3 for a detailed description

¹⁶ See Table TM.5.1 for a detailed description

Note: The adolescent birth rate is based on 125-249 unweighted cases.

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
TM.12	Post-partum stay in health facility		PN	Percentage of women age 15-49 years with a live birth in the last 2 years and delivered the most recent live birth in a health facility who stayed in the health facility for 12 hours or more after the delivery	98.1
TM.13	Post-natal health check for the newborn		PN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received a health check while in facility or at home following delivery, or a post-natal care visit within 2 days after delivery	98.7
TM.14	Newborns dried		MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was dried after birth	89.3
TM.15	Skin-to-skin care		MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was placed on the mother's bare chest after birth	28.1
TM.16	Delayed bathing		MN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was first bathed more than 24 hours after birth	67.3
TM.19	Post-natal signal care functions ¹⁷		PN	Percentage of women age 15-49 years with a live birth in the last 2 years for whom the most recent live-born child received a least 2 post-natal signal care functions within 2 days of birth	98.4
TM.20	Post-natal health check for the mother		PN	Percentage of women age 15-49 years with a live birth in the last 2 years who received a health check while in facility or at home following delivery, or a post-natal care visit within 2 days after delivery of their most recent live birth	94.6
TM.22	Multiple sexual partnerships		SB	Percentage of women and men age 15-49 years who had sex with more than one partner in the last 12 months Women Men	7.1 20.3
TM.23	Condom use at last sex among people with multiple sexual partnerships		SB	Percentage of women and men age 15-49 years reporting having had more than one sexual partner in the last 12 months who reported that a condom was used the last time they had sex Women Men	(49.3) 61.7
TM.24	Sex before age 15 among young people		SB	Percentage of women and men age 15-24 years who had sex before age 15 Women Men	15.3 19.1
TM.25	Young people who have never had sex		SB	Percentage of never married women and men age 15-24 years who have never had sex Women Men	34.5 33.0
TM.26	Age-mixing among sexual partners		SB	Percentage of women age 15-24 years reporting having had sex in the last 12 months who had a partner 10 or more years older	17.7

¹⁷ Signal functions are 1) Checking the cord, 2) Counseling on danger signs, 3) Assessing temperature, 4) Observing/counseling on breastfeeding, and 5) Weighing the baby (where applicable).

Note: Values in parentheses are based on 25-49 unweighted cases.

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
TM.27	Sex with non-regular partners		SB	Percentage of women and men age 15-24 years reporting having had sex in the last 12 months who had a non-marital, non-cohabitating partner Women Men	88.0 (100.0)
TM.28	Condom use with non-regular partners		SB	Percentage of women and men age 15-24 years reporting having had sex in the last 12 months with a non-marital, non-cohabitating partner who reported that a condom was used the last time they had sex Women Men	57.9 (66.3)
TM.29	Knowledge about HIV prevention among young people		HA	Percentage of women and men age 15-24 years who correctly identify the two ways of preventing the sexual transmission of HIV ¹⁸ , who know that a healthy-looking person can be HIV-positive and who reject the two most common misconceptions about HIV transmission Women Men	51.2 48.1
TM.30	Knowledge of mother-to-child transmission of HIV		HA	Percentage of women and men age 15-49 years who correctly identify all three means ¹⁹ of mother-to-child transmission of HIV Women Men	64.1 75.0
TM.31	Discriminatory attitudes towards people living with HIV		HA	Percentage of women and men age 15-49 years reporting having heard of HIV who report discriminatory attitudes ²⁰ toward people living with HIV Women Men	52.6 55.2
TM.32	People who know where to be tested for HIV		HA	Percentage of women and men age 15-49 years who state knowledge of a place to be tested for HIV Women Men	94.5 94.9
TM.33	People who have been tested for HIV and know the results		HA	Percentage of women and men age 15-49 years who report having been tested for HIV in the last 12 months and know their results Women Men	38.3 18.8

¹⁸ Using condoms and limiting sex to one faithful, uninfected partner

¹⁹ Transmission during pregnancy, during delivery, and by breastfeeding

²⁰ Respondents who answered no to either of the following two questions: 1) Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had HIV? 2) Do you think children living with HIV should be able to attend school with children who are HIV negative?

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
TM.34	Sexually active young people who have been tested for HIV and know the results		HA	Percentage of women and men age 15-24 years reporting having had sex in the last 12 months, who have been tested for HIV in the last 12 months and know their results Women Men	31.7 13.9
TM.35a TM.35b	HIV counselling during antenatal care		HA	Percentage of women age 15-49 years with a live birth in the last 2 years who received antenatal care at least once by skilled health personnel during the pregnancy of the most recent live birth and during an ANC visit received (a) counselling on HIV ²¹ (b) information or counselling on HIV after receiving the HIV test results	49.8 28.6
TM.36	HIV testing during antenatal care		HA	Percentage of women age 15-49 years with a live birth in the last 2 years who received antenatal care at least once by skilled health personnel during the pregnancy of the most recent live birth and during an ANC visit were offered and accepted an HIV test and received test results	70.4

²¹ Someone talked with the respondent about all three of the following topics: 1) Babies getting the HIV from their mother, 2) preventing HIV and 3) getting tested for HIV.

Note: Values in parentheses are based on 25-49 unweighted cases.

MICS INDICATOR	SDG ¹	Module ²	Description ³	Value	
THRIVE - CHILD HEALTH, NUTRITION AND DEVELOPMENT					
TC.1			IM	Percentage of children age 12-23 months who received BCG containing vaccine at any time before the survey	(98.9)
TC.2			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	(75.2)
TC.3		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	(89.7)
TC.4			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	(89.7)
TC.5			IM	Percentage of children age 12-23 months who received the third dose of Hib containing vaccine (Hib3) at any time before the survey	(89.7)
TC.8			IM	Percentage of children age 12-23/24-35 months who received rubella containing vaccine at any time before the survey	(81.9)
TC.10		3.b.1	IM	Percentage of children age 24-35 months who received the second measles containing vaccine at any time before the survey	60.9
TC.11			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	(84.0) 52.0
TC.12			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	(*)
TC.13a TC.13b			CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks who received a) ORS b) ORS and zinc	(*) (*)
TC.14			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	(*)
TC.15			EU	Percentage of household members with primary reliance on clean fuels and technologies for cooking (living in households that reported cooking)	99.9
TC.17			EU	Percentage of household members with primary reliance on clean fuels and technologies for lighting (living in households that reported the use of lighting)	99.7

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
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 ²²	99.6
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	75.0
TC.30	Children ever breastfed		MN	Percentage of most recent live-born children to women with a live birth in the last 2 years who were ever breastfed	94.9
TC.31	Early initiation of breastfeeding		MN	Percentage of most recent live-born children to women with a live birth in the last 2 years who were put to the breast within one hour of birth	49.2
TC.32	Exclusive breastfeeding under 6 months		BD	Percentage of infants under 6 months of age who are exclusively breastfed ²³	(*)
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 ²⁴ during the previous day	(*)
TC.34	Continued breastfeeding at 1 year		BD	Percentage of children age 12-15 months who received breast milk during the previous day	(*)
TC.35	Continued breastfeeding at 2 years		BD	Percentage of children age 20-23 months who received breast milk during the previous day	(*)
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	7.3
TC.37	Age-appropriate breastfeeding		BD	Percentage of children age 0-23 months appropriately fed ²⁵ during the previous day	26.3
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	(*)

²² Household members living in households that report no cooking, no space heating, or no lighting are not excluded from the numerator

²³ Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines

²⁴ 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)

²⁵ 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

Note: Values presented as (*) are based on less than 25 unweighted cases.

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
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	(*) (36.8)
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	(88.3)
TC.41	Minimum dietary diversity		BD	Percentage of children age 6–23 months who received foods from 5 or more food groups ²⁶ during the previous day	56.2
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 ²⁷ or more during the previous day	68.7
TC.43	Bottle feeding		BD	Percentage of children age 0-23 months who were fed with a bottle during the previous day	79.0
TC.44a TC.44b	Underweight prevalence		AN	Percentage of children under age 5 who fall below (a) minus two standard deviations (moderate and severe) (b) minus three standard deviations (severe) of the median weight for age of the WHO standard	0.4 0.3
TC.45a TC.45b	Stunting prevalence	2.2.1	AN	Percentage of children under age 5 who fall below (a) minus two standard deviations (moderate and severe) (b) below minus three standard deviations (severe) of the median height for age of the WHO standard	4.6 0.6
TC.46a TC.46b	Wasting prevalence	2.2.2	AN	Percentage of children under age 5 who fall below (a) minus two standard deviations (moderate and severe) (b) minus three standard deviations (severe) of the median weight for height of the WHO standard	1.2 0.1
TC.47a TC.47b	Overweight prevalence	2.2.2	AN	Percentage of children under age 5 who are above (a) two standard deviations (moderate and severe) (b) three standard deviations (severe) of the median weight for height of the WHO standard	18.2 5.3

²⁶ 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

²⁷ 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

Note 1: Values in parentheses are based on 25-49 unweighted cases.

Note 2: Values presented as (*) are based on less than 25 unweighted cases.

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
TC.48	Iodized salt consumption		SA	Percentage of households with salt testing positive for any iodide/iodate among households in which salt was tested or where there was no salt	73.0
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	87.3 34.6 76.2
TC.50	Availability of children's books		EC	Percentage of children under age 5 who have three or more children's books	55.1
TC.51	Availability of playthings		EC	Percentage of children under age 5 who play with two or more types of playthings	74.3
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	0.6
TC.53	Early child development index	4.2.1	EC	Percentage of children age 36-59 months who are developmentally on track in at least three of the following four domains: literacy-numeracy, physical, social-emotional, and learning	91.1

MICS INDICATOR	SDG ¹	Module ²	Description ³	Value
LEARN				
LN.1		UB	Percentage of children age 36-59 months who are attending an early childhood education programme	93.3
LN.2	4.2.2	ED	Percentage of children in the relevant age group (one year before the official primary school entry age) who are attending an early childhood education programme or primary school	99.0
LN.3		ED	Percentage of children attending the first grade of primary school who attended early childhood education programme during the previous school year	89.3
LN.4		ED	Percentage of children of school-entry age who enter the first grade of primary school	84.7
LN.5a LN.5b LN.5c		ED	Percentage of children of (a) primary school age currently attending primary or 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	97.2 92.5 75.8
LN.6a LN.6b LN.6c		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	2.1 0.1 10.6
LN.7a LN.7b		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	96.3 (177.2) ²⁸
LN.8a LN.8b LN.8c	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	98.7 99.3 97.7
LN.9		ED	Percentage of children attending the last grade of primary school during the previous school year who are not repeating the last grade of primary school and in the first grade of lower secondary school during the current school year	(99.5)

²⁸ Note: Values in parentheses are based on 25-49 unweighted cases.

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
LN.10a LN.10b	Over-age for grade		ED	Percentage of students attending in each grade who are 2 or more years older than the official school age for grade (a) Primary school (b) Lower secondary school	2.6 0.3
LN.11a LN.11b LN.11d	Education Parity Indices (a) Gender (b) Wealth (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 Net attendance rate (adjusted) for the poorest quintile divided by net attendance rate (adjusted) for the richest 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 Foundational learning skills for girls divided by foundational learning skills for boys (a) reading age 7-14 years (b) numeracy age 7-14 years Foundational learning skills for the poorest quintile divided by foundational learning skills for the richest quintile (a) reading age 7-14 years (b) numeracy age 7-14 years Foundational learning skills for children with functional difficulties divided by foundational learning skills for children without functional difficulties (e) reading age 7-14 years (f) numeracy age 7-14 years	(0.71) ²⁹ 1.00 0.93 1.18 (*) 1.01 (*) (*) 1.13 0.95 (1.01) 1.18 (*) (*)
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	93.2

²⁹Note 1: Values in parentheses are based on 25-49 unweighted cases.

Note 2: Values presented as (*) are based on less than 25 unweighted cases.

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
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	98.3
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	92.1
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	85.4
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	84.7
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	(*)
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	66.4
LN.19	Reading habit at home		FL	Percentage of children age 7-14 years who read books or are read to at home	81.4
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	79.7
LN.21	Support with homework		PR	Percentage of children age 7-14 years attending school and having homework who receive help with homework	88.8
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				78.3	
(b) Age for grade 2/3				67.0	
(c) Attending grade 2/3				61.4	
Percentage of children who successfully completed four foundational numeracy tasks					
(d) Age 7-14				63.0	
(e) Age for grade 2/3	44.9				
(f) Attending grade 2/3	40.9				

MICS INDICATOR	SDG ¹	Module ²	Description ³	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	99.2
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	79.1
PR.3	Child labour	8.7.1	CL	Percentage of children age 5-17 years who are involved in child labour ³⁰	6.1
PR.4a PR.4b	Child marriage	5.3.1	MA	Percentage of women and men age 20-24 years who were first married or in union Women (a) before age 15 (b) before age 18 Men (a) before age 15 (b) before age 18	0.0 23.3 (0.0) (5.1)
PR.5	Young people age 15-19 years currently married or in union		MA	Percentage of women and men age 15-19 years who are married or in union Women Men	29.1 (12.8)
PR.6	Polygyny		MA	Percentage of women and men age 15-49 years who are in a polygynous union Women Men	1.8 2.6
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	(*) (33.5)
PR.12	Experience of robbery and assault		VT	Percentage of women and men age 15-49 years who experienced physical violence of robbery or assault within the last 12 months Women Men	3.2 2.4

³⁰ 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.3.1-3 for more detailed information on thresholds and classifications

Note 1: Values in parentheses are based on 25-49 unweighted cases.

Note 2: Values presented as (*) are based on less than 25 unweighted cases

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
PR.13	Crime reporting	16.3.1	VT	Percentage of women and men 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 Women Men	(77.5) (*)
PR.14	Safety	16.1.4	VT	Percentage of women and men age 15-49 years feeling safe walking alone in their neighbourhood after dark Women Men	45.4 46.5
PR.15	Attitudes towards domestic violence		DV	Percentage of women and men 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 Women Men	7.6 4.0

MICS INDICATOR	SDG ¹	Module ²	Description ³	Value	
LIVE IN A SAFE AND CLEAN ENVIRONMENT					
WS.1			WS	Percentage of household members using improved sources of drinking water	99.8
WS.2		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	98.0
WS.3			WS	Percentage of household members with a water source that is available when needed	97.8
WS.4			WQ	Percentage of household members whose source water was tested and with <i>E. coli</i> contamination in source water	12.7
WS.5			WQ	Percentage of household members whose household drinking water was tested and with <i>E. coli</i> contamination in household drinking water	27.3
WS.6		6.1.1	WS – WQ	Percentage of household members with an improved drinking water source on premises, whose source water was tested and free of <i>E. coli</i> and available when needed	44.8
WS.7		1.4.1 & 6.2.1	HW	Percentage of household members with a handwashing facility where water and soap or detergent are present	97.5
WS.8		3.8.1	WS	Percentage of household members using improved sanitation facilities	98.7
WS.9		1.4.1 & 3.8.1 & 6.2.1	WS	Percentage of household members using improved sanitation facilities which are not shared	93.2
WS.10		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	64.5
WS.11		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	33.7
WS.12			UN	Percentage of women age 15-49 years reporting menstruating in the last 12 months and using menstrual hygiene materials with a private place to wash and change while at home	95.9
WS.13			UN	Percentage of women age 15-49 years reporting menstruating in the last 12 months who did not participate in social activities, school or work due to their last menstruation	12.7

MICS INDICATOR		SDG ¹	Module ²	Description ³	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	6.1
EQ.2a EQ.2b EQ.2c	Health insurance coverage		WB CB UB	Percentage of women, men and children covered by health insurance a) women age 15-49 men age 15-49 b) children age 5-17 c) children under age 5	92.3 89.4 93.1 74.1
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	10.4
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	7.3
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	8.5
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	4.6
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 Women Men	20.8 6.5
EQ.9a EQ.9b	Overall life satisfaction index		LS	Average life satisfaction score for women and men Women (a) age 15-24 (b) age 15-49 Men (a) age 15-24 (b) age 15-49	7.1 7.3 8.3 8.3
EQ.10a EQ.10b	Happiness		LS	Percentage of women and men who are very or somewhat happy Women (a) age 15-24 (b) age 15-49 Men (a) age 15-24 (b) age 15-49	84.2 87.2 91.1 91.0

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
EQ.11a EQ.11b	Perception of a better life		LS	Percentage of women and men whose life improved during the last one year and who expect that their life will be better after one year Women (a) age 15-24 (b) age 15-49 Men (a) age 15-24 (b) age 15-49	77.1 67.8 85.0 82.1

MICS INDICATOR		SDG ¹	Module ²	Description ³	Value
DOMESTIC VIOLENCE					
DV.1	Intimate partner violence	5.2.1	DA	Proportion of ever-partnered women and girls aged 15-49 years subjected to physical, sexual or emotional violence by a current or former intimate partner in the previous 12 months.	21.1
DV.2	Sexual violence		DA	Proportion of young women aged 15-49 years who experienced sexual violence by age 18.	0.4

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 1,602 households selected for the sample, 1,499 were found occupied. Of these, 1,449 were successfully interviewed for a household response rate of 96.7 percent.

The Water Quality Testing Questionnaire was administered to five randomly selected households in each cluster. Of these, 270 were successfully tested for household drinking water yielding a response rate of 90.9 percent. Also, 259 were successfully tested for source drinking water quality yielding a response rate of 87.2 percent.

In the interviewed households, 930 women (age 15-49 years) were identified. Of these, 824 were successfully interviewed, yielding a response rate of 88.6 percent within the interviewed households.

The survey also sampled men (age 15-49), but required only a subsample. All men (age 15-49) were identified in every second household. Four hundred and twenty-one men (age 15-49 years) were listed in the household questionnaires. Questionnaires were completed for 364 eligible men, which corresponds to a response rate of 86.5 percent within eligible interviewed households.

There were 331 children under age five listed in the household questionnaires. Questionnaires were completed for 308 of these children, which corresponds to a response rate of 93.1 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 has been selected randomly in each household interviewed, and there were 703 children age 5-17 years listed in the household questionnaires. Of these, 464 children were selected, and questionnaires were completed for 439 which corresponds to a response rate of 94.6 percent within the interviewed households.

Overall response rates of 85.6 percent, 83.6 percent, 89.9 percent, and 91.5 percent are calculated for the individual interviews of women, men, under-5s, and children age 5-17 years, respectively.

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

Number of households, households selected for water quality testing, women, men, children under 5, and children age 5-17 by interview results, by region, Turks and Caicos Islands MICS, 2019-2020

	Total	Region		
		Grand Turk	NCMCS CSC	Providenciales
Households				
Sampled	1,602	450	369	783
Occupied	1,499	411	340	748
Interviewed	1,449	387	326	736
Household completion rate	90.4	86.0	88.3	94.0
Household response rate	96.7	94.2	95.9	98.4
Water quality testing^A				
Sampled	318	75	49	194
Occupied	297	71	45	181
Household water quality test				
Completed	270	62	39	169
Completion rate	84.9	82.7	79.6	87.1
Response rate	90.9	87.3	86.7	93.4
Source water quality test				
Completed	259	59	39	161
Completion rate	81.4	78.7	79.6	83.0
Response rate	87.2	83.1	86.7	89.0
Women age 15-49 years				
Eligible	930	270	157	503
Interviewed	824	239	121	464
Women's response rate	88.6	88.5	77.1	92.2
Women's overall response rate	85.6	83.3	73.9	90.8
Men age 15-49 years^B				
Number of men in interviewed households				
Eligible	421	108	84	229
Interviewed	364	88	69	207
Men's response rate	86.5	81.5	82.1	90.4
Men's overall response rate	83.6	76.7	78.8	88.9
Children under 5 years				
Eligible	331	119	49	163
Mothers/caretakers interviewed	308	110	43	155
Under-5's response rate	93.1	92.4	87.8	95.1
Under-5's overall response rate	89.9	87.0	84.1	93.6
Children age 5-17 years^C				
Number of children in interviewed households				
Eligible	464	147	98	219
Mothers/caretakers interviewed	439	134	93	212
Children age 5-17's response rate	94.6	91.2	94.9	96.8
Children age 5-17's overall response rate	91.5	85.8	91.0	95.3

^A The Water Quality Testing Questionnaire was administered to 5 randomly selected households in each cluster. The response rate within completed households is presented in Table DQ.3.2.

^B The Individual Questionnaire for Men was administered to all men age 15-49 years in every other household

^C 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 household level characteristics obtained in the Household Questionnaire. Most of the information collected on these housing characteristics have been used in the construction of the wealth index.

Table SR.2.1 presents characteristics of housing, disaggregated by region, distributed by whether the dwelling has electricity, energy used for cooking, internet access, 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 regions are distributed according to household wealth quintiles.

Table SR.2.1: Housing characteristics

Percent distribution of households by selected housing characteristics, by region, Turks and Caicos Islands MICS, 2019-2020

	Region			
	Total	Grand Turk	NCMCS CSC	Providenciales
Total	100.0	100.0	100.0	100.0
Electricity				
Yes, interconnected grid	98.9	96.9	95.5	99.3
Yes, off-grid	0.5	0.3	0.2	0.5
No	0.6	2.8	4.4	0.1
Energy use for cooking^A				
Clean fuels and technologies	98.4	97.2	98.0	98.5
Other fuels	0.1	0.3	0.4	0.0
No cooking done in the household	1.5	2.4	1.6	1.4
Missing	0.1	0.1	0.0	0.1
Internet access at home^B				
Yes	82.9	80.3	66.0	84.4
No	17.1	19.7	34.0	15.6
Main material of flooring^C				
Natural floor	0.2	0.6	0.3	0.1
Rudimentary floor	2.1	2.5	1.5	2.1
Finished floor	97.4	96.3	96.0	97.7
Other	0.2	0.6	0.3	0.1
Missing	0.1	0.0	2.0	0.0
Main material of roof^C				
Rudimentary roofing	2.1	0.6	2.1	2.3
Finished roofing	94.7	93.5	92.0	95.1
Other	2.9	5.9	4.2	2.5
Missing	0.2	0.0	1.7	0.1
Main material of exterior walls^C				
Rudimentary walls	9.0	15.9	14.1	7.9
Finished walls	89.1	83.3	83.3	90.1
Other	1.7	0.7	0.3	1.9
Missing	0.2	0.0	2.2	0.1
Rooms used for sleeping				
1	54.0	44.1	45.5	55.8
2	29.0	35.6	30.2	28.2
3 or more	17.0	20.3	24.3	16.1
Number of households	1,449	146	83	1,219
Mean number of persons per room used for sleeping	1.49	1.36	1.23	1.52
Percentage of household members with access to electricity in the household¹	99.4	98.2	96.3	99.8
Number of household members	3,435	364	182	2,889

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 region, Turks and Caicos Islands MICS, 2019-2020

	Total	Region		
		Grand Turk	NCMCS CSC	Providenciales
Percentage of households that own a				
Television	92.4	87.8	86.6	93.4
Refrigerator	97.7	95.9	94.4	98.1
Microwave oven	86.4	84.7	76.4	87.3
Air conditioner	69.5	59.0	47.9	72.2
Fan	97.7	95.5	93.3	98.3
Electric iron	95.5	92.0	90.7	96.3
Washing machine	67.8	73.5	70.1	67.0
Water heater	48.8	57.7	49.1	47.7
Home security system	25.7	14.5	8.0	28.3
Percentage of households that own				
Agricultural land	6.6	25.4	13.5	3.9
Farm animals/Livestock	2.6	7.4	1.7	2.0
Percentage of households where at least one member owns or has a/an				
Wristwatch	79.2	83.3	75.7	78.9
Bicycle	27.9	41.1	44.9	25.2
Motorcycle or scooter	4.7	7.8	6.0	4.3
Car, truck, or van	73.5	71.7	58.0	74.7
Boat with a motor	6.7	9.0	15.1	5.9
Exercise machine	13.3	16.7	10.0	13.1
Computer ^A	54.1	61.7	47.9	53.6
Tablet ^A	53.9	57.4	42.5	54.2
Mobile telephone ^A	98.9	99.3	97.8	99.0
Bank account	92.0	88.8	74.1	93.6
Ownership of dwelling				
Owned by a household member	39.3	48.0	54.1	37.2
Not owned	60.7	51.4	45.9	62.8
Rented	59.0	48.3	42.6	61.4
Other	1.7	3.1	3.2	1.4
Missing/DK	0.1	0.6	0.0	0.0
Number of households	1,449	146	83	1,219

^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, Turks and Caicos Islands MICS, 2019-2020

	Wealth index quintile					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
Total	20.0	20.0	19.8	20.2	20.0	100.0	3,435
Region							
Grand Turk	20.7	14.3	16.6	21.4	27.0	100.0	364
NCMCSCSC	28.9	22.7	13.8	18.0	16.6	100.0	182
Providenciales	19.3	20.6	20.6	20.1	19.3	100.0	2,889

4.3 HOUSEHOLD COMPOSITION

Tables SR.3.1 provides the distribution of households by selected background characteristics, including the sex of the household head, region, number of household members, education of household head, and ethnicity³¹. 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.³²

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.³² The table also shows the weighted mean household size estimated by the survey.

³¹ This was determined by asking “To what ethnic group does the head of the household belong?”

³² See Appendix A: Sample design, for more details on sample weights.

Table SR.3.1: Household composition

Percent and frequency distribution of households, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of households	
		Weighted	Unweighted
Total	100.0	1,449	1,449
Sex of household head			
Male	56.6	820	868
Female	43.4	629	581
Age of household head			
<18	0.0	1	1
18-34	21.3	309	254
35-64	70.7	1,025	1,007
65-84	7.0	102	165
85+	0.7	10	18
Missing/DK	0.2	4	4
Region			
Grand Turk	10.1	146	387
NCMCSCSC	5.7	83	326
Providenciales	84.2	1,219	736
Education of household head			
Pre-primary or none	1.6	24	20
Primary/lower secondary	11.9	172	226
Upper secondary	44.2	641	576
Higher	41.2	598	600
Missing/DK	1.0	15	27
Number of household members			
1	33.6	487	467
2	28.8	418	369
3	17.8	257	264
4	11.2	162	185
5	5.6	81	95
6	2.0	28	38
7+	1.1	15	31
Ethnicity of household head			
Black/Negro/African	84.5	1,225	1,206
Other	15.5	224	243
Households with ^A			
At least one child under age 5 years	16.3	236	287
At least one child age 5-17 years	28.7	416	464
At least one child age <18 years	37.3	540	588
At least one woman age 15-49 years	56.0	812	784
At least one man age 15-49 years	54.4	789	718
No member age <50	19.0	275	353
No adult (18+) member	0.0	0	0
Mean household size	2.37	1,449	1,449

^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 3,435 household members were listed. Of these, 1,681 were males, and 1,753 were females.³³

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, Turks and Caicos Islands MICS, 2019-2020

	Males		Females		Total	
	Number	Percent	Number	Percent	Number	Percent
Total	1,681	100.0	1,753	100.0	3,435	100.0
Age						
0-4	120	7.1	153	8.7	273	7.9
5-9	119	7.1	146	8.3	266	7.7
10-14	115	6.8	87	5.0	202	5.9
15-19	128	7.6	71	4.0	199	5.8
15-17	69	4.1	41	2.3	109	3.2
18-19	59	3.5	30	1.7	89	2.6
20-24	61	3.6	137	7.8	198	5.8
25-29	107	6.3	106	6.1	213	6.2
30-34	145	8.6	170	9.7	315	9.2
35-39	136	8.1	198	11.3	334	9.7
40-44	188	11.2	143	8.2	332	9.7
45-49	160	9.5	128	7.3	287	8.4
50-54	163	9.7	163	9.3	327	9.5
55-59	82	4.9	101	5.8	183	5.3
60-64	64	3.8	56	3.2	120	3.5
65-69	52	3.1	41	2.3	93	2.7
70-74	23	1.4	18	1.1	42	1.2
75-79	5	0.3	8	0.5	14	0.4
80-84	3	0.2	12	0.7	16	0.5
85+	5	0.3	9	0.5	14	0.4
Missing/DK	6	0.3	3	0.2	9	0.2
Child and adult populations						
Children age 0-17 years	422	25.1	427	24.4	850	24.7
Adults age 18+ years	1,253	74.5	1,323	75.5	2,576	75.0
Missing/DK	6	0.3	3	0.2	9	0.2

^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/M, SR.5.2 and SR.5.3 where interviewed individuals are weighted with individual sample weights.

³³ The single year age distribution is provided in Table DQ.1.1 in Appendix D: Data quality

4.5 RESPONDENTS' BACKGROUND CHARACTERISTICS

Tables SR.5.1W, SR.5.1M, SR.5.2, and SR.5.3 provide information on the background characteristics of female and male 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).³² 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, men, 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.

Tables SR.5.1W and SR.5.1M provide background characteristics of female and male respondents, age 15-49 years. The tables include information on the distribution of women and men according to region, age, education³⁴, marital/union status, motherhood/fatherhood status, health insurance, religion, country of birth, resident status, ethnicity of the household head, and wealth index quintiles.^{35, 36}

³⁴ Throughout this report when used as a background variable, unless otherwise stated, "education" refers to highest educational level ever attended by the respondent.

³⁵ 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 Turks and Caicos Islands 2019-2020 MICS, the following assets were used in these calculations: Household helper; number of rooms for sleeping; type of floor, roof and wall; fixed line telephone; radio; closet; electric/gas stove; bedframe; table; chairs; sofa; electricity; television; refrigerator; microwave oven; air conditioner; fan; electric iron; washing machine; water heater; home security system; wristwatch; bicycle; motorcycle or scooter; car, truck or van; boat with a motor; exercise machine; computer or tablet; mobile telephone; internet; agricultural land; farm animals or poultry; bank account; type of stove and type of fuel used for cooking; type of fuel used for lighting; source of and access to drinking water; sanitation facility; and handwashing facilities. 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/pdf/CR6/CR6.pdf>;

Rutstein, S. *The DHS Wealth Index: Approaches for Rural and Urban Areas*. Calverton: Macro International, 2008. <https://dhsprogram.com/pubs/pdf/WP60/WP60.pdf>.

³⁶ 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.

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, region, 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), religion, country of birth, resident status, ethnicity of the household head and wealth index quintiles.

Table SR.5.1W: Women's background characteristics

Percent and frequency distribution of women age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of women	
		Weighted	Unweighted
Total	100.0	824	824
Region			
Grand Turk	8.9	73	239
NCMCSCSC	3.6	30	121
Providenciales	87.5	721	464
Age			
15-19	6.6	54	61
15-17	3.4	28	37
18-19	3.2	26	24
20-24	13.4	110	78
25-29	11.5	94	106
30-34	18.0	148	155
35-39	22.0	181	176
40-44	14.8	122	135
45-49	13.8	114	113
Education			
Lower secondary or less	4.2	35	50
Upper secondary	48.9	400	343
Higher	47.6	389	431
Marital/Union status			
Currently married/in union/in a visiting relationship	62.7	516	525
No longer in a visiting relationship	11.4	94	87
Widowed	0.2	2	5
Divorced	2.3	19	14
Separated	2.1	17	13
Never married/in union/ in visiting partner relationship	21.1	174	176
Missing/DK	0.2	2	4
Motherhood and recent births			
Never gave birth	34.2	282	251
Ever gave birth	65.8	542	573
Gave birth in last two years	9.2	76	85
No birth in last two years	56.6	466	488
Health insurance			
Has coverage	92.3	760	780
Has no coverage	7.7	64	44
Religion			
Anglican	4.2	35	61
Baptist	32.9	271	250
Other Christian	15.4	127	151
Pentecostal	37.9	312	278
No religion	6.0	49	51
Other religion	2.0	17	20
Missing/DK	1.6	13	13

Table SR.5.1W: Women's background characteristics

Percent and frequency distribution of women age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of women	
		Weighted	Unweighted
Country of Birth			
Turks and Caicos Islands	28.0	231	274
Haiti	32.4	267	229
Bahamas	9.9	82	67
Dominican Republic	11.6	95	74
Jamaica	7.1	59	71
USA	2.7	23	33
Other countries	8.3	68	76
Resident Status			
TCI citizen/Spouse of TCI Citizen	2.8	23	22
PRC/Spouse or dependent of PRC	56.2	463	484
Govt. contract/diplomat/work permit	4.3	36	33
Resident permit	29.8	246	233
Spouse/dependent of permit holder	5.0	41	38
No status	1.4	12	12
Missing/DK	0.3	3	2
Ethnicity of household head			
Black/Negro/African	85.7	706	711
Other	14.3	118	113
Wealth index quintile			
Poorest	19.6	162	152
Second	20.7	171	137
Middle	19.8	163	150
Fourth	21.7	179	200
Richest	18.2	150	185

Table SR.5.1M: Men's background characteristics

Percent and frequency distribution of men age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of men	
		Weighted	Unweighted
Total	100.0	364	364
Region			
Grand Turk	8.3	30	88
NCMCSCSC	4.5	16	69
Providenciales	87.2	317	207
Age			
15-19	10.9	40	46
15-17	4.6	17	23
18-19	6.3	23	23
20-24	7.5	27	25
25-29	9.0	33	30
30-34	18.6	68	70
35-39	13.8	50	56
40-44	24.7	90	81
45-49	15.4	56	56
Education			
Lower secondary or less	7.7	28	25
Upper secondary	55.6	202	197
Higher	36.7	134	141
Missing/DK	0.0	0	1
Marital/Union status			
Currently married/in union/in a visiting relationship	53.2	194	190
No longer in a visiting relationship	3.2	11	12
Widowed	0.0	0	0
Divorced	0.5	2	3
Separated	0.5	2	5
Never married/in union/ in a visiting relationship	42.4	155	152
Missing/DK	0.2	1	2
Fatherhood status			
Has at least one living child	58.7	214	212
Has no living children	41.3	150	152
Health insurance			
Has coverage	89.4	325	337
Has no coverage	10.4	38	23
Missing/DK	0.2	1	4
Religion			
Anglican	4.7	17	22
Baptist	31.8	116	92
Other Christian	15.1	55	74
Pentecostal	35.3	128	115
No religion	10.9	40	45
Other religion	1.6	6	14
Missing/DK	0.5	2	2

Table SR.5.1M: Men's background characteristics

Percent and frequency distribution of men age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of men	
		Weighted	Unweighted
Country of Birth			
Turks and Caicos Islands	32.8	120	126
Haiti	37.1	135	100
Bahamas	6.7	24	22
Dominican Republic	3.5	13	24
Jamaica	7.4	27	29
USA	3.5	13	21
Other countries	9.0	33	42
Resident Status			
TCI citizen/Spouse of TCI Citizen	7.3	26	13
PRC/Spouse or dependent of PRC	54.1	197	212
Govt. contract/diplomat/work permit	5.7	21	13
Resident permit	30.5	111	112
Spouse/dependent of permit holder	2.0	7	11
No status	0.3	1	2
Missing/DK	0.0	0	1
Ethnicity of household head			
Black/Negro/African	89.9	327	307
Other	10.1	37	57
Wealth index quintile			
Poorest	21.3	77	75
Second	22.5	82	78
Middle	20.5	75	62
Fourth	16.7	61	68
Richest	19.0	69	81

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

Percent and frequency distribution of children under five years, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
Total	100.0	308	308
Sex			
Male	42.8	132	145
Female	57.2	176	163
Region			
Grand Turk	8.2	25	110
NCMCSCSC	2.2	7	43
Providenciales	89.6	276	155
Age in months			
0-5	10.2	31	23
6-11	9.4	29	16
12-23	9.1	28	39
24-35	22.6	70	79
36-47	21.1	65	68
48-59	27.6	85	83
Mother's education^A			
Lower secondary or less	2.7	8	16
Upper secondary	51.7	159	132
Higher	45.5	140	159
Missing/DK	0.0	0	1
Respondent to the under-5 questionnaire			
Mother	93.4	288	289
Other primary caretaker	6.6	20	19
Health insurance			
Has coverage	74.1	228	256
Has no coverage	25.9	80	52
Child's functional difficulties (age 2-4 years)^{B,C}			
Has functional difficulty	2.4	5	6
Has no functional difficulty	97.6	214	224
Religion			
Anglican	3.9	12	25
Baptist	38.2	118	96
Other Christian	13.4	41	61
Pentecostal	37.3	115	104
No religion	6.3	19	17
Other religion	0.5	1	4
Missing/DK	0.4	1	1
Country of Birth			
Turks and Caicos Islands	77.2	238	221
Haiti	1.7	5	4
Bahamas	2.1	6	5
Dominican Republic	0.2	1	3
Jamaica	0.9	3	2
USA	13.6	42	65
Other	4.3	13	8

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

Percent and frequency distribution of children under five years, Turks and Caicos Islands MICS, 2019-2020

	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
Resident Status			
TCI citizen/Spouse of TCI Citizen	8.0	25	37
PRC/Spouse or dependent of PRC	85.7	264	256
Govt. contract/diplomat/work permit	3.8	12	9
Resident permit	1.8	6	2
Spouse/dependent of permit holder	0.6	2	4
No status	0.0	0	0
Ethnicity of household head			
Black/Negro/African	89.4	275	272
Other	10.6	33	36
Wealth index quintile			
Poorest	23.7	73	53
Second	23.9	74	64
Middle	18.6	57	55
Fourth	14.1	43	66
Richest	19.7	61	70

^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, Turks and Caicos Islands MICS, 2019-2020

	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	606	606	439
Sex				
Male	55.7	337	337	240
Female	44.3	269	269	199
Region				
Grand Turk	11.7	71	71	134
NCMCSCSC	6.3	38	38	93
Providenciales	81.9	496	496	212
Age				
5-9	43.0	261	261	208
10-14	39.5	239	239	158
15-17	17.5	106	106	73
Mother's education^B				
Lower secondary or less	7.8	47	47	37
Upper secondary	48.8	296	296	185
Higher	41.5	252	252	208
Missing/DK	1.3	8	8	8
Emancipated ^C	0.5	3	3	1
Respondent to the children age 5-17 questionnaire				
Mother	84.6	513	513	382
Other primary caretaker	14.9	91	91	56
Emancipated ^C	0.5	3	3	1
Health insurance				
Has coverage	93.1	564	564	407
Has no coverage	6.9	42	42	32
Child's functional difficulties^D				
Has functional difficulty	7.4	45	45	38
Has no functional difficulty	92.6	561	561	401
Religion				
Anglican	6.9	42	42	45
Baptist	34.1	206	206	132
Other Christian	15.9	96	96	89
Pentecostal	36.6	222	222	138
No religion	4.9	29	29	22
Other religion	1.3	8	8	12
Missing/DK	0.4	2	2	1
Country of Birth				
Turks and Caicos Islands	71.2	431	431	303
Haiti	6.0	37	37	17
Bahamas	2.4	15	15	11
Dominican Republic	2.3	14	14	11
Jamaica	1.9	11	11	14
USA	14.1	85	85	65
Other	2.1	13	13	18

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

Percent and frequency distribution of children age 5-17 years, Turks and Caicos Islands MICS, 2019-2020

	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
Resident Status				
TCI citizen/Spouse of TCI Citizen	5.4	33	33	46
PRC/Spouse or dependent of PRC	85.9	520	520	351
Govt. contract/diplomat/work permit	6.1	37	37	20
Resident permit	1.4	9	9	6
Spouse/dependent of permit holder	1.2	7	7	16
No status	0.0	0	0	0
Ethnicity of household head				
Black/Negro/African	91.4	554	554	388
Other	8.6	52	52	51
Wealth index quintile				
Poorest	10.5	63	63	66
Second	19.4	118	118	76
Middle	25.3	153	153	84
Fourth	22.8	138	138	102
Richest	22.1	134	134	111

^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

The literacy rate reflects the outcomes of primary education over the previous 30-40 years. As a measure of the effectiveness of the primary education system, it 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.

Tables SR.6.1W and SR.6.1M show the survey findings for the total number of interviewed women and men, respectively. The Youth Literacy Rate, MICS Indicator SR.2, is calculated for women and men age 15-24 years and presented in the Age disaggregate in the two tables.

Note that those who have ever attended lower 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 tables are 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 individuals among those with 1) pre-primary or no education, 2) primary education and 3) those with at least some 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, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of highest level attended and literacy					Total percentage literate ¹	Number of women
	Lower secondary or less		Upper secondary ^A	Higher ^A	Total		
	Literate	Illiterate					
Total	2.1	2.2	48.5	47.2	100.0	97.8	824
Region							
Grand Turk	3.5	3.1	35.4	58.0	100.0	96.9	73
NCMCSCSC	4.7	0.5	56.7	38.1	100.0	99.5	30
Providenciales	1.8	2.2	49.5	46.5	100.0	97.8	721
Age							
15-24 ¹	2.4	0.1	53.4	44.1	100.0	99.9	165
15-19	0.8	0.2	73.0	25.9	100.0	99.8	54
15-17	(1.6)	(0.5)	(81.2)	(16.8)	100.0	(99.5)	28
18-19	(*)	(*)	(*)	(*)	100.0	(*)	26
20-24	3.2	0.0	43.8	53.0	100.0	100.0	110
25-34	1.2	0.7	48.6	49.5	100.0	99.3	243
35-49	2.4	3.9	46.5	47.2	100.0	96.1	417
Ethnicity of household head							
Black/Negro/African	2.4	2.4	48.6	46.6	100.0	97.6	706
Other	0.0	0.9	48.1	51.0	100.0	99.1	118
Wealth index quintile							
Poorest	4.8	5.4	73.2	16.6	100.0	94.6	162
Second	2.6	3.4	64.6	29.4	100.0	96.6	171
Middle	0.1	1.5	41.0	57.4	100.0	98.5	163
Fourth	1.4	0.2	30.9	67.6	100.0	99.8	179
Richest	1.4	0.4	32.7	65.4	100.0	99.6	150

¹ MICS indicator SR.2 - Literacy rate (age 15-24 years)^A Respondents who have attended upper secondary school or higher are considered literate and are not tested.

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

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

Table SR.6.1M: Literacy (men)

Percent distribution of men age 15-49 years by highest level of school attended and literacy, and the total percentage literate, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of highest level attended and literacy					Total	Total percentage literate ¹	Number of men
	Lower secondary or less		Upper secondary ^A	Higher ^A	Missing			
	Literate	Illiterate						
Total	2.9	4.8	55.6	36.7	0.1	100.0	95.2	364
Region								
Grand Turk	0.5	0.3	34.7	64.6	0.0	100.0	99.7	30
NCMCSCSC	11.6	11.2	59.8	16.1	1.2	100.0	87.5	16
Providenciales	2.7	4.9	57.4	35.1	0.0	100.0	95.1	317
Age								
15-24 ¹	3.1	0.0	74.1	22.7	0.0	100.0	100.0	67
15-19	5.3	0.0	67.8	26.9	(0.0)	100.0	(100.0)	40
15-17	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	100.0	(*)	23
20-24	(0.0)	(0.0)	(83.3)	(16.7)	(0.0)	100.0	(100.0)	27
25-34	0.9	4.8	59.1	35.2	0.0	100.0	95.2	101
35-49	3.9	6.4	47.5	42.2	0.1	100.0	93.5	196
Ethnicity of household head								
Black/Negro/African	3.1	5.3	59.1	32.4	0.1	100.0	94.6	327
Other	0.8	0.0	24.1	75.1	0.0	100.0	100.0	37
Wealth index quintile								
Poorest	7.7	12.7	58.4	21.0	0.3	100.0	87.0	77
Second	1.6	7.0	66.9	24.4	0.0	100.0	93.0	82
Middle	4.1	0.1	72.9	22.9	0.0	100.0	99.9	75
Fourth	0.5	1.4	34.2	63.9	0.0	100.0	98.6	61
Richest	0.0	1.2	39.1	59.7	0.0	100.0	98.8	69

¹ MICS indicator SR.2 - Literacy rate (age 15-24 years)

^A Respondents who have attended upper secondary school or higher are considered literate and are not tested.

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

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

4.7 MIGRATORY STATUS

The Background module of the Turks and Caicos Islands MICS, 2019-2020 asked respondents to the Individual Questionnaire for Women and Men how long they have been continuously living in the current residence and, if they were not living there since birth, the name of the region they lived in before moving to their current place of residence. Tables SR.7.1W and 7.1.M present the percentage of women and men 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.

Table SR.7.1W: Migratory status of women

Percent distribution of women age 15-49 years by migratory status and years since last migration, and percent distribution of women who migrated, by type and place of last residence, Turks and Caicos Islands MICS, 2019-2020

	Years since most recent migration					Total	Number of women	Most recent migration was from:					Total	Number of women who ever migrated
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more			Grand Turk	NCMCSCSC	Providenciales	Outside TCI	Missing		
Total	26.6	2.6	14.8	15.0	41.1	100.0	824	3.6	4.8	4.2	87.0	0.4	100.0	605
Region														
Grand Turk	29.9	5.7	25.0	10.5	28.9	100.0	73	2.1	4.1	13.3	80.5	0.0	100.0	51
NCMCSCSC	21.0	3.7	18.4	7.8	49.1	100.0	30	1.2	13.4	16.8	67.3	1.3	100.0	24
Providenciales	26.4	2.3	13.6	15.7	42.0	100.0	721	3.8	4.5	2.8	88.5	0.5	100.0	530
Age														
15-19	65.2	5.7	13.7	8.1	7.3	100.0	54	(2.0)	(8.5)	(18.7)	(70.8)	(0.0)	100.0	19
15-17	(76.8)	(0.0)	(5.1)	(8.1)	(10.1)	100.0	28	(*)	(*)	(*)	(*)	(*)	100.0	7
18-19	(*)	(*)	(*)	(*)	(*)	100.0	26	(*)	(*)	(*)	(*)	(*)	100.0	12
20-24	44.5	5.7	23.1	11.7	15.1	100.0	110	(13.4)	(2.2)	(11.0)	(69.4)	(3.9)	100.0	61
25-29	28.2	7.2	12.9	13.6	38.0	100.0	94	0.8	5.1	5.9	88.2	0.0	100.0	68
30-34	23.6	2.0	23.8	14.4	36.2	100.0	148	4.6	0.2	3.7	91.4	0.0	100.0	113
35-39	13.2	0.2	11.3	23.4	51.9	100.0	181	1.3	9.0	1.7	87.8	0.2	100.0	157
40-44	26.7	0.7	9.5	15.4	47.7	100.0	122	3.1	0.9	2.3	93.8	0.0	100.0	89
45-49	14.3	1.0	8.2	9.4	67.1	100.0	114	2.5	7.7	2.3	87.5	0.0	100.0	97
Education														
Lower secondary or less	5.3	1.1	4.9	21.6	67.1	100.0	35	(1.6)	(16.6)	(0.0)	(81.8)	(0.0)	100.0	33
Upper secondary	20.6	3.1	16.3	17.3	42.7	100.0	400	2.7	4.0	5.0	88.2	0.1	100.0	317
Higher	34.6	2.2	14.1	12.0	37.2	100.0	389	4.9	4.3	3.8	86.1	0.9	100.0	255
Marital status^A														
Ever married/in union/in a visiting relationship	22.2	1.4	15.3	16.6	44.5	100.0	649	3.1	4.0	2.5	89.9	0.5	100.0	505
Never married/in union/in a visiting relationship	42.5	7.0	12.8	9.0	28.6	100.0	174	5.7	8.9	13.1	72.3	0.0	100.0	100
Missing	(*)	(*)	(*)	(*)	(*)	100.0	2	(*)	(*)	(*)	(*)	(*)	100.0	1
Ethnicity of household head														
Black/Negro/African	30.4	2.3	15.5	13.8	37.9	100.0	706	4.3	5.9	5.2	84.0	0.5	100.0	492
Other	3.5	4.5	10.3	21.7	60.0	100.0	118	0.3	0.0	0.0	99.7	0.0	100.0	114

Table SR.7.1W: Migratory status of women

Percent distribution of women age 15-49 years by migratory status and years since last migration, and percent distribution of women who migrated, by type and place of last residence, Turks and Caicos Islands MICS, 2019-2020

	Years since most recent migration					Total	Number of women	Most recent migration was from:					Total	Number of women who ever migrated
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more			Grand Turk	NCMCSCSC	Providenciales	Outside TCI	Missing		
Wealth index quintile														
Poorest	6.2	5.1	21.8	28.3	38.6	100.0	162	2.1	4.0	0.1	93.7	0.0	100.0	152
Second	24.2	3.1	17.1	11.2	44.3	100.0	171	1.5	2.5	4.8	91.0	0.2	100.0	129
Middle	39.2	1.2	12.9	13.3	33.4	100.0	163	5.3	4.9	4.5	82.8	2.4	100.0	99
Fourth	24.4	2.2	13.2	11.8	48.5	100.0	179	3.4	6.9	3.9	85.8	0.0	100.0	135
Richest	40.0	1.5	8.4	10.4	39.7	100.0	150	7.3	6.4	10.2	76.2	0.0	100.0	90

^AThe category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table SR.7.1M: Migratory status of men

Percent distribution of men age 15-49 years by migratory status and years since last migration, and percent distribution of men who migrated, by type and place of last residence, Turks and Caicos Islands MICS, 2019-2020

	Years since most recent migration					Total	Number of men	Most recent migration was from:					Total	Number of men who ever migrated
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more			Grand Turk	NCMCSCSC	Providenciales	Outside TCI			
Total	28.1	3.0	8.1	13.1	47.7	100.0	364	8.3	3.0	12.7	76.1	100.0	262	
Region														
Grand Turk	27.4	5.5	20.0	14.4	32.7	100.0	30	0.0	4.4	19.0	76.6	100.0	22	
NCMCSCSC	25.4	0.0	6.4	6.5	61.7	100.0	16	2.7	28.9	19.1	49.4	100.0	12	
Providenciales	28.3	2.9	7.1	13.3	48.4	100.0	317	9.4	1.5	11.7	77.4	100.0	228	
Age														
15-19	(61.2)	(1.9)	(5.8)	(2.4)	(28.7)	100.0	40	(*)	(*)	(*)	(*)	100.0	15	
15-17	(*)	(*)	(*)	(*)	(*)	100.0	17	(*)	(*)	(*)	(*)	100.0	4	
18-19	(*)	(*)	(*)	(*)	(*)	100.0	23	(*)	(*)	(*)	(*)	100.0	11	
20-24	(53.4)	(0.6)	(0.6)	(22.8)	(22.6)	100.0	27	(*)	(*)	(*)	(*)	100.0	13	
25-29	(38.6)	(0.0)	(21.1)	(14.5)	(25.8)	100.0	33	(*)	(*)	(*)	(*)	100.0	20	
30-34	25.8	9.3	3.4	14.7	46.7	100.0	68	14.0	0.6	16.2	69.1	100.0	50	
35-39	8.4	6.6	1.5	23.8	59.7	100.0	50	(2.7)	(0.7)	(19.7)	(76.9)	100.0	46	
40-44	20.8	0.0	6.5	13.0	59.8	100.0	90	6.2	1.4	3.8	88.6	100.0	71	
45-49	18.4	0.4	20.1	3.9	57.2	100.0	56	(12.5)	(6.3)	(2.1)	(79.1)	100.0	46	
Education^A														
Lower secondary or less	(5.4)	(5.4)	(33.8)	(1.6)	(53.7)	100.0	28	(*)	(*)	(*)	(*)	100.0	26	
Upper secondary	31.5	2.0	4.8	15.3	46.4	100.0	202	11.3	2.3	10.6	75.8	100.0	139	
Higher	27.7	3.9	7.7	12.2	48.5	100.0	134	5.1	3.7	17.3	73.9	100.0	97	
Marital status^A														
Ever married/in union/in a visiting relationship	18.1	2.5	8.7	11.8	58.9	100.0	209	9.5	3.1	9.7	77.8	100.0	171	
Never married/in union/in a visiting relationship	41.6	3.6	7.3	14.9	32.7	100.0	155	6.0	2.9	18.5	72.7	100.0	90	
Ethnicity of household head														
Black/Negro/African	29.9	2.8	8.2	12.3	46.8	100.0	327	9.3	3.0	13.5	74.1	100.0	229	
Other	11.6	4.8	7.6	20.0	56.0	100.0	37	0.7	2.8	6.8	89.8	100.0	32	

Table SR.7.1M: Migratory status of men

Percent distribution of men age 15-49 years by migratory status and years since last migration, and percent distribution of men who migrated, by type and place of last residence, Turks and Caicos Islands MICS, 2019-2020

	Years since most recent migration					Total	Number of men	Most recent migration was from:					Number of men who ever migrated
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more			Grand Turk	NCMCSCSC	Providenciales	Outside TCI	Total	
Wealth index quintile													
Poorest	11.8	2.0	18.6	20.6	47.1	100.0	77	3.3	0.7	9.8	86.1	100.0	68
Second	20.9	0.2	5.8	28.4	44.8	100.0	82	8.6	1.9	8.3	81.3	100.0	65
Middle	43.3	6.6	8.9	2.7	38.5	100.0	75	(3.9)	(8.2)	(17.6)	(70.3)	100.0	42
Fourth	21.7	5.4	0.0	9.2	63.7	100.0	61	20.4	3.2	13.6	62.8	100.0	48
Richest	44.0	1.3	5.5	1.4	47.7	100.0	69	6.4	2.9	18.5	72.2	100.0	39

^AThe category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

() 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 Turks and Caicos Islands 2019-2020 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 and men age 15-49 years and is presented in Tables SR.9.1W and SR.9.1M.

Table SR.9.2 presents information on the household ownership of Information and Communication Technology (ICT) equipment (radio, television, fixed telephone line or mobile telephone³⁷ and computer) and access to internet.

Tables SR.9.3W and SR.9.3M present the use of ICT by women and men 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 tables SR.9.4W and SR.9.4M present the ICT skills of women and men age 15-49 years based on the information about whether they carried out computer related activities in the last three months.

³⁷ 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:			All three media at least once a week ¹	Any media at least once a week	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			
Total	28.5	53.2	79.6	13.8	90.3	824
Region						
Grand Turk	28.2	62.9	76.1	18.7	89.9	73
NCMCS CSC	21.3	53.7	86.7	11.7	89.6	30
Providenciales	28.8	52.2	79.7	13.4	90.3	721
Age						
15-19	6.9	55.9	77.0	1.4	85.9	54
15-17	(4.2)	(69.1)	(90.5)	(1.9)	(99.0)	28
18-19	(*)	(*)	(*)	(*)	(*)	26
20-24	32.7	37.6	82.6	9.2	88.4	110
25-29	24.4	50.7	74.6	16.4	78.7	94
30-34	29.3	56.3	73.9	15.1	88.1	148
35-39	23.6	49.1	83.5	10.6	94.0	181
40-44	34.6	72.1	83.5	20.3	97.6	122
45-49	38.2	51.7	79.2	18.6	92.8	114
Education						
Lower secondary or less	2.2	63.2	51.2	2.2	80.8	35
Upper secondary	22.1	53.1	78.4	10.7	88.1	400
Higher	37.4	52.5	83.5	18.1	93.3	389
Ethnicity of household head						
Black/Negro/African	27.4	54.9	78.5	13.0	90.4	706
Other	34.8	43.4	86.3	19.1	89.7	118
Wealth index quintile						
Poorest	13.8	55.5	62.7	6.7	81.4	162
Second	20.3	52.2	81.6	10.4	89.1	171
Middle	37.0	46.1	87.7	11.9	94.4	163
Fourth	32.8	52.4	74.5	17.2	89.3	179
Richest	39.2	60.8	92.9	23.5	97.8	150

¹ MICS indicator SR.3 - Exposure to mass media

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

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

Table SR.9.1M: Exposure to mass media (men)

Percentage of men age 15-49 years who are exposed to specific mass media on a weekly basis, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:			All three media at least once a week ¹	Any media at least once a week	Number of men
	Read a newspaper at least once a week	Listen to the radio at least once a week	Watch television at least once a week			
Total	12.7	53.5	63.8	7.9	76.1	364
Region						
Grand Turk	36.9	58.0	78.4	22.1	90.5	30
NCMCSCSC	12.0	43.9	71.9	3.5	84.2	16
Providenciales	10.4	53.5	62.0	6.8	74.3	317
Age						
15-19	(11.3)	(44.4)	(67.7)	(9.3)	(75.2)	40
15-17	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	23
20-24	(8.0)	(61.7)	(41.1)	(3.6)	(72.1)	27
25-29	(5.6)	(51.4)	(65.7)	(2.0)	(76.6)	33
30-34	22.7	54.4	64.7	12.2	76.0	68
35-39	15.8	50.6	50.2	12.4	68.5	50
40-44	11.3	54.1	77.0	7.4	84.3	90
45-49	7.2	57.4	61.2	4.1	71.9	56
Education^A						
Lower secondary or less	(3.0)	(85.5)	(80.1)	(3.0)	(91.6)	28
Upper secondary	10.0	48.3	57.5	4.2	73.0	202
Higher	18.7	54.5	70.0	14.5	77.4	134
Ethnicity of household head						
Black/Negro/African	11.4	54.6	63.7	6.6	76.6	327
Other	24.2	43.1	64.6	19.1	71.6	37
Wealth index quintile						
Poorest	4.2	76.3	59.0	2.2	90.9	77
Second	4.9	49.6	59.8	3.3	67.3	82
Middle	16.8	54.2	73.5	6.7	89.7	75
Fourth	22.6	49.5	72.2	16.1	72.7	61
Richest	18.1	35.2	56.1	13.8	58.1	69

¹ MICS indicator SR.3 - Exposure to mass media^AThe category of "Don't know/Missing" in the background characteristic of "Education" has been suppressed from the table due to small number of unweighted cases.

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

(*) 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, Turks and Caicos Islands MICS, 2019-2020

	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		Any ³	Computer ⁴		
			Fixed line	Mobile phone				
Total	58.7	92.4	11.8	99.5	99.5	70.0	82.9	1,449
Region								
Grand Turk	64.4	87.8	9.5	99.3	99.3	72.2	80.3	146
NCMCSCSC	54.7	86.6	10.2	98.1	98.4	58.4	66.0	83
Providenciales	58.3	93.4	12.2	99.6	99.7	70.5	84.4	1,219
Education of household head								
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	24
Primary/ lower secondary	71.1	80.0	15.9	98.8	98.9	45.8	71.1	172
Upper secondary	60.8	95.2	5.8	99.4	99.4	64.3	82.3	641
Higher	51.5	93.1	17.2	99.9	100.0	85.0	88.6	598
Missing/DK	(82.0)	(95.7)	(16.4)	(98.7)	(98.7)	(67.6)	(78.8)	15
Ethnicity of household head								
Black/Negro/African	62.0	93.0	11.5	99.4	99.5	70.0	83.0	1,225
Other	41.0	89.0	13.2	99.8	100.0	69.7	82.5	224
Wealth index quintile								
Poorest	65.0	77.2	2.8	98.3	98.3	29.8	44.0	380
Second	57.9	96.9	9.0	99.9	99.9	63.4	90.2	298
Middle	55.0	95.1	6.3	99.9	100.0	79.8	98.2	241
Fourth	52.2	99.2	18.0	100.0	100.0	97.4	99.7	287
Richest	61.6	100.0	27.4	99.9	100.0	98.9	100.0	242
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 25-49 unweighted cases (*) 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:									Number of women
	Used a computer			Used a mobile phone			Used internet			
	Ever	During the last 3 months ¹	At least once a week during the last 3 months	Own a mobile phone ²	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	67.9	59.6	56.0	99.0	99.6	99.2	93.1	92.5	91.2	824
Region										
Grand Turk	86.2	77.2	75.4	97.4	99.1	98.7	96.6	96.6	95.6	73
NCMCSCSC	66.8	62.2	56.0	98.0	98.0	98.0	95.7	95.7	94.9	30
Providenciales	66.1	57.7	54.0	99.2	99.7	99.3	92.6	91.9	90.6	721
Age										
15-19	79.7	75.7	73.9	91.4	99.1	93.3	100.0	100.0	94.2	54
15-17	(100.0)	(96.3)	(92.7)	(83.5)	(98.2)	(87.1)	(100.0)	(100.0)	(88.9)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	79.0	71.2	67.2	99.4	99.0	99.0	97.5	97.5	97.5	110
25-29	81.5	74.1	72.4	100.0	100.0	100.0	96.2	96.2	93.1	94
30-34	62.5	53.3	52.7	99.7	99.9	99.9	91.5	91.3	91.2	148
35-39	64.1	53.6	49.1	99.7	100.0	100.0	91.2	89.9	89.5	181
40-44	60.4	51.2	47.2	99.0	99.0	98.8	94.0	92.4	91.4	122
45-49	61.5	55.5	47.5	99.2	99.4	99.4	86.9	86.9	84.5	114
Education										
Lower secondary or less	38.7	35.9	27.6	96.0	96.0	96.0	79.7	79.7	71.7	35
Upper secondary	52.9	44.1	37.8	98.5	99.6	98.7	89.7	89.2	88.0	400
Higher	85.9	77.6	77.2	99.8	99.9	99.9	97.8	97.0	96.3	389
Ethnicity of household head										
Black/Negro/African	68.7	60.4	57.3	98.8	99.6	99.1	93.1	92.4	91.3	706
Other	63.1	54.8	48.2	99.9	99.5	99.5	93.0	93.0	90.5	118

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:									Number of women
	Used a computer			Used a mobile phone			Used internet			
	Ever	During the last 3 months ¹	At least once a week during the last 3 months	Own a mobile phone ²	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	
Wealth index quintile										
Poorest	33.5	26.5	14.9	98.7	99.0	99.0	83.5	82.4	78.4	162
Second	56.4	47.8	45.8	97.8	99.4	97.4	91.8	91.8	89.3	171
Middle	72.8	67.8	66.0	99.4	100.0	100.0	91.3	89.9	89.9	163
Fourth	85.7	74.7	72.2	99.3	99.9	99.8	98.9	98.8	98.8	179
Richest	91.9	81.8	81.6	99.9	99.6	99.6	99.7	99.6	99.6	150
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 25-49 unweighted cases										
(*) Figures that are based on fewer than 25 unweighted cases										

Table SR.9.3M: Use of ICT (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:									Number of men
	Used a computer			Used a mobile phone			Used internet			
	Ever	During the last 3 months ¹	At least once a week during the last 3 months	Own a mobile phone ²	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	70.4	60.9	53.6	98.4	97.9	96.7	92.4	90.8	90.5	364
Region										
Grand Turk	94.4	87.5	79.2	99.7	100.0	100.0	98.6	98.6	98.6	30
NCMCSCSC	69.1	60.2	55.9	94.8	91.4	91.4	88.0	83.5	83.5	16
Providenciales	68.2	58.4	51.0	98.5	98.1	96.7	92.0	90.5	90.1	317
Age										
15-19	(84.7)	(84.7)	(81.5)	(99.8)	(99.3)	(99.3)	(99.7)	(98.0)	(98.0)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(57.9)	(57.5)	(55.5)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(95.2)	27
25-29	(46.6)	(46.6)	(46.4)	(90.5)	(90.5)	(89.4)	(89.5)	(89.5)	(89.5)	33
30-34	82.8	67.7	51.2	97.6	100.0	96.6	97.6	96.7	96.7	68
35-39	84.4	59.2	58.6	100.0	93.4	93.4	90.0	87.6	87.6	50
40-44	70.3	68.5	54.8	100.0	100.0	100.0	93.5	91.1	91.1	90
45-49	53.0	35.5	33.6	98.5	98.5	95.3	79.4	77.5	77.5	56
Education^A										
Lower secondary or less	51.3	36.8	35.5	97.0	95.9	95.9	62.1	57.7	57.7	28
Upper secondary	66.7	56.8	49.6	97.6	96.8	96.0	96.5	94.9	94.2	202
Higher	79.9	72.1	63.3	100.0	100.0	97.9	92.5	91.6	91.6	134
Ethnicity of household head										
Black/Negro/African	67.6	58.8	51.3	98.3	97.7	96.9	92.1	90.4	90.0	327
Other	94.8	79.8	73.9	100.0	100.0	95.2	95.2	95.2	95.2	37

Table SR.9.3M: Use of ICT (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:									Number of men
	Used a computer			Used a mobile phone			Used internet			
	Ever	During the last 3 months ¹	At least once a week during the last 3 months	Own a mobile phone ²	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	
Wealth index quintile										
Poorest	39.2	28.7	24.3	96.0	95.4	95.4	72.3	70.4	70.4	77
Second	77.4	63.0	56.1	100.0	100.0	100.0	97.3	96.0	96.0	82
Middle	70.1	57.4	56.1	99.9	100.0	97.6	99.0	97.2	95.4	75
Fourth	79.5	76.2	62.6	98.6	98.4	98.4	97.8	94.8	94.8	61
Richest	89.3	84.8	72.8	97.7	95.6	91.8	97.2	97.2	97.2	69
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; SDG indicator 17.8.1										
⁵ MICS indicator SR.12b - Use of internet										
<p>^AThe category of "Don't know/Missing" in the background characteristic of "Education" has been suppressed from the table due to small number of unweighted cases.</p> <p>() Figures that are based on 25-49 unweighted cases</p> <p>(*) Figures that are based on fewer than 25 unweighted cases</p>										

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, Turks and Caicos Islands MICS, 2019-2020

	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	43.8	46.4	48.8	37.3	31.4	31.3	22.7	31.6	3.5	51.5	824
Region											
Grand Turk	55.1	59.9	60.7	44.1	25.1	25.5	29.7	53.9	3.8	67.4	73
NCMCSCSC	41.2	39.6	51.4	30.8	28.1	24.5	22.5	28.8	10.1	54.4	30
Providenciales	42.7	45.3	47.5	36.9	32.2	32.2	22.0	29.4	3.2	49.8	721
Age											
15-24 ¹	62.3	66.6	67.7	51.8	42.0	41.3	37.7	40.0	2.4	71.7	165
15-19	63.0	66.4	70.1	53.3	35.0	41.9	47.4	41.2	4.1	76.0	54
15-17	(88.8)	(91.6)	(85.6)	(73.0)	(42.7)	(49.1)	(61.2)	(50.6)	(6.6)	(95.9)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	62.0	66.7	66.6	51.1	45.5	41.0	33.0	39.4	1.6	69.6	110
25-29	51.3	59.1	64.7	40.6	41.3	47.2	19.9	40.8	2.2	70.7	94
30-34	38.9	44.7	45.5	37.9	31.5	28.1	27.7	33.3	9.3	46.8	148
35-39	37.3	37.0	38.6	31.5	21.5	24.3	12.8	23.5	2.0	39.5	181
40-44	37.9	37.6	40.3	31.9	26.2	22.9	18.4	31.4	0.5	44.4	122
45-49	33.5	33.4	38.0	28.0	29.3	28.2	17.1	22.3	4.0	39.2	114
Education											
Lower secondary or less	15.9	16.4	20.7	6.5	10.3	16.8	9.5	20.4	0.9	21.8	35
Upper secondary	25.3	28.1	30.0	21.8	20.5	20.2	13.8	19.4	1.0	34.3	400
Higher	65.2	67.9	70.7	56.0	44.6	44.1	33.0	45.1	6.2	71.8	389
Ethnicity of household head											
Black/Negro/African	44.3	47.3	50.0	37.0	32.4	32.3	23.6	32.1	3.4	52.9	706
Other	40.6	41.3	41.6	39.3	25.6	25.5	17.3	28.1	3.6	43.1	118

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, Turks and Caicos Islands MICS, 2019-2020

	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}	
Wealth index quintile											
Poorest	7.2	9.2	9.1	7.5	7.1	6.9	9.3	11.6	0.7	13.9	162
Second	28.9	32.3	35.0	28.1	24.5	22.5	15.9	18.6	0.3	36.5	171
Middle	47.1	50.2	53.8	35.5	26.3	31.4	17.1	29.8	3.8	55.0	163
Fourth	61.9	63.6	68.2	49.3	42.8	49.1	26.3	40.9	3.9	71.8	179
Richest	74.9	78.2	79.0	67.8	57.6	46.6	46.7	58.6	9.2	81.2	150
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 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases											

Table SR.9.4M: ICT skills (men)

Percentage of men age 15-49 years who in the last 3 months have carried out computer related activities, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who in the last 3 months:										Number of men
	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	37.5	36.3	40.4	22.8	31.1	32.4	20.1	34.1	4.1	46.2	364
Region											
Grand Turk	68.1	62.4	80.3	51.0	43.0	58.6	28.3	75.5	5.9	83.0	30
NCMCSCSC	27.3	24.3	31.6	18.5	15.4	10.6	13.7	20.5	2.9	45.1	16
Providenciales	35.1	34.5	37.0	20.4	30.7	31.1	19.7	30.9	4.0	42.8	317
Age											
15-24 ¹	50.3	47.7	62.3	33.0	41.6	45.5	31.1	52.8	7.8	63.7	67
15-19	(54.2)	(53.8)	(68.0)	(43.2)	(48.2)	(47.8)	(40.8)	(58.5)	(11.4)	(70.4)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(44.6)	(38.8)	(54.1)	(18.2)	(32.0)	(42.1)	(16.9)	(44.4)	(2.6)	(54.1)	27
25-29	(34.3)	(30.8)	(38.0)	(9.7)	(21.3)	(23.8)	(11.2)	(26.5)	(6.7)	(38.0)	33
30-34	43.0	41.4	41.0	19.1	27.1	30.0	14.2	36.4	3.4	51.9	68
35-39	31.8	33.0	42.6	24.3	36.6	31.7	20.9	30.9	0.6	43.5	50
40-44	32.7	32.6	28.0	26.6	29.4	29.5	26.6	27.4	3.4	40.9	90
45-49	30.5	28.8	32.6	15.6	26.6	30.1	8.3	27.1	3.3	34.0	56
Education^A											
Lower secondary or less	11.8	10.5	11.8	8.6	10.2	9.1	0.8	0.8	0.0	13.9	28
Upper secondary	27.5	26.1	29.7	14.6	24.2	24.3	15.1	28.7	3.1	37.5	202
Higher	58.2	57.3	62.3	38.1	45.9	49.6	31.8	49.2	6.5	66.1	134

Table SR.9.4M: ICT skills (men)

Percentage of men age 15-49 years who in the last 3 months have carried out computer related activities, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who in the last 3 months:										Number of men
	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 household head											
Black/Negro/African	36.4	35.3	36.9	22.1	29.4	30.5	20.2	32.5	3.9	43.2	327
Other	47.7	45.4	71.0	28.9	45.5	49.7	19.7	48.2	6.2	72.9	37
Wealth index quintile											
Poorest	8.3	8.2	7.4	4.5	5.5	6.8	3.1	8.1	1.3	11.7	77
Second	32.7	32.1	37.0	19.8	20.8	24.8	20.5	25.9	5.7	43.9	82
Middle	23.7	25.1	30.3	16.3	21.5	24.1	12.1	24.4	0.0	31.3	75
Fourth	61.7	55.3	65.5	36.9	64.3	62.8	26.3	62.6	4.5	74.7	61
Richest	69.6	68.2	69.8	41.5	52.9	52.3	41.9	58.4	9.4	78.5	69
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 ^The category of "Don't know/Missing" in the background characteristic of "Education" has been suppressed from the table due to small number of unweighted cases. () Figures that are based on 25-49 unweighted cases (*) 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.³⁸ 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.³⁹ 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.⁴⁰

The Turks and Caicos Islands 2019-2020 MICS collected information on ever and current use of tobacco and alcohol and intensity of use among women and men 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, and Table SR.10.1M presents the corresponding information for men of the same age group.

Tables SR.10.2W and SR.10.2M, which would have presented results on age at first use of cigarettes, as well as frequency of use, for women and men respectively, have not been included in this report, as the number of unweighted cases is too small to allow reliable disaggregation. The survey found that 1.5 percent of women age 15 to 49 years and 2.6 percent of men in the same age group smoked a whole cigarette before their 15th birthday.

Table SR.10.3W and SR.10.3M show the use of alcohol among women and men age 15-49 years.

³⁸ "Tobacco Key Facts." World Health Organization. March 9, 2018. Accessed August 24, 2018.

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

³⁹ "Alcohol." World Health Organization. Accessed August 24, 2018. http://www.who.int/topics/alcohol_drinking/en/.

⁴⁰ "Alcohol Key Facts." World Health Organization. February 5, 2018. Accessed August 24, 2018.

<http://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, Turks and Caicos Islands MICS, 2019-2020

	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 <u>did not</u> 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	73.5	5.9	2.2	18.0	26.1	1.0	0.0	4.6	5.7	94.2	824
Region											
Grand Turk	77.1	2.7	3.1	17.0	22.8	1.4	0.0	2.9	4.4	95.5	73
NCMCSCSC	80.0	10.3	7.1	2.2	19.6	0.0	0.0	2.5	2.5	96.7	30
Providenciales	72.9	6.1	1.9	18.7	26.7	1.0	0.0	4.9	5.9	93.9	721
Age											
15-19	80.9	0.0	0.0	18.9	18.9	0.0	0.0	0.5	0.5	99.2	54
15-17	(88.9)	(0.0)	(0.0)	(10.6)	(10.6)	(0.0)	(0.0)	(0.0)	(0.0)	(99.6)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	47.2	1.1	2.4	49.4	52.8	0.0	0.0	11.0	11.0	88.1	110
25-29	70.1	7.8	2.2	19.8	29.9	2.7	0.0	3.7	6.4	93.6	94
30-34	65.6	13.2	3.4	17.8	34.4	1.0	0.2	4.4	5.6	94.4	148
35-39	76.6	4.1	1.5	16.1	21.7	0.0	0.0	7.3	7.3	92.6	181
40-44	94.4	2.8	1.1	1.7	5.6	0.4	0.0	1.1	1.5	98.4	122
45-49	81.2	8.8	3.9	6.1	18.8	3.4	0.0	0.9	4.3	95.9	114
Education											
Lower secondary or less	68.0	0.4	3.6	28.1	32.0	0.0	0.0	7.3	7.3	92.7	35
Upper secondary	75.7	7.0	2.4	14.9	24.2	0.3	0.0	6.7	7.0	92.7	400
Higher	71.7	5.3	2.0	20.2	27.5	1.9	0.1	2.3	4.2	95.8	389
Under-5s in the same household											
At least one	76.2	4.7	2.3	15.5	22.5	0.1	0.1	2.7	2.9	96.5	242
None	72.4	6.4	2.2	19.0	27.6	1.4	0.0	5.4	6.8	93.2	582
Ethnicity of household head											
Black/Negro/African	76.7	5.1	1.7	16.5	23.2	0.2	0.0	3.1	3.4	96.4	706
Other	54.0	11.3	5.4	26.8	43.5	6.0	0.0	13.5	19.5	80.7	118

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, Turks and Caicos Islands MICS, 2019-2020

	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 <u>did not</u> 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		
Wealth index quintile											
Poorest	78.1	6.1	1.0	14.7	21.9	1.6	0.0	7.3	8.9	91.1	162
Second	72.2	3.7	1.6	20.9	26.1	0.3	0.0	5.2	5.6	93.8	171
Middle	81.1	5.9	1.4	11.5	18.9	0.4	0.0	2.3	2.7	97.3	163
Fourth	74.9	7.2	2.4	15.5	25.0	2.1	0.2	3.4	5.7	94.2	179
Richest	60.0	7.0	4.9	28.1	39.9	0.6	0.0	4.9	5.5	94.5	150

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 25-49 unweighted cases

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

Table SR.10.1M: Current and ever use of tobacco (men)

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, Turks and Caicos Islands MICS, 2019-2020

	Never smoked cigarettes or used other tobacco products	Ever users			Users of tobacco products at any time during the last one month				Percentage of men who <u>did not</u> use any smoked tobacco product in the last month ²	Number of men	
		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	76.9	4.0	6.3	9.4	19.8	2.2	1.1	7.6	10.8	87.2	364
Region											
Grand Turk	56.6	4.9	15.0	22.4	42.2	6.9	0.0	5.9	12.8	87.2	30
NCMCS CSC	58.9	16.4	7.1	15.9	39.4	9.8	0.9	11.3	22.0	78.0	16
Providenciales	79.7	3.3	5.5	7.9	16.7	1.3	1.2	7.5	10.1	87.7	317
Age											
15-19	(77.6)	(0.0)	(0.0)	(16.0)	(16.0)	(0.0)	(0.0)	(7.0)	(7.0)	(86.6)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(89.4)	(0.0)	(6.4)	(4.1)	(10.6)	(0.0)	(2.6)	(0.0)	(2.6)	(97.4)	27
25-29	(74.1)	(10.7)	(11.1)	(4.1)	(25.9)	(2.3)	(1.1)	(8.3)	(11.6)	(88.4)	33
30-34	76.1	1.5	13.4	5.8	20.8	3.4	3.0	10.7	17.2	79.7	68
35-39	80.5	5.6	5.5	7.3	18.4	6.0	1.5	8.2	15.7	84.3	50
40-44	83.5	4.3	3.9	1.9	10.0	0.7	0.0	3.1	3.9	94.3	90
45-49	59.0	6.2	4.1	28.9	39.1	2.0	0.2	14.0	16.1	82.6	56
Education^A											
Lower secondary or less	(86.9)	(3.1)	(5.6)	(4.4)	(13.1)	(1.0)	(4.6)	(3.0)	(8.7)	(91.3)	28
Upper secondary	79.9	4.4	5.5	7.3	17.2	1.4	0.2	7.5	9.1	89.5	202
Higher	70.2	3.7	7.8	13.7	25.2	3.6	1.7	8.6	13.9	83.0	134
Under-5s in the same household											
At least one	79.3	2.3	6.0	7.4	15.7	0.3	2.0	7.8	10.2	85.9	81
None	76.2	4.5	6.4	10.0	21.0	2.7	0.8	7.5	11.0	87.6	283
Ethnicity of household head											
Black/Negro/African	77.8	3.8	5.1	9.7	18.6	1.8	0.7	7.1	9.6	88.3	327
Other	68.6	6.1	17.3	7.2	30.6	5.3	4.9	11.5	21.6	77.6	37

Table SR.10.1M: Current and ever use of tobacco (men)

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, Turks and Caicos Islands MICS, 2019-2020

	Never smoked cigarettes or used other tobacco products	Ever users				Users of tobacco products at any time during the last one month				Percentage of men who <u>did not</u> use any smoked tobacco product in the last month ²	Number of men
		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		
Wealth index quintile											
Poorest	84.0	0.7	6.3	7.1	14.2	3.6	1.8	0.4	5.7	92.4	77
Second	69.1	10.0	8.4	8.6	27.0	2.4	0.1	8.9	11.4	86.3	82
Middle	84.8	1.1	1.5	8.9	11.5	0.2	0.4	8.7	9.3	90.7	75
Fourth	76.2	4.3	11.7	7.6	23.5	4.4	1.8	10.8	17.0	83.0	61
Richest	70.3	3.6	4.5	15.2	23.3	0.6	1.7	9.9	12.2	82.5	69
¹ MICS indicator SR.14a - Tobacco use; SDG indicator 3.a.1											
² MICS indicator SR.14b - Non-smokers; SDG indicator 3.8.1											
^The category of "Don't know/Missing" in the background characteristic of "Education" has been suppressed from the table due to small number of unweighted cases.											
() Figures that are based on 25-49 unweighted cases											
(*) Figures that are based on fewer than 25 unweighted cases											

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, Turks and Caicos Islands MICS, 2019-2020

	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	25.8	12.7	44.7	824
Region				
Grand Turk	15.4	12.2	49.1	73
NCMCSCSC	31.6	6.4	36.3	30
Providenciales	26.7	13.0	44.6	721
Age				
15-19	33.3	23.6	22.6	54
15-17	(36.3)	(18.6)	(16.4)	28
18-19	(*)	(*)	(*)	26
20-24	4.6	18.2	67.8	110
25-29	9.8	17.5	50.2	94
30-34	25.1	18.3	46.9	148
35-39	32.3	8.5	46.7	181
40-44	34.1	5.4	37.1	122
45-49	38.1	4.9	30.0	114
Education				
Lower secondary or less	61.0	11.1	24.5	35
Upper secondary	29.3	15.9	35.9	400
Higher	19.1	9.5	55.4	389
Ethnicity of household head				
Black/Negro/African	26.5	12.7	42.9	706
Other	22.0	12.2	55.4	118
Wealth index quintile				
Poorest	41.7	5.3	34.3	162
Second	26.5	21.4	37.1	171
Middle	25.4	6.1	39.6	163
Fourth	26.3	15.4	50.4	179
Richest	8.0	14.5	63.3	150
¹ MICS indicator SR.17 - Use of alcohol before age 15				
² MICS indicator SR.16 - Use of alcohol				
() Figures that are based on 25-49 unweighted cases				
(*) Figures that are based on fewer than 25 unweighted cases				

Table SR.10.3M: Use of alcohol (men)

Percentage of men age 15-49 years who have never had an alcoholic drink, percentage who first had an alcoholic drink before age 15, and percentage of men who have had at least one alcoholic drink at any time during the last one month, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:			Number of men
	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	29.0	18.8	53.9	364
Region				
Grand Turk	8.5	36.3	73.0	30
NCMCS CSC	25.2	15.7	61.1	16
Providenciales	31.1	17.3	51.7	317
Age				
15-19	(33.2)	(31.3)	(29.7)	40
15-17	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	23
20-24	(14.0)	(29.5)	(74.7)	27
25-29	(20.6)	(29.4)	(69.8)	33
30-34	12.8	19.1	68.4	68
35-39	25.0	17.2	68.3	50
40-44	40.7	9.5	39.3	90
45-49	42.7	14.6	44.2	56
Education^A				
Lower secondary or less	(73.3)	(15.8)	(26.1)	28
Upper secondary	25.2	18.3	54.7	202
Higher	25.4	20.3	58.5	134
Ethnicity of household head				
Black/Negro/African	30.3	19.5	52.5	327
Other	17.4	13.0	65.6	37
Wealth index quintile				
Poorest	52.6	10.3	37.5	77
Second	29.6	19.9	53.6	82
Middle	23.4	17.1	50.4	75
Fourth	26.9	23.9	58.3	61
Richest	9.7	24.4	72.3	69

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

² MICS indicator SR.16 - Use of alcohol

^AThe category of "Don't know/Missing" in the background characteristic of "Education" has been suppressed from the table due to small number of unweighted cases.

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

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

4.10 CHILDREN'S LIVING ARRANGEMENTS

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 Turks and Caicos Islands, 2019-2020 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, Turks and Caicos Islands MICS, 2019-2020

	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						
Total	55.5	0.5	0.4	4.6	0.0	29.8	2.1	5.7	0.6	0.8	100.0	12.5	5.5	3.6	850
Sex															
Male	50.5	0.0	0.3	5.4	0.0	33.3	1.5	6.7	0.8	1.5	100.0	14.5	5.7	2.6	422
Female	60.4	0.9	0.5	3.8	0.0	26.3	2.7	4.8	0.5	0.1	100.0	10.6	5.2	4.7	427
Region															
Grand Turk	43.9	0.0	0.0	6.1	0.0	40.9	3.0	4.0	0.1	2.0	100.0	11.1	6.1	3.1	89
NCMCSCSC	47.9	0.0	0.4	9.6	0.0	31.5	1.4	3.3	5.7	0.2	100.0	19.2	10.0	7.5	43
Providenciales	57.4	0.6	0.4	4.1	0.0	28.3	2.0	6.1	0.4	0.6	100.0	12.3	5.1	3.5	717
Age															
0-4	55.0	0.0	0.0	3.1	0.0	36.0	2.7	1.5	0.0	1.6	100.0	6.3	3.1	2.7	273
5-9	66.1	0.0	0.1	2.4	0.0	23.2	0.7	7.5	0.0	0.0	100.0	10.0	2.6	0.9	266
10-14	47.5	2.0	1.3	6.6	0.0	30.4	1.4	7.1	2.7	1.0	100.0	20.3	9.9	7.4	202
15-17	45.7	0.0	0.2	9.9	0.0	29.4	5.3	9.4	0.1	0.0	100.0	19.6	10.1	5.6	109
Ethnicity of household head															
Black/Negro/African	56.7	0.5	0.4	5.0	0.0	28.4	2.3	5.2	0.7	0.8	100.0	12.5	5.9	4.0	772
Other	43.1	0.0	0.0	1.1	0.0	44.2	0.2	11.4	0.0	0.0	100.0	12.5	1.1	0.2	78
Wealth index quintile															
Poorest	50.2	0.0	0.0	2.2	0.0	33.4	7.2	5.9	0.4	0.7	100.0	8.6	2.2	7.6	123
Second	52.1	2.3	0.0	1.2	0.0	37.9	0.2	6.2	0.0	0.0	100.0	9.8	3.5	2.5	172
Middle	58.3	0.0	0.3	6.0	0.0	26.8	1.8	6.7	0.2	0.0	100.0	13.1	6.3	2.3	194
Fourth	56.8	0.0	0.0	9.8	0.0	26.3	0.9	3.7	1.6	0.8	100.0	15.9	9.8	2.5	174
Richest	57.8	0.0	1.5	3.0	0.0	26.4	2.0	6.0	1.0	2.2	100.0	13.8	4.5	4.5	187
¹ MICS indicator SR.18 - Children's living arrangements															
² MICS indicator SR.19 - Prevalence of children with one or both parents dead															

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

Percentage of children age 0-17 years by coresidence of parents, Turks and Caicos Islands MICS, 2019-2020

	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	6.7	30.3	4.6	41.6	3.3	9.5	1.5	14.4	850
Sex									
Male	8.1	33.4	5.4	46.9	3.4	9.5	1.2	14.1	422
Female	5.3	27.3	3.8	36.4	3.2	9.6	1.9	14.7	427
Region									
Grand Turk	4.9	41.1	5.9	51.9	1.8	6.4	0.7	8.9	89
NCMCSCSC	4.0	31.5	9.6	45.0	0.5	3.6	0.0	4.1	43
Providenciales	7.1	28.9	4.1	40.1	3.7	10.3	1.7	15.7	717
Age									
0-4	3.2	36.1	3.0	42.3	1.4	16.3	1.9	19.6	273
5-9	7.6	23.2	2.4	33.2	2.9	5.9	1.8	10.6	266
10-14	8.8	32.3	6.6	47.8	5.0	7.0	1.2	13.3	202
15-17	9.6	29.4	9.9	48.8	6.1	6.0	0.7	12.8	109
Orphanhood status									
Both parents alive	6.0	31.2	4.8	42.0	3.5	10.0	1.6	15.1	813
Only mother alive	(15.6)	na	na	(15.6)	(0.0)	na	na	(0.0)	21
Only father alive	na	(*)	na	(*)	na	(*)	na	(*)	10
Both parents deceased	na	na	na	na	na	na	na	na	0
Unknown	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Ethnicity of household head									
Black/Negro/African	6.2	28.9	4.9	40.1	3.4	9.5	1.7	14.6	772
Other	11.4	44.2	1.1	56.7	2.6	10.1	0.2	12.9	78
Wealth index quintile									
Poorest	6.0	33.4	2.2	41.6	3.6	22.4	0.0	26.0	123
Second	6.2	40.2	1.2	47.7	3.8	8.7	0.1	12.6	172
Middle	7.0	26.8	6.0	39.7	4.5	6.7	0.0	11.2	194
Fourth	4.2	26.4	9.7	40.4	0.5	4.0	7.5	12.0	174
Richest	9.7	26.4	3.0	39.2	4.1	9.9	0.0	14.0	187

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

na: not applicable

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

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

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, Turks and Caicos Islands MICS, 2019-2020

	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
			Grand-child	Brother/Sister	Other relative	Adopted/Foster/Stepchild	Other not related	Inconsistent/Don't know/Missing			
Total	5.5	850	39.0	5.6	25.9	18.1	0.9	10.5	100.0	88.5	46
Sex											
Male	5.7	422	(37.0)	(0.0)	(20.0)	(22.8)	(0.0)	(20.2)	100.0	(79.8)	24
Female	5.2	427	(41.3)	(11.6)	(32.2)	(12.9)	(2.0)	(0.0)	100.0	(98.0)	22
Region											
Grand Turk	6.1	89	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5
NCMCS CSC	10.0	43	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
Providenciales	5.1	717	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	37
Age											
0-4	3.1	273	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	9
5-9	2.6	266	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
10-14	9.9	202	(17.3)	(0.0)	(41.5)	(39.5)	(1.2)	(0.5)	100.0	(98.3)	20
15-17	10.1	109	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	11
Orphanhood status											
Both parents alive	4.8	813	46.3	6.6	13.7	21.4	0.6	11.3	100.0	88.0	39
Only mother alive	(15.6)	21	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Only father alive	(*)	10	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
Both parents deceased	-	0	-	-	-	-	-	-	-	-	0
Unknown	(*)	6	-	-	-	-	-	-	-	-	0
Ethnicity of household head											
Black/Negro/African	5.9	772	38.4	5.7	26.4	18.4	0.4	10.7	100.0	88.9	46
Other	1.1	78	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1

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, Turks and Caicos Islands MICS, 2019-2020

	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
			Grand-child	Brother/Sister	Other relative	Adopted/Foster/Stepchild	Other not related	Inconsistent/Don't know/Missing				
Wealth index quintile												
Poorest	2.2	123	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Second	3.5	172	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
Middle	6.3	194	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	12
Fourth	9.8	174	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
Richest	4.5	187	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	8

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

^A Excludes 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

5 SURVIVE

With the SDG target (3.2) for child mortality, on ending preventable deaths of newborns and children under 5 years of age, the international community has retained the overarching goal of reducing child mortality. While the global target calls for reducing neonatal mortality to at least as low as 12 deaths per 1,000 live births and under-five mortality to at least as low as 25 deaths per 1,000 live births, reduction of child mortality continues to be one of the most important objectives in national plans and programmes in each and every country.

Mortality rates presented in this chapter are calculated from information collected in the birth histories of the Women's Questionnaires. All interviewed women were asked whether they had ever given birth, and those who had were asked to report the number of sons and daughters who live with them, the number who live elsewhere, and the number who have died. In addition, women were asked to provide detailed information on their live births, starting with the firstborn, in chronological order. This information included whether births were single or multiple, and for each live birth, sex, date of birth (month and year), and survival status. Further, for children alive at the time of survey, women were asked the current age of the child; for deceased children, the age at death was obtained. Childhood mortality rates are expressed by conventional age categories and are defined as follows:

- Neonatal mortality (NN): probability of dying within the first month of life⁴¹
- Post-neonatal mortality (PNN): difference between infant and neonatal mortality rates
- Infant mortality (${}_1q_0$): probability of dying between birth and the first birthday
- Child mortality (${}_4q_1$): probability of dying between the first and the fifth birthdays
- Under-five mortality (${}_5q_0$): the probability of dying between birth and the fifth birthday

Neonatal, infant and under-five mortality rates are expressed as deaths per 1,000 live births. Child mortality is expressed as deaths per 1,000 children surviving to age one. Post-neonatal mortality is calculated as the difference between infant and neonatal mortality rates.

Table CS.1 presents neonatal, post-neonatal, infant, child, and under-five mortality rates for the three most recent five-year periods before the survey. For each mortality rate in the table, it is possible to assess changes over time, during the last 15 years preceding the survey.

Tables CS.2 and CS.3 provide estimates of child mortality by socioeconomic and demographic characteristics. Using the rates calculated for the 5-year period immediately preceding the survey, differentials in mortality rates by socioeconomic characteristics, such as region, mother's education and wealth, and by demographic characteristics such as sex and mother's age at birth are presented. However, due to the small sample size, Tables CS.2 and CS.3 have been suppressed, as it does not allow for reliable disaggregation.

⁴¹ The neonatal period is the first 28 days of life, however, traditionally the neonatal mortality rates are computed based on the first month of life in household surveys, which very closely approximates the 28-day definition.

Table CS.1: Early childhood mortality rates

Neonatal, post-neonatal, infant, child and under-five mortality rates for five year periods preceding the survey, Turks and Caicos Islands MICS, 2019-2020

	Neonatal mortality rate ¹	Post-neonatal mortality rate ^{2,A}	Infant mortality rate ³	Child mortality rate ⁴	Under-five mortality rate ⁵
Years preceding the survey					
0-4	(4)	(17)	(21)	(0)	(21)
5-9	(0)	(5)	(6)	(0)	(6)
10-14	*	*	*	*	*

¹ MICS indicator CS.1 - Neonatal mortality rate; SDG indicator 3.2.2² MICS indicator CS.2 - Post-neonatal mortality rate³ MICS indicator CS.3 - Infant mortality rate⁴ MICS indicator CS.4 - Child mortality rate⁵ MICS indicator CS.5 - Under-five mortality rate; SDG indicator 3.2.1^A Post-neonatal mortality rates are computed as the difference between the infant and neonatal mortality rates

An asterisk indicates that a figure is based on less than 250 unweighted person-years of exposure to the risk of death.

Figures in parentheses are based on 250-499 unweighted person-years of exposure to the risk of death.

6 THRIVE – REPRODUCTIVE AND MATERNAL HEALTH

6.1 FERTILITY

Measures of current fertility are presented in Table TM.1.1 for the three-year period preceding the survey. A three-year period was chosen for calculating these rates to provide the most current information, while also allowing the rates to be calculated for a sufficient number of cases so as not to compromise the statistical precision of the estimates. The current fertility measures, presented in the table by urban and rural residence, are as follows:

- Age-specific fertility rates (ASFRs), expressed as the number of births per 1,000 women in a specified age group, show the age pattern of fertility. Numerators for ASFRs are calculated by identifying live births that occurred in the three-year period preceding the survey, classified according to the age of the mother (in five-year age groups) at the time of the child's birth. Denominators of the rates represent the number of woman-years lived by all interviewed women (or in simplified terms, the average number of women) in each of the five-year age groups during the specified period.
- The total fertility rate (TFR) is a synthetic measure that denotes the number of live births a woman would have if she were subject to the current age-specific fertility rates throughout her reproductive years (15-49 years).
- The general fertility rate (GFR) is the number of live births occurring during the specified period per 1,000 women age 15-49.
- The crude birth rate (CBR) is the number of live births per 1,000 household population during the specified period.

Table TM.1.1: Fertility rates

Adolescent birth rate, age-specific and total fertility rates, the general fertility rate, and the crude birth rate for the three-year period preceding the survey, Turks and Caicos Islands MICS, 2019-2020

	Total
Age^A	
15-19 ¹	(25)
20-24	66
25-29	88
30-34	58
35-39	59
40-44	30
45-49	(0)
TFR (15-49 years) ^B	(1.6)
GFR ^C	50.4
CBR ^D	13.4
¹ MICS indicator TM.1 - Adolescent birth rate (age 15-19 years); SDG indicator 3.7.2	
^A The age-specific fertility rates (ASFR) are the number of live births in the last 3 years, divided by the average number of women in that age group during the same period, expressed per 1,000 women. The age-specific fertility rate for women age 15-19 years is also termed as the adolescent birth rate	
^B TFR: The Total Fertility Rate is the sum of age-specific fertility rates of women age 15-49 years. The TFR denotes the average number of children to which a woman will have given birth by the end of her reproductive years (by age 50) if current fertility rates prevailed. The rate is expressed per woman age 15-49 years	
^C GFR: The General Fertility Rate is the number of births in the last 3 years divided by the average number of women age 15-49 years during the same period, expressed per 1,000 women age 15-49 years	
^D CBR: The Crude Birth Rate is the number of births in the last 3 years, divided by the total population during the same period, expressed per 1,000 population	
() Figures that are based on 125-249 unweighted cases	

6.2 EARLY CHILDBEARING

Table TM.2.1 presents the survey findings on adolescent birth rates and further disaggregates of the total fertility rate. However, this table, which shows an adolescent birth rate of 25 births per 1,000 women age 15-19 years, has been suppressed as it is based on less than 250 unweighted cases, which does not allow for reliable disaggregation.

The adolescent birth rate (age-specific fertility rate for women age 15-19) is defined as the number of births to women age 15-19 years during the three-year period preceding the survey, divided by the average number of women age 15-19 (number of women-years lived between ages 15 through 19, inclusive) during the same period, expressed per 1,000 women.

The adolescent birth rate is a Global SDG indicator (3.7.2) for ensuring universal access to sexual and reproductive health-care services (Target 3.7).

Tables TM.2.2W and TM.2.2M present a selection of early childbearing and fatherhood indicators for young women and men age 15-19 and 20-24 years. In Table TM.2.2W, percentages among women age 15-19 who have had a live birth and those who are pregnant with their first child are presented. For the same age group, the table also presents the percentage of women who have had a live birth before age 15. These estimates are all derived from the detailed birth histories of women.

To estimate the proportion of women who have had a live birth before age 18 – when they were still children themselves – data based on women age 20-24 years at the time of survey are used to avoid truncation.⁴²

Table TM.2.2M, which presents findings on early fatherhood, has not been presented as it is based on fewer than 50 unweighted cases. Percentages among men age 15-19 and age 20-24 years who became fathers before ages 15 and 18, respectively, show the extent to which men are becoming fathers when they are still children. Table TM.2.2M indicates that no 15-19 year old men became a father before the age of 15 years or has fathered a child. Additionally, no 20-24 year old male fathered a child before the age of 18 years.

Tables TM.2.3W and TM.2.3M are designed to look at trends in early childbearing for women and early fatherhood for men, by presenting percentages of women and men who became mother and fathers before ages 15 and 18, for successive age cohorts. The table is designed to capture trends in urban and rural areas separately.

⁴² Using women age 15-19 to estimate the percentage who had given birth before age 18 would introduce truncation to the estimates, since the majority of women in this age group will not have completed age 18, and therefore will not have completed exposure to childbearing before age 18. The age group 20-24 is used to estimate the percentage of women giving birth before age 18, since all women in this age group have completed exposure to childbearing at very early ages.

Table TM.2.2W: Early childbearing (young women)

Percentage of women age 15-19 years who have had a live birth, are pregnant with the first child, have had a live birth or are pregnant with first child, and who have had a live birth before age 15, and percentage of women age 20-24 years who have had a live birth before age 18, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women age 15-19 years who:				Number of women age 15-19 years	Percentage of women age 20-24 years who have had a live birth before age 18 ¹	Number of women age 20-24 years
	Have had a live birth	Are pregnant with first child	Have had a live birth or are pregnant with first child	Have had a live birth before age 15			
Total	2.3	1.2	3.5	0.0	54	11.5	110
Region							
Grand Turk	(*)	(*)	(*)	(*)	6	(*)	7
NCMCSCSC	(*)	(*)	(*)	(*)	2	(*)	1
Providenciales	(2.0)	(1.4)	(3.5)	(0.0)	46	10.7	102
Education							
Lower secondary or less	(*)	(*)	(*)	(*)	1	(*)	4
Upper secondary	(2.1)	(1.7)	(3.7)	(0.0)	40	(12.7)	48
Higher	(*)	(*)	(*)	(*)	14	(11.1)	58
Ethnicity of household head							
Black/Negro/African	1.9	1.3	3.2	0.0	50	6.4	101
Other	(*)	(*)	(*)	(*)	4	(*)	10
Wealth index quintile							
Poorest 60%	(3.3)	(0.0)	(3.3)	(0.0)	33	(17.5)	66
Richest 40%	(0.7)	(3.1)	(3.9)	(0.0)	21	(2.7)	45
¹ MICS indicator TM.2 - Early childbearing							
() Figures that are based on 25-49 unweighted cases.							
(*) Figures that are based on fewer than 25 unweighted cases.							

Table TM.2.3W: Trends in early childbearing (women)

Percentage of women who have had a live birth, by age 15 and 18, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women with a live birth before age 15	Number of women age 15-49 years	Percentage of women with a live birth before age 18	Number of women age 20-49 years
Total	0.4	824	7.4	770
Age				
15-19	0.0	54	na	na
15-17	(0.0)	28	na	na
18-19	(*)	26	na	na
20-24	0.0	110	11.5	110
25-29	0.0	94	1.8	94
30-34	0.3	148	2.1	148
35-39	1.3	181	8.5	181
40-44	0.2	122	8.4	122
45-49	0.5	114	11.9	114

na: not applicable

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

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

Table TM.2.3M: Trends in early fatherhood (men)

Percentage of men who have fathered a live birth, by age 15 and 18, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men fathering a live birth before age 15	Number of men age 15-49 years	Percentage of men fathering a live birth before age 18	Number of men age 20-49 years
Total	1.2	364	2.2	324
Age				
15-19	(0.0)	40	na	na
15-17	(*)	17	na	na
18-19	(*)	23	na	na
20-24	(0.0)	27	(0.0)	27
25-29	(0.0)	33	(0.0)	33
30-34	0.0	68	0.6	68
35-39	0.0	50	1.0	50
40-44	3.7	90	4.0	90
45-49	1.7	56	1.7	56

na: not applicable

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

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

6.3 CONTRACEPTION

Appropriate contraceptive use is important to the health of women and children by: 1) preventing pregnancies that are too early or too late; 2) extending the period between births; and 3) limiting the total number of children.⁴³

Table TM.3.1 presents the current use of contraception for women who are currently married or in union while Table TM.3.2 presents the same information for women who are not currently married or in union and are sexually active. In Table TM.3.1, use of specific methods of contraception are first presented; specific methods are then grouped into modern and traditional methods and presented as such. For sexually active women who are not currently married or in union, Table TM.3.2 shows that 50.3 percent reported using a modern contraceptive method, with less than one percent using a traditional method. Table TM.3.2 has not been presented in this report due to the small number of unweighted cases.

Unmet need for contraception refers to fecund women who are not using any method of contraception, but who wish to postpone the next birth (spacing) or who wish to stop childbearing altogether (limiting). Unmet need is identified in MICS by using a set of questions eliciting current behaviours and preferences pertaining to contraceptive use, fecundity, and fertility preferences.

Table TM.3.3 shows the levels of unmet need and met need for contraception, and the demand for contraception satisfied for women who are currently married or in union. Table TM.3.4, which shows the same data for sexually active women who are not currently married or in union, has been suppressed due to the small number of unweighted cases. Table TM.3.4 shows that among women not currently married or in a union, there is an 87.0 percent demand for family planning, while just over a third (36.7%) have an unmet need.

Unmet need for spacing is defined as the percentage of women who are not using a method of contraception AND

- are i) not pregnant, ii) not post-partum amenorrheic⁴⁴ and iii) fecund⁴⁵ and say they want to wait two or more years for their next birth OR
- are i) not pregnant, ii) not post-partum amenorrheic, and iii) fecund and unsure whether they want another child OR
- are pregnant, and say that pregnancy was mistimed (would have wanted to wait) OR
- are post-partum amenorrheic and say that the birth was mistimed (would have wanted to wait).

⁴³ PATH, and United Nations Population Fund. *Meeting the Need: Strengthening Family Planning Programs*. Seattle: PATH/UNFPA, 2006. https://www.unfpa.org/sites/default/files/resource-pdf/family_planning06.pdf.

⁴⁴ A woman is post-partum amenorrheic if she had a live birth in last two years and is not currently pregnant, and her menstrual period has not returned since the birth of the last child.

⁴⁵ A woman is considered infecund if she is neither pregnant nor post-partum amenorrheic, and (1a) has not had menstruation for at least six months, or (1b) has never menstruated, or (1c) had last menstruation occurring before her last birth, or (1d) is in menopause/has had hysterectomy OR (2) she declares that she i) has had hysterectomy, ii) has never menstruated, iii) is menopausal or iv) has been trying to get pregnant for at least 2 years without result in response to questions on why she thinks she is not physically able to get pregnant at the time of survey OR (3) she declares she cannot get pregnant when asked about desire for future birth OR (4) she has not had a birth in the preceding 5 years, is currently not using contraception and is currently married and was continuously married during the last 5 years preceding the survey.

Unmet need for limiting is defined as percentage of women who are married or in union and are not using a method of contraception AND

- are i) not pregnant, ii) not post-partum amenorrheic, and iii) fecund and say they do not want any more children OR
- are pregnant and say they did not want to have a child OR
- are post-partum amenorrheic and say that they did not want the birth.

Total unmet need for contraception is the sum of unmet need for spacing and unmet need for limiting.

Met need for limiting includes women who are using (or whose partner is using) a contraceptive method⁴⁶ and who want no more children, are using male or female sterilisation or declare themselves as infecund. Met need for spacing includes women who are using (or whose partner is using) a contraceptive method and who want to have another child or are undecided whether to have another child. Summing the met need for spacing and limiting results in the total met need for contraception.

Using information on contraception and unmet need, the percentage of demand for contraception satisfied is also estimated from the MICS data. The percentage of demand satisfied is defined as the proportion of women who are currently using contraception over the total demand for contraception. The total demand for contraception includes women who currently have an unmet need (for spacing or limiting) plus those who are currently using contraception.

Percentage of demand for family planning satisfied with modern methods is one of the indicators used to track progress toward the Sustainable Development Goal, Target 3.7, on ensuring universal access to sexual and reproductive health-care services, including for family planning, information and education and the integration of reproductive health into national strategies and programmes. While SDG indicator 3.7.1 relates to all women age 15-49 years, it is only reported for women currently married or in union and, therefore, located in Table TM.3.3 alone.

⁴⁶ In this chapter, whenever reference is made to the use of a contraceptive by a woman, this includes her partner using a contraceptive method (such as male condom).

Table TM.3.1: Use of contraception (currently married/in union)

Percentage of women age 15-49 years currently married or in union who are using (or whose partner is using) a contraceptive method, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women currently married or in union who are using (or whose partner is using):																Number of women currently married or in union
	Modern method										Traditional method						
	No method	Female sterilization	Male sterilization	IUD	Injectables	Implants	Pill	Male condom	Female condom	Diaphragm/Foam/ Jelly	Periodic abstinence	Withdrawal	Other	Any modern method	Any traditional method	Any method ¹	
Total	65.6	4.4	0.7	1.5	4.8	0.6	9.8	10.7	0.4	0.7	0.0	0.2	0.7	33.5	0.9	34.4	516
Region																	
Grand Turk	56.4	6.1	0.0	3.6	3.8	2.1	13.2	8.7	1.4	0.0	0.2	1.8	2.9	38.7	4.9	43.6	47
NCMCSCSC	69.1	1.3	0.0	0.6	5.8	1.7	16.2	3.8	0.0	0.0	0.0	0.0	1.4	29.5	1.4	30.9	19
Providenciales	66.4	4.4	0.8	1.3	4.8	0.4	9.1	11.2	0.3	0.8	0.0	0.0	0.5	33.1	0.5	33.6	450
Age^A																	
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16
20-24	(74.2)	(0.0)	(0.0)	(4.5)	(12.0)	(1.5)	(5.6)	(1.2)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	(25.8)	(0.0)	(25.8)	63
25-29	44.6	9.9	0.0	1.1	1.7	0.2	24.9	17.6	0.0	0.0	0.0	0.0	0.0	55.4	0.0	55.4	54
30-34	60.6	0.4	3.7	2.2	10.3	0.2	12.9	8.9	0.0	0.0	0.0	0.0	0.9	38.5	0.9	39.4	94
35-39	57.6	3.1	0.0	0.7	2.3	0.8	14.5	16.9	1.1	0.6	0.0	0.3	2.1	40.0	2.4	42.4	118
40-44	76.1	11.4	0.0	1.3	0.6	0.9	1.8	4.2	0.2	2.7	0.0	0.5	0.2	23.1	0.8	23.9	98
45-49	73.8	3.3	0.0	0.4	3.2	0.0	2.9	16.1	0.0	0.0	0.2	0.0	0.2	25.9	0.3	26.2	74
Education																	
Lower secondary or less	(76.4)	(1.9)	(0.0)	(0.0)	(0.0)	(0.0)	(10.4)	(11.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(23.6)	(0.0)	(23.6)	26
Upper secondary	62.1	5.7	0.0	1.5	6.4	0.1	9.7	12.4	0.0	1.0	0.0	0.2	0.9	36.8	1.2	37.9	253
Higher	68.2	3.4	1.5	1.7	3.5	1.2	9.7	8.8	0.9	0.4	0.0	0.1	0.6	31.1	0.7	31.8	238
Number of living children																	
0	69.0	0.0	1.9	2.3	4.3	0.0	16.1	5.6	0.4	0.0	0.0	0.2	0.0	30.8	0.2	31.0	142
1	73.3	0.1	0.5	1.0	4.5	0.6	6.1	13.3	0.1	0.0	0.0	0.0	0.4	26.3	0.4	26.7	152
2	60.8	1.3	0.0	1.3	5.7	1.5	10.2	15.1	1.0	0.8	0.0	0.4	1.9	36.8	2.3	39.2	128
3	56.9	14.7	0.0	0.2	3.8	0.0	8.1	9.5	0.0	5.6	0.3	0.0	1.1	41.8	1.3	43.1	44
4+	52.5	29.6	0.0	2.4	5.4	0.2	3.0	6.7	0.0	0.0	0.0	0.0	0.3	47.2	0.3	47.5	49

Table TM.3.1: Use of contraception (currently married/in union)

Percentage of women age 15-49 years currently married or in union who are using (or whose partner is using) a contraceptive method, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women currently married or in union who are using (or whose partner is using):																Number of women currently married or in union
	Modern method										Traditional method						
	No method	Female sterilization	Male sterilization	IUD	Injectables	Implants	Pill	Male condom	Female condom	Diaphragm/ Foam/ Jelly	Periodic abstinence	Withdrawal	Other	Any modern method	Any traditional method	Any method ¹	
Ethnicity of household head																	
Black/Negro/African	68.3	4.2	0.6	1.5	4.2	0.5	8.2	10.8	0.4	0.7	0.0	0.1	0.6	31.0	0.7	31.7	456
Other	45.8	5.8	1.2	1.9	9.2	1.6	21.6	10.1	0.3	0.3	0.0	0.5	1.8	52.0	2.3	54.2	61
Wealth index quintile																	
Poorest	53.2	12.3	0.0	0.5	0.5	0.1	15.0	17.7	0.0	0.0	0.1	0.0	0.5	46.2	0.6	46.8	101
Second	60.5	3.0	0.0	0.0	12.8	1.0	12.0	6.8	1.2	2.3	0.0	0.5	0.0	39.0	0.5	39.5	108
Middle	73.5	1.7	2.5	0.9	6.2	0.0	4.0	9.0	0.6	0.7	0.0	0.0	0.8	25.7	0.8	26.5	111
Fourth	76.7	3.3	0.0	0.8	3.0	0.0	4.9	10.8	0.0	0.2	0.0	0.0	0.2	23.1	0.2	23.3	103
Richest	63.3	2.1	0.8	5.8	0.1	2.0	13.7	9.4	0.2	0.0	0.0	0.3	2.2	34.2	2.5	36.7	93

¹ MICS indicator TM.3 - Contraceptive prevalence rate

^aThe sub-categories of "15-17" and "18-19" in the background characteristic of "Age" have been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.3.3: Need and demand for family planning (currently married/in union)

Percentage of women age 15-49 years who are currently married or in union with unmet and met need for family planning, total demand for family planning, and, among women with need for family planning, percentage of demand satisfied by method of contraception, Turks and Caicos Islands MICS, 2019-2020

	Unmet need for family planning			Met need for family planning (currently using contraception)			Total demand for family planning			Number of women currently married or in union	Percentage of demand for family planning satisfied with:		Number of women currently married or in union with need for family planning
	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total		Any method	Modern methods ¹	
Total	11.6	10.5	22.0	18.6	15.8	34.4	30.1	26.3	56.4	516	60.9	59.3	291
Region													
Grand Turk	11.2	12.3	23.5	23.8	19.9	43.6	35.0	32.1	67.2	47	65.0	57.7	31
NCMCSCSC	14.5	12.2	26.7	8.7	22.1	30.9	23.2	34.4	57.6	19	53.6	51.2	11
Providenciales	11.5	10.2	21.7	18.5	15.1	33.6	29.9	25.3	55.3	450	60.8	59.9	249
Age^A													
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16	(*)	(*)	14
20-24	(21.5)	(3.0)	(24.4)	(25.6)	(0.2)	(25.8)	(47.1)	(3.1)	(50.2)	63	(51.3)	(51.3)	32
25-29	12.7	10.9	23.6	43.0	12.5	55.4	55.7	23.3	79.0	54	70.2	70.2	43
30-34	11.0	5.5	16.5	27.3	12.1	39.4	38.3	17.6	55.9	94	70.6	68.9	52
35-39	10.1	13.2	23.3	19.6	22.8	42.4	29.8	35.9	65.7	118	64.5	60.9	77
40-44	4.7	17.3	22.0	2.5	21.4	23.9	7.1	38.8	45.9	98	52.1	50.4	45
45-49	0.4	11.8	12.2	5.1	21.2	26.2	5.5	33.0	38.5	74	68.3	67.4	28
Education													
Lower secondary or less	(10.2)	(9.9)	(20.1)	(19.9)	(3.7)	(23.6)	(30.1)	(13.6)	(43.6)	26	(*)	(*)	11
Upper secondary	10.0	12.1	22.1	18.3	19.7	37.9	28.2	31.8	60.0	253	63.2	61.2	152
Higher	13.4	8.8	22.2	18.8	13.0	31.8	32.1	21.8	54.0	238	58.9	57.6	128
Ethnicity of household head													
Black/Negro/African	12.4	11.4	23.8	16.0	15.7	31.7	28.4	27.2	55.6	456	57.1	55.8	253
Other	5.1	3.4	8.5	37.9	16.3	54.2	43.0	19.7	62.7	61	(86.5)	(82.9)	38

Table TM.3.3: Need and demand for family planning (currently married/in union)

Percentage of women age 15-49 years who are currently married or in union with unmet and met need for family planning, total demand for family planning, and, among women with need for family planning, percentage of demand satisfied by method of contraception, Turks and Caicos Islands MICS, 2019-2020

	<u>Unmet need for family planning</u>			<u>Met need for family planning (currently using contraception)</u>			<u>Total demand for family planning</u>			Number of women currently married or in union	<u>Percentage of demand for family planning satisfied with:</u>		Number of women currently married or in union with need for family planning
	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total		Any method	Modern methods ¹	
Wealth index quintile													
Poorest	4.3	11.6	15.9	10.0	36.8	46.8	14.3	48.3	62.7	101	74.6	73.6	63
Second	18.4	7.3	25.7	30.4	9.1	39.5	48.8	16.4	65.2	108	60.6	59.9	71
Middle	11.4	17.5	28.9	16.8	9.8	26.5	28.2	27.3	55.5	111	47.8	46.3	62
Fourth	9.5	5.7	15.3	10.6	12.7	23.3	20.1	18.4	38.5	103	60.4	59.9	40
Richest	13.8	9.9	23.8	25.1	11.6	36.7	38.9	21.5	60.5	93	60.7	56.5	56

¹ MICS indicator TM.4 - Need for family planning satisfied with modern contraception; SDG indicator 3.7.1 & 3.8.1

^AThe sub-categories of "15-17" and "18-19" in the background characteristic of "Age" have been suppressed from the table due to small number of unweighted cases.

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

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

6.4 ANTENATAL CARE

The antenatal period presents important opportunities for reaching pregnant women with a number of interventions that may be vital to their health and well-being and that of their infants. For example, antenatal care can be used to inform women and families about risks and symptoms in pregnancy and about the risks of labour and delivery, and therefore it may provide the route for ensuring that pregnant women do, in practice, deliver with the assistance of a skilled health care provider. Antenatal visits also provide an opportunity to supply information on birth spacing, which is recognised as an important factor in improving infant survival.

The World Health Organization (WHO) recommends a minimum of eight antenatal visits based on a review of the effectiveness of different models of antenatal care.⁴⁷ WHO guidelines are specific on the content on antenatal care visits, which include:

- Blood pressure measurement
- Urine testing for bacteriuria and proteinuria
- Blood testing to detect syphilis and severe anaemia
- Weight/height measurement (optional).

It is of crucial importance for pregnant women to start attending antenatal care visits as early in pregnancy as possible and ideally have the first visit during the first trimester to prevent and detect pregnancy conditions that could affect both the woman and her baby. Antenatal care should continue throughout the entire pregnancy.⁴⁷

Antenatal care is a tracer indicator of the Reproductive and Maternal Health Dimension of SDG 3.8 Universal Health Coverage. The type of personnel providing antenatal care to women age 15-49 years who gave birth in the two years preceding is presented in Table TM.4.1.

Table TM.4.2 shows the number of antenatal care visits during the pregnancy of their most recent birth within the two years preceding the survey, regardless of provider, by selected characteristics. Table TM.4.2 also provides information about the timing of the first antenatal care visit.

The coverage of key services that pregnant women are expected to receive during antenatal care are shown in Table TM.4.3.

⁴⁷ WHO. *WHO recommendations on antenatal care for a positive pregnancy experience*. Geneva: WHO Press, 2016. <http://apps.who.int/iris/bitstream/handle/10665/250796/9789241549912-eng.pdf?sequence=1>.

Table TM.4.1: Antenatal care coverage

Percent distribution of women age 15-49 years with a live birth in the last 2 years by antenatal care provider during the pregnancy of the most recent live birth, Turks and Caicos Islands MICS, 2019-2020

	Provider of antenatal care ^A			Total	Percentage of women who were attended at least once by skilled health personnel ^{1,B}	Number of women with a live birth in the last 2 years
	Medical doctor	Nurse/Midwife	No antenatal care			
Total	94.7	2.6	2.7	100.0	97.3	76
Region						
Grand Turk	(*)	(*)	(*)	100.0	(*)	4
NCMCSCSC	(*)	(*)	(*)	100.0	(*)	2
Providenciales	(95.3)	(1.8)	(2.8)	100.0	(97.2)	69
Education						
Lower secondary or less	(*)	(*)	(*)	100.0	(*)	2
Upper secondary	(92.6)	(3.1)	(4.3)	100.0	(95.7)	41
Higher	(96.9)	(2.2)	(0.9)	100.0	(99.1)	32
Age at most recent live birth						
Less than 20	(*)	(*)	(*)	100.0	(*)	1
20-34	92.4	3.8	3.8	100.0	96.2	46
35-49	(99.1)	(0.9)	(0.0)	100.0	(100.0)	29
Ethnicity of household head						
Black/Negro/African	94.5	2.9	2.6	100.0	97.4	69
Other	(*)	(*)	(*)	100.0	(*)	7
Wealth index quintile						
Poorest 60%	94.0	2.6	3.4	100.0	96.6	60
Richest 40%	(97.2)	(2.8)	(0.0)	100.0	(100.0)	16

¹ MICS indicator TM.5a - Antenatal care coverage (at least once by skilled health personnel)

^A Only the most qualified provider is considered in cases where more than one provider was reported.

^B Skilled providers include Medical doctor and Nurse/Midwife.

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

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

Table TM.4.2: Number of antenatal care visits and timing of first visit

Percentage of women age 15-49 years with a live birth in the last 2 years by number of antenatal care visits by any provider and percent distribution of timing of first antenatal care visit during the pregnancy of the most recent live birth, and median months pregnant at first ANC visit among women with at least one ANC visit, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women by number of antenatal care visits:					Percent distribution of women by number of months pregnant at the time of first antenatal care visit					Total	Number of women with a live birth in the last 2 years	Median months pregnant at first ANC visit	Number of women with a live birth in the last 2 years who had at least one ANC visit
	No visits	1-3 visits to any provider	4 or more visits to any provider ¹	8 or more visits to any provider ²	Missing/DK	No antenatal care visits	Less than 4 months	4-5 months	6-7 months	8+ months				
Total	2.7	1.6	93.2	58.2	2.4	2.7	66.2	17.3	1.7	12.1	100.0	76	3.0	74
Region														
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	4	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2	(*)	2
Providenciales	(2.8)	(1.8)	(93.1)	(57.5)	(2.3)	(2.8)	(64.7)	(17.8)	(1.5)	(13.3)	100.0	69	(3.0)	67
Education														
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2	(*)	2
Upper secondary	(4.3)	(0.0)	(92.1)	(61.7)	(3.6)	(4.3)	(59.6)	(30.6)	(2.8)	(2.7)	100.0	41	(3.0)	40
Higher	(0.9)	(0.0)	(99.1)	(57.2)	(0.0)	(0.9)	(73.3)	(1.2)	(0.5)	(24.1)	100.0	32	(3.0)	32
Age at most recent live birth														
Less than 20	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1	(*)	1
20-34	3.8	0.0	92.2	53.7	3.9	3.8	70.0	20.8	2.2	3.1	100.0	46	3.0	44
35-49	(0.0)	(4.4)	(95.6)	(65.5)	(0.0)	(0.0)	(60.3)	(11.7)	(1.0)	(27.0)	100.0	29	(3.0)	29
Ethnicity of household head														
Black/Negro/African	2.6	1.8	93.0	59.5	2.6	2.6	63.2	19.0	1.9	13.4	100.0	69	3.0	67
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	7	(*)	7
Wealth index quintile														
Poorest 60%	3.4	2.1	91.4	48.5	3.0	3.4	57.9	21.4	1.9	15.3	100.0	60	3.0	58
Richest 40%	(0.0)	(0.0)	(100.0)	(94.8)	(0.0)	(0.0)	(97.3)	(1.8)	(0.9)	(0.0)	100.0	16	(2.0)	16

¹ MICS indicator TM.5b - Antenatal care coverage (at least four times by any provider); SDG indicator 3.8.1

² MICS indicator TM.5c - Antenatal care coverage (at least eight times by any provider)

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

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

Table TM.4.3: Content of antenatal care

Percentage of women age 15-49 years with a live birth in the last 2 years who, at least once, had their blood pressure measured, urine sample taken, and blood sample taken as part of antenatal care, during the pregnancy of the most recent live birth, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who, during the pregnancy of the most recent live birth, had:					Number of women with a live birth in the last 2 years
	Blood pressure measured	Urine sample taken	Blood sample taken	Ultrasound done	Blood pressure measured, urine and blood sample taken ¹	
Total	97.3	97.3	97.3	97.3	97.3	76
Region						
Grand Turk	(*)	(*)	(*)	(*)	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	2
Providenciales	(97.2)	(97.2)	(97.2)	(97.2)	(97.2)	69
Education						
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	2
Upper secondary	(95.7)	(95.7)	(95.7)	(95.7)	(95.7)	41
Higher	(99.1)	(99.1)	(99.1)	(99.1)	(99.1)	32
Age at most recent live birth						
Less than 20	(*)	(*)	(*)	(*)	(*)	1
20-34	96.2	96.2	96.2	96.2	96.2	46
35-49	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	29
Ethnicity of household head						
Black/Negro/African	97.4	97.4	97.4	97.4	97.4	69
Other	(*)	(*)	(*)	(*)	(*)	7
Wealth index quintile						
Poorest 60%	96.6	96.6	96.6	96.6	96.6	60
Richest 40%	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	16

¹ MICS indicator TM.6 - Content of antenatal care^A

^A For HIV testing and counselling during antenatal care, please refer to table TM.11.5

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

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

6.5 NEONATAL TETANUS

Tetanus immunisation during pregnancy can be life-saving for both the mother and the infant.⁴⁸ WHO estimated that neonatal tetanus killed more than 31,000 newborn children in 2016 within their first month of life.⁴⁹

SDG 3.1 aims at reducing by 2030 the global maternal mortality ratio to less than 70 per 100,000 live births. Eliminating maternal tetanus is one of the strategies used to achieve SDG target 3.1.

The strategy for preventing maternal and neonatal tetanus is to ensure that all pregnant women receive at least two doses of tetanus toxoid vaccine. If a woman has not received at least two doses of tetanus toxoid during a particular pregnancy, she (and her newborn) are also considered to be protected against tetanus if the woman:

- Received at least two doses of tetanus toxoid vaccine, the last within the previous 3 years;
- Received at least 3 doses, the last within the previous 5 years;
- Received at least 4 doses, the last within the previous 10 years;
- Received 5 or more doses anytime during her life.⁵⁰

To assess the status of tetanus vaccination coverage, women who had a live birth during the two years before the survey were asked if they had received tetanus toxoid injections during the pregnancy for their most recent birth, and if so, how many. Women who did not receive two or more tetanus toxoid vaccinations during this recent pregnancy were then asked about tetanus toxoid vaccinations they may have previously received. Interviewers also asked women to present their vaccination card on which dates of tetanus toxoid are recorded and referred to information from the cards when available.

Table TM.5.1 shows the protection status from tetanus of women who have had a live birth within the last 2 years.

⁴⁸ Roper, M., J. Vandelaer, and F. Gasse. "Maternal and Neonatal Tetanus." *The Lancet* 370, no. 9603 (2007): 1947-959. doi:10.1016/s0140-6736(07)61261-6.

⁴⁹ "Global Health Estimates." World Health Organization. Accessed August 28, 2018. http://www.who.int/healthinfo/global_burden_disease/en/.

⁵⁰ Deming M. et al. "Tetanus Toxoid Coverage as an Indicator of Serological Protection against Neonatal Tetanus." *Bulletin of the World Health Organization* 80, no. 9 (2002): 696-703. doi: PMC2567620.

Table TM.5.1: Neonatal tetanus protection

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live birth was protected against neonatal tetanus, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who received at least 2 tetanus toxoid containing vaccine doses during the pregnancy of the most recent live birth	Percentage of women who did not receive two or more doses during pregnancy but received:				Protected against tetanus ¹	Number of women with a live birth in the last 2 years
		2 doses, the last within prior 3 years	3 doses, the last within prior 5 years	4 doses, the last within prior 10 years	5 or more doses during lifetime		
Total	25.6	29.8	0.0	0.0	0.0	55.4	76
Region							
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	4
NCMCS CSC	(*)	(*)	(*)	(*)	(*)	(*)	2
Providenciales	(26.1)	(31.9)	(0.0)	(0.0)	(0.0)	(58.1)	69
Mother's education							
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	2
Upper secondary	(17.9)	(39.4)	(0.0)	(0.0)	(0.0)	(57.3)	41
Higher	(36.4)	(17.8)	(0.0)	(0.0)	(0.0)	(54.2)	32
Ethnicity of household head							
Black/Negro/African	22.3	31.5	0.0	0.0	0.0	53.8	69
Other	(*)	(*)	(*)	(*)	(*)	(*)	7
Wealth index quintile							
Poorest 60%	32.2	36.6	0.0	0.0	0.0	68.8	60
Richest 40%	(0.7)	(4.3)	(0.0)	(0.0)	(0.0)	(5.1)	16
¹ MICS indicator TM.7 - Neonatal tetanus protection							
() Figures that are based on 25-49 unweighted cases							
(*) Figures that are based on fewer than 25 unweighted cases							

6.6 DELIVERY CARE

Increasing the proportion of births that are delivered in health facilities is an important factor in reducing the health risks to both the mother and the baby. Proper medical attention and hygienic conditions during delivery can reduce the risks of complications and infection that can cause morbidity and mortality to either the mother or the baby.⁵¹

Table TM.6.1 presents the percent distribution of women age 15-49 who had a live birth in the two years preceding the survey by place of delivery of the most recent birth, and the percentage of their most recent births delivered in a health facility, according to background characteristics.

About three quarters of all maternal deaths occur due to direct obstetric causes.⁵² The single most critical intervention for safe motherhood is to ensure that a competent health worker with midwifery skills is present at every birth, and, in case of emergency, that there is a referral system in place to provide obstetric care in the right level of facility.⁵¹ The skilled attendant at delivery indicator is used to track progress toward the Sustainable Development Goal 3.1 of reducing maternal mortality and it is SDG indicator 3.1.2.

The MICS included questions to assess the proportion of births attended by a skilled attendant. According to the revised definition⁵¹, skilled health personnel, as referenced by SDG indicator 3.1.2, are competent maternal and newborn health professionals educated, trained and regulated to national and international standards. They are competent to: facilitate physiological processes during labour to ensure clean and safe birth; and identify and manage or refer women and/or newborns with complications.

Table TM.6.2 presents information on assistance during delivery of the most recent birth in the two years preceding the survey. Table TM.6.2 also shows information on women who delivered by caesarean section (C-section) and provides additional information on the timing of the decision to conduct a C-section (before labour pains began or after) to better assess if such decisions are mostly driven by medical or non-medical reasons.

⁵¹ WHO. *Defining competent maternal and newborn health professionals: background document to the 2018 joint statement by WHO, UNFPA, UNICEF, ICM, ICN, FIGO and IPA: definition of skilled health personnel providing care during childbirth*. Geneva: WHO Press, 2018. <http://apps.who.int/iris/bitstream/handle/10665/272817/9789241514200-eng.pdf?sequence=1&isAllowed=y>.

⁵² Say, L. et al. "Global Causes of Maternal Death: A WHO Systematic Analysis." *The Lancet Global Health* 2, no. 6 (2014): 323-33. doi:10.1016/s2214-109x(14)70227-x.

Table TM.6.1: Place of delivery

Percent distribution of women age 15-49 years with a live birth in the last 2 years by place of delivery of the most recent live birth, Turks and Caicos Islands MICS, 2019-2020

	Place of delivery				Delivered in health facility ¹	Number of women with a live birth in the last 2 years
	Health facility		DK/Missing	Total		
	Public sector	Private sector				
Total	88.4	8.4	3.2	100.0	96.8	76
Region						
Grand Turk	(*)	(*)	(*)	100.0	(*)	4
NCMCS CSC	(*)	(*)	(*)	100.0	(*)	2
Providenciales	(88.5)	(8.1)	(3.5)	100.0	(96.5)	69
Education						
Lower secondary or less	(*)	(*)	(*)	100.0	(*)	2
Upper secondary	(94.5)	(5.5)	(0.0)	100.0	(100.0)	41
Higher	(79.7)	(12.8)	(7.5)	100.0	(92.5)	32
Age at most recent live birth						
Less than 20	(*)	(*)	(*)	100.0	(*)	1
20-34	84.4	10.4	5.2	100.0	94.8	46
35-49	(94.3)	(5.7)	(0.0)	100.0	(100.0)	29
Number of antenatal care visits						
None	(*)	(*)	(*)	100.0	(*)	2
1-3 visits	(*)	(*)	(*)	100.0	(*)	1
4+ visits	87.6	9.1	3.4	100.0	96.6	71
8+ visits	81.8	12.8	5.4	100.0	94.6	44
DK/Missing	(*)	(*)	(*)	100.0	(*)	2
Ethnicity of household head						
Black/Negro/African	88.7	7.8	3.5	100.0	96.5	69
Other	(*)	(*)	(*)	100.0	(*)	7
Wealth index quintile						
Poorest 60%	92.2	7.8	0.0	100.0	100.0	60
Richest 40%	(74.2)	(10.8)	(15.1)	100.0	(84.9)	16
¹ MICS indicator TM.8 - Institutional deliveries						
() Figures that are based on 25-49 unweighted cases						
(*) Figures that are based on fewer than 25 unweighted cases						

Table TM.6.2: Assistance during delivery and caesarean section

Percent distribution of women age 15-49 years with a live birth in the last 2 years by person providing assistance at delivery of the most recent live birth, and percentage of most recent live births delivered by C-section, Turks and Caicos Islands MICS, 2019-2020

	Person assisting at delivery			Delivery assisted by any skilled attendant ¹	Percent delivered by C-section			Number of women with a live birth in the last 2 years
	Skilled attendant		Total		Decided before onset of labour pains	Decided after onset of labour pains	Total ²	
	Medical doctor	Nurse/Midwife						
Total	84.1	15.9	100.0	100.0	28.8	26.4	55.2	76
Region								
Grand Turk	(*)	(*)	100.0	(*)	(*)	(*)	(*)	4
NCMCS CSC	(*)	(*)	100.0	(*)	(*)	(*)	(*)	2
Providenciales	(84.1)	(15.9)	100.0	(100.0)	(29.0)	(28.1)	(57.1)	69
Education								
Lower secondary or less	(*)	(*)	100.0	(*)	(*)	(*)	(*)	2
Upper secondary	(84.7)	(15.3)	100.0	(100.0)	(21.8)	(32.6)	(54.4)	41
Higher	(86.8)	(13.2)	100.0	(100.0)	(35.0)	(20.2)	(55.2)	32
Age at most recent live birth								
Less than 20	(*)	(*)	100.0	(*)	(*)	(*)	(*)	1
20-34	92.8	7.2	100.0	100.0	16.2	36.4	52.5	46
35-49	(69.5)	(30.5)	100.0	(100.0)	(46.3)	(11.3)	(57.6)	29
Number of antenatal care visits								
None	(*)	(*)	100.0	(*)	(*)	(*)	(*)	2
1-3 visits	(*)	(*)	100.0	(*)	(*)	(*)	(*)	1
4+ visits	86.5	13.5	100.0	100.0	28.3	26.0	54.3	71
8+ visits	89.1	10.9	100.0	100.0	41.7	28.7	70.4	44
DK/Missing	(*)	(*)	100.0	(*)	(*)	(*)	(*)	2
Place of delivery								
Health facility	83.6	16.4	100.0	100.0	29.7	24.0	53.7	73
Public	82.0	18.0	100.0	100.0	28.1	23.6	51.7	67
Private	(*)	(*)	100.0	(*)	(*)	(*)	(*)	6
Other/DK/Missing	(*)	(*)	100.0	(*)	(*)	(*)	(*)	2
Ethnicity of household head								
Black/Negro/African	86.7	13.3	100.0	100.0	27.4	27.9	55.3	69
Other	(*)	(*)	100.0	(*)	(*)	(*)	(*)	7
Wealth index quintile								
Poorest 60%	87.7	12.3	100.0	100.0	30.2	29.2	59.4	60
Richest 40%	(70.5)	(29.5)	100.0	(100.0)	(23.5)	(15.8)	(39.3)	16

¹ MICS indicator TM.9 - Skilled attendant at delivery; SDG indicator 3.1.2

² MICS indicator TM.10 - Caesarean section

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

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

6.7 BIRTHWEIGHT

Weight at birth is a good indicator not only of a mother's health and nutritional status but also the newborn's chances for survival, growth, long-term health and psychosocial development. Low birth weight (LBW), defined as a birthweight less than 2,500 grams (g) regardless of gestational age, carries a range of grave health and developmental risks for children. LBW babies face a greatly increased risk of dying during their early days with more than 80% of neonatal deaths occurring in LBW newborns; recent evidence also links increased mortality risk through adolescence to LBW. For those who do survive, LBW contributes to a wide range of poor health outcomes including higher risk of stunted linear growth in childhood, and long-term effects into adulthood such as lower IQ and an increased risk of chronic conditions including obesity, diabetes and cardiovascular problems.^{53,54}

Premature birth, being born before 37 weeks gestation, is the primary cause of LBW given that a baby born early has less time to grow and gain weight in utero, especially as much of the foetal weight is gained during the latter part of pregnancy. The other cause of LBW is intrauterine growth restriction which occurs when the foetus does not grow well because of problems with the mother's health and/or nutrition, placental problems, or birth defects. While poor dietary intake and disease during pregnancy can affect birthweight outcome, an intergenerational effect has also been noted with mothers who were themselves LBW having an increased risk of having an LBW offspring.^{55,56,57} Short maternal stature and maternal thinness before pregnancy can increase risk of having an LBW child which can be offset by dietary interventions including micronutrient supplementation.^{58,59} Other factors such as cigarette smoking during pregnancy can increase the risk of LBW, especially among certain age groups.^{60,61}

A major limitation of monitoring LBW globally is the lack of birthweight data for many children, especially in some countries. There is a notable bias among the unweighed, with those born to poorer, less educated, rural mothers being less likely to have a birthweight when compared to their richer, urban counterparts with more highly educated mothers. As the characteristics of the unweighed are related to being LBW, LBW estimates that do not represent these children may be lower than the true value. Furthermore, poor quality of available data with regard to excessive heaping on multiples of 500 g or 100 g exists in the majority of available data

⁵³ Katz, J. et al. "Mortality Risk in Preterm and Small-for-gestational-age Infants in Low-income and Middle-income Countries: A Pooled Country Analysis." *The Lancet* 382, no. 9890 (2013): 417-25. doi:10.1016/s0140-6736(13)60993-9.

⁵⁴ Watkins, J., S. Kotecha, and S. Kotecha. "Correction: All-Cause Mortality of Low Birthweight Infants in Infancy, Childhood, and Adolescence: Population Study of England and Wales." *PLOS Medicine* 13, no. 5 (2016). doi:10.1371/journal.pmed.1002069.

⁵⁵ Abu-Saad, K., and D. Fraser. "Maternal Nutrition and Birth Outcomes." *Epidemiologic Reviews* 32, no. 1 (2010): 5-25. doi:10.1093/epirev/mxq001.

⁵⁶ Qian, M. et al. "The Intergenerational Transmission of Low Birth Weight and Intrauterine Growth Restriction: A Large Cross-generational Cohort Study in Taiwan." *Maternal and Child Health Journal* 21, no. 7 (2017): 1512-521. doi:10.1007/s10995-017-2276-1.

⁵⁷ Drake, A., and B. Walker. "The Intergenerational Effects of Fetal Programming: Non-genomic Mechanisms for the Inheritance of Low Birth Weight and Cardiovascular Risk." *Journal of Endocrinology* 180, no. 1 (2004): 1-16. doi:10.1677/joe.0.1800001.

⁵⁸ Han, Z. et al. 2012. "Maternal Height and the Risk of Preterm Birth and Low Birth Weight: A Systematic Review and Meta-Analyses." *Journal of Obstetrics and Gynaecology Canada* 34, no. 8 (2012): 721-46. doi:10.1016/s1701-2163(16)35337-3.

⁵⁹ Han, Z. et al. "Maternal Underweight and the Risk of Preterm Birth and Low Birth Weight: A Systematic Review and Meta-analyses." *International Journal of Epidemiology* 40, no. 1 (2011): 65-101. doi:10.1093/ije/dyq195.

⁶⁰ Periera, P. et al. 2017. "Maternal Active Smoking During Pregnancy and Low Birth Weight in the Americas: A Systematic Review and Meta-analysis." *Nicotine & Tobacco Research* 19, no. 5 (2017): 497-505. doi:10.1093/ntr/ntw228.

⁶¹ Zheng, W. et al. "Association between Maternal Smoking during Pregnancy and Low Birthweight: Effects by Maternal Age." *Plos One* 11, no. 1 (2016). doi:10.1371/journal.pone.0146241.

from low and middle-income countries and can further bias LBW estimates.⁶² To help overcome some of these limitations, a method was developed to adjust LBW estimates for missing birth weights and heaping on 2,500 g.⁶³ This method comprises a single imputation allowing births with missing birthweights to be included in the LBW estimate using data on maternal perception of size at birth, and also moved 25 per cent of data heaped on 2500 g to the LBW category. This was applied to available household survey data and the results were reflected in the UNICEF global LBW database between 2004 and 2017. This computation has been used in earlier rounds of MICS reports.

However, the method of estimating LBW has now been replaced with superior modelling. Currently, this new method is not ready for inclusion in the standard tabulations of MICS. Table TM.7.1 therefore presents only the percentage of children weighed at birth and the crude percentage of LBW among children weighed at birth as reported on available cards or from mother's recall. It should be noted that this crude estimate is likely not representative of the full population (typically an underestimate of true LBW prevalence) and therefore must be interpreted with some caution.

⁶² Blanc, A., and T. Wardlaw. "Monitoring Low Birth Weight: An Evaluation of International Estimates and an Updated Estimation Procedure." *Bulletin of the World Health Organization* 83, no. 3 (2005): 178-85. doi:PMC2624216.

⁶³ UNICEF, and WHO. *Low Birthweight: Country, regional and global estimates*. New York: UNICEF, 2004. https://www.unicef.org/publications/files/low_birthweight_from_EY.pdf.

Table TM.7.1: Infants weighed at birth

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was weighed at birth, by source of information, and percentage of those with a recorded or recalled birthweight estimated to have weighed below 2,500 grams at birth, by source of information, Turks and Caicos Islands MICS, 2019-2020

	Percentage of live births weighed at birth:			Number of women with a live birth in the last 2 years	Percentage of weighed live births recorded below 2,500 grams (crude low birth-weight) ^{B,C} :			Number of women with a live birth in the last 2 years whose most recent live-born child have a recorded or recalled birthweight
	From card	From recall	Total ^{1,A}		From card	From recall	Total	
Total	47.7	50.4	98.3	76	21.6	4.2	25.8	74
Region								
Grand Turk	(*)	(*)	(*)	4	(*)	(*)	(*)	4
NCMCS CSC	(*)	(*)	(*)	2	(*)	(*)	(*)	2
Providenciales	(48.2)	(50.0)	(98.2)	69	(23.2)	(3.5)	(26.7)	68
Education								
Lower secondary or less	(*)	(*)	(*)	2	(*)	(*)	(*)	2
Upper secondary	(52.3)	(44.2)	(96.9)	41	(19.6)	(0.3)	(19.9)	40
Higher	(43.3)	(56.7)	(100.0)	32	(25.6)	(8.9)	(34.6)	32
Age at most recent live birth								
Less than 20 years	(*)	(*)	(*)	1	(*)	(*)	(*)	1
20-34 years	51.7	45.2	97.2	46	17.6	5.2	22.8	45
35-49 years	(39.8)	(60.2)	(100.0)	29	(27.7)	(2.8)	(30.5)	28
Place of delivery								
Health facility	49.2	48.8	98.3	73	22.3	4.3	26.6	72
Public	52.9	44.9	98.1	67	24.2	1.1	25.3	66
Private	(*)	(*)	(*)	6	(*)	(*)	(*)	6
Other/DK/Missing	(*)	(*)	(*)	2	(*)	(*)	(*)	2
Birth order of most recent live birth								
1	(*)	(*)	(*)	13	(*)	(*)	(*)	13
2-3	(55.3)	(42.4)	(97.6)	54	(29.3)	(1.7)	(31.0)	53
4-5	(*)	(*)	(*)	4	(*)	(*)	(*)	4
6+	(*)	(*)	(*)	4	(*)	(*)	(*)	4
Ethnicity of household head								
Black/Negro/African	49.6	48.3	98.1	69	23.4	3.4	26.8	67
Other	(*)	(*)	(*)	7	(*)	(*)	(*)	7
Wealth index quintile								
Poorest 60%	54.9	42.7	97.9	60	27.2	4.3	31.4	59
Richest 40%	(20.5)	(79.5)	100.0	16	(0.9)	(3.8)	(4.7)	16

¹ MICS indicator TM.11 - Infants weighed at birth

^A The indicator includes children that were reported weighed at birth, but with no actual birthweight recorded or recalled

^B The values here are as recorded on card or as reported by respondent. The total crude low birthweight typically requires adjustment for missing birthweights, as well as heaping, particularly at exactly 2,500 gram. The results presented here cannot be considered to represent the precise rate of low birthweight (very likely an underestimate) and therefore not reported as a MICS indicator.

^C The findings are sensitive to the small sample size.

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

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

6.8 POST-NATAL CARE

The time of birth and immediately after is a critical window of opportunity to deliver lifesaving interventions for both the mother and newborn. Across the world, approximately 2.6 million newborns annually die in the first month of life⁶⁴ and the majority of these deaths occur within a day or two of birth⁶⁵, which is also the time when the majority of maternal deaths occur⁶⁶.

The Post-natal Health Checks module includes information on newborns' and mothers' contact with a provider, and specific questions on content of care. Measuring contact alone is important as Post-natal care (PNC) programmes scale up, it is vital to measure the coverage of that scale up and ensure that the platform for providing essential services is in place.

It is the TCI's Ministry of Health's policy that all babies should be delivered in a hospital, with at least one doctor and a nurse in attendance. In the case of persons living on the other islands that do not have a hospital, patients are transported to an Island with a hospital in advance of the due date. For normal deliveries, women are kept for observation for a minimum of 24 hours, then followed up with visits to check on the mother and baby six weeks after discharge. All babies are weighed at birth.

Table TM.8.1 presents the percent distribution of women age 15-49 who gave birth in a health facility in the two years preceding the survey by duration of stay in the facility following the delivery, according to background characteristics.

Safe motherhood programmes recommend that all women and newborns receive a health check within two days of delivery.⁶⁷ To assess the extent of post-natal care utilisation, women were asked whether they and their newborn received a health check after the delivery, the timing of the first check, and the type of health provider for the woman's most recent birth in the two years preceding the survey.

Table TM.8.2 shows the percentage of newborns born in the last two years who received health checks and post-natal care visits from any health provider after birth. Please note that *health checks following birth* while in facility or at home refer to checks provided by any health provider regardless of timing (column 1), whereas *post-natal care visits* refer to a separate visit to check on the health of the newborn and provide preventive care services and therefore do not include *health checks following birth* while in facility or at home. The indicator *Post-natal health checks* includes any health check after birth received while in the health facility and at home (column 1), regardless of timing, as well as PNC visits within two days of delivery (columns 2, 3, and 4).

In Table TM.8.3, newborns who received the first PNC visit within one week of birth are distributed by location and type of provider of service. As defined above, a visit does not include a check in the facility or at home following birth. However, the table has been suppressed because there are fewer than 50 unweighted cases. A health professional provided all PNC visits, with 84.8 percent of visits taking place in the public sector.

⁶⁴ UNICEF, et al. *Levels and Trends in Child Mortality Report 2017*. New York: UNICEF, 2017.

https://www.unicef.org/publications/files/Child_Mortality_Report_2017.pdf.

⁶⁵ Lawn, J. et al. "Every Newborn: Progress, Priorities, and Potential beyond Survival." *The Lancet* 384, no. 9938 (2014): 189-205. doi:10.1016/s0140-6736(14)60496-7.

⁶⁶ WHO et al. *Trends in Maternal Mortality: 1990-2015*. Geneva: WHO Press, 2015.

http://apps.who.int/iris/bitstream/handle/10665/194254/9789241565141_eng.pdf?sequence=1.

⁶⁷ PNC visits, for mothers and for babies, within two days of delivery, is a WHO recommendation that has been identified as a priority indicator for the Global Strategy for Women's, Children's and Adolescents' Health (2016-2030) and other related global monitoring frameworks like Every Newborn Action Plan and Ending Preventable Maternal Mortality.

Essential components of the content of post-natal care include, but are not limited to, thermal and cord care, breastfeeding counselling, assessing the baby's temperature, weighing the baby and counselling the mother on danger signs for newborns. Thermal care and cord care are essential elements of newborn care which contributes to keeping the baby stable and preventing hypothermia. Appropriate cord care is important for preventing life-threatening infections for both mother and baby.⁶⁸ Table TM.8.4 presents the percentage of last-born children in the last 2 years who were dried after birth, percentage who were given skin to skin contact and percent distribution of timing of first bath.

Table TM.8.6 presents indicators related to the content of PNC visits, specifically the percent of most recent live births in the last two years for which, within 2 days after birth, i) the umbilical cord was examined, ii) the temperature of the newborn was assessed, iii) breastfeeding counselling was done or breastfeeding observed, iv) the newborn was weighed and v) counselling on danger signs for newborns was done.

Tables TM.8.7 and TM.8.8 present information collected on post-natal health checks and visits of the mother and are identical to Tables TM.8.2 and TM.8.3 that presented the data collected for newborns.

Table TM.8.8 matches Table TM.8.3, but now deals with PNC visits for mothers by location and type of provider. As defined above, a visit does not include a check in the facility or at home following birth. This table has been suppressed as it is based on fewer than 25 unweighted cases.

Table TM.8.9 presents the distribution of women with a live birth in the two years preceding the survey by receipt of health checks or PNC visits within 2 days of birth for the mother and the newborn, thus combining the indicators presented in Tables TM.8.2 and TM.8.7.

⁶⁸ WHO. *WHO recommendations on Postnatal care of the mother and newborn*. Geneva: WHO Press, 2013. http://apps.who.int/iris/bitstream/handle/10665/97603/9789241506649_eng.pdf?sequence=1.

Table TM.8.1: Post-partum stay in health facility

Percent distribution of women age 15-49 years with a live birth in the last 2 years and delivered the most recent live birth in a health facility by duration of stay in health facility, Turks and Caicos Islands MICS, 2019-2020

	Duration of stay in health facility						Total	12 hours or more ¹	Number of women with a live birth in the last 2 years who delivered the most recent live birth in a health facility
	Less than 6 hours	6-11 hours	12-23 hours	1-2 days	3 days or more	DK/ Missing			
Total	0.2	0.0	0.5	36.9	60.7	1.7	100.0	98.1	73
Region									
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Providenciales	(0.0)	(0.0)	(0.6)	(35.6)	(61.9)	(1.9)	100.0	(98.1)	67
Education									
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Upper secondary	(0.3)	(0.0)	(0.0)	(33.6)	(63.0)	(3.1)	100.0	(96.6)	41
Higher	(0.0)	(0.0)	(1.3)	(42.2)	(56.5)	(0.0)	100.0	(100.0)	30
Age at most recent live birth									
Less than 20	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
20-34	0.3	0.0	0.9	34.4	61.5	2.9	100.0	96.8	44
35-49	(0.0)	(0.0)	(0.0)	(41.1)	(58.9)	(0.0)	100.0	(100.0)	29
Type of health facility									
Public	0.2	0.0	0.6	39.3	58.0	1.9	100.0	97.9	67
Private	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
Type of delivery									
Vaginal birth	(0.4)	(0.0)	(1.2)	(78.8)	(19.7)	(0.0)	100.0	(99.6)	34
C-section	(0.0)	(0.0)	(0.0)	(1.1)	(95.7)	(3.2)	100.0	(96.8)	40
Ethnicity of household head									
Black/Negro/African	0.2	0.0	0.6	35.5	61.8	1.9	100.0	97.9	66
Other	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Wealth index quintile									
Poorest 60%	0.2	0.0	0.0	31.8	65.9	2.1	100.0	97.7	60
Richest 40%	(0.0)	(0.0)	(2.9)	(59.6)	(37.8)	(0.0)	100.0	(100.0)	13

¹ MICS indicator TM.12 - Post-partum stay in health facility

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

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

Table TM.8.2: Post-natal health checks for newborns

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received health checks while in facility or at home following birth, percent distribution who received post-natal care (PNC) visits from any health provider after birth, by timing of visit, and percentage who received post-natal health checks, Turks and Caicos Islands MICS, 2019-2020

	Health check following birth while in facility or at home ^A	PNC visit for newborns ^B						Total	Post-natal health check for the newborn ^{1,C}	Number of women with a live birth in the last 2 years
		Same day	1 day following birth	2 days following birth	3-6 days following birth	After the first week following birth	No post-natal care visit			
Total	98.7	5.2	6.6	17.5	14.6	36.4	19.7	100.0	98.7	76
Sex of newborn										
Male	(100.0)	(0.4)	(4.1)	(15.0)	(25.2)	(35.7)	(19.6)	100.0	(100.0)	27
Female	(97.9)	(7.8)	(8.0)	(18.9)	(8.8)	(36.8)	(19.7)	100.0	(97.9)	49
Region										
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Providenciales	(98.5)	(4.8)	(6.3)	(18.4)	(12.7)	(37.3)	(20.6)	100.0	(98.5)	69
Education										
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Upper secondary	(97.5)	(0.3)	(10.2)	(2.4)	(17.5)	(48.9)	(20.7)	100.0	(97.5)	41
Higher	(100.0)	(11.1)	(2.0)	(38.3)	(11.8)	(17.1)	(19.8)	100.0	(100.0)	32
Age at most recent live birth										
Less than 20	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
20-34	97.8	8.4	1.5	4.7	19.0	45.1	21.4	100.0	97.8	46
35-49	(100.0)	(0.4)	(15.2)	(37.7)	(8.0)	(21.6)	(17.2)	100.0	(100.0)	29
Place of delivery										
Health facility	98.6	5.4	6.8	18.1	11.8	37.6	20.3	100.0	98.6	73
Public	98.5	5.8	7.1	19.8	9.5	35.7	22.1	100.0	98.5	67
Private	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
Other/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2

Table TM.8.2: Post-natal health checks for newborns

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received health checks while in facility or at home following birth, percent distribution who received post-natal care (PNC) visits from any health provider after birth, by timing of visit, and percentage who received post-natal health checks, Turks and Caicos Islands MICS, 2019-2020

	Health check following birth while in facility or at home ^A	PNC visit for newborns ^B						Total	Post-natal health check for the newborn ^{1,C}	Number of women with a live birth in the last 2 years
		Same day	1 day following birth	2 days following birth	3-6 days following birth	After the first week following birth	No post-natal care visit			
Ethnicity of household head										
Black/Negro/African	98.5	5.6	7.3	14.3	13.7	39.0	20.1	100.0	98.5	69
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Wealth index quintile										
Poorest 60%	98.3	5.7	0.5	18.6	10.4	40.8	24.0	100.0	98.3	60
Richest 40%	(100.0)	(3.5)	(29.8)	(13.3)	(30.2)	(19.9)	(3.4)	100.0	(100.0)	16

¹ MICS indicator TM.13 - Post-natal health check for the newborn

^A Health checks by any health provider following facility births (before discharge from facility) or following home births (before departure of provider from home).

^B Post-natal care visits (PNC) refer to a separate visit by any health provider to check on the health of the newborn and provide preventive care services. PNC visits do not include health checks following birth while in facility or at home (see note ^A above).

^C Post-natal health checks include any health check performed while in the health facility or at home following birth (see note ^A above), as well as PNC visits (see note ^B above) within two days of delivery.

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

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

Table TM.8.4: Thermal care for newborns

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was dried after birth and percentage given skin to skin contact and percent distribution by timing of first bath of child, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children who were:		Timing of first bath of child				Total	Number of women with a live birth in the last 2 years
	Dried (wiped) after birth ¹	Given skin-to-skin contact with mother ²	Less than 6 hours after birth	6-23 hours after birth	24 hours or more after birth ³	DK/Don't remember		
Total	89.3	28.1	27.2	1.7	67.3	3.8	100.0	76
Sex of newborn								
Male	(92.4)	(20.2)	(40.5)	(0.6)	(56.8)	(2.1)	100.0	27
Female	(87.5)	(32.4)	(20.0)	(2.3)	(72.9)	(4.8)	100.0	49
Region								
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	100.0	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
Providenciales	(89.4)	(28.3)	(28.0)	(1.1)	(67.5)	(3.4)	100.0	69
Education								
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
Upper secondary	(89.0)	(41.5)	(10.7)	(0.0)	(88.9)	(0.4)	100.0	41
Higher	(89.3)	(12.8)	(45.3)	(3.9)	(42.2)	(8.6)	100.0	32
Age at most recent live birth								
Less than 20	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
20-34	83.2	32.1	15.3	0.7	78.3	5.8	100.0	46
35-49	(99.2)	(21.8)	(46.5)	(3.3)	(49.4)	(0.9)	100.0	29
Place of delivery								
Health facility	88.9	29.0	24.8	1.7	69.5	4.0	100.0	73
Public	91.2	30.8	26.8	0.7	68.1	4.3	100.0	67
Private	(*)	(*)	(*)	(*)	(*)	(*)	100.0	6
Other/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
Ethnicity of household head								
Black/Negro/African	88.2	30.1	29.6	0.7	65.5	4.2	100.0	69
Other	(*)	(*)	(*)	(*)	(*)	(*)	100.0	7
Wealth index quintile								
Poorest 60%	87.3	19.7	24.6	1.6	69.2	4.6	100.0	60
Richest 40%	(96.9)	(59.7)	(37.2)	(1.9)	(59.9)	(0.9)	100.0	16

¹ MICS indicator TM.14 - Newborns dried

² MICS indicator TM.15 - Skin-to-skin care

³ MICS indicator TM.16 - Delayed bathing

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

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

Table TM.8.6: Content of postnatal care for newborns

Percentage of women age 15-49 years with a live birth in the last 2 years for whom, within 2 days of the most recent live birth, the umbilical cord was examined, the temperature of the newborn was assessed, breastfeeding counselling was done or breastfeeding observed, the newborn was weighed and counselling on danger signs for newborns was done, Turks and Caicos Islands MICS, 2019-2020

	Percentage of newborns receiving post-natal signal care function of:							Percentage of newborns who received a least 2 of the preceding post-natal signal care functions within 2 days of birth ¹	Number of women with a live birth in the last 2 years
	Cord examination	Temperature assessment	Breastfeeding			Weight assessment	Receiving information on the symptoms requiring care-seeking		
			Counselling	Observation	Counselling or observation				
Total	82.1	91.1	90.4	79.0	90.6	68.3	60.7	98.4	76
Sex of newborn									
Male	(79.2)	(87.2)	(86.9)	(80.1)	(86.9)	(63.8)	(68.2)	(99.7)	27
Female	(83.7)	(93.2)	(92.4)	(78.4)	(92.6)	(70.8)	(56.6)	(97.7)	49
Region									
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Providenciales	(81.4)	(90.7)	(89.8)	(79.9)	(89.8)	(68.0)	(59.3)	(98.4)	69
Education									
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Upper secondary	(78.2)	(92.1)	(91.9)	(86.4)	(91.9)	(68.2)	(49.5)	(99.2)	41
Higher	(85.8)	(89.5)	(87.9)	(72.6)	(88.2)	(72.1)	(72.9)	(97.3)	32
Age at most recent live birth									
Less than 20	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
20-34	82.0	87.0	86.0	72.7	86.2	72.0	58.2	99.1	46
35-49	(83.1)	(97.2)	(97.2)	(88.4)	(97.2)	(62.2)	(64.7)	(97.2)	29
Place of delivery									
Health facility	84.8	94.0	93.4	81.6	93.5	67.3	59.4	98.4	73
Public	84.6	94.8	97.1	86.8	97.3	66.8	59.9	99.5	67
Private	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Other/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Ethnicity of household head									
Black/Negro/African	82.3	91.3	90.6	78.3	90.8	72.3	63.7	99.4	69
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Wealth index quintile									
Poorest 60%	89.8	94.4	93.1	80.1	93.1	72.5	60.6	98.2	60
Richest 40%	(53.0)	(78.5)	(80.5)	(74.8)	(81.3)	(52.6)	(60.8)	(99.4)	16
¹ MICS indicator TM.19 - Post-natal signal care functions									
() Figures that are based on 25-49 unweighted cases									
(*) Figures that are based on fewer than 25 unweighted cases									

Table TM.8.7: Post-natal health checks for mothers

Percentage of women age 15-49 years with a live birth in the last 2 years who for the most recent live birth received health checks while in facility or at home following birth, percent distribution who received post-natal care (PNC) visits from any health provider after birth at the time of last birth, by timing of visit, and percentage who received post-natal health checks, Turks and Caicos Islands MICS, 2019-2020

	Health check following birth while in facility or at home ^A	PNC visit for mothers ^B						Total	Post-natal health check for the mother ^{1,C}	Number of women with a live birth in the last 2 years
		Same day	1 day following birth	2 days following birth	3-6 days following birth	After the first week following birth	No post-natal care visit			
Total	94.6	1.9	0.3	0.2	13.5	39.4	44.7	100.0	94.6	76
Sex of newborn										
Male	(99.4)	(1.2)	(1.0)	(0.0)	(17.2)	(42.6)	(38.1)	100.0	(99.4)	27
Female	(92.0)	(2.2)	(0.0)	(0.3)	(11.5)	(37.7)	(48.2)	100.0	(92.0)	49
Region										
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Providenciales	(94.3)	(1.4)	(0.0)	(0.0)	(11.7)	(40.0)	(46.9)	100.0	(94.3)	69
Education										
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Upper secondary	(92.5)	(0.8)	(0.0)	(0.0)	(12.4)	(49.1)	(37.6)	100.0	(92.5)	41
Higher	(97.1)	(3.4)	(0.8)	(0.4)	(12.0)	(26.9)	(56.5)	100.0	(97.1)	32
Age at most recent live birth										
Less than 20	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
20-34	100.0	3.1	0.3	0.0	18.4	44.0	34.3	100.0	100.0	46
35-49	(86.3)	(0.0)	(0.4)	(0.5)	(6.2)	(31.4)	(61.6)	100.0	(86.3)	29
Place of delivery										
Health facility	94.5	1.9	0.4	0.2	14.0	40.7	42.9	100.0	94.5	73
Public	95.1	2.1	0.2	0.2	11.7	40.1	45.6	100.0	95.1	67
Private	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
Other/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Type of delivery										
Vaginal birth	(100.0)	(3.2)	(0.0)	(0.0)	(3.5)	(30.0)	(63.4)	100.0	(100.0)	34
C-section	(90.3)	(0.8)	(0.6)	(0.3)	(21.6)	(47.1)	(29.6)	100.0	(90.3)	42

Table TM.8.7: Post-natal health checks for mothers

Percentage of women age 15-49 years with a live birth in the last 2 years who for the most recent live birth received health checks while in facility or at home following birth, percent distribution who received post-natal care (PNC) visits from any health provider after birth at the time of last birth, by timing of visit, and percentage who received post-natal health checks, Turks and Caicos Islands MICS, 2019-2020

	Health check following birth while in facility or at home ^A	PNC visit for mothers ^B						Total	Post-natal health check for the mother ^{1,C}	Number of women with a live birth in the last 2 years
		Same day	1 day following birth	2 days following birth	3-6 days following birth	After the first week following birth	No post-natal care visit			
Ethnicity of household head										
Black/Negro/African	96.4	1.6	0.4	0.2	12.4	39.0	46.5	100.0	96.4	69
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Wealth index quintile										
Poorest 60%	93.5	1.6	0.0	0.0	15.9	39.7	42.8	100.0	93.5	60
Richest 40%	(99.1)	(2.8)	(1.6)	(0.8)	(4.6)	(38.5)	(51.6)	100.0	(99.1)	16

¹ MICS indicator TM.20 - Post-natal health check for the mother

^A Health checks by any health provider following facility births (before discharge from facility) or following home births (before departure of provider from home).

^B Post-natal care visits (PNC) refer to a separate visit by any health provider to check on the health of the mother and provide preventive care services. PNC visits do not include health checks following birth while in facility or at home (see note ^A above).

^C Post-natal health checks include any health check performed while in the health facility or at home following birth (see note ^A above), as well as PNC visits (see note ^B above) within two days of delivery.

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

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

Table TM.8.9: Post-natal health checks for mothers and newborns

Percentage of women age 15-49 years with a live birth in the last 2 years by post-natal health checks for the mother and newborn, within 2 days of the most recent live birth, Turks and Caicos Islands MICS, 2019-2020

	Percentage of post-natal health checks within 2 days of birth for:				Number of women with a live birth in the last 2 years
	Newborns ¹	Mothers ²	Both mothers and newborns	Neither mother nor newborn	
Total	98.7	94.6	93.3	0.0	76
Sex of newborn					
Male	(100.0)	(99.4)	(99.4)	(0.0)	27
Female	(97.9)	(92.0)	(89.9)	(0.0)	49
Region					
Grand Turk	(*)	(*)	(*)	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	2
Providenciales	(98.5)	(94.3)	(92.9)	(0.0)	69
Education					
Lower secondary or less	(*)	(*)	(*)	(*)	2
Upper secondary	(97.5)	(92.5)	(90.0)	(0.0)	41
Higher	(100.0)	(97.1)	(97.1)	(0.0)	32
Age at most recent live birth					
Less than 20	(*)	(*)	(*)	(*)	1
20-34	97.8	100.0	97.8	0.0	46
35-49	(100.0)	(86.3)	(86.3)	(0.0)	29
Place of delivery					
Health facility	98.6	94.5	93.1	0.0	73
Public	98.5	95.1	93.6	0.0	67
Private	(*)	(*)	(*)	(*)	6
Other/DK/Missing	(*)	(*)	(*)	(*)	2
Type of delivery					
Vaginal birth	(97.0)	(100.0)	(97.0)	(0.0)	34
C-section	(100.0)	(90.3)	(90.3)	(0.0)	42
Ethnicity of household head					
Black/Negro/African	98.5	96.4	94.9	0.0	69
Other	(*)	(*)	(*)	(*)	7
Wealth index quintile					
Poorest 60%	98.3	93.5	91.7	0.0	60
Richest 40%	(100.0)	(99.1)	(99.1)	(0.0)	16
¹ MICS indicator TM.13 - Post-natal health check for the newborn					
² MICS indicator TM.20 - Post-natal health check for the mother					
() Figures that are based on 25-49 unweighted cases					
(*) Figures that are based on fewer than 25 unweighted cases					

6.9 SEXUAL BEHAVIOUR

Promoting safer sexual behaviour is critical for reducing the risk of HIV transmission. The consistent use of condoms during sex, especially when non-regular or multiple partners are involved, is particularly important for reducing the spread of HIV.^{69,70} A set of questions was administered to all women and men 15-49 years of age to assess their risk of HIV infection. Tables TM.10.1W and TM.10.1M present the percentage of women and men age 15-49 years who ever had sex, percentage who had sex in the last 12 months, percentage who had sex with more than one partner in the last 12 months, and among those who had sex with multiple partners in the last 12 months, the percentage who used a condom at last sex.

Certain behaviour at a young age may create, increase, or perpetuate risk of exposure to HIV. Such behaviour includes sex at an early age and women having sex with older men.⁷⁰ Tables TM.10.2W and 10.2M show the percentage of women age 15-24 years such key sexual behaviour indicators. The last two columns of these tables which report on the percentage of young men and women who reported having sex with more than one partner in the last twelve months and used a condom the last time they had sex, have been suppressed due to a small number of unweighted cases.

⁶⁹ UNAIDS et al. *Fast-Tracking Combination Prevention - Towards reducing new HIV infections to fewer than 500 000 by 2020*. Geneva: UNAIDS, 2015. http://www.unaids.org/sites/default/files/media_asset/20151019_JC2766_Fast-tracking_combination_prevention.pdf.

⁷⁰ UNAIDS. *Global AIDS Monitoring 2018 - Indicators for monitoring the 2016 United Nations Political Declaration on Ending AIDS*. Geneva: UNAIDS, 2017. http://www.unaids.org/sites/default/files/media_asset/2017-Global-AIDS-Monitoring_en.pdf.

Table TM.10.1W: Sex with multiple partners (women)

Percentage of women age 15-49 years who ever had sex, percentage who had sex in the last 12 months, percentage who had sex with more than one partner in the last 12 months, and among those who had sex with multiple partners in the last 12 months, the percentage who used a condom at last sex, Turks and Caicos Islands MICS, 2019-2020

	<u>Percentage of women who:</u>				Percentage of women who had more than one sexual partner in the last 12 months reporting that a condom was used the last time they had sex ²	Number of women who had more than one sexual partner in the last 12 months
	Ever had sex	Had sex in the last 12 months	Had sex with more than one partner in last 12 months ¹	Number of women		
Total	97.3	83.7	7.4	824	(49.3)	61
Region						
Grand Turk	95.8	64.5	4.2	73	(*)	3
NCMCS CSC	91.5	71.4	3.7	30	(*)	1
Providenciales	97.7	86.1	7.9	721	(50.1)	57
Age						
15-24	86.6	81.8	11.6	165	(*)	19
15-19	64.5	56.8	6.0	54	(*)	3
15-17	(47.8)	(34.4)	(0.4)	28	(*)	0
18-19	(*)	(*)	(*)	26	(*)	3
20-24	97.5	94.1	14.4	110	(*)	16
25-29	99.9	89.6	14.5	94	(*)	14
30-39	100.0	86.1	6.8	329	(*)	23
40-49	100.0	79.1	2.4	236	(*)	6
Education						
Lower secondary or less	98.5	72.5	6.6	35	(*)	2
Upper secondary	96.7	83.9	9.0	400	(*)	36
Higher	97.8	84.4	5.8	389	(*)	23
Marital status						
Ever married/in union/in a visiting relationship	100.0	90.2	7.3	649	(50.3)	47
Never married/in union/in a visiting relationship	87.2	59.3	7.9	174	(*)	14
Missing/DK	(*)	(*)	(*)	2	-	0
Ethnicity of household head						
Black/Negro/African	97.1	83.0	6.3	706	(42.8)	45
Other	98.3	87.5	13.9	118	(*)	16
Wealth index quintile						
Poorest	99.3	82.1	8.0	162	(*)	13
Second	97.3	81.2	7.3	171	(*)	12
Middle	98.3	94.0	6.5	163	(*)	11
Fourth	97.5	81.8	10.1	179	(*)	18
Richest	93.8	79.3	4.7	150	(*)	7

¹ MICS indicator TM.22 - Multiple sexual partnerships

² MICS indicator TM.23 - Condom use at last sex among people with multiple sexual partnerships

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

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

Table TM.10.1M: Sex with multiple partners (men)

Percentage of men age 15-49 years who ever had sex, percentage who had sex in the last 12 months, percentage who had sex with more than one partner in the last 12 months, and among those who had sex with multiple partners in the last 12 months, the percentage who used a condom at last sex, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:				Percentage of men who had more than one sexual partner in the last 12 months reporting that a condom was used the last time they had sex ²	Number of men who had more than one sexual partner in the last 12 months
	Ever had sex	Had sex in the last 12 months	Had sex with more than one partner in last 12 months ¹	Number of men		
Total	93.3	88.3	20.3	364	61.7	74
Region						
Grand Turk	95.2	83.5	25.6	30	(*)	8
NCMCS CSC	82.2	63.0	12.0	16	(*)	2
Providenciales	93.6	90.0	20.2	317	(60.3)	64
Age						
15-24	68.2	65.5	16.4	67	(*)	11
15-19	(54.1)	(51.1)	(10.9)	40	(*)	4
15-17	(*)	(*)	(*)	17	(*)	0
18-19	(*)	(*)	(*)	23	(*)	4
20-24	(88.6)	(86.4)	(24.3)	27	(*)	7
25-29	(92.7)	(79.9)	(15.4)	33	(*)	5
30-39	100.0	93.8	25.1	118	(58.8)	30
40-49	99.4	96.1	19.2	146	(75.4)	28
Education						
Lower secondary or less	(89.4)	(85.6)	(13.7)	28	(*)	4
Upper secondary	89.8	85.6	21.5	202	(71.0)	43
Higher	99.3	93.0	19.9	134	(45.8)	27
Missing/DK	(*)	(*)	(*)	0		0
Marital status						
Ever married/in union/in a visiting relationship	98.8	93.5	17.2	209	(67.5)	36
Never married/in union/in a visiting relationship	85.8	81.3	24.4	155	(56.0)	38
Ethnicity of household head						
Black/Negro/African	92.7	88.8	19.0	327	60.5	62
Other	98.0	83.0	31.7	37	(*)	12
Wealth index quintile						
Poorest	96.2	88.0	5.7	77	(*)	4
Second	89.1	83.8	33.2	82	(*)	27
Middle	89.6	87.9	11.5	75	(*)	9
Fourth	96.3	88.7	35.2	61	(*)	21
Richest	96.1	93.8	17.7	69	(*)	12

¹ MICS indicator TM.22 - Multiple sexual partnerships

² MICS indicator TM.23 - Condom use at last sex among people with multiple sexual partnerships

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

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

Table TM.10.2W: Key sexual behaviour indicators (young women)

Percentage of women age 15-24 years by key sexual behaviour indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women age 15-24 years who:				Percentage of women who never had sex ²	Number of never-married women age 15-24 years	Percentage of women age 15-24 years who in the last 12 months had sex with:		Number of women age 15-24 years who had sex in the last 12 months	Percentage reporting the use of a condom during the last sexual intercourse with a non-marital, non-cohabiting partner in the last 12 months ⁵	Number of women age 15-24 years who had sex with a non-marital, non-cohabiting partner in last 12 months
	Ever had sex	Had sex before age 15 ¹	Had sex with more than one partner in last 12 months	Number of women age 15-24 years			A man 10 or more years older ³	A non-marital, non-cohabiting partner ⁴			
Total	86.6	15.3	11.6	165	34.5	64	17.7	88.0	135	57.9	118
Region											
Grand Turk	(77.1)	(8.0)	(10.3)	13	(*)	6	(5.4)	(88.1)	8	(*)	7
NCMCS CSC	(*)	(*)	(*)	3	(*)	3	(*)	(*)	0	(*)	0
Providenciales	88.8	16.2	11.8	148	(30.4)	54	18.5	87.9	126	57.6	111
Age											
15-19	64.5	7.6	6.0	54	(54.6)	35	(7.4)	(78.7)	31	(78.5)	24
15-17	(47.8)	(13.1)	(0.4)	28	(73.3)	20	(*)	(*)	10	(*)	10
18-19	(*)	(*)	(*)	26	(*)	15	(*)	(*)	21	(*)	15
20-24	97.5	19.1	14.4	110	(*)	28	20.8	90.8	104	52.6	94
20-22	(99.4)	(14.1)	(12.1)	63	(*)	17	(28.7)	(99.8)	59	(56.5)	59
23-24	(95.0)	(25.7)	(17.4)	48	(*)	11	(10.5)	(78.9)	45	(*)	35
Education											
Lower secondary or less	(*0	(*)	(*)	4	(*)	2	(*)	(*)	2	(*)	2
Upper secondary	84.8	8.1	9.5	88	(37.8)	35	19.1	86.5	71	(50.6)	61
Higher	88.7	21.6	11.7	73	(30.8)	27	(16.9)	(89.2)	62	(64.2)	55
Marital status											
Ever married/in union/in a visiting relationship	100.0	20.7	13.8	100	na	na	23.0	82.9	94	46.7	78
Never married/in union/in a visiting relationship	65.5	7.1	8.5	64	34.5	64	(5.5)	(100.0)	39	(79.0)	39
Missing/DK	(*)	(*)	(*)	1	-	0	(*)	(*)	1	(*)	1

Table TM.10.2W: Key sexual behaviour indicators (young women)

Percentage of women age 15-24 years by key sexual behaviour indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women age 15-24 years who:				Percentage of women who never had sex ²	Number of never-married women age 15-24 years	Percentage of women age 15-24 years who in the last 12 months had sex with:		Number of women age 15-24 years who had sex in the last 12 months	Percentage reporting the use of a condom during the last sexual intercourse with a non-marital, non-cohabiting partner in the last 12 months ⁵	Number of women age 15-24 years who had sex with a non-marital, non-cohabiting partner in last 12 months
	Ever had sex	Had sex before age 15 ¹	Had sex with more than one partner in last 12 months	Number of women age 15-24 years			A man 10 or more years older ³	A non-marital, non-cohabiting partner ⁴			
Ethnicity of household head											
Black/Negro/African	86.8	15.6	12.7	151	33.4	60	14.7	87.3	124	55.5	108
Other	(*)	(*)	(*)	14	(*)	4	(*)	(*)	11	(*)	10
Wealth index quintile											
Poorest 60%	91.5	13.1	9.6	99	(26.2)	32	(12.2)	(85.9)	84	(70.6)	72
Richest 40%	79.3	18.7	14.8	66	(43.0)	31	(26.9)	(91.4)	51	(38.3)	47
¹ MICS indicator TM.24 - Sex before age 15 among young people ² MICS indicator TM.25 - Young people who have never had sex ³ MICS indicator TM.26 - Age-mixing among sexual partners ⁴ MICS indicator TM.27 - Sex with non-regular partners ⁵ MICS indicator TM.28; Condom use with non-regular partners											
na: not applicable											
() Figures that are based on 25-49 unweighted cases											
(*) Figures that are based on fewer than 25 unweighted cases											

Table TM.10.2M: Key sexual behaviour indicators (young men)

Percentage of men age 15-24 years by key sexual behaviour indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men age 15-24 years who:			Number of men age 15-24 years	Percentage of men who never had sex ²	Number of never-married men age 15-24 years	Percentage who in the last 12 months had sex with a non-marital, non-cohabiting partner ³	Number of men age 15-24 years who had sex in the last 12 months	Percentage reporting the use of a condom during the last sexual intercourse with a non-marital, non-cohabiting partner in the last 12 months ⁴	Number of men age 15-24 years who had sex with a non-marital, non-cohabiting partner in last 12 months
	Ever had sex	Had sex before age 15 ¹	Had sex with more than one partner in last 12 months							
Total	68.2	19.1	16.4	67	33.0	57	(100.0)	44	(66.3)	44
Region										
Grand Turk	(*)	(*)	(*)	8	(*)	7	(*)	6	(*)	6
NCMCSCSC	(*)	(*)	(*)	3	(*)	3	(*)	1	(*)	1
Providenciales	(68.2)	(15.2)	(14.8)	56	(32.9)	46	(100.0)	37	(65.2)	37
Age										
15-19	(54.1)	(14.0)	(10.9)	40	(45.3)	35	(*)	20	(*)	20
15-17	(*)	(*)	(*)	17	(*)	14	(*)	4	(*)	4
18-19	(*)	(*)	(*)	23	(*)	20	(*)	16	(*)	16
20-24	(88.6)	(26.5)	(24.3)	27	(*)	22	(*)	24	(*)	24
20-22	(*)	(*)	(*)	13	(*)	9	(*)	12	(*)	12
23-24	(*)	(*)	(*)	15	(*)	13	(*)	12	(*)	12
Education										
Lower secondary or less	(*)	(*)	(*)	2	(*)	2	-	0	-	0
Upper secondary	63.1	21.7	16.1	50	(36.2)	44	(100.0)	30	(76.0)	30
Higher	(*)	(*)	(*)	15	(*)	11	(*)	14	(*)	14
Marital status										
Ever married/in union/in a visiting relationship	(*)	(*)	(*)	10	na	na	(*)	7	(*)	7
Never married/in union/in a visiting relationship	67.0	21.7	13.2	57	33.0	57	(100.0)	37	(70.3)	37

Table TM.10.2M: Key sexual behaviour indicators (young men)

Percentage of men age 15-24 years by key sexual behaviour indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men age 15-24 years who:					Number of never-married men age 15-24 years	Percentage who in the last 12 months had sex with a non-marital, non-cohabiting partner ³	Number of men age 15-24 years who had sex in the last 12 months	Percentage reporting the use of a condom during the last sexual intercourse with a non-marital, non-cohabiting partner in the last 12 months ⁴	Number of men age 15-24 years who had sex with a non-marital, non-cohabiting partner in last 12 months
	Ever had sex	Had sex before age 15 ¹	Had sex with more than one partner in last 12 months	Number of men age 15-24 years	Percentage of men who never had sex ²					
Ethnicity of household head										
Black/Negro/African	66.1	17.7	16.7	61	34.4	52	(100.0)	38	(65.8)	38
Other	(*)	(*)	(*)	6	(*)	4	(*)	6	(*)	6
Wealth index quintile										
Poorest 60%	(60.1)	(24.7)	(12.4)	43	(39.6)	37	(*)	25	(*)	25
Richest 40%	(82.7)	(9.1)	(23.5)	24	(20.7)	20	(*)	19	(*)	19
¹ MICS indicator TM.24 - Sex before age 15 among young people ² MICS indicator TM.25 - Young people who have never had sex ³ MICS indicator TM.27 - Sex with non-regular partners ⁴ MICS indicator TM.28 - Condom use with non-regular partners										
na: not applicable										
() Figures that are based on 25-49 unweighted cases										
(*) Figures that are based on fewer than 15 unweighted cases										

6.10 HIV

Some of the most important prerequisites for reducing the rate of HIV infection is accurate knowledge of how HIV is transmitted and strategies for preventing transmission.⁷⁰ Correct information is the first step towards raising awareness and giving adolescents and young people the tools to protect themselves from infection. Misconceptions about HIV are common and can confuse adolescents and young people and hinder prevention efforts.^{69,70} The UN General Assembly Special Session on HIV/AIDS (UNGASS) called on governments to improve the knowledge and skills of young people to protect themselves from HIV.^{69,70} The HIV module administered to women and men 15–49 years of age addresses part of this call.

The Global AIDS Monitoring (GAM) Reporting indicator: the percentage of young people who have comprehensive and correct knowledge of HIV prevention and transmission, is defined as 1) knowing that consistent use of a condom during sexual intercourse and having just one uninfected faithful partner can reduce the chance of getting HIV, 2) knowing that a healthy-looking person can have HIV, and 3) rejecting the two most common local misconceptions about transmission/prevention of HIV. In the Turks and Caicos Islands, 2019–2020 MICS all women and men who have heard of AIDS were asked questions on all three components and the results are detailed in Tables TM.11.1W and TM.11.1M.

Tables TM.11.1W and TM.11.1M also present the percentage of women and men who can correctly identify misconceptions concerning HIV. The indicator is based on the two most common and relevant misconceptions in TCI, that HIV can be transmitted by supernatural means or by sharing food with someone who has HIV. The tables also provide information on whether women and men know that HIV cannot be transmitted by mosquito bites.

Knowledge of mother-to-child transmission of HIV is also an important first step for women to seek HIV testing when they are pregnant to avoid infection in the baby. Women and men should know that HIV can be transmitted during pregnancy, during delivery, and through breastfeeding. The level of knowledge among women and men age 15–49 years concerning mother-to-child transmission is presented in Tables TM.11.2W and TM.11.2M.

Discrimination is a human rights violation prohibited by international human rights law and most national constitutions. Discrimination in the context of HIV refers to unfair or unjust treatment (an act or an omission) of an individual based on his or her real or perceived HIV status. Discrimination exacerbates risks and deprives people of their rights and entitlements, fuelling the HIV epidemic.⁷⁰

The following questions were asked in the Turks and Caicos Islands, 2019–2020 MICS to measure stigma and discriminatory attitudes that may result in discriminatory acts (or omissions): whether the respondent 1) would buy fresh vegetables from a shopkeeper or vendor who has HIV; 2) thinks that children living with HIV should be allowed to attend school with children who do not have HIV; 3) thinks people hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV; 4) thinks people talk badly about those living with HIV, or who are thought to be living with HIV; 5) thinks people living with HIV, or thought to be living with HIV, lose the respect of other people; 6) agrees or disagrees with the statement ‘I would be ashamed if someone in my family had HIV’; and 7) fears that she/he could get HIV if she/he comes into contact with the saliva of a person living with HIV. Tables TM.11.3W and TM.11.3M present the attitudes of women and men towards people living with HIV.

Another important indicator is the knowledge of where to be tested for HIV and use of such services. In order to protect themselves and to prevent infecting others, it is important for individuals to know their HIV status. Knowledge of own status is also a critical factor in the decision to seek treatment.^{69,70} Questions related to knowledge of a facility for HIV testing and whether a person has ever been tested are presented in Tables TM.11.4W and TM.11.4M.

Among women who had given birth within the two years preceding the survey, the percentage who received counselling and HIV testing during antenatal care is presented in Table TM.11.5. This indicator is used to track progress towards global and national goals to eliminate mother-to-child transmission of HIV. High coverage enables early initiation of care and treatment for HIV positive mothers required to live healthy and productive lives

In many countries, over half of new adult HIV infections are among young people age 15-24 years thus a change in behaviour among members of this age group is especially important to reduce new infections.^{69,70} The next tables present specific information on this age group. Tables TM.11.6W and TM.11.6M summarise information on key HIV indicators for young women and young men.

Table TM.11.1W: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (women)

Percentage of women age 15-49 years who know the main ways of preventing HIV transmission, percentage who know that a healthy-looking person can be HIV-positive, percentage who reject common misconceptions, and percentage who have comprehensive knowledge about HIV transmission, Turks and Caicos Islands MICS, 2019-2020

	Percentage who know transmission can be prevented by:				Percentage who know that a healthy-looking person can be HIV-positive	Percentage who know that HIV cannot be transmitted by:			Percentage who reject the two most common misconceptions and know that a healthy-looking person can be HIV-positive	Percentage with comprehensive knowledge ^{1,A}	Number of women
	Percentage who have heard of AIDS	Having only one faithful uninfected sex partner	Using a condom every time	Both		Mosquito bites	Super-natural means	Sharing food with someone with HIV			
Total	98.1	92.6	87.6	83.0	90.3	81.5	79.4	79.6	61.3	51.2	824
Region											
Grand Turk	99.1	91.4	86.1	80.5	96.5	78.9	84.8	84.8	74.7	62.8	73
NCMCS CSC	85.2	71.1	73.9	62.1	79.9	71.5	74.9	73.8	63.1	46.0	30
Providenciales	98.5	93.6	88.3	84.1	90.1	82.1	79.0	79.3	59.9	50.2	721
Age											
15-24 ¹	99.0	90.6	85.4	78.6	98.8	71.8	64.5	76.0	53.0	41.9	165
15-19	99.2	92.0	85.7	83.4	98.7	82.2	52.1	59.5	38.3	35.5	54
15-17	(98.9)	(91.9)	(81.3)	(77.7)	(98.0)	(82.7)	(57.7)	(50.3)	(40.8)	(36.0)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	98.9	89.9	85.3	76.2	98.9	66.7	70.6	84.1	60.2	45.1	110
25-29	96.4	93.1	86.9	85.0	90.3	84.9	75.5	77.5	60.0	54.7	94
30-39	98.1	92.7	88.2	83.7	90.1	86.1	83.4	84.3	66.7	55.2	329
40-49	98.0	93.5	88.4	84.2	84.6	80.3	85.7	76.3	60.1	50.5	236
Education											
Lower secondary or less	95.9	91.3	85.8	82.1	74.9	48.1	57.6	68.6	37.7	31.5	35
Upper secondary	97.0	89.2	87.7	81.1	87.0	84.7	75.6	80.9	57.1	45.4	400
Higher	99.4	96.1	87.6	84.9	95.1	81.2	85.2	79.2	67.8	58.8	389
Marital status^B											
Ever married/in union/in a visiting relationship	97.8	92.8	86.7	82.4	88.1	79.9	81.7	80.8	63.0	52.7	649
Never married/in union/in a visiting relationship	99.0	91.5	90.8	84.9	98.3	87.0	70.4	74.9	54.6	45.0	174

Table TM.11.1W: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (women)

Percentage of women age 15-49 years who know the main ways of preventing HIV transmission, percentage who know that a healthy-looking person can be HIV-positive, percentage who reject common misconceptions, and percentage who have comprehensive knowledge about HIV transmission, Turks and Caicos Islands MICS, 2019-2020

	Percentage who know transmission can be prevented by:				Percentage who know that a healthy-looking person can be HIV-positive	Percentage who know that HIV cannot be transmitted by:			Percentage who reject the two most common misconceptions and know that a healthy-looking person can be HIV-positive	Percentage with comprehensive knowledge ^{1,A}	Number of women
	Percentage who have heard of AIDS	Having only one faithful uninfected sex partner	Using a condom every time	Both		Mosquito bites	Super-natural means	Sharing food with someone with HIV			
Ethnicity of household head											
Black/Negro/African	97.8	92.1	88.8	84.0	90.2	81.9	77.3	78.2	58.5	49.3	706
Other	99.5	95.4	80.3	76.7	91.1	78.7	91.6	87.7	78.3	62.5	118
Wealth index quintile											
Poorest	95.6	87.1	85.7	77.4	70.4	70.2	84.7	80.8	51.0	40.5	162
Second	98.2	94.4	84.2	81.9	91.0	79.3	73.5	87.0	65.8	52.9	171
Middle	99.4	96.2	88.0	85.5	93.7	90.2	81.4	71.8	58.8	53.3	163
Fourth	97.7	89.9	91.6	85.6	97.4	84.9	71.7	83.9	64.5	56.3	179
Richest	99.6	95.6	88.2	84.3	98.7	82.5	87.2	73.0	66.2	52.3	150

¹MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people

^A Comprehensive knowledge about HIV prevention includes those who know of the two ways of HIV prevention (having only one faithful uninfected partner and using a condom every time), who know that a healthy-looking person can be HIV-positive and who reject the two most common misconceptions about HIV transmission

^BThe category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.1M: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (men)

Percentage of men age 15-49 years who know the main ways of preventing HIV transmission, percentage who know that a healthy-looking person can be HIV-positive, percentage who reject common misconceptions, and percentage who have comprehensive knowledge about HIV transmission, Turks and Caicos Islands MICS, 2019-2020

	Percentage who have heard of AIDS	Percentage who know transmission can be prevented by:			Percentage who know that a healthy-looking person can be HIV-positive	Percentage who know that HIV cannot be transmitted by:			Percentage who reject the two most common misconceptions and know that a healthy-looking person can be HIV-positive	Percentage with comprehensive knowledge ^{1,A}	Number of men
		Having only one faithful sex partner	Using a condom every time	Both		Mosquito bites	Super-natural means	Sharing food with someone with HIV			
Total	99.0	96.1	93.5	91.2	95.0	89.9	67.7	82.7	53.8	48.1	364
Region											
Grand Turk	99.0	87.6	93.8	84.9	96.0	73.4	84.8	81.5	68.0	61.1	30
NCMCSCSC	92.6	81.5	68.1	64.8	87.0	77.9	76.6	75.4	58.2	40.4	16
Providenciales	99.3	97.6	94.8	93.1	95.3	92.1	65.6	83.2	52.3	47.2	317
Age											
15-24 ¹	96.7	91.7	87.9	83.4	88.2	85.8	61.2	74.9	42.7	35.1	67
15-19	(100.0)	(92.6)	(88.5)	(81.1)	(85.5)	(90.0)	(60.2)	(76.5)	(42.1)	(31.8)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(92.0)	(90.3)	(87.1)	(86.8)	(92.0)	(79.7)	(62.8)	(72.5)	(43.6)	(39.8)	27
25-29	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(92.1)	(81.0)	(76.5)	(62.7)	(62.7)	33
30-39	99.9	96.4	99.4	96.3	96.1	86.8	67.5	83.3	54.0	51.3	118
40-49	99.1	97.0	89.9	88.5	96.0	93.8	67.8	87.3	56.8	48.2	146
Education^B											
Lower secondary or less	(95.9)	(92.0)	(92.8)	(92.0)	(95.9)	(91.6)	(79.9)	(82.6)	(69.8)	(69.8)	28
Upper secondary	98.7	96.6	92.2	90.6	94.5	88.8	66.5	79.5	49.9	44.7	202
Higher	100.0	96.1	95.6	91.7	95.5	91.3	66.9	87.6	56.4	48.6	134
Marital status^B											
Ever married/in union/in a visiting relationship	99.8	96.7	96.2	93.4	97.7	89.5	69.8	82.5	55.7	50.2	209
Never married/in union/in a visiting relationship	97.9	95.2	89.8	88.1	91.3	90.5	64.8	83.1	51.3	45.2	155

Table TM.11.1M: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (men)

Percentage of men age 15-49 years who know the main ways of preventing HIV transmission, percentage who know that a healthy-looking person can be HIV-positive, percentage who reject common misconceptions, and percentage who have comprehensive knowledge about HIV transmission, Turks and Caicos Islands MICS, 2019-2020

	Percentage who have heard of AIDS	Percentage who know transmission can be prevented by:			Percentage who know that a healthy-looking person can be HIV-positive	Percentage who know that HIV cannot be transmitted by:			Percentage who reject the two most common misconceptions and know that a healthy-looking person can be HIV-positive	Percentage with comprehensive knowledge ^{1,A}	Number of men
		Having only one faithful uninfected sex partner	Using a condom every time	Both		Mosquito bites	Super-natural means	Sharing food with someone with HIV			
Ethnicity of household head											
Black/Negro/African	98.9	95.8	93.1	90.5	94.6	89.9	69.7	82.6	54.9	48.5	327
Other	100.0	98.3	97.5	96.8	98.2	89.9	50.4	84.2	44.6	44.0	37
Wealth index quintile											
Poorest	99.4	98.3	92.6	91.7	99.2	92.3	84.3	78.5	66.7	59.9	77
Second	99.8	96.4	91.6	88.7	96.9	88.0	63.3	86.1	57.1	47.9	82
Middle	97.0	96.5	91.6	91.6	92.5	93.4	75.0	66.6	43.6	42.5	75
Fourth	98.6	92.7	96.3	90.9	95.4	79.7	62.5	90.9	56.7	49.2	61
Richest	100.0	95.7	96.3	93.2	90.4	94.8	51.0	93.8	44.2	40.1	69

¹MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people

^A Comprehensive knowledge about HIV prevention includes those who know of the two ways of HIV prevention (having only one faithful uninfected partner and using a condom every time), who know that a healthy-looking person can be HIV-positive and who reject the two most common misconceptions about HIV transmission

^BThe category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.2W: Knowledge of mother-to-child HIV transmission (women)

Percentage of women age 15-49 years who correctly identify means of HIV transmission from mother to child, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:								
	Know HIV can be transmitted from mother to child:					Know HIV can be transmitted from mother to child:		Do not know any of the specific means of HIV transmission from mother to child	Number of women
	During pregnancy	During delivery	By breastfeeding	By at least one of the three means	By all three means ¹	By at least one of the three means and that risk can be reduced by mother taking special drugs during pregnancy	By breastfeeding and that risk can be reduced by mother taking special drugs during pregnancy		
Total	80.7	83.6	80.1	94.3	64.1	74.0	64.6	5.6	824
Region									
Grand Turk	69.6	78.1	63.6	94.7	38.1	64.7	44.0	4.6	73
NCMCSCSC	70.6	65.2	58.0	79.1	41.0	65.5	45.7	19.0	30
Providenciales	82.2	85.0	82.7	94.8	67.7	75.3	67.4	5.2	721
Age group									
15-24	88.4	76.6	72.3	92.0	60.2	74.6	57.3	8.0	165
15-19	89.7	80.2	75.4	95.9	58.8	79.9	60.3	4.1	54
15-17	(84.9)	(88.4)	(79.6)	(93.5)	(71.9)	(72.0)	(59.9)	(6.5)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	87.8	74.7	70.8	90.1	60.9	71.9	55.8	9.9	110
25-29	82.5	91.0	84.3	93.5	73.6	77.0	70.4	6.2	94
30-39	72.1	86.1	83.0	95.2	63.0	76.0	69.4	4.7	329
40-49	86.5	82.2	79.8	94.8	64.4	69.6	60.6	5.0	236
Education									
Lower secondary or less	70.9	65.8	85.8	89.4	59.3	55.6	53.7	10.6	35
Upper secondary	83.7	87.4	83.0	95.5	69.4	72.9	65.1	4.4	400
Higher	78.4	81.4	76.7	93.5	59.0	76.8	65.0	6.4	389
Marital status^A									
Ever married/in union/in a visiting relationship	79.0	84.5	79.8	94.1	62.9	71.3	62.2	5.8	649
Never married/in union/in a visiting relationship	86.8	80.3	81.0	94.7	68.1	83.9	73.1	5.1	174
Ethnicity of household head									
Black/Negro/African	80.3	82.1	79.8	94.0	63.4	75.0	65.1	5.9	706
Other	82.6	92.8	81.8	95.9	67.8	67.9	61.3	3.9	118

Table TM.11.2W: Knowledge of mother-to-child HIV transmission (women)

Percentage of women age 15-49 years who correctly identify means of HIV transmission from mother to child, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:									
	Know HIV can be transmitted from mother to child:					Know HIV can be transmitted from mother to child:			Do not know any of the specific means of HIV transmission from mother to child	Number of women
	During pregnancy	During delivery	By breastfeeding	By at least one of the three means	By all three means ¹	By at least one of the three means and that risk can be reduced by mother taking special drugs during pregnancy	By breastfeeding and that risk can be reduced by mother taking special drugs during pregnancy			
Wealth index quintiles										
Poorest	76.3	85.1	79.2	92.9	64.9	47.1	41.7	6.8	162	
Second	85.5	91.1	82.3	94.5	71.8	74.9	63.0	5.5	171	
Middle	84.3	84.6	87.3	96.6	70.2	87.4	82.5	3.2	163	
Fourth	75.5	77.8	80.6	95.0	57.4	78.3	69.9	4.9	179	
Richest	82.1	79.5	70.3	92.1	55.6	82.3	65.1	7.9	150	

¹ MICS indicator TM.30 - Knowledge of mother-to-child transmission of HIV

^AThe category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.2M: Knowledge of mother-to-child HIV transmission (men)

Percentage of men age 15-49 years who correctly identify means of HIV transmission from mother to child, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:									Number of men
	Know HIV can be transmitted from mother to child:					Know HIV can be transmitted from mother to child:		Do not know any of the specific means of HIV transmission from mother to child		
	During pregnancy	During delivery	By breastfeeding	By at least one of the three means	By all three means ¹	By at least one of the three means and that risk can be reduced by mother taking special drugs during pregnancy	By breastfeeding and that risk can be reduced by mother taking special drugs during pregnancy			
Total	84.0	84.5	82.6	90.2	75.0	69.4	64.5	9.8	364	
Region										
Grand Turk	74.8	62.7	38.2	86.2	19.5	61.2	23.6	13.3	30	
NCMCSCSC	65.4	68.0	66.1	75.2	52.6	50.8	43.5	24.8	16	
Providenciales	85.8	87.4	87.7	91.3	81.4	71.2	69.5	8.7	317	
Age group										
15-24	60.2	63.2	63.1	72.5	48.4	57.4	53.1	27.5	67	
15-19	(64.6)	(60.4)	(56.1)	(68.5)	(47.7)	(47.4)	(41.6)	(31.5)	40	
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17	
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23	
20-24	(53.9)	(67.3)	(73.1)	(78.4)	(49.4)	(71.8)	(69.8)	(21.6)	27	
25-29	(85.6)	(85.9)	(85.4)	(91.3)	(80.5)	(68.1)	(64.5)	(8.7)	33	
30-39	92.0	94.0	92.0	96.8	86.5	73.7	70.4	3.2	118	
40-49	88.1	86.2	83.4	92.7	76.6	71.8	64.9	7.2	146	
Education^A										
Lower secondary or less	(80.0)	(74.5)	(80.0)	(80.0)	(74.5)	(75.3)	(75.3)	(19.5)	27	
Upper secondary	80.3	82.0	81.6	87.5	73.7	68.4	64.4	12.5	202	
Higher	90.5	90.3	84.8	96.3	76.9	69.8	62.3	3.7	134	
Marital status^A										
Ever married/in union/in a visiting relationship	90.5	92.7	90.0	96.4	82.6	74.4	70.1	3.5	209	
Never married/in union/in a visiting relationship	75.1	73.3	72.7	81.7	64.7	62.6	56.8	18.3	155	

Table TM.11.2M: Knowledge of mother-to-child HIV transmission (men)

Percentage of men age 15-49 years who correctly identify means of HIV transmission from mother to child, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:								
	Know HIV can be transmitted from mother to child:					Know HIV can be transmitted from mother to child:		Do not know any of the specific means of HIV transmission from mother to child	Number of men
	During pregnancy	During delivery	By breastfeeding	By at least one of the three means	By all three means ¹	By at least one of the three means and that risk can be reduced by mother taking special drugs during pregnancy	By breastfeeding and that risk can be reduced by mother taking special drugs during pregnancy		
Ethnicity of household head									
Black/Negro/African	84.2	83.5	82.3	89.5	75.1	70.4	65.8	10.5	327
Other	82.6	93.3	86.0	96.6	73.5	60.8	53.0	3.4	37
Wealth index quintiles									
Poorest	87.8	88.5	87.1	90.5	84.6	85.7	83.8	9.3	77
Second	68.0	76.3	72.8	85.9	55.1	64.2	54.2	14.1	82
Middle	89.3	88.4	87.3	91.2	82.9	66.1	63.6	8.8	75
Fourth	90.8	91.1	87.0	97.0	81.1	65.6	61.1	3.0	61
Richest	86.8	79.6	80.5	87.9	73.8	64.3	59.0	12.1	69

¹ MICS indicator TM.30 - Knowledge of mother-to-child transmission of HIV

^AThe category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.3W: Attitudes towards people living with HIV (women)

Percentage of women age 15-49 years who have heard of AIDS and report discriminating attitudes towards people living with HIV, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:			Percentage of women who think people:			Percentage of women who:		
	Would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive	Think children living with HIV should not be allowed to attend school with children who do not have HIV	Report discriminatory attitudes towards people living with HIV ^{1,A}	Hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV	Talk badly about people living with HIV, or who are thought to be living with HIV	Living with HIV, or thought to be living with HIV, lose the respect of other people	Would be ashamed if someone in family had HIV	Fear getting HIV if coming into contact with the saliva of a person living with HIV ^B	Number of women who have heard of AIDS
Total	48.1	25.9	52.6	87.1	87.2	77.2	13.3	39.2	808
Region									
Grand Turk	32.1	14.5	36.1	93.6	77.7	63.1	11.8	39.2	73
NCMCSCSC	40.5	20.7	44.2	86.8	87.3	76.5	9.7	57.6	25
Providenciales	50.0	27.2	54.6	86.4	88.1	78.7	13.6	38.6	710
Age									
15-24	42.7	29.5	49.0	89.0	92.0	86.9	4.5	36.8	163
15-19	41.7	20.3	48.2	91.1	87.2	81.5	10.7	47.3	54
15-17	(44.9)	(33.0)	(57.6)	(93.6)	(95.6)	(85.4)	(16.9)	(45.0)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	43.2	34.0	49.3	88.0	94.4	89.5	1.4	31.6	109
25-29	47.6	21.9	49.3	92.5	90.0	78.1	17.8	38.1	91
30-39	51.4	25.6	56.0	85.5	86.7	73.9	16.0	42.2	323
40-49	47.5	25.3	51.6	85.8	83.3	74.6	14.0	37.3	231
Education									
Lower secondary or less	(67.8)	(38.7)	(70.0)	(88.0)	(88.3)	(86.6)	(24.2)	(83.0)	34
Upper secondary	48.1	29.9	52.6	81.6	89.5	71.4	15.0	36.9	388
Higher	46.3	20.8	51.1	92.5	84.7	82.2	10.7	37.8	387
Marital status^C									
Ever married/in union/in a visiting relationship	50.4	25.9	54.5	88.1	87.6	76.0	15.0	38.4	634
Never married/in union/in a visiting relationship	39.8	26.2	46.0	83.3	85.5	81.3	7.2	42.7	172

Table TM.11.3W: Attitudes towards people living with HIV (women)

Percentage of women age 15-49 years who have heard of AIDS and report discriminating attitudes towards people living with HIV, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:			Percentage of women who think people:			Percentage of women who:		
	Would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive	Think children living with HIV should not be allowed to attend school with children who do not have HIV	Report discriminatory attitudes towards people living with HIV ^{1,A}	Hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV	Talk badly about people living with HIV, or who are thought to be living with HIV	Living with HIV, or thought to be living with HIV, lose the respect of other people	Would be ashamed if someone in family had HIV	Fear getting HIV if coming into contact with the saliva of a person living with HIV ^B	Number of women who have heard of AIDS
Ethnicity of household head									
Black/Negro/African	45.9	24.6	50.8	86.6	87.4	79.0	13.5	41.2	691
Other	60.9	33.5	63.0	89.9	85.7	66.2	12.1	27.7	117
Wealth index quintile									
Poorest	60.5	40.2	65.4	81.3	92.8	72.1	26.1	39.7	155
Second	57.0	32.5	59.7	85.7	90.9	77.8	15.4	41.1	168
Middle	35.2	18.2	38.3	91.9	85.9	82.3	10.2	41.8	162
Fourth	40.3	17.6	49.0	86.8	79.6	74.2	9.4	33.4	175
Richest	48.3	21.7	51.0	89.7	87.3	79.7	5.6	40.7	149

¹ MICS indicator TM.31 - Discriminatory attitudes towards people living with HIV

^A This is a composite indicator of those who would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive or think children living with HIV should not be allowed to attend school with children who do not have HIV

^B As part of respondent protection, those who answered that they are HIV-positive have been recoded to "No", and thus treated as having no fear of contracting HIV

^C The category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.3M: Attitudes towards people living with HIV (men)

Percentage of men age 15-49 years who have heard of AIDS and report discriminating attitudes towards people living with HIV, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:			Percentage of men who think people:			Percentage of men who:		
	Would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive	Think children living with HIV should not be allowed to attend school with children who do not have HIV	Report discriminatory attitudes towards people living with HIV ^{1,A}	Hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV	Talk badly about people living with HIV, or who are thought to be living with HIV	Living with HIV, or thought to be living with HIV, lose the respect of other people	Would be ashamed if someone in family had HIV	Fear getting HIV if coming into contact with the saliva of a person living with HIV ^B	Number of men who have heard of AIDS
Total	32.6	44.7	55.2	83.1	74.3	72.9	8.6	62.5	360
Region									
Grand Turk	20.7	11.1	24.5	85.4	71.8	69.9	10.1	30.4	30
NCMCS CSC	44.2	19.6	47.0	90.2	76.4	70.1	13.6	35.1	15
Providenciales	33.2	49.1	58.5	82.6	74.5	73.3	8.3	66.8	315
Age									
15-24	51.6	56.0	68.6	81.6	78.1	73.1	12.1	65.5	65
15-19	(52.3)	(57.9)	(66.7)	(84.9)	(76.7)	(69.0)	(5.5)	(61.4)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	25
25-29	(31.1)	(68.2)	(76.3)	(89.1)	(83.7)	(79.9)	(0.2)	(55.0)	33
30-39	30.7	41.9	48.7	82.9	78.1	74.1	17.4	63.0	118
40-49	26.0	36.6	49.6	82.7	67.5	70.2	1.8	62.4	145
Education^C									
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	27
Upper secondary	38.3	55.0	65.0	82.3	73.6	70.5	13.4	66.5	200
Higher	27.5	32.1	43.1	81.7	71.6	72.4	2.9	51.9	134
Marital status^C									
Ever married/in union/in a visiting relationship	32.9	37.5	50.2	83.2	76.2	76.2	7.2	64.9	209
Never married/in union/in a visiting relationship	32.2	54.7	62.1	83.0	71.7	68.3	10.6	59.2	151

Table TM.11.3M: Attitudes towards people living with HIV (men)

Percentage of men age 15-49 years who have heard of AIDS and report discriminating attitudes towards people living with HIV, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:			Percentage of men who think people:			Percentage of men who:		
	Would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive	Think children living with HIV should not be allowed to attend school with children who do not have HIV	Report discriminatory attitudes towards people living with HIV ^{1,A}	Hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV	Talk badly about people living with HIV, or who are thought to be living with HIV	Living with HIV, or thought to be living with HIV, lose the respect of other people	Would be ashamed if someone in family had HIV	Fear getting HIV if coming into contact with the saliva of a person living with HIV ^B	Number of men who have heard of AIDS
Ethnicity of household head									
Black/Negro/African	32.2	46.9	56.2	83.1	74.4	73.2	8.3	64.2	324
Other	35.8	24.9	46.2	83.6	73.8	69.9	11.8	47.7	37
Wealth index quintile									
Poorest	25.2	40.9	52.7	90.4	87.6	85.5	21.9	87.4	77
Second	38.8	44.9	58.4	87.2	74.4	77.5	13.6	65.2	82
Middle	40.8	57.0	68.5	92.5	83.6	84.4	2.2	78.1	72
Fourth	36.7	34.4	44.8	74.8	61.3	57.5	2.3	49.4	60
Richest	21.2	44.6	49.0	67.8	61.1	54.8	0.3	26.6	69

¹ MICS indicator TM.31 - Discriminatory attitudes towards people living with HIV

^A This is a composite indicator of those who would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive or think children living with HIV should not be allowed to attend school with children who do not have HIV

^B As part of respondent protection, those who answered that they are HIV-positive have been recoded to "No", and thus treated as having no fear of contracting HIV

^C The category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.4W: Knowledge of a place for HIV testing (women)

Percentage of women age 15-49 years who know where to get an HIV test, percentage who have ever been tested, percentage who have ever been tested and know the result of the most recent test, percentage who have been tested in the last 12 months, percentage who have been tested in the last 12 months and know the result, and percentage who have heard of HIV self-test kits and have tested themselves, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:							Number of women
	Know a place to get tested ¹	Have ever been tested	Have ever been tested and know the result of the most recent test	Have been tested in the last 12 months	Have been tested in the last 12 months and know the result ^{2,3}	Have heard of test kits people can use to test themselves for HIV ^A	Have tested themselves for HIV using a self-test kit ^A	
Total	94.5	83.5	81.1	39.9	38.3	22.1	1.5	824
Region								
Grand Turk	95.0	84.1	80.3	42.1	40.2	35.3	0.5	73
NCMCS CSC	81.8	73.3	70.5	46.1	45.3	24.8	4.5	30
Providenciales	94.9	83.8	81.6	39.4	37.8	20.7	1.4	721
Age								
15-24	91.6	65.3	64.5	31.7	31.7	12.6	2.0	165
15-19	90.9	46.7	46.7	26.0	26.0	12.9	0.2	54
15-17	(83.9)	(44.1)	(44.1)	(21.8)	(21.8)	(16.3)	(0.4)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	91.9	74.5	73.3	34.5	34.5	12.5	2.9	110
25-29	96.4	88.4	83.5	44.4	39.5	31.9	0.1	94
30-39	93.9	86.6	84.4	36.3	35.5	25.9	1.9	329
40-49	96.4	89.7	86.9	48.9	46.4	19.6	1.0	236
Age and sexual activity in the last 12 months								
Sexually active	95.0	85.7	83.8	41.0	39.9	22.2	1.7	689
15-24 ³	94.1	73.6	72.7	34.0	34.0	10.8	2.4	135
15-19	(99.5)	(62.1)	(62.1)	(28.9)	(28.9)	(7.6)	(0.0)	31
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	10
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	21
20-24	92.6	77.0	75.8	35.5	35.5	11.8	3.1	104
25-49	95.3	88.7	86.5	42.7	41.3	25.0	1.5	555
Sexually inactive	91.4	71.7	67.0	34.4	30.2	21.7	0.3	135

Table TM.11.4W: Knowledge of a place for HIV testing (women)

Percentage of women age 15-49 years who know where to get an HIV test, percentage who have ever been tested, percentage who have ever been tested and know the result of the most recent test, percentage who have been tested in the last 12 months, percentage who have been tested in the last 12 months and know the result, and percentage who have heard of HIV self-test kits and have tested themselves, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:							Number of women
	Know a place to get tested ¹	Have ever been tested	Have ever been tested and know the result of the most recent test	Have been tested in the last 12 months	Have been tested in the last 12 months and know the result ^{2, 3}	Have heard of test kits people can use to test themselves for HIV ^A	Have tested themselves for HIV using a self-test kit ^A	
Education								
Lower secondary or less	94.9	77.4	75.6	53.2	53.2	13.1	0.0	35
Upper secondary	91.6	77.4	74.7	38.8	37.4	15.1	0.9	400
Higher	97.3	90.2	88.0	39.8	37.9	30.2	2.1	389
Marital status^B								
Ever married/in union/in a visiting relationship	94.5	87.3	85.3	43.7	42.2	22.2	1.3	649
Never married/in union/in a visiting relationship	94.1	68.9	65.0	25.4	23.2	22.0	2.0	174
Ethnicity of household head								
Black/Negro/African	93.7	81.4	79.4	36.7	35.6	21.1	1.7	706
Other	98.7	95.9	90.9	59.1	54.3	28.7	0.0	118
Wealth index quintile								
Poorest	90.0	80.8	80.2	47.7	47.6	9.7	2.1	162
Second	95.7	85.6	80.6	40.1	35.4	21.4	0.1	171
Middle	98.1	89.6	88.6	36.2	35.9	18.6	0.2	163
Fourth	94.2	77.2	72.7	36.0	33.4	28.0	2.4	179
Richest	94.1	84.6	84.3	40.0	39.9	33.4	2.5	150

¹ MICS indicator TM.32 - People who know where to be tested for HIV

² MICS indicator TM.33 - People who have been tested for HIV and know the results

³ MICS indicator TM.34 - Sexually active young people who have been tested for HIV and know the results

^A Having heard of or having used a test kit are not included in any MICS indicators relating to HIV testing

^BThe category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.4M: Knowledge of a place for HIV testing (men)

Percentage of men age 15-49 years who know where to get an HIV test, percentage who have ever been tested, percentage who have ever been tested and know the result of the most recent test, percentage who have been tested in the last 12 months, and percentage who have been tested in the last 12 months and know the result, and percentage who have heard of HIV self-test kits and have tested themselves, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:							Number of men
	Know a place to get tested ¹	Have ever been tested	Have ever been tested and know the result of the most recent test	Have been tested in the last 12 months	Have been tested in the last 12 months and know the result ^{2,3}	Have heard of test kits people can use to test themselves for HIV ^A	Have tested themselves for HIV using a self-test kit ^A	
Total	94.9	65.8	63.4	20.6	18.8	15.9	1.5	364
Region								
Grand Turk	99.0	84.3	81.4	54.1	51.5	34.9	0.5	30
NCMCSCSC	87.5	64.4	62.5	28.5	28.5	29.4	2.2	16
Providenciales	94.9	64.1	61.7	17.0	15.2	13.4	1.5	317
Age								
15-24	87.6	40.0	37.4	14.1	13.9	12.3	0.0	67
15-19	(90.6)	(25.2)	(20.8)	(9.6)	(9.3)	(12.3)	(0.0)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(83.3)	(61.5)	(61.5)	(20.5)	(20.5)	(12.3)	(0.0)	27
25-29	(98.9)	(77.7)	(77.7)	(32.6)	(32.6)	(13.6)	(1.1)	33
30-39	97.0	62.7	57.5	17.7	12.6	21.6	4.2	118
40-49	95.6	77.4	76.8	23.3	23.0	13.6	0.0	146
Age and sexual activity in the last 12 months								
Sexually active	96.6	68.9	66.8	21.1	19.2	15.7	1.7	321
15-24 ³	(94.6)	(55.8)	(55.2)	(20.8)	(20.6)	(18.6)	(0.0)	44
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	20
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16
20-24	(*)	(*)	(*)	(*)	(*)	(*)	(*)	24
25-49	97.0	71.0	68.7	21.1	19.0	15.3	1.9	277
Sexually inactive	81.7	42.1	37.5	17.1	15.9	17.4	0.0	43
Education^B								
Lower secondary or less	(93.5)	(79.7)	(79.7)	(32.8)	(32.8)	(33.7)	(0.0)	28
Upper secondary	93.1	63.5	59.4	18.4	15.2	11.4	2.6	202
Higher	97.9	66.4	66.1	21.5	21.4	18.9	0.1	134
Marital status^B								
Ever married/in union/in a visiting relationship	96.1	73.9	71.0	22.0	19.4	20.3	2.4	209
Never married/in union/in a visiting relationship	93.2	54.9	53.2	18.7	18.0	9.9	0.2	155
Ethnicity of household head								
Black/Negro/African	94.9	65.2	62.5	20.7	18.7	14.2	1.6	327
Other	94.9	71.3	71.3	20.1	20.1	31.5	0.0	37

Table TM.11.4M: Knowledge of a place for HIV testing (men)

Percentage of men age 15-49 years who know where to get an HIV test, percentage who have ever been tested, percentage who have ever been tested and know the result of the most recent test, percentage who have been tested in the last 12 months, and percentage who have been tested in the last 12 months and know the result, and percentage who have heard of HIV self-test kits and have tested themselves, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who:							Number of men
	Know a place to get tested ¹	Have ever been tested	Have ever been tested and know the result of the most recent test	Have been tested in the last 12 months	Have been tested in the last 12 months and know the result ^{2,3}	Have heard of test kits people can use to test themselves for HIV ^A	Have tested themselves for HIV using a self-test kit ^A	
Wealth index quintile								
Poorest	97.6	88.1	80.5	34.2	27.1	17.8	6.8	77
Second	92.7	65.0	62.1	23.0	21.8	15.8	0.0	82
Middle	91.6	63.3	63.3	5.9	5.9	10.5	0.2	75
Fourth	92.5	64.6	64.4	19.4	19.2	24.4	0.0	61
Richest	100.0	45.4	45.0	19.6	19.6	12.3	0.0	69
¹ MICS indicator TM.32 - People who know where to be tested for HIV ² MICS indicator TM.33 - People who have been tested for HIV and know the results ³ MICS indicator TM.34 - Sexually active young people who have been tested for HIV and know the results ^A Having heard of or having used a test kit are not included in any MICS indicators relating to HIV testing ^B The category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases. () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases								

Table TM.11.5: HIV counselling and testing during antenatal care

Percentage of women age 15-49 with a live birth in the last 2 years who received antenatal care from a health professional during the pregnancy of the most recent birth, percentage who received HIV counselling, percentage who were offered and tested for HIV, percentage who were offered, tested and received the results of the HIV test, percentage who received counselling and were offered, accepted and received the results of the HIV test, and percentage who were offered, accepted and received the results of the HIV test and received post-test health information or counselling, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:							Number of women with a live birth in the last 2 years
	Received antenatal care from a health care professional for the pregnancy of the most recent live birth	Received HIV counselling during antenatal care ^{1,A}	Were offered an HIV test and were tested for HIV during antenatal care	Were offered an HIV test and were tested for HIV during antenatal care, and received the results ²	Received HIV counselling, were offered an HIV test, accepted and received the results	Were offered an HIV test, accepted and received the results, and received post-test health information or counselling related to HIV ³		
Total	97.3	49.8	73.8	70.4	47.1	28.6	76	
Region								
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	4	
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	2	
Providenciales	(97.2)	(50.3)	(73.7)	(70.3)	(47.4)	(28.6)	69	
Age								
15-24	(*)	(*)	(*)	(*)	(*)	(*)	6	
15-19	(*)	(*)	(*)	(*)	(*)	(*)	1	
15-17	-	-	-	-	-	-	0	
18-19	(*)	(*)	(*)	(*)	(*)	(*)	1	
20-24	(*)	(*)	(*)	(*)	(*)	(*)	5	
25-29	(*)	(*)	(*)	(*)	(*)	(*)	13	
30-39	(99.0)	(60.1)	(81.0)	(81.0)	(60.1)	(38.7)	48	
40-49	(*)	(*)	(*)	(*)	(*)	(*)	9	
Education								
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	2	
Upper secondary	(95.7)	(38.3)	(58.8)	(58.8)	(33.4)	(15.2)	41	
Higher	(99.1)	(65.4)	(91.7)	(83.9)	(65.4)	(45.50)	32	
Marital status^B								
Ever married/in union/in a visiting relationship	97.4	52.5	72.6	68.9	49.6	30.9	69	
Never married/in union/in a visiting relationship	(*)	(*)	(*)	(*)	(*)	(*)	6	

Table TM.11.5: HIV counselling and testing during antenatal care

Percentage of women age 15-49 with a live birth in the last 2 years who received antenatal care from a health professional during the pregnancy of the most recent birth, percentage who received HIV counselling, percentage who were offered and tested for HIV, percentage who were offered, tested and received the results of the HIV test, percentage who received counselling and were offered, accepted and received the results of the HIV test, and percentage who were offered, accepted and received the results of the HIV test and received post-test health information or counselling, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who:							Number of women with a live birth in the last 2 years
	Received antenatal care from a health care professional for the pregnancy of the most recent live birth	Received HIV counselling during antenatal care ^{1,A}	Were offered an HIV test and were tested for HIV during antenatal care	Were offered an HIV test and were tested for HIV during antenatal care, and received the results ²	Received HIV counselling, were offered an HIV test, accepted and received the results	Were offered an HIV test, accepted and received the results, and received post-test health information or counselling related to HIV ³		
Ethnicity of household head								
Black/Negro/African	97.4	45.5	71.5	67.8	42.6	23.7	69	
Other	(*)	(*)	(*)	(*)	(*)	(*)	7	
Wealth index quintile								
Poorest 60%	96.6	55.2	70.1	65.9	51.8	32.1	60	
Richest 40%	(100.0)	(29.3)	(87.5)	(87.5)	(29.3)	(15.6)	16	
¹ MICS indicator TM.35a - HIV counselling during antenatal care (counselling on HIV)								
² MICS indicator TM.36 - HIV testing during antenatal care								
³ MICS indicator TM.35b - HIV counselling during antenatal care (information or counselling on HIV after receiving the HIV test results)								
<p>^A In this context, counselling means that someone talked with the respondent about all three of the following topics: 1) babies getting the HIV from their mother, 2) preventing HIV, and 3) getting tested for HIV.</p> <p>^B The category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.</p> <p>() Figures that are based on 25-49 unweighted cases</p> <p>(*) Figures that are based on fewer than 25 unweighted cases</p>								

Table TM.11.6W: Key HIV and AIDS indicators (young women)

Percentage of women age 15-24 years by key HIV and AIDS indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women age 15-24 years who:						Number of women age 15-24 years	Percentage of sexually active young women who have been tested for HIV in the last 12 months and know the result ²	Number of women age 15-24 years who had sex in the last 12 months	Percentage who report discriminatory attitudes towards people living with HIV ^A	Number of women age 15-24 years who have heard of AIDS
	Have comprehensive knowledge ¹	Know all three means of HIV transmission from mother to child	Know a place to get tested for HIV	Have ever been tested and know the result of the most recent test	Have been tested for HIV in the last 12 months and know the result	Had sex in the last 12 months					
Total	37.6	60.2	91.6	64.5	31.7	81.8	165	34.0	135	49.0	163
Region											
Grand Turk	(43.3)	(33.7)	(78.9)	(36.3)	(21.1)	(60.7)	13	(34.8)	8	(36.1)	13
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	3	(*)	0	(*)	3
Providenciales	37.0	63.1	92.9	67.2	32.6	85.1	148	33.9	126	50.3	147
Age											
15-19	36.9	58.8	90.9	46.7	26.0	56.8	54	(28.9)	31	48.2	54
15-17	(29.3)	(71.9)	(83.3)	(44.1)	(21.8)	(34.4)	28	(*)	10	(57.6)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	26	(*)	21	(*)	26
20-24	37.9	60.9	91.9	73.3	34.5	94.1	110	35.5	104	49.3	109
20-22	(49.1)	(81.3)	(85.8)	(69.3)	(35.8)	(93.9)	63	(36.3)	59	(58.4)	61
23-24	(23.1)	(34.1)	(100.0)	(78.5)	(32.8)	(94.4)	48	(34.4)	45	(37.6)	48
Education											
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	4	(*)	2	(*)	3
Upper secondary	36.4	70.8	87.1	60.6	25.6	80.3	88	25.0	71	56.7	87
Higher	40.8	50.7	98.1	72.5	40.4	85.0	73	(45.6)	62	41.3	73
Marital status^B											
Ever married/in union/in a visiting relationship	32.4	61.0	92.8	75.6	40.9	94.6	100	42.1	94	56.4	100
Never married/in union/in a visiting relationship	44.5	58.3	89.4	46.5	16.0	61.5	64	(12.5)	39	38.0	62

Table TM.11.6W: Key HIV and AIDS indicators (young women)

Percentage of women age 15-24 years by key HIV and AIDS indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women age 15-24 years who:						Number of women age 15-24 years	Percentage of sexually active young women who have been tested for HIV in the last 12 months and know the result ²	Number of women age 15-24 years who had sex in the last 12 months	Percentage who report discriminatory attitudes towards people living with HIV ^A	Number of women age 15-24 years who have heard of AIDS
	Have comprehensive knowledge ¹	Know all three means of HIV transmission from mother to child	Know a place to get tested for HIV	Have ever been tested and know the result of the most recent test	Have been tested for HIV in the last 12 months and know the result	Had sex in the last 12 months					
Ethnicity of household head											
Black/Negro/African	36.5	59.3	91.2	63.1	28.1	82.1	151	30.2	124	46.7	149
Other	(*)	(*)	(*)	(*)	(*)	(*)	14	(*)	11	(*)	14
Wealth index quintile											
Poorest 60%	39.2	65.3	93.7	69.4	31.6	84.5	99	(35.5)	84	44.2	97
Richest 40%	35.0	52.5	88.3	57.2	31.8	77.8	66	(31.5)	51	56.0	66

¹ MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people

² MICS indicator TM.34 - Sexually active young people who have been tested for HIV and know the results

^A Refer to Table TM.11.3W for the two components.

^BThe category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

Table TM.11.6M: Key HIV and AIDS indicators (young men)

Percentage of men age 15-24 years by key HIV and AIDS indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men age 15-24 years who:						Number of men age 15-24 years	Percentage of sexually active young men who have been tested for HIV in the last 12 months and know the result ²	Number of men age 15-24 years who had sex in the last 12 months	Percentage who report discriminatory attitudes towards people living with HIV ^A	Number of men age 15-24 years who have heard of AIDS
	Have comprehensive knowledge ¹	Know all three means of HIV transmission from mother to child	Know a place to get tested for HIV	Have ever been tested and know the result of the most recent test	Have been tested for HIV in the last 12 months and know the result	Had sex in the last 12 months					
Total	35.1	48.4	87.6	37.4	13.9	65.5	67	(20.6)	44	68.6	65
Region											
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	8	(*)	6	(*)	8
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	3	(*)	1	(*)	3
Providenciales	(31.1)	(54.4)	(85.9)	(36.4)	(9.8)	(66.3)	56	(14.8)	37	(76.6)	54
Age											
15-19	(31.8)	(47.7)	(90.6)	(20.8)	(9.3)	(51.1)	40	(*)	20	(66.7)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	17	(*)	4	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	23	(*)	16	(*)	23
20-24	(39.8)	(49.4)	(83.3)	(61.5)	(20.5)	(86.4)	27	(*)	24	(*)	25
20-22	(*)	(*)	(*)	(*)	(*)	(*)	13	(*)	12	(*)	13
23-24	(*)	(*)	(*)	(*)	(*)	(*)	15	(*)	12	(*)	12
Education											
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	2	-	0	(*)	2
Upper secondary	37.3	46.8	84.6	38.0	16.8	60.4	50	(26.8)	30	(77.3)	47
Higher	(*)	(*)	(*)	(*)	(*)	(*)	15	(*)	14	(*)	15
Marital status											
Ever married/in union/in a visiting relationship	(*)	(*)	(*)	(*)	(*)	(*)	10	(*)	7	(*)	10
Never married/in union/in a visiting relationship	41.2	49.9	85.4	36.2	15.6	64.1	57	(23.6)	37	64.1	55

Table TM.11.6M: Key HIV and AIDS indicators (young men)

Percentage of men age 15-24 years by key HIV and AIDS indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men age 15-24 years who:						Number of men age 15-24 years	Percentage of sexually active young men who have been tested for HIV in the last 12 months and know the result ²	Number of men age 15-24 years who had sex in the last 12 months	Percentage who report discriminatory attitudes towards people living with HIV ^A	Number of men age 15-24 years who have heard of AIDS
	Have comprehensive knowledge ¹	Know all three means of HIV transmission from mother to child	Know a place to get tested for HIV	Have ever been tested and know the result of the most recent test	Have been tested for HIV in the last 12 months and know the result	Had sex in the last 12 months					
Ethnicity of household head											
Black/Negro/African	33.5	45.4	87.3	32.6	13.2	63.2	61	(20.2)	38	68.0	58
Other	(*)	(*)	(*)	(*)	(*)	(*)	6	(*)	6	(*)	6
Wealth index quintile											
Poorest 60%	(39.0)	(44.8)	(82.3)	(35.0)	(11.3)	(58.8)	43	(*)	25	(81.3)	41
Richest 40%	(27.9)	(54.9)	(97.1)	(41.8)	(18.6)	(77.7)	24	(*)	19	(46.8)	24
¹ MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people											
² MICS indicator TM.34 - Sexually active young people who have been tested for HIV and know the results											
^A Refer to Table TM.11.3M for the two components. () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases											

7 THRIVE – CHILD HEALTH, NUTRITION AND DEVELOPMENT

7.1 IMMUNISATION

Immunisation 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.⁷¹ 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 Immunisations for Children⁷² recommends all children to be vaccinated against tuberculosis, diphtheria, tetanus, pertussis, polio, measles, hepatitis B, haemophilus influenzae type b, and rubella.⁷³

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 DTP, 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 TCI National Immunisation Programme provides a dose of BCG to children sometime between birth and two years old, three doses of the Pentavalent vaccine containing DTP, Hepatitis B, and *Haemophilus influenzae* type b (Hib) antigens, four doses of Polio vaccine, and two doses of the MMR vaccine containing measles, mumps, and rubella antigens. All vaccinations should be received during the first year of life except the doses of MMR at 12 and 24 months and a DTP Booster between 18 and 24 months. Taking into consideration this vaccination schedule, the estimates for full immunisation coverage from the Turks and Caicos Islands, 2019-2020 MICS are based on children age 12-23/24-35 months.

Information on vaccination coverage was collected for all children under three years of age. All mothers or caretakers were asked to provide vaccination cards. If the vaccination card for a child was available, interviewers copied vaccination information from the cards onto the MICS questionnaire. If no vaccination card 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 and the mother's report of vaccinations received by the child.

Table TC.1.2 presents 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 and mothers'/caretakers' reports.

⁷¹ "Immunization Highlights 2015." World Health Organization. June 27, 2016. Accessed August 23, 2018. <http://www.who.int/immunization/highlights/2015/en/>.

⁷² "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/.

⁷³ Additionally, vaccination against the human papillomavirus (HPV) is recommended for girls from 9 to 14 years of age⁷², but coverage of this vaccine is not yet included in MICS, as methodology is under development.

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, Turks and Caicos Islands MICS, 2019-2020

	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 (OPV3, MMR1, MMR2, DTP Booster by 24 months)
Antigen								
BCG ¹	(95.3)	(3.6)	(98.9)	(98.9)	58.5	13.5	72.0	69.7
Polio								
IPV	(95.8)	(1.7)	(97.5)	(97.5)	63.6	27.3	90.9	90.9
OPV1	(95.8)	(1.0)	(96.8)	(96.8)	63.6	11.8	75.4	75.4
OPV2	(95.3)	(0.5)	(95.8)	(93.5)	63.6	9.2	72.8	70.3
OPV3	(75.2)	(0.0)	(75.2)	na	56.5	3.2	59.7	59.7
OPV3 and IPV ²	(75.2)	(0.0)	(75.2)	na	56.5	3.2	59.7	51.2
DTP-HepB-Hib								
1	(90.5)	(1.3)	(91.9)	(91.9)	63.6	27.3	90.9	90.9
2	(89.7)	(0.0)	(89.7)	(89.7)	63.6	21.2	84.8	82.4
3 ^{3,4,5}	(89.7)	(0.0)	(89.7)	(84.6)	63.4	20.5	83.9	73.6
DTP Booster 1	(59.1)	(1.7)	(60.8)	na	62.1	26.2	88.3	88.1
Measles-Mumps-Rubella								
1 ⁸	(78.3)	(3.6)	(81.9)	na	62.7	27.0	89.7	89.2
2 ⁹	(26.8)	(1.7)	(28.5)	na	52.1	8.8	60.9	51.2
Fully vaccinated								
Basic antigens ^{11,C}	(84.0)	(0.0)	(84.0)	(78.9)	51.7	1.0	52.6	44.5
All antigens ^{12,D}	na	na	na	na	49.8	1.0	50.8	33.3
No vaccinations	(0.0)	(0.6)	(0.6)	(0.6)	0.0	8.3	8.3	8.3
Number of children	28	28	28	28	70	70	70	70

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.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

^C Basic antigens for children age 12-23 months include: BCG, Polio3 and DTP2, and for children 24-35 months include BCG, Polio3, DTP3 and Measles1⁹

^D All antigens include: BCG, Polio3/IPV, DTP3, HepB3, Hib3, Rubella, DPT Booster 1 and Measles 2 as per the vaccination schedule in TCI

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

Table TC.1.2: Vaccinations by background characteristics

Percentage of children age 12-23 months and 24-35 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Turks and Caicos Islands MICS, 2019-2020

	Percentage of children age 12-23 months who received:									Percentage with:		Number of children age 12-23 months	Percentage of children age 24-35 months who received:							Percentage with:		Number of children age 24-35 months	
	Polio			DTP-HepB-Hib			Basic antigens ^{9,A}	No vaccinations	Vaccination records ^B	Vaccination records seen ^C	Polio		Measles-Mumps-Rubella 1 ⁶	Measles--Mumps-Rubella 2 ⁸	DTP Booster 1	Full vaccination			Vaccination records ^B	Vaccination records seen ^C			
	BCG ¹	IPV	OPV 1	OPV 2	1	2					3 ^{3,4,5}					OPV 3	OPV3 and IPV ²	Basic antigens ^A			All antigens ^{9,D}		No vaccinations
Total	(98.9)	(97.5)	(96.8)	(95.8)	(91.9)	(89.7)	(89.7)	(84.0)	(0.6)	(97.7)	(95.8)	28	59.7	59.7	89.7	60.9	88.3	52.6	52.0	8.3	85.8	63.6	70
Sex																							
Male	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	14	(52.4)	(52.4)	(84.4)	(68.5)	(86.4)	(49.9)	(47.6)	(11.8)	(67.2)	(62.9)	24
Female	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	14	(63.4)	(63.4)	(92.5)	(56.9)	(89.3)	(54.0)	(54.3)	(6.5)	(95.4)	(63.9)	46
Region																							
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	(68.3)	(68.3)	(92.2)	(55.9)	(95.3)	(66.8)	(60.8)	(3.2)	(94.3)	(75.3)	7
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Providenciales	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	25	(58.7)	(58.7)	(89.3)	(61.7)	(87.8)	(51.0)	(51.0)	(9.2)	(84.6)	(62.4)	61
Mother's education																							
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Upper secondary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16	(78.3)	(78.3)	(87.0)	(77.3)	(84.8)	(74.3)	(73.6)	(11.6)	(89.9)	(79.3)	39
Higher	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11	(33.7)	(33.7)	(92.7)	(37.9)	(92.4)	(22.1)	(21.7)	(4.5)	(80.7)	(41.7)	29
Ethnicity of household head																							
Black/Negro/African	(98.7)	(97.2)	(96.3)	(95.2)	(90.7)	(88.2)	(88.3)	(81.7)	(0.7)	(97.4)	(95.2)	24	65.3	65.3	90.6	61.0	90.3	57.4	56.8	7.8	92.1	67.2	62
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8

Table TC.1.2: Vaccinations by background characteristics

Percentage of children age 12-23 months and 24-35 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Turks and Caicos Islands MICS, 2019-2020

	Percentage of children age 12-23 months who received:							Percentage with:		Number of children age 12-23 months	Percentage of children age 24-35 months who received:						Percentage with:		Number of children age 24-35 months				
	Polio			DTP-HepB-Hib				Vaccination records ^B	Vaccination records seen ^C		Polio	Full vaccination			Vaccination records ^B	Vaccination records seen ^C							
	BCG ¹	IPV	OPV 1	OPV 2	1	2	3 ^{3,4,5}	Basic antigens ^{9,A}	No vaccinations			OPV 3	OPV3 and IPV ²	Measles-Mumps-Rubella 1 ⁶	Measles--Mumps-Rubella 2 ⁸	DTP Booster 1	Basic antigens ^A	All antigens ^{9,D}	No vaccinations				
Wealth index quintile																							
Poorest 60%	(99.3)	(98.8)	(97.4)	(96.8)	(91.2)	(90.8)	(90.3)	(84.6)	(0.7)	(97.5)	(96.8)	26	(67.2)	(67.2)	(84.9)	(77.6)	(85.5)	(62.1)	(62.1)	(12.9)	(80.7)	(71.1)	42
Richest 40%	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	(48.3)	(48.3)	(97.0)	(35.6)	(92.6)	(38.3)	(36.9)	(1.3)	(93.4)	(52.2)	28

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

⁶ MICS indicator TC.8 - Rubella immunization coverage

⁸ MICS indicator TC.10 - Measles immunization coverage; SDG indicator 3.b.1

⁹ MICS indicator TC.11b - Full immunization coverage (all antigens)

^A Basic antigens for children age 12-23 months include: BCG, Polio3 and DTP2, and for children 24-35 months include BCG, Polio3, DTP3 and Measles"

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

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

^DAll antigens include: BCG, Polio3/IPV, DTP3, HepB3, Hib3, Rubella, DPT Booster 1 and Measles 2 as per the vaccination schedule in TCI

() Figures based on 25-49 unweighted cases

(*) Figures 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 newborns 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 5.⁷⁴ 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. Note that the malaria-specific questions were not included in the TCI 2019-2020 MICS, as this country is not currently at risk for malaria.

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.

⁷⁴ 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.

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, Turks and Caicos Islands MICS, 2019-2020

	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	2.0	0.0	14.3	308
Sex				
Male	1.5	0.1	18.2	132
Female	2.4	0.0	11.4	176
Region				
Grand Turk	6.1	0.0	21.8	25
NCMCS CSC	(7.1)	(2.1)	(29.7)	7
Providenciales	1.5	0.0	13.2	276
Age (in months)				
0-11	(3.0)	(0.0)	(16.6)	60
12-23	(0.9)	(0.5)	(9.5)	28
24-35	2.9	0.0	12.7	70
36-47	0.4	0.0	21.5	65
48-59	2.2	0.0	10.1	85
Mother's education^A				
Lower secondary or less	(*)	(*)	(*)	8
Upper secondary	2.6	0.0	10.8	159
Higher	1.5	0.1	18.6	140
Ethnicity of household head				
Black/Negro/African	2.2	0.1	13.3	275
Other	(0.0)	(0.0)	(23.2)	33
Wealth index quintile				
Poorest	4.0	0.0	8.3	73
Second	3.6	0.0	26.1	74
Middle	0.5	0.0	10.5	57
Fourth	1.0	0.0	13.8	43
Richest	0.0	0.2	11.2	61

^AThe category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

(*) 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.⁷⁵ 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.⁷⁶ 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.⁷⁵

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 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 provides information on the source of ORS and zinc for children age 0-59 months who received these treatments.

Due to the small number of unweighted cases (less than 25) on which Tables TC.3.1 to TC.3.5 are based, the findings cannot be reported and thus the tables have been suppressed.

⁷⁵ UNICEF. *One is Too Many: Ending Child Deaths from Pneumonia and Diarrhoea*. New York: UNICEF, 2016.

<https://data.unicef.org/wp-content/uploads/2016/11/UNICEF-Pneumonia-Diarrhoea-report2016-web-version.pdf>.

⁷⁶ 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.

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.⁷⁷

The Turks and Caicos Islands, 2019-2020 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. As the percentage of household members using polluting fuels and technologies for cooking is less than 0.1 percent (Table TC.4.2), Table TC.4.3 has not been presented in this report, as the small number of applicable cases cannot be disaggregated across characteristics.

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.4.6 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. While the global definition of the SDG Indicator 7.1.2 includes data on clean fuels and technology used for space heating, this is not applicable to the Turks and Caicos Islands as temperatures generally range from 24°C to 35°C⁷⁸.

⁷⁷ 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.

⁷⁸ <https://www.visittci.com/about/weather>

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, Turks and Caicos Islands MICS, 2019-2020

	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		No food cooked in the household	Missing				
	Electric stove	Liquefied Petroleum Gas (LPG) / Cooking gas stove	Three stone stove / Open fire	Other cookstove						
Total	50.0	49.3	0.0	0.0	0.6	0.1	100.0	3,435	99.9	3,412
Region										
Grand Turk	56.9	41.7	0.0	0.1	1.0	0.3	100.0	364	99.6	360
NCMCSCSC	49.2	49.6	0.1	0.2	0.9	0.0	100.0	182	99.7	180
Providenciales	49.1	50.2	0.0	0.0	0.6	0.0	100.0	2,889	100.0	2,872
Education of household head										
Pre-primary or none	(31.2)	(67.5)	(0.0)	(0.0)	(1.3)	(0.0)	100.0	46	(100.0)	45
Primary/lower secondary	31.0	68.3	0.0	0.0	0.6	0.0	100.0	413	100.0	410
Upper secondary	42.6	56.0	0.0	0.0	1.2	0.1	100.0	1,565	99.8	1,546
Higher	65.0	35.0	0.0	0.0	0.0	0.0	100.0	1,353	100.0	1,353
Missing/DK	47.7	52.1	0.0	0.0	0.2	0.0	100.0	59	100.0	58
Ethnicity of household head										
Black/Negro/African	48.4	50.8	0.0	0.0	0.7	0.0	100.0	2,998	99.9	2,976
Other	60.6	38.9	0.0	0.1	0.2	0.2	100.0	437	99.7	436
Wealth index quintile										
Poorest	14.3	82.3	0.0	0.1	3.2	0.2	100.0	686	99.8	664
Second	30.4	69.5	0.0	0.0	0.0	0.1	100.0	688	99.9	688
Middle	55.1	44.9	0.0	0.0	0.0	0.0	100.0	682	100.0	682
Fourth	69.6	30.4	0.0	0.1	0.0	0.0	100.0	692	99.9	692
Richest	80.4	19.6	0.0	0.0	0.0	0.0	100.0	686	100.0	686

¹ MICS indicator TC.15 - Primary reliance on clean fuels and technologies for cooking

() Figures that are based on 25-49 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of household members in households with primary reliance on:																Solid fuels and technology for cooking	Number of household members	
	Solid fuels for cooking																		
	Clean fuels and technologies	Alcohol/Ethanol	Gasoline/ Diesel	Kerosene/ Paraffin	Coal/ Lignite	Charcoal	Wood	Crop residue / Grass/ Straw/ Shrubs	Animal dung/ waste	Processed biomass (pellets) or woodchips	Garbage/ Plastic	Sawdust	Other fuel for cooking	No food cooked in the household	Missing	Total			
Total	99.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.1	100.0	0.0	3,435	
Region																			
Grand Turk	98.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	1.0	0.3	100.0	0.1	364	
NCMCSCSC	98.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.9	0.0	100.0	0.3	182	
Providenciales	99.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	100.0	0.0	2,889	
Education of household head																			
Pre-primary or none	(98.7)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)	(0.0)	100.0	(0.0)	46	
Primary/lower secondary	99.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	100.0	0.0	413	
Upper secondary	98.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.1	100.0	0.0	1,565	
Higher	100.0	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	100.0	0.0	1,353	
Missing	99.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	100.0	0.0	59	
Ethnicity of household head																			
Black/Negro/African	99.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	100.0	0.0	2,998	
Other	99.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.2	0.2	100.0	0.1	437	

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of household members in households with primary reliance on:																Solid fuels and technology for cooking	Number of household members
	Solid fuels for cooking											Other fuel for cooking	No food cooked in the household	Missing	Total			
	Clean fuels and technologies	Alcohol/Ethanol	Gasoline/ Diesel	Kerosene/ Paraffin	Coal/ Lignite	Charcoal	Wood	Crop residue / Grass/ Straw/ Shrubs	Animal dung/ waste	Processed biomass (pellets) or woodchips	Garbage/ Plastic					Sawdust		
Wealth index quintile																		
Poorest	96.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	3.2	0.2	100.0	0.1	686
Second	99.8	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	0.1	100.0	0.0	688
Middle	100.0	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	100.0	0.0	682
Fourth	99.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	100.0	0.1	692
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	0.0	0.0	0.0	100.0	0.0	686

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

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, Turks and Caicos Islands MICS, 2019-2020

	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 lighting ¹	Number of household members (in households that reported the use of lighting)
	Clean fuels for lighting:				Polluting fuels for lighting:				Missing	Total			
	Electricity	Solar lantern	Rechargeable flashlight, torch or lantern	Battery powered flashlight, torch or lantern	Oil lamp	Candle	Other fuel for lighting	No lighting in the household					
Total	98.9	0.6	0.1	0.1	0.0	0.1	0.2	0.0	0.0	100.0	3,435	99.7	3,434
Region													
Grand Turk	97.1	1.1	0.4	0.4	0.0	0.5	0.2	0.0	0.3	100.0	364	99.0	364
NCMCSCSC	96.3	2.8	0.3	0.1	0.0	0.1	0.2	0.1	0.0	100.0	182	99.6	181
Providenciales	99.3	0.4	0.0	0.0	0.0	0.0	0.2	0.0	0.0	100.0	2,889	99.8	2,889
Education of household head													
Pre-primary or none	(99.4)	(0.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	46	(100.0)	46
Primary/lower secondary	95.3	4.0	0.2	0.3	0.0	0.1	0.1	0.0	0.0	100.0	413	99.8	413
Upper secondary	99.6	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.1	100.0	1,565	99.8	1,564
Higher	99.2	0.3	0.1	0.0	0.0	0.0	0.5	0.0	0.0	100.0	1,353	99.5	1,353
Missing/DK	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	59	100.0	59
Ethnicity of household head													
Black/Negro/African	98.9	0.7	0.0	0.1	0.0	0.1	0.2	0.0	0.0	100.0	2,998	99.7	2,997
Other	99.2	0.2	0.2	0.0	0.0	0.0	0.2	0.0	0.2	100.0	437	99.6	437

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of household members in households with primary reliance on										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:							
	Electricity	Solar lantern	Recharge-able flashlight, torch or lantern	Battery powered flashlight, torch or lantern	Oil lamp	Candle	Other fuel for lighting	No lighting in the household	Missing	Total			
Wealth index quintile													
Poorest	94.9	3.1	0.3	0.3	0.0	0.3	1.1	0.0	0.0	100.0	686	98.6	686
Second	99.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	100.0	688	99.9	688
Middle	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	682	100.0	682
Fourth	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	692	100.0	692
Richest	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	686	100.0	686
¹ MICS indicator TC.17 - Primary reliance on clean fuels and technologies for lighting													
() Figures that are based on 25-49 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, Turks and Caicos Islands MICS, 2019-2020

	Primary reliance on clean fuels and technologies for cooking and lighting ^{1,A,B}	Number of household members
Total	99.6	3,435
Region		
Grand Turk	98.8	364
NCMCSCSC	99.3	182
Providenciales	99.7	2,889
Education of household head		
Pre-primary or none	(100.0)	46
Primary/lower secondary	99.8	413
Upper secondary	99.7	1,565
Higher	99.5	1,353
Missing/DK	100.0	59
Ethnicity of household head		
Black/Negro/African	99.6	2,998
Other	99.5	437
Wealth index quintile		
Poorest	98.3	686
Second	99.9	688
Middle	100.0	682
Fourth	99.9	692
Richest	100.0	686

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

^BWhile the global definition of the SDG Indicator 7.1.2 includes data on clean fuels and technology used for space heating, this is not applicable to the Turks and Caicos Islands as temperatures generally range from 24°C to 35° .

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

7.5 SYMPTOMS OF ACUTE RESPIRATORY INFECTION

Symptoms of ARI are collected during the Turks and Caicos Islands, 2019-2020 MICS to capture symptoms related to pneumonia, a leading cause of death in children under five.⁷⁴ 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.⁷⁹ 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 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. Information is also presented by sex, age, region, area, age, and socioeconomic factors and the point of treatment among children with symptoms of ARI who were treated with antibiotics. However, this table has not been presented in the report as there were only a very few unweighted cases of children with symptoms of ARI.

⁷⁹ 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

7.6 FEVER

A fever is often an indication that something is wrong in the body, and could serve as a signal of a need to seek medical care to determine and treat the cause. The Turks and Caicos Islands, 2019-2020 MICS included questions about whether the child had a fever in the last two weeks before the survey and what treatment, if any, was given.

Table TC.6.10 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. Table TC.6.11 provide further insight on treatment of children with fever.

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.6.10: 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, Turks and Caicos Islands MICS, 2019-2020

	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			Other source	A health facility or provider ^{1,B}	No advice or treatment sought	
	Public	Private	Community health provider ^A				
Total^C	52.0	47.6	0.0	0.0	75.0	24.8	44
Sex							
Male	(40.4)	(36.5)	(0.0)	(0.0)	(76.9)	(23.1)	24
Female	(65.8)	(60.7)	(0.0)	(0.0)	(72.8)	(26.7)	20
Mother's education							
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	1
Upper secondary	(*)	(*)	(*)	(*)	(*)	(*)	17
Higher	(37.8)	(61.9)	(0.0)	(0.0)	(74.0)	(26.0)	26
Ethnicity of household head							
Black/Negro/African	(57.2)	(49.9)	(0.0)	(0.0)	(77.5)	(22.2)	37
Other	(*)	(*)	(*)	(*)	(*)	(*)	8
Wealth index quintile							
Poorest 60%	(60.8)	(59.2)	(0.0)	(0.0)	(85.4)	(14.3)	31
Richest 40%	(*)	(*)	(*)	(*)	(*)	(*)	13
¹ MICS indicator TC.26 - Care-seeking for fever							
^A Community health providers includes both public (Community health worker and Mobile/Outreach clinic) and private (Non-Government community health worker and Mobile clinic) health facilities							
^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							
^C The characteristics of "Region" and "Age (in months)" have been suppressed, as the small number of unweighted cases does not allow reliable disaggregation							
() 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, Turks and Caicos Islands MICS, 2019-2020

	Children with a fever in the last two weeks who were given:									Number of children with fever in last two weeks
	Medications									
	Amoxicillin	Cotrimoxazole	Other antibiotic pill or syrup	Other antibiotic injection	Paracetamol/ Panadol/ Acetaminophen	Aspirin	Ibuprofen	Other	Missing/DK	
Total^A	11.8	0.0	51.6	0.0	22.4	0.0	0.9	20.9	4.5	44
Sex										
Male	(20.0)	(0.0)	(51.1)	(0.0)	(15.8)	(0.0)	(1.3)	(31.6)	(2.1)	24
Female	(2.1)	(0.0)	(52.1)	(0.0)	(30.3)	(0.0)	(0.5)	(8.2)	(7.3)	20
Mother's education										
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Upper secondary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
Higher	(1.6)	(0.0)	(58.2)	(0.0)	(24.5)	(0.0)	(1.6)	(18.3)	(2.8)	26
Ethnicity of household head										
Black/Negro/African	(12.4)	(0.0)	(58.5)	(0.0)	(15.3)	(0.0)	(1.1)	(16.4)	(5.4)	37
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
Wealth index quintile										
Poorest 60%	(15.6)	(0.0)	(65.5)	(0.0)	(9.9)	(0.0)	(1.0)	(20.5)	(0.0)	31
Richest 40%	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13

^AThe characteristics of "Region" and "Age (in months)" have been suppressed, as the small number of unweighted cases does not allow reliable disaggregation
 () 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 age.

Breastfeeding in the first few years of life protects children from infection, provides an ideal source of nutrients and is economical and safe.⁸⁰ 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.⁸¹ Mothers often face pressures to switch to infant formula, which can contribute to growth faltering and micronutrient malnutrition. 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.⁸² 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.⁸³

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.⁸⁴ 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.^{85,86} The breastfeeding recommendations and guiding principles for complementary feeding for which standard indicators^{87,88} have been developed, and which are collected in this survey, are listed in the table below.

⁸⁰ 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)

⁸¹ 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>

⁸² 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

⁸³ 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

⁸⁴ 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>

⁸⁵ PAHO. *Guiding principles for complementary feeding of the breastfed child*. 2003.

⁸⁶ 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>

⁸⁷ WHO, UNICEF, USAID, AED, UCDAVIS, IFPRI. Indicators for assessing infant and young child feeding practices, Part I definitions. 2008.

⁸⁸ 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 measures⁸⁹	Notes on interpretation⁹⁰	Table
Breastfeed within one hour of birth	Early Initiation of breastfeeding Percentage of most recent live-born children to women with a live birth in the last 2 years who were put to the breast within one hour of birth	This is the only indicator in the series based on historical recall, that is, of what happened up to 2 years before the survey interview.	TC.7.1
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 ⁹¹	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 ⁹² 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 an appropriate amount of food	No standard indicator exists		na
Provide food with appropriate consistency	No standard indicator exists		na
Use of vitamin-mineral supplements or fortified products	No standard indicator exists		na
Safe preparation and storage of foods	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
Responsive feeding	No standard indicator exists		na

⁸⁹ 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.

⁹⁰ 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.

⁹¹ Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines.

⁹² 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

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 7⁹³ food groups for non-breastfed children; and
- (iii) At least two milk feeds for non-breastfed children.

Table TC.7.1 is based on mothers’ reports of when their last-born child, born in the last two years, was first put to the breast. It indicates the proportion who were ever breastfed, as well as those who were first breastfed within one hour and one day of birth.

Table TC.7.2 presents information about liquids or other items newborns were given in the first 3 days of life, apart from breastmilk. The data are disaggregated by various background characteristics, including whether the child was ever breastfed or not.

The set of infant and young child feeding indicators reported in tables TC.7.3 through TC.7.6 are based on the mother’s 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. This table has been suppressed as it is based on fewer than 25 unweighted cases.

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. Table TC.7.6 has been suppressed as it is based on fewer than 25 unweighted cases.

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.⁹⁴ Table TC.7.8 presents the percentage of children aged 0–23 months who were bottle-fed with a nipple during the previous day.

⁹³ 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.

⁹⁴ Zimmerman, E. and K. Thompson. “Clarifying Nipple confusion.” *J Perinatol* 35, no.11 (2015):895-9. doi:

Table TC.7.1: Initial breastfeeding

Percentage of most recent live-born children to women age 15-49 years with a live birth in the last two years who were ever breastfed, breastfed within one hour of birth and within one day of birth, Turks and Caicos Islands MICS, 2019-2020

	Percentage who were ever breastfed ¹	Percentage of children who were first breastfed:		Number of most recent live-born children to women with a live birth in the last 2 years
		Within one hour of birth ²	Within one day of birth	
Total	94.9	49.2	77.2	76
Region				
Grand Turk	(*)	(*)	(*)	4
NCMCS CSC	(*)	(*)	(*)	2
Providenciales	(95.6)	(47.9)	(77.0)	69
Months since last birth				
0-11 months	(96.8)	(70.7)	(87.2)	39
12-23 months	(92.9)	(26.3)	(66.5)	37
Mother's education				
Lower secondary or less	(*)	(*)	(*)	2
Upper secondary	(98.2)	(68.3)	(94.2)	41
Higher	(91.1)	(26.4)	(59.2)	32
Assistance at delivery				
Skilled attendant	94.9	49.2	77.2	76
Place of delivery				
Health facility	94.8	50.8	76.4	73
Public	97.9	50.5	77.8	67
Private	(*)	(*)	(*)	6
Other/DK/Missing	(*)	(*)	(*)	2
Type of delivery				
Vaginal birth	(96.1)	(56.2)	(95.7)	34
C-Section	(94.0)	(43.5)	(62.3)	42
Ethnicity of household head				
Black/Negro/African	95.6	46.9	76.0	69
Other	(*)	(*)	(*)	7
Wealth index quintile				
Poorest 60%	94.6	47.9	72.4	60
Richest 40%	(96.3)	(54.2)	(95.4)	16

¹ MICS indicator TC.30 - Children ever breastfed

² MICS indicator TC.31 - Early initiation of breastfeeding

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

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

Table TC.7.2: Newborn feeding

Percentage of most recent live-born children to women age 15-49 years with a live birth in the last 2 years by type of liquids or items (not considering breastmilk) consumed in the first 3 days of life, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children who consumed:										Type ^A of liquids or items (not considering breastmilk) consumed in the first 3 days of life				Number of most recent live-born children to women with a live birth in the last 2 years
	Milk (other than breastmilk)	Plain water	Sugar or glucose water	Gripe water	Fruit juice	Infant formula	Tea/Infusions/Traditional herbal preparations	Honey	Prescribed medicine/ORS/Sugar-salt solutions	Other	Milk-based liquids only	Non-milk-based liquids/items only	Both	Any	
Total	6.5	1.4	0.0	0.2	0.0	14.6	0.0	0.0	0.0	0.0	20.9	1.4	0.2	22.5	76
Region															
Grand Turk	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Providenciales	(5.8)	(1.4)	(0.0)	(0.0)	(0.0)	(13.4)	(0.0)	(0.0)	(0.0)	(0.0)	(19.2)	(1.4)	(0.0)	(20.6)	69
Months since birth															
0-11 months	(2.7)	(0.0)	(0.0)	(0.0)	(0.0)	(16.3)	(0.0)	(0.0)	(0.0)	(0.0)	(19.0)	(0.0)	(0.0)	(19.0)	39
12-23 months	(10.6)	(2.9)	(0.0)	(0.4)	(0.0)	(12.9)	(0.0)	(0.0)	(0.0)	(0.0)	(23.0)	(2.9)	(0.4)	(26.3)	37
Breastfeeding status															
Ever breastfed	3.2	1.5	0.0	0.2	0.0	13.8	0.0	0.0	0.0	0.0	16.7	1.5	0.2	18.4	72
Never breastfed	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
Assistance at delivery															
Skilled attendant	6.5	1.4	0.0	0.2	0.0	14.6	0.0	0.0	0.0	0.0	20.9	1.4	0.2	22.5	76
Place of delivery															
Health facility	6.7	1.4	0.0	0.2	0.0	15.1	0.0	0.0	0.0	0.0	21.6	1.4	0.2	23.3	73
Public	3.4	1.6	0.0	0.2	0.0	15.2	0.0	0.0	0.0	0.0	18.3	1.6	0.2	20.1	67
Private	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Other/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2

Table TC.7.2: Newborn feeding

Percentage of most recent live-born children to women age 15-49 years with a live birth in the last 2 years by type of liquids or items (not considering breastmilk) consumed in the first 3 days of life, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children who consumed:										Type ^A of liquids or items (not considering breastmilk) consumed in the first 3 days of life				Number of most recent live-born children to women with a live birth in the last 2 years
	Milk (other than breastmilk)	Plain water	Sugar or glucose water	Gripe water	Fruit juice	Infant formula	Tea/Infusions/Traditional herbal preparations	Honey	Prescribed medicine/ORS/Sugar-salt solutions	Other	Milk-based liquids only	Non-milk-based liquids/items only	Both	Any	
Mother's education															
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Upper secondary	(4.7)	(2.3)	(0.0)	(0.0)	(0.0)	(13.1)	(0.0)	(0.0)	(0.0)	(0.0)	(17.8)	(2.3)	(0.0)	(20.1)	41
Higher	(7.5)	(0.3)	(0.0)	(0.5)	(0.0)	(13.9)	(0.0)	(0.0)	(0.0)	(0.0)	(20.9)	(0.3)	(0.5)	(21.7)	32
Ethnicity of household head															
Black/Negro/African	6.0	1.5	0.0	0.2	0.0	15.7	0.0	0.0	0.0	0.0	21.5	1.5	0.2	23.2	69
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Wealth index quintile															
Poorest 60%	8.0	1.8	0.0	0.0	0.0	13.6	0.0	0.0	0.0	0.0	21.6	1.8	0.0	23.3	60
Richest 40%	(0.9)	(0.0)	(0.0)	(0.9)	(0.0)	(18.6)	(0.0)	(0.0)	(0.0)	(0.0)	(18.5)	(0.0)	(0.9)	(19.5)	16

^A Milk-based liquids include milk (other than breastmilk) and infant formula. Non-milk-based include plain water, sugar or glucose water, gripe water, fruit juice, tea/infusions/traditional herbal preparations, honey and "other". Note that prescribed medicine/ORS/sugar-salt solutions are not included in any category.

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

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, Turks and Caicos Islands MICS, 2019-2020

	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	7.3	158	1.9	2.1	88
Sex					
Male	10.2	52	(0.4)	(0.6)	28
Female	7.1	106	(2.3)	(2.3)	60
Region					
Grand Turk	(7.8)	11	(*)	(*)	4
NCMCSCSC	(0.0)	5	(*)	(*)	3
Providenciales	5.4	142	(2.1)	(2.1)	81
Mother's education					
Lower secondary or less	(*)	5	(*)	(*)	3
Upper secondary	7.5	89	(2.3)	(2.5)	51
Higher	3.3	63	(0.5)	(0.5)	34
Ethnicity of household head					
Black/Negro/African	7.2	145	1.9	2.1	83
Other	(*)	13	(*)	(*)	5
Wealth index quintile					
Poorest 60%	4.2	111	2.5	2.7	69
Richest 40%	13.8	47	(0.5)	(0.5)	20
Mean	8.6	158	1.8	2.0	88

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, Turks and Caicos Islands MICS, 2019-2020

	Children age 6-23 months		Children age 0-23 months ^A	
	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent appropriately breastfed ¹	Number of children
Total	20.0	57	26.3	88
Sex				
Male	(27.0)	22	(22.6)	28
Female	(15.7)	35	(27.9)	60
Region				
Grand Turk	(*)	2	(*)	4
NCMCSCSC	(*)	2	(*)	3
Providenciales	(20.3)	53	(27.9)	81
Mother's education				
Lower secondary or less	(*)	1	(*)	3
Upper secondary	(26.4)	26	(35.9)	51
Higher	(*)	30	(14.7)	34
Ethnicity of household head				
Black/Negro/African	(18.3)	46	25.7	83
Other	(*)	11	(*)	5
Wealth index quintile				
Poorest 60%	(14.9)	48	26.8	69
Richest 40%	(*)	9	(24.2)	20

¹ MICS indicator TC.37 - Age-appropriate breastfeeding^AThe columns and MICS indicator for "Exclusive breastfeeding under 6 months" have been suppressed, as they are based on fewer than 25 unweighted cases

() 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, Turks and Caicos Islands MICS, 2019-2020

	Percent of children who received:			Number of children age 6-23 months
	Minimum dietary diversity ^{1,A}	Minimum meal frequency ^{2,B}	Minimum acceptable diet ^C	
Total^D	56.2	68.7	29.5	57
Sex				
Male	(64.2)	(65.5)	(33.6)	22
Female	(51.3)	(70.7)	(26.9)	35
Region				
Grand Turk	(*)	(*)	(*)	2
NMCMCSCSC	(*)	(*)	(*)	2
Providenciales	(56.4)	(68.9)	(29.1)	53
Mother's education				
Lower secondary or less	(*)	(*)	(*)	1
Upper secondary	(57.0)	(65.5)	(29.2)	26
Higher	(*)	(*)	(*)	30
Ethnicity of household head				
Black/Negro/African	(54.3)	(69.3)	(28.5)	52
Other	(*)	(*)	(*)	5
Wealth index quintile				
Poorest 60%	(58.5)	(71.3)	(34.0)	46
Richest 40%	(*)	(*)	(*)	11

¹ MICS indicator TC.41 - Minimum dietary diversity

² 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.

^D Panels for "Currently breastfeeding", "Currently not breastfeeding" and "Age(in months)" (and by extension, MICS Indicators TC39a, TC39b, TC40) suppressed, as the small number of unweighted cases do not allow for reliable disaggregation

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

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

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children age 0-23 months fed with a bottle with a nipple ¹	Number of children age 0-23 months
Total	79.0	88
Sex		
Male	(83.7)	28
Female	(76.8)	60
Region		
Grand Turk	(*)	4
NCMCSCSC	(*)	3
Providenciales	(77.8)	81
Age (in months)		
0-5	(*)	31
6-11	(*)	29
12-23	(92.8)	28
Mother's education		
Lower secondary or less	(*)	3
Upper secondary	(68.2)	51
Higher	(92.6)	34
Ethnicity of household head		
Black/Negro/African	79.1	83
Other	(*)	5
Wealth index quintile		
Poorest 60%	76.6	69
Richest 40%	(87.1)	20
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 MALNUTRITION

Children’s nutritional status reflects their overall health. When children have access to an adequate food supply, are not exposed to repeated illness, and are well cared for, they reach their growth potential and are considered well-nourished.

Undernutrition is associated with nearly half of all child deaths worldwide.⁹⁵ Children suffering from undernutrition are more likely to die from common childhood ailments, and those who survive often suffer recurring sicknesses and faltering growth. Three-quarters of children who die from causes related to undernutrition only had mild or moderate forms of undernutrition, meaning they showed little outward sign of their vulnerability.⁹⁶ The Sustainable Development Goal target 2.2 is to reduce the prevalence of stunting among children under five by 40 per cent between 2012 and 2025 as well as to reduce wasting to <5 per cent and have no increase in overweight over the same period. A reduction in the prevalence of malnutrition will also contribute to the achievement of several other global goals, including the goal to end preventable newborn and child deaths.

In a well-nourished population, there is a reference distribution of height and weight for how children under 5 should grow. The reference population used in this report is based on the WHO growth standards.⁹⁷ Undernutrition in a population can be gauged by comparing children to this reference population. Each of the three nutritional status indicators – weight-for-age, height-for-age, and weight-for-height – can be expressed in standard deviation units (z-scores) from the median of the reference population.

Weight-for-age is a measure of both acute and chronic malnutrition. Children whose weight-for-age is more than two standard deviations below the median of the reference population are considered *moderately or severely underweight*, while those whose weight-for-age is more than three standard deviations below the median are classified as *severely underweight*.

Height-for-age is a measure of linear growth. Children whose height-for-age is more than two standard deviations below the median of the reference population are considered short for their age and are classified as *moderately or severely stunted*. Those whose height-for-age is more than three standard deviations below the median are classified as *severely stunted*. Stunting, or chronic malnutrition, is the result of failure to receive adequate nutrition in early life over an extended period and/or recurrent or chronic illness.

Weight-for-height can be used to assess wasting and overweight status. Children whose *weight-for-height* is more than two standard deviations below the median of the reference population are classified as *moderately or severely wasted*, while those who fall more than three standard deviations below the median are classified as *severely wasted*. Wasting is usually the result of poor nutrient intake or disease. The prevalence of wasting may shift seasonally in response to changes in the availability of food and/or disease prevalence.

Children whose weight-for-height is more than two standard deviations above the median reference population are classified as moderately or severely overweight.

In MICS, weights and heights of all children under 5 years of age were measured using the anthropometric equipment recommended by UNICEF.⁹⁸ Findings in this section are based on the results of these

⁹⁵ Black, R. et al. “Maternal and Child Undernutrition and Overweight in Low-income and Middle-income Countries.” *The Lancet* 382, no. 9890 (2013): 427–451. doi:10.1016/s0140-6736(13)60937-x

⁹⁶ Black, R., et al. “Maternal and Child Undernutrition: global and regional exposures and health consequences.” *The Lancet* 371, no. 9608 (2008): 243–60. doi: 10.1016/S0140-6736(07)61690-0

⁹⁷ WHO. *Child Growth Standards*. Technical Report, Geneva: WHO Press, 2006. http://www.who.int/childgrowth/standards/Technical_report.pdf?ua=1

⁹⁸ See MICS Supply Procurement Instructions: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018.

measurements in conjunction with the age in months data based on birth dates collected during the survey interview.

Table TC.8.1 shows percentages of children classified into each of the above described categories, based on the anthropometric measurements that were taken during fieldwork. Additionally, the table includes mean z-scores for all three anthropometric indicators.

Children whose full birth date (month and year) were not obtained, and children whose measurements were not taken due to absence from the home during interviews or other reasons, or whose measurements are outside a plausible range are excluded from Table TC.8.1. Children are excluded from one or more of the anthropometric indicators when their weights and heights have not been measured, or their age is not available, whichever applicable. For example, if a child has been weighed but his/her height has not been measured, the child is included in underweight calculations, but not in the calculations for stunting and wasting. Percentages of children by age and reasons for exclusion are shown in the data quality tables DQ.3.4, DQ.3.5, and DQ.3.6 in Appendix D. The tables show that due to incomplete dates of birth, implausible measurements, and/or missing weight and/or height, 8.2 percent of children have been excluded from calculations of the weight-for-age indicator, 11.8 percent from the height-for-age indicator, and 9.2 percent for the weight-for-height indicator. Table CDQ.2.4 shows that complete year and month data was collected for 99.5 percent of children, with only the year of birth and age being report for the remaining 0.5 percent of the children. For height measurements, digit 3 showed the most heaping with 22.6 percent of the weights, followed by digit 4 with 15.4 percent, while only 3.5 percent and 4.7 percent of weights ended on digits 9 and 6, respectively. For height/length measurements, digit 9 showed the greatest amount of heaping at 17.7 percent, followed by digit 1 at 14.2 percent, while 5.0 percent and 6.5 percent of height/length ended on digits 8 and 4, respectively.

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

Table TC.8.1: Nutritional status of children

Percentage of children under age 5 by nutritional status according to three anthropometric indices: weight for age, height for age, and weight for height, Turks and Caicos Islands MICS, 2019-2020

	Weight for age			Number of children with weight and age ^A	Height for age			Number of children with height and age ^A	Weight for height				Number of children with weight and height ^A	
	Underweight		Mean Z-Score (SD)		Stunted		Mean Z-Score (SD)		Wasted		Overweight			Mean Z-Score (SD)
	Percent below - 2 SD ¹	Percent below - 3 SD ²			Percent below - 2 SD ³	Percent below - 3 SD ⁴			Percent below - 2 SD ⁵	Percent below - 3 SD ⁶	Percent above + 2 SD ⁷	Percent above + 3 SD ⁸		
Total	0.4	0.3	0.5	283	4.6	0.6	0.3	272	1.2	0.1	18.2	5.3	0.7	280
Sex														
Male	0.1	0.0	0.5	125	1.8	1.3	0.3	125	2.6	0.1	14.5	5.6	0.5	127
Female	0.6	0.5	0.5	158	7.0	0.0	0.3	146	0.0	0.0	21.2	5.0	0.8	153
Region														
Grand Turk	0.0	0.0	0.5	23	1.3	0.5	0.4	23	0.0	0.0	6.5	0.5	0.4	22
NCMCS CSC	(2.7)	(0.0)	(0.5)	5	(0.0)	(0.0)	(0.5)	5	(0.0)	(0.0)	(15.4)	(2.7)	(0.6)	5
Providenciales	0.4	0.3	0.5	255	5.0	0.6	0.3	244	1.3	0.1	19.2	5.7	0.7	253
Age (in months)														
0-5	(*)	(*)	(*)	24	(*)	(*)	(*)	24	(*)	(*)	(*)	(*)	(*)	30
6-11	(*)	(*)	(*)	28	(*)	(*)	(*)	18	(*)	(*)	(*)	(*)	(*)	19
12-17	(*)	(*)	(*)	8	(*)	(*)	(*)	8	(*)	(*)	(*)	(*)	(*)	8
18-23	(*)	(*)	(*)	19	(*)	(*)	(*)	19	(*)	(*)	(*)	(*)	(*)	18
24-35	0.3	0.0	0.9	62	0.3	0.0	0.5	62	0.3	0.3	19.4	15.9	0.9	61
36-47	0.0	0.0	0.6	59	0.0	0.0	0.3	59	0.0	0.0	4.9	0.0	0.6	59
48-59	0.9	0.9	0.4	83	0.5	0.0	0.3	82	3.6	0.0	17.4	1.4	0.3	84
Mother's education^B														
Lower secondary or less	(*)	(*)	(*)	8	(*)	(*)	(*)	8	(*)	(*)	(*)	(*)	(*)	8
Upper secondary	0.0	0.0	0.5	147	8.2	1.0	0.2	148	1.0	0.0	17.3	4.5	0.6	152
Higher	0.9	0.6	0.6	127	0.3	0.1	0.4	116	1.5	0.1	19.2	6.1	0.7	120
Mother's age at birth														
Less than 20	(*)	(*)	(*)	22	0.8	0.0	0.8	22	(*)	(*)	(*)	(*)	(*)	22
20-34	0.7	0.5	0.5	163	7.5	1.0	0.2	162	2.0	0.1	19.4	4.2	0.5	165
35-49	0.0	0.0	0.6	90	0.3	0.0	0.3	80	0.0	0.0	22.2	9.1	0.9	84
No information on biological mother	(*)	(*)	(*)	8	(*)	(*)	(*)	8	(*)	(*)	(*)	(*)	(*)	8

Table TC.8.1: Nutritional status of children

Percentage of children under age 5 by nutritional status according to three anthropometric indices: weight for age, height for age, and weight for height, Turks and Caicos Islands MICS, 2019-2020

	Weight for age			Number of children with weight and age ^A	Height for age			Number of children with height and age ^A	Weight for height				Number of children with weight and height ^A	
	Underweight		Mean Z-Score (SD)		Stunted		Mean Z-Score (SD)		Wasted		Overweight			Mean Z-Score (SD)
	Percent below - 2 SD ¹	Percent below - 3 SD ²			Percent below - 2 SD ³	Percent below - 3 SD ⁴			Percent below - 2 SD ⁵	Percent below - 3 SD ⁶	Percent above + 2 SD ⁷	Percent above + 3 SD ⁸		
Ethnicity of household head														
Black/Negro/African	0.4	0.3	0.5	251	5.1	0.7	0.3	239	1.3	0.1	18.2	4.1	0.6	248
Other	(0.0)	(0.0)	(0.7)	32	(1.3)	(0.0)	(0.1)	32	(0.0)	(0.0)	(18.3)	(14.1)	(0.9)	32
Wealth index quintile														
Poorest	1.1	1.1	0.2	69	14.8	0.2	-0.1	69	0.0	0.0	19.9	3.8	0.7	70
Second	0.0	0.0	0.7	72	3.2	2.1	0.5	72	2.1	0.0	19.1	10.7	0.6	71
Middle	(0.0)	(0.0)	(0.5)	54	(0.0)	(0.0)	(0.5)	43	(3.6)	(0.0)	(16.4)	(3.0)	(0.6)	45
Fourth	0.4	0.0	0.8	42	0.0	0.0	0.3	41	0.4	0.4	17.7	1.5	0.9	41
Richest	0.3	0.0	0.5	47	0.0	0.0	0.4	47	0.0	0.0	16.5	4.8	0.5	52

¹ MICS indicator TC.44a - Underweight prevalence (moderate and severe)

² MICS indicator TC.44b - Underweight prevalence (severe)

³ MICS indicator TC.45a - Stunting prevalence (moderate and severe); SDG indicator 2.2.1

⁴ MICS indicator TC.45b - Stunting prevalence (severe)

⁵ MICS indicator TC.46a - Wasting prevalence (moderate and severe); SDG indicator 2.2.2

⁶ MICS indicator TC.46b - Wasting prevalence (severe)

⁷ MICS indicator TC.47a - Overweight prevalence (moderate and severe); SDG indicator 2.2.2

⁸ MICS indicator TC.47b - Overweight prevalence (severe)

^A Denominators for weight for age, height for age, and weight for height may be different. Children are excluded from one or more of the anthropometric indicators when their weights and heights have not been measured or are implausible (flagged), or their age is not available, whichever applicable. See Appendix D: Data quality, Tables DQ.3.4-6.

^B The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

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

7.9 SALT IODISATION

Iodine Deficiency Disorders (IDD) are the world's leading cause of preventable brain damage and impaired psychomotor development in young children.⁹⁹ In its most extreme form, iodine deficiency causes cretinism. It also increases the risks of stillbirth and miscarriage in pregnant women. Iodine deficiency is most commonly and visibly associated with goitre. IDD takes its greatest toll in impaired mental growth and development, contributing to poor learning outcomes, reduced intellectual ability, and impaired work performance.¹⁰⁰ The indicator reported in MICS is the percentage of households consuming iodized salt as assessed using rapid test kits.

In the Turks and Caicos Islands, 2019-2020 MICS, salt used for cooking in the household was tested for presence of iodine using rapid test kits for potassium iodide or potassium iodate or both¹⁰¹. Table TC.9.1 presents the percent distribution of households by consumption of iodized salt.

⁹⁹ ICCIDD, UNICEF, WHO. *Assessment of iodine deficiency disorders and monitoring their elimination: a guide for programme managers*. Geneva: WHO Press (2007).

http://apps.who.int/iris/bitstream/handle/10665/43781/9789241595827_eng.pdf?sequence=1

¹⁰⁰ Zimmermann M.B. "The role of iodine in human growth and development." *Seminars in Cell & Developmental Biology* 22, (2011): 645-652. doi: 10.1016/j.semcdb.2011.07.009

¹⁰¹ There is currently no official salt iodization policy in TCI.

Table TC.9.1: Iodized salt consumption

Percent distribution of households by consumption of iodized salt, Turks and Caicos Islands MICS, 2019-2020

	Percentage of households in which salt was tested	Number of households	Percent of households with:			Total	Number of households in which salt was tested or with no salt
			Salt test result				
			No salt	Not iodized 0 ppm	Iodised >0 ¹		
Total	90.1	1,449	8.8	18.2	73.0	100.0	1,432
Region							
Grand Turk	84.3	146	14.1	17.7	68.2	100.0	144
NCMCSCSC	81.9	83	11.0	22.2	66.7	100.0	77
Providenciales	91.4	1,219	8.1	17.9	74.0	100.0	1,212
Wealth index quintile							
Poorest	81.1	380	18.7	12.6	68.7	100.0	379
Second	93.3	298	5.9	20.6	73.5	100.0	296
Middle	94.8	241	3.1	20.9	76.1	100.0	236
Fourth	93.0	287	6.6	19.2	74.2	100.0	286
Richest	92.2	242	5.1	20.0	74.9	100.0	235

¹ MICS indicator TC.48 - Iodized salt consumption

7.10 EARLY CHILDHOOD DEVELOPMENT

It is well recognized that a period of rapid brain development occurs in the first years of life, and the quality of children's home environment and their interactions with caregivers is a major determinant of their development during this period.¹⁰² Children's early experiences with responsive caregiving serves an important neurological function and these interactions can boost cognitive, physical, social and emotional development.¹⁰³ In this context, engagement of adults in activities with children, presence of 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 was collected in the survey and presented in Table TC.10.1. These included the involvement of adults in 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.

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 school work. Presence of books is 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.¹⁰⁴ 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.

¹⁰² 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.

¹⁰³ 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.

¹⁰⁴ 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, Turks and Caicos Islands MICS, 2019-2020

	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 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	
Total	87.3	5.0	1.2	53.8	90.8	34.6	2.3	76.2	4.4	220
Sex										
Male	86.1	5.0	0.0	52.7	93.4	35.5	2.5	77.1	4.6	104
Female	88.3	5.1	2.3	54.7	88.4	33.7	2.1	75.4	4.2	116
Region										
Grand Turk	96.1	5.0	0.0	61.6	92.8	37.6	2.0	85.5	4.5	21
NCMCSCSC	(89.6)	(5.1)	(0.0)	(51.0)	(84.9)	(19.8)	(1.6)	(62.7)	(3.8)	4
Providenciales	86.3	5.0	1.4	53.0	90.7	34.5	2.3	75.5	4.4	195
Age										
2	92.8	4.8	4.0	58.7	94.5	43.8	2.4	85.2	4.2	67
3	86.9	5.0	0.0	52.2	95.6	27.1	2.1	78.3	4.5	68
4	83.2	5.2	0.0	51.2	84.0	33.2	2.4	67.5	4.4	85
Mother's education^A										
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Upper secondary	83.7	4.9	2.4	67.6	89.3	35.2	2.4	64.2	3.8	109
Higher	90.9	5.2	0.0	38.6	93.0	33.4	2.1	89.2	5.0	106
Father's education^A										
Lower secondary or less	93.9	5.3	0.0	100.0	100.0	43.4	3.9	91.2	4.9	9
Upper secondary	95.9	5.1	0.0	100.0	95.3	59.0	3.9	84.5	4.4	68
Higher	91.3	5.4	7.0	100.0	95.2	64.7	4.0	77.2	4.7	38
Biological father not in the household	80.6	4.9	0.0	0.0	85.0	7.2	0.5	69.9	4.2	102

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, Turks and Caicos Islands MICS, 2019-2020

	Adult household members			Percentage of children living with their:		Father	Mean number of activities with fathers	Mother	Mother		Number of children age 2-4 years
	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		Percentage of children with whom mothers have engaged in four or more activities ³	Mean number of activities with mothers		
Functional difficulties											
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Has no functional difficulty	87.0	5.0	1.2	53.3	90.5	33.8	2.3	75.7	4.3	214	
Ethnicity of household head											
Black/Negro/African	89.2	5.0	1.4	53.2	90.3	32.2	2.2	77.4	4.3	193	
Other	73.8	5.0	0.0	58.1	94.1	51.0	2.9	67.9	4.6	27	
Wealth index quintile											
Poorest	(57.1)	(4.0)	(5.2)	(47.2)	(89.8)	(25.5)	(1.7)	(45.1)	(3.3)	51	
Second	(95.3)	(5.3)	(0.0)	(61.6)	(96.7)	(47.1)	(2.8)	(83.7)	(4.7)	55	
Middle	(93.9)	(5.2)	(0.0)	(59.4)	(98.9)	(23.8)	(2.2)	(92.5)	(4.9)	30	
Fourth	98.9	5.7	0.0	39.1	79.1	27.0	1.9	78.0	4.4	38	
Richest	97.1	5.2	0.0	60.2	89.3	42.8	2.8	89.5	4.8	47	

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

^AThe category of "Don't know/Missing" in the background characteristics of "Mother's education" and "Father's education" has been suppressed from the table due to small number of unweighted cases.

() 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, Turks and Caicos Islands MICS, 2019-2020

	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	55.1	26.9	38.2	89.9	63.0	74.3	308
Sex							
Male	52.4	27.2	39.0	92.7	73.5	82.6	132
Female	57.2	26.7	37.6	87.8	55.1	68.1	176
Region							
Grand Turk	59.0	38.8	15.2	91.1	61.1	66.9	25
NCMCSCSC	(59.0)	(21.8)	(34.7)	(86.7)	(60.4)	(62.8)	7
Providenciales	54.7	25.9	40.4	89.8	63.2	75.3	276
Age							
0-1	33.7	12.9	22.4	72.9	35.9	38.1	88
2-4	63.7	32.5	44.5	96.7	73.9	88.9	220
Mother's education^A							
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	8
Upper secondary	39.7	13.6	29.8	84.4	59.1	68.8	159
Higher	75.2	43.0	48.5	98.2	67.6	82.6	140
Functional difficulties (age 2-4 years)							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	5
Has no functional difficulty	64.5	32.6	44.2	96.6	73.2	88.6	214
Ethnicity of household head							
Black/Negro/African	55.7	25.9	38.2	89.2	60.8	73.0	275
Other	(50.6)	(35.3)	(37.9)	(95.2)	(81.3)	(85.4)	33
Wealth index quintile							
Poorest	16.2	5.3	23.8	73.4	50.6	62.0	73
Second	51.0	16.6	47.2	90.4	70.7	78.9	74
Middle	68.3	34.8	28.9	94.7	67.4	69.9	57
Fourth	73.7	40.5	25.2	99.5	83.2	85.7	43
Richest	81.2	48.2	62.6	97.6	49.8	79.6	61

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

² MICS indicator TC.51 - Availability of playthings

^AThe category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

() 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, Turks and Caicos Islands MICS, 2019-2020

	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	0.0	0.6	0.6	308
Sex				
Male	0.0	1.2	1.2	132
Female	0.0	0.1	0.1	176
Region				
Grand Turk	0.0	0.9	0.9	25
NCMCSCSC	(0.0)	(2.1)	(2.1)	7
Providenciales	0.0	0.5	0.5	276
Age				
0-1	0.0	0.2	0.2	88
2-4	0.0	0.8	0.8	220
Mother's education^A				
Lower secondary or less	(*)	(*)	(*)	8
Upper secondary	0.0	0.2	0.2	159
Higher	0.0	1.0	1.0	140
Functional difficulties (age 2-4 years)				
Has functional difficulty	(*)	(*)	(*)	5
Has no functional difficulty	0.0	0.8	0.8	214
Ethnicity of household head				
Black/Negro/African	0.0	0.7	0.7	275
Other	0.0	0.0	0.0	33
Wealth index quintile				
Poorest	0.0	0.0	0.0	73
Second	0.0	2.2	2.2	74
Middle	0.0	0.0	0.0	57
Fourth	0.0	0.5	0.5	43
Richest	0.0	0.0	0.0	61

¹ MICS indicator TC.52 - Inadequate supervision

^AThe category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

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

7.11 EARLY CHILD DEVELOPMENT INDEX

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.¹⁰⁵ Physical growth, literacy and numeracy skills, socio-emotional development and readiness to learn are vital domains of a child's overall development, which build the foundation for later life and set the trajectory for health, learning and well-being.¹⁰⁶

A 10-item module was used to calculate the Early Child Development Index (ECDI). The primary purpose of the ECDI is to inform public policy regarding the developmental status of children in the Turks and Caicos Islands. The index is based on selected milestones that children are expected to achieve by ages 3 and 4. The 10 items are used to determine if children are developmentally on track in four domains:

- Literacy-numeracy: Children are identified as being developmentally on track based on whether they can identify/name at least ten letters of the alphabet, whether they can read at least four simple, popular words, and whether they know the name and recognize the symbols of all numbers from 1 to 10. If at least two of these are true, then the child is considered developmentally on track.
- Physical: If the child can pick up a small object with two fingers, like a stick or a rock from the ground and/or the mother/caretaker does not indicate that the child is sometimes too sick to play, then the child is regarded as being developmentally on track in the physical domain.
- Social-emotional: Children are considered to be developmentally on track if two of the following are true: If the child gets along well with other children, if the child does not kick, bite, or hit other children and if the child does not get distracted easily.
- Learning: If the child follows simple directions on how to do something correctly and/or when given something to do, is able to do it independently, then the child is considered to be developmentally on track in this domain.

ECDI is then calculated as the percentage of children who are developmentally on track in at least three of these four domains. The findings are presented in Table TC.11.1.

¹⁰⁵ 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.

¹⁰⁶Shonkoff, 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.

Table TC.11.1: Early child development index

Percentage of children age 3-4 years who are developmentally on track in literacy-numeracy, physical, social-emotional, and learning domains, and the early child development index score, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children age 3-4 years who are developmentally on track for indicated domains				Early child development index score ¹	Number of children age 3-4 years
	Literacy-numeracy	Physical	Social-Emotional	Learning		
Total	71.7	99.8	70.3	99.7	91.1	153
Sex						
Male	71.9	99.7	64.4	99.6	93.5	83
Female	71.5	100.0	77.3	99.8	88.2	70
Region						
Grand Turk	77.1	98.1	87.6	98.1	97.4	14
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	2
Providenciales	71.6	100.0	68.5	100.0	90.8	137
Age						
3	75.3	99.6	75.4	99.4	92.7	68
4	68.9	100.0	66.2	99.9	89.8	85
Attendance to early childhood education						
Attending	72.5	99.8	73.7	99.7	93.5	140
Not attending	(*)	(*)	(*)	(*)	(*)	13
Mother's education^A						
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	3
Upper secondary	60.4	99.6	56.1	99.5	83.8	73
Higher	83.4	100.0	85.6	100.0	99.7	77
Functional difficulties						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	2
Has no functional difficulty	71.6	99.8	70.0	99.8	91.1	151
Ethnicity of household head						
Black/Negro/African	68.3	100.0	66.7	99.8	89.9	133
Other	(*)	(*)	(*)	(*)	(*)	20
Wealth index quintile						
Poorest 60%	62.0	99.7	65.4	99.5	87.2	96
Richest 40%	88.1	100.0	78.5	100.0	97.6	57

¹ MICS indicator TC.53- Early child development index; SDG Indicator 4.2.1

^AThe category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

8.1 EARLY CHILDHOOD EDUCATION

Readiness of children for primary school can be improved through attendance to early childhood education programmes or through pre-school. 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 education and learning.

At the time of the Turks and Caicos Islands 2019-2020 MICS, early childhood education (ECE) was still not compulsory. However, as part of the drafting of the Education Policy, a consultant has been engaged to draft an Early Childhood Development (ECD) Policy and to cost an attendant implementation plan, with completion scheduled for before the end of 2021. It is expected that the ECD policy will include a recommendation to reduce the compulsory school age.

Currently, 11 primary schools have attached education facilities for children under the compulsory school age of 4 years, complemented by similar arrangements at 24 private schools. Monitoring of the quality of TCI's ECE is guided by a checklist developed in collaboration with UNICEF, focusing on areas such as administration of the programme, health and safety of the children, staffing, programming, learning, the physical environment, and parental involvement.

Table LN.1.1 shows the percent of children age 3 and 4 years currently attending early childhood education: MICS indicator LN.1. This is based on question UB8 in the Questionnaire for Children under 5. If the child was currently on a school break, but regularly attends, the interviewer is asked to record this as currently attending.

Table LN.1.2 is similar to Table LN.1.1, but looks only at children who were 5 years old at the beginning of the school year. In TCI, the school year begins in September.

Specifically, the table presents the 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. This table utilises question UB7 for attendance. The indicator captured is the adjusted net attendance ratio, which corresponds to SDG indicator 4.2.2: Participation rate in organised learning (adjusted¹⁰⁷). The official primary school entry age in TCI is age 6 years.

Additionally, Table LN.1.2 presents parity indices in support of SDG indicator 4.5.1, specifically on the gender and wealth disaggregates of SDG indicator 4.2.2. Generally, when an index value falls between 0.97 and 1.03, it is regarded as parity between two groups. The further from 1.00 that a parity index lies, the greater the disparity between groups.

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).

¹⁰⁷ The ratio is termed "adjusted" since it also includes children attending primary education. All children age one year before official primary school entry age (at the beginning of the school year) are included in the denominator.

Table LN.1.1: Early childhood education

Percentage of children age 36-59 months who are attending early childhood education, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children age 36-59 months attending early childhood education ¹	Number of children age 36-59 months
Total	93.3	150
Sex		
Male	94.5	80
Female	91.9	70
Region		
Grand Turk	97.6	14
NCMCSCSC	(*)	2
Providenciales	92.9	134
Age (in months)		
36-47	88.5	65
48-59	97.0	85
Mother's education^A		
Lower secondary or less	(*)	3
Upper secondary	89.4	70
Higher	98.7	77
Child's functional difficulties		
Has functional difficulty	(*)	2
Has no functional difficulty	93.3	148
Ethnicity of household head		
Black/Negro/African	93.0	130
Other	(*)	20
Wealth index quintile		
Poorest 60%	90.3	93
Richest 40%	98.3	57

¹ MICS indicator LN.1 - Attendance to early childhood education^A The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

Table LN.1.2: Participation rate in organised learning

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 attendance to an early childhood education programme or primary education (adjusted net attendance ratio), Turks and Caicos Islands MICS, 2019-2020

	Percent of children:			Total	Net attendance ratio ¹	Number of children age 5 years at the beginning of the school year
	Attending an early childhood education programme	Attending primary education	Not attending an early childhood education programme or primary education			
Total	60.9	38.1	1.0	100.0	99.0	45
Sex						
Male	(71.3)	(25.)	(1.5)	100.0	(98.5)	19
Female	(51.8)	(47.6)	(0.6)	100.0	(99.4)	26
Region						
Grand Turk	(56.1)	(42.0)	(1.9)	100.0	(98.1)	8
NCMCSCSC	(*)	(*)	(*)	100.0	(*)	2
Providenciales	(61.9)	(37.3)	(0.8)	100.0	(99.2)	35
Mother's education^A						
Lower secondary or less	(*)	(*)	(*)	100.0	(*)	1
Upper secondary	(67.3)	(32.7)	(0.0)	100.0	(100.0)	26
Higher	(53.3)	(44.3)	(2.4)	100.0	(97.6)	18
Ethnicity of household head						
Black/Negro/African	60.9	38.1	1.0	100.0	99.0	43
Other	(*)	(*)	(*)	100.0	(*)	2
Wealth index quintile						
Poorest	(*)	(*)	(*)	100.0	(*)	5
Second	(*)	(*)	(*)	100.0	(*)	3
Middle	(*)	(*)	(*)	100.0	(*)	12
Fourth	(*)	(*)	(*)	100.0	(*)	9
Richest	(*)	(*)	(*)	100.0	(*)	16
Parity indices						
Sex						
Female/male ²	(0.71)	(1.87)	(0.40)	na	(1.01)	na
Wealth						
Poorest/Richest ³	(*)	(*)	(*)	na	(*)	na

¹ MICS indicator LN.2- Participation rate in organised learning (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

^A The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

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 any early childhood education the previous year¹⁰⁸.

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 TCI, 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 and 3 + 2 forms in secondary school. In primary school, grades are referred to as grade 1 to grade 6. For lower secondary school, grades are referred to as first form to third form and in upper secondary as fourth form to fifth form. The school year typically runs from September of one year to June of the following year.

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 school¹⁰⁹, and those who are out of school. Similarly, the lower secondary school adjusted net attendance ratio is presented in Table LN.2.4¹¹⁰ for children age 12 to 14 years.

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 age-for-grade. If this child is currently in year 1, he/she will be classified over-age by 2 years. The table includes both primary and lower secondary levels.

The upper secondary school adjusted net attendance ratio, and out of school children ratio are presented in Table LN.2.6¹¹¹.

The gross intake rate 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 rate 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.

Completion rate of primary education represents the percentage of a cohort of children aged 3 to 5 years above the official age of the last grade of primary education, that is, the percentage of children who are 14 to 16 years old, who completed primary education in the Turks and Caicos Islands. Completion rates are also presented for lower and upper secondary education.

¹⁰⁸ 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.

¹⁰⁹ Ratios presented in this table are "adjusted" since they include not only primary school attendance, but also secondary school attendance in the numerator.

¹¹⁰ Ratios presented in this table are "adjusted" since they include not only lower secondary school attendance, but also attendance to higher levels in the numerator.

¹¹¹ Ratios presented in this table are "adjusted" since they include not only upper secondary school attendance, but also attendance to higher levels in the numerator.

The table also provides the “effective” transition rate¹¹², 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 focusses on the ratio of girls to boys attending primary and secondary education. These ratios are better known as the Gender Parity Index (GPI). Note that the ratios included here are obtained from adjusted net attendance ratios rather than gross attendance ratios. The latter provide an erroneous description of the GPI mainly because, in most cases, the majority of over-age children attending primary education tend to be boys.

The table also presents additional parity indices in support of SDG Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. 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.

The further from 1 a parity index lies, the greater the disparity between groups. When an index value falls between 0.97 and 1.03, it is regarded as parity between two groups.

¹¹² 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 first grade of primary school who attended pre-school the previous year, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children attending first grade who attended preschool in previous year ¹	Number of children attending first grade of primary school
Total	89.3	56
Sex		
Male	(65.3)	15
Female	(98.2)	41
Region		
Grand Turk	(*)	6
NCMCSCSC	(*)	2
Providenciales	(89.2)	49
Mother's education		
Lower secondary or less	(*)	1
Upper secondary	(97.9)	27
Higher	(80.6)	28
Ethnicity of household head		
Black/Negro/African	88.4	50
Other	(*)	6
Wealth index quintile		
Poorest 60%	(84.4)	33
Richest 40%	(96.0)	23

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), Turks and Caicos Islands MICS, 2019-2020

	Percentage of children of primary school entry age entering grade 1 ¹	Number of children of primary school entry age
Total	84.7	55
Sex		
Male	(71.6)	21
Female	(92.9)	34
Region		
Grand Turk	(*)	3
NCMCSCSC	(*)	2
Providenciales	(83.9)	50
Mother's education^A		
Lower secondary or less	(*)	1
Upper secondary	(73.2)	30
Higher	(*)	24
Ethnicity of household head		
Black/Negro/African	(83.9)	52
Other	(*)	3
Wealth index quintile		
Poorest 60%	(92.4)	29
Richest 40%	(76.2)	26

¹ MICS indicator LN.4 - Net intake rate in primary education^A The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

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

Table LN.2.3: Primary school attendance and out of school children

Percentage of children of primary school age attending primary or secondary school (adjusted net attendance ratio), percentage attending early childhood education, and percentage out of school, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male				Female				Total			
	Net attendance ratio (adjusted)	Percentage of children:		Number of children of primary school age at beginning of school year	Net attendance ratio (adjusted)	Percentage of children:		Number of children of primary school age at beginning of school year	Net attendance ratio (adjusted) ¹	Percentage of children:		Number of children of primary school age at beginning of school year
		Attending early childhood education	Out of school ^A			Attending early childhood education	Out of school ^A			Attending early childhood education	Out of school ^{2,A}	
Total	96.3	0.1	3.6	162	98.0	1.2	0.6	156	97.2	0.6	2.1	318
Region												
Grand Turk	100.0	0.0	0.0	17	96.0	0.0	4.0	15	98.1	0.0	1.9	32
NCMCSCSC	(98.6)	(1.4)	(0.0)	7	(97.7)	(0.0)	(0.0)	11	98.0	0.5	0.0	18
Providenciales	95.8	0.0	4.2	138	98.3	1.5	0.3	129	97.0	0.7	2.3	267
Age at beginning of school year												
6	(71.6)	(0.5)	(28.0)	21	(93.5)	(5.5)	(1.0)	34	85.1	3.6	11.3	55
7	(100.0)	(0.0)	(0.0)	24	(100.0)	(0.0)	(0.0)	44	100.0	0.0	0.0	68
8	(100.0)	(0.0)	(0.0)	33	(100.0)	(0.0)	(0.0)	24	100.0	0.0	0.0	57
9	(100.0)	(0.0)	(0.0)	32	(100.0)	(0.0)	(0.0)	13	100.0	0.0	0.0	45
10	(100.0)	(0.0)	(0.0)	23	(92.5)	(0.0)	(5.3)	12	97.5	0.0	1.8	35
11	(100.0)	(0.0)	(0.0)	28	(100.0)	(0.0)	(0.0)	30	100.0	0.0	0.0	58
Mother's education												
Lower secondary or less	(*)	(*)	(*)	11	(*)	(*)	(*)	8	(100.0)	(0.0)	(0.0)	19
Upper secondary	92.7	0.0	7.3	80	96.6	2.6	0.5	73	94.6	1.2	4.0	153
Higher	100.0	0.0	0.0	70	99.1	0.0	0.9	70	99.6	0.0	0.4	140
Missing/DK	-	-	-	0	(*)	(*)	(*)	5	(*)	(*)	(*)	5
Ethnicity of household head												
Black/Negro/African	95.9	0.1	4.0	145	97.9	1.3	0.7	144	96.9	0.7	2.4	289
Other	(*)	(*)	(*)	17	(*)	(*)	(*)	12	(100.0)	(0.0)	(0.0)	29

Table LN.2.3: Primary school attendance and out of school children

Percentage of children of primary school age attending primary or secondary school (adjusted net attendance ratio), percentage attending early childhood education, and percentage out of school, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male				Female				Total			
	Percentage of children:			Number of children of primary school age at beginning of school year	Percentage of children:			Number of children of primary school age at beginning of school year	Percentage of children:			Number of children of primary school age at beginning of school year
Net attendance ratio (adjusted)	Attending early childhood education	Out of school ^A	Net attendance ratio (adjusted)		Attending early childhood education	Out of school ^A	Net attendance ratio (adjusted) ¹		Attending early childhood education	Out of school ^{2,A}		
Wealth index quintile												
Poorest	(100.0)	(0.0)	(00)	14	(98.9)	(0.0)	(0.0)	23	99.3	0.0	0.0	36
Second	(99.5)	(0.5)	(0.0)	21	(100.0)	(0.0)	(0.0)	28	99.8	0.2	0.0	49
Middle	(100.0)	(0.0)	(0.0)	39	(95.3)	(4.7)	(0.0)	40	97.6	2.4	0.0	79
Fourth	89.8	0.0	10.2	57	(100.0)	(0.0)	(0.0)	32	93.5	0.0	6.5	90
Richest	(100.0)	(0.0)	(0.0)	31	(97.1)	(0.0)	(2.9)	33	98.5	0.0	1.5	64

¹ MICS indicator LN.5a - Primary school net attendance ratio (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 early childhood education, primary or lower secondary education. Children who have completed primary school are excluded.

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

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

Table LN.2.4: Lower secondary school attendance and out of school adolescents

Percentage of children of lower secondary school age attending secondary school or higher (adjusted net attendance ratio), percentage attending primary school, and percentage out of school, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male ^A				Female ^A				Total ^A			
	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 ratio (adjusted)	Attending primary school	Out of school ^B	Net attendance ratio (adjusted)		Attending primary school	Out of school ^B	Net attendance ratio (adjusted) ¹		Attending primary school	Out of school ^B		
Total	95.9	2.5	0.0	49	89.1	7.8	0.2	47	92.5	5.1	0.1	96
Region												
Grand Turk	(96.7)	(2.4)	(0.0)	10	(*)	(*)	(*)	5	(98.3)	(1.7)	(0.0)	15
NCMCS CSC	(*)	(*)	(*)	4	(*)	(*)	(*)	6	(96.3)	(2.6)	(1.1)	11
Providenciales	(95.6)	(2.1)	(0.0)	34	(86.2)	(10.0)	(0.0)	36	90.7	6.2	0.0	71
Age at beginning of school year												
12	(93.6)	(6.4)	(0.0)	18	(*)	(*)	(*)	19	(86.8)	(13.2)	(0.0)	36
13	(96.7)	(0.0)	(0.0)	24	(*)	(*)	(*)	20	95.1	0.0	0.0	45
14	(*)	(*)	(*)	7	(*)	(*)	(*)	8	(98.6)	(0.6)	(0.8)	15
Mother's education^C												
Lower secondary or less	(*)	(*)	(*)	3	(*)	(*)	(*)	7	(*)	(*)	(*)	10
Upper secondary	(99.6)	(0.4)	(0.0)	23	(82.3)	(12.5)	(0.4)	29	89.9	7.2	0.2	52
Higher	(95.4)	(1.2)	(0.0)	23	(*)	(*)	(*)	10	96.8	0.8	0.0	34
Missing/DK	-	-	-	0	(*)	(*)	(*)	1	(*)	(*)	(*)	1
Ethnicity of household head												
Black/Negro/African	95.8	2.6	0.0	48	86.3	9.7	0.3	37	91.6	5.7	0.1	86
Other	(*)	(*)	(*)	1	(*)	(*)	(*)	10	(*)	(*)	(*)	10

Table LN.2.4: Lower secondary school attendance and out of school adolescents

Percentage of children of lower secondary school age attending secondary school or higher (adjusted net attendance ratio), percentage attending primary school, and percentage out of school, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male ^A			Number of children of lower secondary school age at beginning of school year	Female ^A			Number of children of lower secondary school age at beginning of school year	Total ^A			Number of children of lower secondary school age at beginning of school year
	Percentage of children:		Out of school ^B		Percentage of children:		Out of school ^B		Percentage of children:		Out of school ^B	
	Net attendance ratio (adjusted)	Attending primary school			Net attendance ratio (adjusted)	Attending primary school			Net attendance ratio (adjusted) ¹	Attending primary school		
Wealth index quintile												
Poorest 60%	(94.1)	(2.5)	(0.0)	24	(84..5)	(15.5)	(0.0)	24	89.4	9.0	0.0	47
Richest 40%	(97.5)	(2.5)	(0.0)	25	(93.6)	(0.0)	(0.5)	24	95.6	1.3	0.2	49

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

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

^A A small number of cases show "age to school level" inconsistencies, and have not been included in the analysis. This small number of cases has a large impact on the total percentage, due to the small sample size.

^B The percentage of children of lower secondary school age out of school are those who are not attending primary, secondary or higher education. Children who have completed lower secondary school are excluded.

^C 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

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, Turks and Caicos Islands MICS, 2019-2020

	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 lower secondary 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	34.8	56.7	5.9	2.6	100.0	319	27.3	51.4	21.0	0.3	100.0	109
Sex												
Male	36.3	58.6	4.5	0.7	100.0	157	21.0	54.6	24.1	0.2	100.0	60
Female	33.3	54.9	7.3	4.5	100.0	162	35.1	47.3	17.1	0.5	100.0	49
Region												
Grand Turk	31.3	63.3	5.1	0.3	100.0	34	(23.0)	(61.8)	(14.6)	(0.6)	100.0	16
NCMCSCSC	21.8	58.5	15.6	4.1	100.0	17	(35.0)	(36.0)	(26.7)	(2.2)	100.0	11
Providenciales	36.0	55.8	5.4	2.8	100.0	268	27.1	51.5	21.4	0.0	100.0	82
Mother's education^A												
Lower secondary or less	(12.0)	(71.3)	(14.8)	(1.9)	100.0	20	(*)	(*)	(*)	(*)	100.0	11
Upper secondary	33.9	51.9	9.5	4.7	100.0	153	19.8	54.9	25.2	0.0	100.0	55
Higher	39.5	59.1	0.9	0.6	100.0	144	31.0	56.1	12.7	0.2	100.0	42
Missing/DK	(*)	(*)	(*)	(*)	100.0	3	(*)	(*)	(*)	(*)	100.0	1
Grade/Form												
1 (primary/lower secondary)	33.7	57.1	9.3	0.0	100.0	56	(25.1)	(60.6)	(14.0)	(0.3)	100.0	41
2 (primary/lower secondary)	26.0	68.7	5.1	0.2	100.0	57	19.3	64.9	15.2	0.6	100.0	38
3 (primary/lower secondary)	36.5	42.1	9.9	11.4	100.0	53	(40.4)	(21.9)	(37.7)	(0.0)	100.0	30
4 (primary)	49.9	47.1	2.1	0.9	100.0	59	na	na	na	na	na	na
5 (primary)	33.9	58.8	2.7	4.5	100.0	37	na	na	na	na	na	na
6 (primary)	27.9	66.6	5.5	0.0	100.0	57	na	na	na	na	na	na
Ethnicity of household head												
Black/Negro/African	33.8	57.8	5.5	2.9	100.0	291	28.2	48.8	22.6	0.4	100.0	98
Other	(44.5)	(45.9)	(9.6)	(0.0)	100.0	28	(*)	(*)	(*)	(*)	100.0	11

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, Turks and Caicos Islands MICS, 2019-2020

	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 lower secondary 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
Wealth index quintile												
Poorest	15.9	56.0	13.7	14.4	100.0	41	(*)	(*)	(*)	(*)	100.0	7
Second	27.3	63.1	6.9	2.6	100.0	51	(*)	(*)	(*)	(*)	100.0	26
Middle	43.6	51.6	4.8	0.0	100.0	75	(*)	(*)	(*)	(*)	100.0	21
Fourth	32.5	64.5	2.2	0.8	100.0	86	(12.4)	(68.6)	(18.9)	(0.0)	100.0	25
Richest	44.9	48.0	6.3	0.9	100.0	67	(49.4)	(36.7)	(13.1)	(0.9)	100.0	30

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

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

^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.

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: Upper secondary school attendance and out of school youth

Percentage of children of upper secondary school age attending upper secondary school or higher (adjusted net attendance ratio), percentage attending lower secondary school, and percentage out of school, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male					Female					Total				
	Percentage of children:				Number of children of upper secondary school age at beginning of school year	Percentage of children:				Number of children of upper secondary school age at beginning of school year	Percentage of children:				Number of children of upper secondary school age at beginning of school year
	Net attendance ratio (adjusted)	Attending lower secondary school	Attending primary school	Out of school ^A		Net attendance ratio (adjusted)	Attending lower secondary school	Attending primary school	Out of school ^A		Net attendance ratio (adjusted) ¹	Attending lower secondary school	Attending primary school	Out of school ^{2,A}	
Total	(73.0)	(17.4)	(0.0)	(8.1)	52	(81.2)	(9.4)	(0.0)	(15.2)	28	75.8	14.7	0.0	10.6	79
Region															
Grand Turk	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	4	(83.5)	(10.6)	(0.0)	(8.1)	10
NCMCS CSC	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	4
Providenciales	(71.7)	(18.4)	(0.0)	(7.7)	45	(*)	(*)	(*)	(*)	21	(74.1)	(15.3)	(0.0)	(11.6)	66
Age at beginning of school year															
15	(*)	(*)	(*)	(*)	25	(*)	(*)	(*)	(*)	9	(65.7)	(34.3)	(0.0)	(0.0)	34
16	(81.5)	(0.0)	(0.0)	(15.7)	27	(*)	(*)	(*)	(*)	19	(83.4)	(0.0)	(0.0)	(18.5)	45
Mother's education															
Lower secondary or less	(*)	(*)	(*)	(*)	12	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	15
Upper secondary	(*)	(*)	(*)	(*)	16	(*)	(*)	(*)	(*)	15	(75.2)	(18.9)	(0.0)	(19.9)	31
Higher	(*)	(*)	(*)	(*)	23	(*)	(*)	(*)	(*)	6	(71.5)	(17.8)	(0.0)	(7.4)	30
Ethnicity of household head															
Black/Negro/African	(72.2)	(17.9)	(0.0)	(8.0)	50	(78.7)	(10.7)	(0.0)	(13.9)	24	74.3	15.5	0.0	9.9	75
Other	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	5

Table LN.2.6: Upper secondary school attendance and out of school youth

Percentage of children of upper secondary school age attending upper secondary school or higher (adjusted net attendance ratio), percentage attending lower secondary school, and percentage out of school, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male					Female					Total				
	Net attendance ratio (adjusted)	Percentage of children:			Number of children of upper secondary school age at beginning of school year	Net attendance ratio (adjusted)	Percentage of children:			Number of children of upper secondary school age at beginning of school year	Net attendance ratio (adjusted) ¹	Percentage of children:			Number of children of upper secondary school age at beginning of school year
Attending lower secondary school	Attending primary school	Out of school ^A	Attending lower secondary school	Attending primary school		Out of school ^A	Attending lower secondary school	Attending primary school	Out of school ^{2,A}						
Wealth index quintile															
Poorest 60%	(71.5)	(23.3)	(0.0)	(7.5)	35	(*)	(*)	(*)	(*)	17	(75.2)	(16.3)	(0.0)	(13.1)	52
Richest 40%	(*)	(*)	(*)	(*)	17	(*)	(*)	(*)	(*)	10	(77.0)	(11.4)	(0.0)	(5.9)	27

¹ MICS indicator LN.5c - Upper secondary school net attendance ratio (adjusted)

² MICS indicator LN.6c - Out-of-school rate for youth of upper secondary school age

^A The percentage of children of upper secondary school age out of school are those who are not attending primary, secondary or higher education. Children who have completed upper secondary school are excluded.

^B The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

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

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

Gross intake rate and completion rate for primary school, effective transition rate to lower secondary school, gross intake rate and completion rate for lower secondary school and completion rate for upper secondary school, Turks and Caicos Islands MICS, 2019-2020

	Gross intake rate to the last grade of primary school ¹	Number of children of primary school completion age	Primary school completion rate ²	Number of children age 14-16 years ^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 rate to the last grade of lower secondary school ⁴	Number of children of lower secondary school completion age	Lower secondary completion rate ⁵	Number of adolescents age 17-19 years ^A	Upper secondary completion rate ⁶	Number of youth age 19-21 years ^A
Total	96.3	58	98.7	95	(99.5)	33	(177.2)	15	99.3	122	97.7	120
Sex												
Male	(123.9)	28	97.9	59	(*)	22	(*)	7	99.0	78	99.6	58
Female	(70.3)	30	100.0	36	(*)	12	(*)	8	(100.0)	45	(95.9)	62
Region												
Grand Turk	(*)	4	(95.6)	13	(*)	5	(*)	3	(100.0)	12	(94.2)	12
NCMCSCSC	(*)	5	(100.0)	7	(*)	4	(*)	3	(*)	4	(*)	2
Providenciales	(101.9)	49	(99.1)	75	(*)	24	(*)	9	99.2	107	98.0	106
Mother's education^{B,C}												
Lower secondary or less	(*)	5	(*)	15	(*)	4	(*)	0	na	na	na	na
Upper secondary	(102.6)	28	100.0	43	(*)	16	(*)	11	na	na	na	na
Higher	(99.2)	24	96.3	33	(*)	13	(*)	4	na	na	na	na
Ethnicity of household head												
Black/Negro/African	91.2	53	98.6	88	(99.5)	32	(179.5)	13	99.3	117	98.0	103
Other	(*)	6	(*)	7	(*)	1	(*)	2	(*)	5	(*)	17

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

Gross intake rate and completion rate for primary school, effective transition rate to lower secondary school, gross intake rate and completion rate for lower secondary school and completion rate for upper secondary school, Turks and Caicos Islands MICS, 2019-2020

	Gross intake rate to the last grade of primary school ¹	Number of children of primary school completion age	Primary school completion rate ²	Number of children age 14-16 years ^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 rate to the last grade of lower secondary school ⁴	Number of children of lower secondary school completion age	Lower secondary completion rate ⁵	Number of adolescents age 17-19 years ^A	Upper secondary completion rate ⁶	Number of youth age 19-21 years ^A
Wealth index quintile												
Poorest 60%	(96.0)	38	100.0	59	(*)	14	(*)	6	98.8	68	96.8	79
Richest 40%	(96.9)	20	96.6	36	(*)	19	(*)	9	100.0	54	(99.5)	41

¹ MICS indicator LN.7a - Gross intake rate to the last grade (Primary)

² MICS indicator LN.8a - Completion rate (Primary)

³ MICS indicator LN.9 - Effective transition rate to lower secondary school

⁴ MICS indicator LN.7b - Gross intake rate to the last grade (Lower secondary)

⁵ MICS indicator LN.8b - Completion rate (Lower secondary)

⁶ MICS indicator LN.8c - Completion rate (Upper secondary)

^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.

^C The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

na: not applicable

() Figures based on 25-49 unweighted cases

(*) Figures based on fewer than 25 unweighted cases

Table LN.2.8: Parity indices

Ratio of adjusted net attendance ratios of girls to boys, in primary, lower and upper secondary school, Turks and Caicos Islands MICS, 2019-2020

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance ratio (NAR), girls	Primary school adjusted net attendance ratio (NAR), boys	Primary school adjusted net attendance ratio (NAR), total ^{1,2}	Gender parity index (GPI) for primary school adjusted NAR ³	Lower secondary school adjusted net attendance ratio (NAR), girls	Lower secondary school adjusted net attendance ratio (NAR), boys	Lower secondary school adjusted net attendance ratio (NAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school adjusted NAR ³	Upper secondary school adjusted net attendance ratio (NAR), girls	Upper secondary school adjusted net attendance ratio (NAR), boys	Upper secondary school adjusted net attendance ratio (NAR), total ^{1,2}	Gender parity index (GPI) for upper secondary school adjusted NAR ³
Total³	96.4	96.3	96.4	1.00	89.1	95.9	92.5	0.93	(90.6)	(76.7)	81.5	1.18
Region												
Grand Turk	96.0	100.0	98.1	0.96	(*)	(97.6)	(98.3)	(*)	(*)	(*)	(83.5)	(*)
NCMCSCSC	(97.7)	(98.6)	98.0	(0.99)	(*)	(*)	(96.3)	(*)	(*)	(*)	(*)	(*)
Providenciales	96.4	95.8	96.0	1.01	(86.2)	(95.6)	90.7	(0.90)	(*)	(76.1)	(81.0)	(*)
Mother's education^A												
Lower secondary or less	(*)	(*)	(100.0)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Upper secondary	96.6	92.7	94.6	1.04	(82.3)	(99.6)	89.9	(0.83)	(*)	(*)	(75.2)	(*)
Higher	99.1	100.0	99.6	0.99	(*)	(95.4)	96.8	(*)	(*)	(*)	(78.1)	(*)
Missing/DK	(*)	(*)	(*)	(*)	(*)	-	(*)	-	(*)	(*)	(*)	(*)
Ethnicity of household head												
Black/Negro/African	96.1	95.9	96.0	1.00	86.3	95.8	91.6	0.90	(89.3)	(76.1)	80.4	(1.17)
Other	(*)	(*)	(100.0)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Wealth index quintile												
Poorest	(98.9)	(100.0)	99.3	(0.99)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Second	(100.0)	(99.5)	99.8	(1.00)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Middle	(89.1)	(100.0)	94.5	(0.89)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Fourth	(100.0)	(89.8)	93.5	(1.11)	(*)	(*)	(91.2)	(*)	(*)	(*)	(*)	(*)
Richest	(97.1)	(100.0)	98.5	(0.97)	(*)	(*)	(99.5)	(*)	(*)	(*)	(*)	(*)

Table LN.2.8: Parity indices

Ratio of adjusted net attendance ratios of girls to boys, in primary, lower and upper secondary school, Turks and Caicos Islands MICS, 2019-2020

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance ratio (NAR), girls	Primary school adjusted net attendance ratio (NAR), boys	Primary school adjusted net attendance ratio (NAR), total ^{1,2}	Gender parity index (GPI) for primary school adjusted NAR ³	Lower secondary school adjusted net attendance ratio (NAR), girls	Lower secondary school adjusted net attendance ratio (NAR), boys	Lower secondary school adjusted net attendance ratio (NAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school adjusted NAR ³	Upper secondary school adjusted net attendance ratio (NAR), girls	Upper secondary school adjusted net attendance ratio (NAR), boys	Upper secondary school adjusted net attendance ratio (NAR), total ^{1,2}	Gender parity index (GPI) for upper secondary school adjusted NAR ³
Parity indices												
Wealth												
Poorest/Richest ¹	(1.02)	(1.00)	1.01	na	(*)	(*)	(*)	na	(*)	(*)	(*)	na
Orphanhood												
Orphans/non-orphans	(*)	(*)	1.04	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 25-45 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases												

8.3 PARENTAL INVOLVEMENT

Parental 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.¹¹³ Research also shows that parental involvement in their child's literacy practices is a positive long-term predictor of later educational attainment.¹¹⁴

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.¹¹⁵ 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.¹¹⁶

The PR 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 (Paper No. 5).¹¹⁷

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 reasons 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 use the language also spoken at home, and percentage of children who receive help with homework.

¹¹³ 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.

¹¹⁴ 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.

¹¹⁵ 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.

¹¹⁶ Desforges, C. and A. Abouchaar. *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.

¹¹⁷ Hattori, H., M. Cardoso and B. Ledoux. *Collecting data on foundational learning skills and parental involvement in education*. MICS Methodological Papers. New York: UNICEF, 2017. <http://mics.unicef.org/files?job=W1siZiIsIjIwMTcvMDYvMTUvMTYvMjcvMDAvNzIxMTQ1NjQ1NfTWV0aG9kb2xvZ2ljYWxfUGFwZXJfNS5wZGYiXV0&sha=39f5c31dbb91df26>.

Table LN.3.1: Support for child learning at school

Percentage of children age 7-14 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, Turks and Caicos Islands MICS, 2019-2020

	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	
Total	100.0	398	93.2	98.3	92.1	85.4	85.7	84.7	398
Sex									
Male	100.0	218	96.9	98.4	92.6	86.1	85.2	86.3	218
Female	100.0	180	88.9	98.3	91.5	84.5	86.4	82.8	180
Region									
Grand Turk	100.0	47	95.1	91.9	85.4	63.6	74.1	94.3	47
NCMCSCSC	100.0	24	74.9	92.1	87.2	66.9	81.9	79.3	24
Providenciales	100.0	326	94.3	99.7	93.4	89.9	87.7	83.7	326
Age at beginning of school year									
6	(*)	9	(*)	(*)	(*)	(*)	(*)	(*)	9
7	(100.0)	68	(92.0)	(98.7)	(88.4)	(83.0)	(77.3)	(71.1)	68
8	(100.0)	51	(89.8)	(99.1)	(90.3)	(76.6)	(93.7)	(92.5)	51
9	(100.0)	50	(98.4)	(98.4)	(97.3)	(96.9)	(81.4)	(88.1)	50
10	(100.0)	31	(94.5)	(100.0)	(89.1)	(82.9)	(95.0)	(91.9)	31
11	(100.0)	74	(96.1)	(100.0)	(98.4)	(91.4)	(83.4)	(95.0)	74
12	(*)	39	(*)	(*)	(*)	(*)	(*)	(*)	39
13	(100.0)	60	(97.1)	(94.1)	(88.9)	(82.0)	(83.9)	(62.4)	60
14	(*)	16	(*)	(*)	(*)	(*)	(*)	(*)	16
School attendance^A									
Early childhood education	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	3
Primary	100.0	270	94.4	99.2	92.4	86.1	85.7	88.1	270
Lower secondary	100.0	118	90.0	96.2	90.7	82.4	85.1	75.7	118
Upper secondary	(*)	7	(*)	(*)	(*)	(*)	(*)	(*)	7
Out-of-school	-	0	na	na	na	na	na	na	na
Mother's education									
Lower secondary or less	(*)	28	(*)	(*)	(*)	(*)	(*)	(*)	28
Upper secondary	100.0	195	90.1	98.6	92.4	86.8	80.8	88.0	195
Higher	100.0	169	97.3	97.7	90.1	84.1	89.8	84.2	169
Missing/DK	(*)	6	(*)	(*)	(*)	(*)	(*)	(*)	6
School management^B									
Public	100.0	246	90.8	97.6	91.4	82.6	82.4	82.8	246
Non-public	100.0	149	97.1	99.6	93.1	89.5	90.8	87.5	149
Child's functional difficulties									
Has functional difficulty	(100.0)	30	(92.8)	(95.6)	(94.9)	(88.7)	(84.6)	(91.8)	30
Has no functional difficulty	100.0	367	93.3	98.6	91.8	85.1	85.8	84.1	367
Ethnicity of household head									
Black/Negro/African	100.0	362	94.7	98.5	93.5	86.6	84.9	83.4	362
Other	(100.0)	36	(78.1)	(96.5)	(77.3)	(73.3)	(93.9)	(98.2)	36

Table LN.3.1: Support for child learning at school

Percentage of children age 7-14 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, Turks and Caicos Islands MICS, 2019-2020

	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	
Wealth index quintile									
Poorest	(100.0)	34	(97.0)	(96.0)	(87.3)	(78.7)	(59.5)	(81.7)	34
Second	(100.0)	72	82.8	(99.7)	(98.7)	(94.5)	(85.1)	(74.5)	72
Middle	(100.0)	92	99.1	(99.5)	(98.4)	(85.4)	(93.6)	(87.1)	92
Fourth	100.0	106	94.8	97.8	90.0	87.2	95.2	95.5	106
Richest	100.0	93	92.4	97.7	84.8	78.5	77.1	79.0	93
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 Attendance to school here is not directly comparable to net attendance ratios reported in preceding tables, which utilise information on all children in the sample. This and subsequent tables present results of the Parental Participation and Foundational Learning Skills modules administered to mothers of a randomly selected subsample of children age 7-14 years. ^B 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 25-49 unweighted cases (*) 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 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^A, Turks and Caicos Islands MICS, 2019-2020

	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
			Natural disasters	Man-made disasters	Teacher strike	Other	Teacher absence	Teacher strike or absence	
Total	18.2	398	63.9	25.6	0.9	5.4	19.6	20.5	73
Sex									
Male	13.6	218	(66.7)	(39.0)	(1.5)	(9.8)	(17.2)	(18.7)	30
Female	23.9	180	(61.9)	(16.3)	(0.5)	(2.4)	(21.2)	(21.7)	43
Region									
Grand Turk	29.8	47	(48.8)	(15.7)	(1.4)	(19.7)	(33.1)	(34.5)	14
NCMCSCSC	20.4	24	(*)	(*)	(*)	(*)	(*)	(*)	5
Providenciales	16.4	326	(*)	(*)	(*)	(*)	(*)	(*)	54
Age at beginning of school year									
6	(*)	9	-	-	-	-	-	-	0
7	(20.3)	68	(*)	(*)	(*)	(*)	(*)	(*)	14
8	(4.1)	51	(*)	(*)	(*)	(*)	(*)	(*)	2
9	(12.5)	50	(*)	(*)	(*)	(*)	(*)	(*)	6
10	(8.1)	31	(*)	(*)	(*)	(*)	(*)	(*)	2
11	(29.2)	74	(*)	(*)	(*)	(*)	(*)	(*)	22
12	(*)	39	(*)	(*)	(*)	(*)	(*)	(*)	8
13	(14.5)	60	(*)	(*)	(*)	(*)	(*)	(*)	9
14	(*)	16	(*)	(*)	(*)	(*)	(*)	(*)	9
School attendance									
Early childhood education	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	2
Primary	16.8	270	(73.5)	(24.0)	(0.4)	(2.4)	(15.2)	(15.6)	45
Lower secondary	21.6	118	(44.2)	(30.1)	(1.7)	(11.2)	(28.7)	(30.5)	25
Upper secondary	(*)	7	-	-	-	-	-	-	0
Mother's education									
Lower secondary or less	(*)	28	(*)	(*)	(*)	(*)	(*)	(*)	2
Upper secondary	25.4	195	(*)	(*)	(*)	(*)	(*)	(*)	49
Higher	12.7	169	(47.3)	(32.6)	(0.9)	(13.0)	(29.0)	(30.0)	21
Missing/DK	(*)	6	-	-	-	-	-	-	0
School management^B									
Public	21.2	246	(61.5)	(12.8)	(1.2)	(7.5)	(26.4)	(27.7)	52
Non-public	12.6	149	(*)	(*)	(*)	(*)	(*)	(*)	19
Child's functional difficulties									
Has functional difficulty	(12.7)	30	(*)	(*)	(*)	(*)	(*)	(*)	4
Has no functional difficulty	18.7	367	(63.0)	(26.6)	(0.6)	(5.7)	(18.1)	(18.8)	69
Ethnicity of household head									
Black/Negro/African	19.3	362	64.1	26.5	0.9	5.1	19.2	20.2	70
Other	(7.0)	36	(*)	(*)	(*)	(*)	(*)	(*)	3

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

Percentage of children age 7-14 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^A, Turks and Caicos Islands MICS, 2019-2020

	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
			Natural disasters	Man-made disasters	Teacher strike	Other	Teacher absence	Teacher strike or absence	
Wealth index quintile									
Poorest	(13.4)	34	(*)	(*)	(*)	(*)	(*)	(*)	5
Second	(15.4)	72	(*)	(*)	(*)	(*)	(*)	(*)	11
Middle	(26.9)	92	(*)	(*)	(*)	(*)	(*)	(*)	25
Fourth	13.2	106	(*)	(*)	(*)	(*)	(*)	(*)	14
Richest	19.3	93	(*)	(*)	(*)	(*)	(*)	(*)	18

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

^A The panel showing "percentage of adult household members contacting school officials or governing body representatives on instances of teacher strike or absence" has been suppressed as it is based on fewer than 25 unweighted cases.

^A 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

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 who have homework and percentage whose teachers use the language also spoken at home among children who attend school, and percentage of children who receive help with homework among those who have homework, Turks and Caicos Islands MICS, 2019-2020

	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	66.4	398	81.4	385	99.8	398	79.7	385	88.8	397
Sex										
Male	71.2	218	81.1	215	100.0	218	82.9	215	87.4	218
Female	60.7	180	81.7	170	99.6	180	75.7	170	90.5	179
Region										
Grand Turk	67.9	47	71.8	43	98.4	47	86.6	43	97.2	46
NCMCSCSC	82.8	24	86.9	22	100.0	24	86.3	22	86.2	24
Providenciales	65.0	326	82.2	320	100.0	326	78.4	320	87.8	326
Age at beginning of school year										
6	(*)	9	(*)	9	(*)	9	(*)	9	(*)	9
7	(70.8)	68	(81.8)	64	(100.0)	68	(58.1)	64	(88.8)	68
8	(74.2)	51	(85.2)	47	(100.0)	51	(79.3)	47	(89.9)	51
9	(75.5)	50	(94.3)	50	(100.0)	50	(97.8)	50	(97.7)	50
10	(78.4)	31	(93.1)	29	(100.0)	31	(87.9)	29	(99.7)	31
11	(60.7)	74	(95.7)	74	(100.0)	74	(97.6)	74	(96.9)	74
12	(*)	39	(*)	38	(*)	39	(*)	38	(*)	39
13	(46.0)	60	(48.5)	59	(98.7)	60	(80.5)	59	(71.4)	59
14	(*)	16	(*)	16	(*)	16	(*)	16	(*)	16
School attendance										
Early childhood education	(*)	3	(*)	3	(*)	3	(*)	3	(*)	3
Primary	68.9	270	89.8	259	100.0	270	83.1	259	94.3	270
Lower secondary	59.7	118	62.6	116	99.4	118	70.4	116	76.9	117
Upper secondary	(*)	7	(*)	7	(*)	7	(*)	7	(*)	7

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 who have homework and percentage whose teachers use the language also spoken at home among children who attend school, and percentage of children who receive help with homework among those who have homework, Turks and Caicos Islands MICS, 2019-2020

	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
Mother's education										
Lower secondary or less	(*)	28	(*)	28	(*)	28	(*)	28	(*)	28
Upper secondary	59.8	195	80.5	192	99.6	195	66.8	192	88.7	194
Higher	76.7	169	86.6	158	100.0	169	93.2	158	92.4	169
Missing/DK	(*)	6	(*)	6	(*)	6	(*)	6	(*)	6
Child's functional difficulties										
Has functional difficulty	(80.9)	30	(*)	29	(100.0)	30	(*)	29	(91.7)	30
Has no functional difficulty	65.2	367	80.7	356	99.8	367	78.4	356	88.5	367
Ethnicity of household head										
Black/Negro/African	65.7	362	79.9	349	99.8	362	83.4	349	89.4	361
Other	(73.9)	36	(95.7)	36	(100.0)	36	(44.3)	36	(82.4)	36
Wealth index quintile										
Poorest	(39.9)	34	(93.9)	34	(97.8)	34	(60.7)	34	(80.8)	34
Second	(46.7)	72	(61.8)	71	(100.0)	72	(65.0)	71	(80.9)	72
Middle	(65.2)	92	(80.6)	89	(100.0)	92	(74.8)	89	(90.0)	92
Fourth	71.6	106	84.0	105	100.0	106	85.3	105	90.7	106
Richest	86.9	93	90.2	86	100.0	93	97.8	86	94.4	93

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.

na: not applicable

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

(*) Figures that are based on fewer than 25 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).¹¹⁸ Acquiring literacy in the early grades of primary is crucial because doing so becomes more difficult in later grades, for those who are lagging behind.¹¹⁹

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.¹²⁰

There are a number of existing tools for measuring learning outcomes¹²¹ 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.¹²² 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 recognized that some assessments only capture children in school. However, given that many children do not attend school, further data on these out-of-school children is needed and these can be adequately captured in household surveys.

Tables LN.4.1 and LN.4.2 present percentages of children age 7-14 years who correctly answered foundational reading tasks and numeracy skills, respectively, by age, sex, location, region, wealth index quintile and other

¹¹⁸ 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;

Makuwa, D. and J. Maarse. "The Impact of Large-Scale International Assessments: A Case Study of How the Ministry of Education in Namibia Used SACMEQ Assessments to Improve Learning Outcomes." *Research in Comparative and International Education* 8, no. 3 (2013): 349-58. doi:10.2304/rcie.2013.8.3.349;

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.

¹¹⁹ 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/rrq.21.4.1.

¹²⁰ Duncan, G. "School Readiness and Later Achievement." *Developmental Psychology* 43, no. 6 (2007): 1428-446. doi:10.1037/0012-1649.43.6.1428.

¹²¹ 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>.

¹²² 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.

disaggregation. These MICS indicators are designed and developed for both national policy development and SDG reporting for SDG4.1.1(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.

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turks and Caicos Islands MICS, 2019-2020

	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 ^{1,2,3,5,6}	Gender Parity Index for foundational reading skills ⁴	Percentage of children for whom the reading book was not available in appropriate language	Number of children age 7-14 years
		Three literal	Two inferential				Three literal	Two inferential				Three literal	Two inferential				
Total^{1,4,A}	84.3	81.0	80.5	74.1	215	90.7	88.8	85.7	83.7	170	87.1	84.4	82.8	78.3	1.13	0.0	385
Region																	
Grand Turk	64.2	70.1	67.6	49.6	28	(82.2)	(74.2)	(71.1)	(64.7)	14	70.3	71.5	68.8	54.7	(1.30)	0.0	43
NCMCSCSC	(*)	(*)	(*)	(*)	9	(79.4)	(83.2)	(69.8)	(69.1)	13	75.5	77.7	62.0	61.6	(1.34)	0.0	22
Providenciales	88.2	83.3	84.1	79.2	177	(92.6)	(90.8)	(88.6)	(86.9)	143	90.2	86.6	86.1	82.6	(1.10)	0.0	320
Age at beginning of school year																	
6	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	(*)	(*)	9
7-8 ²	(65.1)	(63.6)	(64.6)	(62.9)	53	(84.7)	(80.4)	(75.1)	(70.7)	58	75.3	72.4	70.1	67.0	(1.13)	0.0	111
7	(43.2)	(43.2)	(43.2)	(43.2)	25	(*)	(*)	(*)	(*)	39	(67.1)	(67.1)	(58.3)	(58.3)	(*)	(0.0)	64
8	(*)	(*)	(*)	(*)	28	(*)	(*)	(*)	(*)	19	(86.5)	(79.5)	(86.0)	(78.7)	(*)	(0.0)	47
9	(*)	(*)	(*)	(*)	39	(*)	(*)	(*)	(*)	11	(79.0)	(79.3)	(72.7)	(72.5)	(*)	(0.0)	50
10	(*)	(*)	(*)	(*)	19	(*)	(*)	(*)	(*)	10	(85.7)	(92.5)	(75.2)	(64.2)	(*)	(0.0)	29
11	(*)	(*)	(*)	(*)	31	(*)	(*)	(*)	(*)	43	(98.2)	(98.4)	(96.6)	(94.5)	(*)	(0.0)	74
12	(*)	(*)	(*)	(*)	26	(*)	(*)	(*)	(*)	12	(*)	(*)	(*)	(*)	(*)	(*)	38
13	(*)	(*)	(*)	(*)	39	(*)	(*)	(*)	(*)	20	(97.3)	(91.7)	(93.6)	(88.6)	(*)	(0.0)	59
14	(*)	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	9	(*)	(*)	(*)	(*)	(*)	(*)	16

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turks and Caicos Islands MICS, 2019-2020

	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 ^{1,2,3,5,6}	Gender Parity Index for foundational reading skills ⁴	Percentage of children for whom the reading book was not available in appropriate language	Number of children age 7-14 years
	Three literal	Two inferential	Three literal	Two inferential		Three literal	Two inferential	Three literal	Two inferential									
School attendance																		
Early childhood education	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Primary	78.2	79.4	74.5	71.0	135	89.0	86.8	83.3	80.5	124	83.4	83.0	78.7	75.6	1.13	0.0	259	
Grade 1	(*)	(*)	(*)	(*)	4	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Grade 2-3 ³	(51.3)	(48.6)	(50.6)	(47.8)	34	(81.0)	(77.7)	(72.5)	(68.5)	65	70.8	67.7	65.0	61.4	(1.43)	0.0	99	
Grade 2	(*)	(*)	(*)	(*)	18	(*)	(*)	(*)	(*)	32	(66.7)	(61.7)	(55.5)	(50.5)	(*)	(0.0)	50	
Grade 3	(*)	(*)	(*)	(*)	16	(*)	(*)	(*)	(*)	33	(75.1)	(73.9)	(74.8)	(72.7)	(*)	(0.0)	48	
Grade 4	(*)	(*)	(*)	(*)	37	(*)	(*)	(*)	(*)	12	(89.0)	(88.0)	(88.5)	(88.5)	(*)	(0.0)	50	
Grade 5	(*)	(*)	(*)	(*)	25	(*)	(*)	(*)	(*)	8	(86.1)	(92.1)	(83.2)	(73.6)	(*)	(0.0)	33	
Grade 6	(*)	(*)	(*)	(*)	35	(*)	(*)	(*)	(*)	36	(98.1)	(98.4)	(91.0)	(88.8)	(*)	(0.0)	72	
Lower secondary	(94.3)	(83.0)	(90.3)	(78.5)	77	(98.6)	(97.2)	(94.9)	(94.9)	38	95.7	87.7	91.8	83.9	(1.21)	0.0	116	
First form	(*)	(*)	(*)	(*)	36	(*)	(*)	(*)	(*)	12	(91.5)	(82.5)	(84.5)	(74.7)	(*)	(0.0)	48	
Second Form	(*)	(*)	(*)	(*)	36	(*)	(*)	(*)	(*)	13	(98.8)	(92.1)	(99.8)	(92.1)	(*)	(0.0)	49	
Third Form	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	13	(*)	(*)	(*)	(*)	(*)	(*)	18	
Upper secondary	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	7	
Mother's education																		
Lower secondary or less	(*)	(*)	(*)	(*)	10	(*)	(*)	(*)	(*)	18	(*)	(*)	(*)	(*)	(*)	(*)	(*)	28
Upper secondary	76.1	72.1	69.4	58.7	101	95.4	92.9	88.1	85.2	91	85.2	82.0	78.3	71.3	1.45	0.0	192	
Higher	92.4	89.5	91.1	88.2	104	87.7	85.9	84.4	82.7	54	90.8	88.3	88.8	86.3	0.94	0.0	158	
Missing/DK	-	-	-	-	0	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6

Table LN.4.1: Foundational reading skills

Percentage of children aged 7-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turks and Caicos Islands MICS, 2019-2020

	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 ^{1,2,3,5,6}	Gender Parity Index for foundational reading skills ⁴	Percentage of children for whom the reading book was not available in appropriate language	Number of children age 7-14 years
	Three literal	Two inferential				Three literal	Two inferential				Three literal	Two inferential					
Child's functional difficulties																	
Has functional difficulty	(*)	(*)	(*)	(*)	24	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	29
Has no functional difficulty	82.8	79.9	78.4	72.1	191	91.0	89.0	86.2	84.1	164	86.6	84.1	82.0	77.6	1.17	0.0	356
Ethnicity of household head																	
Black/Negro/African	84.7	81.4	81.1	74.5	199	90.2	88.1	85.0	82.6	150	87.0	84.2	82.8	78.0	1.11	0.0	349
Other	(*)	(*)	(*)	(*)	16	(*)	(*)	(*)	(*)	19	(87.8)	(86.4)	(83.1)	(81.4)	(1.32)	(0.0)	36
Wealth index quintile																	
Poorest	(*)	(*)	(*)	(*)	17	(*)	(*)	(*)	(*)	17	(74.1)	(74.5)	(74.3)	(72.8)	(*)	(0.0)	34
Second	(*)	(*)	(*)	(*)	32	(*)	(*)	(*)	(*)	39	(88.6)	(86.0)	(74.9)	(77.4)	(*)	(0.0)	71
Middle	(73.1)	(65.5)	(64.4)	(52.8)	45	(*)	(*)	(*)	(*)	43	(81.6)	(77.7)	(77.2)	(71.2)	(*)	(0.0)	89
Fourth	(95.1)	(95.0)	(92.6)	(86.0)	69	(93.9)	(93.9)	(90.9)	(90.9)	36	94.7	94.6	92.0	87.7	(1.06)	0.0	105
Richest	(84.1)	(79.7)	(78.6)	(74.4)	52	(92.7)	(84.4)	(91.4)	(81.2)	34	87.5	81.5	83.6	77.1	(1.04)	0.0	86

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

⁶ MICS indicator LN.11d - Parity indices - reading, age 7-14 (functioning); SDG indicator 4.5.1

^A All categories of the characteristic "Parity indices" have been suppressed as the small sample sizes do not allow reliable reporting.

na: not applicable

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

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

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male						Female						Total						
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills ^{1,2,3,5,6}	Gender Parity Index for foundational numeracy skills ⁴	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			
Total^{1,4,A}	89.0	97.6	85.1	66.2	64.4	215	94.5	87.8	77.9	67.9	61.1	170	91.5	93.3	81.9	66.9	63.0	0.95	385
Region																			
Grand Turk	90.1	95.6	70.1	54.8	50.0	28	(89.8)	(90.1)	(59.9)	(36.9)	(27.3)	14	90.0	93.7	66.6	48.8	42.4	(0.55)	43
NCMCSCSC	(*)	(*)	(*)	(*)	(*)	9	(89.1)	(74.4)	(54.8)	(57.8)	(39.2)	13	88.2	82.2	67.4	61.9	50.7	(*)	22
Providenciales	89.0	98.2	87.5	67.9	66.6	177	95.5	88.7	81.8	71.9	66.5	143	91.9	94.0	84.9	69.7	66.6	1.00	320
Age at beginning of school year																			
6	(*)	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	6	(95.5)	(98.1)	(95.5)	(71.9)	(71.9)	(*)	9
7-8 ²	(68.2)	(90.6)	(74.4)	(45.9)	(42.1)	53	(88.8)	(82.2)	(67.3)	(49.7)	(47.5)	58	79.0	86.2	70.7	47.9	44.9	(1.13)	111
7	(49.9)	(87.1)	(72.4)	(39.7)	(38.3)	25	(*)	(*)	(*)	(*)	(*)	39	(72.4)	(85.3)	(60.8)	(37.6)	(36.6)	(*)	64
8	(*)	(*)	(*)	(*)	(*)	28	(*)	(*)	(*)	(*)	(*)	19	(87.8)	(87.4)	(84.1)	(61.8)	(56.1)	(*)	47
9	(*)	(*)	(*)	(*)	(*)	39	(*)	(*)	(*)	(*)	(*)	11	(86.6)	(100.0)	(73.8)	(71.3)	(69.3)	(*)	50
10	(*)	(*)	(*)	(*)	(*)	19	(*)	(*)	(*)	(*)	(*)	10	(96.3)	(97.0)	(79.8)	(62.2)	(57.8)	(*)	29
11	(*)	(*)	(*)	(*)	(*)	31	(*)	(*)	(*)	(*)	(*)	43	(100.0)	(91.9)	(90.2)	(67.5)	(59.5)	(*)	74
12	(*)	(*)	(*)	(*)	(*)	26	(*)	(*)	(*)	(*)	(*)	12	(*)	(*)	(*)	(*)	(*)	(*)	38
13	(*)	(*)	(*)	(*)	(*)	39	(*)	(*)	(*)	(*)	(*)	20	(97.4)	(93.9)	(87.4)	(76.6)	(72.6)	(*)	59
14	(*)	(*)	(*)	(*)	(*)	7	(*)	(*)	(*)	(*)	(*)	9	(*)	(*)	(*)	(*)	(*)	(*)	16

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male						Female						Total						
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills ^{1,2,3,5,6}	Gender Parity Index for foundational numeracy skills ⁴	Number of children age 7-14 years
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			
School attendance																			
Early childhood education	(*)	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	(*)	(*)	3
Primary	82.5	96.2	78.5	55.3	53.5	135	93.7	86.2	79.9	61.3	58.7	124	87.9	91.4	79.2	58.2	56.0	1.10	259
Grade 1	(*)	(*)	(*)	(*)	(*)	4	(*)	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	(*)	7
Grade 2-3 ³	(58.3)	(94.8)	(68.1)	(35.0)	(29.1)	34	(89.6)	(75.1)	(74.2)	(49.0)	(47.1)	65	78.8	81.8	72.1	44.2	40.9	(1.62)	99
Grade 2	(*)	(*)	(*)	(*)	(*)	18	(*)	(*)	(*)	(*)	(*)	32	(72.6)	(81.9)	(66.9)	(40.3)	(40.1)	(*)	50
Grade 3	(*)	(*)	(*)	(*)	(*)	16	(*)	(*)	(*)	(*)	(*)	33	(85.3)	(81.7)	(77.4)	(48.2)	(41.7)	(*)	48
Grade 4	(*)	(*)	(*)	(*)	(*)	37	(*)	(*)	(*)	(*)	(*)	12	(92.6)	(99.6)	(82.2)	(70.4)	(68.1)	(*)	50
Grade 5	(*)	(*)	(*)	(*)	(*)	25	(*)	(*)	(*)	(*)	(*)	8	(88.9)	(96.8)	(68.5)	(63.3)	(59.8)	(*)	33
Grade 6	(*)	(*)	(*)	(*)	(*)	35	(*)	(*)	(*)	(*)	(*)	36	(99.7)	(99.7)	(97.8)	(70.6)	(70.5)	(*)	72
Lower secondary	(100.0)	(100.0)	(96.0)	(84.4)	(82.7)	77	(100.0)	(94.6)	(85.3)	(87.4)	(80.0)	38	100.0	98.2	92.4	85.4	81.8	(0.97)	116
First form	(*)	(*)	(*)	(*)	(*)	36	(*)	(*)	(*)	(*)	(*)	12	(100.0)	(95.7)	(91.1)	(89.0)	(83.7)	(*)	48
Second Form	(*)	(*)	(*)	(*)	(*)	36	(*)	(*)	(*)	(*)	(*)	13	(100.0)	(100.0)	(95.6)	(77.7)	977.7	(*)	49
Third Form	(*)	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	(*)	13	(*)	(*)	(*)	(*)	(*)	(*)	18
Upper secondary	(*)	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	7
Mother's education																			
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	10	(*)	(*)	(*)	(*)	(*)	18	(*)	(*)	(*)	(*)	(*)	(*)	28
Upper secondary	82.8	95.1	79.8	51.5	49.4	101	96.4	87.2	80.5	60.2	58.6	91	89.3	91.4	80.2	55.6	53.8	1.18	192
Higher	95.4	99.8	93.3	82.0	80.4	104	90.6	90.7	81.7	71.7	67.1	54	93.8	96.7	89.3	78.5	75.8	0.84	158
Missing/DK	-	-	-	-	-	0	(*)	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	(*)	(*)	6

Table LN.4.2: Foundational numeracy skills

Percentage of children aged 7-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turks and Caicos Islands MICS, 2019-2020

	Male						Female						Total							
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills ^{1,2,3,5,6}	Gender Parity Index for foundational numeracy skills ⁴	Number of children age 7-14 years	
	Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion			Number reading	Number discrimination	Addition	Pattern recognition and completion				
Child's functional difficulties																				
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	24	(*)	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	(*)	29
Has no functional difficulty	87.9	97.5	83.8	66.7	64.7	191	94.9	87.9	78.0	67.5	61.0	164	91.1	93.1	81.1	67.1	63.0	0.94	356	
Ethnicity of household head																				
Black/Negro/African	89.5	99.0	85.6	65.7	63.8	199	93.8	86.2	76.3	69.1	61.5	150	91.4	93.5	81.6	67.2	62.8	0.96	349	
Other	(*)	(*)	(*)	(*)	(*)	16	(*)	(*)	(*)	(*)	(*)	19	(92.2)	(91.0)	(85.1)	(64.6)	(64.3)	(*)	36	
Wealth index quintile																				
Poorest	(*)	(*)	(*)	(*)	(*)	17	(*)	(*)	(*)	(*)	(*)	17	(91.1)	(82.2)	(78.5)	(57.6)	(56.2)	(*)	34	
Second	(*)	(*)	(*)	(*)	(*)	32	(*)	(*)	(*)	(*)	(*)	39	(91.6)	(93.9)	(77.4)	(54.2)	(51.6)	(*)	71	
Middle	(85.7)	(92.8)	(82.2)	(49.7)	(49.5)	45	(*)	(*)	(*)	(*)	(*)	43	(88.6)	(91.9)	(76.6)	(64.4)	(58.2)	(*)	89	
Fourth	(95.6)	(99.6)	(80.7)	(73.6)	(72.1)	69	(93.2)	(93.9)	(86.9)	(86.9)	(85.6)	36	94.8	97.7	82.8	78.1	76.7	(1.19)	105	
Richest	(86.4)	(99.7)	(95.9)	(72.8)	(70.6)	52	(96.4)	(82.9)	(84.4)	(66.2)	(52.0)	34	90.3	93.1	91.4	70.2	63.2	(0.74)	86	
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.11b - Parity indices - numeracy, age 7-14 (wealth); SDG indicator 4.5.1																				
⁶ MICS indicator LN.11d - Parity indices - numeracy, age 7-14 (functioning); SDG indicator 4.5.1																				
^A All categories of the characteristic "Parity indices" have been suppressed as the small sample sizes do not allow reliable reporting.																				
na: not applicable																				
() Figures that are based on 25-49 unweighted cases																				
(*) Figures that are based on fewer than 25 unweighted cases																				

9 PROTECTED FROM VIOLENCE AND EXPLOITATION

9.1 BIRTH REGISTRATION

A name and nationality is 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.¹²³ Birth certificates are proof of 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 is 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.

Under Chapter 11.01 of the TCI Laws Ordinance, the Registration of Births, Deaths and Marriages Ordinance states that:

"7. The father or mother of every child born in the Islands, or in case of the death, illness, absence, or inability of the father and mother, the occupier of the house or tenement, in which such child shall have been born, shall, within forty-two days next after the day of every such birth, give information to the Registrar for the area or district in which the birth occurred, according to the best of his or her knowledge or belief, of the several particulars hereby required to be known and registered." (*Amended by Ord. 18 of 1988*)

"8. If forty-two days shall elapse without any registry of such birth having been made, the person who by this Ordinance is required to furnish the Registrar with the necessary information, shall forfeit and pay a penalty not exceeding \$100 for every such neglect; and on demand made by the Registrar of the parish or district, shall be bound to furnish the information required, under a penalty not exceeding \$500." (*Amended by Ord. of 1988*)

¹²³ 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.

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^A, Turks and Caicos Islands MICS, 2019-2020

	Children whose births are registered with civil authorities					Number of children
	Have birth certificate		No birth certificate	Total registered ¹		
	Seen	Not seen				
Total	77.3	21.2	0.7	99.2	308	
Sex						
Male	85.8	12.2	1.5	99.4	132	
Female	71.0	27.9	0.2	99.1	176	
Region						
Grand Turk	60.1	37.1	0.9	98.1	25	
NCMCS CSC	(62.0)	(34.2)	(3.7)	(100.0)	7	
Providenciales	79.3	19.4	0.6	99.3	276	
Age (in months)						
0-11	(74.8)	(19.4)	(2.3)	(96.5)	60	
12-23	(85.0)	(14.5)	(0.5)	(100.0)	28	
24-35	61.1	38.6	0.3	100.0	70	
36-47	75.1	24.7	0.0	99.8	65	
48-59	91.6	7.6	0.6	99.9	85	
Mother's education^B						
Lower secondary or less	(*)	(*)	(*)	(*)	8	
Upper secondary	85.2	12.4	1.4	99.0	159	
Higher	68.1	31.3	0.1	99.5	140	
Child's functional difficulties (age 2-4 years)^C						
Has functional difficulty	(*)	(*)	(*)	(*)	5	
Has no functional difficulty	78.1	21.4	0.4	99.9	214	
Ethnicity of household head						
Black/Negro/African	79.7	18.9	0.7	99.2	275	
Other	(57.2)	(40.7)	(1.3)	(99.2)	33	
Wealth index quintile						
Poorest	79.6	19.9	0.3	99.8	73	
Second	80.4	14.8	2.4	97.7	74	
Middle	75.1	24.9	0.0	100.0	57	
Fourth	83.9	15.6	0.5	100.0	43	
Richest	68.4	30.8	0.0	99.2	61	

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

^A The panel showing "percentage of children not registered whose mothers/caretakers know how to register births" has been suppressed from the table due to small number of unweighted cases.

^B The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

^C 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

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 judgment and responsibility and preserve children's self-esteem, physical and psychological integrity and dignity. Too often however, children are raised using punitive methods that rely on the use of physical force or verbal intimidation to obtain desired behaviours. Studies¹²⁴ 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.

In the Turks and Caicos Islands 2019-2020 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.

¹²⁴ 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>.; 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, Turks and Caicos Islands MICS, 2019-2020

	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	Severe ^A		
Total	14.7	68.3	58.8	5.6	79.1	748
Sex						
Male	12.6	75.1	59.5	7.3	80.6	376
Female	16.8	61.3	58.1	3.9	77.7	371
Region						
Grand Turk	14.9	71.3	53.4	4.1	80.6	81
NCMCS CSC	15.4	62.0	57.0	4.5	75.6	33
Providenciales	14.7	68.2	59.6	5.9	79.1	633
Age						
1-2	26.9	44.7	45.4	0.0	58.1	95
3-4	6.0	75.3	75.5	1.2	91.5	153
5-9	13.0	71.4	66.7	8.1	81.9	261
10-14	17.3	69.7	44.9	8.0	76.6	239
Mother's education						
Lower secondary or less	(13.3)	(64.0)	(45.2)	(0.8)	(85.9)	36
Upper secondary	12.5	67.8	62.8	6.7	82.3	382
Higher	17.7	68.7	56.6	5.0	74.2	323
Missing/DK	(*)	(*)	(*)	(*)	(*)	7
Child's functional difficulties (age 2-14 years)^B						
Has functional difficulty	(4.6)	(58.9)	(60.6)	(23.5)	(67.3)	44
Has no functional difficulty	14.8	69.4	59.6	4.7	80.7	675
Ethnicity of household head						
Black/Negro/African	13.7	71.0	59.7	6.2	79.5	673
Other	23.7	43.8	50.8	0.8	75.5	74
Wealth index quintile						
Poorest	12.5	59.1	65.4	4.1	76.3	110
Second	7.1	67.9	71.6	14.0	89.7	147
Middle	18.3	67.3	46.0	0.9	74.3	161
Fourth	16.5	68.0	57.2	4.9	74.6	168
Richest	17.7	76.0	57.1	4.5	81.0	162

¹ MICS indicator PR.2 - Violent discipline; SDG 16.2.1^A Severe physical punishment includes: 1) Hit or slapped on the face, head or ears or 2) Beat up, that is, hit over and over as hard as one could^B Children age 1 year are excluded, as functional difficulties are only collected for age 2-14 years.

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

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

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, Turks and Caicos Islands MICS, 2019-2020

	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	38.9	489
Sex		
Male	(*)	38
Female	40.4	451
Region		
Grand Turk	34.4	48
NCMCSCSC	44.0	20
Providenciales	39.2	421
Age^A		
<25	(*)	39
25-34	42.1	139
35-49	37.9	257
50+	53.1	53
Education		
Lower secondary or less	(38.8)	23
Upper secondary	47.8	243
Higher	29.4	219
Missing/DK	(*)	3
Ethnicity of household head		
Black/Negro/African	41.1	424
Other	24.6	65
Wealth index quintile		
Poorest	31.1	78
Second	39.8	99
Middle	47.2	93
Fourth	35.4	115
Richest	40.4	104
<p>^A The category of "Don't know/Missing" in the background characteristic of "Age" has been suppressed from the table due to small number of unweighted cases.</p> <p>() Figures that are based on 25-49 unweighted cases</p> <p>(*) Figures that are based on less than 25 unweighted cases</p>		

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. Article 32 (1) of the CRC states: "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".

Currently, the Turks and Caicos Islands do not have legislation or policies directly addressing the issue of child labour. However, the labour law stipulates that persons can enter into an employment contract at 16 years, or that a parent or guardian may give written consent for a person under 16 years to be employed¹²⁵.

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, 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).^{126,127,128}

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 is classified as 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 in child labour.¹²⁹

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

¹²⁵ TCI Employment Ordinance.

¹²⁶ '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.

¹²⁷ 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.

¹²⁸ 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.

¹²⁹ 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, Turks and Caicos Islands MICS, 2019-2020

	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	6.0	374	5.2	1.1	126	13.8	1.0	106
Sex								
Male	9.1	182	(5.7)	(1.9)	76	(13.7)	(1.4)	79
Female	3.1	192	(4.3)	(0.0)	50	(13.9)	(0.0)	27
Region								
Grand Turk	5.5	41	(23.7)	(0.0)	17	(*)	(*)	13
NCMCSCSC	9.2	17	(*)	(*)	11	(*)	(*)	10
Providenciales	5.9	317	(1.5)	(1.5)	97	(13.6)	(0.5)	82
School attendance								
Attending ^A	6.2	363	5.2	1.1	126	10.3	0.8	89
Not attending	(*)	11	na	na	0	(*)	(*)	17
Mother's education^B								
Lower secondary or less	(*)	15	(*)	(*)	15	(*)	(*)	17
Upper secondary	3.6	197	(4.7)	(0.0)	60	(*)	(*)	39
Higher	7.0	162	(7.0)	(3.2)	45	(9.3)	(2.4)	45
Missing/DK	(*)	1	(*)	(*)	6	(*)	(*)	2
Child's functional difficulties								
Has functional difficulty	(*)	22	(*)	(*)	17	(*)	(*)	6
Has no functional difficulty	6.0	353	5.3	0.0	108	14.6	1.1	100
Ethnicity of household head								
Black/Negro/African	6.5	342	5.6	1.3	115	13.5	1.1	97
Other	(1.4)	33	(*)	(*)	11	(*)	(*)	9
Wealth index quintile								
Poorest	(2.7)	43	(*)	(*)	9	(*)	(*)	11
Second	3.4	56	(*)	(*)	27	(*)	(*)	34
Middle	6.2	93	(*)	(*)	29	(*)	(*)	32
Fourth	10.7	89	(*)	(*)	39	(*)	(*)	9
Richest	4.4	92	(17.9)	(0.0)	21	(*)	(*)	20

^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.

na: not applicable

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

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

Table PR.3.2: Children's involvement in household chores

Percentage of children age 5-14 years by involvement in household chores^A during the previous week, by age groups, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children age 5-11 years involved in:		Number of children age 5-11 years	Percentage of children age 12-14 years involved in:		Number of children age 12-14 years
	Household chores less than 21 hours	Household chores for 21 hours or more		Household chores less than 21 hours	Household chores for 21 hours or more	
Total	60.2	1.1	374	65.5	6.4	126
Sex						
Male	65.5	1.4	182	(57.7)	(10.1)	76
Female	55.2	0.8	192	(77.5)	(0.6)	50
Region						
Grand Turk	50.4	4.9	41	(90.6)	(0.0)	17
NCMCSCSC	59.3	0.0	17	(*)	(*)	11
Providenciales	61.5	0.7	317	(60.7)	(7.6)	97
School attendance						
Attending ^B	62.1	1.1	363	65.5	6.4	126
Not attending	(*)	(*)	11	na	na	0
Mother's education^C						
Lower secondary or less	(*)	(*)	15	(*)	(*)	15
Upper secondary	62.7	0.5	197	(83.0)	(12.4)	60
Higher	56.6	2.0	162	(48.3)	(0.6)	45
Child's functional difficulties						
Has functional difficulty	(*)	(*)	22	(*)	(*)	17
Has no functional difficulty	59.9	1.2	353	73.0	7.1	108
Ethnicity of household head						
Black/Negro/African	60.6	1.2	342	62.5	7.0	115
Other	(56.5)	(0.0)	33	(*)	(*)	11
Wealth index quintile						
Poorest	(75.9)	(0.0)	43	(*)	(*)	9
Second	66.3	0.0	56	(*)	(*)	27
Middle	62.4	0.0	93	(*)	(*)	29
Fourth	42.2	4.6	89	(*)	(*)	39
Richest	64.3	0.0	92	(84.7)	(0.0)	21

^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

^C The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

na: not applicable

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

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

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, Turks and Caicos Islands MICS, 2019-2020

	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	4.8	4.1	50.8	2.0	6.1	606
Sex						
Male	5.6	5.7	48.4	3.0	8.7	337
Female	3.8	2.2	53.8	0.7	2.9	269
Region						
Grand Turk	7.1	4.1	51.0	2.8	6.9	71
NCMCSCSC	8.8	4.2	46.1	1.5	5.7	38
Providenciales	4.1	4.1	51.1	1.9	6.1	496
Age						
5-11	2.1	6.0	60.2	1.1	7.1	374
12-14	5.2	1.1	65.5	6.4	7.5	126
15-17	13.8	1.0	na	na	1.0	106
School attendance						
Attending ^B	4.1	4.3	53.3	2.1	6.4	577
Not attending	(*)	(*)	(*)	(*)	(*)	28
Mother's education^C						
Lower secondary or less	(13.6)	(8.7)	(33.4)	(0.6)	(9.4)	47
Upper secondary	3.1	2.4	58.4	2.8	5.2	296
Higher	4.9	5.5	45.0	1.4	6.9	252
Missing/DK	(*)	(*)	(*)	(*)	(*)	8
Child's functional difficulties						
Has functional difficulty	(1.6)	(6.6)	(38.8)	(0.7)	(7.3)	45
Has no functional difficulty	5.0	3.9	51.7	2.1	6.0	561
Ethnicity of household head						
Black/Negro/African	4.9	4.5	50.3	2.2	6.6	554
Other	2.8	0.8	55.7	0.0	0.8	52
Wealth index quintile						
Poorest	6.7	1.8	64.8	0.0	1.8	63
Second	12.0	2.9	47.7	0.0	2.9	118
Middle	1.4	3.8	51.0	5.2	9.0	153
Fourth	2.7	6.9	39.8	3.0	9.9	138
Richest	3.5	3.9	57.9	0.0	3.9	134

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 25-49 unweighted cases

(*) 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, Turks and Caicos Islands MICS, 2019-2020

	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		
Total	4.1	2.0	1.9	0.4	2.1	2.0	0.3	0.2	0.3	0.0	4.1	7.2	606
Sex													
Male	5.7	3.0	3.2	0.7	3.7	3.5	0.5	0.3	0.5	0.0	7.0	10.4	337
Female	2.2	0.7	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	3.3	269
Region													
Grand Turk	4.1	2.8	1.5	3.3	1.2	0.3	0.5	1.3	0.2	0.0	6.0	10.2	71
NCMCSCSC	4.2	1.5	3.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.5	9.2	38
Providenciales	4.1	1.9	1.9	0.0	2.3	2.3	0.3	0.0	0.3	0.0	3.9	6.7	496
Age													
5-11	6.0	1.1	1.7	0.3	2.6	2.6	0.0	0.0	0.0	0.0	4.5	7.4	374
12-14	1.1	6.4	1.1	1.0	0.3	0.0	1.5	0.0	1.1	0.0	2.2	8.6	126
15-17	1.0	na	3.7	0.0	2.3	2.1	0.0	0.9	0.2	0.0	5.0	5.0	106
School attendance													
Attending ^B	4.3	2.1	2.0	0.4	2.1	2.0	0.3	0.2	0.3	0.0	4.2	7.5	577
Not attending	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	28
Mother's education^C													
Lower secondary or less	(8.7)	(0.6)	(7.5)	(0.0)	(0.0)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(7.7)	(9.4)	47
Upper secondary	2.4	2.8	0.5	0.5	0.2	0.0	0.1	0.0	0.0	0.0	1.0	5.4	296
Higher	5.5	1.4	2.7	0.4	4.8	4.6	0.6	0.1	0.6	0.0	7.0	9.0	252
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8

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, Turks and Caicos Islands MICS, 2019-2020

	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
	Percentage of children engaged in:		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		
	Economic activities above age specific threshold	Household chores above age specific threshold											
Child's functional difficulties													
Has functional difficulty	(6.6)	(0.7)	(3.7)	(0.9)	(1.3)	(0.0)	(4.1)	(0.0)	(3.2)	(0.0)	(4.5)	(8.2)	45
Has no functional difficulty	3.9	2.1	1.8	0.3	2.1	2.1	0.0	0.2	0.0	0.0	4.1	7.2	561
Ethnicity of household head													
Black/Negro/African	4.5	2.2	1.9	0.4	2.2	2.2	0.3	0.1	0.3	0.0	4.2	7.6	554
Other	0.8	0.0	2.5	0.0	0.3	0.0	0.0	0.3	0.3	0.0	2.8	3.7	52
Wealth index quintile													
Poorest	1.8	0.0	0.2	0.8	0.8	0.4	0.6	0.0	0.0	0.0	1.0	2.7	63
Second	2.9	0.0	3.4	0.0	0.0	0.0	1.2	0.0	1.2	0.0	3.4	3.8	118
Middle	3.8	5.2	3.6	0.6	1.2	1.2	0.0	0.0	0.0	0.0	4.1	10.2	153
Fourth	6.9	3.0	1.1	0.0	6.9	6.8	0.0	0.5	0.0	0.0	8.5	11.4	138
Richest	3.9	0.0	0.5	0.7	0.4	0.3	0.0	0.1	0.1	0.0	1.6	4.7	134

^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

9.4 CHILD MARRIAGE

Marriage¹³⁰ before the age of 18 is 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.¹³¹

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.^{132,133} 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.

Tables PR.4.1W and PR.4.1M present the percentage of women and men married/in a union/ in a visiting relationship before ages 15 and 18 years, the percentage of adolescent girls aged 15-19 who are currently married/in a union/in a visiting relationship, and the percentage of women in a polygynous union.

Tables PR.4.2W and PR.4.2M present, respectively, the proportion of women and men who were first married or entered into a marital union/visiting relationship 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, which presents the results of the age difference between women and their husband or partner, has not been presented in this report, as the findings are based on fewer than 50 unweighted cases. Among the 20-24 year old women who are currently married/in a union/in a visiting relationship, (16.8 percent) have a husband/partner who is younger, (25.2 percent) have a husband/partner who is up to four years' older, (24.5 percent) have a partner who is 5-9 years

¹³⁰ All references to marriage in this chapter include cohabiting unions as well.

¹³¹ 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. <http://www.popcouncil.org/uploads/pdfs/wp/pgy/019.pdf>;

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.

¹³² 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.

¹³³ Nour, N. "Health Consequences of Child Marriage in Africa." *Emerging Infectious Diseases* 12, no. 11 (2006): 1644-649. doi:10.3201/eid1211.060510.

older, and for the remaining (33.5 percent), their husband/partner is older than them by ten years or more. The findings are not presented for 15-19 year old women as the figures are based on fewer than 25 unweighted cases.

Table PR.4.1W: Child marriage 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/visiting relationship before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union/visiting relationship, and the percentage of women who are in a polygynous marriage, union or visiting relationship, Turks and Caicos Islands MICS, 2019-2020

	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/ in visiting relationship ³	Number of women age 15-19 years	Percentage in polygynous marriage/ union/ visiting relationship ⁴	Number of women age 15-49 years currently married/in union/ in visiting relationship
Total	1.6	824	1.7	10.3	770	0.0	23.3	110	29.1	54	1.8	516
Region												
Grand Turk	2.2	73	1.8	6.7	68	(*)	(*)	7	(*)	6	7.7	47
NCMCSCSC	0.0	30	0.0	2.4	28	(*)	(*)	1	(*)	2	1.6	19
Providenciales	1.6	721	1.7	11.0	675	0.0	23.0	102	(32.3)	46	1.2	450
Age												
15-19	0.8	54	na	na	na	na	na	na	29.1	54	(*)	16
15-17	(0.4)	28	na	na	na	na	na	na	(17.3)	28	(*)	5
18-19	(*)	26	na	na	na	na	na	na	(*)	26	(*)	11
20-24	0.0	110	0.0	23.3	110	0.0	23.3	110	na	na	(0.0)	63
25-29	0.0	94	0.0	7.2	94	na	na	na	na	na	10.9	54
30-34	6.2	148	6.2	10.7	148	na	na	na	na	na	0.4	94
35-39	1.9	181	1.9	10.3	181	na	na	na	na	na	0.7	118
40-44	0.3	122	0.3	6.5	122	na	na	na	na	na	0.2	98
45-49	0.0	114	0.0	3.9	114	na	na	na	na	na	3.0	74
Education												
Lower secondary or less	1.8	35	(1.8)	(4.9)	34	(*)	(*)	4	(*)	1	(0.3)	26
Upper secondary	2.3	400	2.5	9.9	360	(0.0)	(13.7)	48	(33.8)	40	3.4	253
Higher	0.9	389	0.9	11.2	375	(0.0)	(32.7)	58	(*)	14	0.3	238
Ethnicity of household head												
Black/Negro/African	1.9	706	2.0	10.0	656	0.0	17.1	101	31.3	50	0.9	456
Other	0.0	118	0.0	12.3	114	(*)	(*)	10	(*)	4	8.8	61

Table PR.4.1W: Child marriage 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/visiting relationship before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union/visiting relationship, and the percentage of women who are in a polygynous marriage, union or visiting relationship, Turks and Caicos Islands MICS, 2019-2020

	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/ in visiting relationship ³	Number of women age 15-19 years	Percentage in polygynous marriage/ union/ visiting relationship ⁴	Number of women age 15-49 years currently married/in union/ in visiting relationship
Wealth index quintile												
Poorest	2.3	162	2.2	11.3	159	(*)	(*)	14	(*)	(*)	2.5	101
Second	4.9	171	5.4	20.0	155	(*)	(*)	28	(*)	(*)	5.1	108
Middle	0.3	163	0.3	9.0	148	(*)	(*)	24	(*)	(*)	0.7	111
Fourth	0.0	179	0.1	4.1	170	(*)	(*)	16	(*)	(*)	0.7	103
Richest	0.4	150	0.3	7.3	137	(*)	(*)	28	(*)	(*)	0.0	93
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												
na: not applicable												
() Figures that are based on 25-49 unweighted cases												
(*) Figures that are based on fewer than 25 unweighted cases												

Table PR.4.1M: Child marriage and polygyny (men)

Percentage of men age 15-49 years who first married or entered a marital union or visiting relationship before their 15th birthday, percentages of men age 20-49 and 20-24 years who first married or entered a marital union/visiting relationship before their 15th and 18th birthdays, percentage of men age 15-19 years currently married, in union or in a visiting relationship, and the percentage of men who are in a polygynous marriage, union or visiting relationship, Turks and Caicos Islands MICS, 2019-2020

	Men age 15-49 years		Men age 20-49 years			Men age 20-24 years			Men age 15-19 years		Men age 15-49 years	
	Percentage married before age 15	Number of men age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of men age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of men age 20-24 years	Percentage currently married/in union/ in visiting relationship ³	Number of men age 15-19 years	Percentage in polygynous marriage/ union/ visiting relationship ⁴	Number of men age 15-49 years currently married/in union/in visiting relationship
Total	1.2	364	0.6	2.6	324	(0.0)	(5.1)	27	(12.8)	40	2.6	194
Region												
Grand Turk	1.6	30	2.0	8.3	25	(*)	(*)	2	(*)	6	0.9	15
NCMCSCSC	0.0	16	0.0	1.4	14	(*)	(*)	1	(*)	2	(0.0)	7
Providenciales	1.3	317	0.5	2.1	286	(*)	(*)	24	(*)	32	2.8	171
Age												
15-19	(6.4)	40	na	na	na	na	na	na	(12.8)	40	(*)	5
15-17	(*)	17	na	na	na	na	na	na	(*)	17	(*)	3
18-19	(*)	23	na	na	na	na	na	na	(*)	23	(*)	3
20-24	(0.0)	27	(0.0)	(5.1)	27	(0.0)	(5.1)	27	na	na	(*)	4
25-29	(0.0)	33	(0.0)	(2.3)	33	na	na	na	na	na	(*)	7
30-34	3.0	68	3.0	4.9	68	na	na	na	na	na	(0.0)	36
35-39	0.0	50	0.0	0.7	50	na	na	na	na	na	(0.0)	37
40-44	0.0	90	0.0	2.1	90	na	na	na	na	na	7.9	62
45-49	0.0	56	0.0	1.1	56	na	na	na	na	na	(0.3)	42
Education^A												
Lower secondary or less	(3.1)	28	(*)	(*)	26	-	-	0	(*)	1	(*)	13
Upper secondary	1.6	202	0.4	2.3	176	(*)	(*)	23	(9.5)	27	0.2	92
Higher	0.4	134	0.4	2.8	123	(*)	(*)	5	(*)	11	5.5	89
Ethnicity of household head												
Black/Negro/African	1.2	327	0.5	2.2	289	(*)	(*)	23	(13.3)	38	2.9	173
Other	1.3	37	1.4	5.4	35	(*)	(*)	5	(*)	2	(0.0)	21

Table PR.4.1M: Child marriage and polygyny (men)

Percentage of men age 15-49 years who first married or entered a marital union or visiting relationship before their 15th birthday, percentages of men age 20-49 and 20-24 years who first married or entered a marital union/visiting relationship before their 15th and 18th birthdays, percentage of men age 15-19 years currently married, in union or in a visiting relationship, and the percentage of men who are in a polygynous marriage, union or visiting relationship, Turks and Caicos Islands MICS, 2019-2020

	Men age 15-49 years		Men age 20-49 years			Men age 20-24 years			Men age 15-19 years		Men age 15-49 years	
	Percentage married before age 15	Number of men age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of men age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of men age 20-24 years	Percentage currently married/in union/ in visiting relationship ³	Number of men age 15-19 years	Percentage in polygynous marriage/ union/ visiting relationship ⁴	Number of men age 15-49 years currently married/in union/in visiting relationship
Wealth index quintile												
Poorest	0.8	77	0.9	2.6	75	(*)	(*)	8	(*)	2	(0.3)	46
Second	4.2	82	1.2	4.0	71	(*)	(*)	7	(*)	11	(0.0)	34
Middle	0.0	75	0.0	0.2	64	(*)	(*)	3	(*)	11	(0.0)	36
Fourth	0.8	61	0.9	2.5	55	(*)	(*)	4	(*)	6	(12.2)	40
Richest	0.0	69	0.0	3.4	60	(*)	(*)	4	(*)	10	(0.0)	37
¹ MICS indicator PR.4a - Child marriage (before age 15) ² MICS indicator PR.4b - Child marriage (before age 18) ³ MICS indicator PR.5 - Young men age 15-19 years currently married or in union ⁴ MICS indicator PR.6 - Polygyny												
na: not applicable												
() Figures that are based on 25-49 unweighted cases												
(*) Figures that are based on fewer than 25 unweighted cases												

Table PR.4.2W: Trends in child marriage (women)

Percentage of women who were first married or entered into a marital union/visiting relationship before their 15th and 18th birthday, Turks and Caicos Islands MICS, 2019-2020

	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	1.6	824	10.3	770
Age				
15-19	0.8	54	na	na
15-17	(0.4)	28	na	na
18-19	(*)	26	na	na
20-24	0.0	110	23.3	110
25-29	0.0	94	7.2	94
30-34	6.2	148	10.7	148
35-39	1.9	181	10.3	181
40-44	0.3	122	6.5	122
45-49	0.0	114	3.9	114
na: not applicable				
() Figures that are based on 25-49 unweighted cases				
(*) Figures that are based on fewer than 25 unweighted cases				

Table PR.4.2M: Trends in child marriage (men)

Percentage of men who were first married or entered into a marital union/visiting relationship before their 15th and 18th birthday, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men married before age 15	Number of men age 15-49 years	Percentage of men married before age 18	Number of men age 20-49 years
Total	1.2	364	2.6	324
Age				
15-19	(6.4)	40	na	na
15-17	(*)	17	na	na
18-19	(*)	23	na	na
20-24	(0.0)	27	(5.1)	27
25-29	(0.0)	33	(5.1)	33
30-34	3.0	68	4.9	68
35-39	0.0	50	0.7	50
40-44	0.0	90	2.1	90
45-49	0.0	56	1.1	56
na: not applicable				
() Figures that are based on 25-49 unweighted cases				
(*) Figures that are based on fewer than 25 unweighted cases				

9.5 VICTIMISATION

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 services¹³⁴.

Tables PR.6.1W and PR.6.1M present the percentage of women and men who were victims of robbery or assault in the last 3 and 1 year prior to the survey, by various background characteristics.

Tables PR.6.2W and PR.6.2M, which are not presented because the findings are based on fewer than 50 unweighted cases, show if weapons (namely, knife, gun or other weapons) were used during the last robbery. According to Table PR.6.2W, (43.0 percent) of women who experienced a robbery within the last three years were attacked with a weapon. However, the findings for the men are not reported as they are based on fewer than 25 unweighted cases.

Tables PR.6.3W and PR.6.3M, which are not presented because the findings are based on fewer than 50 unweighted cases, expand on the circumstances of the latest assault, indicating where it took place and type of weapon used. According to Table PR.6.3W, (43.4 percent) of assault on women occurred either at their home or another home, (32.0 percent) occurred in the street, while (16.9 percent) happened at their school or workplace. The findings for men are not reported, as they are based on fewer than 25 unweighted cases.

Finally, Tables PR.6.4W and PR.6.4M indicate if the last robbery or assault experienced by women and men was reported to the police. However, these findings are not presented in this report as they are based on fewer than 25 unweighted cases.

¹³⁴ 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.

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, Turks and Caicos Islands MICS, 2019-2020

	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:			Number of women
	Robbery ^A			Assault ^B			In the last 3 years	In the last 1 year ¹	Multiple times in the last 1 year	
	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	5.0	1.7	0.6	2.3	1.6	0.2	6.7	3.2	0.8	824
Region										
Grand Turk	2.4	0.4	0.4	4.3	1.4	0.4	5.7	1.6	0.6	73
NCMCSCSC	3.4	2.6	1.4	2.6	2.1	1.4	4.3	3.0	2.1	30
Providenciales	5.3	1.8	0.6	2.1	1.6	0.1	6.9	3.4	0.7	721
Age										
15-19	0.3	0.3	0.3	5.2	3.9	0.6	5.2	3.9	0.6	54
15-17	(0.0)	(0.0)	(0.0)	(2.9)	(0.5)	(0.5)	(2.9)	(0.5)	(0.5)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	3.8	2.9	2.9	4.3	0.7	0.7	4.9	3.6	3.6	110
25-29	7.5	4.2	0.7	3.1	2.9	0.1	10.3	6.9	0.8	94
30-34	5.0	3.9	0.2	4.3	4.0	0.2	9.0	7.6	0.3	148
35-39	5.8	0.4	0.4	0.9	0.9	0.0	6.7	1.3	0.4	181
40-44	6.1	0.0	0.0	0.2	0.0	0.0	6.3	0.0	0.0	122
45-49	3.8	0.1	0.1	0.0	0.0	0.0	3.8	0.1	0.1	114
Education										
Lower secondary or less	3.9	0.4	0.0	1.3	0.6	0.0	4.5	1.0	0.0	35
Upper secondary	2.6	1.6	0.2	2.3	2.0	0.3	4.8	3.6	0.5	400
Higher	7.5	1.9	1.1	2.4	1.2	0.1	8.9	3.0	1.1	389
Ethnicity of household head										
Black/Negro/African	4.0	1.2	0.7	1.8	1.1	0.2	5.1	2.2	0.9	706
Other	11.1	4.7	0.1	5.3	4.9	0.0	16.4	9.5	0.1	118
Wealth index quintile										
Poorest	2.9	0.7	0.6	0.9	0.7	0.1	3.8	1.4	0.7	162
Second	7.1	6.2	2.3	7.0	5.0	0.2	11.9	11.1	2.3	171
Middle	3.3	0.1	0.0	0.6	0.1	0.1	3.9	0.1	0.1	163
Fourth	9.6	1.1	0.0	1.9	1.6	0.4	11.5	2.7	0.4	179
Richest	1.2	0.1	0.1	0.6	0.2	0.1	1.4	0.2	0.1	150

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 25-49 unweighted cases

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

Table PR.6.1M: Victims of robbery and assault (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men age 15-49 years who were victims of:						Percentage of men age 15-49 years who experienced physical violence of robbery or assault:			Number of men
	Robbery ^A			Assault ^B			In the last 3 years	In the last 1 year ¹	Multiple times in the last 1 year	
	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	2.2	1.0	0.5	1.8	1.5	0.0	3.8	2.4	0.6	364
Region										
Grand Turk	8.8	8.5	6.4	3.8	1.9	0.3	10.9	8.8	6.6	30
NCMCS CSC	1.8	0.5	0.0	3.9	0.9	0.0	5.7	1.5	0.0	16
Providenciales	1.6	0.3	0.0	1.5	1.5	0.0	3.1	1.8	0.0	317
Age										
15-19	(4.9)	(4.0)	(4.9)	(2.1)	(2.1)	(0.0)	(5.7)	(5.7)	(4.9)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(0.6)	(0.3)	(0.0)	(0.0)	(0.0)	(0.0)	(0.6)	(0.3)	(0.0)	27
25-29	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	33
30-34	0.8	0.5	0.0	2.2	1.5	0.0	2.9	2.1	0.0	68
35-39	8.7	2.1	0.0	7.3	7.1	0.2	16.1	9.1	0.2	50
40-44	0.3	0.3	0.0	0.2	0.0	0.0	0.5	0.3	0.0	90
45-49	1.2	0.0	0.0	0.5	0.0	0.0	1.7	0.0	0.0	56
Education										
Lower secondary or less	(*)	(*)	(*)	(1.0)	(*)	(*)	(1.0)	(*)	(*)	28
Upper secondary	2.7	0.6	0.4	0.8	0.7	0.0	3.5	1.3	0.4	202
Higher	1.9	1.8	0.8	3.5	3.0	0.1	5.0	4.4	0.8	134
Ethnicity of household head										
Black/Negro/African	2.1	0.8	0.6	1.9	1.7	0.0	3.8	2.3	0.6	327
Other	2.8	2.8	0.0	1.1	0.0	0.0	3.9	2.8	0.0	37
Wealth index quintile										
Poorest	0.7	0.4	0.0	0.6	0.5	0.0	1.4	0.9	0.0	77
Second	6.3	2.2	1.7	2.7	2.7	0.0	8.4	4.3	1.7	82
Middle	0.0	0.0	0.0	0.9	0.0	0.0	0.9	0.0	0.0	75
Fourth	3.7	2.6	0.9	4.8	4.3	0.1	8.5	6.9	1.0	61
Richest	0.0	0.0	0.0	0.3	0.3	0.0	0.3	0.3	0.0	69

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 25-49 unweighted cases

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

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 safety¹³⁴

Tables PR.7.1W and PR.7.1M present data for women and men 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, Turks and Caicos Islands MICS, 2019-2020

	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 home alone after dark	Total			
Total	8.5	36.9	31.4	7.9	15.3	100.0	45.4	21.6	60.7	13.5	3.0	1.2	100.0	82.3	9.4	824
Region																
Grand Turk	22.6	40.6	11.1	4.2	21.5	100.0	63.2	34.0	48.4	9.3	2.0	6.4	100.0	82.4	5.1	73
NCMCSCSC	56.1	26.5	1.9	0.8	14.6	100.0	82.6	70.9	26.3	1.8	0.0	1.0	100.0	97.2	0.8	30
Providenciales	5.1	37.0	34.6	8.6	14.7	100.0	42.1	18.3	63.3	14.4	3.3	0.7	100.0	81.6	10.2	721
Age																
15-19	9.3	16.2	59.2	1.5	13.8	100.0	25.5	12.4	65.6	18.2	2.2	1.6	100.0	78.0	3.7	54
15-17	(8.0)	(19.5)	(58.1)	(1.9)	(12.6)	100.0	(27.4)	(7.4)	(66.9)	(22.7)	(1.9)	(1.1)	100.0	(74.3)	(3.8)	28
18-19	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	26
20-24	6.1	27.6	47.8	7.1	11.4	100.0	33.7	14.3	73.4	11.6	0.7	0.0	100.0	87.7	7.1	110
25-29	5.2	46.5	29.5	4.2	14.6	100.0	51.7	11.3	74.9	11.0	0.1	2.7	100.0	86.2	4.3	94
30-34	6.3	46.4	20.7	10.7	15.9	100.0	52.7	14.7	62.0	18.5	4.8	0.0	100.0	76.7	14.1	148
35-39	6.7	35.8	36.1	5.4	15.9	100.0	42.5	34.0	52.3	10.4	2.7	0.6	100.0	86.3	5.7	181
40-44	14.9	41.5	26.0	6.5	11.1	100.0	56.4	28.9	52.6	14.9	2.6	1.0	100.0	81.5	6.8	122
45-49	12.1	32.4	15.7	16.6	23.2	100.0	44.5	23.1	54.3	12.0	7.1	3.5	100.0	77.3	21.0	114
Education																
Lower secondary or less	7.0	67.5	10.6	11.8	3.1	100.0	74.4	9.1	74.2	11.1	5.5	0.0	100.0	83.3	17.3	35
Upper secondary	8.6	39.4	31.2	9.8	11.0	100.0	48.0	24.6	59.7	12.6	1.6	1.6	100.0	84.2	10.5	400
Higher	8.6	31.6	33.4	5.6	20.8	100.0	40.2	19.7	60.5	14.6	4.3	0.9	100.0	80.1	7.5	389
Ethnicity of household head																
Black/Negro/African	8.2	37.6	32.5	5.6	16.1	100.0	45.8	22.0	59.8	13.9	2.9	1.4	100.0	81.8	6.7	706
Other	10.2	33.0	24.3	22.0	10.5	100.0	43.2	19.2	65.8	11.0	4.0	0.0	100.0	85.0	25.3	118

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, Turks and Caicos Islands MICS, 2019-2020

	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 home alone after dark	Total			
Wealth index quintile																
Poorest	8.9	57.6	16.8	4.3	12.4	100.0	66.5	26.9	61.7	7.6	0.0	3.8	100.0	88.6	4.3	162
Second	7.4	25.4	40.5	16.1	10.6	100.0	32.8	14.5	70.6	11.7	3.2	0.0	100.0	85.1	16.2	171
Middle	8.6	34.9	43.7	4.8	7.9	100.0	43.6	26.9	59.9	11.4	1.6	0.2	100.0	86.9	6.2	163
Fourth	7.2	42.4	24.1	3.5	22.7	100.0	49.7	18.0	59.0	17.2	4.8	1.1	100.0	77.0	7.4	179
Richest	10.7	23.2	31.9	11.1	23.1	100.0	34.0	22.5	50.9	19.8	5.7	1.0	100.0	73.4	12.9	150

¹ MICS indicator PR.14 - Safety; SDG indicator 16.1.4

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

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

Table PR.7.1M: Feelings of safety (men)

Percent distribution of men age 15-49 years by feeling of safety walking alone in their neighbourhood after dark and being home alone after dark, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of men who walking alone in their neighbourhood after dark feel:						Percentage of men who feel safe walking alone in their neighbourhood after dark ¹	Percent distribution of men who being home alone after dark feel:					Percentage of men who feel safe home alone after dark	Percentage of men who after dark feel very unsafe walking alone in their neighbourhood or being home alone	Number of men	
	Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark	Total		Very safe	Safe	Unsafe	Very unsafe	Never home alone after dark				Total
Total	17.0	29.5	34.6	5.4	13.4	100.0	46.5	33.7	60.6	4.7	0.4	0.6	100.0	94.3	5.4	364
Region																
Grand Turk	69.3	20.1	3.8	0.5	6.3	100.0	89.4	81.0	19.0	0.0	0.0	0.0	100.0	100.0	0.5	30
NCMCSCSC	86.3	10.4	1.0	2.3	0.0	100.0	96.7	82.3	14.7	2.9	0.0	0.0	100.0	97.1	2.3	16
Providenciales	8.5	31.4	39.3	6.0	14.8	100.0	39.8	26.7	66.9	5.2	0.4	0.7	100.0	93.6	6.0	317
Age																
15-19	(12.3)	(39.4)	(17.8)	(18.5)	(12.0)	100.0	(51.7)	(30.7)	(52.0)	(12.9)	(0.0)	(4.4)	100.0	(82.7)	(18.5)	40
15-17	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	23
20-24	(26.5)	(12.8)	(42.7)	(8.7)	(9.3)	100.0	(39.3)	(39.6)	(43.0)	(17.5)	(0.0)	(0.0)	100.0	(82.5)	(8.7)	27
25-29	(13.4)	(38.2)	(35.5)	(8.2)	(4.6)	100.0	(51.6)	(43.1)	(47.7)	(9.2)	(0.0)	(0.0)	100.0	(90.8)	(8.2)	33
30-34	6.9	33.2	40.0	1.9	18.0	100.0	40.2	31.4	66.0	2.6	0.0	0.0	100.0	97.4	1.9	68
35-39	19.5	37.4	35.3	1.4	6.4	100.0	56.9	35.6	63.8	0.0	0.0	0.6	100.0	99.4	1.4	50
40-44	12.9	32.4	38.5	5.1	11.1	100.0	45.3	26.1	69.8	2.7	1.4	0.0	100.0	95.9	5.1	90
45-49	34.5	9.2	28.9	1.2	26.2	100.0	43.8	40.9	58.6	0.0	0.0	0.6	100.0	99.4	1.2	56
Education																
Lower secondary or less	(13.5)	(22.3)	(50.1)	(4.6)	(9.6)	100.0	(35.7)	(20.0)	(76.8)	(3.3)	(0.0)	(0.0)	100.0	(96.7)	(4.6)	28
Upper secondary	16.3	24.7	39.4	7.5	12.1	100.0	41.0	30.6	60.6	7.1	0.6	1.0	100.0	91.2	7.5	202
Higher	18.9	38.2	24.3	2.4	16.2	100.0	57.1	41.4	57.1	1.3	0.0	0.2	100.0	98.4	2.4	134

Table PR.7.1M: Feelings of safety (men)

Percent distribution of men age 15-49 years by feeling of safety walking alone in their neighbourhood after dark and being home alone after dark, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of men who walking alone in their neighbourhood after dark feel:					Total	Percentage of men who feel safe walking alone in their neighbourhood after dark ¹	Percent distribution of men who being home alone after dark feel:					Total	Percentage of men who feel safe home alone after dark	Percentage of men who after dark feel very unsafe walking alone in their neighbourhood or being home alone	Number of men
	Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark			Very safe	Safe	Unsafe	Very unsafe	Never home alone after dark				
Ethnicity of household head																
Black/Negro/African	16.3	27.1	37.0	6.0	13.6	100.0	43.4	33.7	60.2	5.2	0.4	0.5	100.0	93.8	6.0	327
Other	23.6	50.3	13.6	0.0	12.4	100.0	74.0	34.0	64.4	0.0	0.0	1.6	100.0	98.4	0.0	37
Wealth index quintile																
Poorest	9.9	18.9	62.5	5.0	3.8	100.0	28.8	12.9	80.1	7.0	0.0	0.0	100.0	93.0	5.0	77
Second	25.4	30.4	27.8	5.8	10.5	100.0	55.8	32.2	58.5	9.3	0.0	0.0	100.0	90.7	5.8	82
Middle	7.0	20.1	53.4	8.1	11.5	100.0	27.1	43.4	51.9	4.7	0.0	0.0	100.0	95.3	8.1	75
Fourth	26.7	29.6	12.3	6.1	25.4	100.0	56.3	44.2	54.9	0.5	0.0	0.5	100.0	99.0	6.1	61
Richest	17.4	50.3	11.0	1.9	19.4	100.0	67.7	39.1	55.6	0.4	1.9	3.0	100.0	94.7	1.9	69
¹ MICS indicator PR.14 - Safety; SDG indicator 16.1.4																
() Figures that are based on 25-49 unweighted cases																
(*) Figures that are based on fewer than 25 unweighted cases																

9.7 ATTITUDES TOWARDS DOMESTIC VIOLENCE

Turks and Caicos Islands, 2019-2020 MICS assessed the attitudes of women and men 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 is 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 for women and in Table PR.8.1M for men.

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, Turks and Caicos Islands MICS, 2019-2020

	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 person	For any of these six reasons		
Total	2.6	4.1	1.4	2.2	0.8	7.6	8.5	12.0	824	
Region										
Grand Turk	0.1	2.3	1.4	1.8	0.7	4.9	11.6	12.5	73	
NCMCSCSC	0.3	0.7	5.2	1.0	1.9	8.7	15.3	17.7	30	
Providenciales	2.9	4.4	1.3	2.3	0.8	7.8	7.9	11.7	721	
Age										
15-19	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8	54	
15-17	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.5)	(0.5)	28	
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26	
20-24	9.5	5.8	7.5	10.3	0.0	19.9	19.0	26.4	110	
25-29	0.0	2.0	0.2	0.4	1.6	3.3	5.4	8.6	94	
30-34	0.3	2.0	0.8	1.0	3.4	6.2	9.0	13.1	148	
35-39	1.8	4.1	0.6	0.1	0.0	4.9	3.6	5.6	181	
40-44	3.0	5.1	0.4	2.8	0.1	8.2	8.6	10.9	122	
45-49	2.9	7.7	0.5	0.9	0.0	8.5	11.6	15.9	114	
Education										
Lower secondary or less	0.3	0.3	0.0	0.9	0.0	0.9	11.2	12.1	35	
Upper secondary	3.1	5.0	0.8	1.3	1.3	8.0	9.3	12.3	400	
Higher	2.2	3.5	2.2	3.2	0.4	7.8	7.5	11.6	389	
Marital/Union status										
Currently married/in union/in visiting relationship	3.5	3.0	1.2	1.9	0.4	6.7	8.5	11.0	516	
Formerly married/in union/in visiting relationship	2.0	8.9	1.1	0.8	0.1	10.0	7.5	13.8	132	
Never married/in union/in visiting relationship	0.2	3.6	2.4	4.2	2.6	8.4	9.1	13.4	174	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
Ethnicity of household head										
Black/Negro/African	3.0	4.4	1.6	2.5	0.3	7.9	9.2	12.3	706	
Other	0.0	2.1	0.1	0.1	3.6	5.9	4.6	9.9	118	
Wealth index quintile										
Poorest	2.1	3.4	0.1	2.3	0.8	6.4	10.5	12.0	162	
Second	1.9	2.5	0.1	2.0	2.1	6.6	5.4	9.8	171	
Middle	2.2	6.1	3.7	3.6	0.5	9.9	6.8	13.2	163	
Fourth	0.0	3.0	0.7	0.2	0.4	4.2	3.8	6.8	179	
Richest	7.3	5.9	2.7	3.0	0.1	11.5	17.4	19.2	150	

1 MICS indicator PR.15 - Attitudes towards domestic violence

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

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

Table PR.8.1M: Attitudes toward domestic violence (men)

Percentage of men age 15-49 years who believe a husband is justified in beating his wife in various circumstances, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who believe a husband is justified in beating his wife:								Number of men
	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 person	For any of these six reasons	
Total	0.0	0.5	3.3	0.1	0.1	4.0	22.5	26.2	364
Region									
Grand Turk	0.0	2.8	1.3	0.7	0.7	4.8	9.0	13.8	30
NCMCSCSC	0.0	4.1	0.0	0.9	0.7	4.8	17.4	19.9	16
Providenciales	0.0	0.1	3.7	0.0	0.0	3.8	24.0	27.7	317
Age									
15-19	(0.0)	(3.3)	(0.0)	(0.0)	(0.3)	(3.6)	(37.9)	(41.1)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(53.8)	(53.8)	27
25-29	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(37.4)	(37.4)	33
30-34	0.0	0.2	0.0	0.5	0.3	0.5	18.0	18.3	68
35-39	0.0	0.1	0.0	0.0	0.0	0.1	24.3	24.3	50
40-44	0.0	0.5	13.5	0.0	0.0	14.0	12.6	26.1	90
45-49	0.0	0.0	0.0	0.0	0.0	0.0	7.0	7.0	56
Education^A									
Lower secondary or less	(0.0)	(1.6)	(0.0)	(0.0)	(0.0)	(1.6)	(5.5)	(5.5)	28
Upper secondary	0.0	0.3	5.8	0.1	0.1	6.2	26.1	32.1	202
Higher	0.0	0.6	0.3	0.1	0.1	1.1	20.5	21.6	134
Marital/Union status^A									
Currently married/in union/in visiting relationship	0.0	0.4	6.2	0.2	0.1	6.7	17.6	24.0	194
Formerly married/in union/in visiting relationship	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16
Never married/in union/in visiting relationship	0.0	0.8	0.0	0.0	0.1	0.9	29.2	30.0	155
Ethnicity of household head									
Black/Negro/African	0.0	0.5	3.6	0.0	0.0	4.1	21.3	25.2	327
Other	0.0	0.8	1.0	0.5	0.5	2.4	33.1	35.5	37
Wealth index quintile									
Poorest	0.0	0.4	0.0	0.2	0.1	0.5	11.7	11.8	77
Second	0.0	0.6	0.0	0.2	0.2	0.9	25.1	25.3	82
Middle	0.0	0.0	16.2	0.0	0.0	16.2	41.9	58.1	75
Fourth	0.0	0.7	0.0	0.0	0.0	0.7	11.2	11.9	61
Richest	0.0	1.1	0.0	0.0	0.0	1.1	20.4	21.4	69
1 MICS indicator PR.15 - Attitudes towards domestic violence									
^A The category of "Don't know/Missing" in the background characteristics of "Education" and "Marital/Union status" has been suppressed from the table due to small number of unweighted cases. () Figures that are based on 25-49 unweighted cases (*) Figures that are based on fewer than 25 unweighted cases									

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 right¹³⁵. 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.¹³⁶

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 (JMP).¹³⁷

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 water¹³⁸.

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 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.1.6 presents the proportion of household members with an indicator of faecal contamination detected in their drinking water source. The risk of faecal contamination is shown based on the number of *Escherichia coli* (*E. coli*) bacteria detected, ranging from low (<1 *E. coli* per 100 mL), to moderate (1-10 *E. coli* per 100 mL), high (11-100 *E. coli* per 100 mL) and very high risk (>100 *E. coli* per 100 mL). Table WS.1.7 shows

¹³⁵ The human rights to water and sanitation were explicitly recognised by the UN General Assembly and Human Rights Council in 2010 and in 2015.

¹³⁶ 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/safely-managed-drinking-water-JMP-2017-1.pdf>.

¹³⁷ "Home." JMP. Accessed September 06, 2018. <https://washdata.org/>.

¹³⁸ Packaged water (bottled water and sachet water) and delivered water (tanker truck and cart with small drum/tank) are treated as improved based in new SDG definition.

the proportion of household members with *E. coli* detected in their household drinking water. Contamination may occur between the source and the household during transport, handling and storage.

Table WS.1.8 shows the proportion of household population with improved and unimproved drinking water sources located on premises, available when needed, and free from contamination. Households with improved sources accessible on premises, with sufficient quantities of water available when needed, and free from contamination meet the SDG criteria for 'safely managed' drinking water services.

Table WS.1.9 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.

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, Turks and Caicos Islands MICS, 2019-2020

	Main source of drinking water												Unimproved sources		Total	Percentage using improved sources of drinking water ¹	Number of household members
	Improved sources											Other	Missing				
	Piped water				Protected well	Protected spring	Rain-water collection	Tanker truck	Cart with small tank	Water fountain	Bottled water ^A			Sachet water ^A			
Into dwelling	Into yard/plot	To neighbour	Public tap/stand-pipe														
Total	5.5	0.5	0.8	0.2	0.1	0.2	0.6	0.2	0.5	44.5	46.7	0.1	0.2	0.0	100.0	99.8	3,435
Region																	
Grand Turk	2.8	0.2	0.0	0.9	0.0	0.0	1.2	0.4	0.0	56.8	37.5	0.0	0.0	0.3	100.0	99.7	364
NCMCSCSC	6.0	0.0	0.0	1.4	2.0	0.0	7.6	0.8	0.2	26.6	52.4	0.0	3.1	0.0	100.0	96.9	182
Providenciales	5.8	0.5	0.9	0.1	0.0	0.3	0.0	0.1	0.6	44.0	47.5	0.1	0.0	0.0	100.0	100.0	2,889
Education of household head																	
Pre-primary or none	(5.8)	(0.0)	(0.0)	(0.0)	(0.0)	(2.9)	(0.0)	(0.8)	(0.0)	(77.5)	(13.1)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	46
Primary/lower secondary	7.5	0.0	0.0	1.2	0.4	1.6	1.2	1.1	0.2	39.4	47.3	0.0	0.3	0.0	100.0	99.7	413
Upper secondary	4.5	1.0	1.7	0.0	0.0	0.0	0.6	0.1	0.0	44.0	47.5	0.3	0.3	0.1	100.0	99.7	1,565
Higher	6.1	0.0	0.0	0.2	0.1	0.0	0.4	0.0	1.2	44.3	47.7	0.0	0.0	0.0	100.0	100.0	1,353
Missing/DK	3.9	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	71.4	24.4	0.0	0.0	0.0	100.0	100.0	59
Ethnicity of household head																	
Black/Negro/African	4.4	0.5	0.9	0.3	0.1	0.3	0.4	0.2	0.0	44.8	47.8	0.1	0.2	0.0	100.0	99.8	2,998
Other	12.9	0.0	0.0	0.0	0.0	0.0	1.7	0.0	3.6	42.5	39.1	0.0	0.1	0.2	100.0	99.7	437
Wealth index quintile																	
Poorest	1.3	1.4	3.9	0.8	0.0	1.1	0.6	0.5	2.4	40.2	47.0	0.0	0.7	0.0	100.0	99.3	686
Second	8.6	0.0	0.0	0.0	0.1	0.0	0.7	0.3	0.0	52.3	37.8	0.0	0.1	0.1	100.0	99.8	688
Middle	9.2	0.0	0.0	0.0	0.1	0.0	0.6	0.0	0.0	42.9	47.1	0.0	0.0	0.0	100.0	100.0	682
Fourth	3.1	0.9	0.0	0.3	0.3	0.0	0.5	0.0	0.1	51.0	43.2	0.6	0.0	0.0	100.0	100.0	692
Richest	5.3	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	35.8	58.4	0.0	0.0	0.0	100.0	100.0	686

¹ MICS indicator WS.1 - Use of improved drinking water sources

^A Delivered and packaged water considered improved sources of drinking water based on new SDG definition.

() Figures that are based on 25-49 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, Turks and Caicos Islands MICS, 2019-2020

	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	Up to and including 30 minutes ^A	More than 30 minutes	DK/ Missing			
Total	45.2	52.9	0.8	1.0	0.2	0.0	0.0	100.0	98.0	3,435
Region										
Grand Turk	36.0	62.5	1.0	0.2	0.0	0.0	0.3	100.0	98.5	364
NCMCSCSC	49.4	41.5	4.0	2.0	2.9	0.2	0.0	100.0	90.9	182
Providenciales	46.1	52.3	0.6	1.0	0.0	0.0	0.0	100.0	98.4	2,889
Education of household head										
Pre-primary or none	(12.5)	(87.5)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	46
Primary/lower secondary	43.6	52.4	1.2	2.6	0.2	0.1	0.0	100.0	95.9	413
Upper secondary	43.1	54.4	1.1	1.1	0.3	0.0	0.1	100.0	97.5	1,565
Higher	49.9	49.2	0.5	0.4	0.0	0.0	0.0	100.0	99.1	1,353
Missing/DK	27.8	72.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	59
Ethnicity of household head										
Black/Negro/African	44.6	53.3	0.8	1.1	0.2	0.0	0.0	100.0	97.9	2,998
Other	49.0	49.6	0.8	0.3	0.1	0.0	0.2	100.0	98.6	437
Wealth index quintile										
Poorest	25.9	69.7	1.0	2.6	0.7	0.1	0.0	100.0	95.6	686
Second	37.2	61.3	0.5	0.8	0.1	0.0	0.1	100.0	98.4	688
Middle	53.9	45.7	0.3	0.0	0.0	0.0	0.0	100.0	99.7	682
Fourth	46.4	51.8	0.9	0.9	0.0	0.0	0.0	100.0	98.1	692
Richest	62.6	35.7	1.4	0.4	0.0	0.0	0.0	100.0	98.2	686

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

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 the person usually collecting drinking water used in the household, Turks and Caicos Islands MICS, 2019-2020

	Percentage of household members without drinking water on premises	Number of household members	Person usually collecting drinking water					DK/Missing/ Members do not collect	Total	Number of household members without drinking water on premises
			Woman (15+)	Man (15+)	Female child under age 15	Male child under age 15				
Total	54.8	3,435	31.1	64.7	0.3	0.2	3.7	100.0	1,882	
Region										
Grand Turk	63.7	364	40.0	54.3	0.0	0.4	5.3	100.0	232	
NCMCSCSC	50.5	182	24.4	59.8	0.0	2.0	13.8	100.0	92	
Providenciales	53.9	2,889	30.2	66.5	0.4	0.1	2.9	100.0	1,558	
Education of household head										
Pre-primary or none	(87.5)	46	(55.2)	(38.7)	(0.0)	(0.0)	(6.1)	100.0	40	
Primary/lower secondary	56.4	413	29.7	63.8	0.0	0.8	5.7	100.0	233	
Upper secondary	56.8	1,565	31.6	65.0	0.0	0.2	3.1	100.0	889	
Higher	50.1	1,353	29.0	66.5	0.8	0.0	3.7	100.0	678	
Missing/DK	72.2	59	41.1	56.7	0.0	0.0	2.3	100.0	42	
Source of drinking water										
Improved	54.7	3,428	31.2	64.6	0.3	0.2	3.7	100.0	1,876	
Unimproved	(100.0)	6	(6.4)	(93.6)	(0.0)	(0.0)	(0.0)	100.0	6	
Missing/DK	(*)	1	-	-	-	-	-	-	0	
Ethnicity of household head										
Black/Negro/African	55.4	2,998	29.7	66.6	0.3	0.2	3.2	100.0	1,660	
Other	50.8	437	42.1	50.3	0.0	0.0	7.6	100.0	222	
Wealth index quintile										
Poorest	74.1	686	24.1	67.6	0.0	0.6	7.7	100.0	508	
Second	62.7	688	41.0	55.2	0.0	0.0	3.8	100.0	432	
Middle	46.1	682	28.0	68.7	0.0	0.4	2.9	100.0	314	
Fourth	53.6	692	36.3	62.2	1.5	0.0	0.0	100.0	371	
Richest	37.4	686	24.7	73.4	0.0	0.0	1.9	100.0	257	

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

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

Table WS.1.4: Time spent collecting water

Percent distribution of average time spent collecting water by person usually responsible for water collection, Turks and Caicos Islands MICS, 2019-2020

	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	Missing		
Total	97.9	0.2	0.1	1.8	100.0	1,819
Region						
Grand Turk	99.6	0.0	0.0	0.4	100.0	221
NCMCS CSC	90.9	2.5	2.0	4.6	100.0	79
Providenciales	98.0	0.1	0.0	1.9	100.0	1,519
Education						
Pre-primary or none	(83.2)	(0.0)	(0.0)	(16.8)	100.0	43
Primary/lower secondary	93.9	0.1	0.2	5.8	100.0	185
Upper secondary	98.7	0.2	0.0	1.1	100.0	830
Higher	98.9	0.2	0.2	0.7	100.0	739
DK/Missing	(100.0)	(0.0)	(0.0)	(0.0)	100.0	22
Age						
0-14	(*)	(*)	(*)	(*)	100.0	10
15-19	100.0	0.0	0.0	0.0	100.0	30
15-17	(*)	(*)	(*)	(*)	100.0	4
18-19	(100.0)	(0.0)	(0.0)	(0.0)	100.0	26
20-24	100.0	0.0	0.0	0.0	100.0	97
25-49	98.5	0.3	0.1	1.1	100.0	1,284
50+	95.1	0.0	0.1	4.8	100.0	392
Missing/DK	(100.0)	(0.0)	(0.0)	(0.0)	100.0	6
Sex						
Male	98.4	0.3	0.0	1.3	100.0	1,227
Female	97.0	0.0	0.2	2.8	100.0	592
Source of drinking water						
Improved	97.9	0.2	0.1	1.8	100.0	1,814
Unimproved	(93.6)	(0.0)	(6.4)	(0.0)	100.0	6
Ethnicity of household head						
Black/Negro/African	97.7	0.2	0.1	2.0	100.0	1,613
Other	99.4	0.0	0.0	0.6	100.0	206
Wealth index quintile						
Poorest	96.0	0.1	0.1	3.9	100.0	470
Second	98.6	0.0	0.0	1.4	100.0	416
Middle	99.5	0.0	0.4	0.1	100.0	305
Fourth	98.3	0.0	0.0	1.7	100.0	371
Richest	97.8	1.2	0.0	1.0	100.0	257

() 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, Turks and Caicos Islands MICS, 2019-2020

	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					DK/Missing	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				
Total	97.8	3,435	2.0	2.7	9.2	84.1	2.1	100.0	57	
Region										
Grand Turk	97.5	364	(3.8)	(3.7)	(2.3)	(90.1)	(0.0)	100.0	7	
NCMCSCSC	95.7	182	(0.0)	(16.8)	(8.6)	(58.7)	(16.0)	100.0	7	
Providenciales	98.0	2,889	(2.0)	(0.0)	(10.5)	(87.4)	(0.0)	100.0	42	
Education of household head										
Pre-primary or none	(99.4)	46	-	-	-	-	-	-	0	
Primary/lower secondary	98.5	413	(*)	(*)	(*)	(*)	(*)	100.0	6	
Upper secondary	97.5	1,565	(3.0)	(3.1)	(1.3)	(92.7)	(0.0)	100.0	29	
Higher	97.8	1,353	(0.0)	(2.9)	(13.6)	(83.6)	(0.0)	100.0	22	
Missing/DK	99.7	59	(*)	(*)	(*)	(*)	(*)	100.0	0	
Source of drinking water										
Improved	97.9	3,428	2.1	2.8	9.6	83.4	2.2	100.0	55	
Unimproved	(62.0)	6	(*)	(*)	(*)	(*)	(*)	100.0	2	
Missing/DK	(0.0)	1	-	-	-	-	-	-	0	
Ethnicity of household head										
Black/Negro/African	97.5	2,998	2.0	2.7	8.9	84.3	2.1	100.0	57	
Other	99.7	437	(*)	(*)	(*)	(*)	(*)	100.0	0	
Wealth index quintile										
Poorest 60%	98.0	2,056	0.9	5.1	8.2	81.8	4.0	100.0	30	
Richest 40%	97.5	1,378	(*)	(*)	(*)	(*)	(*)	100.0	27	

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

Table WS.1.6: Quality of source drinking water

Percent distribution and percentage of household population at risk of faecal contamination based on number of *E. coli* detected in source drinking water, Turks and Caicos Islands MICS, 2019-2020

	Risk level based on number of <i>E. coli</i> per 100 mL				Total	Percentage of household population with <i>E. coli</i> in source water ¹	Number of household members
	Low (<1 per 100 mL)	Moderate (1-10 per 100 mL)	High (11-100 per 100 mL)	Very high (>100 per 100 mL)			
Total	87.3	3.0	9.4	0.3	100.0	12.7	667
Region							
Grand Turk	92.8	6.3	0.9	0.0	100.0	7.2	83
NCMCSCSC	67.6	26.3	6.1	0.0	100.0	32.4	35
Providenciales	87.7	1.0	10.9	0.3	100.0	12.3	549
Education of household head							
Pre-primary or none	(*)	(*)	(*)	(*)	100.0	(*)	4
Primary/lower secondary	92.3	5.9	1.8	0.0	100.0	7.7	81
Upper secondary	93.3	2.4	3.6	0.6	100.0	6.7	282
Higher	79.9	2.7	17.4	0.0	100.0	20.1	294
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	6
Main source of drinking water^A							
Improved sources	87.3	3.0	9.4	0.3	100.0	12.7	667
Piped water	(36.7)	(1.0)	(62.4)	(0.0)	100.0	(63.3)	78
Rainwater collection	(*)	(*)	(*)	(*)	100.0	(*)	9
Water fountain	92.2	3.6	4.2	0.0	100.0	7.8	276
Bottled/Sachet water	95.4	3.0	1.0	0.6	100.0	4.6	304
Unimproved sources	(*)	(*)	(*)	(*)	100.0	(*)	0
Other	(*)	(*)	(*)	(*)	100.0	(*)	0
Ethnicity of household head							
Black/Negro/African	87.8	2.9	9.0	0.3	100.0	12.2	583
Other	83.8	3.6	12.6	0.0	100.0	16.2	84
Wealth index quintile							
Poorest	96.5	2.6	0.9	0.0	100.0	3.5	100
Second	90.0	2.7	7.3	0.0	100.0	10.0	148
Middle	60.1	5.8	32.9	1.2	100.0	39.9	153
Fourth	98.0	1.3	0.7	0.0	100.0	2.0	138
Richest	97.9	2.1	0.0	0.0	100.0	2.1	128

¹ MICS indicator WS.4 - Faecal contamination of source water

^A As collected in the Household Questionnaire; may be different than the source drinking water tested

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

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

Table WS.1.7: Quality of household drinking water

Percent distribution and percentage of household population at risk of faecal contamination based on number of *E. coli* detected in household drinking water, Turks and Caicos Islands MICS, 2019-2020

	Risk level based on number of <i>E. coli</i> per 100 mL				Total	Percentage of household population with <i>E. coli</i> in household drinking water ¹	Number of household members
	Low (<1 per 100 mL)	Moderate (1-10 per 100 mL)	High (11-100 per 100 mL)	Very high (>100 per 100 mL)			
Total	72.7	7.7	16.3	3.4	100.0	27.3	698
Region							
Grand Turk	85.2	12.8	0.0	2.0	100.0	14.8	88
NCMCSCSC	62.8	8.4	27.0	1.8	100.0	37.2	36
Providenciales	71.4	6.8	18.1	3.7	100.0	28.6	574
Education of household head							
Pre-primary or none	(*)	(*)	(*)	(*)	100.0	(*)	4
Primary/lower secondary	53.8	19.1	18.1	9.0	100.0	46.2	85
Upper secondary	85.5	7.3	4.9	2.3	100.0	14.5	287
Higher	66.9	5.2	27.5	0.4	100.0	33.1	306
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	16
Main source of drinking water^A							
Improved sources	72.7	7.7	16.2	3.4	100.0	27.3	697
Piped water	(23.0)	(1.1)	(72.5)	(3.4)	100.0	(77.0)	82
Rainwater collection	(*)	(*)	(*)	(*)	100.0	(*)	8
Water fountain	71.9	8.4	13.9	5.7	100.0	28.1	305
Bottled/Sachet water	86.2	8.9	3.7	1.1	100.0	13.8	302
Unimproved sources	(*)	(*)	(*)	(*)	100.0	(*)	0
Other	(*)	(*)	(*)	(*)	100.0	(*)	0
Ethnicity of household head							
Black/Negro/African	71.8	7.9	16.5	3.9	100.0	28.2	605
Other	78.6	6.4	15.0	0.0	100.0	21.4	93
Wealth index quintile							
Poorest	73.4	9.6	8.5	8.6	100.0	26.6	86
Second	75.9	14.2	6.6	3.4	100.0	24.1	161
Middle	57.5	1.0	34.9	6.6	100.0	42.5	166
Fourth	79.9	5.0	15.1	0.0	100.0	20.1	134
Richest	79.1	9.3	11.6	0.0	100.0	20.9	152

¹ MICS indicator WS.5 - Faecal contamination of household drinking water

^A As collected in the Household Questionnaire; may be different than the household drinking water tested

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

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

Table WS.1.8: Safely managed drinking water services

Percentage of household population with drinking water free from faecal contamination, available when needed, and accessible on premises, for users of improved and unimproved drinking water sources and percentage of household members with an improved drinking water source located on premises, free of *E. coli* and available when needed, Turks and Caicos Islands MICS, 2019-2020

	Main source of drinking water ^A							Number of household members with information on water quality who are using improved sources	Percentage of household members with an improved drinking water source located on premises, free of <i>E. coli</i> and available when needed ¹	Number of household members with information on water quality
	Improved sources			Unimproved sources						
	Without <i>E. coli</i> in drinking water source	With sufficient drinking water available when needed	Drinking water accessible on premises	Without <i>E. coli</i> in drinking water source	With sufficient drinking water available when needed	Drinking water accessible on premises	Number of household members with information on water quality who are using unimproved sources			
Total	87.3	97.4	53.9	667	(*)	(*)	(*)	0	44.8	667
Region										
Grand Turk	92.8	100.0	34.7	83	-	-	-	0	32.9	83
NCMCSCSC	67.1	98.6	57.2	34	(*)	(*)	(*)	0	37.3	35
Providenciales	87.7	97.0	56.6	549	-	-	-	0	47.0	549
Education of household head										
Pre-primary or none	(*)	(*)	(*)	4	-	-	-	0	(*)	4
Primary/lower secondary	92.3	99.6	27.3	81	-	-	-	0	26.4	81
Upper secondary	93.3	100.0	52.7	282	(*)	(*)	(*)	0	51.3	282
Higher	79.9	94.3	61.2	294	-	-	-	0	42.1	294
Missing/DK	(*)	(*)	(*)	6	-	-	-	0	(*)	6
Main source of drinking water^A										
Improved sources	87.3	97.4	53.9	667	na	na	na	na	44.8	667
Piped water	(36.7)	(99.6)	(99.2)	78	na	na	na	na	35.8	78
Rainwater collection	(*)	(*)	(*)	9	na	na	na	na	(*)	9
Water fountain	92.2	93.9	0.0	276	na	na	na	na	0.0	276
Bottled or sachet water	95.4	100.0	90.1	304	na	na	na	na	86.3	304
Unimproved sources	na	na	na	na	(*)	(*)	(*)	0	(*)	0
Other	na	na	na	na	(*)	(*)	(*)	0	(*)	0

Table WS.1.8: Safely managed drinking water services

Percentage of household population with drinking water free from faecal contamination, available when needed, and accessible on premises, for users of improved and unimproved drinking water sources and percentage of household members with an improved drinking water source located on premises, free of *E. coli* and available when needed, Turks and Caicos Islands MICS, 2019-2020

	Main source of drinking water ^A							Number of household members with information on water quality who are using improved sources	Percentage of household members with an improved drinking water source located on premises, free of <i>E. coli</i> and available when needed ¹	Number of household members with information on water quality
	Improved sources			Unimproved sources						
	Without <i>E. coli</i> in drinking water source	With sufficient drinking water available when needed	Drinking water accessible on premises	Without <i>E. coli</i> in drinking water source	With sufficient drinking water available when needed	Drinking water accessible on premises	Number of household members with information on water quality who are using unimproved sources			
Ethnicity of household head										
Black/Negro/African	87.8	97.1	53.9	583	(*)	(*)	(*)	0	43.9	583
Other	83.8	100.0	53.9	84	-	-	-	0	50.6	84
Wealth index quintile										
Poorest	95.7	99.6	36.8	80	(*)	(*)	(*)	0	35.7	81
Second	88.2	97.8	29.5	160	-	-	-	0	27.3	160
Middle	66.8	99.9	79.7	161	-	-	-	0	46.7	161
Fourth	95.8	88.9	51.7	117	-	-	-	0	51.0	117
Richest	97.2	100.0	63.3	148	-	-	-	0	61.7	148

¹ MICS indicator WS.6 - Use of safely managed drinking water services; SDG indicator 6.1.1

^A As collected in the Household Questionnaire; may be different than the household drinking water tested

na: not applicable

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

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

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, Turks and Caicos Islands MICS, 2019-2020

	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 disinfection	Let it stand and settle	Other	DK/ Missing		
Total	96.5	1.2	1.9	0.0	0.8	0.0	0.0	0.1	0.0	3.4	3,435
Region											
Grand Turk	89.1	5.4	7.4	0.0	1.4	0.0	0.0	0.3	0.0	10.9	364
NCMCSCSC	76.8	2.2	18.6	0.0	3.6	0.0	0.0	1.0	0.0	22.2	182
Providenciales	98.7	0.7	0.1	0.0	0.5	0.0	0.0	0.0	0.0	1.3	2,889
Education of household head											
Pre-primary or none	(87.8)	(11.4)	(12.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(12.2)	46
Primary/lower secondary	94.7	2.2	4.0	0.0	0.1	0.0	0.0	0.1	0.0	5.2	413
Upper secondary	97.6	0.2	1.7	0.0	0.5	0.0	0.0	0.1	0.0	2.3	1,565
Higher	96.3	1.9	0.8	0.0	1.4	0.0	0.0	0.1	0.0	3.7	1,353
Missing/DK	91.4	0.0	8.6	0.0	0.0	0.0	0.0	0.0	0.0	8.6	59
Source of drinking water											
Improved	96.5	1.2	1.9	0.0	0.8	0.0	0.0	0.1	0.0	3.4	3,428
Unimproved	(85.0)	(0.0)	(15.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(15.0)	6
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Ethnicity of household head											
Black/Negro/African	96.8	1.2	2.0	0.0	0.3	0.0	0.0	0.1	0.0	3.1	2,998
Other	94.5	1.4	0.9	0.0	3.9	0.0	0.0	0.0	0.0	5.5	437
Wealth index quintile											
Poorest	97.6	0.7	2.1	0.0	0.0	0.0	0.0	0.1	0.0	2.3	686
Second	96.0	2.5	1.1	0.0	0.3	0.0	0.0	0.2	0.0	3.8	688
Middle	97.8	1.0	1.7	0.0	0.2	0.0	0.0	0.2	0.0	2.2	682
Fourth	95.9	1.1	1.9	0.0	1.6	0.0	0.0	0.0	0.0	4.1	692
Richest	95.2	0.9	2.5	0.0	1.8	0.0	0.0	0.0	0.0	4.8	686

() 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 five¹³⁹. 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^{140,141}.

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 facility.

¹³⁹ 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.

¹⁴⁰ Ram, P. *Practical Guidance for Measuring Handwashing Behavior: 2013 Update*. Global Scaling Up Handwashing. Washington DC: World Bank Press, 2013.

¹⁴¹ 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.

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, Turks and Caicos Islands MICS, 2019-2020

	Handwashing facility observed		No hand-washing facility observed in the dwelling, yard, or plot	No permission to see/ Other	Total	Number of household members	Handwashing facility observed and		Number of household members where hand-washing facility was observed	Percentage of household members with hand-washing 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					water available	soap available			
Total	81.6	12.8	0.2	5.4	100.0	3,435	98.5	99.2	3,242	97.5	3,249
Region											
Grand Turk	75.7	7.2	0.8	16.2	100.0	364	97.2	99.8	302	96.2	305
NCMCSCSC	73.7	15.2	2.0	9.1	100.0	182	97.2	98.8	161	93.9	165
Providenciales	82.9	13.3	0.0	3.8	100.0	2,889	98.8	99.2	2,779	97.9	2,779
Education of household head											
Pre-primary or none	(57.4)	(28.5)	(0.8)	(13.4)	100.0	46	(98.4)	(100.0)	39	(97.5)	39
Primary/lower secondary	75.5	19.6	0.4	4.5	100.0	413	99.1	96.8	393	95.5	394
Upper secondary	77.1	16.0	0.3	6.6	100.0	1,565	98.4	99.1	1,456	97.2	1,461
Higher	90.1	6.5	0.0	3.4	100.0	1,353	99.2	100.0	1,306	99.2	1,306
Missing/DK	68.3	12.7	0.0	19.1	100.0	59	78.9	100.0	47	78.9	47
Ethnicity of household head											
Black/Negro/African	81.1	13.6	0.2	5.1	100.0	2,998	98.6	99.1	2,837	97.5	2,843
Other	85.5	7.1	0.2	7.2	100.0	437	98.2	99.6	405	97.7	405
Wealth index quintile											
Poorest	44.7	44.2	0.8	10.3	100.0	686	97.0	97.4	610	93.6	615
Second	77.7	14.9	0.2	7.2	100.0	688	99.2	98.4	638	97.5	639
Middle	90.7	4.5	0.0	4.7	100.0	682	100.0	100.0	649	100.0	649
Fourth	96.5	0.3	0.0	3.2	100.0	692	97.2	100.0	670	97.2	670
Richest	98.4	0.0	0.0	1.6	100.0	686	99.2	100.0	675	99.2	675

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

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 third¹⁴², 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 worldwide¹⁴³.

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 water 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 classed 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 classed 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.3.4 summarises the main ways in which excreta is managed from households with improved on-site sanitation systems (improved pit latrines and septic tanks) and compares these with the proportion with sewer connections, unimproved sanitation or practicing open defecation.

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

¹⁴² 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.

¹⁴³ 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.

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 hygiene¹⁴⁴. Table WS.3.6 summarises the percentages of household population meeting the SDG criteria for 'basic' drinking water, sanitation and handwashing services.

¹⁴⁴ 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>.

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, Turks and Caicos Islands MICS, 2019-2020

	Type of sanitation facility used by household												Total	Percentage using improved sanitation ¹	Number of household members
	Improved sanitation facility						Unimproved sanitation facility								
	Flush/Pour flush to:			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)	DK/Missing			
	Septic tank	Pit latrine	DK where												
Total	90.7	2.6	3.3	0.5	1.7	0.0	0.0	0.3	0.9	0.0	0.0	0.0	100.0	98.7	3,435
Region															
Grand Turk	97.1	0.3	0.4	0.4	0.5	0.0	0.0	0.8	0.0	0.3	0.0	0.3	100.0	98.5	364
NCMCSCSC	85.1	2.7	0.2	3.2	6.6	0.0	0.0	1.4	0.4	0.3	0.2	0.0	100.0	97.7	182
Providenciales	90.2	2.9	3.8	0.4	1.5	0.0	0.0	0.2	1.0	0.0	0.0	0.0	100.0	98.8	2,889
Education of household head															
Pre-primary or none	(72.8)	(8.6)	(0.0)	(0.9)	(1.4)	(2.9)	(0.0)	(12.9)	(0.0)	(0.6)	(0.0)	(0.0)	100.0	(86.6)	46
Primary/lower secondary	82.0	7.0	0.1	1.9	7.3	0.0	0.0	1.1	0.3	0.3	0.0	0.0	100.0	98.2	413
Upper secondary	91.2	0.7	4.0	0.6	1.6	0.0	0.0	0.0	1.8	0.0	0.0	0.1	100.0	98.1	1,565
Higher	93.0	3.3	3.6	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.9	1,353
Missing/DK	97.8	0.0	0.0	0.9	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	59
Location of sanitation facility															
In dwelling	94.0	1.6	3.4	0.0	0.0	0.0	0.0	0.0	0.9	0.0	na	0.0	100.0	99.1	3,241
In plot/yard	34.7	19.2	0.4	9.3	29.6	0.7	0.0	6.1	0.0	0.0	na	0.0	100.0	93.9	188
Elsewhere	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	na	(*)	100.0	(*)	4
No facility/Bush/Field	na	na	na	na	na	na	na	na	na	na	(*)	(*)	100.0	(*)	0
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
Ethnicity of household head															
Black/Negro/African	90.4	2.9	2.8	0.6	1.9	0.0	0.0	0.4	1.0	0.1	0.0	0.0	100.0	98.6	2,998
Other	92.8	0.3	6.6	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.2	100.0	99.7	437

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, Turks and Caicos Islands MICS, 2019-2020

	Type of sanitation facility used by household												Total	Percentage using improved sanitation ¹	Number of household members
	Improved sanitation facility						Unimproved sanitation facility								
	Flush/Pour flush to:			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)	DK/Missing			
	Septic tank	Pit latrine	DK where												
Wealth index quintile															
Poorest	69.8	6.6	6.2	2.5	8.3	0.2	0.0	1.7	4.3	0.2	0.1	0.0	100.0	93.7	686
Second	95.5	0.9	3.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	100.0	99.9	688
Middle	90.9	5.4	3.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	682
Fourth	97.2	0.0	2.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	692
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	100.0	686

¹ MICS indicator WS.8 - Use of improved sanitation facilities; SDG indicator 3.8.1

na: not applicable
 () Figures that are based on 25-49 unweighted cases
 (*) Figures that are based on fewer than 25 unweighted cases

Table WS.3.2: 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, Turks and Caicos Islands MICS, 2019-2020

	Users of improved sanitation facilities					Users of unimproved 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			
Total	93.2	1.4	2.8	1.2	0.1	0.9	0.3	0.0	0.0	100.0	3,435
Region											
Grand Turk	91.4	6.4	0.1	0.6	0.1	0.3	0.8	0.0	0.0	100.0	364
NCMCSCSC	91.6	3.3	1.1	1.6	0.0	1.4	0.5	0.1	0.2	100.0	182
Providenciales	93.5	0.6	3.3	1.3	0.1	1.0	0.2	0.0	0.0	100.0	2,889
Education of household head											
Pre-primary or none	(80.7)	(3.0)	(0.0)	(2.9)	(0.0)	(0.0)	(12.9)	(0.6)	(0.0)	100.0	46
Primary/lower secondary	83.1	3.2	8.6	3.3	0.0	0.9	0.8	0.0	0.0	100.0	413
Upper secondary	93.3	1.2	2.6	0.8	0.2	1.8	0.0	0.0	0.0	100.0	1,565
Higher	96.3	1.0	1.6	1.1	0.0	0.0	0.0	0.0	0.0	100.0	1,353
Missing/DK	96.1	3.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	100.0	59
Location of sanitation facility											
In dwelling	98.2	0.6	0.0	0.2	0.0	0.9	0.0	0.0	na	100.0	3,241
In plot/yard	8.6	14.3	51.4	17.7	1.8	0.9	5.3	0.0	na	100.0	188
Elsewhere	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	na	100.0	4
No facility/Bush/Field	na	na	na	na	na	na	na	na	(*)	100.0	0
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1
Ethnicity of household head											
Black/Negro/African	92.7	1.5	2.9	1.4	0.1	1.1	0.3	0.0		100.0	2,998
Other	96.4	0.6	2.5	0.2	0.0	0.1	0.0	0.0		100.0	437

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, Turks and Caicos Islands MICS, 2019-2020

	Users of improved sanitation facilities					Users of unimproved 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			
Wealth index quintile											
Poorest	73.4	4.7	10.1	5.1	0.5	4.8	1.4	0.0	0.1	100.0	686
Second	94.8	1.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	688
Middle	99.5	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	682
Fourth	98.1	0.8	0.0	1.1	0.0	0.0	0.0	0.0	0.0	100.0	692
Richest	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	686

¹ MICS indicator WS.9 - Use of basic sanitation services; SDG indicators 1.4.1 & 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, Turks and Caicos Islands MICS, 2019-2020

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities								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	
	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/Missing						
Total	8.8	24.5	0.4	0.1	0.1	1.6	34.2	25.3	0.0	0.2	0.1	0.1	0.0	0.2	2.3	2.2	100.0	64.5	0.2	35.3	3,278	
Region																						
Grand Turk	0.2	16.9	0.0	0.4	0.5	6.7	49.9	24.1	0.0	0.2	0.0	0.4	0.0	0.0	0.5	0.0	100.0	74.6	1.4	24.1	358	
NCMCS CSC	0.0	11.8	1.3	1.1	0.1	0.8	62.0	10.1	0.0	0.3	1.0	0.3	0.1	1.0	8.8	1.3	100.0	84.5	1.5	13.9	177	
Providenciales	10.5	26.3	0.4	0.0	0.0	1.0	30.4	26.4	0.0	0.1	0.0	0.0	0.0	0.2	2.1	2.5	100.0	61.8	0.0	38.1	2,744	
Education of household head																						
Pre-primary or none	(0.0)	(57.6)	(0.0)	(0.0)	(0.0)	(13.2)	(10.4)	(2.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.9)	(10.0)	100.0	(29.2)	(0.0)	(70.8)	39	
Primary/lower secondary	1.8	28.0	0.8	0.7	0.3	2.5	34.0	15.4	0.0	0.0	0.1	0.0	0.0	0.4	12.0	4.0	100.0	66.2	1.0	32.8	405	
Upper secondary	5.8	20.0	0.4	0.1	0.0	0.9	43.5	26.3	0.0	0.3	0.1	0.1	0.0	0.4	1.5	0.6	100.0	72.4	0.2	27.3	1,471	
Higher	15.2	27.0	0.3	0.0	0.0	1.6	24.3	28.2	0.0	0.0	0.1	0.0	0.0	0.0	0.2	3.2	100.0	56.2	0.0	43.8	1,304	
Missing/DK	0.0	35.8	0.0	0.0	0.0	3.9	41.2	16.8	0.0	1.4	0.0	0.0	0.0	0.0	0.9	0.0	100.0	58.9	0.0	41.1	59	
Type of sanitation facility																						
Flush to septic tank	9.3	25.8	0.4	0.1	0.1	1.7	36.1	26.6	na	na	na	na	na	na	na	na	100.0	63.0	0.2	36.8	3,114	
Latrines and other improved	na	na	na	na	na	na	na	na	0.0	3.1	1.3	1.1	0.1	4.5	46.2	43.6	100.0	91.2	1.2	7.6	164	
Flush to pit latrine	na	na	na	na	na	na	na	na	(0.0)	(4.3)	(0.0)	(0.0)	(0.0)	(0.0)	(40.2)	(55.5)	100.0	(95.7)	(0.0)	(4.3)	88	
Ventilated Improved Pit Latrine (VIP)	na	na	na	na	na	na	na	na	(0.0)	(2.6)	(1.6)	(8.1)	(0.0)	(0.0)	(32.3)	(55.5)	100.0	(89.3)	(8.1)	(2.6)	17	
Pit latrine with slab	na	na	na	na	na	na	na	na	0.0	1.4	3.4	0.8	0.2	13.1	60.8	20.4	100.0	84.5	1.0	14.5	57	
Composting toilet	na	na	na	na	na	na	na	na	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	1	

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, Turks and Caicos Islands MICS, 2019-2020

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities								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
	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/Missing					
Ethnicity of household head																					
Black/Negro/African	8.0	24.9	0.3	0.1	0.1	1.6	35.7	23.7	0.0	0.2	0.1	0.1	0.0	0.3	2.6	2.5	100.0	64.9	0.3	34.9	2,872
Other	14.9	22.1	0.6	0.0	0.0	1.6	24.2	36.2	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	100.0	61.4	0.0	38.5	407
Wealth index quintile																					
Poorest	3.9	12.6	0.5	0.0	0.1	2.1	38.5	22.0	0.0	0.2	0.4	0.3	0.0	1.2	12.5	5.6	100.0	79.4	0.5	20.1	601
Second	10.9	19.4	0.9	0.3	0.2	0.5	43.2	23.7	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.4	100.0	68.2	0.5	31.3	663
Middle	10.0	24.0	0.1	0.0	0.0	3.5	33.0	23.9	0.0	0.0	0.0	0.0	0.0	0.0	0.1	5.4	100.0	62.5	0.0	37.5	656
Fourth	6.3	34.6	0.2	0.0	0.0	1.1	30.2	27.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	57.9	0.0	42.1	673
Richest	12.5	30.5	0.1	0.2	0.0	0.8	27.0	28.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	55.9	0.2	43.8	686
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, Turks and Caicos Islands MICS, 2019-2020

	<u>Using improved on-site sanitation systems (including shared)</u>				Using unimproved sanitation facilities	Practising open defecation	Missing	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	Flush to don't know where					
Total	61.5	0.2	33.7	3.3	1.2	0.0	0.0	100.0	3,435
Region									
Grand Turk	73.2	1.3	23.6	0.4	1.2	0.0	0.3	100.0	364
NCMCSCSC	82.5	1.5	13.6	0.2	2.1	0.2	0.0	100.0	182
Providenciales	58.7	0.0	36.2	3.8	1.2	0.0	0.0	100.0	2,889
Education of household head									
Pre-primary or none	(25.3)	(0.0)	(61.3)	(0.0)	(13.4)	(0.0)	(0.0)	100.0	46
Primary/lower secondary	65.0	1.0	32.2	0.1	1.8	0.0	0.0	100.0	413
Upper secondary	68.1	0.2	25.7	4.0	1.8	0.0	0.1	100.0	1,565
Higher	54.2	0.0	42.2	3.6	0.1	0.0	0.0	100.0	1,353
Missing/DK	58.9	0.0	41.1	0.0	0.0	0.0	0.0	100.0	59
Ethnicity of household head									
Black/Negro/African	62.2	0.3	33.4	2.8	1.4	0.0	0.0	100.0	2,998
Other	57.2	0.0	35.9	6.6	0.1	0.0	0.2	100.0	437
Wealth index quintile									
Poorest	69.5	0.4	17.6	6.2	6.2	0.1	0.0	100.0	686
Second	65.7	0.5	30.2	3.5	0.0	0.0	0.1	100.0	688
Middle	60.2	0.0	36.1	3.7	0.0	0.0	0.0	100.0	682
Fourth	56.3	0.0	40.9	2.8	0.0	0.0	0.0	100.0	692
Richest	55.9	0.2	43.8	0.0	0.0	0.0	0.0	100.0	686

¹ MICS indicator WS.11 - Removal of excreta for treatment off-site; SDG indicator 6.2.1

() Figures that are based on 25-49 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, *Turks and Caicos Islands MICS, 2019-2020*

	Place of disposal of child's faeces								Total	Percentage of children whose last stools were disposed of safely ^A	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	15.7	4.5	0.0	79.0	0.0	0.0	0.0	0.8	100.0	20.2	155
Region											
Grand Turk	(6.4)	(0.0)	(0.0)	(93.6)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(6.4)	11
NCMCSCSC	(5.9)	(3.1)	(0.0)	(91.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(9.0)	5
Providenciales	16.8	4.9	0.0	77.4	0.0	0.0	0.0	0.9	100.0	21.7	139
Mother's education											
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5
Upper secondary	9.5	7.9	0.0	82.7	0.0	0.0	0.0	0.0	100.0	17.3	87
Higher	25.3	0.0	0.0	72.7	0.0	0.0	0.0	1.9	100.0	25.3	63
Type of sanitation facility											
Improved	16.4	0.1	0.0	82.6	0.0	0.0	0.0	0.8	100.0	16.5	148
Unimproved	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Open defecation (no facility, bush, field)	-	-	-	-	-	-	-	-	-	-	0
Ethnicity of household head											
Black/Negro/African	16.6	4.9	0.0	78.5	0.0	0.0	0.0	0.0	100.0	21.5	142
Other	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	13
Wealth index quintile											
Poorest 60%	9.5	6.4	0.0	82.9	0.0	0.0	0.0	1.1	100.0	15.9	108
Richest 40%	29.8	0.0	0.0	70.2	0.0	0.0	0.0	0.0	100.0	29.8	47

^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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of household population using:															Basic drinking water, sanitation and hygiene service	Number of household members
	Drinking water				Sanitation					Handwashing ^A							
	Basic service ¹	Limited service	Unimproved	Total	Basic service ²	Limited service	Unimproved	Open defecation	Total	Basic facility ^B	Limited facility	No facility	No permission to see / other	Total			
Total	98.0	1.8	0.2	100.0	93.2	5.5	1.2	0.0	100.0	92.3	2.1	0.2	5.4	100.0	84.3	3,435	
Region																	
Grand Turk	98.5	1.2	0.0	100.0	91.4	7.1	1.2	0.0	100.0	80.5	2.4	0.8	16.2	100.0	72.9	364	
NCMCSCSC	90.9	6.0	3.1	100.0	91.6	6.1	2.1	0.2	100.0	85.3	3.5	2.0	9.1	100.0	71.8	182	
Providenciales	98.4	1.6	0.0	100.0	93.5	5.3	1.2	0.0	100.0	94.2	2.0	0.0	3.8	100.0	86.5	2,889	
Education of household head																	
Pre-primary or none	(100.0)	(0.0)	(0.0)	100.0	(80.7)	(5.9)	(13.4)	(0.0)	100.0	(84.5)	(1.3)	(0.8)	(13.4)	100.0	(66.7)	46	
Primary/lower secondary	95.9	3.8	0.3	100.0	83.1	15.1	1.8	0.0	100.0	91.2	4.0	0.4	4.5	100.0	73.6	413	
Upper secondary	97.5	2.1	0.3	100.0	93.3	4.7	1.8	0.0	100.0	90.8	2.3	0.3	6.6	100.0	82.5	1,565	
Higher	99.1	0.9	0.0	100.0	96.3	3.6	0.1	0.0	100.0	95.8	0.8	0.0	3.4	100.0	91.2	1,353	
Missing/DK	100.0	0.0	0.0	100.0	96.1	3.9	0.0	0.0	100.0	63.9	17.1	0.0	19.1	100.0	60.0	59	
Ethnicity of household head																	
Black/Negro/African	97.9	1.9	0.2	100.0	92.7	5.9	1.4	0.0	100.0	92.5	2.2	0.2	5.1	100.0	84.0	2,998	
Other	98.6	1.1	0.1	100.0	96.4	3.3	0.1	0.0	100.0	90.6	2.0	0.2	7.2	100.0	86.4	437	
Wealth index quintile																	
Poorest	95.6	3.7	0.8	100.0	73.4	20.3	6.2	0.1	100.0	83.9	5.0	0.8	10.3	100.0	56.2	686	
Second	99.3	0.5	0.0	100.0	94.8	5.0	0.0	0.0	100.0	90.5	2.2	0.2	7.2	100.0	84.6	688	
Middle	97.4	2.6	0.0	100.0	99.5	0.5	0.0	0.0	100.0	95.3	0.0	0.0	4.7	100.0	94.4	682	
Fourth	99.6	0.4	0.0	100.0	98.1	1.9	0.0	0.0	100.0	94.1	2.7	0.0	3.2	100.0	90.4	692	
Richest	98.3	1.7	0.0	100.0	100.0	0.0	0.0	0.0	100.0	97.6	0.8	0.0	1.6	100.0	95.8	686	

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

10.4 MENSTRUAL HYGIENE

The ability of women and adolescent girls to safely manage their monthly menstrual cycle in privacy and with dignity is fundamental to their health, psychosocial well-being and mobility. Women and girls who lack access to adequate menstrual hygiene management facilities and supplies experience stigma and social exclusion while also forgoing important educational, social and economic opportunities.¹⁴⁵

Table WS.4.1 shows the percentage of women and girls aged 15-49 who menstruated in the last 12 months reporting having a private place to wash and change while at home. It also presents whether they used appropriate materials including reusable and non-reusable materials during last menstruation. Table WS.4.2 shows the percentage of women who reported not being able to participate in social activities, school or work during their last menstruation.

¹⁴⁵ Sommer, M., C. Sutherland and V. Chandra-Mouli. "Putting Menarche and Girls into the Global Population Health Agenda." *Reproductive Health* 12, no. 1 (2015). doi:10.1186/s12978-015-0009-8.

Table WS.4.1: Menstrual hygiene management

Percent distribution of women age 15-49 years by use of materials during last menstruation, percentage using appropriate materials, percentage with a private place to wash and change while at home and percentage of women using appropriate menstrual hygiene materials with a private place to wash and change while at home, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of women by use of materials during last menstruation					Percentage of women using appropriate materials for menstrual management during last menstruation	Percentage of women with a private place to wash and change while at home	Percentage of women using appropriate menstrual hygiene materials with a private place to wash and change while at home ¹	Number of women who reported menstruating in the last 12 months
	Appropriate materials ^A				Total				
	Reusable	Not reusable	DK whether reusable/Missing	Other/No materials					
Total	1.1	96.0	2.3	0.6	100.0	99.4	96.5	95.9	789
Region									
Grand Turk	2.1	97.3	0.0	0.6	100.0	99.4	99.0	98.4	66
NCMCSCSC	2.3	97.7	0.0	0.0	100.0	100.0	98.4	98.4	30
Providenciales	1.0	95.8	2.6	0.6	100.0	99.4	96.1	95.6	694
Age									
15-19	0.7	93.9	5.4	0.0	100.0	100.0	94.9	94.9	54
15-17	(1.4)	(98.6)	(0.0)	(0.0)	100.0	(100.0)	(91.2)	(91.2)	28
18-19	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	26
20-24	1.1	96.1	2.1	0.7	100.0	99.3	95.9	95.2	110
25-29	3.4	95.4	0.0	1.2	100.0	98.8	100.0	98.8	92
30-39	0.5	94.8	4.0	0.7	100.0	99.3	95.3	94.6	316
40-49	1.2	98.6	0.0	0.1	100.0	99.9	97.4	97.2	217
Education									
Lower secondary or less	(4.4)	(87.0)	(7.6)	(1.0)	100.0	(99.0)	(100.0)	(99.0)	30
Upper secondary	1.5	95.4	2.9	0.2	100.0	99.8	98.6	98.4	382
Higher	0.6	97.3	1.2	0.9	100.0	99.1	94.0	93.1	377
Ethnicity of household head									
Black/Negro/African	1.3	95.3	2.6	0.7	100.0	99.3	96.0	95.4	673
Other	0.0	100.0	0.0	0.0	100.0	100.0	99.1	99.1	116

Table WS.4.1: Menstrual hygiene management

Percent distribution of women age 15-49 years by use of materials during last menstruation, percentage using appropriate materials, percentage with a private place to wash and change while at home and percentage of women using appropriate menstrual hygiene materials with a private place to wash and change while at home, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of women by use of materials during last menstruation					Percentage of women using appropriate materials for menstrual management during last menstruation	Percentage of women with a private place to wash and change while at home	Percentage of women using appropriate menstrual hygiene materials with a private place to wash and change while at home ¹	Number of women who reported menstruating in the last 12 months
	Appropriate materials ^A				Total				
	Reusable	Not reusable	DK whether reusable/Missing	Other/No materials					
Wealth index quintile									
Poorest	2.1	95.6	2.0	0.3	100.0	99.7	99.9	99.6	146
Second	2.2	97.5	0.0	0.3	100.0	99.7	97.9	97.7	165
Middle	1.0	96.9	1.5	0.7	100.0	99.3	91.6	90.9	160
Fourth	0.3	91.0	7.2	1.5	100.0	98.5	97.9	96.4	174
Richest	0.2	99.8	0.0	0.0	100.0	100.0	95.0	95.0	144

¹MICS indicator WS.12 - Menstrual hygiene management

^A Appropriate materials include sanitary pads, tampons or cloth

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

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

Table WS.4.2: Exclusion from activities during menstruation

Percentage of women age 15-49 years who did not participate in social activities, school, or work due to their last menstruation in the last 12 months, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women who did not participate in social activities, school or work due to their last menstruation in the last 12 months ¹	Number of women who reported menstruating in the last 12 months
Total	12.7	789
Region		
Grand Turk	13.6	66
NCMCSCSC	3.6	30
Providenciales	13.1	694
Age		
15-19	25.2	54
20-24	18.3	110
25-29	15.0	92
30-39	12.1	316
40-49	6.8	217
Education		
Lower secondary or less	(10.7)	30
Upper secondary	12.3	382
Higher	13.4	377
Ethnicity of household head		
Black/Negro/African	13.1	673
Other	10.5	116
Wealth index quintile		
Poorest	8.0	146
Second	11.3	165
Middle	11.5	160
Fourth	14.0	174
Richest	19.0	144

¹MICS indicator WS.13 - Exclusion from activities during menstruation

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

7.12 CHILD FUNCTIONING

The Convention on the Rights of Persons with Disabilities¹⁴⁶ 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 an unaccommodating environment, and limit the fulfilment of their rights.

The Turks and Caicos Islands, 2019-2020 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 is also included in the Questionnaire for Children Age 5-17.

Functional domains covered in Questionnaire for Children Under Five are as follows: Seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour while functional domains covered in 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. However, the panels showing the percentage of children using assistive devices who still have difficulty seeing (1.6 percent), hearing or walking have been suppressed, as the number of unweighted cases are too few to report and/or disaggregated reliably.

Table EQ.1.4 is a summary table presenting the percentage of children by age group with functional difficulty.

¹⁴⁶ "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>.

Table EQ.1.1: Child functioning (children age 2-4 years)

Percentage of children age 2-4 years who have functional difficulty, by domain, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children aged 2-4 years with functional difficulty ^A 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	0.0	0.0	0.0	0.0	0.8	0.3	0.0	1.3	2.4	220
Sex										
Male	0.0	0.0	0.0	0.0	1.3	0.7	0.0	0.1	2.1	104
Female	0.0	0.0	0.0	0.0	0.3	0.0	0.0	2.4	2.8	116
Region										
Grand Turk	0.0	0.0	0.0	0.0	1.1	3.3	0.0	0.0	4.4	21
NCMCSCSC	(0.0)	(0.0)	(0.0)	(0.0)	(3.4)	(0.0)	(0.0)	(2.5)	(5.9)	4
Providenciales	0.0	0.0	0.0	0.0	0.7	0.0	0.0	1.5	2.2	195
Age										
2	0.0	0.0	0.0	0.0	0.3	1.0	0.0	4.2	5.6	67
3	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.2	68
4	0.0	0.0	0.0	0.0	1.6	0.0	0.0	0.1	1.7	85
Early childhood education attendance^B										
Attending	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.1	1.0	140
Not attending	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Mother's education^C										
Lower secondary or less	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Upper secondary	0.0	0.0	0.0	0.0	0.0	0.6	0.0	2.7	3.3	109
Higher	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	1.5	106
Ethnicity of household head										
Black/Negro/African	0.0	0.0	0.0	0.0	0.2	0.0	0.0	1.5	1.7	193
Other	(0.0)	(0.0)	(0.0)	(0.0)	(5.0)	(2.5)	(0.0)	(0.0)	(7.5)	27
Wealth index quintile										
Poorest	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)	(0.0)	(0.2)	(1.5)	51
Second	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	55
Middle	(0.0)	(0.0)	(0.0)	(0.0)	(0.5)	(0.0)	(0.0)	(0.0)	(0.5)	30
Fourth	0.0	0.0	0.0	0.0	3.6	0.0	0.0	7.5	11.0	38
Richest	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.5	47

^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.

^C The category of "Don't know/Missing" in the background characteristic of "Mother's education" has been suppressed from the table due to small number of unweighted cases.

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

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

Table EQ.1.2: Child functioning (children age 5-17 years)

Percentage of children age 5-17 years who have functional difficulty, by domain, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children aged 5-17 years with functional difficulty ^A in the domain of:													Percentage of children age 5-17 years with functional difficulty in at least one domain	Number of children age 5-17 years
	Seeing	Hearing	Walking	Self-care	Communication	Learning	Remembering	Concentrating	Accepting change	Controlling behaviour	Making friends	Anxiety	Depression		
Total	0.3	0.0	0.1	1.2	0.2	0.4	1.3	0.3	1.5	1.5	2.5	1.5	2.4	7.4	606
Sex															
Male	0.0	0.0	0.2	2.1	0.2	0.5	2.3	0.5	2.6	2.6	4.5	1.8	3.6	10.9	337
Female	0.6	0.0	0.0	0.0	0.1	0.2	0.0	0.0	0.2	0.2	0.0	1.1	0.9	2.9	269
Region															
Grand Turk	1.3	0.0	0.0	0.0	0.4	1.1	1.0	1.3	0.6	2.0	0.3	3.7	2.9	11.1	71
NCMCSCSC	1.6	0.0	0.2	0.2	0.0	1.7	0.0	0.0	2.4	0.0	0.0	7.1	1.0	12.4	38
Providenciales	0.0	0.0	0.1	1.4	0.1	0.1	1.4	0.1	1.6	1.6	3.0	0.7	2.4	6.5	496
Age															
5-9	0.3	0.0	0.0	2.5	0.1	0.3	2.4	0.0	0.4	0.0	0.1	0.9	0.1	4.3	261
10-14	0.3	0.0	0.0	0.0	0.0	0.2	0.3	0.4	3.1	3.5	5.1	1.0	4.4	11.6	239
15-17	0.0	0.0	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	2.7	4.0	3.5	5.5	106
School attendance															
Attending ^B	0.3	0.0	0.0	0.0	0.0	0.2	0.1	0.2	1.5	1.5	2.5	1.5	2.5	6.5	577
Not attending	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	28
Mother's education^C															
Lower secondary or less	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.7)	(0.7)	(0.0)	(0.0)	(0.0)	(0.0)	(2.4)	(2.1)	(3.8)	47
Upper secondary	0.3	0.0	0.0	2.2	0.0	0.3	2.3	0.0	2.5	2.4	0.7	1.4	3.8	7.5	296
Higher	0.3	0.0	0.3	0.3	0.4	0.4	0.3	0.6	0.6	0.8	5.2	1.4	0.8	8.2	252
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
Ethnicity of household head															
Black/Negro/African	0.3	0.0	0.1	1.3	0.2	0.4	1.4	0.3	1.7	1.7	2.7	1.6	2.6	8.1	554
Other	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	52

Table EQ.1.2: Child functioning (children age 5-17 years)

Percentage of children age 5-17 years who have functional difficulty, by domain, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children aged 5-17 years with functional difficulty ^A in the domain of:													Percentage of children age 5-17 years with functional difficulty in at least one domain	Number of children age 5-17 years
	Seeing	Hearing	Walking	Self-care	Communication	Learning	Remembering	Concentrating	Accepting change	Controlling behaviour	Making friends	Anxiety	Depression		
Wealth index quintile															
Poorest	0.0	0.0	0.2	0.2	0.0	0.5	0.6	0.0	0.7	0.0	0.0	2.7	3.7	8.3	63
Second	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.5	6.0	0.0	1.8	7.6	9.5	118
Middle	0.6	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	1.4	2.3	1.6	3.3	153
Fourth	0.0	0.0	0.5	5.1	0.7	1.0	5.3	1.2	0.7	1.5	9.4	0.2	0.4	15.9	138
Richest	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.1	1.0	134

^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.

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

(*) 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, Turks and Caicos Islands MICS, 2019-2020^A

	Percentage of children age 2-17 years who:			Number of children age 2-17 years
	Wear glasses	Use hearing aid	Use equipment or receive assistance for walking	
Total	6.7	0.3	0.1	826
Sex				
Male	7.7	0.1	0.2	441
Female	5.5	0.5	0.0	385
Region				
Grand Turk	18.2	0.0	0.0	92
NCMCSCSC	11.7	1.6	0.2	42
Providenciales	4.8	0.3	0.2	691
Age				
2-4	0.4	0.0	0.0	220
5-9	7.1	0.7	0.0	261
10-14	6.3	0.2	0.0	239
15-17	19.2	0.0	1.0	106
Mother's education^B				
Lower secondary or less	(9.6)	(0.0)	(0.0)	52
Upper secondary	4.1	0.5	0.0	405
Higher	8.5	0.2	0.3	357
Missing/DK	(*)	(*)	(*)	8
Ethnicity of household head				
Black/Negro/African	6.9	0.3	0.2	746
Other	4.0	0.0	0.0	80
Wealth index quintile				
Poorest	3.2	0.6	0.1	114
Second	3.3	0.0	0.0	172
Middle	9.5	0.0	0.0	183
Fourth	6.2	0.0	0.4	176
Richest	9.8	1.0	0.2	180

^A The panels showing the percentage of children using assistive devices who still have difficulty seeing, hearing or walking have been suppressed, as the number of unweighted cases are too few to report and/or disaggregated reliably.

^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

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, Turks and Caicos Islands MICS, 2019-2020

	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	2.4	220	7.4	606	6.1	826
Sex						
Male	2.1	104	10.9	337	8.9	441
Female	2.8	116	2.9	269	2.9	385
Region						
Grand Turk	4.4	21	11.1	71	9.5	92
NCMCSCSC	5.9	4	12.4	38	11.7	42
Providenciales	2.2	195	6.5	496	5.3	691
Mother's education^A						
Lower secondary or less	(0.0)	5	(3.7)	47	(3.3)	52
Upper secondary	3.3	109	7.5	296	6.4	405
Higher	1.5	106	8.2	252	6.3	357
Missing/DK	(*)	0	(*)	8	(*)	8
Ethnicity of household head						
Black/Negro/African	1.7	193	8.1	554	6.5	746
Other	7.5	27	0.0	52	2.6	80
Wealth index quintile						
Poorest	(1.5)	51	8.3	63	5.3	114
Second	(0.0)	55	9.5	118	6.5	172
Middle	(0.5)	30	3.3	153	2.9	183
Fourth	11.0	38	15.9	138	14.8	176
Richest	0.5	47	1.0	134	0.9	180

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 25-49 unweighted cases

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

7.13 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.¹⁴⁷

Social transfers or external economic support can be defined as ‘free economic help’ and includes various social protection schemes – examples in the Turks & Caicos Islands include monthly allowance assistance for elderly persons and children, an allowance for fostering children, retirement pensions, 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 tables EQ.2.1W and EQ.2.1M present the percentage of women and men age 15-49 years who have a health insurance and among those with an insurance, the percentage insured by type of insurance. Tables EQ.2.2 and EQ.2.3 further 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 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. SDG indicator 1.3.1, the proportion of population covered by social protection floors/systems is presented in this table.

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, cause 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.¹⁴⁸ Table EQ.2.6 presents the percentage of households in the lowest two quintiles that received social transfers or benefits in the last 3 months, by type of transfers or benefits.

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.

¹⁴⁷ 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=W1siZilsIjwMTgvMDcvMTkvMjAvMzcvMzAvNzQ0L1ZpZXRUyW1fUmVwb3J0X1BpbG90X1Rlc3RpbmdfU1BfTW9kdWxlXORiY2VtYmVyXzlwMTZfRklOQUwuUERGIl1d&sha=3df47c3a17992c8f>

¹⁴⁸ 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/media_asset/GARPR_2014_guidelines_en_0.pdf.

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, Turks and Caicos Islands MICS, 2019-2020

	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
			National Health Insurance Plan	Health insurance through employer	National Insurance	Other privately purchased commercial health insurance	Other	
Total	92.3	824	99.2	2.2	84.3	6.0	0.2	760
Region								
Grand Turk	96.5	73	99.2	1.1	72.7	7.5	1.6	71
NCMCSCSC	91.8	30	100.0	1.2	85.8	1.0	0.0	27
Providenciales	91.9	721	99.2	2.4	85.5	6.1	0.0	662
Age								
15-19	98.4	54	100.0	1.1	35.2	0.2	0.0	53
20-24	92.2	110	97.7	11.1	82.3	3.5	0.4	102
25-29	87.1	94	100.0	0.1	93.8	6.0	0.0	82
30-34	89.2	148	100.0	0.0	91.0	4.8	0.0	132
35-39	92.9	181	99.2	0.2	88.9	10.2	0.5	168
40-44	96.7	122	98.5	2.6	83.4	2.1	0.0	118
45-49	91.9	114	99.5	1.4	89.2	10.9	0.0	105
Education								
Lower secondary or less	84.6	35	(92.2)	(7.8)	(76.4)	(10.8)	(0.0)	30
Upper secondary	87.1	400	99.5	1.7	81.3	2.6	0.0	348
Higher	98.3	389	99.5	2.3	87.7	8.9	0.3	383
Marital status								
Ever married/in union/in a visiting relationship	91.2	649	99.0	1.6	87.7	5.9	0.1	591
Never married/in union/in a visiting relationship	96.4	174	100.0	4.5	72.5	6.5	0.2	167
Missing/DK	(*)	2	(*)	(*)	(*)	(*)	(*)	2
Ethnicity of household head								
Black/Negro/African	91.8	706	99.2	2.5	83.3	5.3	0.2	648
Other	95.3	118	99.5	0.7	90.5	10.3	0.1	112
Wealth index quintile								
Poorest	71.6	162	100.0	0.1	90.3	1.5	0.0	116
Second	97.3	171	98.1	3.1	83.5	2.7	0.0	166
Middle	97.5	163	100.0	1.6	83.9	2.5	0.0	159
Fourth	94.9	179	98.6	2.3	85.4	10.4	0.4	170
Richest	99.9	150	99.6	3.4	80.0	12.0	0.3	150

¹ MICS indicator EQ.2a - Health insurance coverage

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

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

Table EQ.2.1M: Health insurance coverage (men)

Percentage of men age 15-49 years covered by health insurance, and, among those covered, percentage covered by various health insurance plans, Turks and Caicos Islands MICS, 2019-2020

	Percentage covered by any health insurance ¹	Number of men	Among men covered by health insurance, percentage reporting they were insured by					Number of men covered by health insurance
			National Health Insurance Plan	Health insurance through employer	National Insurance	Other privately purchased commercial health insurance	Other	
Total	89.4	364	98.2	2.3	76.9	2.9	0.6	325
Region								
Grand Turk	95.7	30	100.0	0.0	63.7	13.9	0.0	29
NCMCSCSC	92.6	16	92.5	0.0	74.5	0.5	1.0	15
Providenciales	88.7	317	98.3	2.7	78.4	1.9	0.6	281
Age								
15-19	(84.8)	40	(100.0)	(0.0)	(56.7)	(5.6)	(0.0)	37
20-24	(*)	27	(*)	(*)	(*)	(*)	(*)	27
25-29	(78.3)	33	(98.7)	(0.0)	(80.7)	(3.0)	(0.0)	26
30-34	93.0	68	94.2	4.8	80.9	5.4	0.2	63
35-39	88.4	50	98.8	2.0	72.0	1.2	4.0	44
40-44	97.9	90	99.0	0.6	81.5	1.6	0.0	88
45-49	70.9	56	98.8	1.2	76.4	3.1	0.0	40
Education^A								
Lower secondary or less	(66.7)	28	(*)	(*)	(*)	(*)	(*)	19
Upper secondary	91.3	202	97.3	3.3	76.1	1.9	0.1	185
Higher	91.4	134	99.7	1.1	77.8	4.9	1.4	122
Marital status^A								
Ever married/in union/in a visiting relationship	89.1	209	99.0	0.7	80.6	3.9	1.0	187
Never married/in union/in a visiting relationship	89.9	155	97.1	4.5	71.9	1.6	0.0	139
Ethnicity of household head								
Black/Negro/African	88.7	327	97.9	2.2	77.3	2.4	0.1	290
Other	95.5	37	100.0	3.5	74.2	7.3	5.1	35
Wealth index quintile								
Poorest	61.5	77	91.3	5.2	83.7	0.0	0.3	48
Second	97.9	82	98.5	1.7	78.3	0.7	2.2	80
Middle	100.0	75	99.6	0.9	79.5	6.3	0.0	75
Fourth	93.7	61	100.0	4.5	75.1	2.5	0.0	57
Richest	95.5	69	99.5	0.7	69.2	4.2	0.0	66

¹ MICS indicator EQ.2a - Health insurance coverage

^A The category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

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

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

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage covered by any health insurance ¹	Number of children age 5-17 years	Among children age 5-17 years covered by health insurance, percentage reported they were insured by					Number of children age 5-17 years covered by health insurance
			National Health Insurance Plan	Health insurance through employer	National Insurance	Other privately purchased commercial health insurance	Other	
Total	93.1	606	99.8	0.2	11.9	5.5	0.3	564
Region								
Grand Turk	95.5	71	100.0	0.0	1.1	6.0	2.3	68
NCMCSCSC	88.4	38	98.8	1.2	17.9	0.3	0.0	34
Providenciales	93.1	496	99.8	0.1	13.1	5.7	0.0	462
Age								
5-11	95.6	261	99.7	0.0	16.4	4.4	0.3	249
12-14	92.7	239	100.0	0.1	7.5	7.3	0.0	222
15-17	87.7	106	99.6	0.7	10.3	3.7	0.8	93
School attendance								
Attending ^A	92.8	577	99.8	0.2	10.9	5.7	0.3	536
Not attending	(*)	28	(*)	(*)	(*)	(*)	(*)	28
Mother's education^B								
Lower secondary or less	(93.2)	47	(100.0)	(0.7)	(6.3)	(0.0)	(0.0)	44
Upper secondary	91.8	296	100.0	0.0	10.4	1.2	0.0	272
Higher	96.5	252	99.5	0.2	14.9	11.3	0.6	243
Missing/DK	(*)	8	(*)	(*)	(*)	(*)	(*)	3
Child's functional difficulties								
Has functional difficulty	(90.5)	45	(100.0)	(0.0)	(15.7)	(1.2)	(0.0)	41
Has no functional difficulty	93.3	561	99.8	0.2	11.6	5.8	0.3	524
Ethnicity of household head								
Black/Negro/African	92.5	554	99.9	0.1	11.5	4.1	0.3	512
Other	99.2	52	98.6	1.1	16.3	18.9	0.0	52
Wealth index quintile								
Poorest	78.7	63	100.0	0.0	10.8	0.0	0.0	50
Second	93.1	118	99.6	0.0	15.2	0.2	0.0	110
Middle	88.6	153	100.0	0.0	7.5	2.7	0.0	136
Fourth	99.3	138	100.0	0.7	9.0	10.7	0.6	137
Richest	98.6	134	99.4	0.0	17.2	9.2	0.5	132

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

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, Turks and Caicos Islands MICS, 2019-2020

	Among children under age 5 covered by health insurance, percentage reported they were insured by						Number of children under age 5 covered by health insurance
	Percentage covered by any health insurance ¹	Number of children under age 5	National Health Insurance Plan	Health insurance through employer	Other privately purchased commercial health insurance	Other	
Total	74.1	308	99.7	8.8	3.3	0.1	228
Region							
Grand Turk	85.7	25	100.0	0.0	8.7	1.1	22
NCMCSCSC	(72.1)	7	(100.0)	(3.1)	(13.1)	(0.0)	4
Providenciales	73.2	276	99.6	9.9	2.5	0.0	202
Age							
0-11 months	(*)	60	(*)	(*)	(*)	(*)	31
12-23 months	(86.7)	28	(100.0)	(6.0)	(1.8)	(0.0)	24
24-35 months	74.7	70	98.5	0.0	3.4	0.0	52
36-47 months	76.4	65	100.0	11.3	7.8	0.0	50
48-59 months	83.2	85	100.0	4.3	1.7	0.3	71
Mother's education							
Lower secondary or less	(*)	8	(*)	(*)	(*)	(*)	4
Upper secondary	63.7	159	100.0	1.4	0.0	0.0	102
Higher	87.8	140	99.4	15.1	6.1	0.2	123
Child's functional difficulties (age 2-4 years)^A							
Has functional difficulty	(*)	5	(*)	(*)	(*)	(*)	3
Has no functional difficulty	79.3	214	99.5	5.1	4.0	0.1	170
Ethnicity of household head							
Black/Negro/African	74.5	275	100.0	9.8	1.7	0.1	205
Other	(70.8)	33	(96.6)	(0.0)	(17.1)	(0.0)	23
Wealth index quintile							
Poorest	41.5	73	(100.0)	(0.4)	(0.0)	(0.0)	30
Second	77.2	74	(100.0)	(14.9)	(0.0)	(0.0)	57
Middle	83.9	57	(100.0)	(24.0)	(0.7)	(0.0)	48
Fourth	82.3	43	100.0	0.0	2.9	0.7	36
Richest	94.4	61	98.6	0.0	10.6	0.0	57

¹ MICS 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

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of household questionnaire respondents who:		Number of households
	are aware of economic assistance programmes	are aware of and report household having ever received assistance/ external economic support	
Total	70.7	9.1	1,449
Sex of household head			
Male	71.4	8.5	820
Female	69.8	9.9	629
Region			
Grand Turk	85.8	28.5	146
NCMCSCSC	71.4	25.4	83
Providenciales	68.8	5.6	1,219
Age of household head			
15-19	(*)	(*)	8
20-24	(88.0)	(0.0)	45
25-49	70.0	2.0	855
50+	70.2	21.2	541
Household with orphans			
With at least one orphan	(70.0)	(11.8)	28
With no orphans	70.7	9.0	1,421
Ethnicity of household head			
Black/Negro/African	71.3	10.2	1,225
Other	67.6	2.9	224
Wealth index quintiles			
Poorest	59.6	6.9	380
Second	70.1	7.4	298
Middle	69.7	8.1	241
Fourth	77.5	11.4	287
Richest	81.8	12.9	242
() 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, Turks and Caicos Islands
MICS, 2019-2020

	Percentage of household members living in households receiving specific types of support in the last 3 months:								
	Home Help	Social Enhancement Aid	Foster Care	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
Total	0.7	1.4	0.6	7.4	0.3	2.7	10.4	89.6	3,435
Sex of household head									
Male	0.8	1.7	1.0	6.7	0.5	2.8	10.3	89.7	1,964
Female	0.5	1.0	0.1	8.4	0.0	2.6	10.4	89.6	1,471
Region									
Grand Turk	2.2	3.5	0.2	21.2	2.4	5.0	30.9	69.1	364
NCMCSCSC	0.6	4.5	0.0	21.3	0.7	1.5	25.6	74.4	182
Providenciales	0.5	0.9	0.7	4.8	0.0	2.5	6.8	93.2	2,889
Education household head									
Pre-primary or none	(0.0)	(0.0)	(0.0)	(1.3)	(11.4)	(0.0)	(12.7)	(87.3)	46
Primary/lower secondary	2.4	2.6	0.0	16.4	0.8	0.7	19.5	80.5	413
Upper secondary	0.2	1.5	1.3	5.0	0.0	3.9	8.0	92.0	1,565
Higher	0.5	0.7	0.0	6.9	0.1	1.9	9.2	90.8	1,353
Missing/DK	3.9	5.8	0.0	27.1	0.0	4.8	35.8	64.2	59
Ethnicity of household head									
Black/Negro/African	0.7	1.6	0.7	8.2	0.3	2.9	11.4	88.6	2,998
Other	0.1	0.0	0.0	2.5	0.0	1.1	3.5	96.5	437
Wealth quintile									
Poorest	0.3	1.3	0.0	3.3	0.5	4.6	9.6	90.4	686
Second	0.0	0.3	0.0	4.5	0.0	1.6	6.2	93.8	688
Middle	1.2	0.7	0.0	6.4	0.8	1.6	8.9	91.1	682
Fourth	0.6	1.6	0.0	12.6	0.2	3.3	14.0	86.0	692
Richest	1.1	3.0	3.0	10.5	0.0	2.2	13.1	86.9	686

¹ MICS indicator EQ.3 - Population covered by social transfers; SDG indicator 1.3.1

() Figures that are based on 25-49 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of households receiving specific types of support in the last 3 months:								Number of households in the two lowest wealth quintiles
	Home Help	Social Enhancement Aid	Foster Care	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	0.9	0.8	0.0	5.4	0.1	1.6	7.8	92.2	658
Sex of household head									
Male	0.8	0.8	0.0	5.3	0.2	2.5	8.7	91.3	385
Female	1.0	0.9	0.0	5.5	0.0	0.3	6.4	93.6	274
Region									
Grand Turk	1.3	6.9	0.0	17.4	1.5	1.7	26.3	73.7	62
NCMCSCSC	0.5	2.3	0.0	21.3	0.0	0.9	24.1	75.9	51
Providenciales	0.9	0.0	0.0	2.5	0.0	1.6	4.1	95.9	546
Age of household head									
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
20-24	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	21
25-29	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(9.3)	(9.3)	(90.7)	37
30-34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	73
35-39	0.0	0.0	0.0	0.1	0.0	5.8	5.9	94.1	97
40-44	0.0	0.0	0.0	0.1	0.0	0.2	0.2	99.8	97
45-49	0.0	0.0	0.0	0.3	0.1	0.9	1.2	98.8	96
50-59	1.6	1.6	0.0	3.5	0.0	0.2	4.9	95.1	148
60-69	0.0	1.4	0.0	18.6	0.0	0.0	19.8	80.2	49
70+	10.8	7.2	0.0	61.7	2.4	0.0	70.7	29.3	33
Education of household head									
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	21
Primary/lower secondary	4.9	2.2	0.0	17.3	0.7	0.3	20.3	79.7	118
Upper secondary	0.1	0.5	0.0	1.9	0.0	1.8	4.2	95.8	353
Higher	0.0	0.7	0.0	3.3	0.0	2.2	5.9	94.1	161
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of households receiving specific types of support in the last 3 months:								Number of households in the two lowest wealth quintiles
	Home Help	Social Enhancement Aid	Foster Care	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	
Ethnicity of household head									
Black/Negro/African	1.1	1.0	0.0	6.3	0.2	1.8	9.1	90.9	561
Other	0.0	0.0	0.0	0.1	0.0	0.2	0.3	99.7	98
Wealth quintile									
Poorest	0.3	1.1	0.0	4.4	0.2	1.7	7.4	92.6	380
Second	0.0	0.2	0.0	5.4	0.0	1.6	7.1	92.9	298

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children living in households receiving specific types of support in the last 3 months:								
	Home Help	Social Enhancement Aid	Foster Care	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 children under age 18
Total	0.3	0.8	0.5	4.0	0.3	5.0	8.5	91.5	850
Sex of household head									
Male	0.5	1.0	0.8	3.5	0.5	5.4	9.5	90.5	470
Female	0.0	0.6	0.1	4.5	0.0	4.5	7.3	92.7	379
Region									
Grand Turk	0.7	1.2	0.5	12.8	2.7	8.1	23.5	76.5	89
NCMCS CSC	0.0	1.4	0.0	13.4	0.0	3.9	18.7	81.3	43
Providenciales	0.2	0.7	0.6	2.3	0.0	4.7	6.0	94.0	717
Age of household head									
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
20-24	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19
25-29	0.0	0.0	0.0	0.0	0.0	11.8	11.8	88.2	37
30-34	1.3	0.0	0.0	1.4	0.0	3.1	4.5	95.5	132
35-39	0.0	0.0	0.0	0.4	1.4	10.5	12.3	87.7	166
40-44	0.0	0.2	0.2	0.1	0.0	1.9	2.1	97.9	173
45-49	0.0	1.1	0.0	0.4	0.1	2.2	3.6	96.4	122
50-59	0.0	0.1	0.0	2.5	0.0	1.8	4.3	95.7	137
60-69	0.0	9.4	8.2	41.4	0.0	17.5	42.4	57.6	48
70+	(3.8)	(3.8)	(0.0)	(46.7)	(0.0)	(0.0)	(46.7)	(53.3)	15

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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of children living in households receiving specific types of support in the last 3 months:								
	Home Help	Social Enhancement Aid	Foster Care	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 children under age 18
Education of household head									
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Primary/lower secondary	0.0	0.8	0.0	8.7	0.0	1.3	10.8	89.2	76
Upper secondary	0.4	1.1	1.1	4.9	0.0	7.8	10.7	89.3	416
Higher	0.2	0.6	0.0	1.2	0.0	2.6	4.1	95.9	338
Missing/DK	(0.0)	(0.0)	(0.0)	(17.9)	(0.0)	(5.2)	(23.1)	(76.9)	15
Ethnicity of household head									
Black/Negro/African	0.3	0.9	0.6	4.4	0.3	5.2	9.0	91.0	772
Other	0.0	0.0	0.0	0.2	0.0	3.1	3.3	96.7	78
Wealth quintile									
Poorest	0.0	0.2	0.0	0.1	0.1	15.5	15.7	84.3	123
Second	0.0	0.3	0.0	1.5	0.0	0.6	2.3	97.7	172
Middle	0.0	0.0	0.0	2.8	1.2	2.9	6.9	93.1	194
Fourth	0.3	1.1	0.0	8.9	0.0	6.4	11.1	88.9	174
Richest	0.9	2.3	2.3	5.5	0.0	3.1	8.7	91.3	187
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, Turks and Caicos Islands MICS, 2019-2020

	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	4.0	0.8	4.6	95.4	569
Sex of household head					
Male	2.4	1.0	3.0	97.0	305
Female	5.8	0.5	6.3	93.7	264
Region					
Grand Turk	4.2	5.0	7.8	92.2	67
NCMCSCSC	0.0	2.9	2.9	97.1	35
Providenciales	4.2	0.0	4.2	95.8	467
Age					
5-9	0.9	0.9	1.6	98.4	219
10-14	3.4	0.8	4.2	95.8	199
15-19	8.2	0.5	8.4	91.6	124
20-24	(*)	(*)	(*)	(*)	27
School management					
Public	0.8	1.2	1.8	98.2	336
Non-public	8.5	0.1	8.6	91.4	232
Missing/DK	(*)	(*)	(*)	(*)	2
Education of household head					
Pre-primary or none	(*)	(*)	(*)	(*)	3
Primary/lower secondary	0.7	1.1	1.8	98.2	54
Upper secondary	4.8	1.1	5.7	94.3	264
Higher	3.8	0.1	3.9	96.1	240
Missing/DK	(*)	(*)	(*)	(*)	8
Ethnicity of household head					
Black/Negro/African	4.2	0.8	4.8	95.2	522
Other	1.6	0.7	2.3	97.7	47
Wealth quintile					
Poorest	10.1	2.2	12.3	87.7	57
Second	4.0	0.8	4.7	95.3	112
Middle	2.6	1.1	3.4	96.6	133
Fourth	4.1	0.0	4.1	95.9	135
Richest	2.6	0.6	2.8	97.2	132

¹ MICS indicator EQ.6 - Support for school-related support

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

7.14 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 before the survey. The questions include specific grounds of discrimination and harassment which can increase the respondents' recall 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. Tables EQ.3.1W and EQ.3.1M show the percentage of women and men 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, Turks and Caicos Islands MICS, 2019-2020

	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	13.0	4.0	1.2	2.2	2.5	1.3	3.7	20.8	79.2	824
Region										
Grand Turk	16.2	2.7	0.2	1.6	3.1	0.9	3.0	20.3	79.7	73
NCMCSCSC	10.4	2.3	2.0	2.2	6.0	0.8	1.3	21.2	78.8	30
Providenciales	12.8	4.2	1.3	2.2	2.3	1.4	3.9	20.9	79.1	721
Age										
15-19	29.7	8.6	3.1	2.3	10.2	0.0	15.3	51.9	48.1	54
15-17	(34.9)	(11.1)	(5.9)	(0.0)	(1.4)	(0.0)	(17.2)	(64.7)	(35.3)	28
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	26
20-24	3.9	5.0	0.7	4.2	4.1	0.5	2.8	16.1	83.9	110
25-29	19.1	3.7	2.1	5.2	0.0	1.1	0.3	24.3	75.7	94
30-34	14.7	5.6	1.7	1.9	3.6	0.1	3.5	21.0	79.0	148
35-39	11.0	1.6	1.8	1.7	1.8	4.3	3.5	19.7	80.3	181
40-44	9.5	3.6	0.0	0.5	0.2	0.4	0.6	13.5	86.5	122
45-49	13.3	3.2	0.0	0.3	1.8	0.6	5.8	17.2	82.8	114
Education										
Lower secondary or less	11.6	3.4	0.0	0.0	0.8	0.0	6.8	12.4	87.6	35
Upper secondary	15.5	4.4	1.5	2.0	2.3	2.1	3.8	23.3	76.7	400
Higher	10.5	3.6	1.1	2.5	2.9	0.6	3.3	19.0	81.0	389
Ethnicity of household head										
Black/Negro/African	11.3	4.0	1.4	2.4	2.9	1.3	4.0	20.1	79.9	706
Other	23.2	3.8	0.3	0.5	0.3	1.2	2.1	25.5	74.5	118
Wealth index quintile										
Poorest	12.4	1.4	1.0	0.6	0.7	3.4	0.1	17.3	82.7	162
Second	14.2	5.4	2.6	6.1	3.6	1.7	5.8	27.8	72.2	171
Middle	12.5	2.3	0.5	2.1	2.4	0.8	5.7	18.8	81.2	163
Fourth	10.5	4.5	1.8	1.4	4.4	0.3	2.5	17.0	83.0	179
Richest	15.5	6.4	0.1	0.4	1.1	0.4	4.5	23.5	76.5	150

¹ MICS indicator EQ.7 - Discrimination; SDG Indicators 10.3.1 & 16.b.1

() Figures are based on 25-49 unweighted cases

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

Table EQ.3.1M: Discrimination and harassment (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men who in the last 12 months have felt discriminated against or harassed on the basis of:								Percentage of men who have not felt discriminated against or harassed in the last 12 months	Number of men
	Ethnic or immigration origin	Gender	Sexual orientation	Age	Religion or belief	Disability	Other reason	Any reason ¹		
Total	3.3	0.2	0.2	1.4	0.8	0.3	1.1	6.5	93.5	364
Region										
Grand Turk	15.4	1.9	0.0	5.1	6.6	1.3	5.8	27.3	72.7	30
NCMCSCSC	2.2	1.6	2.3	2.2	0.0	1.8	1.0	8.0	92.0	16
Providenciales	2.2	0.0	0.1	1.0	0.3	0.1	0.7	4.4	95.6	317
Age										
15-19	(2.7)	(0.0)	(0.4)	(0.0)	(3.3)	(0.3)	(4.8)	(8.7)	(91.3)	40
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	23
20-24	(0.0)	(0.0)	(0.0)	(5.1)	(2.0)	(0.0)	(0.0)	(5.1)	(94.9)	27
25-29	(0.2)	(0.0)	(0.0)	(0.0)	(0.0)	(1.2)	(2.0)	(3.4)	(96.6)	33
30-34	6.3	0.4	0.9	0.2	0.2	0.0	0.0	6.9	93.1	68
35-39	4.2	0.0	0.0	6.3	2.1	0.0	0.1	12.3	87.7	50
40-44	2.3	0.6	0.0	0.2	0.0	0.3	0.8	4.3	95.7	90
45-49	4.3	0.0	0.0	0.0	0.0	0.6	1.1	4.8	95.2	56
Education										
Lower secondary or less	(0.6)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.2)	(5.7)	(94.3)	28
Upper secondary	1.9	0.1	0.2	1.7	0.1	0.4	0.1	4.0	96.0	202
Higher	6.0	0.4	0.3	1.2	2.2	0.3	1.8	10.3	89.7	134
Ethnicity of household head										
Black/Negro/African	3.0	0.3	0.2	1.5	0.6	0.3	1.2	6.2	93.8	327
Other	5.9	0.0	0.0	0.0	2.8	0.0	0.0	8.8	91.2	37
Wealth index quintile										
Poorest	3.2	0.4	0.4	0.6	0.2	0.4	0.2	4.1	95.9	77
Second	1.2	0.1	0.1	0.0	0.6	0.0	0.0	1.4	98.6	82
Middle	5.4	0.0	0.0	0.0	0.0	0.0	1.9	7.3	92.7	75
Fourth	4.5	0.0	0.0	0.9	3.9	0.0	1.1	8.6	91.4	61
Richest	2.6	0.6	0.6	5.6	0.0	1.2	2.5	12.2	87.8	69

¹ MICS indicator EQ.7 - Discrimination; SDG Indicators 10.3.1 & 16.b.1

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

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

7.15 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 status¹⁴⁹.

The Turks and Caicos Islands, 2019-2020 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 Questionnaires 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. Tables EQ.4.1W and EQ.4.1M 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 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 Tables EQ.4.2W and EQ.4.2M, women's and men's perceptions of a better life are shown.

¹⁴⁹ OECD. *OECD Guidelines on Measuring Subjective Well-being*. Paris: OECD Publishing, 2013. https://read.oecd-ilibrary.org/economics/oecd-guidelines-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, Turks and Caicos Islands MICS, 2019-2020

	Ladder step reported:					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:					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	Missing	Total				0-3	4-6	7-10	Missing	Total			
Total	0.4	36.7	62.7	0.2	100.0	7.1	84.2	165	0.8	30.5	68.5	0.2	100.0	7.3	87.2	824
Region																
Grand Turk	(5.2)	(22.3)	(72.6)	(0.0)	100.0	(6.9)	(87.7)	13	2.6	29.5	67.9	0.0	100.0	7.0	79.6	73
NCMCSCSC	(*)	(*)	(*)	(*)	100.0	(*)	(*)	3	4.4	20.0	74.7	1.0	100.0	7.7	95.2	30
Providenciales	0.0	38.3	61.7	0.0	100.0	7.2	83.7	148	0.5	31.0	68.4	0.1	100.0	7.3	87.7	721
Age																
15-19	0.2	17.7	81.6	0.6	100.0	7.9	84.4	54	0.2	17.7	81.6	0.6	100.0	7.9	84.4	54
15-17	(0.0)	(29.4)	(69.5)	(1.1)	100.0	(7.5)	(70.1)	28	(0.0)	(29.4)	(69.5)	(1.1)	100.0	(7.5)	(70.1)	28
18-19	(*)	(*)	(*)	(*)	100.0	(*)	(*)	26	(*)	(*)	(*)	(*)	100.0	(*)	(*)	26
20-24	0.5	46.1	53.4	0.0	100.0	6.8	84.1	110	0.5	46.1	53.4	0.0	100.0	6.8	84.1	110
25-29	na	na	na	na	na	na	na	na	0.2	35.5	63.2	1.1	100.0	6.9	81.3	94
30-34	na	na	na	na	na	na	na	na	0.4	37.6	62.0	0.0	100.0	6.9	88.5	148
35-39	na	na	na	na	na	na	na	na	1.4	25.8	72.7	0.0	100.0	7.4	88.5	181
40-44	na	na	na	na	na	na	na	na	2.1	19.4	78.5	0.0	100.0	7.5	93.0	122
45-49	na	na	na	na	na	na	na	na	0.0	27.3	72.7	0.0	100.0	7.5	86.8	114
Education																
Lower secondary or less	(*)	(*)	(*)	(*)	100.0	(*)	(*)	4	0.9	47.3	51.8	0.0	100.0	7.1	75.0	35
Upper secondary	0.1	26.6	73.0	0.3	100.0	7.4	91.3	88	1.4	33.2	65.1	0.3	100.0	7.2	84.8	400
Higher	0.8	46.1	53.1	0.0	100.0	6.9	77.9	73	0.2	26.2	73.6	0.0	100.0	7.4	90.9	389
Marital Status^A																
Ever married/in union/in a visiting relationship	0.6	47.8	51.7	0.0	100.0	6.9	85.2	100	1.0	27.3	71.6	0.2	100.0	7.3	88.9	649
Never married/in union/in a visiting relationship	0.1	20.1	79.3	0.5	100.0	7.5	82.4	64	0.1	42.7	57.0	0.2	100.0	6.9	80.8	174

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, Turks and Caicos Islands MICS, 2019-2020

	Ladder step reported:					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:					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	Missing	Total				0-3	4-6	7-10	Missing	Total			
Ethnicity of household head																
Black/Negro/African	0.4	35.3	64.1	0.2	100.0	7.2	86.6	151	1.0	32.9	66.0	0.2	100.0	7.2	87.2	706
Other	(*)	(*)	(*)	(*)	100.0	(*)	(*)	14	0.0	16.0	84.0	0.0	100.0	7.9	87.3	118
Wealth index quintile																
Poorest	(*)	(*)	(*)	(*)	100.0	(*)	(*)	17	2.4	44.8	52.2	0.6	100.0	6.8	73.6	162
Second	(*)	(*)	(*)	(*)	100.0	(*)	(*)	43	1.3	32.9	65.9	0.0	100.0	7.2	92.4	171
Middle	(0.0)	(34.0)	(65.2)	(0.8)	100.0	(7.2)	(74.6)	39	0.0	23.5	76.3	0.2	100.0	7.5	91.3	163
Fourth	(2.3)	(36.7)	(61.0)	(0.0)	100.0	(7.0)	(88.5)	25	0.4	26.1	73.5	0.0	100.0	7.3	88.9	179
Richest	(0.2)	(22.8)	(77.0)	(0.0)	100.0	(7.5)	(88.6)	41	0.1	25.1	74.9	0.0	100.0	7.5	89.7	150

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

^A The category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

na: not applicable

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

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

Table EQ.4.1M: Overall life satisfaction and happiness (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Ladder step reported:				Average life satisfaction score ¹	Percentage of men who are very or somewhat happy ²	Number of men age 15-24 years	Ladder step reported:				Average life satisfaction score ³	Percentage of men who are very or somewhat happy ⁴	Number of men age 15-49 years	
	0-3	4-6	7-10	Total				0-3	4-6	7-10	Missing				Total
Total	0.2	14.4	85.4	100.0	8.3	91.1	67	0.6	15.3	83.9	0.1	100.0	8.3	91.0	364
Region															
Grand Turk	(*)	(*)	(*)	100.0	(*)	(*)	8	5.4	31.1	63.5	0.0	100.0	6.8	91.8	30
NCMCS CSC	(*)	(*)	(*)	100.0	(*)	(*)	3	0.3	22.2	74.6	2.9	100.0	7.7	95.1	16
Providenciales	(0.2)	(9.6)	(90.2)	100.0	(8.5)	(90.6)	56	0.2	13.5	86.4	0.0	100.0	8.5	90.8	317
Age															
15-19	(0.3)	(14.7)	(85.0)	100.0	(8.5)	(91.3)	40	(0.3)	(14.7)	(85.0)	(0.0)	100.0	(8.5)	(91.3)	40
15-17	(*)	(*)	(*)	100.0	(*)	(*)	17	(*)	(*)	(*)	(*)	100.0	(*)	(*)	17
18-19	(*)	(*)	(*)	100.0	(*)	(*)	23	(*)	(*)	(*)	(*)	100.0	(*)	(*)	23
20-24	(0.0)	(14.0)	(86.0)	100.0	(7.9)	(90.7)	27	(0.0)	(14.0)	(86.0)	(0.0)	100.0	(7.9)	(90.7)	27
25-29	na	na	na	na	na	na	na	(2.3)	(27.2)	(70.5)	(0.0)	100.0	(7.8)	(90.9)	33
30-34	na	na	na	na	na	na	na	0.3	23.2	76.5	0.0	100.0	8.1	92.7	68
35-39	na	na	na	na	na	na	na	0.0	4.9	95.1	0.0	100.0	8.2	94.9	50
40-44	na	na	na	na	na	na	na	0.4	16.2	83.3	0.0	100.0	8.6	89.1	90
45-49	na	na	na	na	na	na	na	1.2	7.9	90.0	0.8	100.0	8.4	88.7	56
Education^A															
Lower secondary or less	(*)	(*)	(*)	100.0	(*)	(*)	2	(0.0)	(15.8)	(84.2)	(0.0)	100.0	(7.9)	(100.0)	28
Upper secondary	0.2	9.4	90.4	100.0	8.5	94.1	50	0.7	16.6	82.4	0.2	100.0	8.3	89.0	202
Higher	(*)	(*)	(*)	100.0	(*)	(*)	15	0.6	13.3	86.1	0.0	100.0	8.3	92.2	134
Marital Status^A															
Ever married/in union/in a visiting relationship	(*)	(*)	(*)	100.0	(*)	(*)	10	0.8	13.1	85.9	0.2	100.0	8.4	92.6	209
Never married/in union/in a visiting relationship	0.2	16.1	83.7	100.0	8.2	89.5	57	0.3	18.4	81.3	0.0	100.0	8.2	88.8	155

Table EQ.4.1M: Overall life satisfaction and happiness (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Ladder step reported:				Average life satisfaction score ¹	Percentage of men who are very or somewhat happy ²	Number of men age 15-24 years	Ladder step reported:				Average life satisfaction score ³	Percentage of men who are very or somewhat happy ⁴	Number of men age 15-49 years	
	0-3	4-6	7-10	Total				0-3	4-6	7-10	Missing				Total
Ethnicity of household head															
Black/Negro/African	0.2	14.8	85.0	100.0	8.3	90.1	61	0.7	15.7	83.5	0.1	100.0	8.3	91.2	327
Other	0.0	11.0	89.0	100.0	8.2	100.0	6	0.0	12.4	87.6	0.0	100.0	8.2	90.0	37
Wealth index quintile															
Poorest	(*)	(*)	(*)	100.0	(*)	(*)	11	1.2	13.9	84.9	0.0	100.0	8.1	95.7	77
Second	(*)	(*)	(*)	100.0	(*)	(*)	18	0.0	16.0	83.5	0.6	100.0	8.3	91.8	82
Middle	(*)	(*)	(*)	100.0	(*)	(*)	14	0.5	9.1	90.4	0.0	100.0	9.0	92.0	75
Fourth	(*)	(*)	(*)	100.0	(*)	(*)	10	1.3	19.7	79.1	0.0	100.0	8.1	88.6	61
Richest	(*)	(*)	(*)	100.0	(*)	(*)	14	0.2	19.1	80.7	0.0	100.0	7.9	86.0	69

¹ MICS Indicator EQ.9a - Life satisfaction among men age 15-24

² MICS indicator EQ.10a - Happiness among men age 15-24

³ MICS Indicator EQ.9b - Life satisfaction among men age 15-49

⁴ MICS indicator EQ.10b - Happiness among men age 15-49

^A The category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

na: not applicable

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

(*) 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, Turks and Caicos Islands MICS, 2019-2020

	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	77.6	99.5	77.1	165	69.3	95.5	67.8	824
Region								
Grand Turk	(78.0)	(100.0)	(78.0)	13	73.6	96.7	72.5	73
NCMCS CSC	(*)	(*)	(*)	3	81.5	96.3	80.1	30
Providenciales	77.5	99.7	77.2	148	68.3	95.3	66.8	721
Age								
15-19	83.2	98.5	81.7	54	83.2	98.5	81.7	54
15-17	(89.4)	(97.1)	(86.5)	28	(89.4)	(97.1)	(86.5)	28
18-19	(*)	(*)	(*)	26	(*)	(*)	(*)	26
20-24	74.8	100.0	74.8	110	74.8	100.0	74.8	110
25-29	na	na	na	na	79.6	90.6	74.3	94
30-34	na	na	na	na	68.5	91.2	68.4	148
35-39	na	na	na	na	70.9	97.9	69.2	181
40-44	na	na	na	na	65.9	97.7	64.0	122
45-49	na	na	na	na	50.7	93.2	50.1	114
Education								
Lower secondary or less	(*)	(*)	(*)	4	61.1	92.0	61.1	35
Upper secondary	81.5	99.7	81.1	88	73.4	94.4	71.8	400
Higher	74.9	99.3	74.2	73	65.7	96.9	64.3	389
Marital Status^A								
Ever married/in union/in a visiting relationship	73.4	100.0	73.4	100	70.8	96.3	69.6	649
Never married/in union/in a visiting relationship	83.6	98.7	82.3	64	63.3	92.6	60.6	174
Missing/DK	(*)	(*)	(*)	1	(*)	(*)	(*)	2
Ethnicity of household head								
Black/Negro/African	76.1	99.8	75.9	151	69.1	95.2	67.7	706
Other	(*)	(*)	(*)	14	70.0	97.6	68.1	118
Wealth index quintile								
Poorest	(*)	(*)	(*)	17	70.9	91.3	70.9	162
Second	(*)	(*)	(*)	43	73.7	98.4	72.2	171
Middle	(89.7)	(99.2)	(89.0)	39	79.4	98.6	78.2	163
Fourth	(39.7)	(100.0)	(39.7)	25	62.9	91.2	59.5	179
Richest	(66.5)	(98.7)	(65.2)	41	58.9	98.4	57.9	150

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

^A The category of "Don't know/Missing" in the background characteristic of "Marital status" has been suppressed from the table due to small number of unweighted cases.

na: not applicable

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

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

Table EQ.4.2M: Perception of a better life (men)

Percentage of men 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, Turks and Caicos Islands MICS, 2019-2020

	Percentage of men age 15-24 years who think that their life			Number of men age 15-24 years	Percentage of men age 15-49 years who think that their life			Number of men 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	85.0	100.0	85.0	67	83.7	94.6	82.1	364
Region								
Grand Turk	(*)	(*)	(*)	8	59.6	96.0	59.2	30
NCMCS CSC	(*)	(*)	(*)	3	83.2	96.4	83.2	16
Providenciales	(87.6)	(100.0)	(87.6)	56	86.0	94.4	84.2	317
Age								
15-19	(76.0)	(100.0)	(76.0)	40	(76.0)	(100.0)	(76.0)	40
15-17	(*)	(*)	(*)	17	(*)	(*)	(*)	17
18-19	(*)	(*)	(*)	23	(*)	(*)	(*)	23
20-24	(98.2)	(100.0)	(98.2)	27	(98.2)	(100.0)	(98.2)	27
25-29	na	na	na	na	80.8	100.0	80.8	33
30-34	na	na	na	na	79.2	93.0	75.7	68
35-39	na	na	na	na	81.2	89.6	81.2	50
40-44	na	na	na	na	90.3	96.4	89.5	90
45-49	na	na	na	na	80.5	88.6	75.8	56
Education^A								
Lower secondary	(*)	(*)	(*)	2	(83.5)	(98.3)	(82.7)	28
Upper secondary	89.3	100.0	89.3	50	87.0	94.6	84.3	202
Higher	(*)	(*)	(*)	15	78.8	94.0	78.7	134
Marital Status^A								
Ever married/in union/in a visiting relationship	(*)	(*)	(*)	10	84.4	94.4	82.7	209
Never married/in union/in a visiting relationship	86.9	100.0	86.9	57	82.8	95.0	81.3	155
Ethnicity of household head								
Black/Negro/African	84.0	100.0	84.0	61	84.4	94.8	82.6	327
Other	(*)	(*)	(*)	6	77.2	92.9	76.9	37
Wealth index quintile								
Poorest	(*)	(*)	(*)	11	90.9	95.7	87.7	77
Second	(*)	(*)	(*)	18	80.2	95.1	80.2	82
Middle	(*)	(*)	(*)	14	91.1	97.4	90.0	75
Fourth	(*)	(*)	(*)	10	75.7	90.2	75.7	61
Richest	(*)	(*)	(*)	14	78.6	93.6	75.0	69

¹ MICS indicator EQ.11a - Perception of a better life among men age 15-24

² MICS indicator EQ.11b - Perception of a better life among men age 15-49

^A The category of "Don't know/Missing" in the background characteristics of "Education" and "Marital status" has been suppressed from the table due to small number of unweighted cases.

na: not applicable

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

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

12 DOMESTIC VIOLENCE

12.0 BACKGROUND

The United Nations Declaration on the Elimination of Violence against Women (1993) defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."¹⁵⁰

In 2015, the House of Assembly in the Turks and Caicos Islands passed its first legislation to tackle Domestic Violence (DV) in these Islands. The crime of Domestic Violence was now recognized under the Domestic Violence Ordinance 2015, which is one of four (4) Family Law Ordinances that was passed at that time. The passage of this bill signified the Government's commitment to provide protection for women, men and children who all may suffer from violence in the home alike. It gave the Court specific powers to provide protection for persons, both married and non-married and it gave community members the strength and "legal teeth" to seek prosecution against persons who committed violent crimes against them.

Currently the Domestic Violence Ordinance in the Turks and Caicos Islands, though passed in the House of Assembly, is not enforced. There are a number of measures that has to be put into place before the enactment of the legislation, namely the Safe House for victims of Domestic Violence. There have been strides made in the fact that Safe Houses in Grand Turk and in Providenciales have been identified and capital expenditure has been allocated for the renovations of both properties. Additionally, funding for the staff of the home have been allocated and the positions identified in the Department of Gender Affairs budget. Additionally, another stride the Government of the Turks and Caicos has made is in the establishment of the Sexual Assault Referral Centre in Providenciales for the safeguarding of vulnerable victims and its sister unit in Grand Turk which is utilized for the same purpose. These building provides an immediate safe haven for victims and also is where the interview process takes place. This building is discrete and away from the public. Moreover, the Department of Social Development and Gender Affairs also offers supportive counselling and advocacy services on behalf of clients. Additionally, the Departments coordinate resources and referral services for clients.

Currently the Courts of the TCI do provide protection order to persons affected by Domestic Violence under Section 17 of the Domestic Proceedings Ordinance, however, this speaks specifically to married individuals. Nonetheless, this portion of the ordinance also provides protection for all members of the family including children and clarifies the duties of the police if there is a breach in this order. Other forms of violence such as rape, assault, endangering life or causing bodily harm physical, homicide, sexual and emotional violence is recognized in the TCI under the Offences Against the Person Ordinance, as well as the Children Care and Protection Ordinance 2015.

The locally adapted definitions of the different types of violence are found in the Children's Care and Protection Ordinance 2015 and the Domestic Violence Ordinance 2015 under the TCI Family Law Ordinances.

The Turks and Caicos Islands 2019-2020 MICS included the Domestic Violence (DV) module from the Demographic and Health Survey (DHS), as the final module in the Questionnaire for Individual Women. As per the Protection Protocol developed to minimise the possibility of harm as a result of participating in the survey, the Kish Grid was used to select only one woman 15-49 years in each household, to whom the DV module was administered.

¹⁵⁰ General Assembly Resolution 48/104 of 20 December 1993. In UNICEF *Innocenti Digest* No. 6, June 2000.

Table DV.1.0 provides background information on the women who responded to the DV module.

Table DV.1.0: Background characteristics of respondents for the Domestic Violence modulePercent distribution of women age 15-49 years who completed the domestic violence module, Turks and Caicos Islands
MICS, 2019-2020

	Women			Ever-married women		
	Weighted percent	Weighted number	Unweighted number	Weighted percent	Weighted number	Unweighted number
Total	100.0	793	683	100.0	635	552
Region						
Grand Turk	9.1	72	203	9.3	59	174
NCMCSCSC	3.9	31	93	3.9	25	77
Providenciales	87.1	690	387	86.8	551	301
Age						
15-19	5.5	44	34	3.0	19	7
15-17	3.6	28	22	2.5	16	4
18-19	2.0	16	12	0.5	3	3
20-24	15.8	125	62	14.0	89	43
25-29	11.0	87	85	10.4	66	68
30-34	17.1	136	137	17.3	110	114
35-39	23.5	186	158	24.9	158	138
40-44	14.4	114	111	16.3	103	99
45-49	12.8	101	96	14.2	90	83
Woman's religion						
Anglican	3.8	30	45	2.9	18	37
Baptist	34.2	271	219	35.1	223	179
Pentecostal	16.4	130	120	15.6	99	98
Other Christian	37.5	297	231	38.2	243	186
No religion	5.3	42	45	5.0	32	36
Other religion	1.7	13	13	1.8	11	10
DK	1.3	10	10	1.4	9	6
Ethnicity of household head						
Black/Negro/African	86.7	688	587	85.4	542	471
Other	13.3	105	96	14.6	93	81
Marital status						
Ever married/in union/in visiting relationship	80.1	635	552	100.0	635	552
Never married/in union/in visiting relationship	19.6	155	128	na	na	na
Missing	0.3	3	3	-	-	0
Education						
Lower secondary or less	3.6	29	42	4.0	25	36
Upper secondary	50.5	399	281	52.7	334	235
Higher	46.2	365	360	43.6	276	281
Wealth quintile						
Poorest	19.2	152	135	19.7	125	112
Second	19.8	157	117	20.8	132	99
Middle	20.2	160	117	19.8	126	92
Fourth	21.8	173	163	21.0	134	129
Richest	19.0	151	151	18.6	118	120

Note: "All women" refers to all women who completed the Domestic Violence module.

Note: "Married" includes married or in a common-law union, or in a visiting relationship.

12.1 PHYSICAL VIOLENCE

Physical abuse means any act of assault. In conjunction with the TCI Family Law legislations, the TCI have also adapted the universal UNICEF definitions of abuse when conducting public awareness campaigns and forums.

Table DV1.1 presents the percentage of women who have experienced physical violence since age 15 and those who experienced physical violence in the 12 months preceding the survey.

Table DV1.2 presents those women who have experienced physical violence disaggregated by the person who perpetuated the violence.

Table DV.1.1: Experience of physical violence

Percentage of women age 15-49 years who have experienced physical violence since age 15 and percentage who have experienced physical violence during the 12 months preceding the survey, by frequency of occurrence, Turks and Caicos Islands MICS, 2019-2020

	Percentage who have experienced physical violence since age 15 ¹	Percentage who have experienced physical violence in the past 12 months			Number of women
		Often	Sometimes	Often or sometimes ²	
Total	29.2	0.7	1.3	2.2	793
Region					
Grand Turk	33.5	0.0	2.9	3.7	72
NCMCSCSC	16.9	0.9	0.0	1.9	31
Providenciales	29.4	0.8	1.1	2.1	690
Age					
15-19	(20.6)	(0.0)	(7.1)	(7.1)	44
15-17	(*)	(*)	(*)	(*)	28
18-19	(*)	(*)	(*)	(*)	16
20-24	36.9	2.5	0.0	2.5	125
25-29	35.8	1.4	0.0	2.1	87
30-34	27.8	0.8	3.2	4.3	136
35-39	26.8	0.0	1.3	1.7	186
40-44	24.8	0.3	0.0	0.3	114
45-49	29.3	0.0	0.2	0.2	101
Woman's religion					
Anglican	(38.2)	(0.4)	(0.0)	(0.4)	30
Baptist	22.9	1.5	2.5	4.2	271
Pentecostal	39.3	0.3	0.9	1.4	130
Other Christian	29.1	0.0	0.7	1.0	297
No religion	(36.9)	(3.0)	(0.0)	(3.0)	42
Other religion	(*)	(*)	(*)	(*)	13
DK	(*)	(*)	(*)	(*)	10
Ethnicity of household head					
Black/Negro/African	29.7	0.9	1.5	2.6	688
Other	26.3	0.0	0.0	0.0	105
Marital status of woman					
Currently married/in union/in a visiting relationship	28.3	1.1	0.4	1.9	522
Formerly married/in union/in a visiting relationship	38.0	0.0	0.2	0.2	113
Never married/in union/in a visiting relationship	26.4	0.1	4.8	4.9	155
Missing/DK	(*)	(*)	(*)	(*)	3
Number of living children					
0	26.3	0.0	2.7	2.7	273
1-2	30.8	1.4	0.6	2.4	404
3-4	20.2	0.1	0.2	0.4	89
5+	(*)	(*)	(*)	(*)	28
Education					
Lower secondary or less	(48.7)	(0.5)	(0.0)	(0.5)	29
Upper secondary	27.7	0.6	1.1	2.1	399
Higher	29.4	0.9	1.6	2.6	365

Table DV.1.1: Experience of physical violence

Percentage of women age 15-49 years who have experienced physical violence since age 15 and percentage who have experienced physical violence during the 12 months preceding the survey, by frequency of occurrence, Turks and Caicos Islands MICS, 2019-2020

	Percentage who have experienced physical violence since age 15 ¹	Percentage who have experienced physical violence in the past 12 months			Number of women
		Often	Sometimes	Often or sometimes ²	
Wealth quintile					
Poorest	20.9	1.1	0.2	1.8	152
Second	32.7	2.7	1.5	4.4	157
Middle	29.2	0.0	1.2	1.2	160
Fourth	29.6	0.0	2.7	3.0	173
Richest	33.7	0.0	0.5	0.5	151

¹ Includes violence in the past 12 months. For women who were married before age 15 and reported physical violence only by their husband/partner, the violence could have occurred before age 15.

² Includes women who report physical violence in the past 12 months but for whom frequency is not known.

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

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

Table DV.1.2: Persons committing physical violence

Percentage of women age 15-49 years who have experienced physical violence since age 15, by specific persons who committed the violence, by respondent's current marital status, Turks and Caicos Islands MICS, 2019-2020

	Marital status		Total
	Ever-married/in union/in a visiting relationship	Never married/in union/in a visiting relationship	
Person			
Current husband/partner	40.7	na	32.8
Mother/step-mother	16.8	(41.2)	21.5
Father/step-father	15.3	(22.4)	16.6
Sister/brother	3.8	(19.0)	6.7
Other relative	4.8	(12.5)	6.3
Former husband/partner	19.6	na	15.8
Current boyfriend	2.0	(0.0)	1.6
Former boyfriend	12.6	(59.6)	21.7
Teacher	0.0	(0.3)	0.1
Employer/someone at work	10.8	(2.7)	9.2
Other	2.9	(8.9)	4.0
Number of women who have experienced physical violence since age 15	191	41	232
Note: Women can report more than one person who committed the violence.			
na = Not applicable			
() Figures that are based on 25-49 unweighted cases.			

12.2 SEXUAL VIOLENCE

Sexual abuse means any sexual conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the person.

Table DV1.3 presents those women who reported having ever experienced sexual violence, as well as those who were sexually abused during the 12 months preceding the survey, by certain characteristics. Table CDVF1.4 shows the perpetrators of sexual violence, and Table DV1.5 shows the percentage of women who experienced sexual violence by exact age 15 years and 18 years.

Table DV.1.3: Experience of sexual violence

Percentage of women age 15-49 years who have ever experienced sexual violence and percentage who have experienced sexual violence in the 12 months preceding the survey, Turks and Caicos Islands MICS, 2019-2020

	Percentage who have experienced sexual violence:		Number of women
	Ever ¹	Past 12 months	
Total	12.8	2.2	793
Region			
Grand Turk	9.2	1.0	72
NCMCS CSC	8.1	4.4	31
Providenciales	13.4	2.3	690
Age			
15-19	(3.0)	(2.1)	44
15-17	(*)	(*)	28
18-19	(*)	(*)	16
20-24	18.9	2.5	125
25-29	20.9	5.2	87
30-34	11.4	1.1	136
35-39	14.4	2.7	186
40-44	3.4	0.2	114
45-49	12.1	2.4	101
Woman's religion			
Anglican	(20.8)	(0.5)	30
Baptist	8.6	4.1	271
Pentecostal	17.7	2.7	130
Other Christian	12.7	0.3	297
No religion	(24.5)	(5.4)	42
Other religion	(*)	(*)	13
Missing/DK	(*)	(*)	10
Ethnicity of household head			
Black/Negro/African	13.4	2.6	688
Other	8.8	0.0	105
Marital status			
Currently married/in union/in a visiting relationship	12.5	2.4	522
Formerly married/in union/in a visiting relationship	10.0	1.7	113
Never married/in union/in a visiting relationship	16.1	2.1	155
Missing/DK	(*)	(*)	3
Number of living children			
0	11.3	1.2	273
1-2	14.1	3.0	404
3-4	9.4	2.9	89
5+	(*)	(*)	28
Education			
Lower secondary or less	(21.5)	(0.0)	29
Upper secondary	13.7	2.6	399
Higher	11.2	2.1	365
Wealth quintile			
Poorest	10.3	0.7	152
Second	13.4	5.8	157
Middle	10.1	2.0	160
Fourth	16.3	0.3	173
Richest	13.6	2.5	151

¹Includes violence in the past 12 months

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

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

Table DV.1.4: Persons committing sexual violence

Percentage of women age 15-49 years who have experienced sexual violence, by specific persons who committed the violence, by the respondent's current marital status, Turks and Caicos Islands MICS, 2019-2020

	Marital status		Total
	Ever-married/in union/in a visiting relationship	Never married/in union/in a visiting relationship	
Person			
Current husband/partner	24.0	na	17.5
Former husband/partner	17.5	na	12.7
Current/former boyfriend	0.5	(*)	2.9
Father/step-father	4.9	(*)	8.4
Brother/step-brother	10.2	(*)	7.4
Other relative	18.6	(*)	14.8
Own friend/acquaintance	5.6	(*)	11.4
Family friend	4.1	(*)	6.4
Teacher	5.3	(*)	3.9
Employer/someone at work	2.1	(*)	1.6
Priest/religious leader	0.0	(*)	2.5
Stranger	7.3	(*)	10.8
Other than current/former husband/partner	58.9	(*)	70.1
Other	0.2	(*)	0.2
Number of women who have experienced sexual violence	76	25	102
<p>Note: Ever-married women can report up to three perpetrators: a current husband, former husband, or one other person who is not a current or former husband. Never married women can report only the one person who was the first to commit the violence.</p> <p>na = Not applicable</p> <p>(*) Figures that are based on fewer than 25 unweighted cases</p>			

Table DV.1.5: Age at first experience of sexual violence

Percentage of women age 15-49 years who experienced sexual violence by specific exact ages, by current age and marital status, Turks and Caicos Islands MICS, 2019-2020

	Percentage who first experienced sexual violence by exact age:		Percentage who have not experienced sexual violence	Number of women
	15	18		
Total	0.0	0.4	86.0	793
Current age				
15-19	(0.0)	(2.1)	(88.4)	44
15-17	(*)	na	(*)	28
18-19	(*)	(*)	(*)	16
20-24	0.0	0.0	80.4	125
25-29	0.0	2.6	78.7	87
30-34	0.0	0.0	88.6	136
35-39	0.1	0.0	84.4	186
40-44	0.0	0.0	94.3	114
45-49	0.0	0.2	87.9	101
Marital status				
Ever married/in a union/in a visiting relationship	0.0	0.0	86.9	635
Never married/in union/in a visiting relationship	0.0	2.1	81.8	155
Missing	(*)	(*)	(*)	3
na = Not applicable				
() Figures that are based on 25-49 unweighted cases				
(*) Figures that are based on fewer than 25 unweighted cases				

12.3 DIFFERENT FORMS OF VIOLENCE

Table DV1.6 shows women have ever experienced both physical and or sexual violence.

Table DV.1.6: Experience of different forms of violence						
Percentage of women age 15-49 years who have ever experienced different forms of violence, Turks and Caicos Islands MICS, 2019-2020						
	Physical violence only	Sexual violence only	Physical and sexual violence	Physical or sexual violence	Number of women	
Total	19.5	3.1	9.7	32.3	793	
Age						
15-19	(20.6)	(3.0)	(0.0)	(23.6)	44	
15-17	(*)	(*)	(*)	(*)	28	
18-19	(*)	(*)	(*)	(*)	16	
20-24	21.4	3.4	15.5	40.2	125	
25-29	18.1	3.2	17.8	39.0	87	
30-34	18.0	1.6	9.8	29.3	136	
35-39	16.9	4.5	10.0	31.3	186	
40-44	23.4	2.0	1.4	26.8	114	
45-49	20.7	3.5	8.6	32.8	101	
() Figures that are based on 25-49 unweighted cases						
(*) Figures that are based on fewer than 25 unweighted cases						

12.4 VIOLENCE DURING PREGNANCY

Table DV1.7 shows the percentage of women who have ever been pregnant who experienced physical violence during the pregnancy.

Table DV.1.7: Experience of violence during pregnancy

Percentage of women age 15-49 years who have ever been pregnant, who have ever experienced physical violence during pregnancy, Turks and Caicos Islands MICS, 2019-2020

	Percentage who experienced violence during pregnancy	Number of women who have ever been pregnant
Total	5.5	538
Region		
Grand Turk	4.7	49
NCMCS CSC	4.3	23
Providenciales	5.6	466
Age		
15-19	(*)	1
20-24	(3.6)	52
25-29	2.2	90
30-34	10.0	155
35-39	2.9	102
40-44	3.8	82
45-49		
Woman's religion		
Anglican	(4.9)	17
Baptist	9.3	200
Pentecostal	8.0	97
Other Christian	0.5	183
No religion	(6.5)	24
Other religion	(*)	12
Missing/DK	(*)	5
Ethnicity of household head		
Black/Negro/African	5.8	475
Other ethnicity	3.1	63
Marital status		
Currently married/in union/in a visiting relationship	3.6	388
Formerly married/in union/in a visiting relationship	8.1	91
Never married/in union/in a visiting relationship	(14.3)	56
Missing/DK	(*)	3
Number of living children		
0	(*)	18
1-2	6.1	404
3-4	4.6	89
5+	(*)	28
Education		
Lower secondary or less	(14.1)	23
Upper secondary	4.1	289
Higher	6.4	225
Wealth quintile		
Poorest	5.2	123
Second	11.3	102
Middle	2.4	100
Fourth	7.4	114
Richest	0.9	99
() Figures that are based on 25-49 unweighted cases		
(*) Figures that are based on fewer than 25 unweighted cases		

12.5 SPOUSAL ABUSE

According to the World Health Organization (WHO), “Violence by a husband or male intimate partner (physical, sexual or psychological) is the most widespread form of violence against women”¹⁵¹.

Emotional or psychological abuse means degrading or humiliating conduct towards another, and includes: (a) repeated insults, ridicule or name calling; (b) repeated threats to cause emotional pain; or (c) the repeated exhibition of obsessive possessiveness, or jealousy which is such as to constitute serious invasion of the applicant’s privacy, liberty, integrity or security.

Tables DV1.8 to DV2.4 shows the percentage of women who have ever experienced any form of intimate partner violence (physical, sexual and/or emotional), by several characteristics.

Tables DV2.5 and DV2.6 shows the percentage of women who ever committed physical violence against their partner, by several characteristics.

¹⁵¹ Violence Against Women Prevalence Estimates, 2018. [https://cdn.who.int/media/docs/default-source/documents/violence-prevention/vaw_report_executive-summary_web_09032021_oleksandr-\(1\).pdf?sfvrsn=8ee5f68b_5](https://cdn.who.int/media/docs/default-source/documents/violence-prevention/vaw_report_executive-summary_web_09032021_oleksandr-(1).pdf?sfvrsn=8ee5f68b_5)

Table DV.1.8: Marital control exercised by husbands

Percentage of ever-married women age 15-49 years whose husbands/partners have ever demonstrated specific types of controlling behaviors, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women whose husband/partner:						Number of ever-married/in union/in a visiting relationship women
	Is jealous or angry if she talks to other men	Frequently accuses her of being unfaithful	Does not permit her to meet her female friends	Tries to limit her contact with her family	Insists on knowing where she is at all times	Does not trust her with any money	
Total	55.2	20.5	11.4	5.9	41.8	13.3	635
Region							
Grand Turk	40.4	14.3	13.8	1.8	22.4	9.1	59
NCMCSCSC	29.4	10.7	14.8	2.9	29.0	39.1	25
Providenciales	57.9	21.6	11.0	6.5	44.4	12.6	551
Age							
15-19	(*)	(*)	(*)	(*)	(*)	(*)	19
20-24	(71.7)	(27.0)	(20.7)	(3.5)	(60.7)	(8.0)	89
25-29	69.5	29.4	7.0	6.8	49.0	9.7	66
30-34	47.6	16.9	13.0	5.6	34.5	9.9	110
35-39	64.4	25.9	13.9	10.8	53.7	22.9	158
40-44	43.4	5.7	5.9	0.7	11.3	4.8	103
45-49	37.0	16.8	7.8	0.0	33.7	20.9	90
Woman's religion							
Anglican	(33.1)	(18.6)	(10.0)	(0.0)	(11.4)	(13.8)	18
Baptist	44.5	13.5	13.3	4.7	30.8	8.4	223
Pentecostal	55.5	27.4	21.0	10.0	41.4	13.5	99
Other Christian	64.1	22.7	6.6	7.0	53.4	17.4	243
No religion	(58.0)	(25.4)	(6.6)	(0.0)	(48.3)	(13.6)	32
Other religion	(*)	(*)	(*)	(*)	(*)	(*)	11
DK	(*)	(*)	(*)	(*)	(*)	(*)	9
Ethnicity of household head							
Black/Negro/African	57.0	18.7	12.5	6.6	41.6	13.1	542
Other	44.3	30.6	4.8	1.9	42.8	14.3	93
Marital status							
Currently married/in union/in a visiting relationship	53.3	14.3	9.5	2.9	39.1	11.9	522
Formerly married/in union/in a visiting relationship	64.0	48.8	20.1	19.9	54.1	19.6	113
Number of living children							
0	58.8	21.0	8.0	6.7	56.4	11.7	172
1-2	52.4	21.6	13.4	7.2	40.5	14.9	348
3-4	54.0	21.1	13.7	1.1	30.5	13.7	87
5+	(*)	(*)	(*)	(*)	(*)	(*)	27
Education							
Lower secondary or less	(53.1)	(37.5)	(14.0)	(1.7)	(32.4)	(10.0)	25
Upper secondary	55.6	20.1	8.9	4.4	42.3	15.9	334
Higher	54.9	19.3	14.2	8.2	42.1	10.4	276
Wealth quintile							
Poorest	55.2	12.7	6.4	4.6	27.2	18.1	125
Second	64.5	34.8	13.4	10.6	46.7	10.3	132
Middle	52.1	10.8	8.7	2.2	50.7	12.4	126
Fourth	56.6	21.8	14.9	11.2	49.4	15.1	134
Richest	46.5	21.4	13.5	0.0	33.7	10.5	118

Table DV.1.8: Marital control exercised by husbands

Percentage of ever-married women age 15-49 years whose husbands/partners have ever demonstrated specific types of controlling behaviors, Turks and Caicos Islands MICS, 2019-2020

	Percentage of women whose husband/partner:						Number of ever-married/in union/in a visiting relationship women
	Is jealous or angry if she talks to other men	Frequently accuses her of being unfaithful	Does not permit her to meet her female friends	Tries to limit her contact with her family	Insists on knowing where she is at all times	Does not trust her with any money	
Woman afraid of husband/partner							
Most of the time afraid	(*)	(*)	(*)	(*)	(*)	(*)	20
Sometimes afraid	77.3	42.3	15.4	12.6	59.1	16.5	103
Never afraid	49.6	13.6	9.4	3.1	36.5	11.4	508
Missing	(*)	(*)	(*)	(*)	(*)	(*)	4

Note: Husband/partner refers to the current husband/partner for currently married women and the most recent husband/partner for divorced, separated or widowed women.

() Figures that are based on 24-49 unweighted cases.

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

Table DV.1.9: Forms of spousal violence

Percentage of ever-married women age 15-49 years who have experienced various forms of violence ever or in the 12 months preceding the survey, committed by their current or most recent husbands/partners, Turks and Caicos Islands MICS, 2019-2020

	Ever experienced	Experienced in the past 12 months	Frequency in the past 12 months	
			Often	Sometimes
Spousal violence committed by current or most recent husband/partner¹				
Physical violence				
Any physical violence	16.3	7.9	0.4	7.9
Pushed her, shook her, or threw something at her	13.7	6.7	0.2	6.5
Slapped her	8.2	2.9	0.0	2.9
Twisted her arm or pulled her hair	4.7	2.7	0.0	2.6
Punched her with his fist or with something that could hurt her	4.3	0.6	0.2	0.4
Kicked her, dragged her, or beat her up	5.0	1.5	0.2	1.3
Tried to choke her or burn her on purpose	1.9	0.7	0.2	0.5
Threatened or attacked her with a knife, gun, or other weapon	2.8	0.8	0.2	0.6
Sexual violence				
Any sexual violence	4.1	2.0	0.0	2.0
Physically forced her to have sexual intercourse with him when she did not want to	3.7	2.0	0.0	2.0
Physically forced her to perform any other sexual acts she did not want to	1.8	0.5	0.0	0.5
Forced her with threats or in any other way to perform sexual acts she did not want to	1.4	0.9	0.0	0.9
Emotional violence				
Any emotional violence	29.3	15.8	1.5	15.1
Said or did something to humiliate her in front of others	12.8	6.0	0.6	5.3
Threatened to hurt or harm her or someone she cared about	5.5	2.0	0.1	1.9
Insulted her or made her feel bad about herself	22.8	12.6	1.3	11.3
Any form of physical or sexual violence	17.0	8.5	0.4	8.5
Any form of emotional or physical or sexual violence	35.6	20.8	1.8	20.2
Spousal violence committed by any husband/partner				
Physical violence	20.8	8.1	na	na
Sexual violence	5.7	2.3	na	na
Emotional violence	35.0	17.5	na	na
Any form of physical or sexual violence	21.5	8.8	na	na
Any form of emotional or physical or sexual violence	39.2	21.1	na	na
Number of ever-married women	635	635	635	635
¹ Includes current husband/partner for currently married women and most recent husband/partner for divorced, separated or widowed women. na = Not available				

Table DV.2.0: Spousal violence by background characteristics

Percentage of ever-married women age 15-49 years who have ever experienced emotional, physical, or sexual violence committed by their current or most recent husband/partner, Turks and Caicos Islands MICS, 2019-2020

	Emotional violence	Physical violence	Sexual violence	Physical and sexual	Physical and sexual and emotional	Physical or sexual	Physical or sexual or emotional	Number of ever-married/in union/in a visiting relationship women
Total	29.3	16.3	4.1	3.4	2.8	17.0	35.6	635
Region								
Grand Turk	28.0	8.2	0.8	0.8	0.8	8.2	30.9	59
NCMCSCSC	44.2	9.1	0.5	0.5	0.5	9.1	45.4	25
Providenciales	28.8	17.5	4.6	3.9	3.1	18.2	35.7	551
Age								
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19
20-24	(19.8)	(32.7)	(3.5)	(3.5)	(3.5)	(32.7)	(42.7)	89
25-29	29.6	13.4	4.5	4.5	1.9	13.4	32.5	66
30-34	31.6	11.0	1.9	1.9	1.9	11.0	33.2	110
35-39	37.5	20.2	7.7	6.6	5.1	21.3	40.4	158
40-44	21.5	3.9	0.4	0.4	0.4	3.9	23.3	103
45-49	36.4	13.0	5.8	3.1	3.1	15.7	40.6	90
Religion								
Anglican	(14.9)	(13.3)	(0.9)	(0.9)	(0.9)	(13.3)	(20.8)	18
Baptist	26.6	12.0	5.4	4.4	3.7	13.0	28.9	223
Pentecostal	31.4	23.3	2.3	0.4	0.4	25.3	42.0	99
Other Christian	31.7	17.4	4.2	4.2	3.3	17.4	40.5	243
No religion	(16.8)	(13.8)	(3.9)	(3.9)	(3.9)	(13.8)	(19.1)	32
Other religion	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Ethnicity of household head								
Black/Negro/African	28.5	16.3	3.8	3.1	2.3	17.1	35.6	542
Other	34.3	16.1	5.7	5.7	5.7	16.1	35.7	93
Marital status								
Currently married/in union/in a visiting relationship	26.5	12.0	3.0	2.3	1.8	12.8	32.5	522
Formerly married/in union/in a visiting relationship	42.1	36.1	9.0	8.9	7.3	36.3	50.3	113
Number of living children								
0	23.0	17.5	2.9	2.9	2.9	17.5	32.1	172
1-2	32.2	17.6	5.2	4.7	3.6	18.1	37.0	348
3-4	37.3	13.7	3.2	0.4	0.4	16.5	45.8	87
5+	(*)	(*)	(*)	(*)	(*)	(*)	(*)	27
Education								
Lower secondary or less	(43.7)	(39.1)	(10.0)	(10.0)	(10.0)	(39.1)	(48.4)	25
Upper secondary	27.6	13.1	4.7	4.1	3.4	13.7	31.7	334
Higher	30.1	18.1	2.9	2.0	1.4	18.9	39.2	276
Wealth quintile								
Poorest	23.2	8.9	5.5	5.5	5.5	8.9	24.0	125
Second	39.8	23.7	6.7	6.7	6.7	23.7	45.6	132
Middle	17.3	13.9	4.4	2.6	0.8	15.7	30.4	126
Fourth	32.1	17.6	0.3	0.3	0.3	17.6	34.2	134
Richest	33.8	16.9	3.7	2.1	0.7	18.5	44.0	118

Note: Husband/partner refers to the current husband/partner for currently married women and the most recent husband/partner for divorced, separated or widowed women.

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

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

Table DV.2.1: Spousal violence by husband's characteristics and empowerment indicators

Percentage of ever-married women age 15-49 years who have ever experienced emotional, physical, or sexual violence committed by their current or most recent husband/partner, according to the husband's characteristics and women's empowerment indicators, Turks and Caicos Islands MICS, 2019-2020

	Emotional violence	Physical violence	Sexual violence	Physical and sexual	Physical and sexual and emotional	Physical or sexual	Physical or sexual or emotional	Number of ever-married women
Total	29.3	16.3	4.1	3.4	2.8	17.0	35.6	635
Husband's/partner's alcohol consumption								
Does not drink alcohol	12.3	5.8	2.9	1.3	0.3	7.5	15.2	238
Drinks alcohol but is never drunk	15.3	19.3	1.2	1.2	1.2	19.3	28.7	81
Is sometimes drunk	41.3	18.7	2.7	2.7	2.7	18.7	47.0	247
Is often drunk	(61.0)	(40.3)	(16.7)	(16.4)	(14.0)	(40.6)	(73.1)	69
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Spousal age difference¹								
Wife older	32.5	4.1	2.7	0.2	0.2	6.7	36.0	88
Wife is same age	(26.6)	(3.2)	(0.0)	(0.0)	(0.0)	(3.2)	(28.8)	44
Wife 1-4 years younger	20.8	15.9	4.7	3.7	2.4	16.9	29.2	171
Wife 5-9 years younger	22.0	14.6	3.2	3.2	3.2	14.6	25.7	131
Wife 10 or more years younger	39.2	13.3	1.4	1.4	1.4	13.3	47.8	86
Husband/partner's age unknown	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Number of marital control behaviors displayed by husband/partner²								
0	12.0	4.2	0.3	0.3	0.3	4.2	13.4	215
1-2	20.3	13.0	3.3	1.7	0.2	14.6	28.0	267
3-4	66.0	34.3	9.7	9.7	9.7	34.3	78.2	134
5-6	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19
Number of reasons for which wife beating is justified³								
0	28.1	15.7	3.9	3.2	2.5	16.4	33.6	590
1-2	(45.6)	(24.5)	(7.1)	(7.1)	(7.1)	(24.5)	(62.7)	44
3-4	-	-	-	-	-	-	-	0
5	-	-	-	-	-	-	-	0
Woman's father beat mother								
Yes	45.2	32.3	12.6	12.6	12.6	32.3	52.3	94
No	25.5	15.0	2.1	1.7	0.8	15.4	32.0	432
DK/Missing	30.8	7.7	4.6	2.5	2.5	9.8	35.5	108
Woman afraid of husband/partner								
Most of the time afraid	(*)	(*)	(*)	(*)	(*)	(*)	(*)	20
Sometimes afraid	52.6	32.5	8.9	8.9	8.9	32.5	58.4	103
Never afraid	22.1	10.1	2.0	1.2	0.4	11.0	28.8	508
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4

Note: Husband/partner refers to the current husband/partner for currently married women and the most recent husband/partner for divorced, separated or widowed women.

¹ Includes only currently married/in union/in a visiting relationship women.

² According to the wife's report. See [Table DV1.8] for list of behaviors.

³ According to the wife's report. See [Table PR8.1W] for list of decisions.

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

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

Table DV.2.2: Violence by any husband/partner in the last 12 months

Percentage of ever-married women age 15-49 years who have experienced emotional, physical or sexual violence by any husband/partner in the past 12 months, Turks and Caicos Islands MICS, 2019-2020

	Emotional violence	Physical violence	Sexual violence	Physical and sexual	Physical and sexual and emotional	Physical or sexual	Physical or sexual or emotional	Number of ever-married/in union/in a visiting relationship women
Total	17.5	8.1	2.3	1.6	1.3	8.8	21.1	635
Region								
Grand Turk	16.3	3.6	1.2	0.9	0.0	3.8	17.7	59
NCMCSCSC	12.4	7.4	1.7	1.7	1.7	7.4	13.7	25
Providenciales	17.9	8.7	2.4	1.7	1.4	9.4	21.8	551
Age								
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19
20-24	(18.6)	(27.3)	(3.5)	(3.5)	(3.5)	(27.3)	(31.0)	89
25-29	23.7	6.6	3.4	3.4	0.0	6.6	27.5	66
30-34	17.7	6.8	1.3	1.2	1.2	6.9	20.6	110
35-39	13.5	5.2	3.2	2.1	2.1	6.3	13.5	158
40-44	17.5	1.1	0.2	0.2	0.2	1.1	17.5	103
45-49	22.4	0.4	2.7	0.0	0.0	3.1	22.4	90
Education								
Lower secondary or less	(31.9)	(22.4)	(0.0)	(0.0)	(0.0)	(22.4)	(32.7)	25
Upper secondary	16.8	5.9	2.1	1.5	1.4	6.5	19.3	334
Higher	17.1	9.6	2.7	1.9	1.2	10.4	22.1	276
Wealth quintile								
Poorest	16.7	3.6	0.9	0.9	0.9	3.6	16.8	125
Second	27.2	14.2	5.2	5.2	5.2	14.2	33.1	132
Middle	16.3	8.3	1.8	0.0	0.0	10.1	23.5	126
Fourth	13.8	3.1	0.4	0.4	0.0	3.1	14.9	134
Richest	13.1	11.7	3.2	1.5	0.0	13.4	16.5	118

Note: Any husband/partner includes all current, most recent and former husbands/partners

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

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

Table DV.2.3: Experience of spousal violence by duration of marriage

Percentage of currently married women age 15-49 years who have been married only once who first experienced physical or sexual violence committed by their current husband/partner by specific exact years since marriage according to marital duration, Turks and Caicos Islands MICS, 2019-2020

	Percentage whose first experience of spousal physical or sexual violence by exact marital duration					Percentage who have not experienced sexual or physical violence	Number of currently married women who have been married only once
	2 years	5 years	10 years	After 10 years	Missing		
Total	8.1	5.0	2.6	1.0	0.3	79.6	440
Years since marriage							
<2	(7.0)	na	na	na	(0.0)	(86.2)	52
2-4	(15.8)	(0.4)	na	na	(0.0)	(80.0)	70
5-9	6.1	8.1	0.8	na	1.2	76.8	105
10+	6.8	6.3	5.0	2.1	0.1	79.2	213
na = Not applicable							
Note: "Married" or "married/in union" includes married, common-law and visiting relationship.							
() Figures that are based on 25-49 unweighted cases							

Table DV.2.4: Injuries to women due to spousal violence

Percentage of ever-married women age 15-49 years who have experienced violence committed by their current or most recent husband/partner and who have been injured as a result of the violence, by types of injuries, according to the type of violence, Turks and Caicos Islands MICS, 2019-2020

	Cuts, puncture, bites, scratch, abrasions, bruises or aches	Eye injuries, broken eardrum, sprains, dislocations, or burns	Deep wounds, fractures, broken bones, broken teeth, or any other serious injury	Any of these injuries	Number of ever-married/ in union/in a visiting relationship women who have experienced physical or sexual violence
Physical violence¹					
Ever ²	40.1	18.6	8.1	41.7	103
Past 12 months	(29.7)	(17.0)	(10.9)	(29.7)	50
Sexual violence					
Ever ²	(*)	(*)	(*)	(*)	26
Past 12 months	(*)	(*)	(*)	(*)	13
Physical or sexual violence¹					
Ever ²	38.6	17.9	7.8	40.1	108
Past 12 months	(27.4)	(15.6)	(10.0)	(27.4)	54

Note: Husband/partner refers to the current husband/partner for currently married women and the most recent husband/partner for divorced, separated or widowed women.

¹ Excludes women who reported violence only in response to a direct question on violence during pregnancy.

² Includes in the past 12 months

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

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

Table DV.2.5: Violence by women against their husband by women's background characteristics

Percentage of ever-married women age 15-49 years who have committed physical violence against their current or most recent husband/partner when he was not already beating or physically hurting her, ever and in the past 12 months according to women's own experience of spousal violence, Turks and Caicos Islands MICS, 2019-2020

	Percentage who committed physical violence against their husband/partner		Number of ever-married/in union/in a visiting relationship women
	Ever ¹	Past 12 months	
Total	11.3	5.9	635
Women experienced spousal physical violence			
Ever	39.3	20.0	103
In the past 12 months	(37.9)	(37.5)	50
Never	5.6	2.8	509
Region			
Grand Turk	8.6	1.6	59
NCMCSCSC	3.8	3.4	25
Providenciales	11.9	6.4	551
Age			
15-19	(*)	(*)	19
20-24	(20.5)	(12.8)	89
25-29	7.2	3.4	66
30-34	13.1	5.3	110
35-39	11.2	7.1	158
40-44	2.3	0.7	103
45-49	9.1	0.0	90
Woman's religion			
Anglican	(15.4)	(6.4)	18
Baptist	12.1	6.0	223
Pentecostal	6.6	1.1	99
Other Christian	12.7	8.1	243
No religion	(3.9)	(2.2)	32
Other religion	(*)	(*)	11
Missing/DK	(*)	(*)	9
Ethnicity of household head			
Black/Negro/African	12.0	6.6	542
Other	7.0	1.6	93
Marital status			
Currently married/in union/in a visiting relationship	9.4	5.3	522
Formerly married/in union/in a visiting relationship	20.0	8.4	113
Number of living children			
0	12.6	6.7	172
1-2	11.7	5.1	348
3-4	10.4	9.0	87
5+	(*)	(*)	27
Education			
Lower secondary or less	(37.0)	(24.0)	25
Upper secondary	11.0	6.0	334
Higher	9.3	4.1	276

Table DV.2.5: Violence by women against their husband by women's background characteristics

Percentage of ever-married women age 15-49 years who have committed physical violence against their current or most recent husband/partner when he was not already beating or physically hurting her, ever and in the past 12 months according to women's own experience of spousal violence, Turks and Caicos Islands MICS, 2019-2020

	Percentage who committed physical violence against their husband/partner		Number of ever-married/in union/in a visiting relationship women
	Ever ¹	Past 12 months	
Wealth quintile			
Poorest	9.5	4.2	125
Second	21.2	13.1	132
Middle	8.3	3.9	126
Fourth	5.5	2.7	134
Richest	11.8	5.3	118

Note: Husband/partner refers to the current husband/partner for currently married women and the most recent husband/partner for divorced, separated or widowed women.

¹ Includes in the past 12 months

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

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

Table DV.2.6: Violence by women against their husband by husband's characteristics and empowerment indicators

Percentage of ever-married women age 15-49 years who have committed physical violence against their current or most recent husband/partner when he was not already beating or physically hurting her, ever and in the past 12 months according to their husband's characteristics and women's empowerment indicators, Turks and Caicos Islands MICS, 2019-2020

	Percentage who committed physical violence against their husband/partner		Number of ever-married/in union/in a visiting relationship women
	Ever ¹	Past 12 months	
Total	11.3	5.9	635
Husband's/partner's alcohol consumption			
Does not drink alcohol	1.1	1.0	238
Drinks alcohol but is never drunk	7.9	0.0	81
Is sometimes drunk	16.0	7.7	247
Is often drunk	(33.5)	(23.0)	69
Missing	(*)	(*)	1
Spousal age difference²			
Wife older	7.0	6.7	88
Wife is same age	(10.1)	(2.3)	44
Wife 1-4 years younger	6.0	2.0	171
Wife 5-9 years younger	15.6	9.4	131
Wife 10 or more years younger	8.9	5.8	86
Husband's/partner's age unknown	(*)	(*)	1
Number of marital control behaviors displayed by husband/partner³			
0	2.6	1.0	215
1-2	11.6	4.9	267
3-4	23.0	13.4	134
5-6	(*)	(*)	19
Number of reasons for which wife beating is justified⁴			
0	11.2	6.0	568
1-2	14.5	5.7	55
3-4	(*)	(*)	11
6	-	-	0
Woman's Father beat mother			
Yes	25.2	19.4	94
No	8.1	3.6	432
Don't know/missing	12.1	3.4	108
Woman afraid of husband/partner			
Most of the time afraid	(*)	(*)	20
Sometimes afraid	23.8	13.8	103
Never afraid	8.1	4.6	508
Missing	(*)	(*)	4

Note: Husband/partner refers to the current husband/partner for currently married women and the most recent husband/partner for divorced, separated or widowed women.

¹ Includes in the past 12 months

² Includes only currently married women.

³ According to the wife's report. See Table DV1.8 for list of behaviors.

⁴ According to the wife's report. See Table PR.8.1W for list of decisions.

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

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

12.6 HELP SEEKING

Tables DV2.7 and DV2.8 shows the help-seeking behaviors of women who have ever experienced physical and/or sexual violence.

Table DV.2.7: Help seeking to stop violence

Percent distribution of women age 15-49 years who have ever experienced physical or sexual violence by their help-seeking behavior according to type of violence, Turks and Caicos Islands MICS, 2019-2020

	Sought help to stop violence	Never sought help but told someone	Never sought help, never told anyone	Missing/ don't know	Total	Number of women who have ever experienced any physical or sexual violence
Total	43.5	33.9	21.8	0.8	100.0	256
Type of violence experienced						
Physical only	35.3	38.0	26.6	0.1	100.0	155
Sexual only	(*)	(*)	(*)	(*)	100.0	25
Both physical and sexual	55.4	30.7	13.9	0.0	100.0	77
Region						
Grand Turk	17.1	55.9	27.0	0.0	100.0	26
NCMCSCSC	(40.7)	(44.8)	(8.7)	(5.8)	100.0	6
Providenciales	46.7	31.0	21.6	0.8	100.0	224
Age						
15-19	(*)	(*)	(*)	(*)	100.0	10
20-24	(*)	(*)	(*)	(*)	100.0	50
25-29	(56.4)	(7.5)	(36.1)	(0.0)	100.0	34
30-34	(38.0)	(48.5)	(12.9)	(0.5)	100.0	40
35-39	(55.8)	(23.2)	(20.7)	(0.3)	100.0	58
40-44	(26.1)	(55.7)	(12.6)	(5.6)	100.0	31
45-49	(39.5)	(33.7)	(26.8)	(0.0)	100.0	33
Woman's religion						
Anglican	(*)	(*)	(*)	(*)	100.0	13
Baptist	39.3	40.9	19.4	0.3	100.0	68
Pentecostal	(28.5)	(55.4)	(16.2)	(0.0)	100.0	53
Other Christian	52.6	15.7	29.9	1.7	100.0	98
No religion	(*)	(*)	(*)	(*)	100.0	19
Missing/DK	(*)	(*)	(*)	(*)	100.0	6
Ethnicity of household head						
Black/Negro/African	40.5	35.3	23.3	0.9	100.0	228
Other	(67.9)	(22.0)	(10.1)	(0.0)	100.0	28
Marital status						
Currently married/in union/in a visiting relationship	38.5	35.3	24.9	1.3	100.0	166
Formerly married/in union/in a visiting relationship	(59.2)	(24.8)	(16.0)	(0.0)	100.0	43
Never married/in union/in a visiting relationship	(46.8)	(37.0)	(16.1)	(0.0)	100.0	47
Number of living children						
0	48.6	28.1	23.4	0.0	100.0	79
1-2	46.4	32.5	21.0	0.1	100.0	137
3-4	(19.4)	(37.3)	(35.5)	(7.7)	100.0	22
5+	(*)	(*)	(*)	(*)	100.0	18
Education						
Lower secondary or less	(*)	(*)	(*)	(*)	100.0	14
Upper secondary	54.0	28.1	17.9	0.0	100.0	123
Higher	32.2	38.0	28.4	1.4	100.0	119

Table DV.2.7: Help seeking to stop violence

Percent distribution of women age 15-49 years who have ever experienced physical or sexual violence by their help-seeking behavior according to type of violence, Turks and Caicos Islands MICS, 2019-2020

	Sought help to stop violence	Never sought help but told someone	Never sought help, never told anyone	Missing/ don't know	Total	Number of women who have ever experienced any physical or sexual violence
Wealth quintile						
Poorest	(66.8)	(24.6)	(8.6)	(0.0)	100.0	32
Second	(55.7)	(27.0)	(17.3)	(0.0)	100.0	53
Middle	(27.7)	(27.3)	(44.7)	(0.3)	100.0	53
Fourth	(53.0)	(25.1)	(19.1)	(2.8)	100.0	60
Richest	23.7	60.9	15.1	0.4	100.0	57

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

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

Table DV.2.8: Sources for help to stop the violence

Percentage of women age 15-49 years who have experienced physical or sexual violence and sought help by sources from which they sought help according to the type of violence reported, Turks and Caicos Islands MICS, 2019-2020

	Type of violence experienced			
	Physical only	Sexual only	Physical and sexual	Physical or sexual violence
Source				
Own family	(29.7)	(*)	(74.2)	52.7
Husband/partner's family	(1.2)	(*)	(13.7)	5.8
Current/former boyfriend	(0.0)	(*)	(5.3)	2.0
Friend	(38.2)	(*)	(36.4)	40.7
Neighbour	(6.5)	(*)	(9.7)	12.8
Religious leader	(10.8)	(*)	(19.4)	12.7
Doctor/medical personnel	(26.7)	(*)	(14.1)	18.6
Police	(21.6)	(*)	(56.3)	38.2
Lawyer	(0.3)	(*)	(0.0)	0.1
Social service organization	(6.6)	(*)	(12.3)	8.8
Other	(10.7)	(*)	(2.0)	6.0
Number of women who have sought help	55	14	43	112
Note: Women can report more than one source from which they sought help.				
() Figures that are based on 25-49 unweighted cases				
(*) Figures that are based on fewer than 25 unweighted cases				

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 Turks & Caicos Islands 2019-2020 MICS was to produce statistically reliable estimates of most indicators, at the national level, and for the three regions of the country: Grand Turk, NCMCSCSC (created by combining North Caicos, Middle Caicos, South Caicos, and Salt Cay¹⁵²), and Providenciales. There are no estimates by area of residence (urban/rural) since the Department of Statistics considers Providenciales and Grand Turk to be completely urban and the rest of the islands in the country to be rural. The localities in each of the three regions were defined as the sampling strata. Since TCI has never previously had a MICS or a Demographic and Health Survey (DHS) to determine a new sample size for each domain based on previously obtained indicators and their sampling errors, the sampling team decided on a feasible sample size of 1,599 households.

For Providenciales only, a two-stage sample was chosen using probability proportional to size, where the first-stage units were the Enumeration Districts (EDs) and the second-stage units were the households inside them. For the other domains (Grand Turk and NCMCSCSC), a one-stage sample was used since every ED in these two domains of estimation was selected in sample with probability one. The sampling frame was based on the 2012 TCI Census of Population and Housing. The primary sampling units (PSUs) selected at the first stage were the enumeration districts (EDs) defined for the census enumeration. A listing of households was conducted in each sample ED, and a sample of households was selected within each sample ED.

A.1 SAMPLE SIZE AND SAMPLE ALLOCATION

Since the overall sample size for the Turks & Caicos Island 2019-2020 MICS partly depends on the geographic domains of analysis that are defined for the survey tables, the distribution of EDs and households in TCI from the 2012 Census sampling frame was first examined by region, shown in Table SD.1.

¹⁵²Based on feedback from the National Assessment Team, a late decision was taken to include Salt Cay in the sample and interview all the households (39).

Table SD.1: Distribution of Enumeration Districts and households in sampling frame

Distribution of EDs and households, by island, Census 2012			
	Number of Localities	Number of EDs	Number of Households (2012 Census)
Total	37	158	12,168
Island			
Providenciales	15	123	9,312
Grand Turk	11	19	1,752
North Caicos	2	5	529
Middle Caicos	1	1	73
South Caicos	6	8	452
Salt Cay	2	2	50

The number of households selected per cluster for the Turks & Caicos Islands 2019-2020 MICS was as follows:

- In Providenciales, 20 households were selected from each ED
- In Grand Turk and NCMCSCSC, 30 households were selected from most EDs, with the following exceptions:
 - In North Caicos and South Caicos, two EDs were collapsed into one and 60 households were selected in the merged clusters
 - In Salt Cay, all 39 households listed were included in the survey.

Table SD.2 shows the allocation of the clusters and households to the sampling strata.

Table SD.2: Sample allocation

Allocation of sample clusters (EDs) and sample households to sampling strata, Turks & Caicos Islands 2019-2020 MICS				
	Sample Size per ED	Sample of Households with Children 0-4	Sample of Households without Children 0-4	Total Households in Sample
Total				1,599
Island				
Providenciales (39 EDs in sample)	20	8	12	780
Grand Turk (15 EDs in sample)	30	12	18	450
NCMCSCSC* (10 EDs, including Salt Cay)	30	12	18	369

* For the EDs with 60 HHs in sample, sample of HHs with children is 24 and without is 36.

A.2 SELECTION OF ENUMERATION AREAS (CLUSTERS)

Census enumeration areas were selected from each of the sampling strata by using systematic probability proportional to size (PPS) sampling procedures for Providenciales, based on the number of households in each enumeration area from the 2012 Census frame, while in the remaining strata, all of the EDs were selected with a probability of 1. The first stage of sampling was thus completed by selecting the required number of sample EDs (specified in Table SD.2) from each of the three regions.

A.3 LISTING ACTIVITIES

Given that there had been many changes in the households enumerated in the 2012 Census, a new listing of households was conducted in all the sample enumeration areas prior to the selection of households. For this purpose, listing teams were trained to visit all the selected enumeration areas and list all households in each enumeration area.

The training for the household listing exercise took place in the month of February 2019, over a period of three (3) days on each island, totalling 12 days in four different locations: South Caicos, North Caicos, Providenciales and Grand Turk.

The trainers for the household listing training were:

- Mr. Shirlen Forbes – Chief Statistician
- Ms. Sabrina Williams – Deputy Chief Statistician
- Ms. Wendera Seymour – MICS Coordinator

The training sessions included discussions on general information about the MICS, the sample design for the Turks and Caicos Islands MICS, the purpose of the mapping and household listing operation, the duties of the listing staff, materials needed, definition of key terms, locating a cluster, preparing location and sketch maps, filling out the listing household forms and preparing for the pilot study that was conducted. A pilot was conducted in each of the training locations.

The selection of listers and mappers was drawn from among persons who had worked with the Department of Statistics on previous surveys, new persons and the staff of the Statistics Department. In addition, a Creole language translator was hired to assist the team in Providenciales, as there are a few areas that are highly populated by Haitian nationals.

All 64 clusters were listed, in addition to another five clusters which were used as the sites for the field work pilot which formed part of the training of field staff.

Three of the listed clusters required segmentation. However, ED60714 was not segmented because there were no reasonable boundaries to segment along. The segmented EDs are as follows:

- ED 060902 (Honda Road) in Providenciales (Cluster 07) with 477 dwelling units was segmented, with Segment 1, which contained 29.1 percent of the households being selected for inclusion in the survey.
- ED 060911 (Honda Road) in Providenciales. (Cluster 11) with 418 dwelling units was segmented, with Segment 4, which contained 21.5 percent of the households being selected for inclusion in the survey.

A.4 SELECTION OF HOUSEHOLDS

Lists of households were prepared by the listing teams in the field for each enumeration area. The households were then sequentially numbered from 1 to M_{hi} (the total number of households in each enumeration district), separately for households with and without children under 5 years. The selection of households was conducted at the Department of Statistics, where the selection of households from each group in each enumeration district was carried out using random systematic selection procedures. The MICS6 spreadsheet template for systematic random selection of households was adapted for this purpose.¹⁵³

The survey also included a questionnaire for individual men that was to be administered in half of the sample of households. The MICS household selection template includes an option to specify the proportion of households to be selected for administering the individual questionnaire for men, and the spreadsheet automatically selected the corresponding subsample of households.¹⁵⁴ All men age 15 to 49 years in the selected households were eligible for interview.

The households listed in each sample cluster were divided into two strata for the second stage selection: households with children under age 5 and households without children under age 5. A separate sample of households was selected from each group, using a higher sampling rate for households with children under 5. This sampling strategy increased the number of children under 5 in the sample to increase the precision of the indicators based on under-5 children.

Of the households selected in each cluster, the target number of sample households with children under age 5 years was 8 for clusters from which 20 households were selected; 12 for clusters from which 30 households were selected, and 24 for clusters from which 60 households were selected. Therefore, in sample clusters where more than the required number (8, 12 or 24) of households with children under age 5 were listed, 8, 12 or 24 of these households were selected as appropriate using random systematic sampling; and 12, 18 or 36 households without children under age 5 were selected from the other stratum. In sample clusters where less than the required number of households with children under 5 were listed, all of these households were selected for the survey. In these clusters, the number of households without children under 5 to be selected was equal to the total number of households to be selected minus the number of households with children.

The Turks & Caicos Islands 2019-2020 MICS also included water quality testing for a subsample of households within each sample cluster. A subsample of 5 of the selected households was selected in each sample cluster using random systematic sampling for conducting water quality testing, for both water in the household and at the source. The MICS household selection template includes an option to specify the number of households to be selected for the water quality testing, and the spreadsheet automatically selected the corresponding subsample of households.¹⁵⁴

A.5 CALCULATION OF SAMPLE WEIGHTS

The Turks & Caicos Islands 2019-2020 MICS sample is not self-weighting. For this reason, sample weights were calculated and used in the subsequent analyses of the survey data.

The major component of the weight is the reciprocal of the sampling fraction employed in selecting the number of sample households in that particular sampling stratum (h) and PSU (i):

¹⁵³ Available here: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 31, 2018. <http://mics.unicef.org/tools#survey-design>.

$$W_{hi} = \frac{1}{f_{hi}}$$

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:

$$f_{hi} = p_{1hi} \times p_{2hi} \times p_{3hi},$$

where p_{shi} is the probability of selection of the sampling unit at stage s for the i -th sample PSU in the h -th sampling stratum. Based on the sample design, these probabilities were calculated as follows for the domain of estimation Providenciales:

$$p_{1hi} = \frac{n_h \times M_{hi}}{M_h},$$

n_h = number of sample PSUs selected in stratum h

M_{hi} = number of households in the 2012 Census frame for the i -th sample PSU in stratum h

M_h = total number of households in the 2012 Census frame for stratum h

p_{2hi} = proportion of the PSU listed in the i -th sample PSU in stratum h (in the case of PSUs that were segmented); for non-segmented PSUs, $p_{2hi} = 1$

The last stage probability of selection in each sample EA (p_{3hi}) is different for households with and without children under 5. For this reason, separate weights were calculated for each group of households in the sample EA.

Based on the stratified two-stage sample design for Providenciales, the probability of selection for the sample households with children under 5 within a sample EA was calculated as follows:

$$f_{hi(wc)} = \frac{n_h \times M_{hi}}{M_h} \times p_{2hi} \times \frac{m_{hi(wc)}}{M'_{hi(wc)}},$$

where:

$f_{hi(wc)}$ = probability of selection for the sample households with children under 5 in the i -th sample PSU in stratum h

n_h , M_{hi} , M_h and p_{2hi} are identical to the earlier definition

$m_{hi(wc)}$ = number of sample households with children under 5 selected in the i -th sample PSU in stratum h

$M'_{hi(wc)}$ = total number of households with children under 5 listed in the i -th sample PSU in stratum h

The corresponding overall probability of selection for the households without children was calculated as follows:

$$f_{hi(woc)} = \frac{n_h \times M_{hi}}{M_h} \times p_{2hi} \times \frac{m_{hi(woc)}}{M'_{hi(woc)}},$$

where:

- $f_{hi(woc)}$ = probability of selection for the sample households without children under 5 in the i -th sample PSU in stratum h
- $m_{hi(woc)}$ = number of sample households without children under 5 selected in the i -th sample PSU in stratum h
- $M'_{hi(woc)}$ = total number of households without children under 5 listed in the i -th sample PSU in stratum h

Given that the number of households in each enumeration area (PSU) from the 2012 Census frame used for the first stage selection and the updated number of households in the EA from the listing are generally different, as well as the oversampling strategy for households with children under 5, individual overall probabilities of selection for households in each sample EA (cluster) were calculated separately for households with and without children under 5.

In the case of the other two domains of estimation (Grand Turk and NSMCSC), where a one-stage sample was selected, the first stage probability of selection (p_{1hi}) is equal to 1. Therefore the first stage component of the probability in the above formulas for the probabilities of the households with and without children under 5 is dropped for these domains.

A final component in the calculation of sample weights takes into account the level of non-response for the household and individual interviews. The adjustment for 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 .

Similarly, adjustment for non-response at the individual level (women, men, 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, men, and under-5 children) in the sample households in stratum h who were successfully interviewed.

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 Turks & Caicos Islands 2019-2020 MICS are shown in Table SR.1.1 in this report.

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. Additionally, in each sample household, one woman age 15-49 was randomly selected from all the women in this age group recorded in the list of household members, to whom the Domestic Violence module was administered.

The weights for the questionnaire for individual men were calculated in a similar way. In this case the number of eligible men in the list of household members in all the MICS sample households in the stratum was used as the numerator of the non-response adjustment factor, while the number of completed questionnaires for men in the stratum was obtained from the 50% subsample of households. Therefore, this adjustment factor includes an implicit subsampling weighting factor of 2 in addition to the adjustment for the non-response to the individual questionnaire for men.

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. 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.

In the case of the domestic violence questionnaire for women, the weights were also adjusted for nonresponse at the household level, and the normalized weights were multiplied by the number of eligible women age 15-49 in each household, similar to the weighting approach for the children age 5-17.

For the water quality testing (both in household and at source) a subsample of 5 households was selected from the MICS sample households in each sample cluster, whether 20, 30 or 60. Therefore, the basic (unadjusted) household weight would be multiplied by the inverse of this subsampling rate as follows:

$$W_{wqhi} = \frac{1}{f_{hi}} \frac{q}{5} = \frac{(q/5)}{f_{hi}}$$

where:

W_{wqhi} = basic weight for the subsample of households selected for the water quality testing in the i -th sample EA in stratum h

And $q = 20, 30$ or 60

Since the response rate may be different for the water quality testing for home consumption and at the source, the basic weights for each were adjusted separately for non-response at the stratum level as follows:

$$W'_{wqhi} = W_{wqhi} \times \frac{m_{wqh}}{m'_{wqh}},$$

where:

W'_{wqhi} = adjusted weight for the subsample of households selected for the water quality testing in the i -th sample EA in stratum h (separately for water quality testing in the household and at the source)

m_{wqh} = number of valid (occupied) sample households selected for water quality testing in stratum h

m'_{wqh} = number of sample households with completed water quality testing in stratum h (separately for water quality testing in the household and at the source)

The Turks & Caicos Islands 2019-2020 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 sampling 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, men, under-5 questionnaires and water quality testing. Adjusted (normalised) household weights varied between 0.09 and 8.89 in the 64 sample enumeration districts (clusters).

Sample weights were appended to all data sets and analyses were performed by weighting the data for households, women, men, under-5s, 5-17-year olds and water quality testing with these sample weights.

APPENDIX B LIST OF PERSONNEL INVOLVED IN THE SURVEY

Advocates

Hon. Charles Washington Misick	Premier and Minister for Finance, Investment and Trade
Hon. Erwin Jay Saunders	Minister of Health, Agriculture, Sports and Human Services
Hon. Sharlene Cartwright-Robinson	Former Premier and Minister for Finance, Investment and Trade
Hon. Edwin Astwood	Leader of the Opposition and Former Minister of Health, Agriculture, Sports and Human Services
Mrs. Athenee Harvey-Basden	Permanent Secretary, Ministry of Finance, Investment & Trade

TCI Department of Statistics MICS Team

Mr. Shirlen Forbes	Chief Statistician
Ms. Sabrina Williams	Deputy Chief Statistician, MICS Data Processing Focal Point
Ms. Wendera Seymour	Statistical Manager, MICS Coordinator
Ms. Cierra Garland	Statistician, MICS Data Processing Focal Point

UNICEF MICS Team

Dr. Aloys Kamuragiye	Representative, Office for the Eastern Caribbean Area
Mr. Alexandru Nartea	Former Monitoring & Evaluation Specialist, Eastern Caribbean Office
Mr. Patrice Bosso	Monitoring & Evaluation Specialist, Eastern Caribbean Office
Mrs. Stephane Bishop	Monitoring & Evaluation Officer, Eastern Caribbean Office
Ms. Jacqueline Montique Small	International MICS Consultant
Mr. Harry Hernandez	Data Processing Consultant
Mr. Armando Levinson	Sampling Consultant
Ms. Ana Maria Restrepo	Household Survey Consultant
Mr. Jose Sierra Castillo	Regional MICS Coordinator
Dr. Filipa de Castro	Household Survey Consultant
Dr. Elisabeth Lictevout	Water Quality Testing trainer
Dr. Celia Hubert	Household Survey Consultant

TCI National Assessment Team (*in lieu of Steering and Technical Committees*)

Mr. Shirlen Forbes	Chief Statistician
Ms. Sabrina Williams	Deputy Chief Statistician
Ms. Wendera Seymour	MICS Coordinator/Statistical Manager
Dr. Shandey Malcolm	Chief Epidemiologist
Dr. Pearle Brewster	Education Planner
Mrs. Ashley Adams-Forbes	Deputy Director Social Development
Mr. Terrance Smith	Representative of Non-Government Organization
Mr. Devereaux Malcolm	Representative from Official Opposition Party
Pastor Bradley Handfield	Representative of the Government
Ms. Jacqueline Montique Small	International MICS Consultant

Advisors

Dr. Nadia Astwood	Chief Medical Officer
Dr. Shandey Malcolm	Chief Epidemiologist
Nurse Alrisa Gardiner	Primary Health Care Manager
Dr. Pearle Brewster	Education Planner
Mr. Edgar Howell	Director of Education
Ms. Abigail Ambritton	Reading Specialist
Mr. Kenrick Neely	Chief Environmental Health Officer
Mr. Robert Hall	Managing Director of Provo Water Company
Mrs. Sherry Bell-Parker	Water Quality Manager (Provo Water Company)
Mrs. Tiffany Thomas-Brown	Director Social Development

Mrs. Ashley Adams-Forbes
Mrs. Carolyn Dickenson
Ms. Barbara Hamilton
Mrs. Lakeisha Wilson

Deputy Director Social Development
Director of Gender Affairs
Deputy Director Gender Affairs
Nutritionist

Household Listing Team – Field Supervisors

Ms. Marva Parker
Mrs. Beatrice Robinson-Beam
Ms. Tiffany Henfield
Ms. Wendera Seymour

Ms. Nichol Gardiner
Ms. Edith Skippings
Ms. Sabrina Williams

Household Listing Team – Interviewers

Ms. Carla Bassett
Mr. Jarrad Forbes
Ms. Nelene Swann
Ms. Sandra Johnson
Ms. Natalia Butterfield
Mrs. Brendalee Harvey
Ms. Dedgrie Jennings
Ms. Delricia Wilson
Mr. Omar Harvey
Mr. Ronald Saunders
Mrs. Glenda Lightbourne
Mr. Shamaad Lewis
Ms. Trevanna Cooke
Ms. Patral Hendfield
Ms. Stephanie Pierre
Ms. Christevia Williams
Ms. Sherley Belzi
Ms. Valine Aristil-Lombard
Ms. Alex Bennett
Ms. Tarina Parker

Ms. Rosheke Hall
Ms. Vershina Forbes
Ms. Earlia Basden
Ms. Keandra Robinson
Ms. Joanne Glington-Mardy
Ms. Jannay Arthur
Ms. Amanda Garland
Ms. Cierra Garland
Mr. Darren Williams
Ms. Shirley Hentutler
Mr. Darian Forbes
Ms. Janique Arthur
Ms. Nadine Williams
Mr. Herbert Beam
Ms. Brenda Williams
Ms. Elaine Lewis
Ms. Wealthy Saunders
Mr. Riphath Lombard
Mr. Edward Hall Jr
Ms. Rackiya Swann

Data Collection - Field Supervisors

Mr. Mikyo Simpson
Ms. Tarina Parker
Mrs. Benestine Gardiner- Hall

Mr. Edward Hall Jr
Ms. Rodoya Robinson

Data Collection - Interviewers

Ms. Cierra Garland
Ms. Valine Aristil
Mr. Edwin Myers Jr
Ms. Trevanna Cooke
Mr. Davonte Missick
Ms. Tinavia Arthur
Mr. Darren Williams
Mrs. Lenice Wilner-Forbes
Ms. Taleah Gardiner
Ms. Yzadora Laurency

Ms. Alex Bennett
Mr. Omar Harvey
Ms. Raven Jennings
Ms. Bianca Youth
Ms. Frandeline Jean Baptist
Mr. Cameron Lightbourne
Ms. Carnicia Skippings
Mr. Antonio Severe
Ms. Darelle Williams

Data Collection - Measurers

Ms. Keandra Malcolm
Mr. Samuel Kyle Rigby
Ms. Cyprianna Smith
Ms. Shekera Clarke

Mr. Devron Fulford
Mrs. Katherine Peat
Ms. Adonica Glington

Validation of MICS data and review of Survey Findings Report

Dr. Shandey Malcolm

Ms. Heidi Williams

Mrs. Ashley Adams-Forbes

Nurse Alrisa Gardiner

Mr. Edgar Howell

Mrs. Carolyn Dickenson

Mr. Kenrick Kneely

Mrs. Aldora Robinson

APPENDIX C ESTIMATES OF SAMPLING ERRORS

The sample of respondents selected in the Turks & Caicos Islands 2019-2020 Multiple Indicator Cluster Survey 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. For more complex statistics, such as fertility and mortality rates, the Jackknife repeated replication method is used for standard error estimation.
- *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 more complex sample design.
- *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 5.0 and SPSS Version 23 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 III. Results are presented for the national level (Table SE.1) and for all regions (Tables SE.4 to SE.6). Note that Tables SE.2 and SE.3 are excluded, as the TCI 2019-2020 MICS sample does not include the characteristic "Area".

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 total population living in these households.

- Access to electricity
- Primary reliance on clean fuels and technologies for cooking, space heating and lighting
- Use of basic drinking water services

- Use of safely managed drinking water services
- Handwashing facility with water and soap
- Use of basic sanitation services
- Safe disposal in situ of excreta from on-site sanitation facilities
- Population covered by social transfers

Table SE.1: Sampling errors: Total sample

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9942	0.0020	0.002	1.017	1.008	3,435	1,449	0.990	0.998
Ownership of mobile phone (women)	SR.10	0.9898	0.0053	0.005	2.313	1.521	824	824	0.979	1.000
Ownership of mobile phone (men)	SR.10	0.9844	0.0095	0.010	2.138	1.462	364	364	0.965	1.000
Use of internet (during the last 3 months, women)	SR.12a	0.9250	0.0113	0.012	1.503	1.226	824	824	0.902	0.947
Use of internet (during the last 3 months, men)	SR.12a	0.9084	0.0322	0.035	4.531	2.129	364	364	0.844	0.973
ICT skills (women)	SR.13b	0.5149	0.0465	0.090	7.115	2.667	824	824	0.422	0.608
ICT skills (men)	SR.13b	0.4620	0.0681	0.147	6.780	2.604	364	364	0.326	0.598
Use of tobacco (women)	SR.14a	0.0567	0.0136	0.239	2.827	1.681	824	824	0.030	0.084
Use of tobacco (men)	SR.14a	0.1082	0.0303	0.280	3.449	1.857	364	364	0.048	0.169
Survive										
Neonatal mortality rate (per 1,000 live births)	CS.1	4	2.9	0.79	na	na	na	na	-2	10
Infant mortality rate (per 1,000 live births)	CS.3	21	13.3	0.65	na	na	na	na	-6	47
Under-five mortality rate (per 1,000 live births)	CS.5	21	13.3	0.65	na	na	na	na	-6	47
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births)	-	1.626	0.391	0.240	na	na	na	na	0.845	2.407
Adolescent birth rate (per 1,000 adolescent women)	TM.1	24.650	17.064	0.692	na	na	na	na	0.000	58.778
Contraceptive prevalence rate	TM.3	0.3439	0.0351	0.102	2.868	1.693	516	525	0.274	0.414
Need for family planning satisfied with modern contraception	TM.4	0.5935	0.0497	0.084	3.554	1.885	291	348	0.494	0.693
Antenatal care coverage (at least four times by any provider)	TM.5b	0.9324	0.0304	0.033	1.232	1.110	76	85	0.872	0.993
Skilled attendant at delivery	TM.9	1.0000	0.0000	0.000	na	na	76	85	1.000	1.000

Table SE.1: Sampling errors: Total sample

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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>
Thrive - Child health, nutrition and development										
Diphtheria, tetanus and pertussis (DTP) immunization coverage	TC.3	(0.8971)	(0.0302)	(0.034)	(0.375)	(0.612)	28	39	(0.000)	(0.958)
Measles immunization coverage	TC.10	(0.8190)	(0.0464)	(0.057)	(0.551)	(0.743)	28	39	(0.000)	(0.912)
Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.9901	0.0031	0.003	1.459	1.208	3,435	1,449	0.984	0.996
Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	(*)	0	1	(*)	(*)
Exclusive breastfeeding under 6 months	TC.32	(*)	(*)	(*)	(*)	(*)	31	23	(*)	(*)
Stunting prevalence (moderate and severe)	TC.45a	0.0461	0.0298	0.647	5.476	2.340	272	272	0.000	0.106
Wasting prevalence (moderate and severe)	TC.46a	0.0115	0.0017	0.144	0.066	0.258	280	275	0.008	0.015
Overweight prevalence (moderate and severe)	TC.47a	0.1818	0.0267	0.147	1.311	1.145	280	275	0.128	0.235
Early child development index	TC.53	0.9091	0.0199	0.022	0.722	0.849	150	151	0.869	0.949
Learn										
Participation rate in organised learning (adjusted)	LN.2	0.9904	0.0007	0.001	0.004	0.063	45	71	0.989	0.992
Completion rate (Primary)	LN.8a	0.9871	0.0074	0.007	0.499	0.706	95	118	0.972	1.000
Completion rate (Lower secondary)	LN.8b	0.9934	0.0063	0.006	0.643	0.802	122	109	0.981	1.000
Completion rate (Upper secondary)	LN.8c	0.9769	0.0022	0.002	0.020	0.142	120	98	0.973	0.981
Children with foundational reading and numeracy skills (reading, attending grade 2/3)	LN.22c	0.7831	0.0372	0.048	2.114	1.454	385	260	0.709	0.858
Children with foundational reading and numeracy skills (numeracy, attending grade 2/3)	LN.22f	0.6297	0.0389	0.062	1.679	1.296	385	260	0.552	0.707
Protected from violence and exploitation										
Birth registration	PR.1	0.9924	0.0019	0.002	0.148	0.385	308	308	0.989	0.996
Violent discipline	PR.2	0.7914	0.0294	0.037	3.327	1.824	748	635	0.733	0.850
Child labour	PR.3	0.0614	0.0206	0.335	3.218	1.794	606	439	0.020	0.103
Child marriage (before age 15, women 20-24)	PR.4a	0.0000	0.0000	0.000	na	na	110	78	0.000	0.000
Child marriage (before age 18, women 20-24)	PR.4b	0.2331	0.0432	0.185	0.803	0.896	110	78	0.147	0.319
Safety (women)	PR.14	0.4541	0.0345	0.076	3.955	1.989	824	824	0.385	0.523
Safety (men)	PR.14	0.4651	0.0755	0.162	8.325	2.885	364	364	0.314	0.616
Domestic violence (women)	-	0.3917	0.0453	0.116	36.497	6.041	635	552	0.301	0.482

Table SE.1: Sampling errors: Total sample

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9802	0.0035	0.004	0.911	0.955	3,435	1,449	0.973	0.987
Use of safely managed drinking water services	WS.6	0.4477	0.0604	0.135	3.802	1.950	667	259	0.327	0.568
Handwashing facility with water and soap	WS.7	0.9754	0.0061	0.006	2.080	1.442	3,249	1,330	0.963	0.988
Use of improved sanitation facilities	WS.8	0.9871	0.0077	0.008	6.721	2.592	3,435	1,449	0.972	1.000
Use of basic sanitation services	WS.9	0.9317	0.0227	0.024	11.696	3.420	3,435	1,449	0.886	0.977
Removal of excreta for treatment off-site	WS.11	0.3370	0.0324	0.096	6.798	2.607	3,435	1,449	0.272	0.402
Equitable chance in life										
Children with functional difficulty	EQ.1	0.0608	0.0138	0.226	2.216	1.489	826	669	0.033	0.088
Population covered by social transfers	EQ.3	0.3086	0.0271	0.088	1.328	1.152	364	387	0.254	0.363
Discrimination (women)	EQ.7	0.2031	0.0170	0.084	0.426	0.653	73	239	0.169	0.237
Discrimination (men)	EQ.7	0.2725	0.0000	0.000	0.000	0.000	30	88	0.273	0.273
Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	(6.9228)	(0.000)	(0.000)	(0.000)	(0.000)	13	38	(0.000)	(6.923)
Overall life satisfaction index (men age 15-24; scale of 0-10)	EQ.9a	(*)	(*)	(*)	(*)	(*)	8	19	(*)	(*)
na: not applicable										
() Figures that are based on 25-49 unweighted cases										
(*) Figures that are based on fewer than 25 unweighted cases										

Table SE.4: Sampling errors: Grand Turk

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9818	0.0072	0.007	1.127	1.061	364	387	0.967	0.996
Ownership of mobile phone (women)	SR.10	0.9740	0.0114	0.012	1.225	1.107	73	239	0.951	0.997
Ownership of mobile phone (men)	SR.10	0.9974	0.0000	0.000	0.000	0.000	30	88	0.997	0.997
Use of internet (during the last 3 months, women)	SR.12a	0.9663	0.0104	0.011	0.789	0.888	73	239	0.946	0.987
Use of internet (during the last 3 months, men)	SR.12a	0.9861	0.0000	0.000	0.000	0.000	30	88	0.986	0.986
ICT skills (women)	SR.13b	0.6736	0.0196	0.029	0.418	0.646	73	239	0.634	0.713
ICT skills (men)	SR.13b	0.8302	0.0139	0.017	0.119	0.344	30	88	0.802	0.858
Use of tobacco (women)	SR.14a	0.0436	0.0137	0.315	1.077	1.038	73	239	0.016	0.071
Use of tobacco (men)	SR.14a	0.1280	0.0000	0.000	0.000	0.000	30	88	0.128	0.128
Survive										
Neonatal mortality rate (per 1,000 live births)	CS.1	0	0.0000	0.000	na	na	na	na	0.000	0.000
Infant mortality rate (per 1,000 live births)	CS.3	2	2.3618	1.015	na	na	na	na	-2.398	7.049
Under-five mortality rate (per 1,000 live births)	CS.5	2	2.3618	1.015	na	na	na	na	-2.398	7.049
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births)	-	1.543	0.2508	0.163	na	na	na	na	0.000	141.052
Adolescent birth rate (per 1,000 adolescent women)	TM.1	50.729	45.1615	0.890	na	na	na	na	1.041	2.044
Contraceptive prevalence rate	TM.3	0.4364	0.0276	0.063	0.498	0.706	47	162	0.381	0.492
Need for family planning satisfied with modern contraception	TM.4	0.5768	0.0292	0.051	0.411	0.641	31	119	0.519	0.635
Antenatal care coverage (at least four times by any provider)	TM.5b	(*)	(*)	(*)	(*)	(*)	4	22	(*)	(*)
Skilled attendant at delivery	TM.9	(*)	(*)	(*)	(*)	(*)	4	22	(*)	(*)

Table SE.4: Sampling errors: Grand Turk

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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>
Thrive - Child health, nutrition and development										
Diphtheria, pertussis and tetanus (DPT) immunization coverage	TC.3	(*)	(*)	(*)	(*)	(*)	2	12	(*)	(*)
Measles immunization coverage	TC.10	(*)	(*)	(*)	(*)	(*)	2	12	(*)	(*)
Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.9801	0.0061	0.006	0.731	0.855	364	387	0.968	0.992
Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	(*)	0	0	(*)	(*)
Exclusive breastfeeding under 6 months	TC.32	(*)	(*)	(*)	(*)	(*)	2	7	(*)	(*)
Stunting prevalence (moderate and severe)	TC.45a	0.0129	0.0042	0.324	0.132	0.363	23	97	0.005	0.021
Wasting prevalence (moderate and severe)	TC.46a	0.0000	0.0000	0.000	na	na	22	95	0.000	0.000
Overweight prevalence (moderate and severe)	TC.47a	0.0645	0.0138	0.215	0.299	0.546	22	95	0.037	0.092
Early child development index	TC.53	0.9738	0.0138	0.014	0.450	0.671	14	61	0.946	1.000
Learn										
Participation rate in organised learning (adjusted)	LN.2	(0.9813)	(0.000)	(0.000)	(0.000)	(0.000)	8	28	(0.981)	(0.981)
Completion rate (Primary)	LN.8a	(0.9556)	(0.000)	(0.000)	(0.000)	(0.000)	13	38	(0.956)	(0.956)
Completion rate (Lower secondary)	LN.8b	(1.000)	(0.000)	(0.000)	na	na	12	31	(1.000)	(1.000)
Completion rate (Upper secondary)	LN.8c	(0.9418)	(0.000)	(0.000)	(0.000)	(0.000)	12	29	(0.942)	(0.942)
Protected from violence and exploitation										
Birth registration	PR.1	0.9808	0.0076	0.008	0.337	0.581	25	110	0.966	0.996
Violent discipline	PR.2	0.8062	0.0174	0.022	0.418	0.646	81	217	0.771	0.841
Child labour	PR.3	0.0693	0.0022	0.032	0.010	0.102	71	134	0.065	0.074
Child marriage (before age 15, women 20-24)	PR.4a	(*)	(*)	(*)	(*)	(*)	7	19	(*)	(*)
Child marriage (before age 18, women 20-24)	PR.4b	(*)	(*)	(*)	(*)	(*)	7	19	(*)	(*)
Safety (women)	PR.14	0.6320	0.0221	0.035	0.498	0.706	73	239	0.588	0.676
Safety (men)	PR.14	0.8942	0.0000	0.000	0.000	0.000	30	88	0.894	0.894
Domestic violence (women)	-	0.3907	0.0254	0.065	0.000	0.000	59	174	0.340	0.442

Table SE.4: Sampling errors: Grand Turk

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9853	0.0060	0.006	0.947	0.973	364	387	0.973	0.997
	Use of safely managed drinking water services	WS.6	0.3292	0.0000	0.000	0.000	0.000	83	59	0.329	0.329
	Handwashing facility with water and soap	WS.7	0.9615	0.0129	0.013	1.454	1.206	305	322	0.936	0.987
	Use of improved sanitation facilities	WS.8	0.9853	0.0072	0.007	1.368	1.170	364	387	0.971	1.000
	Use of basic sanitation services	WS.9	0.9140	0.0148	0.016	1.071	1.035	364	387	0.884	0.944
	Removal of excreta for treatment off-site	WS.11	0.2363	0.0250	0.106	1.336	1.156	364	387	0.186	0.286
Equitable chance in life											
	Children with functional difficulty	EQ.1	0.0954	0.0114	0.120	0.340	0.583	92	225	0.073	0.118
	Population covered by social transfers	EQ.3	0.3086	0.0271	0.088	1.328	1.152	364	387	0.254	0.363
	Discrimination (women)	EQ.7	0.2031	0.0170	0.084	0.426	0.653	73	239	0.169	0.237
	Discrimination (men)	EQ.7	0.2725	0.0000	0.000	0.000	0.000	30	88	0.273	0.273
	Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	(6.9228)	(0.000)	(0.000)	(0.000)	(0.000)	13	38	(6.923)	(6.923)
	Overall life satisfaction index (men age 15-24; scale of 0-10)	EQ.9a	(*)	(*)	(*)	(*)	(*)	8	19	(*)	(*)

na: not applicable

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

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

Table SE.5: Sampling errors: NCMCSCSC

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9632	0.0096	0.010	0.851	0.923	182	326	0.944	0.982
Ownership of mobile phone (women)	SR.10	0.9802	0.0003	0.000	0.001	0.022	30	121	0.980	0.981
Ownership of mobile phone (men)	SR.10	0.9484	0.0009	0.001	0.001	0.032	16	69	0.947	0.950
Use of internet (during the last 3 months, women)	SR.12a	0.9572	0.0100	0.010	0.295	0.543	30	121	0.937	0.977
Use of internet (during the last 3 months, men)	SR.12a	0.8353	0.0256	0.031	0.323	0.568	16	69	0.784	0.886
ICT skills (women)	SR.13b	0.5438	0.0150	0.028	0.109	0.330	30	121	0.514	0.574
ICT skills (men)	SR.13b	0.4508	0.0807	0.179	1.790	1.338	16	69	0.289	0.612
Use of tobacco (women)	SR.14a	0.0251	0.0131	0.523	0.844	0.919	30	121	0.000	0.051
Use of tobacco (men)	SR.14a	0.2196	0.0579	0.264	1.329	1.153	16	69	0.104	0.335
Survive										
Neonatal mortality rate (per 1,000 live births)	CS.1	0	0.0000	0.000	na	na	na	na	0.000	0.000
Infant mortality rate (per 1,000 live births)	CS.3	0	0.0000	0.000	na	na	na	na	0.000	0.000
Under-five mortality rate (per 1,000 live births)	CS.5	0	0.0000	0.000	na	na	na	na	0.000	0.000
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births)	-	1.537	0.4554	0.296	na	na	na	na	0.626	2.448
Adolescent birth rate (per 1,000 adolescent women)	TM.1	0.000	0.0000		na	na	na	na	0.000	0.000
Contraceptive prevalence rate	TM.3	0.3085	0.0122	0.039	0.053	0.231	19	78	0.284	0.333
Need for family planning satisfied with modern contraception	TM.4	0.5117	0.0000	0.000	0.000	0.000	11	53	0.512	0.512
Antenatal care coverage (at least four times by any provider)	TM.5b	(*)	(*)	(*)	(*)	(*)	2	15	(*)	(*)
Skilled attendant at delivery	TM.9	(*)	(*)	(*)	(*)	(*)	2	15	(*)	(*)

Table SE.5: Sampling errors: NCMCSCSC

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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>
Thrive - Child health, nutrition and development										
Diphtheria, pertussis and tetanus (DPT) immunization coverage	TC.3	(*)	(*)	(*)	(*)	(*)	1	8	(*)	(*)
Measles immunization coverage	TC.10	(*)	(*)	(*)	(*)	(*)	1	8	(*)	(*)
Primary reliance on clean fuels and technologies for cooking and lighting	TC.18	0.9858	0.0035	0.004	0.280	0.530	182	326	0.979	0.993
Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	(*)	0	1	(*)	(*)
Exclusive breastfeeding under 6 months	TC.32	(*)	(*)	(*)	(*)	(*)	1	3	(*)	(*)
Stunting prevalence (moderate and severe)	TC.45a	(0.0000)	(0.0000)	(0.000)	na	na	5	34	(0.000)	(0.000)
Wasting prevalence (moderate and severe)	TC.46a	(0.0000)	(0.0000)	(0.000)	na	na	5	34	(0.000)	(0.000)
Overweight prevalence (moderate and severe)	TC.47a	(0.1542)	(0.0103)	(0.067)	(0.027)	(0.164)	5	34	(0.134)	(0.175)
Early child development index	TC.53	(*)	(*)	(*)	(*)	(*)	2	17	(*)	(*)
Learn										
Participation rate in organised learning (adjusted)	LN.2	(*)	(*)	(*)	(*)	(*)	2	14	(*)	(*)
Completion rate (Primary)	LN.8a	(1.0000)	(0.0000)	(0.000)	na	na	7	31	(1.000)	(1.000)
Completion rate (Lower secondary)	LN.8b	(*)	(*)	(*)	(*)	(*)	4	20	(*)	(*)
Completion rate (Upper secondary)	LN.8c	(*)	(*)	(*)	(*)	(*)	2	11	(*)	(*)
Protected from violence and exploitation										
Birth registration	PR.1	(1.0000)	(0.0000)	(0.000)	na	na	7	43	(1.000)	(1.000)
Violent discipline	PR.2	0.7565	0.0046	0.006	0.013	0.112	33	112	0.747	0.766
Child labour	PR.3	0.0570	0.0102	0.179	0.178	0.422	38	93	0.037	0.077
Child marriage (before age 15, women 20-24)	PR.4a	(*)	(*)	(*)	(*)	(*)	1	7	(*)	(*)
Child marriage (before age 18, women 20-24)	PR.4b	(*)	(*)	(*)	(*)	(*)	1	7	(*)	(*)
Safety (women)	PR.14	0.8263	0.0072	0.009	0.043	0.207	30	121	0.812	0.841
Safety (men)	PR.14	0.9674	0.0005	0.001	0.001	0.025	16	69	0.966	0.968
Domestic violence (women)	-	0.4682	0.0187	0.040			25	77	0.431	0.506

Table SE.5: Sampling errors: NCMCSCSC

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9093	0.0159	0.017	0.992	0.996	182	326	0.878	0.941
Use of safely managed drinking water services	WS.6	(0.3734)	(0.0000)	(0.000)	(0.000)	(0.000)	35	39	(0.373)	(0.373)
Handwashing facility with water and soap	WS.7	0.9386	0.0191	0.020	1.861	1.364	165	295	0.900	0.977
Use of improved sanitation facilities	WS.8	0.9771	0.0045	0.005	0.290	0.539	182	326	0.968	0.986
Use of basic sanitation services	WS.9	0.9161	0.0122	0.013	0.634	0.796	182	326	0.892	0.941
Removal of excreta for treatment off-site	WS.11	0.1361	0.0206	0.151	1.172	1.083	182	326	0.095	0.177
Equitable chance in life										
Children with functional difficulty	EQ.1	0.1173	0.0283	0.241	0.936	0.967	42	122	0.061	0.174
Population covered by social transfers	EQ.3	0.2564	0.0274	0.107	1.275	1.129	182	326	0.202	0.311
Discrimination (women)	EQ.7	0.2116	0.0183	0.086	0.240	0.490	30	121	0.175	0.248
Discrimination (men)	EQ.7	0.0799	0.0179	0.223	0.295	0.543	16	69	0.044	0.116
Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	(*)	(*)	(*)	(*)	(*)	3	16	(*)	(*)
Overall life satisfaction index (men age 15-24; scale of 0-10)	EQ.9a	(*)	(*)	(*)	(*)	(*)	3	13	(*)	(*)
na: not applicable										
() Figures that are based on 25-49 unweighted cases										
(*) Figures that are based on fewer than 25 unweighted cases										

Table SE.6: Sampling errors: Providenciales

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9978	0.0021	0.002	1.400	1.183	2889	736	0.994	1.000
Ownership of mobile phone (women)	SR.10	0.9918	0.0058	0.006	1.927	1.388	721	464	0.980	1.000
Ownership of mobile phone (men)	SR.10	0.9850	0.0109	0.011	1.657	1.287	317	207	0.963	1.000
Use of internet (during the last 3 months, women)	SR.12a	0.9194	0.0128	0.014	1.023	1.011	721	464	0.894	0.945
Use of internet (during the last 3 months, men)	SR.12a	0.9048	0.0366	0.040	3.198	1.788	317	207	0.832	0.978
ICT skills (women)	SR.13b	0.4976	0.0528	0.106	5.171	2.274	721	464	0.392	0.603
ICT skills (men)	SR.13b	0.4276	0.0742	0.174	4.632	2.152	317	207	0.279	0.576
Use of tobacco (women)	SR.14a	0.0594	0.0153	0.258	1.950	1.397	721	464	0.029	0.090
Use of tobacco (men)	SR.14a	0.1006	0.0342	0.340	2.659	1.631	317	207	0.032	0.169
Survive										
Neonatal mortality rate (per 1,000 live births)	CS.1	0	0.0000	0.000	na	na	na	na	0.000	0.000
Infant mortality rate (per 1,000 live births)	CS.3	0	0.0000	0.000	na	na	na	na	0.000	0.000
Under-five mortality rate (per 1,000 live births)	CS.5	0	0.0000	0.000	na	na	na	na	0.000	0.000
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births)	-	1.641	0.439	0.268	na	na	na	na	0.763	2.519
Adolescent birth rate (per 1,000 adolescent women)	TM.1	23.062	18.708	0.811	na	na	na	na	0.000	60.477
Contraceptive prevalence rate	TM.3	0.3358	0.0402	0.120	2.060	1.435	450	285	0.255	0.416
Need for family planning satisfied with modern contraception	TM.4	0.5993	0.0579	0.097	2.441	1.562	249	176	0.483	0.715
Antenatal care coverage (at least four times by any provider)	TM.5b	(0.9308)	(0.0333)	(0.036)	(0.807)	(0.898)	69	48	(0.864)	(0.997)
Skilled attendant at delivery	TM.9	(1.000)	(0.0000)	(0.000)	na	na	69	48	(1.000)	(1.000)

Table SE.6: Sampling errors: Providenciales

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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>
Thrive - Child health, nutrition and development										
Diphtheria, pertussis and tetanus (DPT) immunization coverage	TC.3	(*)	(*)	(*)	(*)	(*)	25	19	(*)	(*)
Measles immunization coverage	TC.10	(*)	(*)	(*)	(*)	(*)	25	19	(*)	(*)
Primary reliance on clean fuels and technologies for cooking, space heating and lighting	TC.18	0.9916	0.0037	0.004	1.213	1.101	2889	736	0.984	0.999
Care-seeking for children with acute respiratory infection (ARI) symptoms	TC.19	(*)	(*)	(*)	(*)	(*)	0	0	(*)	(*)
Exclusive breastfeeding under 6 months	TC.32	(*)	(*)	(*)	(*)	(*)	28	13	(*)	(*)
Stunting prevalence (moderate and severe)	TC.45a	0.0502	0.0327	0.653	3.149	1.774	244	141	0.000	0.116
Wasting prevalence (moderate and severe)	TC.46a	0.0128	0.0020	0.159	0.048	0.218	253	146	0.009	0.017
Overweight prevalence (moderate and severe)	TC.47a	0.1924	0.0292	0.152	0.798	0.893	253	146	0.134	0.251
Early child development index	TC.53	0.9057	0.0223	0.025	0.418	0.646	134	73	0.861	0.950
Learn										
Participation rate in organised learning (adjusted)	LN.2	(0.9919)	(0.0008)	(0.001)	(0.002)	(0.046)	35	29	(0.990)	(0.993)
Completion rate (Primary)	LN.8a	(0.9914)	(0.0089)	(0.009)	(0.448)	(0.669)	75	49	(0.974)	(1.000)
Completion rate (Lower secondary)	LN.8b	0.9924	0.0072	0.007	0.392	0.626	107	58	0.978	1.000
Completion rate (Upper secondary)	LN.8c	0.9803	0.0021	0.002	0.013	0.114	106	58	0.976	0.985
Protected from violence and exploitation										
Birth registration	PR.1	0.9933	0.0019	0.002	0.082	0.287	276	155	0.990	0.997
Violent discipline	PR.2	0.7914	0.0347	0.044	2.219	1.490	633	306	0.722	0.861
Child labour	PR.3	0.0606	0.0251	0.414	2.334	1.528	496	212	0.010	0.111
Child marriage (before age 15, women 20-24)	PR.4a	0.0000	0.0000				102	52	0.000	0.000
Child marriage (before age 18, women 20-24)	PR.4b	0.2299	0.0464	0.202	0.621	0.788	102	52	0.137	0.323
Safety (women)	PR.14	0.4206	0.0399	0.095	3.019	1.738	721	464	0.341	0.500
Safety (men)	PR.14	0.3983	0.0788	0.198	5.338	2.310	317	207	0.241	0.556
Domestic violence (women)	-	0.3883	0.0522	0.134	7.585	2.754	551	301	0.284	0.493

Table SE.6: Sampling errors: Providenciales

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Turks and Caicos Islands MICS, 2019-2020

	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	0.9840	0.0039	0.004	0.725	0.851	2889	736	0.976	0.992
Use of safely managed drinking water services	WS.6	0.4704	0.0747	0.159	3.586	1.894	549	161	0.321	0.620
Handwashing facility with water and soap	WS.7	0.9791	0.0067	0.007	1.571	1.253	2779	713	0.966	0.993
Use of improved sanitation facilities	WS.8	0.9880	0.0091	0.009	5.139	2.267	2889	736	0.970	1.000
Use of basic sanitation services	WS.9	0.9349	0.0270	0.029	8.779	2.963	2889	736	0.881	0.989
Removal of excreta for treatment off-site	WS.11	0.3624	0.0400	0.110	5.089	2.256	2889	736	0.282	0.442
Equitable chance in life										
Children with functional difficulty	EQ.1	0.0527	0.0160	0.304	1.655	1.287	691	322	0.021	0.085
Population covered by social transfers	EQ.3	0.0683	0.0155	0.226	2.761	1.661	2889	736	0.037	0.099
Discrimination (women)	EQ.7	0.2116	0.0183	0.086	0.240	0.490	30	121	0.175	0.248
Discrimination (men)	EQ.7	0.0799	0.0179	0.223	0.295	0.543	16	69	0.044	0.116
Overall life satisfaction index (women age 15-24; scale of 0-10)	EQ.9a	(*)	(*)	(*)	(*)	(*)	3	16	(*)	(*)
Overall life satisfaction index (men age 15-24; scale of 0-10)	EQ.9a	(*)	(*)	(*)	(*)	(*)	3	13	(*)	(*)
na: not applicable										
() Figures that are based on 25-49 unweighted cases										
(*) Figures that are based on fewer than 25 unweighted cases										

Table DQ.1.1: Age distribution of household populationSingle-year age distribution of household population^A, by sex, Turks and Caicos Islands MICS, 2019-2020

Age	Males		Females		Age	Males		Females	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
0	13	0.8	41	2.3	42	62	3.7	43	2.4
1	12	0.7	12	0.7	43	14	0.8	27	1.5
2	18	1.1	39	2.2	44	48	2.9	20	1.1
3	26	1.5	35	2.0	45	17	1.0	11	0.6
4	51	3.0	27	1.6	46	26	1.5	31	1.8
5	20	1.2	20	1.2	47	39	2.3	35	2.0
6	22	1.3	38	2.1	48	20	1.2	34	1.9
7	26	1.6	41	2.4	49	57	3.4	18	1.0
8	24	1.4	21	1.2	50	47	2.8	59	3.4
9	28	1.7	26	1.5	51	28	1.7	37	2.1
10	37	2.2	10	0.6	52	35	2.1	30	1.7
11	26	1.5	27	1.6	53	29	1.7	28	1.6
12	17	1.0	19	1.1	54	23	1.4	10	0.6
13	23	1.4	21	1.2	55	10	0.6	17	0.9
14	12	0.7	9	0.5	56	16	0.9	23	1.3
15	19	1.1	11	0.6	57	30	1.8	20	1.1
16	31	1.8	12	0.7	58	13	0.8	22	1.2
17	18	1.1	18	1.0	59	12	0.7	20	1.1
18	25	1.5	15	0.8	60	17	1.0	14	0.8
19	34	2.0	16	0.9	61	6	0.3	10	0.6
20	11	0.6	16	0.9	62	14	0.8	16	0.9
21	10	0.6	20	1.2	63	21	1.3	8	0.5
22	10	0.6	41	2.4	64	6	0.3	7	0.4
23	21	1.3	33	1.9	65	2	0.1	9	0.5
24	10	0.6	27	1.5	66	21	1.3	5	0.3
25	11	0.7	17	1.0	67	6	0.4	11	0.6
26	27	1.6	19	1.1	68	10	0.6	12	0.7
27	27	1.6	22	1.2	69	12	0.7	4	0.3
28	27	1.6	26	1.5	70	5	0.3	5	0.3
29	14	0.8	23	1.3	71	4	0.2	2	0.1
30	34	2.0	29	1.7	72	1	0.1	1	0.1
31	24	1.4	36	2.0	73	7	0.4	5	0.3
32	20	1.2	42	2.4	74	7	0.4	5	0.3
33	38	2.2	24	1.4	75	1	0.1	1	0.1
34	29	1.7	40	2.3	76	2	0.1	3	0.2
35	10	0.6	40	2.3	77	0	-	3	0.2
36	26	1.6	43	2.5	78	1	0.0	1	0.0
37	28	1.7	46	2.6	79	0	-	0	-
38	33	2.0	36	2.1	80+	8	0.5	21	1.2
39	38	2.3	33	1.9	DK/Missing	6	0.3	3	0.2
40	38	2.3	21	1.2					
41	27	1.6	32	1.9					
					Total	1,681	100.0	1,753	100.0

^A As this table includes all household members listed in interviewed households, the numbers and distributions by sex do not match those shown for individuals in Tables SR.5.1W/M, SR.5.2 and SR.5.3 where interviewed individuals are weighted with individual sample weights. Tables DQ.1.2W/M, DQ.1.3 and DQ.1.4 similarly use household sample weights and do not match distributions obtained through individual questionnaires.

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, Turks and Caicos Islands MICS, 2019-2020

	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	87	na	na	na
15-19	71	57	6.6	80.4
20-24	137	117	13.5	85.1
25-29	106	100	11.5	94.0
30-34	170	157	18.1	92.1
35-39	198	190	22.0	96.0
40-44	143	127	14.7	88.9
45-49	128	118	13.6	92.1
50-54	163	na	na	na
Total (15-49)	954	866	100.0	90.7
Ratios				
10-14 to 15-19	1.23	na	na	na
50-54 to 45-49	1.28	na	na	na
na: not applicable				

Table DQ.1.2M: Age distribution of eligible and interviewed men

Household population of men age 10-54 years, in all households and in households selected for men's interviews, interviewed men age 15-49 years, and percentage of eligible men who were interviewed, Turks and Caicos Islands MICS, 2019-2020

	Household population of men age 10-54 years		Interviewed men age 15-49 years		Percentage of eligible men interviewed (Completion rate)
	In all households	In selected households	Number	Percent	
	Number	Number			
Age					
10-14	115	57	na	na	na
15-19	128	62	51	12.3	82.8
20-24	61	30	28	6.8	94.8
25-29	107	48	37	8.9	78.1
30-34	145	82	77	18.6	93.7
35-39	136	75	56	13.6	75.3
40-44	188	101	96	23.0	94.6
45-49	160	74	70	16.8	93.6
50-54	163	92	na	na	na
Total (15-49)	924	471	415	100.0	88.0
Ratios					
10-14 to 15-19	0.90	0.92	na	na	na
50-54 to 45-49	1.02	1.24	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, Turks and Caicos Islands MICS, 2019-2020

	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	54	52	19.9	95.5
1	24	23	9.0	98.6
2	57	56	21.6	99.3
3	61	57	22.0	94.4
4	78	72	27.6	91.9
5	40	na	na	na
6	60	na	na	na
7	67	na	na	na
Total (0-4)	273	260	100.0	95.3
Ratios				
Ratio of 2 to 1	2.39	na	na	na
Ratio of 5 to 4	0.51	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, Turks and Caicos Islands MICS, 2019-2020

	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	76	na	na	na	na
4	87	na	na	na	na
5	72	6.8	28	7.0	99.7
6	59	11.4	45	11.3	95.7
7	67	12.1	46	11.3	90.7
8	55	6.0	24	6.0	96.7
9	69	10.0	41	10.2	98.7
10	63	8.3	34	8.5	98.8
11	56	10.1	40	10.0	96.1
12	41	6.7	28	6.9	100.0
13	53	7.8	30	7.5	92.6
14	39	3.8	16	3.9	100.0
15	39	6.1	25	6.2	97.2
16	42	6.0	25	6.2	100.0
17	36	4.9	20	4.9	97.3
18	32	na	na	na	na
19	40	na	na	na	na
20	21	na	na	na	na
Total (5-17)	691	100.0	402	100.0	96.7
Ratios					
Ratio of 4 to 5	1.21	na	na	na	na
Ratio of 6 to 7	0.88	0.94	na	na	na
Ratio of 15 to 14	1.00	1.63	na	na	na
Ratio of 18 to 17	0.89	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, Turks and Caicos Islands MICS, 2019-2020

	Completeness of reporting of date of birth and age					Total	Number of household members
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other		
Total	97.4	1.5	0.0	0.7	0.4	100.0	3,435
Region							
Grand Turk	96.4	1.1	0.0	1.1	1.4	100.0	364
NCMCSCSC	96.5	0.8	0.0	1.4	1.2	100.0	182
Providenciales	97.6	1.6	0.0	0.6	0.2	100.0	2,889
Age							
0-4	99.5	0.4	0.0	0.0	0.0	100.0	273
5-14	99.8	0.2	0.0	0.0	0.0	100.0	467
15-24	98.7	0.7	0.0	0.7	0.0	100.0	397
25-49	97.6	1.7	0.0	0.5	0.2	100.0	1,482
50-64	94.6	3.4	0.0	1.8	0.2	100.0	629
65-84	99.5	0.3	0.0	0.1	0.1	100.0	164
85+	80.0	0.0	0.0	16.4	3.6	100.0	14
DK/Missing	0.0	0.0	0.0	0.0	100.0	100.0	9

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, Turks and Caicos Islands MICS, 2019-2020

	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	99.9	0.0	0.0	0.0	0.0	100.0	824
Region							
Grand Turk	100.0	0.0	0.0	0.0	0.0	100.0	73
NCMCSCSC	98.4	0.8	0.0	0.0	0.8	100.0	30
Providenciales	100.0	0.0	0.0	0.0	0.0	100.0	721
Age							
15-19	100.0	0.0	0.0	0.0	0.0	100.0	54
20-24	100.0	0.0	0.0	0.0	0.0	100.0	110
25-29	100.0	0.0	0.0	0.0	0.0	100.0	94
30-34	99.9	0.0	0.0	0.0	0.1	100.0	148
35-39	99.9	0.1	0.0	0.0	0.0	100.0	181
40-44	99.9	0.0	0.0	0.0	0.1	100.0	122
45-49	100.0	0.0	0.0	0.0	0.0	100.0	114

Table DQ.2.2M: Birth date and age reporting (men)

Percent distribution of men age 15-49 years by completeness of date of birth/age information, Turks and Caicos Islands MICS, 2019-2020

	Completeness of reporting of date of birth and age					Total	Number of men
	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	364
Region							
Grand Turk	100.0	0.0	0.0	0.0	0.0	100.0	30
NCMCSCSC	100.0	0.0	0.0	0.0	0.0	100.0	16
Providenciales	100.0	0.0	0.0	0.0	0.0	100.0	317
Age							
15-19	100.0	0.0	0.0	0.0	0.0	100.0	40
20-24	100.0	0.0	0.0	0.0	0.0	100.0	27
25-29	100.0	0.0	0.0	0.0	0.0	100.0	33
30-34	100.0	0.0	0.0	0.0	0.0	100.0	68
35-39	100.0	0.0	0.0	0.0	0.0	100.0	50
40-44	100.0	0.0	0.0	0.0	0.0	100.0	90
45-49	100.0	0.0	0.0	0.0	0.0	100.0	56

Table DQ.2.3: Birth date reporting (live births)

Percent distribution of first and most recent live births to women age 15-49 years by completeness of date of birth (unimputed), Turks and Caicos Islands MICS, 2019-2020

	Completeness of reporting of date of birth										
	Date of first live birth					Number of first live births	Date of last live birth				Number of most recent live births
	Year and month of birth	Year of birth only	Completed years since first birth only	Missing/DK/Other	Total		Year and month of birth	Year of birth only	Missing/DK/Other	Total	
Total	99.8	0.2	0.0	0.0	100.0	542	99.6	0.4	0.0	100.0	307
Region											
Grand Turk	99.8	0.2	0.0	0.0	100.0	50	100.0	0.0	0.0	100.0	35
NCMCSCSC	94.9	5.1	0.0	0.0	100.0	22	100.0	0.0	0.0	100.0	16
Providenciales	100.0	0.0	0.0	0.0	100.0	470	99.5	0.5	0.0	100.0	256

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, Turks and Caicos Islands MICS, 2019-2020

	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		
Total	99.5	0.5	0.0	0.0	100.0	308
Region						
Grand Turk	100.0	0.0	0.0	0.0	100.0	25
NCMCSCSC	100.0	0.0	0.0	0.0	100.0	7
Providenciales	99.4	0.6	0.0	0.0	100.0	276
Age						
0	100.0	0.0	0.0	0.0	100.0	60
1	100.0	0.0	0.0	0.0	100.0	28
2	100.0	0.0	0.0	0.0	100.0	67
3	100.0	0.0	0.0	0.0	100.0	68
4	98.1	1.9	0.0	0.0	100.0	85

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, Turks and Caicos Islands MICS, 2019-2020

	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	439
Region							
Grand Turk	100.0	0.0	0.0	0.0	0.0	100.0	50
NCMCSCSC	100.0	0.0	0.0	0.0	0.0	100.0	23
Providenciales	100.0	0.0	0.0	0.0	0.0	100.0	365
Age							
5-9	100.0	0.0	0.0	0.0	0.0	100.0	200
10-14	100.0	0.0	0.0	0.0	0.0	100.0	162
15-17	100.0	0.0	0.0	0.0	0.0	100.0	77

Table DQ.3.1: Completeness of salt iodisation testing

Percent distribution of households by completion of test for salt iodisation, Turks and Caicos Islands MICS, 2019-2020

	Salt was tested					Salt was not tested, by reason		Total	Number of households
	1st test >0 ppm	2nd test >0 ppm	3rd test >0 ppm	4th test >0 ppm	4th test 0 ppm	No salt in household	Other ^A		
Total	68.0	1.0	3.1	0.1	17.9	8.7	0.9	100.0	1,449
Region									
Grand Turk	51.6	1.7	13.2	0.4	17.4	13.9	1.7	100.0	146
NCMCSCSC	57.1	1.3	2.7	0.3	20.5	10.1	5.2	100.0	83
Providenciales	70.8	0.9	1.9	0.0	17.8	8.0	0.6	100.0	1,219
Wealth index quintile									
Poorest	63.3	0.3	4.9	0.1	12.6	18.6	0.2	100.0	380
Second	67.2	1.8	3.9	0.0	20.4	5.9	0.5	100.0	298
Middle	70.4	1.8	2.0	0.2	20.4	3.0	2.1	100.0	241
Fourth	70.8	1.1	1.9	0.1	19.1	6.6	0.4	100.0	287
Richest	70.9	0.1	1.6	0.0	19.5	5.0	2.1	100.0	242

^A Includes those tests indicating 0 ppm in first test where a second test was not performed

Table DQ.3.2: Completeness and quality of information of water quality testing

Percentage of households selected for and with complete water quality testing at household and source and (unweighted) percentage of positive blank tests, Turks and Caicos Islands MICS, 2019-2020

	Percentage of households:		Number of households	Percentage of households with complete water quality test for:		Number of households selected for Water Quality Testing Questionnaire	Blank tests (unweighted)		
	Selected for Water Quality Testing questionnaire	With completed Water Quality Testing questionnaire		Household drinking water	Source of drinking water		Percentage positive	Number completed	Number of households selected ^A
Total	20.7	18.8	1,449	90.7	85.4	300	3.5	45	57

^A One blank test (a test of uncontaminated water) was designed to be performed in each cluster. For practical reasons, the blank test was assigned to one of the households selected for water quality testing.

Table DQ.3.3W: Completeness of information on dates of marriage/union and sexual intercourse (women)

Percentage of women age 15-49 years with missing or incomplete information on date of and age at first marriage/union and age at first intercourse and time since last intercourse, Turks and Caicos Islands MICS, 2019-2020

	Percent with missing/ incomplete information ^A	Number of women
Ever married (age 15-49 years)		
Date of first marriage/union missing	18.2	650
Only month missing	12.1	650
Both month and year missing	4.0	650
Age at first marriage/union missing	0.4	650
Ever had sex (age 15-49 years)		
Age at first intercourse missing	5.5	802
Time since last intercourse missing	6.3	802
Ever had sex (age 15-24 years)		
Age at first intercourse missing	7.0	143
Time since last intercourse missing	1.0	143

^A Includes "Don't know" responses

Table DQ.3.3M: Completeness of information on dates of marriage/union and sexual intercourse (men)

Percentage of men age 15-49 years with missing or incomplete information on date of and age at first marriage/union and age at first intercourse and time since last intercourse, Turks and Caicos Islands MICS, 2019-2020

	Percent with missing/ incomplete information ^A	Number of men
Ever married (age 15-49 years)		
Date of first marriage/union missing	32.6	209
Only month missing	27.9	209
Both month and year missing	4.5	209
Age at first marriage/union missing	0.4	209
Ever had sex (age 15-49 years)		
Age at first intercourse missing	1.4	339
Time since last intercourse missing	5.9	339
Ever had sex (age 15-24 years)		
Age at first intercourse missing	0.2	46
Time since last intercourse missing	2.7	46

^A Includes "Don't know" responses

Table DQ.3.4: Completeness of information for anthropometric indicators: Underweight

Percent distribution of children under 5 by completeness of information on date of birth and weight, Turks and Caicos Islands MICS, 2019-2020

	Reason for exclusion from analysis					Total	Percent of children excluded from analysis	Number of children under 5
	Valid weight and date of birth	Weight not measured	Incomplete date of birth	Weight not measured and incomplete date of birth	Flagged cases (outliers)			
Total	91.8	4.5	0.5	0.0	3.2	100.0	8.2	308
Age (in months)								
<6	76.7	5.0	0.0	0.0	18.3	100.0	23.3	31
6-11	96.8	0.5	0.0	0.0	2.7	100.0	3.2	29
12-23	96.2	3.8	0.0	0.0	0.0	100.0	3.8	28
24-35	88.3	6.9	0.0	0.0	4.8	100.0	11.7	70
36-47	91.2	8.8	0.0	0.0	0.0	100.0	8.8	65
48-59	97.5	0.7	1.9	0.0	0.0	100.0	2.5	85

Table DQ.3.5: Completeness of information for anthropometric indicators: Stunting

Percent distribution of children under 5 by completeness of information on date of birth and length or height, Turks and Caicos Islands MICS, 2019-2020

	Valid length/height and date of birth	Reason for exclusion from analysis				Total	Percent of children excluded from analysis	Number of children under 5
		Length/Height not measured	Incomplete date of birth	Length/Height not measured, incomplete date of birth	Flagged cases (outliers)			
Total	88.2	4.7	0.5	0.0	6.6	100.0	11.8	308
Age (in months)								
<6	76.7	5.0	0.0	0.0	18.3	100.0	23.3	31
6-11	62.0	0.0	0.0	0.0	38.0	100.0	38.0	29
12-23	95.7	4.3	0.0	0.0	0.0	100.0	4.3	28
24-35	88.4	7.8	0.0	0.0	3.8	100.0	11.6	70
36-47	91.2	8.8	0.0	0.0	0.0	100.0	8.8	65
48-59	96.5	0.7	1.9	0.0	0.9	100.0	3.5	85

Table DQ.3.6: Completeness of information for anthropometric indicators: Wasting and overweight

Percent distribution of children under 5 by completeness of information on weight and length or height, Turks and Caicos Islands MICS, 2019-2020

	Valid weight and length/height	Reason for exclusion from analysis				Total	Percent of children excluded from analysis	Number of children under 5
		Weight not measured	Length/Height not measured	Weight and length/height not measured	Flagged cases (outliers)			
Total	90.8	0.0	0.2	4.5	4.5	100.0	9.2	308
Age (in months)								
<6	95.0	0.0	0.0	5.0	0.0	100.0	5.0	31
6-11	64.7	0.5	0.0	0.0	34.8	100.0	35.3	29
12-23	95.2	0.0	0.4	3.8	0.5	100.0	4.8	28
24-35	87.4	0.0	0.8	6.9	4.8	100.0	12.6	70
36-47	91.2	0.0	0.0	8.8	0.0	100.0	8.8	65
48-59	99.2	0.0	0.0	0.7	0.2	100.0	0.8	85

Table DQ.3.7: Heaping in anthropometric measurements

Distribution of weight and height/length measurements by decimal digit recorded, Turks and Caicos Islands MICS, 2019-2020

	Weight		Height or length	
	Number	Percent	Number	Percent
Total	294	100.0	294	100.0
Digit				
0	40	13.6	25	8.4
1	39	13.3	42	14.2
2	17	5.7	24	8.0
3	66	22.6	33	11.1
4	45	15.4	19	6.5
5	27	9.0	35	11.8
6	14	4.7	20	6.8
7	22	7.4	31	10.5
8	14	4.8	15	5.0
9	10	3.5	52	17.7

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, Turks and Caicos Islands MICS, 2019-2020

	Percent distribution of children with:						Number of selected children age 7-14 years	Percentage of children:				
	Completed foundational learning skills (FL) module	Incomplete FL modules, by reason:				Total		For whom the reading book was not available in appropriate language	With insufficient number recognition skill for testing	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
		Mother refused	Child refused	Child not available	Other							
Total	98.3	1.3	0.3	0.1	0.0	100.0	282	0.0	0.5	278	16.6	117
Region												
Grand Turk	95.9	3.3	0.4	0.4	0.0	100.0	33	0.0	0.0	31	36.4	12
NCMCSCSC	92.0	2.6	4.7	0.7	0.0	100.0	16	0.0	0.0	15	49.3	5
Providenciales	99.1	0.9	0.0	0.0	0.0	100.0	234	0.0	0.7	231	12.7	100
Age												
7	96.9	3.1	0.0	0.0	0.0	100.0	49	0.0	0.0	48	19.0	48
8	100.0	0.0	0.0	0.0	0.0	100.0	26	0.0	0.0	26	20.8	26
9	96.4	1.9	1.7	0.0	0.0	100.0	45	0.0	0.0	43	11.4	43.0
10	98.8	0.9	0.0	0.3	0.0	100.0	37	0.0	0.0	36	na	na
11	99.0	0.7	0.3	0.0	0.0	100.0	44	0.0	0.0	44	na	na
12	98.9	0.8	0.0	0.4	0.0	100.0	31	0.0	0.0	30	na	na
13	100.0	0.0	0.0	0.0	0.0	100.0	33	0.0	4.6	33	na	na
14	98.2	1.8	0.0	0.0	0.0	100.0	17	0.0	0.0	17	na	na

na: not applicable

Table DQ.4.2: Observation handwashing facility

Percent distribution of handwashing facility observed by the interviewers in all interviewed households, Turks and Caicos Islands MICS, 2019-2020

	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	79.1	15.1	0.3	5.3	0.2	100.0	1,449
Region							
Grand Turk	74.4	7.8	1.3	16.3	0.1	100.0	146
NCMCSCSC	69.7	16.8	2.4	7.5	3.5	100.0	83
Providenciales	80.3	15.8	0.0	3.9	0.0	100.0	1,219
Wealth index quintile							
Poorest	45.4	44.0	0.9	9.6	0.1	100.0	380
Second	78.9	15.0	0.2	5.5	0.5	100.0	298
Middle	93.4	2.4	0.0	3.8	0.5	100.0	241
Fourth	96.2	0.1	0.0	3.7	0.0	100.0	287
Richest	98.0	0.0	0.0	2.0	0.0	100.0	242

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, Turks and Caicos Islands MICS, 2019-2020

	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	77.3	21.2	1.4	0.0	100.0	78.5	308
Region							
Grand Turk	60.1	37.1	2.8	0.0	100.0	61.8	25
NCMCSCSC	62.0	34.2	1.5	2.2	100.0	64.4	7
Providenciales	79.3	19.4	1.3	0.0	100.0	80.3	276
Age (in months)							
0-5	90.5	2.7	6.8	0.0	100.0	60.7	29
6-11	57.9	37.5	4.6	0.0	100.0	85.4	28
12-23	85.0	14.5	0.0	0.5	100.0	61.3	70
24-35	61.1	38.6	0.3	0.0	100.0	75.3	65
36-47	75.1	24.7	0.2	0.0	100.0	92.3	85
48-59	91.6	7.6	0.7	0.0	100.0	92.3	85

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, Turks and Caicos Islands MICS, 2019-2020

	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	8.5	2.1	67.3	20.4	0.0	100.0	76.7	158
Region								
Grand Turk	3.5	2.1	73.5	20.9	0.0	100.0	77.8	11
NCMCSCSC	6.0	0.0	73.6	20.4	0.0	100.0	78.3	5
Providenciales	9.0	2.2	66.6	20.4	0.0	100.0	76.6	142
Age (in months)								
0-5	15.4	2.4	72.3	10.0	0.0	100.0	87.9	31
6-11	9.9	1.5	43.3	45.3	0.0	100.0	48.9	29
12-23	2.3	0.0	95.8	2.0	0.0	100.0	98.0	28
24-35	7.3	3.1	63.6	22.2	0.0	100.0	74.1	70

D.5 SCHOOL ATTENDANCE

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, Turks and Caicos Islands MICS, 2019-2020

Age at beginning of school year	Not attending school	Currently attending																			DK/Missing	Total	Number of household members age 3-24 years
		Early childhood education		Primary Grade				Lower secondary school Form			Upper secondary school Form		Post secondary - non-tertiary Year		Associates Year		Bachelor's Year						
		1	2	3	4	5	6	1	2	3	1	2	1	2	1	2	1	2	3	4			
3	10.0	90.0	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	0.0	0.0	0.0	100.0	59
4	7.6	89.7	2.2	0.6	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	0.0	100.0	79
5	1.0	60.9	37.9	0.2	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	0.0	100.0	45
6	11.3	3.6	58.6	26.2	0.4	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	100.0	55
7	0.0	0.0	7.7	58.0	28.3	1.7	0.6	3.5	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	100.0	68
8	0.0	0.0	0.0	5.1	39.0	49.3	6.6	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	100.0	57
9	0.0	0.0	0.0	0.0	11.7	61.5	19.0	6.9	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	45
10	1.8	0.0	0.0	0.0	0.5	3.6	63.4	29.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	100.0	35
11	0.0	0.0	0.0	0.0	10.1	0.9	1.7	64.6	17.6	0.8	0.0	0.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	58
12	0.0	0.0	0.0	0.0	0.0	0.0	4.7	8.5	68.6	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	36
13	0.0	4.9	0.0	0.0	0.0	0.0	0.0	0.0	12.9	54.8	26.4	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	45
14	0.8	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.8	37.1	43.1	17.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	15
15	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	33.6	54.5	11.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	34
16	18.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12.0	58.3	1.2	0.0	5.7	4.3	0.0	0.0	0.0	0.0	100.0	45
17	45.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	33.1	0.0	1.7	17.1	1.8	0.0	0.0	0.0	0.0	100.0	35
18	63.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.3	0.0	0.0	18.3	13.2	0.0	0.0	0.0	0.3	100.0	35
19	62.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	14.8	19.7	2.1	0.0	0.0	0.0	100.0	52
20	83.5	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	1.7	14.8	0.0	0.0	0.0	0.0	100.0	27

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, Turks and Caicos Islands MICS, 2019-2020

	Not attending school	Currently attending																				DK/Missing	Total	Number of household members age 3-24 years	
		Early childhood education		Primary Grade						Lower secondary school Form			Upper secondary school Form		Post secondary - non-tertiary Year		Associates Year		Bachelor's Year						
		1	2	3	4	5	6	1	2	3	1	2	1	2	1	2	1	2	3	4					
21	99.0	0.5	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	0.2	0.0	0.0	0.2	0.0	0.0	0.0	100.0	41	
22	82.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	8.2	1.7	5.5	0.0	100.0	41	
23	91.5	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	6.7	0.0	0.7	0.2	0.9	0.0	0.0	100.0	50		
24 ^A	69.2	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	16.3	14.3	0.0	0.3	0.0	0.0	0.0	100.0	33		

^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 at the time of interview

Table DQ.6.1: Sex ratio at birth among children ever born and living

Sex ratio (number of males per 100 females) among children ever born (at birth), children living, and deceased children born to women age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Children Ever Born			Children Living			Children Deceased			Number of women
	Sons	Daughters	Sex ratio at birth	Sons	Daughters	Sex ratio	Sons	Daughters	Sex ratio	
Total	542	523	1.04	530	518	1.02	12	5	2.26	824
Age										
15-19	1	0	-	1	0	-	0	0	-	54
20-24	21	31	0.69	20	31	0.64	2	0	-	110
25-29	54	48	1.13	51	48	1.07	3	0	-	94
30-34	67	79	0.85	66	79	0.84	1	1	2.23	148
35-39	140	139	1.01	140	138	1.01	1	1	0.37	181
40-44	133	136	0.98	130	134	0.97	3	2	1.60	122
45-49	125	90	1.39	123	89	1.38	2	1	1.87	114

Table DQ.6.2: Births by periods preceding the survey

Number of births, sex ratio at birth, and period ratio, by survival status of children, as reported in the (imputed) birth histories of women age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Number of births			Percent with complete birth date ^A			Sex ratio at birth ^B			Period ratio ^C		
	Living	Deceased	Total	Living	Deceased	Total	Living	Deceased	Total	Living	Deceased	Total
Total	1,048	17	1,065	99.7	86.5	99.5	102.3	225.6	103.6	na	na	na
Years preceding survey												
0	39	0	39	100.0	-	100.0	38.7	-	39.7	na	na	na
1	29	0	29	100.0	-	100.0	68.9	-	68.9	65.2	-	65.0
2	50	0	50	100.0	-	100.0	53.6	-	53.6	113.8	-	107.8
3	59	5	64	100.0	100.0	100.0	72.5	-	86.7	98.0	-	106.1
4	70	0	70	98.2	-	98.2	175.2	-	175.2	144.0	-	136.9
5	39	0	39	100.0	-	99.8	108.4	111.4	108.4	60.4	225.1	60.6
6	58	0	58	100.0	-	100.0	66.3	-	66.0	115.9	116.4	115.9
7	61	0	61	100.0	-	100.0	55.3	-	55.5	124.1	22.7	123.2
8	41	1	41	100.0	100.0	100.0	106.4	-	102.7	66.5	549.3	67.5
9	61	0	61	100.0	-	100.0	76.0	-	75.7	20.9	2.7	20.5
10+	542	11	553	99.6	79.3	99.2	131.9	158.3	132.3	na	na	na
Five-year periods preceding survey												
0-4	247	5	252	99.5	100.0	99.5	79.8	-	83.5	na	na	na
5-9	259	1	260	100.0	93.3	100.0	76.3	17.7	75.9	na	na	na
10-14	202	2	204	100.0	100.0	100.0	131.1	148.3	131.3	na	na	na
15-19	158	5	162	98.7	77.0	98.0	180.1	233.3	181.5	na	na	na
20+	183	4	186	100.0	69.7	99.4	102.5	103.1	102.5	na	na	na

na: not applicable

^A Both month and year of birth given. The inverse of the percent reported is the percent with incomplete and therefore imputed date of birth

^B $(B_m/B_f) \times 100$, where B_m and B_f are the numbers of male and female births, respectively

^C $(2 \times B_t / (B_{t-1} + B_{t+1})) \times 100$, where B_t is the number of births in year t preceding the survey

Table DQ.6.3: Reporting of age at death in days

Distribution of deaths under age one month in reported age of death in days, and the percentage of neonatal deaths reported to occur at ages 0–6 days, by 5-year periods preceding the survey, as reported in the (imputed) birth histories of women age 15-49 years, Turks and Caicos Islands MICS, 2019-2020

	Number of years preceding the survey				Total for the 20 years preceding the survey
	0–4	5–9	10–14	15–19	
Age at death (in days)					
0	0	0	0	1	1
1	0	0	0	1	2
2	1	0	0	0	1
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
Total 0–30 days	1	0	1	3	4
Percent early neonatal ^A	100.0	100.0	100.0	100.0	100.0

^A Deaths during the first 7 days (0-6), divided by deaths during the first month (0-30 days)

Table DQ.6.4: Reporting of age at death in months

Distribution of reported deaths under two years of age by age at death in months and the percentage of infant deaths reported to occur at age under one month among live-born children to women age 15-49 years, for the 5-year periods of birth preceding the survey (imputed), Turks and Caicos Islands MICS, 2019-2020

	Number of years preceding the survey				Total for the 20 years preceding the survey
	0-4	5-9	10-14	15-19	
Age at death (in months)					
0 ^A	1	0	1	3	4
1	1	0	0	0	1
2	3	0	0	0	3
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	1	0	0	1
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
Total 0-11 months	5	1	1	3	10
Percent neonatal ^B	18.3	6.7	49.3	100.0	40.5

^A Includes deaths under one month reported in days

^B Deaths under one month, divided by deaths under one year

APPENDIX E TURKS AND CAICOS ISLANDS MICS QUESTIONNAIRES

The questionnaires of the Turks & Caicos Islands 2019-2020 MICS are presented in Appendix E:

E.1 QUESTIONNAIRES IN ENGLISH

E.1.1 HOUSEHOLD QUESTIONNAIRE



HOUSEHOLD QUESTIONNAIRE
Turks and Caicos Islands MICS, 2019/2020



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. Region: GRAND TURK 1 SALT CAY 2 SOUTH CAICOS 3 MIDDLE CAICOS 4 NORTH CAICOS 5 PROVIDENCIALES 6		
HH6. Area:	URBAN 1 RURAL 2			
HH8. Is the household selected for Questionnaire for Men?	YES 1 NO 2			
HH9. Is the household selected for Water Quality Testing?	YES 1 NO 2	HH10. Is the household selected for blank testing?	YES 1 NO 2	
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 from Department of Statistics . We are conducting a survey about the situation of children, families and households. I would like to talk to you about these subjects. This interview usually takes about 20 minutes, and the information <u>will be used</u> to make decisions about TCI's development. 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 stop the interview, please let me know. 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 (<i>specify</i>) 96			
HH47. Name and line number of the respondent to Household Questionnaire interview: NAME _____	To be filled after the Household Questionnaire is completed		To be filled after <u>all</u> the questionnaires are completed	
HOUSEHOLD MEMBERS	TOTAL NUMBER		COMPLETED NUMBER	
WOMEN AGE 15-49	HH48	__ __	HH53	__ __
If household is selected for Questionnaire for Men: MEN AGE 15-49	HH49	__ __	HH54	__ __
CHILDREN UNDER AGE 5	HH50	__ __	HH55	__ __
CHILDREN AGE 5-17	HH51	__ __	HH56	ZERO 0 ONE 1
	HH52	__ __		

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, make sure to probe 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 live-in maids, 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:

HL1. Line number	HL2. First, please tell me the name of each person who usually lives here, starting with the head of the household. That is, persons who usually sleep here at least four nights of the week, and share meals. 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?	HL6. How old is (name)? Record in complete d years. If age is 95 or above, record '95'.	HL6A. What is (name)'s country of birth?	HL6B. What is (name)'s resident status in the TCI?	HL7A. What is (name)'s religion?	HL8. Record line number if woman and age 15-49.	HL9. Record line number if man, age 15-49 and HHS is yes.	HL10. Record line number if age 0-4.	HL11. Age 0-17? 1 YES 2 NO \varnothing Next Line	HL12. Is (name)'s natural mother alive? 1 YES 2 NO \varnothing HL16 8 DK \varnothing HL16	HL13. Does (name)'s natural mother live in this household? 1 YES 2 NO \varnothing 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 ON THE SAME ISLAND 3 IN ANOTHER HOUSEHOLD ON ANOTHER ISLAND 4 INSTITUTION IN THIS COUNTRY 8 DK	HL16. Is (name)'s natural father alive? 1 YES 2 NO \varnothing HL20 8 DK \varnothing HL20	HL17. Does (name)'s natural father live in this household? 1 YES 2 NO \varnothing 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 ON THE SAME ISLAND 3 IN ANOTHER HOUSEHOLD ON ANOTHER ISLAND 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	COB	STATUS	RELIGION	W 15-49	M 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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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:
 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 LIVE-IN MAID
 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 (<i>name</i>) ever attended school or any Early Childhood Education programme? 1 YES 2 NO ☹ Next Line		ED5. What is the highest level and grade, form or year of school (<i>name</i>) has ever <u>attended</u> ? LEVEL: 00 ECE ☹ ED7 11 PRIMARY 12 LOWER SECONDARY 13 UPPER SECONDARY 14 POST SECONDARY – NON-TERTIARY 15 ASSOCIATE DEGREE 16 BACHELOR'S DEGREE 17 MASTER'S DEGREE 18 PH.D. 98 DK		GRADE/FORM/YEAR : 98 DK ☹ ED7			ED6. Did (<i>name</i>) ever <u>complete</u> that (grade/form/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/FORM/YEAR	Y	N	DK	YES	NO	YES	NO
01		___	1	2	1	2	___	___	1	2	8	1	2	1	2
02		___	1	2	1	2	___	___	1	2	8	1	2	1	2
03		___	1	2	1	2	___	___	1	2	8	1	2	1	2
04		___	1	2	1	2	___	___	1	2	8	1	2	1	2
05		___	1	2	1	2	___	___	1	2	8	1	2	1	2
06		___	1	2	1	2	___	___	1	2	8	1	2	1	2
07		___	1	2	1	2	___	___	1	2	8	1	2	1	2
08		___	1	2	1	2	___	___	1	2	8	1	2	1	2
09		___	1	2	1	2	___	___	1	2	8	1	2	1	2
10		___	1	2	1	2	___	___	1	2	8	1	2	1	2
11		___	1	2	1	2	___	___	1	2	8	1	2	1	2
12		___	1	2	1	2	___	___	1	2	8	1	2	1	2
13		___	1	2	1	2	___	___	1	2	8	1	2	1	2
14		___	1	2	1	2	___	___	1	2	8	1	2	1	2
15		___	1	2	1	2	___	___	1	2	8	1	2	1	2

EDUCATION 2												ED
ED1. Line number	ED2. Name and age.		ED9. At any time during the current school year did (<i>name</i>) attend school or any Early Childhood Education programme? 1 YES 2 NO ☹ ED15	ED10. During this current school year, which level and grade, form or year is (<i>name</i>) attending? LEVEL: 00 ECE ☹ ED15 11 PRIMARY 12 LOWER SEC. 13 UPPER SEC. 14 POST SECONDARY – NON-TERTIARY 15 ASSOCIATE'S 16 BACHELOR'S 17 MASTER'S 18 PH. D. 98 DK	GRADE/FORM/ 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, has (<i>name</i>) 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 ☹ ED14 8 DK ☹ ED14	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, has (<i>name</i>) 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 did (<i>name</i>) attend school or any Early Childhood Education programme? 1 YES 2 NO ☹ Next Line 8 DK ☹ Next Line	ED16. During the previous school year, which level and grade, form or year did (<i>name</i>) attend? LEVEL: 00 ECE ☹ Next Line 98 DK 11 PRIMARY 12 LOWER SEC. 13 UPPER SEC. 14 POST SECONDARY – NON-TERTIARY 15 ASSOCIATE'S 16 BACHELOR'S 17 MASTER'S 18 PH. D. 98 DK	GRADE/FORM/ YEAR: 98 DK
LINE	NAME	AGE	YES NO	LEVEL	GRADE/FORM/ YEAR	AUTHORITY	YES NO DK	TUITION	YES NO DK	YES NO DK	LEVEL	GRADE/FORM/ YEAR
01			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
02			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
03			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
04			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
05			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
06			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
07			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
08			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
09			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
10			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
11			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
12			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
13			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
14			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
15			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		

HOUSEHOLD CHARACTERISTICS		HC
HC1B. What is the native language of (<i>name of the head of the household from HL2</i>)?	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (<i>specify</i>) 6	
HC2. To what ethnic group does (<i>name of the head of the household from HL2</i>) belong?	BLACK/NEGRO/AFRICAN 1 WHITE/CAUCASIAN 2 HISPANIC..... 3 EAST INDIAN 4 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 PLYWOOD 23 FINISHED FLOOR PARQUET OR POLISHED WOOD 31 VINYL OR ASPHALT STRIPS 32 CERAMIC TILES 33 CEMENT 34 CARPET 35 OTHER (<i>specify</i>) 96	
HC5. Main material of the roof. <i>Record observation.</i>	NATURAL ROOFING THATCH / PALM LEAF 12 RUDIMENTARY ROOFING WOOD PLANKS 23 TARPAULIN..... 25 PLYWOOD 26 FINISHED ROOFING METAL / TIN..... 31 WOOD 32 CEMENT 35 ROOFING SHINGLES 36 ROOFING TILES..... 37 OTHER (<i>specify</i>) 96	

<p>HC6. Main material of the exterior walls.</p> <p><i>Record observation.</i></p>	<p>RUDIMENTARY WALLS</p> <p>STONE WITH MUD..... 22</p> <p>UNCOVERED ADOBE..... 23</p> <p>PLYWOOD..... 24</p> <p>CARDBOARD..... 25</p> <p>REUSED WOOD..... 26</p> <p>FINISHED WALLS</p> <p>CEMENT/SLAB CONCRETE..... 31</p> <p>STONE WITH LIME / CEMENT..... 32</p> <p>BRICKS..... 33</p> <p>CEMENT BLOCKS..... 34</p> <p>WOOD PLANKS / SHINGLES..... 36</p> <p>STUCCO AND FOAM..... 37</p> <p>OTHER (<i>specify</i>)..... 96</p>																												
<p>HC7. Does your household have:</p> <p>[A] A fixed telephone line?</p> <p>[B] A radio?</p> <p>[C] A closet?</p> <p>[D] A stove (electric/gas)?</p> <p>[E] A bedframe?</p> <p>[F] A table?</p> <p>[G] Any chairs?</p> <p>[H] A sofa?</p>	<table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>FIXED TELEPHONE LINE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>RADIO.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>CLOSET.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>STOVE (ELECTRIC/GAS).....</td> <td>1</td> <td>2</td> </tr> <tr> <td>BEDFRAME.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>TABLE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>CHAIRS.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>SOFA.....</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	FIXED TELEPHONE LINE.....	1	2	RADIO.....	1	2	CLOSET.....	1	2	STOVE (ELECTRIC/GAS).....	1	2	BEDFRAME.....	1	2	TABLE.....	1	2	CHAIRS.....	1	2	SOFA.....	1	2	
	YES	NO																											
FIXED TELEPHONE LINE.....	1	2																											
RADIO.....	1	2																											
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STOVE (ELECTRIC/GAS).....	1	2																											
BEDFRAME.....	1	2																											
TABLE.....	1	2																											
CHAIRS.....	1	2																											
SOFA.....	1	2																											
<p>HC8. Does your household have electricity?</p>	<p>YES, INTERCONNECTED GRID..... 1</p> <p>YES, OFF-GRID (GENERATOR/ISOLATED SYSTEM)..... 2</p> <p>NO..... 3</p>	<p>3 ⇒ HC10</p>																											

HC9. Does your household have:	YES	NO	
[A] A television?	TELEVISION..... 1	2	
[B] A refrigerator?	REFRIGERATOR..... 1	2	
[C] A microwave oven?	MICROWAVE OVEN..... 1	2	
[D] An air conditioner?	AIR CONDITIONER..... 1	2	
[E] A fan?	FAN..... 1	2	
[F] An electric iron?	ELECTRIC IRON..... 1	2	
[G] A washing machine?	WASHING MACHINE..... 1	2	
[H] A water heater?	WATER HEATER..... 1	2	
[I] A home security system?	HOME SECURITY SYSTEM..... 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	
[E] A car, truck or van?	CAR / TRUCK / VAN..... 1	2	
[F] A boat with a motor?	BOAT WITH MOTOR..... 1	2	
[G] An exercise machine?	EXERCISE MACHINE..... 1	2	
HC11A. Does any member of your household have:	YES	NO	
[A] A computer?	COMPUTER..... 1	2	
[B] A tablet?	TABLET..... 1	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'. For other responses, record '6' and specify.</i></p>	<p>OWN 1</p> <p>RENT..... 2</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>[F] Chickens?</p> <p>[G] Pigs?</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>CHICKENS ____</p> <p>PIGS ____</p>	
<p>HC19. Does any member of this household have a bank account?</p>	<p>YES 1</p> <p>NO 2</p>	

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] HOME HELP OR PROGRAMME FOR THE ELDERLY	[B] SOCIAL ENHANCEMENT AID OR WELFARE	[C] FOSTER CARE OR THE CHILDREN'S MONEY	[D] ANY RETIREMENT PENSION	[X] ANY OTHER EXTERNAL ASSISTANCE PROGRAMME
ST2. Are you aware of (<i>name of programme</i>)?	YES 1 NO 2 ☺ [B]	YES 1 NO 2 ☺ [C]	YES 1 NO 2 ☺ [D]	YES 1 NO 2 ☺ [X]	YES (specify) 1 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 ☺ [B] DK 8 ☺ [B]	YES 1 ☺ ST4 NO 2 ☺ [C] DK 8 ☺ [C]	YES 1 ☺ ST4 NO 2 ☺ [D] DK 8 ☺ [D]	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 AGO1 ___ ☺ [B] YEARS AGO ...2 ___ ☺ [B] DK998 ☺ [B]	MONTHS AGO1 ___ ☺ [C] YEARS AGO .. 2 ___ ☺ [C] DK 998 ☺ [C]	MONTHS AGO1 ___ ☺ [D] YEARS AGO ...2 ___ ☺ [D] DK998 ☺ [D]	MONTHS AGO1 ___ ☺ [X] YEARS AGO .. 2 ___ ☺ [X] DK 998 ☺ [X]	MONTHS AGO ..1 ___ ☺ End YEARS AGO2 ___ ☺ End DK998 ☺ End

HOUSEHOLD ENERGY USE		EU
<p>EU1. In your household, what type of stove is <u>mainly</u> used for <u>cooking</u>?</p>	<p>ELECTRIC STOVE 01</p> <p>SOLAR COOKER..... 02</p> <p>LIQUEFIED PETROLEUM GAS (LPG)/ COOKING GAS STOVE..... 03</p> <p>PIPED NATURAL GAS STOVE..... 04</p> <p>BIOGAS STOVE 05</p> <p>LIQUID FUEL STOVE..... 06</p> <p>MANUFACTURED SOLID FUEL STOVE..... 07</p> <p>TRADITIONAL SOLID FUEL STOVE..... 08</p> <p>THREE STONE STOVE / OPEN FIRE..... 09</p> <p>OTHER (<i>specify</i>) 96</p> <p>NO FOOD COOKED IN HOUSEHOLD 97</p>	<p>01 ⇒EU5</p> <p>02 ⇒EU5</p> <p>03 ⇒EU5</p> <p>04 ⇒EU5</p> <p>05 ⇒EU5</p> <p>06 ⇒EU4</p> <p>09 ⇒EU4</p> <p>96 ⇒EU4</p> <p>97 ⇒EU9</p>
<p>EU2. Does it have a chimney?</p>	<p>YES..... 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	
<p>EU3. Does it have a fan?</p>	<p>YES..... 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	
<p>EU4. What type of fuel or energy source is used in this stove?</p> <p><i>If more than one, record the main energy source for this stove.</i></p>	<p>ALCOHOL / ETHANOL 01</p> <p>GASOLINE / DIESEL..... 02</p> <p>KEROSENE / PARAFFIN 03</p> <p>COAL / LIGNITE..... 04</p> <p>CHARCOAL 05</p> <p>WOOD 06</p> <p>CROP RESIDUE / GRASS / STRAW / SHRUBS 07</p> <p>ANIMAL DUNG / WASTE 08</p> <p>PROCESSED BIOMASS (PELLETS) OR WOODCHIPS..... 09</p> <p>GARBAGE / PLASTIC..... 10</p> <p>SAWDUST 11</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>EU5. Is the cooking usually done in the house, in a separate building, or outdoors?</p> <p><i>If in main house, probe to determine if cooking is done in a separate room.</i></p> <p><i>If outdoors, probe to determine if cooking is done on veranda, covered porch, or open air.</i></p>	<p>IN MAIN HOUSE</p> <p>NO SEPARATE ROOM..... 1</p> <p>IN A SEPARATE ROOM 2</p> <p>IN A SEPARATE BUILDING 3</p> <p>OUTDOORS</p> <p>OPEN AIR 4</p> <p>ON VERANDA OR COVERED PORCH..... 5</p> <p>OTHER (<i>specify</i>) 6</p>	

<p>EU9. At night, what does your household <u>mainly</u> use to <u>light</u> the household?</p>	<p>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 OR PARAFFIN 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</p>	
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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>	<p>PIPED WATER</p> <p>PIPED INTO DWELLING11</p> <p>PIPED TO YARD / PLOT12</p> <p>PIPED TO NEIGHBOUR13</p> <p>PUBLIC TAP / STANDPIPE.....14</p> <p>TUBE WELL / BOREHOLE21</p> <p>DUG WELL</p> <p>PROTECTED WELL.....31</p> <p>UNPROTECTED WELL32</p> <p>SPRING</p> <p>PROTECTED SPRING.....41</p> <p>UNPROTECTED SPRING42</p> <p>RAINWATER51</p> <p>TANKER-TRUCK.....61</p> <p>CART WITH SMALL TANK71</p> <p>WATER FOUNTAIN72</p> <p>PACKAGED WATER</p> <p>BOTTLED WATER.....91</p> <p>SACHET WATER92</p> <p>OTHER (<i>specify</i>) 96</p>	<p>11 ⇒WS7</p> <p>12 ⇒WS7</p> <p>13 ⇒WS3</p> <p>14 ⇒WS3</p> <p>21 ⇒WS3</p> <p>31 ⇒WS3</p> <p>32 ⇒WS3</p> <p>41 ⇒WS3</p> <p>42 ⇒WS3</p> <p>51 ⇒WS3</p> <p>61 ⇒WS4</p> <p>71 ⇒WS4</p> <p>72 ⇒WS4</p> <p>96 ⇒WS3</p>
<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 NEIGHBOUR13</p> <p>PUBLIC TAP / STANDPIPE.....14</p> <p>TUBE WELL / BOREHOLE21</p> <p>DUG WELL</p> <p>PROTECTED WELL.....31</p> <p>UNPROTECTED WELL32</p> <p>SPRING</p> <p>PROTECTED SPRING.....41</p> <p>UNPROTECTED SPRING42</p> <p>RAINWATER51</p> <p>TANKER-TRUCK.....61</p> <p>CART WITH SMALL TANK71</p> <p>WATER FOUNTAIN72</p> <p>OTHER (<i>specify</i>) 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 DWELLING 1</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>DK998</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>DK98</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 SUFFICIENT 2</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>SOURCE NOT ACCESSIBLE 3</p> <p>OTHER (<i>specify</i>) _____ 6</p> <p>DK 8</p>	
<p>WS9. Do you or any other member of this household do anything to the water to make it safer to drink?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒WS11</p> <p>8 ⇒WS11</p>

<p>WS10. What do you usually do to make the water safer to drink?</p> <p><i>Probe:</i> Anything else?</p> <p><i>Record all methods mentioned.</i></p>	<p>BOILA ADD BLEACH / CHLORINEB STRAIN IT THROUGH A CLOTHC USE WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.)D SOLAR DISINFECTIONE LET IT STAND AND SETTLEF</p> <p>OTHER (<i>specify</i>)X</p> <p>DKZ</p>	
<p>WS11. What kind of toilet facility do members of your household usually use?</p> <p><i>If 'Flush' or 'Pour flush', probe:</i> Where does it flush to?</p> <p><i>If not possible to determine, ask permission to observe the facility.</i></p>	<p>FLUSH / POUR FLUSH FLUSH TO SEPTIC TANK12 FLUSH TO PIT LATRINE13 FLUSH TO OPEN DRAIN14 FLUSH TO DK WHERE18</p> <p>PIT LATRINE VENTILATED IMPROVED PIT LATRINE21 PIT LATRINE WITH SLAB22 PIT LATRINE WITHOUT SLAB / OPEN PIT23</p> <p>COMPOSTING TOILET31</p> <p>BUCKET41 HANGING TOILET / HANGING LATRINE51</p> <p>NO FACILITY / BUSH / FIELD95</p> <p>OTHER (<i>specify</i>)96</p>	<p>14 ⇒WS14 18 ⇒WS14</p> <p>41 ⇒WS14 51 ⇒WS14 95 ⇒End 96 ⇒WS14</p>
<p>WS12. Has your (<i>answer from WS11</i>) ever been emptied?</p>	<p>YES, EMPTIED 1 NO, NEVER EMPTIED 4 DK 8</p>	<p>4 ⇒WS14 8 ⇒WS14</p>
<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>	

WS14. Where is this toilet facility located?	IN OWN DWELLING 1 IN OWN YARD / PLOT..... 2 ELSEWHERE 3	
WS15. Do you share this facility with others who are not members of your household?	YES 1 NO 2	<i>2 ⇒ End</i>
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?	SHARED WITH KNOWN HOUSEHOLDS (NOT PUBLIC)..... 1 SHARED WITH GENERAL PUBLIC..... 2	<i>2 ⇒ End</i>
WS17. How many households in total use this toilet facility, including your own household?	NUMBER OF HOUSEHOLDS (IF LESS THAN 10) <u>0</u> _ TEN OR MORE HOUSEHOLDS10 DK.....98	

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 (BUCKET / JUG / KETTLE)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 AVAILABLE.....1</p> <p>WATER IS NOT AVAILABLE.....2</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 most often wash your hands?</p>	<p>FIXED FACILITY (SINK / TAP)</p> <p>IN DWELLING1</p> <p>IN YARD / PLOT2</p> <p>MOBILE OBJECT (BUCKET / JUG / KETTLE)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 SHOWN.....2</p>	<p>2 ⇒End</p>
<p>HW7. Record your observation.</p> <p><i>Record all that apply.</i></p>	<p>BAR OR LIQUID SOAP.....A</p> <p>DETERGENT (POWDER / LIQUID / PASTE) B</p>	

SALT IODISATION		SA
<p>SA1. We would like to check whether the salt used in your household is iodised. May I have a sample of the salt used <u>to cook meals</u> in your household?</p> <p><i>Apply 2 drops of test solution from the <u>blue-capped</u> (iodide) test kit, observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) .. 2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED NO SALT IN THE HOUSE..... 4 OTHER REASON (specify)..... 6</p>	<p>2 ⇒HH13 3 ⇒HH13 4 ⇒HH13 6 ⇒HH13</p>
<p>SA2. I would like to perform one more test. May I have another sample of the same salt?</p> <p><i>Apply 5 drops of recheck solution from the <u>blue-capped</u> test kit. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) .. 2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED OTHER REASON (specify)..... 6</p>	<p>2 ⇒HH13 3 ⇒HH13 6 ⇒HH13</p>
<p>SA3. Ask for a fresh sample of salt.</p> <p><i>Apply 2 drops of test solution from the <u>red-capped</u> test kit (iodate), observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) .. 2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED OTHER REASON (specify)..... 6</p>	<p>2 ⇒HH13 3 ⇒HH13 6 ⇒HH13</p>
<p>SA4. Ask for a fresh sample of salt.</p> <p><i>Apply 5 drops of the recheck solution from the <u>red-capped</u> test kit. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) .. 2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED OTHER REASON (specify)..... 6</p>	

HH13. Record the time.	HOUR AND MINUTES :			
HH14. Language of the Questionnaire.	ENGLISH 1 CREOLE 2			
HH15. Language of the Interview.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6			
HH16. Native language of the Respondent.	ENGLISH 1 CREOLE 2 SPANISH 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 ⇒ HH29A 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.				
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	__ __

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.

HH29A. Check HL8 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of women age 15-49:

NO WOMEN 0

0⇒HH34

1 WOMAN 1

1⇒HH30H

2 OR MORE WOMEN (NUMBER) _

HH30. Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.

HH30A. List each of the women age 15-49 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include other household members outside of the age range 15-49 years. Record the line number, name and age for each woman.

HH30B. Rank number	HH30C. Line number from HL1	HH30D. Name from HL2	HH30E. Age from HL6
RANK	LINE	NAME	AGE
1	__		__
2	__		__
3	__		__
4	__		__
5	__		__
6	__		__
7	__		__
8	__		__

HH30F. 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 women age 15-49 years in HH29A 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 (HH30B) of the selected woman.

LAST DIGIT OF HOUSEHOLD NUMBER (FROM HH2)	TOTAL NUMBER OF ELIGIBLE WOMEN IN THE HOUSEHOLD (FROM HH29A)						
	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

HH30G. Record the rank number (HH30B), line number (HH30C), name (HH30D) and age (HH30E) of the selected woman.

RANK NUMBER __

HH30H. (When HH29A=1 or when there is a single woman age 15-49 in the household): Record the rank number as '1' and record the line number (HL1), the name (HL2) and age (HL6) of this woman from the LIST OF HOUSEHOLD MEMBERS.

LINE NUMBER..... __

NAME _____

AGE ____

HH30I. This woman has been selected to be administered the Domestic Violence module in the <i>QUESTIONNAIRE FOR INDIVIDUAL WOMEN</i> .		
HH31. Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?	YES, AT LEAST ONE GIRL AGE 15-17 1 NO..... 2	2 ⇒HH34
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≠90 1 NO, HL20=90 FOR ALL GIRLS AGE 15-17..... 2	2 ⇒HH34
<p>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.</p> <p>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.</p> <p>May we interview (<i>name(s) of female member(s) age 15-17</i>) later?</p> <p><input type="checkbox"/> 'Yes' for all girls age 15-17 ⇒ Continue with HH34.</p> <p><input type="checkbox"/> '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 HH34.</p> <p><input type="checkbox"/> '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 HH34.</p>		
HH34. Check HH8 in the HOUSEHOLD INFORMATION PANEL: Is the household selected for Questionnaire for Men?	YES, HH8=1 1 NO, HH8=2..... 2	2 ⇒HH40
HH35. Check HL9 in the LIST OF HOUSEHOLD MEMBERS: Are there any men age 15-49?	YES, AT LEAST ONE MAN AGE 15-49 1 NO..... 2	2 ⇒HH40
HH36. Issue a separate <i>QUESTIONNAIRE FOR INDIVIDUAL MEN</i> for each man age 15-49 years.		
HH37. Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any boys age 15-17?	YES, AT LEAST ONE BOY AGE 15-17 1 NO..... 2	2 ⇒HH40
HH38. Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one boy age 15-17?	YES, AT LEAST ONE BOY AGE 15-17 WITH HL20≠90 1 NO, HL20=90 FOR ALL BOYS AGE 15-17..... 2	2 ⇒HH40

<p>HH39. As part of the survey we are also interviewing men age 15-49. We ask each person we interview for permission. A male interviewer conducts these interviews.</p> <p>For boys 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.</p> <p>May we interview (<i>name(s) of male member(s) age 15-17</i>) later?</p> <p><input type="checkbox"/> 'Yes' for all boys age 15-17 ⇒ Continue with HH40.</p> <p><input type="checkbox"/> 'No' for at least one boy age 15-17 and 'Yes' to at least one boy age 15-17 ⇒ Record '06' in MWM17 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.</p> <p><input type="checkbox"/> 'No' for all boys age 15-17 ⇒ Record '06' in MWM17 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.</p>		
<p>HH40. Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?</p>	<p>YES, AT LEAST ONE 1</p> <p>NO..... 2</p>	<p>2 ⇒ HH42</p>
<p>HH41. Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.</p>		
<p>HH42. Check HH9 in the HOUSEHOLD INFORMATION PANEL: Is the household selected for Water Quality Testing Questionnaire?</p>	<p>YES, HH9=1 1</p> <p>NO, HH9=2..... 2</p>	<p>2 ⇒ HH45</p>
<p>HH43. Issue a separate WATER QUALITY TESTING QUESTIONNAIRE for this household</p>		
<p>HH44. As part of the survey we are also looking at the quality of drinking water. We would like to do a simple test of your drinking water. A colleague will come and collect the water samples. May we do such a test?</p> <p><i>If the respondent requests to learn the results, explain that results will not be shared with individual households but will be made available to local authorities.</i></p>	<p>YES, PERMISSION IS GIVEN 1</p> <p>NO, PERMISSION IS NOT GIVEN 2</p>	<p>2 ⇒ Record '02' in WQ31 on the WATER QUALITY TESTING QUESTIONNAIRE</p>
<p>HH45. Now return to the HOUSEHOLD INFORMATION PANEL and,</p> <ul style="list-style-type: none"> • Record '01' in question HH46 (Result of the Household Questionnaire interview), • Record the name and the line number (from the LIST OF HOUSEHOLD MEMBERS) of the Respondent to the Household Questionnaire interview in HH47, • Fill the questions HH48 – HH52, • Thank the respondent for his/her cooperation and then • Proceed with the administration of the remaining individual questionnaire(s) in this household. <p><i>If there is no individual questionnaire and no WATER QUALITY TESTING QUESTIONNAIRE to be completed in this household thank the respondent for his/her cooperation and move to the next household you have been assigned by your supervisor.</i></p>		

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

E.1.2 WATER QUALITY TESTING QUESTIONNAIRE



WATER QUALITY TESTING QUESTIONNAIRE
Turks and Caicos Islands MICS, 2019/2020



WATER QUALITY TESTING INFORMATION PANEL		WQ
WQ1. Cluster number: _____	WQ2. Household number: _____	
WQ3. Measurer's name and number: NAME _____	WQ4. Interviewer's name and number: NAME _____	
WQ5. Day / Month / Year: _____ / _____ / 20____		
WQ6. Check HH10 in the HOUSEHOLD INFORMATION PANEL in the HOUSEHOLD QUESTIONNAIRE: Is the household selected for blank testing?	YES 1 NO 2	
WQ7. Name of the respondent to Water Quality Testing Questionnaire: NAME _____		
WQ8. Check HH44. Is permission given to test water?	YES, PERMISSION IS GIVEN 1 1 ⇒ WQ10 NO, PERMISSION IS NOT GIVEN 2 2 ⇒ WQ31	
WQ31. Result of Water Quality Testing Questionnaire. <i>Discuss any result not completed with Supervisor.</i>	COMPLETED 01 PERMISSION NOT GIVEN 02 GLASS OF WATER NOT GIVEN 03 PARTLY COMPLETED 04 OTHER (specify) _____ 96	

WATER QUALITY TESTING		
WQ10. Record the time:	HOURS: ____ ____ MINUTES: ____ ____	
WQ11. Could you please provide me with a glass of the water that members of your household usually drink?	YES..... 1 NO..... 2	2 ⇒ WQ31 and record '03'
WQ12. Observe and record whether the water was collected directly from the source or from a separate storage container.	DIRECT FROM SOURCE 1 COVERED CONTAINER..... 2 UNCOVERED CONTAINER..... 3 UNABLE TO OBSERVE..... 8	
WQ13. Label sample H-XXX-YY , where XXX is the cluster number (WQ1) and YY is the household number (WQ2).		
WQ14. Have you or any other member of this household done anything to this water to make it safer to drink?	YES..... 1 NO..... 2 DK..... 8	2 ⇒ WQ17 8 ⇒ WQ17
WQ15. What has been done to the water to make it safer to drink? <i>Probe:</i> Anything else? <i>Record all items mentioned.</i>	BOILED IT A ADDED BLEACH/CHLORINE B STRAINED IT THROUGH A CLOTH C USED A WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (<i>specify</i>) X DK..... Z	

MICS6.WQ.2

<p>WQ17. What source was this water collected from?</p>	<p>PIPED WATER PIPED INTO DWELLING11 PIPED TO YARD / PLOT12 PIPED TO NEIGHBOUR.....13 PUBLIC TAP / STANDPIPE14</p> <p>TUBE WELL / BOREHOLE.....21</p> <p>DUG WELL PROTECTED WELL31 UNPROTECTED WELL.....32</p> <p>SPRING PROTECTED SPRING41 UNPROTECTED SPRING.....42</p> <p>RAINWATER51 TANKER-TRUCK61 CART WITH SMALL TANK71 WATER FOUNTAIN.....72</p> <p>PACKAGED WATER BOTTLED WATER91 SACHET WATER.....92</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>WQ18. Can you please show me the source of the glass of drinking water so that I can take a sample from there as well?</p> <p><i>If 'No' probe to find out why this is not possible?</i></p>	<p>YES, SHOWN 1</p> <p>NO WATER SOURCE WAS NOT FUNCTIONAL.....2 WATER SOURCE TOO FAR.....3 UNABLE TO ACCESS SOURCE4 DO NOT KNOW WHERE SOURCE IS LOCATED5</p> <p>OTHER REASON (<i>specify</i>) 6</p>	<p>2 ⇒WQ20 3 ⇒WQ20 4 ⇒WQ20 5 ⇒WQ20 6 ⇒WQ20</p>
<p>WQ19. Record whether source water sample collected.</p> <p><i>Label sample S-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).</i></p>	<p>SOURCE WATER COLLECTED 1</p> <p>SOURCE WATER NOT COLLECTED (<i>specify</i>) 2</p>	
<p>WQ20. Check WQ6: Is the household selected for blank testing?</p>	<p>YES..... 1 NO..... 2</p>	<p>2 ⇒WQ22</p>
<p>WQ21. Take out the sample of sterile/mineral water that you got from your supervisor.</p> <p><i>Label B-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).</i></p> <p><i>Record whether the sample is available.</i></p>	<p>BLANK WATER SAMPLE AVAILABLE 1</p> <p>BLANK WATER SAMPLE NOT AVAILABLE (<i>specify</i>) 2</p>	
<p>WQ22. Conduct test within 30 minutes of collecting sample. Record the results following 24-48 hours of incubation.</p>		

MICS6.WQ.3

WQ23. Record the time.	HOURS AND MINUTES..... : ____	
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WATER QUALITY TESTING RESULTS		
<i>Following 24-48 hours of incubation the results from the water quality tests should be recorded.</i>		
WQ24. Day / Month / Year of recording test results:	____ / ____ / 20____	
WQ25. Record the time:	HOUR AND MINUTES : ____	
WQ26. <u>Household</u> water test (100ml): Record 3-digit count of colonies. If 101 or more colonies are counted, record '101' If it is not possible to read results, record '991' If the results are lost, record '992'	NUMBER OF BLUE COLONIES ____	
WQ26A. Check WQ19: Was a source water sample collected?	YES, WQ19=1 1 NO, WQ19=2 OR BLANK 2	2 ⇒WQ28
WQ27. <u>Source</u> water test (100ml):	NUMBER OF BLUE COLONIES ____	
WQ28. Check WQ21: Was a blank water sample available?	YES, WQ21=1 1 NO, WQ21=2 OR BLANK 2	2 ⇒WQ31
WQ29. <u>Blank</u> water test (100ml):	NUMBER OF BLUE COLONIES ____	⇒WQ31

MICS6.WQ.4

MEASURER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

E.1.3 QUESTIONNAIRE FOR INDIVIDUAL WOMEN



QUESTIONNAIRE FOR INDIVIDUAL WOMEN
Turks and Caicos Islands MICS, 2019/2020



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: _____/_____/20__	

<p>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.</p>	WM7. Record the time:	
	HOURS : MINUTES ____ : ____	
<p>WM8. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</p>	YES, INTERVIEWED ALREADY1 NO, FIRST INTERVIEW.....2	1 ⇒WM9B 2 ⇒WM9A
<p>WM9A. Hello, my name is (<i>your name</i>). We are from the Department of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about your health and other topics. This interview usually takes about 40 minutes, and the information will be used to make decisions about TCI's development. 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 wish to stop the interview, please let me know. 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 40 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?</p>	
YES1 NO / NOT ASKED2	1 ⇒WOMAN'S BACKGROUND Module 2 ⇒WM17	

<p>WM17. Result of woman's interview.</p> <p>Discuss any result not completed with Supervisor.</p>	COMPLETED01 NOT AT HOME02 REFUSED.....03 PARTLY COMPLETED.....04 INCAPACITATED (<i>specify</i>).....05 NO ADULT CONSENT FOR RESPONDENT AGE 15-17.....06 OTHER (<i>specify</i>).....96
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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=13, 14, 15, 16, 17 OR 18 1 ED5=00, 11, 12, 98 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:</i> How old were you at your last birthday? <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, form or year of school you have attended?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	000 ⇒WB14
WB7. Did you complete that (grade/form/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 did you attend school?	YES 1 NO 2	2 ⇒WB11
WB10. During the current school year, which level and grade or year are you attending?	PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	
WB11. At any time during the previous school year did you attend school?	YES 1 NO 2	2 ⇒WB13

MICS6.WM.2

<p>WB12. During the previous school year, which level and grade, form or year did you <u>attend</u>?</p>	<p>PRIMARY 11 ___</p> <p>LOWER SECONDARY..... 12 ___</p> <p>UPPER SECONDARY 13 ___</p> <p>POST SECONDARY – NONTERTIARY 14 ___</p> <p>ASSOCIATE’S DEGREE..... 15 ___</p> <p>BACHELOR’S DEGREE 16 ___</p> <p>MASTER’S DEGREE..... 17 ___</p> <p>PH. D. 18 ___</p>	
<p>WB13. Check WB6: Highest level of school attended:</p>	<p>WB6=13, 14, 15, 16, 17, OR 18..... 1</p> <p>WB6=11 OR 12..... 2</p>	<p>1 ⇒WB15</p>
<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: Can you read part of the sentence to me?</i></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 island of residence)?</p> <p><i>If less than one year, record ‘00’ years.</i></p>	<p>YEARS..... ___</p> <p>ALWAYS / SINCE BIRTH 95</p>	<p>95 ⇒WB18</p>
<p>WB17. Before you moved here, on which island did you live?</p>	<p>PROVIDENCIALES 11</p> <p>GRAND TURK 12</p> <p>NORTH CAICOS..... 13</p> <p>MIDDLE CAICOS 14</p> <p>SOUTH CAICOS 15</p> <p>SALT CAY..... 16</p> <p>OUTSIDE OF TURKS AND CAICOS ISLANDS (specify) 96</p>	
<p>WB18. Are you covered by any health insurance?</p> <p><i>If ‘No’, probe: Do you have NHIP or NIB?</i></p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒End</p>
<p>WB19. What type of health insurance are you covered by?</p> <p><i>Record all mentioned.</i></p>	<p>NATIONAL HEALTH INSURANCE PLAN (NHIP)..... A</p> <p>HEALTH INSURANCE THROUGH EMPLOYER..... B</p> <p>NATIONAL INSURANCE..... C</p> <p>OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE..... D</p> <p>OTHER (specify)..... X</p>	

MICS6.WM.3

MASS MEDIA AND ICT		MT
<p>MT1. Do you read a newspaper or magazine at least once a week, less than once a week or not at all?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MT2. Do you listen to the radio at least once a week, less than once a week or not at all?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MT3. Do you watch television at least once a week, less than once a week or not at all?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MT4. Have you ever used a computer or a tablet from any location?</p>	<p>YES 1 NO2</p>	2 ⇒ MT9
<p>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?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	0 ⇒ MT9

MICS6.WM.4

	YES	NO	
MT6. During the last 3 months, did you:			
[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 DEVICE.....1	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?	PROGRAMMING.....1	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	

MICS6.WM.5

<p>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?</p> <p><i>Probe if necessary:</i> I mean have you communicated with someone using a mobile phone.</p> <p><i>If 'At least once a week', probe:</i> Would you say this happens almost every day?</p> <p><i>If 'Yes' record 3, if 'No' record 2.</i></p>	<p>NOT AT ALL..... 0</p> <p>LESS THAN ONCE A WEEK 1</p> <p>AT LEAST ONCE A WEEK 2</p> <p>ALMOST EVERY DAY 3</p>	
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MICS6.WM.6

FERTILITY/BIRTH HISTORY		CM
<p>CM1. Now I would like to ask about all the births you have had during your life. Have you ever given birth?</p> <p><i>This module and the birth history should only include children born alive. Any stillbirths should not be included in response to any question.</i></p>	YES 1 NO 2	2 ⇒ CM8
<p>CM2. Do you have any sons or daughters to whom you have given birth who are now living with you?</p>	YES 1 NO 2	2 ⇒ CM5
<p>CM3. How many sons live with you?</p> <p><i>If none, record '00'.</i></p>	SONS AT HOME..... _ _	
<p>CM4. How many daughters live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS AT HOME..... _ _	
<p>CM5. Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?</p>	YES 1 NO 2	2 ⇒ CM8
<p>CM6. How many sons are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	SONS ELSEWHERE _ _	
<p>CM7. How many daughters are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS ELSEWHERE _ _	
<p>CM8. Have you ever given birth to a boy or girl who was born alive but later died?</p> <p><i>If 'No' probe by asking: I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?</i></p>	YES 1 NO 2	2 ⇒ CM11
<p>CM9. How many boys have died?</p> <p><i>If none, record '00'.</i></p>	BOYS DEAD _ _	
<p>CM10. How many girls have died?</p> <p><i>If none, record '00'.</i></p>	GIRLS DEAD _ _	
<p>CM11. Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.</p>	SUM _ _	
<p>CM12. Just to make sure that I have this right, you have had in total (<i>total number in CM11</i>) births during your life. Is this correct?</p>	YES 1 NO 2	1 ⇒ CM14
<p>CM13. Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is 'Yes'.</p>		

MICS6.WM.7

CM14. <i>Check CM11: How many live births?</i>	NO LIVE BIRTHS, CM11=00.....0	0 ⇒ <i>End</i>
	ONE OR MORE LIVE BIRTH, CM11=01 OR MORE.....1	

MICS6.WM.8

FERTILITY/BIRTH HISTORY **BH**

BH0. Now I would like to record the names of all of your births, whether still alive or not, starting with the first one you had.

Record names of all of the births in BH1. Record twins and triplets on separate lines.

BH0. BH Line Number	BH1. What name was given to your (first/next) baby?	BH2. Were any of these births twins?	BH3. Is (<i>name of birth</i>) a boy or a girl?	BH4. In what day, month and year was (<i>name of birth</i>) born? <i>Probe: What is (his/her) birthday?</i>			BH5. Is (<i>name of birth</i>) still alive?		BH6. How old was (<i>name of birth</i>) at (his/her) last birthday? <i>Record age in completed years.</i>	BH7. Is (<i>name of birth</i>) living with you?		BH8. <i>Record household line number of child (from HL1)</i> <i>Record '00' if child is not listed.</i>	BH9. How old was (<i>name of birth</i>) when (he/she) died? <i>If '1 year', probe: How many months old was (<i>name of birth</i>)?</i> <i>Record days if less than 1 month; record months if less than 2 years; or years</i>			BH10. Were there any other live births between (<i>name of previous birth</i>) and (<i>name of birth</i>), including any children who died after birth?	
				Day	Month	Year	Y	N		Age	Y		N	Line No	Unit	Number	Y
01		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___			
02		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
03		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
04		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
05		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
06		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
07		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
08		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		
09		1 2	1 2	___	___	___	1	2 ☺ <i>BH9</i>	___	1	2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 ☺ 2 ☺ <i>Add Next Birth Birth</i>		

BH0. BH Line Number	BH1. What name was given to your (first/next) baby?	BH2. Were any of these births twins?	BH3. Is (name of birth) a boy or a girl?	BH4. In what month and year was (name of birth) born?			BH5. Is (name of birth) still alive?	BH6. How old was (name of birth) at (his/her) last birthday?	BH7. Is (name of birth) living with you?	BH8. Record household line number of child (from HL1) Record '00' if child is not listed.	BH9. How old was (name of birth) when (he/she) died?		BH10. Were there any other live births between (name of previous birth) and (name of birth), including any children who died after birth?
				Probe: What is (his/her) birthday?							If '1 year', probe: How many months old was (name of birth)?		
		S M	B G	Day	Month	Year	Y N	Age	Y N	Line No	Unit	Number	Y N
10		1 2	1 2	___	___	___	1 2	___	1 2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 2 Add Next Birth Birth
11		1 2	1 2	___	___	___	1 2	___	1 2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 2 Add Next Birth Birth
12		1 2	1 2	___	___	___	1 2	___	1 2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 2 Add Next Birth Birth
13		1 2	1 2	___	___	___	1 2	___	1 2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 2 Add Next Birth Birth
14		1 2	1 2	___	___	___	1 2	___	1 2	___	DAYS.....1 MONTHS..2 YEARS.....3	___	1 2 Add Next Birth Birth
BH11. Have you had any live births since the birth of (name of last birth listed)?								YES.....1				1 ⇒ Record birth(s) in Birth History	
								NO2					

MICS6.WM.10

<p>CM15. Compare number in CM11 with number of births listed in the birth history above and check:</p>	<p>NUMBERS ARE THE SAME 1 NUMBERS ARE DIFFERENT..... 2</p>	<p>1 ⇒ CM17</p>
<p>CM16. Probe and reconcile responses in the birth history until response in CM12 is 'Yes'.</p>		
<p>CM17. Check BH4: Last birth occurred within the last 2 years, that is, since (month of interview) in (year of interview minus 2)?</p> <p><i>If the month of interview and the month of birth are the same, and the year of birth is (year of interview minus 2), consider this as a birth within the last 2 years.</i></p>	<p>NO LIVE BIRTHS IN THE LAST 2 YEARS 0 ONE OR MORE LIVE BIRTHS IN THE LAST 2 YEARS..... 1</p>	<p>0 ⇒ End</p>
<p>CM18. Copy name of the last child listed in BH1.</p> <p><i>If the child has died, take special care when referring to this child by name in the following modules.</i></p>	<p>NAME OF LAST-BORN CHILD</p> <p>_____</p>	

MICS6.WM.11

DESIRE FOR LAST BIRTH		DB
DB1. Check CM17: Was there a live birth in the last 2 years? Copy name of last birth listed in the birth history (CM18) to here and use where indicated: Name _____	YES, CM17=1 1 NO, CM17=0 OR BLANK 2	2 ⇒ End
DB2. When you got pregnant with (<i>name</i>), did you want to get pregnant at that time?	YES 1 NO 2	1 ⇒ End
DB3. Check CM11: Number of births:	ONLY 1 BIRTH 1 2 OR MORE BIRTHS 2	1 ⇒ DB4A 2 ⇒ DB4B
DB4A. Did you want to have a baby later on, or did you not want any children?	LATER 1 NO MORE / NONE 2	
DB4B. Did you want to have a baby later on, or did you not want any more children?		

MICS6.WM.12


MATERNAL AND NEWBORN HEALTH		MN															
<p>MN1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=1 1</p> <p>NO, CM17=0 OR BLANK..... 2</p>	2 ⇒ End															
<p>MN2. Did you see anyone for prenatal care during your pregnancy with (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ MN7															
<p>MN3. Whom did you see?</p> <p><i>Probe:</i> Anyone else?</p> <p><i>Probe for the type of person seen and record all answers given.</i></p>	<p>HEALTH PROFESSIONAL</p> <p>DOCTOR.....A</p> <p>NURSE / MIDWIFEB</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANT F</p> <p>COMMUNITY HEALTH WORKER G</p> <p>OTHER (<i>specify</i>)..... X</p>																
<p>MN4. How many weeks or months pregnant were you when you first received prenatal care for this pregnancy?</p> <p><i>Record the answer as stated by respondent. If "9 months" or later, record 9.</i></p>	<p>WEEKS1 __</p> <p>MONTHS2 0 __</p> <p>DK998</p>																
<p>MN5. How many times did you receive prenatal care during this pregnancy?</p> <p><i>Probe to identify the number of times prenatal care was received. If a range is given, record the minimum number of times antenatal care received.</i></p>	<p>NUMBER OF TIMES__</p> <p>DK98</p>																
<p>MN6. As part of your prenatal care during this pregnancy, were any of the following done at least once:</p> <p>[A] Was your blood pressure measured?</p> <p>[B] Did you give a urine sample?</p> <p>[C] Did you give a blood sample?</p> <p>[D] Was an ultrasound done?</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>BLOOD PRESSURE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>URINE SAMPLE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>BLOOD SAMPLE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>ULTRASOUND</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		YES	NO	BLOOD PRESSURE	1	2	URINE SAMPLE	1	2	BLOOD SAMPLE	1	2	ULTRASOUND	1	2	
	YES	NO															
BLOOD PRESSURE	1	2															
URINE SAMPLE	1	2															
BLOOD SAMPLE	1	2															
ULTRASOUND	1	2															
<p>MN7. Do you have a card or other document with your own immunisations listed?</p> <p><i>If yes, ask: May I see it please?</i></p> <p><i>If a card is presented, use it to assist with answers to the following questions.</i></p>	<p>YES (CARD OR OTHER DOCUMENT SEEN) ... 1</p> <p>YES (CARD OR OTHER DOCUMENT NOT SEEN)..... 2</p> <p>NO 3</p> <p>DK 8</p>																

MICS6.WM.13

<p>MN8. When you were pregnant with (<i>name</i>), did you receive any injection in the arm or shoulder to prevent the baby from getting tetanus, that is, convulsions after birth?</p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒ MN11 8 ⇒ MN11</p>
<p>MN9. How many times did you receive this tetanus injection during your pregnancy with (<i>name</i>)?</p>	<p>NUMBER OF TIMES DK 8</p>	<p>8 ⇒ MN11</p>
<p>MN10. Check MN9: How many tetanus injections during last pregnancy were reported?</p>	<p>ONLY 1 INJECTION 1 2 OR MORE INJECTIONS 2</p>	<p>2 ⇒ MN19</p>
<p>MN11. At any time before your pregnancy with (<i>name</i>), did you receive any tetanus injection either to protect yourself or another baby?</p> <p><i>Include DTP (Tetanus) vaccinations received as a child if mentioned.</i></p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒ MN19 8 ⇒ MN19</p>
<p>MN12. Before your pregnancy with (<i>name</i>), how many times did you receive a tetanus injection?</p> <p><i>If 7 or more times, record '7'. Include DTP (Tetanus) vaccinations received as a child if mentioned.</i></p>	<p>NUMBER OF TIMES DK 8</p>	
<p>MN13. Check MN12: How many tetanus injections before last pregnancy were reported?</p>	<p>ONLY 1 INJECTION 1 2 OR MORE INJECTIONS OR DK 2</p>	<p>1 ⇒ MN14A 2 ⇒ MN14B</p>
<p>MN14A. How many years ago did you receive that tetanus injection</p> <p>MN14B. How many years ago did you receive the last of those tetanus injections?</p> <p><i>The reference is to the last injection received <u>prior</u> to this pregnancy, as recorded in MN12. If less than 1 year, record '00'.</i></p>	<p>YEARS AGO DK 98</p>	

MICS6.WM.14

<p>MN19. Who assisted with the delivery of (<i>name</i>)?</p> <p><i>Probe: Anyone else?</i></p> <p><i>Probe for the type of person assisting and record all answers given.</i></p>	<p>HEALTH PROFESSIONAL DOCTOR..... A NURSE / MIDWIFEB</p> <p>OTHER PERSON TRADITIONAL BIRTH ATTENDANT F COMMUNITY HEALTH WORKER G RELATIVE / FRIEND H</p> <p>OTHER (<i>specify</i>)..... X NO ONE Y</p>	
<p>MN20. Where did you give birth to (<i>name</i>)?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;">(<i>Name of place</i>)</p>	<p>HOME RESPONDENT'S HOME 11 OTHER HOME 12</p> <p>PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL 21 GOVERNMENT CLINIC / HEALTH CENTRE 22 GOVERNMENT HEALTH POST.....23 OTHER PUBLIC (<i>specify</i>) 26</p> <p>PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL..... 31 PRIVATE CLINIC 32 PRIVATE MATERNITY HOME 33 OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE..... 76</p> <p>OTHER (<i>specify</i>) 96</p>	<p>11 ⇒MN23 12 ⇒MN23</p> <p>96 ⇒MN23</p>
<p>MN21. Was (<i>name</i>) delivered by caesarean section? That is, did they cut your belly open to take the baby out?</p>	<p>YES 1 NO 2</p>	<p>2 ⇒MN23</p>
<p>MN22. When was the decision made to have the caesarean section?</p> <p><i>Probe if necessary: Was it before or after your labour pains started?</i></p>	<p>BEFORE LABOUR PAINS..... 1 AFTER LABOUR PAINS 2</p>	

<p>MN23. Immediately after the birth, was (<i>name</i>) put directly on the bare skin of your chest?</p> <p><i>If necessary, show the picture of skin-to-skin position.</i></p>  <p><small>Photo Credit: Joyce Godwin</small></p>	<p>YES 1 NO 2 DK/ DON'T REMEMBER 8</p>	<p>2 ⇒ MN25 8 ⇒ MN25</p>
<p>MN24. Before being placed on the bare skin of your chest, was the baby wrapped up?</p>	<p>YES 1 NO 2 DK/ DON'T REMEMBER 8</p>	
<p>MN25. Was (<i>name</i>) dried or wiped soon after birth?</p>	<p>YES 1 NO 2 DK/ DON'T REMEMBER 8</p>	
<p>MN26. How long after the birth was (<i>name</i>) bathed for the first time?</p> <p><i>If "immediately" or less than 1 hour, record '000'. If less than 24 hours, record hours.</i></p> <p><i>If "1 day" or "next day", probe: About how many hours after the delivery?</i></p> <p><i>If "24 hours", probe to ensure best estimate of less than 24 hours or 1 day. If 24 hours or more, record days.</i></p>	<p>IMMEDIATELY/LESS THAN 1 HOUR000 HOURS1 ___ DAYS2 ___ NEVER BATHED997 DK / DON'T REMEMBER998</p>	
<p>MN32. When (<i>name</i>) was born, was (he/she) very large, larger than average, average, smaller than average, or very small?</p>	<p>VERY LARGE..... 1 LARGER THAN AVERAGE..... 2 AVERAGE..... 3 SMALLER THAN AVERAGE 4 VERY SMALL..... 5 DK 8</p>	
<p>MN33. Was (<i>name</i>) weighed at birth?</p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒ MN35 8 ⇒ MN35</p>

MICS6.WM.16

<p>MN34. How much did (<i>name</i>) weigh?</p> <p><i>If a card is available, record weight from card.</i></p>	<p>FROM CARD 1 (KG) _ . _ _ _ _</p> <p>FROM RECALL 2 (KG) _ . _ _ _ _</p> <p>FROM CARD 3 (LB) _ _</p> <p>FROM CARD 3 (OZ) _ _</p> <p>FROM RECALL 4 (LB) _ _</p> <p>FROM RECALL 4 (OZ) _ _</p> <p>DK99998</p>	
<p>MN35. Has your menstrual period returned since the birth of (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>MN36. Did you ever breastfeed (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒MN39B
<p>MN37. How long after birth did you first put (<i>name</i>) to the breast?</p> <p><i>If less than 1 hour, record '00' hours.</i></p> <p><i>If less than 24 hours, record hours.</i></p> <p><i>Otherwise, record days.</i></p>	<p>IMMEDIATELY000</p> <p>HOURS 1 _ _</p> <p>DAYS 2 _ _</p> <p>DK / DON'T REMEMBER998</p>	
<p>MN38. In the first three days after delivery, was (<i>name</i>) given anything to drink other than breast milk?</p>	<p>YES 1</p> <p>NO 2</p>	1 ⇒MN39A 2 ⇒End
<p>MN39A. What was (<i>name</i>) given to drink?</p> <p><i>Probe: Anything else?</i></p> <p><i>'Not given anything to drink' is not a valid response and response category Y cannot be recorded.</i></p> <p>MN39B. In the first three days after delivery, what was (<i>name</i>) given to drink?</p> <p><i>Probe: Anything else?</i></p> <p><i>'Not given anything to drink' (category Y) can only be recorded if no other response category is recorded.</i></p>	<p>MILK (OTHER THAN BREAST MILK)A</p> <p>PLAIN WATERB</p> <p>SUGAR OR GLUCOSE WATERC</p> <p>GRIPE WATERD</p> <p>SUGAR-SALT-WATER SOLUTION.....E</p> <p>FRUIT JUICE.....F</p> <p>INFANT FORMULA.....G</p> <p>TEA / INFUSIONS / TRADITIONAL HERBAL PREPARATIONSH</p> <p>HONEYI</p> <p>PRESCRIBED MEDICINEJ</p> <p>OTHER (<i>specify</i>)..... X</p> <p>NOT GIVEN ANYTHING TO DRINK Y</p>	

MICS6.WM.17

POST-NATAL HEALTH CHECKS		PN
<p>PN1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=1 1</p> <p>NO, CM17=0 OR BLANK 2</p>	2 → End
<p>PN2. Check MN20: Was the child delivered in a health facility?</p>	<p>YES, MN20=21-36 OR 76 1</p> <p>NO, MN20=11-12 OR 96 2</p>	2 → PN7
<p>PN3. Now I would like to ask you some questions about what happened in the hours and days after the birth of (<i>name</i>).</p> <p>You have said that you gave birth in (<i>name or type of facility in MN20</i>). How long did you stay there after the delivery?</p> <p>If less than one day, record hours. If less than one week, record days. Otherwise, record weeks.</p>	<p>HOURS 1 __ __</p> <p>DAYS 2 __ __</p> <p>WEEKS 3 __ __</p> <p>DK / DON'T REMEMBER 998</p>	
<p>PN4. I would like to talk to you about checks on (<i>name</i>)'s health after delivery – for example, someone examining (<i>name</i>), checking the cord, or seeing if (<i>name</i>) is ok.</p> <p>Before you left the (<i>name or type of facility in MN20</i>), did anyone check on (<i>name</i>)'s health?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN5. And what about checks on <u>your</u> health – I mean, someone assessing your health, for example asking questions about your health or examining you?</p> <p>Did anyone check on <u>your</u> health before you left (<i>name or type or facility in MN20</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN6. Now I would like to talk to you about what happened after you left (<i>name or type of facility in MN20</i>).</p> <p>Did anyone check on (<i>name</i>)'s health after you left (<i>name or type of facility in MN20</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	1 → PN12 2 → PN17
<p>PN7. Check MN19: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?</p>	<p>YES, AT LEAST ONE OF THE CATEGORIES A TO G RECORDED 1</p> <p>NO, NONE OF THE CATEGORIES A TO G RECORDED 2</p>	2 → PN11

MICS6.WM.18

<p>PN8. You have already said that (<i>person or persons in MN19</i>) assisted with the birth. Now I would like to talk to you about checks on (<i>name</i>)'s health after delivery, for example examining (<i>name</i>), checking the cord, or seeing if (<i>name</i>) is ok.</p> <p>After the delivery was over and before (<i>person or persons in MN19</i>) left you, did (<i>person or persons in MN19</i>) check on (<i>name</i>)'s health?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN9. And did (<i>person or persons in MN19</i>) check on your health before leaving, for example asking questions about your health or examining you?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN10. After the (<i>person or persons in MN19</i>) left you, did anyone check on the health of (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒PN12</p> <p>2 ⇒PN19</p>
<p>PN11. I would like to talk to you about checks on (<i>name</i>)'s health after delivery – for example, someone examining (<i>name</i>), checking the cord, or seeing if the baby is ok.</p> <p>After (<i>name</i>) was delivered, did anyone check on (his/her) health?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒PN20</p>
<p>PN12. Did such a check happen only once, or more than once?</p>	<p>ONCE..... 1</p> <p>MORE THAN ONCE 2</p>	<p>1 ⇒PN13A</p> <p>2 ⇒PN13B</p>
<p>PN13A. How long after delivery did that check happen?</p> <p>PN13B. How long after delivery did the first of these checks happen?</p> <p><i>If less than one day, record hours.</i></p> <p><i>If less than one week, record days.</i></p> <p><i>Otherwise, record weeks.</i></p>	<p>HOURS1 ___</p> <p>DAYS2 ___</p> <p>WEEKS3 ___</p> <p>DK / DON'T REMEMBER 998</p>	
<p>PN14. Who checked on (<i>name</i>)'s health at that time?</p>	<p>HEALTH PROFESSIONAL</p> <p>DOCTOR A</p> <p>NURSE / MIDWIFEB</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANT F</p> <p>COMMUNITY HEALTH WORKER..... G</p> <p>RELATIVE / FRIEND H</p> <p>OTHER (<i>specify</i>) X</p>	

MICS6.WM.19

<p>PN15. Where did this check take place?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;">(Name of place)</p>	<p>HOME</p> <p>RESPONDENT'S HOME..... 11</p> <p>OTHER HOME..... 12</p> <p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... 21</p> <p>GOVERNMENT CLINIC / HEALTH CENTRE 22</p> <p>GOVERNMENT HEALTH POST 23</p> <p>OTHER PUBLIC (<i>specify</i>)..... 26</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL..... 31</p> <p>PRIVATE CLINIC..... 32</p> <p>PRIVATE MATERNITY HOME..... 33</p> <p>OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE..... 76</p> <p>OTHER (<i>specify</i>)..... 96</p>	
<p>PN16. Check MN20: Was the child delivered in a health facility?</p>	<p>YES, MN20=21-36 OR 76..... 1</p> <p>NO, MN20=11-12 OR 96..... 2</p>	<p>2 ⇒PN18</p>
<p>PN17. After you left (<i>name or type of facility in MN20</i>), did anyone check on <u>your</u> health?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒PN21</p> <p>2 ⇒PN25</p>
<p>PN18. Check MN19: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?</p>	<p>YES, AT LEAST ONE OF THE CATEGORIES A TO G RECORDED 1</p> <p>NO, NONE OF THE CATEGORIES A TO G RECORDED 2</p>	<p>2 ⇒PN20</p>
<p>PN19. After the delivery was over and (<i>person or persons in MN19</i>) left, did anyone check on <u>your</u> health?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒PN21</p> <p>2 ⇒PN25</p>
<p>PN20. After the birth of (<i>name</i>), did anyone check on <u>your</u> health, for example asking questions about your health or examining you?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒PN25</p>
<p>PN21. Did such a check happen only once, or more than once?</p>	<p>ONCE..... 1</p> <p>MORE THAN ONCE 2</p>	<p>1 ⇒PN22A</p> <p>2 ⇒PN22B</p>
<p>PN22A. How long after delivery did that check happen?</p> <p>PN22B. How long after delivery did the first of these checks happen?</p> <p><i>If less than one day, record hours.</i></p> <p><i>If less than one week, record days.</i></p> <p><i>Otherwise, record weeks.</i></p>	<p>HOURS 1 ___</p> <p>DAYS 2 ___</p> <p>WEEKS 3 ___</p> <p>DK / DON'T REMEMBER 998</p>	

MICS6.WM.20

<p>PN23. Who checked on <u>your</u> health at that time?</p>	<p>HEALTH PROFESSIONAL DOCTORA NURSE / MIDWIFEB OTHER PERSON TRADITIONAL BIRTH ATTENDANT F COMMUNITY HEALTH WORKER.....G RELATIVE / FRIENDH OTHER (<i>specify</i>)..... X</p>	
<p>PN24. Where did this check take place?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(<i>Name of place</i>)</p>	<p>HOME RESPONDENT'S HOME..... 11 OTHER HOME..... 12 PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL..... 21 GOVERNMENT CLINIC / HEALTH CENTRE..... 22 GOVERNMENT HEALTH POST 23 OTHER PUBLIC (<i>specify</i>)..... 26 PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL..... 31 PRIVATE CLINIC..... 32 PRIVATE MATERNITY HOME..... 33 OTHER PRIVATE MEDICAL (<i>specify</i>)..... 36 DK PUBLIC OR PRIVATE..... 76 OTHER (<i>specify</i>)..... 96</p>	
<p>PN25. During the first two days after birth, did any health care provider do any of the following either at home or at a facility:</p> <p>[A] Examine (<i>name</i>)'s cord?</p> <p>[B] Take the temperature of (<i>name</i>)?</p> <p>[C] Counsel you on breastfeeding?</p>	<p style="text-align: right;">YES NO DK</p> <p>EXAMINE THE CORD.....1 2 8</p> <p>TAKE TEMPERATURE1 2 8</p> <p>COUNSEL ON BREASTFEEDING.....1 2 8</p>	
<p>PN26. Check MN36: Was child ever breastfed?</p>	<p>YES, MN36=1..... 1 NO, MN36=2 2</p>	<p>2 ⇒PN28</p>
<p>PN27. Observe (<i>name</i>)'s breastfeeding?</p>	<p style="text-align: right;">YES NO DK</p> <p>OBSERVE BREASTFEEDING1 2 8</p>	
<p>PN28. Check MN33: Was child weighed at birth?</p>	<p>YES, MN33=1.....1 NO, MN33=22 DK, MN33=83</p>	<p>1 ⇒PN29A 2 ⇒PN29B 3 ⇒PN29C</p>

MICS6.WM.21

<p>PN29A. You mentioned that (<i>name</i>) was weighed at birth. After that, was (<i>name</i>) weighed again by a health care provider within two days?</p> <p>PN29B. You mentioned that (<i>name</i>) was not weighed at birth. Was (<i>name</i>) weighed at all by a health care provider within two days after birth?</p> <p>PN29C. You mentioned that you do not know if (<i>name</i>) was weighed at birth. Was (<i>name</i>) weighed at all by a health care provider within two days after birth?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN30. During the first two days after (<i>name</i>)'s birth, did any health care provider give you information on the symptoms that require you to take your sick child to a health facility for care?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.WM.22

CONTRACEPTION		CP
<p>CP1. I would like to talk with you about another subject: family planning.</p> <p>Are you pregnant now?</p>	<p>YES, CURRENTLY PREGNANT 1</p> <p>NO 2</p> <p>DK OR NOT SURE 8</p>	1 ⇒ CP3
<p>CP2. Couples use various ways or methods to delay or avoid getting pregnant.</p> <p>Are you currently doing something or using any method to delay or avoid getting pregnant?</p>	<p>YES 1</p> <p>NO 2</p>	1 ⇒ CP4
<p>CP3. Have you ever done something or used any method to delay or avoid getting pregnant?</p>	<p>YES 1</p> <p>NO 2</p>	1 ⇒ End 2 ⇒ End
<p>CP4. What are you doing to delay or avoid a pregnancy?</p> <p><i>Do not prompt.</i></p> <p><i>If more than one method is mentioned, record each one.</i></p>	<p>FEMALE STERILIZATION A</p> <p>MALE STERILIZATION B</p> <p>IUD C</p> <p>INJECTABLES D</p> <p>IMPLANTS E</p> <p>PILL F</p> <p>MALE CONDOM G</p> <p>FEMALE CONDOM H</p> <p>DIAPHRAGM I</p> <p>FOAM / JELLY J</p> <p>PERIODIC ABSTINENCE / RHYTHM L</p> <p>WITHDRAWAL M</p> <p>PATCH N</p> <p>OTHER (<i>specify</i>) X</p>	

MICS6.WM.23

UNMET NEED		UN
UN1. Check CP1: Currently pregnant?	YES, CP1=1 1 NO, DK OR NOT SURE, CP1=2 OR 8 2	2 ⇒ UN6
UN2. Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?	YES 1 NO 2	1 ⇒ UN5
UN3. Check CM11: Any births?	NO BIRTHS 0 ONE OR MORE BIRTHS 1	0 ⇒ UN4A 1 ⇒ UN4B
UN4A. Did you want to have a baby later on or did you not want any children? UN4B. Did you want to have a baby later on or did you not want any more children?	LATER 1 NONE / NO MORE 2	
UN5. Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?	HAVE ANOTHER CHILD 1 NO MORE / NONE 2 UNDECIDED / DK 8	1 ⇒ UN8 2 ⇒ UN14 8 ⇒ UN14
UN6. Check CP4: Currently using 'Female sterilization'?	YES, CP4=A 1 NO, CP4≠A 2	1 ⇒ UN14
UN7. Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?	HAVE (A/ANOTHER) CHILD 1 NO MORE / NONE 2 SAYS SHE CANNOT GET PREGNANT 3 UNDECIDED / DK 8	2 ⇒ UN10 3 ⇒ UN12 8 ⇒ UN10
UN8. How long would you like to wait before the birth of (a/another) child? <i>Record the answer as stated by respondent.</i>	MONTHS 1 __ __ YEARS 2 __ __ DOES NOT WANT TO WAIT (SOON/NOW) 993 SAYS SHE CANNOT GET PREGNANT 994 AFTER MARRIAGE 995 OTHER 996 DK 998	994 ⇒ UN12
UN9. Check CP1: Currently pregnant?	YES, CP1=1 1 NO, DK OR NOT SURE, CP1=2 OR 8 2	1 ⇒ UN14
UN10. Check CP2: Currently using a method?	YES, CP2=1 1 NO, CP2=2 2	1 ⇒ UN14
UN11. Do you think you are physically able to get pregnant at this time?	YES 1 NO 2 DK 8	1 ⇒ UN14 8 ⇒ UN14

MICS6.WM.24

<p>UN12. Why do you think you are not physically able to get pregnant?</p>	<p>INFREQUENT SEX / NO SEX A MENOPAUSAL B NEVER MENSTRUATED C HYSTERECTOMY (SURGICAL REMOVAL OF UTERUS) D HAS BEEN TRYING TO GET PREGNANT FOR 2 YEARS OR MORE WITHOUT RESULT E POSTPARTUM AMENORRHEIC F BREASTFEEDING G TOO OLD H FATALISTIC I OTHER (<i>specify</i>) X DK Z</p>	
<p>UN13. Check UN12: 'Never menstruated' mentioned?</p>	<p>MENTIONED, UN12=C 1 NOT MENTIONED, UN12≠C 2</p>	<p>1 ⇒ End</p>
<p>UN14. When did your last menstrual period start?</p> <p><i>Record the answer using the same unit stated by the respondent.</i></p> <p><i>If '1 year', probe: How many months ago?</i></p>	<p>DAYS AGO 1 __ __ WEEKS AGO 2 __ __ MONTHS AGO 3 __ __ YEARS AGO 4 __ __ IN MENOPAUSE / HAS HAD HYSTERECTOMY 993 BEFORE LAST BIRTH 994 NEVER MENSTRUATED 995</p>	<p>993 ⇒ End 994 ⇒ End 995 ⇒ End</p>
<p>UN15. Check UN14: Was the last menstrual period within last year?</p>	<p>YES, WITHIN LAST YEAR 1 NO, ONE YEAR OR MORE 2</p>	<p>2 ⇒ End</p>
<p>UN16. Due to your last menstruation, were there any social activities, school or work days that you did not attend?</p>	<p>YES 1 NO 2 DK / NOT SURE / NO SUCH ACTIVITY 8</p>	
<p>UN17. During your last menstrual period were you able to wash and change in privacy while at home?</p>	<p>YES 1 NO 2 DK 8</p>	
<p>UN18. Did you use any materials such as sanitary pads, tampons or cloth?</p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒ End 8 ⇒ End</p>
<p>UN19. Were the materials reusable?</p>	<p>YES 1 NO 2 DK 8</p>	

MICS6.WM.25

ATTITUDES TOWARD DOMESTIC VIOLENCE

DV

DV1. Sometimes a husband or partner is annoyed or angered by things that his wife or partner does. In your opinion, is a husband or partner justified in hitting or beating his wife or partner 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

MICS6.WM.26

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 incident, 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>	

MICS6.WM.27

<p>VT8. Did you or anyone else report the incident to the police?</p> <p><i>If 'Yes', probe:</i> Was the incident reported by you or someone else?</p>	<p>YES, RESPONDENT REPORTED 1 YES, SOMEONE ELSE REPORTED 2 NO, NOT REPORTED 3 DK / NOT SURE..... 8</p>	<p>1 ⇒VT9A 2 ⇒VT9A 3 ⇒VT9A 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</i>) (<i>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</i>) (<i>year of interview minus 3</i>), have you been physically attacked?</p> <p><i>If 'No', probe:</i> 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.</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 NO 2 DK 8</p>	<p>2 ⇒VT20 8 ⇒VT20</p>
<p>VT10. 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 NO, MORE THAN 12 MONTHS AGO 2 DK / DON'T REMEMBER 8</p>	<p>2 ⇒VT12B 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:</i> Did it happen once, twice, or at least three times?</p>	<p>ONE TIME..... 1 TWO TIMES..... 2 THREE OR MORE TIMES 3 DK / DON'T REMEMBER 8</p>	<p>1 ⇒VT12A 2 ⇒VT12B 3 ⇒VT12B 8 ⇒VT12B</p>
<p>VT12A. Where did this happen?</p> <p>VT12B. Where did this happen the last time?</p>	<p>AT HOME..... 11 IN ANOTHER HOME 12 IN THE STREET 21 ON PUBLIC TRANSPORT 22 PUBLIC RESTAURANT / CAFÉ / BAR 23 OTHER PUBLIC (<i>specify</i>) 26 AT SCHOOL..... 31 AT WORKPLACE..... 32 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:</i> Was it one, two, or at least three people?</p>	<p>ONE PERSON 1 TWO PEOPLE 2 THREE OR MORE PEOPLE 3 DK / DON'T REMEMBER 8</p>	<p>1 ⇒VT14A 2 ⇒VT14B 3 ⇒VT14B 8 ⇒VT14B</p>

MICS6.WM.28

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?		
	YES NO DK	
[A] Ethnic or immigration origin?	ETHNIC / IMMIGRATION..... 1 2 8	
[B] Sex?	SEX 1 2 8	
[C] Sexual orientation?	SEXUAL ORIENTATION 1 2 8	
[D] Age?	AGE..... 1 2 8	
[E] Religion or belief?	RELIGION / BELIEF 1 2 8	
[F] Disability?	DISABILITY 1 2 8	
[X] For any other reason?	OTHER REASON..... 1 2 8	

MICS6.WM.29

MARRIAGE/UNION		MA
MA1. Are you currently married, living together with someone as if married, or in a visiting relationship?	YES, CURRENTLY MARRIED..... 1 YES, LIVING WITH A PARTNER..... 2 YES, HAVE A VISITING PARTNER..... 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, does he live with other women as if married or does he have a (other) visiting relationship(s)?	YES..... 1 NO..... 2 DK..... 8	2 ⇨MA7 8 ⇨MA7
MA4. How many other wives or partners does he have?	NUMBER __ __ DK..... 98	⇨MA7 98 ⇨MA7
MA5. Have you ever been married, 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 A VISITING PARTNER..... 0 NO..... 3	3 ⇨End
MA6. What is your marital status now: are you widowed, divorced or separated or are you no longer in a visiting relationship?	WIDOWED..... 1 DIVORCED..... 2 SEPARATED..... 3 NO LONGER IN A VISITING RELATIONSHIP. 0	
MA7. Have you been married, 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 first 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?		

MICS6.WM.30

SEXUAL BEHAVIOUR	SB	
<p>SB1. <i>Check for the presence of others. Before continuing, make every effort to ensure privacy.</i> Now I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.</p> <p>Let me assure you again that your answers are completely confidential and will not be told to anyone. If we should come to any question that you don't want to answer, just let me know and we will go to the next question.</p> <p>How old were you when you had sexual intercourse for the very first time?</p>	<p>NEVER HAD INTERCOURSE00</p> <p>AGE IN YEARS__ __</p> <p>FIRST TIME WHEN STARTED LIVING WITH (FIRST) HUSBAND / PARTNER 95</p>	<p>00 ⇒End</p>
<p>SB2. I would like to ask you about your recent sexual activity.</p> <p>When was the last time you had sexual intercourse?</p> <p><i>Record answers in days, weeks or months if less than 12 months (one year). If 12 months (one year) or more, answer must be recorded in years.</i></p>	<p>DAYS AGO 1 __ __</p> <p>WEEKS AGO 2 __ __</p> <p>MONTHS AGO 3 __ __</p> <p>YEARS AGO 4 __ __</p>	<p>4 ⇒End</p>
<p>SB3. The last time you had sexual intercourse, was a condom used?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>SB4. What was your relationship to this person with whom you last had sexual intercourse?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Boyfriend', then ask: Were you living together as if married? If 'Yes', record '2'. If 'No', record '3'.</i></p>	<p>HUSBAND 1</p> <p>COHABITING PARTNER 2</p> <p>BOYFRIEND 3</p> <p>CASUAL ACQUAINTANCE 4</p> <p>CLIENT / SEX WORKER 5</p> <p>OTHER (specify) 6</p>	<p>3 ⇒SB6</p> <p>4 ⇒SB6</p> <p>5 ⇒SB6</p> <p>6 ⇒SB6</p>
<p>SB5. <i>Check MA1: Currently married or living with a partner?</i></p>	<p>YES, MA1=1, 2 OR 0 1</p> <p>NO, MA1=3 2</p>	<p>1 ⇒SB7</p>
<p>SB6. How old is this person?</p> <p><i>If response is 'DK', probe: About how old is this person?</i></p>	<p>AGE OF SEXUAL PARTNER __ __</p> <p>DK 98</p>	
<p>SB7. Apart from this person, have you had sexual intercourse with any other person in the last 12 months?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒End</p>
<p>SB8. The last time you had sexual intercourse with another person, was a condom used?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.WM.31

<p>SB9. What was your relationship to this person?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Boyfriend' then ask:</i> Were you living together as if married? <i>If 'Yes', record '2'. If 'No', record '3'.</i></p>	HUSBAND 1 COHABITING PARTNER..... 2 BOYFRIEND..... 3 CASUAL ACQUAINTANCE 4 CLIENT / SEX WORKER..... 5 OTHER (<i>specify</i>)..... 6	 3 ⇒SB12 4 ⇒SB12 5 ⇒SB12 6 ⇒SB12
<p>SB10. Check MA1: Currently married or living with a partner?</p>	YES, MA1=1, 2 OR 0..... 1 NO, MA1=3 2	2 ⇒SB12
<p>SB11. Check MA7: Married or living with a partner only once?</p>	YES, MA7=1 1 NO, MA7≠1 2	1 ⇒End
<p>SB12. How old is this person?</p> <p><i>If response is 'DK', probe:</i> About how old is this person?</p>	AGE OF SEXUAL PARTNER _ _ DK..... 98	

MICS6.WM.32

HIV/AIDS		HA																
HA1. Now I would like to talk with you about something else. Have you ever heard of HIV or AIDS?	YES 1 NO 2 DK 8	2 ⇒ End																
HA2. HIV is the virus that can lead to AIDS. Can people reduce their chance of getting HIV by having just one uninfected sex partner who has no other sex partners?	YES 1 NO 2 DK 8																	
HA3. Can people get HIV from mosquito bites?	YES 1 NO 2 DK 8																	
HA4. Can people reduce their chance of getting HIV by using a condom every time they have sex?	YES 1 NO 2 DK 8																	
HA5. Can people get HIV by sharing food with a person who has HIV?	YES 1 NO 2 DK 8																	
HA6. Can people get HIV because of witchcraft or voodoo?	YES 1 NO 2 DK 8																	
HA7. Is it possible for a healthy-looking person to have HIV?	YES 1 NO 2 DK 8																	
HA8. Can HIV be transmitted from a mother to her baby: [A] During pregnancy? [B] During delivery? [C] By breastfeeding?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> <th style="text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>DURING PREGNANCY</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>DURING DELIVERY.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>BY BREASTFEEDING</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		YES	NO	DK	DURING PREGNANCY	1	2	8	DURING DELIVERY.....	1	2	8	BY BREASTFEEDING	1	2	8	
	YES	NO	DK															
DURING PREGNANCY	1	2	8															
DURING DELIVERY.....	1	2	8															
BY BREASTFEEDING	1	2	8															
HA9. Check HA8[A], [B] and [C]: At least one 'Yes' recorded?	YES 1 NO 2	2 ⇒ HA11																
HA10. Are there any special drugs that a doctor or a nurse can give to a woman infected with HIV to reduce the risk of transmission to the baby?	YES 1 NO 2 DK 8																	
HA11. Check CM17: Was there a live birth in the last 2 years? Copy name of last birth listed in the birth history (CM18) to here and use where indicated: Name _____	YES, CM17=1 1 NO, CM17=0 OR BLANK..... 2	2 ⇒ HA24																

MICS6.WM.33

HA12. Check MN2: Was prenatal care received?	YES, MN2=1 1 NO, MN2=2 2	2⇒HA17
HA13. During any of the prenatal visits for your pregnancy with (<i>name</i>), were you given any information about:		
	YES NO DK	
[A] Babies getting HIV from their mother?	HIV FROM MOTHER..... 1 2 8	
[B] Things that you can do to prevent getting HIV?	THINGS TO DO 1 2 8	
[C] Getting tested for HIV?	TESTED FOR HIV 1 2 8	
Were you:		
[D] Offered a test for HIV?	OFFERED A TEST FOR HIV 1 2 8	
HA14. I don't want to know the results, but were you tested for HIV as part of your prenatal care?	YES 1 NO 2 DK 8	2⇒HA17 8⇒HA17
HA15. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2 DK 8	2⇒HA17 8⇒HA17
HA16. After you received the result, were you given any health information or counselling related to HIV?	YES 1 NO 2 DK 8	
HA17. Check MN20: Was the child delivered in a health facility?	YES, MN20=21-36 OR 76 1 NO, MN20=11-12 OR 96 2	2⇒HA21
HA18. Between the time you went for delivery but before the baby was born were you offered an HIV test?	YES 1 NO 2	
HA19. I don't want to know the results, but were you tested for HIV at that time?	YES 1 NO 2	2⇒HA21
HA20. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2	1⇒HA22 2⇒HA22
HA21. Check HA14: Was the respondent tested for HIV as part of prenatal care?	YES, HA14=1 1 NO OR NO ANSWER, HA14≠1 2	2⇒HA24
HA22. Have you been tested for HIV since that time you were tested during your pregnancy?	YES 1 NO 2	1⇒HA25
HA23. How many months ago was your most recent HIV test?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	1⇒HA28 2⇒HA28 3⇒HA28
HA24. I don't want to know the results, but have you ever been tested for HIV?	YES 1 NO 2	2⇒HA27

MICS6.WM.34

HA25. How many months ago was your most recent HIV test?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	
HA26. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2 DK 8	1 ⇒HA28 2 ⇒HA28 8 ⇒HA28
HA27. Do you know of a place where people can go to get an HIV test?	YES 1 NO 2	
HA28. Have you heard of test kits people can use to test themselves for HIV?	YES 1 NO 2	2 ⇒HA30
HA29. Have you ever tested yourself for HIV using a self-test kit?	YES 1 NO 2	
HA30. Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA31. Do you think children living with HIV should be allowed to attend school with children who do not have HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA32. Do you think people hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA33. Do people talk badly about people living with HIV, or who are thought to be living with HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA34. Do people living with HIV, or thought to be living with HIV, lose the respect of other people?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA35. Do you agree or disagree with the following statement? I would be ashamed if someone in my family had HIV.	AGREE 1 DISAGREE 2 DK / NOT SURE / DEPENDS 8	
HA36. Do you fear that you could get HIV if you come into contact with the saliva of a person living with HIV?	YES 1 NO 2 SAYS SHE HAS HIV 7 DK / NOT SURE / DEPENDS 8	

MICS6.WM.35

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..... 0 ____ 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, hookah 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 WATER PIPE/ HOOKAH..... 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..... 0 ____ 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?	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.36

<p>TA12. What type of smokeless tobacco product did you use during the last one month?</p> <p><i>Record all mentioned.</i></p>	<p>CHEWING TOBACCO..... A</p> <p>OTHER (specify)_____ X</p>	
<p>TA13. During the last one month, on how many days did you use (<i>names of products mentioned in TA12</i>)?</p> <p><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></p>	<p>NUMBER OF DAYS..... <u>0</u> ____</p> <p>10 DAYS OR MORE BUT LESS THAN A MONTH 10</p> <p>EVERY DAY / ALMOST EVERY DAY 30</p>	
<p>TA14. Now I would like to ask you some questions about drinking alcohol.</p> <p>Have you ever drunk alcohol?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒ End</p>
<p>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.</p> <p>How old were you when you had your first drink of alcohol, other than a few sips?</p>	<p>NEVER HAD ONE DRINK OF ALCOHOL 00</p> <p>AGE ____ ____</p>	<p>00 ⇒ End</p>
<p>TA16. During the last one month, on how many days did you have at least one drink of alcohol?</p> <p><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></p>	<p>DID NOT HAVE ONE DRINK IN LAST ONE MONTH 00</p> <p>NUMBER OF DAYS..... <u>0</u> ____</p> <p>10 DAYS OR MORE BUT LESS THAN A MONTH 10</p> <p>EVERY DAY / ALMOST EVERY DAY 30</p>	<p>00 ⇒ End</p>
<p>TA17. In the last one month, on the days that you drank alcohol, how many drinks did you usually have per day?</p>	<p>NUMBER OF DRINKS..... ____ ____</p>	

MICS6.WM.37

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 SOMEWHAT HAPPY 2 NEITHER HAPPY NOR UNHAPPY 3 SOMEWHAT UNHAPPY 4 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:</i> Which step comes closest to the way you feel?</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>IMPROVED 1 MORE OR LESS THE SAME 2 WORSENERD 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 MORE OR LESS THE SAME 2 WORSE 3</p>	

MICS6.WM.38

DOMESTIC VIOLENCE		DA
DA0. Check line number in HH30H	WOMAN SELECTED FOR DA MODULE1 WOMAN NOT SELECTED 2	2 → End
DA1. Check for presence of others: Do not continue until privacy is ensured.	PRIVACY OBTAINED.....1 PRIVACY NOT POSSIBLE.....2	2 → DA32
<p>DA1A. "READ TO THE RESPONDENT: Now I would like to ask you questions about some other important aspects of a woman's life. You may find some of these questions very personal. However, your answers are CRUCIAL FOR helping to understand the condition of women in TCI. Let me assure you that your answers are completely confidential and will not be told to anyone and no one else in your household will know that you were asked these questions. If I ask you any question you don't want to answer, just let me know and I will go on to the next question.</p>		
DA2. Check MA1 and MA5: Currently in union (MA1 = 1, 2 OR 0), formerly in union (MA5=1,2 OR 0) or never in union (MA1 = 3 AND MA5 = 3)?	CURRENTLY IN A UNION..... 1 FORMERLY IN A UNION 2 NEVER IN A UNION 3	3 → DA16
<p>DA3. First, I am going to ask you about some situations which happen to some women. Please tell me if these apply to your relationship with your (last) (husband/partner)?</p> <p>[A] He (is/was) jealous or angry if you (talk/talked) to other men?</p> <p>[B] He frequently (accuses/accused) you of being unfaithful?</p> <p>[C] He (does/did) not permit you to meet your female friends?</p> <p>[D] He (tries/tried) to limit your contact with your family?</p> <p>[E] He (insists/insisted) on knowing where you (are/were) at all times?</p> <p>[F] He (does/did) not trust you with any money?</p>	<p style="text-align: right;">YES NO DK</p> <p>JEALOUS1 2 8</p> <p>ACCUSES1 2 8</p> <p>NOT MEET FRIENDS1 2 8</p> <p>NO FAMILY1 2 8</p> <p>WHERE YOU ARE.....1 2 8</p> <p>MONEY1 2 8</p>	
<p>DA4A. Now I need to ask some more questions about your relationship with your (last) (husband/partner).</p> <p>Did your (last) (husband/partner) ever say or do something to humiliate you in front of others?</p>	<p>YES..... 1 NO..... 2</p>	2 → DA4B
DA4A1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA4B. Did your (last) (husband/partner) threaten to hurt or harm you or someone you care about?	YES..... 1 NO..... 2	2 → DA4C

MICS6.WM.39

DA4B1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA4C. Did your (last) (husband/partner) ever insult you or make you feel bad about yourself?	YES..... 1 NO..... 2	2 ⇒DA5A
DA4C1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5A. Did your (last) (husband/partner) ever push you, shake you, or throw something at you?	YES..... 1 NO..... 2	2 ⇒DA5B
DA5A1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5B. Did your (last) (husband/partner) ever slap you?	YES..... 1 NO..... 2	2 ⇒DA5C
DA5B1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5C. Did your (last) (husband/partner) ever twist your arm or pull your hair?	YES..... 1 NO..... 2	2 ⇒DA5D
DA5C1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5D. Did your (last) (husband/partner) ever punch you with his fist or with something that could hurt you?	YES..... 1 NO..... 2	2 ⇒DA5E
DA5D1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5E. Did your (last) (husband/partner) ever kick you, drag you, or beat you up?	YES..... 1 NO..... 2	2 ⇒DA5F
DA5E1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5F. Did your (last) (husband/partner) ever try to choke you or burn you on purpose?	YES..... 1 NO..... 2	2 ⇒DA5G
DA5F1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3	
DA5G. Did your (last) (husband/partner) ever threaten or attack you with a knife, something sharp or other weapon?	YES..... 1 NO..... 2	2 ⇒DA5H

MICS6.WM.40

DA5G1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3													
DASH. Did your (last) (husband/partner) ever physically force you to have sexual intercourse with him when you did not want to?	YES 1 NO..... 2	2 ⇒DA5I												
DASH1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3													
DA5I. Did your (last) (husband/partner) ever physically force you to perform any other sexual acts you did not want to?	YES 1 NO..... 2	2 ⇒DA5J												
DA5I1.) How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3													
DA5J. Did your (last) (husband/partner) ever force you with threats or in any other way to perform sexual acts you did not want to?	YES 1 NO..... 2	2 ⇒DA6												
DA5J1. How often did this happen during the last 12 months: often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS..... 3													
DA6. Check DA5 [A] to [J]: At least one 'Yes' recorded?	AT LEAST ONE YES 1 NOT A SINGLE YES..... 2	2 ⇒DA9												
DA7. How long after you first (got married/started living together) with your (last)(husband/partner) did (this/any of these things) first happen? <i>If less than one year, record '00' years.</i>	NUMBER OF YEARS __ __ BEFORE MARRIAGE/ BEFORE LIVING TOGETHER..... 95 AFTER SEPARATION/DIVORCE 96													
DA8. Did the following ever happen as a result of what your (last) (husband/partner) did to you: [A] You had cuts, bruises, or aches? [B] You had eye injuries, sprains, dislocations, or burns? [C] You had deep wounds, broken bones, broken teeth, or any other serious injury?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">YES</th> <th style="text-align: center;">NO</th> </tr> </thead> <tbody> <tr> <td>[A] CUTS, BRUISES, OR ACHES</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>[B] EYE INJURIES, SPRAINS, DISLOCATIONS OR BURNS.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td>[C] DEEP WOUNDS, BROKEN BONES, BROKEN TEETH</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>		YES	NO	[A] CUTS, BRUISES, OR ACHES	1	2	[B] EYE INJURIES, SPRAINS, DISLOCATIONS OR BURNS.....	1	2	[C] DEEP WOUNDS, BROKEN BONES, BROKEN TEETH	1	2	
	YES	NO												
[A] CUTS, BRUISES, OR ACHES	1	2												
[B] EYE INJURIES, SPRAINS, DISLOCATIONS OR BURNS.....	1	2												
[C] DEEP WOUNDS, BROKEN BONES, BROKEN TEETH	1	2												

MICS6.WM.41

DA9. Have you ever hit, slapped, kicked, or done anything else to physically hurt your (last) (husband/partner) at times when he was not already beating or physically hurting you?	YES..... 1 NO..... 2	2⇒DA11
DA10. In the last 12 months, how often have you done this to your (last) (husband/partner): often, only sometimes, or not at all?	OFTEN 1 SOMETIMES 2 NOT AT ALL 3	
DA11. Does (did) your (last) (husband/partner) drink alcohol?	YES..... 1 NO..... 2	2⇒DA13
DA12. How often does (did) he get drunk: often, only sometimes, or never?	OFTEN 1 SOMETIMES 2 NEVER 3	
DA13. Are (Were) you afraid of your (last) (husband/partner): most of the time, sometimes, or never?	MOST OF THE TIME AFRAID 1 SOMETIMES AFRAID..... 2 NEVER AFRAID 3	
DA14. Check MA7: Was she in a union only once or more than once?	IN A UNION MORE THAN ONCE 1 IN A UNION ONLY ONCE..... 2	2⇒DA16
DA15A. So far we have been talking about the behaviour of your (current/last) (husband/partner). Now I want to ask you about the behaviour of any previous (husband/partner). Did any of your previous (husband/partner) ever hit, slap, kick, or do anything else to hurt you physically?	YES..... 1 NO..... 2	2⇒DA15B
DA15A1. How long ago did this last happen?	0-11 MONTHS AGO..... 1 12+ MONTHS AGO..... 2 DON'T REMEMBER..... 3	
DA15B. Did any of your previous (husband/partner) physically force you to have intercourse or perform any other sexual acts against your will?	YES..... 1 NO..... 2	2⇒DA15C
DA15B1. How long ago did this last happen?	0-11 MONTHS AGO..... 1 12+ MONTHS AGO..... 2 DON'T REMEMBER..... 3	
DA15C. Did any previous (husband/partner) humiliate you in front of others, threaten to hurt you or someone you care about, or insult you or make you feel bad about yourself?	YES..... 1 NO..... 2	2⇒DA16
DA15C1. How long ago did this last happen?	0-11 MONTHS AGO..... 1 12+ MONTHS AGO..... 2 DON'T REMEMBER..... 3	
DA16. Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?	EVER IN A UNION 1 NEVER IN A UNION 2	1⇒DA16A 2⇒DA16B

MICS6.WM.42

<p>DA16A. From the time you were 15 years old has anyone other than (your/any) (husband/partner) hit you, slapped you, kicked you, or done anything else to hurt you physically?</p> <p>DA16B. From the time you were 15 years old has anyone hit you, slapped you, kicked you, or done anything else to hurt you physically?</p>	<p>YES 1 NO..... 2 REFUSED TO ANSWER/NO ANSWER 3</p>	<p>2 ⇒DA19A 3 ⇒DA19A</p>
<p>DA17. Who has hurt you in this way?</p> <p><i>Probe: Anyone else?</i></p> <p><i>Record all mentioned</i></p>	<p>MOTHER/STEP-MOTHER A FATHER/STEP-FATHER B SISTER/BROTHER C DAUGHTER/SON D OTHER RELATIVE.....E CURRENT BOYFRIENDF FORMER BOYFRIENDG MOTHER-IN-LAWH FATHER-IN-LAWI OTHER IN-LAWJ TEACHERK EMPLOYER/SOMEONE AT WORKL POLICE/SOLDIER..... M</p> <p>OTHER (<i>specify</i>) X</p>	
<p>DA18. In the last 12 months, how often has (this person/have these persons) physically hurt you: often, only sometimes, or not at all?</p>	<p>OFTEN 1 SOMETIMES 2 NOT AT ALL 3</p>	
<p>DA19A. <i>Check CM1: ever given birth?</i></p>	<p>YES 1 NO..... 2</p>	<p>1 ⇒DA20</p>
<p>DA19B. Have you ever been pregnant?</p>	<p>YES 1 NO..... 2</p>	<p>2 ⇒DA22</p>
<p>DA20. Has anyone ever hit, slapped, kicked, or done anything else to hurt you physically while you were pregnant?</p>	<p>YES 1 NO..... 2</p>	<p>2 ⇒DA22</p>

MICS6.WM.43

<p>DA21. "Who has done any of these things to physically hurt you while you were pregnant?"</p> <p><i>Probe: Anyone else?</i></p> <p><i>Record all mentioned</i></p>	<p>CURRENT HUSBAND/PARTNER A MOTHER/STEP-MOTHER B FATHER/STEP-FATHER..... C SISTER/BROTHER D DAUGHTER/SON E OTHER RELATIVE..... F FORMER HUSBAND/PARTNER..... G CURRENT BOYFRIEND H FORMER BOYFRIEND I MOTHER-IN-LAW J FATHER-IN-LAW K OTHER IN-LAW..... L TEACHER M EMPLOYER/SOMEONE AT WORK N POLICE/SOLDIER..... O</p> <p>OTHER (<i>specify</i>) X</p>	
<p>DA22. Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?</p>	<p>EVER IN A UNION 1 NEVER IN A UNION 2</p>	<p>1 ⇒ DA22A 2 ⇒ DA22B</p>
<p>DA22A. Now I want to ask you about things that may have been done to you by someone other than (your/any) (husband/partner). At any time in your life, as a child or as an adult, has anyone ever forced you in any way to have sexual intercourse or perform any other sexual acts when you did not want to?</p> <p>DA22B. At any time in your life, as a child or as an adult, has anyone ever forced you in any way to have sexual intercourse or perform any other sexual acts when you did not want to?</p>	<p>YES..... 1 NO..... 2 REFUSED TO ANSWER/ NO ANSWER..... 3</p>	<p>2 ⇒ DA26 3 ⇒ DA26</p>
<p>DA23. Who was the person who was forcing you the very first time this happened?</p>	<p>CURRENT HUSBAND/PARTNER 01 FORMER HUSBAND/PARTNER..... 02 CURRENT /FORMER BOYFRIEND..... 03 FATHER/STEP-FATHER..... 04 BROTHER/STEP BROTHER..... 05 OTHER RELATIVE..... 06 IN-LAW 07 OWN FRIEND/ACQUAINTANCE..... 08 FAMILY FRIEND 09 TEACHER 10 EMPLOYER/SOMEONE AT WORK 11 POLICE/SOLDIER..... 12 PRIEST/RELIGIOUS LEADER 13 STRANGER 14</p> <p>OTHER (<i>specify</i>) 96</p>	

MICS6.WM.44

<p>DA23A. Where were you when this happened to you?</p>	<p>HOME..... 01 PERPETRATOR'S HOME..... 02 SOMEONE'S ELSE HOME 03 BUSH..... 04 MARKET SHOP 05 SCHOOL 06 CAR/BUS 07 CHURCH..... 08 WORKPLACE..... 09 OTHER (<i>specify</i>) _____ 96</p>	
<p>DA24. Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?</p>	<p>EVER IN A UNION 1 NEVER IN A UNION 2</p>	<p>1 ⇒DA24A 2 ⇒DA24B</p>
<p>DA24A. In the last 12 months, has anyone other than (your/any) (husband/partner) physically forced you to have sexual intercourse when you did not want to?</p> <p>DA24B. In the last 12 months has anyone physically forced you to have sexual intercourse when you did not want to?</p>	<p>YES..... 1 NO..... 2</p>	<p>1 ⇒DA25</p>
<p>DA24C. Check DA5(H-J) and DA15B</p>	<p>AT LEAST ONE 'YES' 1 NOT A SINGLE 'YES' 2</p>	<p>2 ⇒DA26</p>
<p>DA25. Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?</p>	<p>EVER IN A UNION 1 NEVER IN A UNION 2</p>	<p>1 ⇒DA25A 2 ⇒DA25B</p>
<p>DA25A. How old were you the first time you were forced to have sexual intercourse or perform any other sexual acts by anyone, including (your/any) husband/partner?</p> <p>DA25B. How old were you the first time you were forced to have sexual intercourse or perform any other sexual acts?</p>	<p>AGE IN COMPLETED YEARS _ _ _ DON'T KNOW..... 98</p>	
<p>DA26. Check DA5(A-J), DA15(A, B), DA16(A, B), DA20 and DA22.</p>	<p>AT LEAST ONE "YES" 1 NOT A SINGLE "YES" 2</p>	<p>2 ⇒DA30</p>
<p>DA27. Thinking about what you yourself have experienced among the different things we have been talking about, have you ever tried to seek help?</p>	<p>YES..... 1 NO..... 2</p>	<p>2 ⇒DA29</p>

MICS6.WM.45

<p>DA28. From whom have you sought help?</p> <p>Probe: Anyone else?</p> <p><i>Record all mentioned</i></p>	<p>OWN FAMILY A</p> <p>HUSBAND'S/PARTNER'S FAMILY B</p> <p>CURRENT/FORMER/HUSBAND/PARTNER C</p> <p>CURRENT/FORMER BOYFRIEND..... D</p> <p>FRIEND E</p> <p>NEIGHBOR..... F</p> <p>RELIGIOUS LEADER..... G</p> <p>DOCTOR/MEDICAL PERSONNEL..... H</p> <p>POLICE I</p> <p>LAWYER J</p> <p>SOCIAL SERVICE ORGANIZATION K</p> <p>OTHER (<i>specify</i>) X</p>	<p>A ⇒ DA30</p> <p>B ⇒ DA30</p> <p>C ⇒ DA30</p> <p>D ⇒ DA30</p> <p>E ⇒ DA30</p> <p>F ⇒ DA30</p> <p>G ⇒ DA30</p> <p>H ⇒ DA30</p> <p>I ⇒ DA30</p> <p>J ⇒ DA30</p> <p>K ⇒ DA30</p> <p>X ⇒ DA30</p>																
<p>DA29. Have you ever told anyone about this?</p>	<p>YES..... 1</p> <p>NO..... 2</p>																	
<p>DA30. As far as you know, did your father ever beat your mother?</p>	<p>YES..... 1</p> <p>NO..... 2</p> <p>DON'T KNOW..... 8</p>																	
<p><i>Thank the respondent for her cooperation and reassure her about the confidentiality of her answers. Fill out the questions below with reference to the Domestic Violence Module only.</i></p>																		
<p>DA31. Did you have to interrupt the interview because some adult was trying to listen, or came into the room, or interfered in any other way?</p> <p>A. Husband/partner</p> <p>B. Other male adult</p> <p>C. Female adult</p>	<table border="1"> <thead> <tr> <th></th> <th>YES, ONCE</th> <th>YES, MORE THAN ONCE</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>A. HUSBAND/PARTNER.....</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>B. OTHER MALE ADULT</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>C. FEMALE ADULT</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table>		YES, ONCE	YES, MORE THAN ONCE	NO	A. HUSBAND/PARTNER.....	1	2	3	B. OTHER MALE ADULT	1	2	3	C. FEMALE ADULT	1	2	3	
	YES, ONCE	YES, MORE THAN ONCE	NO															
A. HUSBAND/PARTNER.....	1	2	3															
B. OTHER MALE ADULT	1	2	3															
C. FEMALE ADULT	1	2	3															
<p>DA32. Interviewer's comments / explanation for not completing the Domestic Violence Module</p>	<p>_____</p> <p>_____</p> <p>_____</p>																	

WM10. Record the time.	HOURS AND MINUTES : ..	
WM11. Was the entire interview completed in private or was there anyone else during the entire interview or part of it?	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE 1 NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW (specify) 2 NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW (specify) 3	
WM12. Language of the Questionnaire.	ENGLISH 1 CREOLE 2	
WM13. Language of the Interview.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
WM14. Native language of the Respondent.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
WM15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
<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?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> No ⇒ Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?</p> <p><input type="checkbox"/> 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?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>		

MICS6.WM.47

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.WM.48

E.1.4 QUESTIONNAIRE FOR INDIVIDUAL MEN



QUESTIONNAIRE FOR INDIVIDUAL MEN
Turks and Caicos Islands MICS, 2019/2020



MAN'S INFORMATION PANEL		MWM
MWM1. Cluster number: _____	MWM2. Household number: _____	
MWM3. Man's name and line number: NAME _____	MWM4. Supervisor's name and number: NAME _____	
MWM5. Interviewer's name and number: NAME _____	MWM6. Day / Month / Year of interview: _____ / _____ / 20____	

<p>Check man's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify in HH39 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 MWM17.</p>		<p>MWM7. Record the time: HOURS : MINUTES _____ : _____</p>	
MWM8. 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 ⇒MWM9B	2 ⇒MWM9A
MWM9A. Hello, my name is (<i>your name</i>). We are from the Department of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about your health and other topics. This interview usually takes about 20 minutes, and the information will be used to make decisions about TCI's development. 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 wish to stop the interview, please let me know. May I start now?	MWM9B. Now I would like to talk to you about your health and other topics 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 wish to stop the interview, please let me know. May I start now?		
YES 1 NO / NOT ASKED 2	1 ⇒MAN'S BACKGROUND Module 2 ⇒MWM17		

MWM17. Result of man's interview. <i>Discuss any result not completed with Supervisor.</i>	COMPLETED01 NOT AT HOME02 REFUSED03 PARTLY COMPLETED04 INCAPACITATED (<i>specify</i>)05 NO ADULT CONSENT FOR RESPONDENT AGE 15-1706 OTHER (<i>specify</i>)96
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MAN'S BACKGROUND		MWB
MWB1. Check the respondent's line number (MWM3) in MAN'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, MWM3=HH47 1 NO, RESPONDENT IS NOT THE SAME, MWM3≠HH47 2	2 ⇒MWB3
MWB2. Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest level of school attended:	ED5=13, 14, 15, 16, 17 OR 18 1 ED5=00, 11, 12, 98 OR BLANK 2	1 ⇒MWB15 2 ⇒MWB14
MWB3. In what month and year were you born?	DATE OF BIRTH MONTH __ __ DK MONTH..... 98 YEAR __ __ __ __ DK YEAR 9998	
MWB4. How old are you? <i>Probe: How old were you at your last birthday?</i> <i>If responses to MWB3 and MWB4 are inconsistent, probe further and correct. Age must be recorded.</i>	AGE (IN COMPLETED YEARS)..... __ __	
MWB5. Have you ever attended school or any early childhood education programme?	YES 1 NO 2	2 ⇒MWB14
MWB6. What is the highest level and grade, form or year of school you have attended?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	000 ⇒MWB14
MWB7. Did you complete that (grade/form/year)?	YES 1 NO 2	
MWB8. Check MWB4: Age of respondent:	AGE 15-24 1 AGE 25-49 2	2 ⇒MWB13
MWB9. At any time during the current school year did you attend school?	YES 1 NO 2	2 ⇒MWB11
MWB10. During the current school year, which level and grade, form or year are you <u>attending</u> ?	PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	
MWB11. At any time during the previous school year did you attend school?	YES 1 NO 2	2 ⇒MWB13

MICS6.ME.2

<p>MWB12. During the previous school year, which level and grade, form or year did you <u>attend</u>?</p>	<p>PRIMARY 11 ___</p> <p>LOWER SECONDARY 12 ___</p> <p>UPPER SECONDARY 13 ___</p> <p>POST SECONDARY – NONTERTIARY 14 ___</p> <p>ASSOCIATE’S DEGREE 15 ___</p> <p>BACHELOR’S DEGREE 16 ___</p> <p>MASTER’S DEGREE..... 17 ___</p> <p>PH. D. 18 ___</p>	
<p>MWB13. Check MWB6: Highest level of school attended:</p>	<p>MWB6=13, 14, 15, 16, 17, OR 18 1</p> <p>MWB6=11 OR 12 2</p>	1 ⇒MWB15
<p>MWB14. 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: Can you read part of the sentence to me?</i></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>MWB15. How long have you been continuously living in (name of current island 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 ⇒MWB18
<p>MWB17. Before you moved here, on which island did you live?</p>	<p>PROVIDENCIALES 11</p> <p>GRAND TURK 12</p> <p>NORTH CAICOS 13</p> <p>MIDDLE CAICOS 14</p> <p>SOUTH CAICOS 15</p> <p>SALT CAY 16</p> <p>OUTSIDE OF TURKS AND CAICOS ISLANDS (specify) 96</p>	
<p>MWB18. Are you covered by any health insurance?</p> <p><i>If ‘No’, probe: Do you have NHIP or NIB?</i></p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒End
<p>MWB19. What type of health insurance are you covered by?</p> <p><i>Record all mentioned.</i></p>	<p>NATIONAL HEALTH INSURANCE PLAN (NHIP) A</p> <p>HEALTH INSURANCE THROUGH EMPLOYER..... B</p> <p>NATIONAL INSURANCE..... C</p> <p>OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE..... D</p> <p>OTHER (specify)..... X</p>	

MICS6.ME.3

MASS MEDIA AND ICT		MMT
<p>MMT1. Do you read a newspaper or magazine at least once a week, less than once a week or not at all?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MMT2. Do you listen to the radio at least once a week, less than once a week or not at all?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MMT3. Do you watch television at least once a week, less than once a week or not at all?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MMT4. Have you ever used a computer or a tablet from any location?</p>	<p>YES1 NO2</p>	2 ⇒ MMT9
<p>MMT5. 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?</p> <p><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></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	0 ⇒ MMT9

MICS6.ME.4

	YES	NO	
MMT6. During the last 3 months, did you:			
[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 DEVICE.....1	2	
[F] Find, download, install and configure software?	INSTALL SOFTWARE.....1	2	
[G] Create an electronic presentation with presentation software, including text, images, sound, video or charts?	CREATE PRESENTATION.....1	2	
[H] Transfer a file between a computer and other device?	TRANSFER FILE1	2	
[I] Write a computer program in any programming language?	PROGRAMMING.....1	2	
MMT7. Check MMT6[C]: Is 'Yes' recorded?	YES, MMT6[C]=1 1	NO, MMT6[C]=2 2	1 ⇒MMT10
MMT8. Check MMT6[F]: Is 'Yes' recorded?	YES, MMT6[F]=1 1	NO, MMT6[F]=2.....2	1 ⇒MMT10
MMT9. Have you ever used the internet from any location and any device?	YES 1	NO 2	2 ⇒MMT11
MMT10. 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 WEEK2	ALMOST EVERY DAY.....3	
MMT11. Do you own a mobile phone?	YES 1	NO 2	

MICS6.ME.5

<p>MMT12. 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?</p> <p><i>Probe if necessary:</i> I mean have you communicated with someone using a mobile phone.</p> <p><i>If 'At least once a week', probe:</i> Would you say this happens almost every day?</p> <p><i>If 'Yes' record 3, if 'No' record 2.</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK 1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY.....3</p>	
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MICS6.ME.6

FERTILITY		MCM
<p>MCM1. Now I would like to ask about all the children you have had during your life. I am interested in all of the children that are biologically yours, even if they are not legally yours or do not have your last name.</p> <p>Have you ever fathered any children with any woman?</p> <p><i>This module should only include children born alive. Any stillbirths should not be included in response to any question.</i></p>	<p>YES.....1 NO2 DK8</p>	<p>2 ⇒MCM8 8 ⇒MCM8</p>
<p>MCM2. Do you have any sons or daughters that you have fathered who are now living with you?</p>	<p>YES.....1 NO2</p>	2 ⇒MCM5
<p>MCM3. How many sons live with you?</p> <p><i>If none, record '00'.</i></p>	SONS AT HOME _ _	
<p>MCM4. How many daughters live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS AT HOME _ _	
<p>MCM5. Do you have any sons or daughters that you have fathered who are alive but do not live with you?</p>	<p>YES.....1 NO2</p>	2 ⇒MCM8
<p>MCM6. How many sons are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	SONS ELSEWHERE _ _	
<p>MCM7. How many daughters are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS ELSEWHERE _ _	
<p>MCM8. Have you ever fathered a son or daughter who was born alive but later died?</p> <p><i>If 'No' probe by asking: I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?</i></p>	<p>YES.....1 NO2</p>	2 ⇒MCM11
<p>MCM9. How many boys have died?</p> <p><i>If none, record '00'.</i></p>	BOYS DEAD _ _	
<p>MCM10. How many girls have died?</p> <p><i>If none, record '00'.</i></p>	GIRLS DEAD..... _ _	
<p>MCM11. Sum answers to MCM3, MCM4, MCM6, MCM7, MCM9 and MCM10.</p>	SUM _ _	
<p>MCM12. Just to make sure that I have this right, you have fathered (<i>total number in MCM11</i>) live births during your life. Is this correct?</p>	<p>YES.....1 NO2</p>	1 ⇒MCM14

MICS6.ME.7

MCM13. Check responses to MCM1-MCM10 and make corrections as necessary until response in MCM12 is 'Yes'.		
MCM14. Check MCM11: How many live births fathered?	NO LIVE BIRTHS, MCM11=00 0 ONE LIVE BIRTH ONLY, MCM11=01 1 TWO OR MORE LIVE BIRTHS, MCM11=02 OR MORE 2	0 ⇒End 1 ⇒MCM18A
MCM15. Did all the children you have fathered have the same biological mother?	YES 1 NO 2	1 ⇒MCM17
MCM16. In all, how many women have you fathered children with?	NUMBER OF WOMEN..... _ _	
MCM17. How old were you when your first child was born?	AGE IN YEARS _ _	⇒MCM18B
MCM18A. In what month and year was the child you have fathered born? MCM18B. In what month and year was the last of these (<i>total number in MCM11</i>) children you have fathered born even if he or she has died? <i>Month and year must be recorded.</i>	DATE OF LAST BIRTH MONTH..... _ _ YEAR _ _ _ _	

MICS6.ME.8

ATTITUDES TOWARD DOMESTIC VIOLENCE		MDV			
<p>MDV1. Sometimes a husband or partner is annoyed or angered by things that his wife or partner does. In your opinion, is a husband or partner justified in hitting or beating his wife or partner in the following situations:</p>					
		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

MICS6.ME.9

VICTIMISATION		MVT
<p>MVT1. <i>Check for the presence of others. Before continuing, ensure privacy. Now I would like to ask you some questions about crimes in which you personally were the victim.</i></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 (month of interview) (year of interview minus 3), 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 ⇒MVT9B</p> <p>8 ⇒MVT9B</p>
<p>MVT2. Did this last happen during the last 12 months, that is, since (month of interview) (year of interview minus 1)?</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 ⇒MVT5B</p> <p>8 ⇒MVT5B</p>
<p>MVT3. 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>MVT4. <i>Check MVT3: One or more times?</i></p>	<p>ONE TIME, MVT3=1 1</p> <p>MORE THAN ONCE OR DK, MVT3=2, 3 OR 8..... 2</p>	<p>1 ⇒MVT5A</p> <p>2 ⇒MVT5B</p>
<p>MVT5A. When this happened, was anything stolen from you?</p> <p>MVT5B. 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>MVT6. Did the person(s) have a weapon?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK / NOT SURE 8</p>	<p>2 ⇒MVT8</p> <p>8 ⇒MVT8</p>
<p>MVT7. 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>	

MICS6.ME.10

<p>MVT8. Did you or anyone else report the incident to the police?</p> <p><i>If 'Yes', probe:</i> Was the incident reported by you or someone else?</p>	<p>YES, RESPONDENT REPORTED 1 YES, SOMEONE ELSE REPORTED..... 2 NO, NOT REPORTED 3 DK / NOT SURE 8</p>	<p>1 ⇨MVT9A 2 ⇨MVT9A 3 ⇨MVT9A 8⇨MVT9A</p>
<p>MVT9A. Apart from the incident(s) just covered, have you in the last three years, that is since (<i>month of interview</i>) (<i>year of interview minus 3</i>), been physically attacked?</p> <p>MVT9B. In the same period of the last three years, that is since (<i>month of interview</i>) (<i>year of interview minus 3</i>), have you been physically attacked?</p> <p><i>If 'No', probe:</i> 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.</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 MVT1.</i></p>	<p>YES..... 1 NO 2 DK 8</p>	<p>2 ⇨MVT20 8 ⇨MVT20</p>
<p>MVT10. 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 NO, MORE THAN 12 MONTHS AGO..... 2 DK / DON'T REMEMBER..... 8</p>	<p>2 ⇨MVT12B 8 ⇨MVT12B</p>
<p>MVT11. How many times did this happen in the last 12 months?</p> <p><i>If 'DK/Don't remember', probe:</i> Did it happen once, twice, or at least three times?</p>	<p>ONE TIME 1 TWO TIMES 2 THREE OR MORE TIMES..... 3 DK / DON'T REMEMBER..... 8</p>	<p>1 ⇨MVT12A 2 ⇨MVT12B 3 ⇨MVT12B 8 ⇨MVT12B</p>
<p>MVT12A. Where did this happen?</p> <p>MVT12B. Where did this happen the last time?</p>	<p>AT HOME 11 IN ANOTHER HOME 12 IN THE STREET 21 ON PUBLIC TRANSPORT 22 PUBLIC RESTAURANT / CAFÉ / BAR 23 OTHER PUBLIC (<i>specify</i>) 26 AT SCHOOL 31 AT WORKPLACE 32 OTHER PLACE (<i>specify</i>) 96</p>	
<p>MVT13. How many people were involved in committing the offence?</p> <p><i>If 'DK/Don't remember', probe:</i> Was it one, two, or at least three people?</p>	<p>ONE PERSON 1 TWO PEOPLE..... 2 THREE OR MORE PEOPLE..... 3 DK / DON'T REMEMBER..... 8</p>	<p>1 ⇨MVT14A 2 ⇨MVT14B 3 ⇨MVT14B 8 ⇨MVT14B</p>

MICS6.ME.11

MVT14A. At the time of the incident, did you recognize the person?	YES..... 1 NO 2	
MVT14B. At the time of the incident, did you recognize at least one of the persons?	DK / DON'T REMEMBER..... 8	
MVT17. Did the person(s) have a weapon?	YES..... 1 NO 2 DK / NOT SURE 8	2 ⇒MVT19 8 ⇒MVT19
MVT18. 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	
MVT19. 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	
MVT20. 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	
MVT21. 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	
MVT22. In the past 12 months, have you <u>personally</u> felt discriminated against or harassed on the basis of the following grounds?		
	YES NO DK	
[A] Ethnic or immigration origin?	ETHNIC / IMMIGRATION 1 2 8	
[B] Sex?	SEX..... 1 2 8	
[C] Sexual orientation?	SEXUAL ORIENTATION..... 1 2 8	
[D] Age?	AGE 1 2 8	
[E] Religion or belief?	RELIGION / BELIEF..... 1 2 8	
[F] Disability?	DISABILITY 1 2 8	
[X] For any other reason?	OTHER REASON 1 2 8	

MICS6.ME.12

MARRIAGE/UNION		MMA
MMA1. Are you currently married, living together with someone as if married or in a visiting relationship?	YES, CURRENTLY MARRIED 1 YES, LIVING WITH A PARTNER 2 YES, HAVE A VISITING PARTNER.....0 NO, NOT IN UNION 3	3 ⇒MMA5
MMA3. Do you have other wives, do you live with other partners as if married or do you have (a) visiting relationship(s)?	YES 1 NO 2	2 ⇒MMA7
MMA4. How many other wives, live-in partners or visiting relationship(s) do you have?	NUMBER __ __ DK 98	⇒MMA7 98 ⇒MMA7
MMA5. Have you ever been married, 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 A VISITING PARTNER 0 NO 3	3 ⇒End
MMA6. What is your marital status now: are you widowed, divorced or separated or are you no longer in a visiting relationship?	WIDOWED 1 DIVORCED 2 SEPARATED 3 NO LONGER IN A VISITING RELATIONSHIP..... 0	
MMA7. Have you been married, lived with someone or been in a visiting relationship only once or more than once?	ONLY ONCE 1 MORE THAN ONCE..... 2	1 ⇒MMA8A 2 ⇒MMA8B
MMA8A. In what month and year did you start living with your (wife/partner) or started the visiting relationship?	DATE OF (FIRST) UNION MONTH __ __ DK MONTH..... 98	
MMA8B. In what month and year did you start living with your <u>first</u> (wife/partner) or started your first visiting relationship?	YEAR __ __ __ __ DK YEAR 9998	
MMA9. Check MMA8A/B: Is 'DK YEAR' recorded?	YES, MMA8A/B=9998..... 1 NO, MMA8A/B≠9998..... 2	2 ⇒End
MMA10. Check MMA7: In union only once?	YES, MMA7=1 1 NO, MMA7=2 2	1 ⇒MMA11A 2 ⇒MMA11B
MMA11A. How old were you when you started living with your (wife/partner) or when you started your visiting relationship?	AGE IN YEARS..... __ __	
MMA11B. How old were you when you started living with your <u>first</u> (wife/partner) or when you started your <u>first</u> visiting relationship?		

MICS6.ME.13

SEXUAL BEHAVIOUR		MSB
<p>MSB1. Check for the presence of others. Before continuing, make every effort to ensure privacy. Now I would like to ask you some questions about sexual activity in order to gain a better understanding of some important life issues.</p> <p>Let me assure you again that your answers are completely confidential and will not be told to anyone. If we should come to any question that you don't want to answer, just let me know and we will go to the next question.</p> <p>How old were you when you had sexual intercourse for the very first time?</p>	<p>NEVER HAD INTERCOURSE00</p> <p>AGE IN YEARS__ __</p> <p>FIRST TIME WHEN STARTED LIVING WITH (FIRST) WIFE / PARTNER 95</p>	00 ⇒ End
<p>MSB2. I would like to ask you about your recent sexual activity.</p> <p>When was the last time you had sexual intercourse?</p> <p><i>Record answers in days, weeks or months if less than 12 months (one year). If 12 months (one year) or more, answer must be recorded in years.</i></p>	<p>DAYS AGO 1 __ __</p> <p>WEEKS AGO 2 __ __</p> <p>MONTHS AGO 3 __ __</p> <p>YEARS AGO 4 __ __</p>	4 ⇒ End
<p>MSB3. The last time you had sexual intercourse, was a condom used?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>MSB4. What was your relationship to this person with whom you last had sexual intercourse?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Girlfriend', then ask: Were you living together as if married? If 'Yes', record '2'. If 'No', record '3'.</i></p>	<p>WIFE 1</p> <p>COHABITING PARTNER 2</p> <p>GIRLFRIEND 3</p> <p>CASUAL ACQUAINTANCE 4</p> <p>CLIENT / SEX WORKER 5</p> <p>OTHER (specify) 6</p>	<p>3 ⇒ MSB6</p> <p>4 ⇒ MSB6</p> <p>5 ⇒ MSB6</p> <p>6 ⇒ MSB6</p>
<p>MSB5. Check MMA1: Currently married or living with a partner?</p>	<p>YES, MMA1=1, 2 OR 0 1</p> <p>NO, MMA1=3 2</p>	1 ⇒ MSB7
<p>MSB6. How old is this person?</p> <p><i>If response is 'DK', probe: About how old is this person?</i></p>	<p>AGE OF SEXUAL PARTNER __ __</p> <p>DK 98</p>	
<p>MSB7. Apart from this person, have you had sexual intercourse with any other person in the last 12 months?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ End
<p>MSB8. The last time you had sexual intercourse with another person, was a condom used?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.ME.14

<p>MSB9. What was your relationship to this person?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Girlfriend' then ask:</i> Were you living together as if married? If 'Yes', record '2'. If 'No', record '3'.</p>	WIFE..... 1 COHABITING PARTNER..... 2 GIRLFRIEND..... 3 CASUAL ACQUAINTANCE..... 4 CLIENT / SEX WORKER..... 5 OTHER (<i>specify</i>)..... 6	 3 ⇒MSB12 4 ⇒MSB12 5 ⇒MSB12 6 ⇒MSB12
<p>MSB10. Check MMA1: Currently married or living with a partner?</p>	YES, MMA1=1, 2 OR 0 1 NO, MMA1=3..... 2	2 ⇒MSB12
<p>MSB11. Check MMA7: Married or living with a partner only once?</p>	YES, MMA7=1 1 NO, MMA7≠1..... 2	1 ⇒End
<p>MSB12. How old is this person?</p> <p><i>If response is 'DK', probe:</i> About how old is this person?</p>	AGE OF SEXUAL PARTNER __ __ DK..... 98	

MICS6.ME.15

HIV/AIDS		MHA																
MHA1. Now I would like to talk with you about something else. Have you ever heard of HIV or AIDS?	YES 1 NO 2 DK 8	2 ⇒ End																
MHA2. HIV is the virus that can lead to AIDS. Can people reduce their chance of getting HIV by having just one uninfected sex partner who has no other sex partners?	YES 1 NO 2 DK 8																	
MHA3. Can people get HIV from mosquito bites?	YES 1 NO 2 DK 8																	
MHA4. Can people reduce their chance of getting HIV by using a condom every time they have sex?	YES 1 NO 2 DK 8																	
MHA5. Can people get HIV by sharing food with a person who has HIV?	YES 1 NO 2 DK 8																	
MHA6. Can people get HIV because of witchcraft or voodoo?	YES 1 NO 2 DK 8																	
MHA7. Is it possible for a healthy-looking person to have HIV?	YES 1 NO 2 DK 8																	
MHA8. Can HIV be transmitted from a mother to her baby: [A] During pregnancy? [B] During delivery? [C] By breastfeeding?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td>DURING PREGNANCY</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>DURING DELIVERY</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>BY BREASTFEEDING</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		YES	NO	DK	DURING PREGNANCY	1	2	8	DURING DELIVERY	1	2	8	BY BREASTFEEDING	1	2	8	
	YES	NO	DK															
DURING PREGNANCY	1	2	8															
DURING DELIVERY	1	2	8															
BY BREASTFEEDING	1	2	8															
MHA9. Check MHA8[A], [B] and [C]: At least one 'Yes' recorded?	YES 1 NO 2	2 ⇒ MHA24																
MHA10. Are there any special drugs that a doctor or a nurse can give to a woman infected with HIV to reduce the risk of transmission to the baby?	YES 1 NO 2 DK 8																	
MHA24. I don't want to know the results, but have you ever been tested for HIV?	YES 1 NO 2	2 ⇒ MHA27																

MICS6.ME.16

MHA25. How many months ago was your most recent HIV test?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	
MHA26. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2 DK 8	1 ⇒MHA28 2 ⇒MHA28 8 ⇒MHA28
MHA27. Do you know of a place where people can go to get an HIV test?	YES 1 NO 2	
MHA28. Have you heard of test kits people can use to test themselves for HIV?	YES 1 NO 2	2 ⇒MHA30
MHA29. Have you ever tested yourself for HIV using a self-test kit?	YES 1 NO 2	
MHA30. Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA31. Do you think children living with HIV should be allowed to attend school with children who do not have HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA32. Do you think people hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA33. Do people talk badly about people living with HIV, or who are thought to be living with HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA34. Do people living with HIV, or thought to be living with HIV, lose the respect of other people?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA35. Do you agree or disagree with the following statement? I would be ashamed if someone in my family had HIV.	AGREE 1 DISAGREE 2 DK / NOT SURE / DEPENDS 8	
MHA36. Do you fear that you could get HIV if you come into contact with the saliva of a person living with HIV?	YES 1 NO 2 SAYS HE HAS HIV 7 DK / NOT SURE / DEPENDS 8	

MICS6.ME.17

TOBACCO AND ALCOHOL USE		MTA
MTA1. Have you ever tried cigarette smoking, even one or two puffs?	YES 1 NO 2	2 ⇒ MTA6
MTA2. How old were you when you smoked a whole cigarette for the first time?	NEVER SMOKED A WHOLE CIGARETTE 00 AGE ____	00 ⇒ MTA6
MTA3. Do you currently smoke cigarettes?	YES 1 NO 2	2 ⇒ MTA6
MTA4. In the last 24 hours, how many cigarettes did you smoke?	NUMBER OF CIGARETTES ____	
MTA5. 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 0 ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
MTA6. Have you ever tried any smoked tobacco products other than cigarettes, such as cigars, hookah or pipe?	YES 1 NO 2	2 ⇒ MTA10
MTA7. During the last one month, did you use any smoked tobacco products?	YES 1 NO 2	2 ⇒ MTA10
MTA8. What type of smoked tobacco product did you use or smoke during the last one month? <i>Record all mentioned.</i>	CIGARS A WATER PIPE/HOOKAH B PIPE D OTHER (specify) X	
MTA9. During the last one month, on how many days did you use (<i>names of products mentioned in MTA8</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 0 ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
MTA10. Have you ever tried any form of smokeless tobacco products, such as chewing tobacco?	YES 1 NO 2	2 ⇒ MTA14
MTA11. During the last one month, did you use any smokeless tobacco products?	YES 1 NO 2	2 ⇒ MTA14

MICS6.ME.18

<p>MTA12. What type of smokeless tobacco product did you use during the last one month?</p> <p><i>Record all mentioned.</i></p>	<p>CHEWING TOBACCO..... A</p> <p>OTHER (<i>specify</i>)..... X</p>	
<p>MTA13. During the last one month, on how many days did you use (<i>names of products mentioned in MTA12</i>)?</p> <p><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></p>	<p>NUMBER OF DAYS..... 0</p> <p>10 DAYS OR MORE BUT LESS THAN A MONTH 10</p> <p>EVERY DAY / ALMOST EVERY DAY 30</p>	
<p>MTA14. Now I would like to ask you some questions about drinking alcohol.</p> <p>Have you ever drunk alcohol?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ End
<p>MTA15. 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.</p> <p>How old were you when you had your first drink of alcohol, other than a few sips?</p>	<p>NEVER HAD ONE DRINK OF ALCOHOL..... 00</p> <p>AGE ____</p>	00 ⇒ End
<p>MTA16. During the last one month, on how many days did you have at least one drink of alcohol?</p> <p><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></p>	<p>DID NOT HAVE ONE DRINK IN LAST ONE MONTH 00</p> <p>NUMBER OF DAYS..... 0</p> <p>10 DAYS OR MORE BUT LESS THAN A MONTH 10</p> <p>EVERY DAY / ALMOST EVERY DAY 30</p>	00 ⇒ End
<p>MTA17. In the last one month, on the days that you drank alcohol, how many drinks did you usually have per day?</p>	<p>NUMBER OF DRINKS..... ____</p>	

LIFE SATISFACTION		MLS
<p>MLS1. 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 UNHAPPY3</p> <p>SOMEWHAT UNHAPPY.....4</p> <p>VERY UNHAPPY5</p>	
<p>MLS2. Show the picture of the ladder.</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:</i> Which step comes closest to the way you feel?</p>	<p>LADDER STEP ____</p>	
<p>MLS3. 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>IMPROVED 1</p> <p>MORE OR LESS THE SAME..... 2</p> <p>WORSENEDED 3</p>	
<p>MLS4. 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.ME.20

MWM10. Record the time.	HOURS AND MINUTES : ..	
MWM11. Was the entire interview completed in private or was there anyone else during the entire interview or part of it?	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE 1 NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW (specify) 2 NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW (specify) 3	
MWM12. Language of the Questionnaire.	ENGLISH 1 CREOLE 2	
MWM13. Language of the Interview.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
MWM14. Native language of the Respondent.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
MWM15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
<p>MWM16. Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the caretaker of any child age 0-4 living in this household?</p> <p><input type="checkbox"/> Yes ⇒ Go to MWM17 in MAN'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.</p> <p><input type="checkbox"/> No ⇒ Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?</p> <p><input type="checkbox"/> Yes ⇒ Check column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the caretaker of the child selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?</p> <p><input type="checkbox"/> Yes ⇒ Go to MWM17 in MAN'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.</p> <p><input type="checkbox"/> No ⇒ Go to MWM17 in MAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking him for his cooperation. Check to see if there are other questionnaires to be administered in this household.</p> <p><input type="checkbox"/> No ⇒ Go to MWM17 in MAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking him for his cooperation. Check to see if there are other questionnaires to be administered in this household.</p>		

MICS6.ME.21

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.ME.22

E.1.5 QUESTIONNAIRE FOR CHILDREN UNDER FIVE



QUESTIONNAIRE FOR CHILDREN UNDER FIVE
Turks and Caicos Islands MICS, 2019/2020



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: ____ / ____ / 20 ____	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 HH39) 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	1 ⇒UF10B
	NO, FIRST INTERVIEW 2	2 ⇒UF10A
UF10A. Hello, my name is (<i>your name</i>). We are from Department of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (<i>child's name from UF3</i>)'s health and well-being. This interview will take about 20 minutes, and the information will be used to make decisions about TCI's development. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	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 wish to stop the interview, please let me know. May I start now?	
YES 1	1 ⇒UNDER FIVE'S BACKGROUND Module	
NO / NOT ASKED 2	2 ⇒UF17	

UF17. Result of interview for children under 5 <i>Codes refer to mother/caretaker. Discuss any result not completed with Supervisor.</i>	COMPLETED 01
	NOT AT HOME 02
	REFUSED 03
	PARTLY COMPLETED 04
	INCAPACITATED (specify) _____ 05
	NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06
	OTHER (specify) _____ 96

UNDER-FIVE'S BACKGROUND		UB
UB0. Before I begin the interview, could you please bring (<i>name</i>)'s Birth Certificate, Immunization Card, 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 (<i>name</i>) 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 must be recorded.</i>	DATE OF BIRTH DAY __ __ DK DAY 98 MONTH __ __ YEAR 2 0 __ __	
UB2. 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>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 (<i>name</i>) ever attended any early childhood education programme, such as nursery school, preschool or kindergarten?	YES 1 NO 2	2 ⇒ UB9
UB7. At any time since September 2019, did (he/she) attend (<i>nursery school, preschool or kindergarten</i>)?	YES 1 NO 2	1 ⇒ UB8A 2 ⇒ UB9
UB8A. Does (he/she) currently attend (<i>nursery school, preschool or kindergarten</i>)? UB8B. You have mentioned that (<i>name</i>) has attended an early childhood education programme this school year. Does (he/she) currently attend this programme?	YES 1 NO 2	

MICS6.UF.2

UB9. Is (<i>name</i>) covered by any health insurance? <i>If 'No', probe: Does (name) have NHIP?</i>	YES 1 NO 2	2 ⇒ End
UB10. What type of health insurance is (<i>name</i>) covered by? <i>Record all mentioned.</i>	NATIONAL HEALTH INSURANCE PLAN (NHIP) A HEALTH INSURANCE THROUGH EMPLOYER B OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE D OTHER (<i>specify</i>) X	

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 SEEN 2	2 ⇒End
	NO 3	
	DK 8	
BR2. Has (<i>name</i>)'s birth been registered with the Registrar General's Office?	YES..... 1	1 ⇒End
	NO 2	
	DK 8	
BR3. Do you know how to register (<i>name</i>)'s birth?	YES..... 1	
	NO 2	

MICS6.UF.4

EARLY CHILDHOOD DEVELOPMENT		EC
<p>EC1. How many children's books or picture books do you have for (<i>name</i>)?</p>	<p>NONE00</p> <p>NUMBER OF CHILDREN'S BOOKS <u>0</u> ..</p> <p>TEN OR MORE BOOKS10</p>	
<p>EC2. I am interested in learning about the things that (<i>name</i>) plays with when (he/she) is at home.</p> <p>Does (he/she) play with:</p> <p>[A] Homemade toys, such as dolls, cars, or other toys made at home?</p> <p>[B] Toys from a shop or manufactured toys?</p> <p>[C] Household objects, such as bowls or pots, or objects found outside, such as sticks, rocks, animal shells or leaves?</p>	<p style="text-align: right;">Y N DK</p> <p>HOMEMADE TOYS1 2 8</p> <p>TOYS FROM A SHOP.....1 2 8</p> <p>HOUSEHOLD OBJECTS OR OUTSIDE OBJECTS1 2 8</p>	
<p>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.</p> <p>On how many days in the past week was (<i>name</i>):</p> <p>[A] Left alone for more than an hour?</p> <p>[B] Left in the care of another child, that is, someone less than 10 years old, for more than an hour?</p> <p><i>If 'None' record '0'. If 'Don't know' record '8'.</i></p>	<p>NUMBER OF DAYS LEFT ALONE FOR MORE THAN AN HOUR..... _</p> <p>NUMBER OF DAYS LEFT WITH ANOTHER CHILD FOR MORE THAN AN HOUR _</p>	
<p>EC4. Check UB2: Child's age?</p>	<p>AGE 0 OR 1.....1</p> <p>AGE 2, 3 OR 4.....2</p>	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 (<i>name</i>):</p> <p><i>If 'Yes', ask:</i> Who engaged in this activity with (<i>name</i>)?</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 (<i>name</i>)?</p> <p>[B] Told stories to (<i>name</i>)?</p> <p>[C] Sang songs to or with (<i>name</i>), including lullabies?</p> <p>[D] Took (<i>name</i>) outside the home?</p> <p>[E] Played with (<i>name</i>)?</p> <p>[F] Named, counted, or drew things for or with (<i>name</i>)?</p>	<table border="1"> <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	
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<p>EC5G. Check UB2: Child's age?</p>	<p>AGE 2 1</p> <p>AGE 3 OR 4 2</p>	<p>1 ⇒ End</p>																																			
<p>EC6. I would like to ask you some questions about the health and development of (<i>name</i>). Children do not all develop and learn at the same rate. For example, some walk earlier than others. These questions are related to several aspects of (<i>name</i>)'s development.</p> <p>Can (<i>name</i>) identify or name at least ten letters of the alphabet?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC7. Can (<i>name</i>) read at least four simple, popular words?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC8. Does (<i>name</i>) know the name and recognize the symbol of all numbers from 1 to 10?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				

MICS6.UF.6

EC9. Can (<i>name</i>) pick up a small object with two fingers, like a stick or a rock from the ground?	YES 1 NO 2 DK 8	
EC10. Is (<i>name</i>) sometimes too sick to play?	YES 1 NO 2 DK 8	
EC11. Does (<i>name</i>) follow simple directions on how to do something correctly?	YES 1 NO 2 DK 8	
EC12. When given something to do, is (<i>name</i>) able to do it independently?	YES 1 NO 2 DK 8	
EC13. Does (<i>name</i>) get along well with other children?	YES 1 NO 2 DK 8	
EC14. Does (<i>name</i>) kick, bite, or hit other children or adults?	YES 1 NO 2 DK 8	
EC15. Does (<i>name</i>) get distracted easily?	YES 1 NO 2 DK 8	

MICS6.UF.7

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 you or any other adult in your household has used this method with (<i>name</i>) in the past month.	<p style="text-align: right;">YES NO</p> <p>[A] Took away privileges, forbade something (<i>name</i>) liked or did not allow (him/her) to leave the house. TOOK AWAY PRIVILEGES 1 2</p> <p>[B] Explained why (<i>name</i>)'s behavior was wrong. EXPLAINED WRONG BEHAVIOR 1 2</p> <p>[C] Shook (him/her). SHOOK HIM/HER 1 2</p> <p>[D] Shouted, yelled at or screamed at (him/her). SHOUTED, YELLED, SCREAMED 1 2</p> <p>[E] Gave (him/her) something else to do. GAVE SOMETHING ELSE TO DO 1 2</p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand. SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2</p> <p>[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2</p> <p>[H] Called (him/her) dumb, lazy, cracky or another name like that. CALLED DUMB, LAZY, CRACKY OR ANOTHER NAME 1 2</p> <p>[I] Hit or slapped (him/her) on the face, head or ears. HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg. HIT / SLAPPED ON HAND, ARM OR LEG 1 2</p> <p>[K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could. BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1 2</p>	
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

MICS6.UF.8

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.9

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

MICS6.UF.10

<p>UCF13. Compared with children of the same age, does (<i>name</i>) have difficulty walking?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL..... 4</p>	
<p>UCF14. Compared with children of the same age, does (<i>name</i>) have difficulty picking up small objects with (his/her) hand?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PICK UP AT ALL 4</p>	
<p>UCF15. Does (<i>name</i>) have difficulty understanding you?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT UNDERSTAND AT ALL..... 4</p>	
<p>UCF16. When (<i>name</i>) speaks, do you have difficulty understanding (him/her)?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT BE UNDERSTOOD AT ALL 4</p>	
<p>UCF17. Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT LEARN THINGS AT ALL..... 4</p>	
<p>UCF18. Compared with children of the same age, does (<i>name</i>) have difficulty playing?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PLAY AT ALL 4</p>	
<p>UCF19. The next question has five different options for answers. I am going to read these to you after the question.</p> <p>Compared with children of the same age, how much does (<i>name</i>) kick, bite or hit other children or adults?</p> <p>Would you say: not at all, less, the same, more or a lot more?</p>	<p>NOT AT ALL..... 1 LESS..... 2 THE SAME 3 MORE 4 A LOT MORE..... 5</p>	

MICS6.UF.11

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
	NO..... 2	
	DK..... 8	8 ⇒ BD3A
BD3. Is (<i>name</i>) still being breastfed?	YES..... 1	
	NO..... 2	
	DK..... 8	
BD3A. Check UB2: Child's age?	AGE 0 OR 1..... 1	2 ⇒ End
	AGE 2..... 2	
BD4. Yesterday, during the day or night, did (<i>name</i>) <u>drink anything from a bottle with a nipple?</u>	YES..... 1	
	NO..... 2	
	DK..... 8	
BD5. Did (<i>name</i>) <u>drink Oral Rehydration Salt solution (ORS)</u> yesterday, during the day or night?	YES..... 1	
	NO..... 2	
	DK..... 8	
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	
	NO..... 2	
	DK..... 8	

MICS6.UF.12

<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>				
[A] Plain water?	PLAIN WATER	1	2	8
[B] Juice or juice drinks?	JUICE OR JUICE DRINKS	1	2	8
[C] Clear broth or clear soup?	CLEAR BROTH	1	2	8
[D] Infant formula, such as Lactogen, Similac, Enfamil, Enfagrow?	INFANT FORMULA	1	2 ⁸	8 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?	MILK	1	2 ⁸	8 ⁸
[E1] How many times did (<i>name</i>) drink milk? <i>If 7 or more times, record '7'.</i> <i>If unknown, record '8'.</i>	NUMBER OF TIMES DRANK MILK__			
[X] Any other liquids?	OTHER LIQUIDS	1	2 ⁸	8 ⁸
[X1] Record all other liquids mentioned.	(Specify) _____			

<p>BD8. Now I would like to ask you about <u>everything</u> that (<i>name</i>) ate yesterday during the day or the night. Please include foods consumed outside of your home.</p> <p>- Think about when (<i>name</i>) woke up yesterday. Did (he/she) eat anything at that time? <i>If 'Yes' ask: Please tell me everything (<i>name</i>) ate at that time. Probe: Anything else?</i> <i>Record answers using the food groups below.</i></p> <p>- What did (<i>name</i>) 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><i>For each food group not mentioned after completing the above ask:</i></p> <p>Just to make sure, did (<i>name</i>) eat (<i>food group items</i>) yesterday during the day or the night</p>				
		YES	NO	DK
[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>	YOGURT	1	2 ⁵ BD8[B]	8 ⁵ BD8[B]
[A1] How many times did (<i>name</i>) eat yogurt? <i>If 7 or more times, record '7'.</i>	NUMBER OF TIMES ATE YOGURT			8
	DK.....			8
[B] Any baby food, such as Cerelac, Gerber, or Nestum?	FORTIFIED BABY FOOD	1	2	8
[C] Bread, rice, noodles, porridge, or other foods made from grains?	FOODS MADE FROM GRAINS	1	2	8
[D] Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside?	PUMPKIN, CARROTS, SQUASH, ETC.	1	2	8
[E] White potatoes, white yams, cassava, or any other foods made from roots?	FOODS MADE FROM ROOTS	1	2	8
[F] Any dark green, leafy vegetables, such as callaloo, pak choy, kale, spinach, turnip greens?	DARK GREEN, LEAFY VEGETABLES	1	2	8
[G] Ripe mangoes or ripe papayas?	RIPE MANGO, RIPE PAPAYA	1	2	8
[H] Any other fruits or vegetables, such as cabbage, guava, sugar apple, soursop, pineapple, sapodillas, bananas, plantain, okra, corn, oranges, grapes or strawberries?	OTHER FRUITS OR VEGETABLES	1	2	8
[I] Liver, kidney, heart or other organ meats?	ORGAN MEATS	1	2	8
[J] Any other meat, such as beef, pork, lamb, goat, chicken, duck or sausages made from these meats?	OTHER MEATS	1	2	8
[K] Eggs?	EGGS	1	2	8
[L] Fish or shellfish, either fresh or dried?	FRESH OR DRIED FISH	1	2	8
[M] Beans, peas, lentils or nuts, including any foods made from these?	FOODS MADE FROM BEANS, PEAS, NUTS, ETC.	1	2	8

MICS6.UF.14

[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 Δ BD9	8 Δ BD9
[X1] Record all other solid, semi-solid, or soft food that do not fit food groups above.	(Specify) _____			
<p>BD9. How many times did (<i>name</i>) eat any solid, semi-solid or soft foods yesterday during the day or night?</p> <p><i>If BD8[A] is 'Yes', ensure that the response here includes the number of times recorded for yogurt in BD8[A1].</i></p> <p><i>If 7 or more times, record '7'.</i></p>	<p>NUMBER OF TIMES _</p> <p>DK..... 8</p>			

MICS6.UF.15

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 an Immunisation Card, immunisation records from a private health provider or any other document where (<i>name</i>)'s vaccinations are written down?		YES, HAS ONLY CARD(S)..... 1				1 ⇒ IM5			
		YES, HAS ONLY OTHER DOCUMENT..... 2							
		YES, HAS CARD(S) AND OTHER DOCUMENT..... 3				3 ⇒ IM5			
		NO, HAS NO CARDS AND NO OTHER DOCUMENT..... 4							
IM3. Did you ever have an Immunisation Card 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 CARDS AND NO OTHER DOCUMENT AVAILABLE, IM2=4..... 2				2 ⇒ IM11			
IM5. May I see the card(s) (and/or) other document?		YES, ONLY CARD(S) SEEN..... 1							
		YES, ONLY OTHER DOCUMENT SEEN 2							
		YES, CARD(S) AND OTHER DOCUMENT SEEN 3							
		NO CARDS 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 (IPV) 1	IPV1					2	0		
Polio (OPV) 1	OPV1					2	0		
Polio (OPV) 2	OPV2					2	0		
Polio (OPV) 3	OPV3					2	0		
Pentavalent (DTPHibHepB) 1	Penta1					2	0		
Pentavalent (DTPHibHepB) 2	Penta2					2	0		
Pentavalent (DTPHibHepB) 3	Penta3					2	0		
1 st DPT Booster	DPT1					2	0		
1 st MMR	MMR1					2	0		
2 nd MMR	MMR2					2	0		

MICS6.UF.16

IM7. Check IM6: Are all vaccines (BCG to 2 nd MMR) recorded?	YES 1 NO 2	1 ⇒End
IM8. Did (<i>name</i>) participate in any of the following vaccination week campaigns or national immunisation days:		
	Y N DK	
[A] August to November 2019	CAMPAIGN A..... 1 2 8	
[B] March to April 2019	CAMPAIGN B 1 2 8	
[C] August to November 2018	CAMPAIGN C 1 2 8	
[D] March to April 2018	CAMPAIGN D 1 2 8	
IM9. In addition to what is recorded on the document(s) you have shown me, did (<i>name</i>) receive any other vaccinations including vaccinations received during the vaccination week campaigns or national immunisation days just mentioned?	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>When <u>finished</u>, go to End of module.</i></i>		⇒End
IM11. Has (<i>name</i>) ever received any vaccinations to prevent (him/her) from getting diseases, including vaccinations received in a vaccination week campaign or national immunisation day?	YES 1 NO 2 DK 8	
IM12. Did (<i>name</i>) participate in any of the following vaccination week campaigns or national immunisation days:		
	Y N DK	
[A] August to November 2019	CAMPAIGN A..... 1 2 8	
[B] March to April 2019	CAMPAIGN B 1 2 8	
[C] August to November 2018	CAMPAIGN C 1 2 8	
[D] March to April 2018	CAMPAIGN D 1 2 8	
IM13. Check IM11 and IM12:	ALL NO OR DK 1 AT LEAST ONE YES..... 2	1 ⇒End
IM14. Has (<i>name</i>) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?	YES 1 NO 2 DK 8	

MICS6.UF.17

IM16. Has (<i>name</i>) ever received any vaccination to protect (him/her) from polio?	YES 1 NO 2 DK 8	2 ⇒IM20 8 ⇒IM20
IM17. Was the polio injection received around two months after birth with another injection for other diseases?	YES 1 NO 2 DK 8	
IM19. Has (<i>name</i>) received polio drops to protect (him/her) against polio?	YES 1 NO 2 DK 8	2 ⇒IM20 8 ⇒IM20
IM19A. How many times were the polio drops received?	NUMBER OF TIMES _ DK 8	
IM20. Has (<i>name</i>) ever received a Pentavalent vaccination – that is, an injection in the thigh 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 injection or drops.</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 (<i>name</i>) ever received a MMR vaccine – that is, a shot in the arm at the age of 9 months or older - 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	
IM27A. Has (<i>name</i>) ever received the DPT Booster – that is, an injection in the arm at the age of 18 months or older - to boost (his/her) immunity against diphtheria, tetanus and whooping cough? <i>Probe by indicating that the first DPT booster is sometimes given at the same time as the second MMR dose.</i>	YES 1 NO 2 DK 8	

MICS6.UF.18

CARE OF ILLNESS		CA
CA1. In the last two weeks, has (<i>name</i>) had diarrhoea?	YES 1 NO 2 DK 8	2 ⇒ CA14 8 ⇒ CA14
CA2. Check BD3: Is child still breastfeeding?	YES OR BLANK, BD3=1 OR BLANK 1 NO OR DK, BD3=2 OR 8 2	1 ⇒ CA3A 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? 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?	MUCH LESS 1 SOMEWHAT LESS 2 ABOUT THE SAME 3 MORE 4 NOTHING TO DRINK 5 DK 8	
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

MICS6.UF.19

<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>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>GOVERNMENT HEALTH POST C</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>MOBILE / OUTREACH CLINIC.....E</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINICI</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>COMMUNITY HEALTH WORKER (NON-GOVERNMENT)L</p> <p>MOBILE CLINIC M</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 solution (ORS)?</p> <p>[B] A pre-packaged ORS fluid called Pedialyte?</p> <p>[C] Zinc tablets or syrup?</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>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.20

<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>GOVERNMENT HEALTH POST C</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>MOBILE / OUTREACH CLINIC..... E</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>COMMUNITY HEALTH WORKER (NON-GOVERNMENT) L</p> <p>MOBILE CLINIC M</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>

MICS6.UF.21

<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 style="text-align: center;"><i>(Name of place)</i></p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE..... B</p> <p>GOVERNMENT HEALTH POST C</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>MOBILE / OUTREACH CLINIC.....E</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINICI</p> <p>PRIVATE PHYSICIAN J</p> <p>PRIVATE PHARMACY K</p> <p>COMMUNITY HEALTH WORKER (NON-GOVERNMENT)L</p> <p>MOBILE CLINIC M</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 REMEMBERZ</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></p> <p>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;"><i>(Name of brand)</i></p> <p>_____</p> <p style="text-align: center;"><i>(Name of brand)</i></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 (specify) _____ X</p>	

MICS6.UF.22

CA14. At any time in the last two weeks, has (<i>name</i>) been ill with a fever?	YES 1 NO 2 DK 8	
CA16. At any time in the last two weeks, has (<i>name</i>) had an illness with a cough?	YES 1 NO 2 DK 8	
CA17. At any time in the last two weeks, has (<i>name</i>) had fast, short, rapid breaths or difficulty breathing?	YES 1 NO 2 DK 8	2 ⇒ CA19 8 ⇒ CA19
CA18. Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?	PROBLEM IN CHEST ONLY 1 BLOCKED OR RUNNY NOSE ONLY 2 BOTH 3 OTHER (<i>specify</i>) 6 DK 8	1 ⇒ CA20 2 ⇒ CA20 3 ⇒ CA20 6 ⇒ CA20 8 ⇒ CA20
CA19. Check CA14: Did child have fever?	YES, CA14=1 1 NO OR DK, CA14=2 OR 8 2	2 ⇒ CA30
CA20. Did you seek any advice or treatment for the illness from any source?	YES 1 NO 2 DK 8	2 ⇒ CA22 8 ⇒ CA22

MICS6.UF.23

<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 style="text-align: center;"><i>(Name of place)</i></p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>GOVERNMENT HEALTH CENTRE..... B</p> <p>GOVERNMENT HEALTH POST C</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>MOBILE / OUTREACH CLINIC.....E</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINICI</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>COMMUNITY HEALTH WORKER (NON-GOVERNMENT)L</p> <p>MOBILE CLINIC M</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 (<i>name</i>) 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 (<i>name</i>) given?</p> <p><i>Probe:</i> 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 style="text-align: center;"><i>(Name of brand)</i></p> <p>_____</p> <p style="text-align: center;"><i>(Name of brand)</i></p>	<p>ANTIBIOTICS</p> <p>AMOXICILLINL</p> <p>COTRIMOXAZOLE M</p> <p>OTHER ANTIBIOTIC PILL/SYRUP..... N</p> <p>OTHER ANTIBIOTIC INJECTION/IV O</p> <p>OTHER MEDICATIONS</p> <p>PARACETAMOL/PANADOL/ ACETAMINOPHEN R</p> <p>ASPIRINS</p> <p>IBUPROFEN.....T</p> <p>ONLY BRAND NAME RECORDED..... W</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER..... Z</p>	

MICS6.UF.24

CA24. Check CA23: Antibiotics mentioned?	YES, ANTIBIOTICS MENTIONED, CA23=L-O 1 NO, ANTIBIOTICS NOT MENTIONED 2	2 ⇒CA30
CA25. Where did you get the (<i>name of medicine from CA23, codes L to O</i>)? <i>Probe to identify the type of source.</i> <i>If 'Already had at home', probe to learn if the source is known.</i> <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> <hr/> <p style="text-align: center;">(Name of place)</p>	PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL..... A GOVERNMENT HEALTH CENTRE..... B GOVERNMENT HEALTH POST C COMMUNITY HEALTH WORKER..... D MOBILE / OUTREACH CLINIC.....E OTHER PUBLIC MEDICAL (specify) _____ H PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL / CLINICI PRIVATE PHYSICIAN J PRIVATE PHARMACY K COMMUNITY HEALTH WORKER (NON-GOVERNMENT)L MOBILE CLINIC M OTHER PRIVATE MEDICAL (specify) _____ O DK PUBLIC OR PRIVATE W OTHER SOURCE RELATIVE / FRIENDP SHOP / MARKET / STREET Q TRADITIONAL PRACTITIONER R OTHER (specify) _____ X DK / DON'T REMEMBERZ	
CA30. Check UB2: Child's age?	AGE 0, 1 OR 2 1 AGE 3 OR 4 2	2 ⇒End
CA31. The last time (<i>name</i>) passed stools, what was done to dispose of the stools?	CHILD USED TOILET / LATRINE 01 PUT / RINSED INTO TOILET OR LATRINE 02 PUT / RINSED INTO DRAIN OR DITCH 03 THROWN INTO GARBAGE (SOLID WASTE)..... 04 BURIED 05 LEFT IN THE OPEN 06 OTHER (specify) _____ 96 DK 98	

UF11. Record the time.	HOURS AND MINUTES :	
UF12. Language of the Questionnaire.	ENGLISH 1 CREOLE 2	
UF13. Language of the Interview.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
UF14. Native language of the Respondent.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
UF15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
<p>UF16. Tell the respondent that you will need to measure the weight and height of the child before you leave the household and a colleague will come to lead the measurement. Issue the ANTHROPOMETRY MODULE FORM for this child and complete the Information Panel on that Form.</p> <p>Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of <u>another</u> child age 0-4 living in this household?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>		

MICS6.UF.26

INTERVIEWER'S OBSERVATIONS

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SUPERVISOR'S OBSERVATIONS

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MICS6.UF.27

ANTHROPOMETRY MODULE INFORMATION PANEL		AN
AN1. Cluster number: _____	AN2. Household number: _____	
AN3. Child's name and line number: NAME _____	AN4. Child's age from UB2: AGE (IN COMPLETED YEARS)..... _	
AN5. Mother's / Caretaker's name and line number: NAME _____	AN6. Interviewer's name and number: NAME _____	

ANTHROPOMETRY		
AN7. Measurer's name and number:	NAME _____	
AN8. Record the result of weight measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>	KILOGRAMS (KG) _____ . _____ CHILD NOT PRESENT AFTER REVISITS 99.3 CHILD REFUSED..... 99.4 RESPONDENT REFUSED 99.5 OTHER (specify) _____ 99.6	99.3 ⇨AN13 99.4 ⇨AN10 99.5 ⇨AN10 99.6 ⇨AN10
AN9. Was the child undressed to the minimum?	YES 1 NO, THE CHILD COULD NOT BE UNDRESSED TO THE MINIMUM 2	
AN9A. Was the child's hair an obstruction to measurement?	NO, HAIR WAS NOT AN OBSTRUCTION 1 YES, HAIR WAS AN OBSTRUCTION..... 2	1 ⇨AN10
AN9B. Was the hair taken down?	YES, HAIR NO LONGER AN OBSTRUCTION.... 1 NO, HAIR REMAINED AN OBSTRUCTION..... 2	
AN10. Check AN4: Child's age?	AGE 0 OR 1 1 AGE 2, 3 OR 4 2	1 ⇨AN11A 2 ⇨AN11B
AN11A. The child is less than 2 years old and should be measured lying down. Record the result of length measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>	LENGTH / HEIGHT (CM)..... _____ . _____ CHILD REFUSED..... 999.4 RESPONDENT REFUSED 999.5 OTHER (specify) _____ 999.6	999.4 ⇨AN13 999.5 ⇨AN13 999.6 ⇨AN13
AN11B. The child is at least 2 years old and should be measured standing up. Record the result of height measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>		
AN12. How was the child actually measured? Lying down or standing up?	LYING DOWN..... 1 STANDING UP 2	

MICS6.UF.28

AN13. Today's date: Day / Month / Year: ___ ___ / ___ ___ / <u>2 0 1</u> ___		
AN14. Is there another child under age 5 in the household who has not yet been measured?	YES 1 NO 2	1 ⇒ Next Child
AN15. Thank the respondent for his/her cooperation and inform your Supervisor that the Measurer and you have completed all the measurements in this household.		

MICS6.UF.29

INTERVIEWER'S OBSERVATIONS FOR ANTHROPOMETRY MODULE

MEASURER'S OBSERVATIONS FOR ANTHROPOMETRY MODULE

SUPERVISOR'S OBSERVATIONS FOR ANTHROPOMETRY MODULE

MICS6.UF.30



QUESTIONNAIRE FOR CHILDREN AGE 5-17
Turks and Caicos Islands MICS, 2019/2020



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: _____ / _____ / 20____	FS8. Record the time:	HOURS : MINUTES _____ : _____

*Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:
If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed, and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.*

FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY1 NO, FIRST INTERVIEW2	1 ⇒FS10B 2 ⇒FS10A
FS10A. Hello, my name is (<i>your name</i>). We are from the Department of Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (<i>child's name from FS3</i>)'s health and well-being. This interview will take about 20 minutes, and the information will be used to make decisions about TCI's development. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	FS10B. Now I would like to talk to you about (<i>child's name from FS3</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 wish to stop the interview, please let me know. May I start now?	
YES..... 1 NO / NOT ASKED..... 2	1 ⇒CHILD'S BACKGROUND Module 2 ⇒FS17	

FS17. Result of interview for child age 5-17 years <i>Codes refer to the respondent.</i> <i>Discuss any result not completed with Supervisor.</i>	COMPLETED 01 NOT AT HOME..... 02 REFUSED 03 PARTLY COMPLETED 04 INCAPACITATED (<i>specify</i>) 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06 OTHER (<i>specify</i>) 96
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CHILD'S BACKGROUND		CB
CB1. Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the Household Questionnaire?	YES, RESPONDENT IS THE SAME, FS4=HH47 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 2	1 ⇒CB11
CB2. In what month and year was (<i>name</i>) born? <i>Month and year must be recorded.</i>	DATE OF BIRTH MONTH __ __ YEAR __ __ __ __	
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, form or year of school (<i>name</i>) has ever attended?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY ... 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	000 ⇒CB7
CB6. Did (he/she) ever complete that (grade/form/year)?	YES 1 NO 2	
CB7. At any time during the current school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒CB9
CB8. During the current school year, which level and grade, form or year is (<i>name</i>) attending?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY ... 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	
CB9. At any time during the previous school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒CB11

MICS6.FS.2

<p>CB10. During the previous school year, which level and grade, form or year did (<i>name</i>) <u>attend</u>?</p>	<p>EARLY CHILDHOOD EDUCATION.....000 PRIMARY 11 ___ LOWER SECONDARY 12 ___ UPPER SECONDARY 13 ___ POST SECONDARY – NONTERTIARY 14 ___ ASSOCIATE’S DEGREE..... 15 ___ BACHELOR’S DEGREE 16 ___ MASTER’S DEGREE 17 ___ PH. D..... 18 ___</p>	
<p>CB11. Is (<i>name</i>) covered by any health insurance? <i>If ‘No’, probe: Does (<i>name</i>) have NHIP?</i></p>	<p>YES 1 NO 2</p>	<p>2 ⇒ End</p>
<p>CB12. What type of health insurance is (<i>name</i>) covered by? <i>Record all mentioned.</i></p>	<p>NATIONAL HEALTH INSURANCE PLAN (NHIP)..... A HEALTH INSURANCE THROUGH EMPLOYER B NATIONAL INSURANCE C OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE D OTHER (<i>specify</i>) X</p>	

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, handicrafts, 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 ANIMALS..... 1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS 1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS 1 2</p> <p>ANY OTHER ACTIVITY..... 1 2</p>	
CL2. Check CL1, [A]-[X]:	AT LEAST ONE 'YES'1 ALL ANSWERS ARE 'NO'2	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>	NUMBER OF HOURS _ _	
CL4. (Does the activity/Do these activities) require carrying heavy loads?	YES..... 1 NO..... 2	
CL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?	YES..... 1 NO..... 2	

MICS6.FS.4

<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>	2 ⇒ CL9
<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>	2 ⇒ CL11
<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>	

MICS6.FS.5

CL11. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household?		
	YES NO	
[A] Shopping for the household?	SHOPPING FOR HOUSEHOLD 1 2	
[B] Cooking?	COOKING 1 2	
[C] Washing dishes or cleaning around the house?	WASHING DISHES / CLEANING HOUSE 1 2	
[D] Washing clothes?	WASHING CLOTHES 1 2	
[E] Caring for children?	CARING FOR CHILDREN 1 2	
[F] Caring for someone old or sick?	CARING FOR OLD / SICK 1 2	
[X] Other household tasks?	OTHER HOUSEHOLD TASKS 1 2	
CL12. Check CL11, [A]-[X]:	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ End
CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total? <i>If less than one hour, record '00'</i>	NUMBER OF HOURS __ __	

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS 1 AGE 15-17 YEARS 2	2 ⇒ End
FCD2. Now I'd like to talk to you about something else. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (<i>name</i>) in the past month. [A] Took away privileges, forbade something (<i>name</i>) liked or did not allow (him/her) to leave the house. [B] Explained why (<i>name</i>)'s behaviour was wrong. [C] Shook (him/her). [D] Shouted, yelled at or screamed at (him/her). [E] Gave (him/her) something else to do. [F] Spanked, hit or slapped (him/her) on the bottom with bare hand. [G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. [H] Called (him/her) dumb, lazy, cracky, or another name like that. [I] Hit or slapped (him/her) on the face, head or ears. [J] Hit or slapped (him/her) on the hand, arm, or leg. [K] Beat (him/her) up, that is hit him/her over and over as hard as one could.	<p style="text-align: right;">YES NO</p> <p>TOOK AWAY PRIVILEGES 1 2</p> <p>EXPLAINED WRONG BEHAVIOR 1 2</p> <p>SHOOK HIM/HER 1 2</p> <p>SHOUTED, YELLED, SCREAMED 1 2</p> <p>GAVE SOMETHING ELSE TO DO 1 2</p> <p>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2</p> <p>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2</p> <p>CALLED DUMB, LAZY, CRACKY OR ANOTHER NAME 1 2</p> <p>HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2</p> <p>HIT / SLAPPED ON HAND, ARM OR LEG 1 2</p> <p>BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1 2</p>	
FCD3. Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES..... 1 NO 2	2 ⇒ FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES..... 1 NO 2	1 ⇒ End

MICS6.FS.7

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

MICS6.FS.8

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

MICS6.FS.9

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

MICS6.FS.10

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

MICS6.FS.11

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

PARENTAL INVOLVEMENT		PR
PR1. Check CB3: Child's age?	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒End 3 ⇒End
PR2. At the end of this interview I will ask you if I can talk to <i>(name)</i> . If (he/she) is close, can you please ask (him/her) to stay here. If <i>(name)</i> 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 <i>(name)</i> to read at home?	NONE 00 NUMBER OF BOOKS..... 0 ___ TEN OR MORE BOOKS 10	
PR4. Check CB7: Did the child attend any school? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.	YES, CB7/ED9=1..... 1 NO, CB7/ED9=2 OR BLANK 2	2 ⇒End
PR5. Does <i>(name)</i> ever have homework?	YES..... 1 NO 2 DK 8	2 ⇒PR7 8 ⇒PR7
PR6. Does anyone help <i>(name)</i> with homework?	YES 1 NO 2 DK 8	
PR7. Does <i>(name)</i> 's school have a school governing body in which parents can participate such as a parent teacher association or 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:	YES NO DK	
[A] A plan for addressing key education issues faced by <i>(name)</i> 's school?	PLAN FOR ADDRESSING SCHOOL'S ISSUES 1 2 8	
[B] School budget or use of funds received by <i>(name)</i> 's school?	SCHOOL BUDGET 1 2 8	
PR10. In the last 12 months, have you or any other adult from your household received a student report card for <i>(name)</i> ?	YES 1 NO 2 DK 8	

MICS6.FS.13

<p>PR11. In the last 12 months, have you or any adult from your household gone to (<i>name</i>)'s school for any of the following reasons?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss (<i>name</i>)'s progress with (his/her) teachers?</p>	<p style="text-align: right;">YES NO DK</p> <p>CELEBRATION OR SPORT EVENT 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS 1 2 8</p>	
<p>PR12. In the last 12 months, has (<i>name</i>)'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<p style="text-align: right;">YES NO DK</p> <p>NATURAL DISASTERS 1 2 8</p> <p>MAN-MADE DISASTERS..... 1 2 8</p> <p>TEACHER STRIKE 1 2 8</p> <p>OTHER..... 1 2 8</p>	
<p>PR13. In the last 12 months, was (<i>name</i>) unable to attend class due to (his/her) teacher being absent?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>PR14. Check PR12[C] and PR13: Any 'Yes' recorded?</p>	<p>YES, PR12[C]=1 OR PR13=1..... 1</p> <p>NO 2</p>	2 ⇒ End
<p>PR15. When (<i>teacher strike / teacher absence</i>) happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	

MICS6.FS.14

FOUNDATIONAL LEARNING SKILLS		FL
FL0. Check CB3: Child's age?	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒End 3 ⇒End
<p>FL1. Now I would like to talk to (<i>name</i>). 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.</p> <p>These are not school tests and the results will not be shared with anyone, including other parents or the school.</p> <p>You will not benefit directly from participating and I am not trained to tell you how well (<i>name</i>) has performed.</p> <p>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.</p> <p>This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.</p>		
May I talk to (<i>name</i>)?	YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN 2	2 ⇒FL28
FL2. Record the time.	HOURS AND MINUTES __ __ : __ __	
<p>FL3. My name is (<i>your name</i>). I would like to tell you a bit about myself.</p> <p>Could you tell me a little bit about yourself?</p> <p><i>When the child is comfortable, continue with the verbal consent:</i></p> <p>Let me tell you why I am here today. I am from the Department of Statistics. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/<i>Name of caretaker</i>) 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.</p>		
Are you ready to get started?	YES 1 NO / NOT ASKED 2	2 ⇒FL28
<p>FL4. Before you start with the reading and number activities, tick each box to show that:</p> <p><input type="checkbox"/> You are not alone with the child unless they are at least visible to an adult known to the child.</p> <p><input type="checkbox"/> You have engaged the child in conversation and built rapport, e.g. using an Icebreaker.</p> <p><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.</p>		
FL5. Remember you can ask me a question at any time if there is something you do not understand. You can ask me to stop at any time.		
FL6. First we are going to talk about reading.		YES NO
[A] Do you read books at home?	READS BOOKS AT HOME..... 1	2
[B] Does someone read to you at home?	READ TO AT HOME..... 1	2

MICS6.FS.15

<p>FL7. Which language do you speak most of the time at home? <i>Probe if necessary and read the listed languages.</i></p>	<p>ENGLISH..... 1 CREOLE 2 SPANISH 3 OTHER (<i>specify</i>) 6 DK 8</p>	
<p>FL8. Check CB7: In the current school year, did the child attend school or any early childhood education programme? <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? <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
<p>FL8B. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=1 1 NO, FL7= 2, 3, 6 OR 8..... 2</p>	1 ⇒FL10 2 ⇒FL23
<p>FL9A. What language do your teachers use most of the time when teaching you in class? FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class? <i>Probe if necessary and name the listed languages.</i></p>	<p>ENGLISH..... 1 CREOLE 2 SPANISH 3 OTHER (<i>specify</i>) 6 DK 8</p>	1 ⇒FL10 2 ⇒FL23 3 ⇒FL23 6 ⇒FL23 8 ⇒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>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? <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 ⇒FL19
<p>FL13. Give the child the READING & NUMBERS BOOK. <i>Open the page showing the reading practice item and say:</i> 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. <i>Lucky is a cat. Spot is a dog. Lucky is 5. Spot is 6.</i></p>		
<p>FL14. Did the child read every word in the practice correctly?</p>	<p>YES 1 NO 2</p>	2 ⇒FL23
<p>FL15. Once the reading is done, ask: How old is Lucky?</p>	<p>LUCKY IS 5 YEARS OLD 1 OTHER ANSWERS..... 2 NO ANSWER AFTER 5 SECONDS 3</p>	1 ⇒FL17

MICS6.FS.16

FL16. Say: Lucky is 5 years old. <i>and go to FL23.</i>		⇒FL23																																																																																																																																																										
FL17. Here is another question: Who is older: Lucky or Spot?	SPOT IS OLDER (THAN LUCKY) 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3	1 ⇒FL19																																																																																																																																																										
FL18. Say: Spot is older than Lucky. Spot is 6 and Lucky is 5. <i>and go to FL23.</i>		⇒FL23																																																																																																																																																										
FL19. Turn the page to reveal the reading passage. Thank you. Now I want you to try this. Here is a story. I want you to read it aloud as carefully as you can. 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>). When you finish I will ask you some questions about what you have read. If you come to a word you do not know, go onto the next word. Put your finger on the first word. Ready? Begin.	<table border="1"> <tr><td>Peter</td><td>is</td><td>in</td><td>grade</td><td>two.</td><td>One</td><td>day,</td></tr> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>Peter</td><td>was</td><td>going</td><td>home</td><td>from</td><td>school.</td><td>He</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>saw</td><td>some</td><td>sea</td><td>grapes.</td><td>The</td><td>sea</td><td>grapes</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>were</td><td>in</td><td>the</td><td>school</td><td>yard.</td><td>Peter</td><td>wanted</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>to</td><td>get</td><td>some</td><td>sea</td><td>grapes</td><td>for</td><td>his</td></tr> <tr><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td></tr> <tr><td>mother.</td><td>Peter</td><td>ran</td><td>fast</td><td>across</td><td>the</td><td>yard</td></tr> <tr><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td></tr> <tr><td>to</td><td>get</td><td>the</td><td>sea</td><td>grapes.</td><td>He</td><td>fell</td></tr> <tr><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td></tr> <tr><td>down</td><td>near</td><td>a</td><td>guava</td><td>tree.</td><td>Peter</td><td>started</td></tr> <tr><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td></tr> <tr><td>crying.</td><td>The</td><td>teacher</td><td>saw</td><td>him</td><td>and</td><td>came.</td></tr> <tr><td>57</td><td>58</td><td>59</td><td>60</td><td>61</td><td>62</td><td>63</td></tr> <tr><td>She</td><td>gave</td><td>Peter</td><td>many</td><td>sea</td><td>grapes.</td><td>Peter</td></tr> <tr><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>was</td><td>very</td><td>happy.</td><td></td><td></td><td></td><td></td></tr> <tr><td>71</td><td>72</td><td>73</td><td></td><td></td><td></td><td></td></tr> </table>	Peter	is	in	grade	two.	One	day,	1	2	3	4	5	6	7	Peter	was	going	home	from	school.	He	8	9	10	11	12	13	14	saw	some	sea	grapes.	The	sea	grapes	15	16	17	18	19	20	21	were	in	the	school	yard.	Peter	wanted	22	23	24	25	26	27	28	to	get	some	sea	grapes	for	his	29	30	31	32	33	34	35	mother.	Peter	ran	fast	across	the	yard	36	37	38	39	40	41	42	to	get	the	sea	grapes.	He	fell	43	44	45	46	47	48	49	down	near	a	guava	tree.	Peter	started	50	51	52	53	54	55	56	crying.	The	teacher	saw	him	and	came.	57	58	59	60	61	62	63	She	gave	Peter	many	sea	grapes.	Peter	64	65	66	67	68	69	70	was	very	happy.					71	72	73					
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FL20. Results of the child's reading.	LAST WORD ATTEMPTEDNUMBER __ __ TOTAL NUMBER OF WORDS INCORRECT OR MISSEDNUMBER __ __																																																																																																																																																											

MICS6.FS.17

FL21. <i>How well did the child read the story?</i>	THE CHILD READ AT LEAST ONE WORD CORRECTLY.....1	
	THE CHILD DID NOT READ ANY WORD CORRECTLY.....2	2 ⇒FL23
	THE CHILD DID NOT TRY TO READ THE STORY3	3 ⇒FL23

MICS6.FS.18

<p>FL22. 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 Peter in?</p> <p>[B] What did Peter see on the way home?</p> <p>[C] Why did Peter start crying?</p> <p>[D] Where did Peter fall (down)?</p> <p>[E] Why was Peter happy?</p>	<p>CORRECT ((PETER IS) IN GRADE TWO)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (HE SAW SOME SEA GRAPES) 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 ((PETER FELL DOWN) NEAR A GUAVA TREE)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (BECAUSE THE TEACHER GAVE HIM MANY SEA GRAPES / BECAUSE HE HAD SEA GRAPES TO GIVE TO HIS MOTHER) 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
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<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. Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p><i>Point to the first number and say:</i> Start here.</p> <p><i>If the child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and say:</i> What is this number?</p> <p><i>If the child does not attempt to read 2 consecutive numbers, say:</i> Thank you. That is ok.</p>	<p>9 CORRECT.....1 INCORRECT2 NO ATTEMPT.....3</p> <p>12 CORRECT.....1 INCORRECT2 NO ATTEMPT.....3</p> <p>30 CORRECT.....1 INCORRECT2 NO ATTEMPT.....3</p> <p>48 CORRECT.....1 INCORRECT2 NO ATTEMPT.....3</p> <p>74 CORRECT.....1 INCORRECT2 NO ATTEMPT.....3</p> <p>731 CORRECT.....1 INCORRECT2 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 ATTEMPT2</p>	<p>2 ⇨ FL28</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><i>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</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 pair of numbers, turn the booklet page and show the child the next pair of numbers.</i></p> <p><i>If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say:</i> Thank you. That is ok. We will go to the next activity.</p>	<p>7 & 5 CORRECT (7)1 INCORRECT2 NO ATTEMPT3</p> <p>11 & 24 CORRECT (24)1 INCORRECT2 NO ATTEMPT3</p> <p>58 & 49 CORRECT (58)1 INCORRECT2 NO ATTEMPT3</p> <p>65 & 67 CORRECT (67)1 INCORRECT2 NO ATTEMPT3</p> <p>146 & 154 CORRECT (154)1 INCORRECT2 NO ATTEMPT3</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><i>Record the child's answer before turning the page in the book and repeating the question for the next sum.</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 sum, turn the booklet page and show the child the next addition.</i></p> <p><i>If the child does not attempt 2 consecutive sums, record '3', no attempt, for the remaining sums and say: Thank you. That is ok. We will go to the next activity.</i></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><i>Point to each number and blank space and say: What number goes here?</i></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><i>Point to each number and blank space and say: What number goes here?</i></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 ⇒ FL28</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> 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>	
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<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</p> <p>OTHER (<i>specify</i>) _____ 96</p>	
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FS11. Record the time.	HOURS AND MINUTES __ : __	
FS12. Language of the Questionnaire.	ENGLISH 1 CREOLE 2	
FS13. Language of the Interview.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) _____ 6	
FS14. Native language of the Respondent.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) _____ 6	
FS15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	
<p>FS16. Thank the respondent and the child for her/his cooperation.</p> <p><i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i></p> <p><i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i></p>		

MICS6.FS.23

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.FS.24

E.2 QUESTIONNAIRES IN CREOLE

E.2.1 HOUSEHOLD QUESTIONNAIRE



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. REGION: GRAND TURK..... 1 SALT CAY..... 2 SOUTH CAICOS..... 3 MIDDLE CAICOS..... 4 NORTH CAICOS..... 5 PROVIDENCIALES..... 6	
HH6. Area:	URBAN.....1 RURAL.....2		
HH8. Is the household selected for Questionnaire for Men?	YES.....1 NO.....2		
HH9. Is the household selected for Water Quality Testing?	YES.....1 NO.....2	HH10. Is the household selected for blank testing?	YES..... NO.....
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 :
<p>HH12. Bonjou/Bonswa, non mwen se (your name). Nou soti nan Depatman Statistik. Nou ap fè yon sondaj sou sitiyasyon timoun, fanmi ak nan kay la. Mwen ta renmen pale avèk ou sou sijè sa yo. Entèvyou sa a anjeneral pran apeprè 20 minit epi enfòmasyon sa yo pral itilize pou pran desizyon sou devlopman nan TCI. Apre sa, mwen ka mande pou fè entèvyou adisyonèl avèk oumenm oswa lòt manm nan kay la. Tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl ak anonim. Si ou pa vle reponn, yon kesyon oswa sispann entèvyou a, tanpri, fè mwen konnen. Èske mwen ka kòmanse kounye a?</p>			
YES..... 1		1 ⇒ LIST OF HOUSEHOLD MEMBERS	
NO / NOT ASKED..... 2		2 ⇒ HH46	
HH46. Result of Household Questionnaire interview:	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	Discuss any result not completed with Supervisor.	

HH47. Name and line number of the respondent to Household Questionnaire interview:

NAME _____

HOUSEHOLD MEMBERS	
WOMEN AGE 15-49	
<i>If household is selected for Questionnaire for Men:</i> MEN AGE 15-49	
CHILDREN UNDER AGE 5	
CHILDREN AGE 5-17	

To be filled after the Household Questionnaire is completed

TOTAL NUMBER	
HH48	---
HH49	---
HH50	---
HH50	---
HH52	---

To be filled after all the questionnaires are completed

COMPLETED NUMBER	
HH53	---
HH54	---
HH54	---
HH56	ZERO..... 0 ONE..... 1

MICS6.HH.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, make sure to probe 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 live-in maids, 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:

HL1. Line number	HL2. Premyèman, tanpri, di m non chak moun kap viv nan kay la, kòmansè sou moun ki antèt kay la? Sa vle di, moun ki abitye dòmi la omwen kat nwit nan semèn nan, epi pataje manje. Probe for additional household members.	HL3. Ki relasyon (name) avèk (name of the head of household)?	HL4. Èske (name) se yon gason oswa fi? 1 MALE 2 FEMALE	HL5. Ki dat nesans (name)? 98 DK 9998 DK	HL6. Ki laj (name) genyen? Record in complete d years. If age is 95 or above, record '95'.	HL6. Nan ki peyi (name) fèt	HL6B. Ki pyès (name) itilize pou l rezidè nan TCI?	HL7A. Ki relijyon (name)?	HL8. Record line number if woman and age 15-49.	HL9. Record line number if man, age 15-49 and HHS is yes.	HL10. Record line number if age 0-4.	HL11. Age 0-17? 1 YES 2 NO ☺ Next Line	HL12. Èske manman natirèl (name) vivan? 1 YES 2 NO ☺ 8 DK ☺ HL16 HL16	HL13. Èske manman natirèl (name) ap viv nan menm kay la? 1 YES 2 NO ☺ HL15	HL14. Record the line number of mother and go to HL16.	HL15. Ki kote manman natirèl (name) ap viv? 1 ABROAD 2 IN ANOTHER HOUSEHOLD ON THE SAME ISLAND 3 IN ANOTHER HOUSEHOLD ON ANOTHER ISLAND 4 INSTITUTION IN THIS COUNTRY 8 DK	HL16. Èske papa natirèl (name) vivan? 1 YES 2 NO ☺ HL20 HL20	HL17. Èske papa natirèl (name) ap viv nan menm kay la? 1 YES 2 NO ☺ HL19	HL18. Record the line number of father and go to HL20.	HL19. Ki kote papa natirèl (name) ap viv? 1 ABROAD 2 IN ANOTHER HOUSEHOLD ON THE SAME ISLAND 3 IN ANOTHER HOUSEHOLD ON ANOTHER ISLAND 4 INSTITUTION IN THIS COUNTRY 8 DK	HL20. Copy the line number of mother from HL14. If blank, ask: Ki moun prensipal k'ap pran swen (name)? If 'No one' for a child age 15-17, record '90'.	
LINE	NAME	RELATION*	M F	MONTH	YEAR	AGE	COB	STATUS	RELIGION	W 15-49	M 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	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	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	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	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	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	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	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	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	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	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	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	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	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	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	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 LIVE-IN MAID
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. Èske (name) pat janm ale lekòl oswa te ale nan okenn program edikasyon timoun? 1. YES 2. NO ☺ Next Line	ED5. Ki pi wo nivo edikasyon epi ki klas oswa konbyen ane (name) te fè lekòl? 00 ECE ☺ ED7 11 PRIMARY 12 LOWER SECONDARY 13 UPPER SECONDARY 14 POST SECONDARY – NON-TERTIARY 15 ASSOCIATE DEGREE 16 BACHELOR'S DEGREE 17 MASTER'S DEGREE 18 PH.D. 98 DK	ED6. Èske (name) pat janm tèmine nan (klas/ane)? 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/FORM/YEAR	Y N DK	YES NO	YES NO	YES NO	
01		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
02		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
03		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
04		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
05		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
06		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
07		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
08		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
09		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
10		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
11		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
12		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
13		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
14		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	
15		___	1 2	1 2	___	___	1 2 8	1 2	1 2	1 2	

MICS6.HH.3

**EDUCATION
ED**

2

ED1. Line number	ED2. Name and age.	ED9. Èske (name) te ale lekòl oswa te patisipe nan okenn program edikasyon timoun nan ane lekòl sa? 1 YES 2 NO ☺ ED15	ED10. Pandan ane lekòl sa nan ki klas (name) ye? LEVEL: 00 ECE ☺ ED15 11 PRIMARY 12 LOWER SECONDARY 13 UPPER SECONDARY 14 POST SECONDARY – NON-TERTIARY 15 ASSOCIATE DEGREE 16 BACHELOR'S DEGREE 17 MASTER'S DEGREE 18 PH.D. 98 DK	GRADE/FORM/YEAR: 98 DK	ED11. Èske li ale nan yon lekòl piblik? If "Yes", record '1'. If "No", probe to code who controls and manages the school. 1 GOVT./ PUBLIC 2 RELIGIOUS/ FAITH ORG. 3 PRIVATE 6 OTHER 8 DK	ED12. Pou ane lekòl sa èske (name) te resevwa yon frè ekolaj kòm sipò If "Yes", probe to ensure that support was not received from family, other relatives, friends or neighbours. 1 YES 2 NO ☺ 8 DK ☺ ED14 ED14	ED13. Ki moun ki sipòte frè ekolaj (name) Record all mentioned. A GOVT./ PUBLIC B RELIGIOUS/ FAITH ORG. C PRIVATE. X OTHER Z.DK	ED14. Pou ane lekòl sa èske (name) te resevwa materyèl eskolè oubyen lajan,pou achte soulye,liv,kaye ,inifòm oubyen lòt materyèl pou lekòl? If "Yes", probe to ensure that support was not received from family, other relatives, friends or neighbours. 1 YES 2 NO 8 DK	ED15. Okenn lè pandan ane lekòl ki pasè a èske (name) pat ale nan okenn program edikasyon timoun? 1 YES 2 NO ☺ Next Line 8 DK ☺ Next Line	ED16. Pandan ane lekòl ki pasè a, ki nivo etid epi klas (name) te rive? LEVEL: 00 ECE 11 PRIMARY 12 LOWER SECONDARY 13 UPPER SECONDARY 14 POST SECONDARY – NON-TERTIARY 15 ASSOCIATE DEGREE 16 BACHELOR'S DEGREE 17 MASTER'S DEGREE 18 PH.D. 98 DK	GRADE/FORM/YEAR: 98 DK	
LINE	NAME	AGE	YES NO	LEVEL	GRADE/FORM/YEAR	AUTHORITY	YES NO DK	TUITION	YES NO DK	YES NO DK	LEVEL	GRADE/FORM/YEAR
01			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
02			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
03			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
04			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
05			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
06			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
07			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
08			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
09			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
10			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
11			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
12			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
13			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
14			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		
15			1 2			1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8		

MICS6.HH.4

HOUSEHOLD CHARACTERISTICS		HC
HC1B. Ki lang natif natal (<i>name of the head of the household from HL2</i>)?	ENGLISH1 CREOLE.....2 SPANISH.....3 OTHER LANGUAGE (<i>specify</i>) 6	
HC2. Nan ki gwoup etnik (<i>name of the head of the household from HL2</i>) fè pati?	BLACK/NEGRO/AFRICAN1 WHITE/CAUCASIAN2 HISPANIC3 EAST INDIAN4 OTHER (<i>specify</i>) 6	
HC3. Konbyen chanm manm nan kay la abitye itilize pou dòmi?	NUMBER OF ROOMS__ __	
HC4. <i>Main material of the dwelling floor.</i> <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 PLYWOOD.....23 FINISHED FLOOR PARQUET OR POLISHED WOOD31 VINYL OR ASPHALT STRIPS.....32 CERAMIC TILES.....33 CEMENT34 CARPET35 OTHER (<i>specify</i>) 96	
HC5. <i>Main material of the roof.</i> <i>Record observation.</i>	NATURAL ROOFING THATCH / PALM LEAF12 RUDIMENTARY ROOFING WOOD PLANKS.....23 TARPAULIN25 PLYWOOD26 FINISHED ROOFING METAL / TIN31 WOOD32 CEMENT35 ROOFING SHINGLES.....36 ROOFING TILES37 OTHER (<i>specify</i>) 96	

MICS6.HH.5

<p>HC6. Main material of the exterior walls.</p> <p><i>Record observation.</i></p>	<p>RUDIMENTARY WALLS</p> <p>STONE WITH MUD22</p> <p>UNCOVERED ADOBE23</p> <p>PLYWOOD.....24</p> <p>CARDBOARD25</p> <p>REUSED WOOD.....26</p> <p>FINISHED WALLS</p> <p>CEMENT/SLAB CONCRETE.....31</p> <p>STONE WITH LIME / CEMENT32</p> <p>BRICKS33</p> <p>CEMENT BLOCKS34</p> <p>WOOD PLANKS / SHINGLES36</p> <p>STUCCO AND FOAM.....37</p> <p>OTHER (<i>specify</i>) 96</p>																												
<p>HC7. Èske kay la gen?</p> <p>[A] Yon liy telefòn fiks?</p> <p>[B] Yon radio?</p> <p>[C] Yon klozèt/ pandri?</p> <p>[D] Yon recho (elektrik / gaz)?</p> <p>[E] Yon kabann?</p> <p>[F] Yon tab?</p> <p>[G] Okenn chèz?</p> <p>[H] Yon kanape/sofa?</p>	<table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>FIXED TELEPHONE LINE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>RADIO.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>CLOSET</td> <td>1</td> <td>2</td> </tr> <tr> <td>STOVE (ELECTRIC/GAS).....</td> <td>1</td> <td>2</td> </tr> <tr> <td>BED FRAME.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>TABLE</td> <td>1</td> <td>2</td> </tr> <tr> <td>CHAIRS.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>SOFA</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	FIXED TELEPHONE LINE.....	1	2	RADIO.....	1	2	CLOSET	1	2	STOVE (ELECTRIC/GAS).....	1	2	BED FRAME.....	1	2	TABLE	1	2	CHAIRS.....	1	2	SOFA	1	2	
	YES	NO																											
FIXED TELEPHONE LINE.....	1	2																											
RADIO.....	1	2																											
CLOSET	1	2																											
STOVE (ELECTRIC/GAS).....	1	2																											
BED FRAME.....	1	2																											
TABLE	1	2																											
CHAIRS.....	1	2																											
SOFA	1	2																											
<p>HC8. Èske kay la gen kouran?</p>	<p>YES, INTERCONNECTED GRID1</p> <p>YES, OFF-GRID (GENERATOR/ISOLATED SYSTEM)2</p> <p>NO3</p>	<p>3 ⇒ HC10</p>																											

MICS6.HH.6

HC9. Èske lakay ou gen:	YES	NO	
[A] Yon televizyon?	TELEVISION1	2	
[B] Yon frijidè?	REFRIGERATOR1	2	
[C] Yon microwave/ four micro-onde?	MICROWAVE OVEN1	2	
[D] Yon èkondisyone?	AIR CONDITIONER1	2	
[E] Yon vantilatè?	FAN1	2	
[F] Yon fè arepase/fer à repasser?	ELECTRIC IRON.....1	2	
[G] Yon machin alave/machine à laver?	WASHING MACHINE1	2	
[H] Yon chofaj dlo?	WATER HEATER1	2	
[I] Yon sistèm sekirite pou kay?	HOME SECURITY SYSTEM.....1	2	
HC10. Èske gen manm nan fanmi an ki posede:	YES	NO	
[A] Yon mont?	WRISTWATCH1	2	
[B] Yon bisiklèt?	BICYCLE1	2	
[C] Yon motosiklèt oubyen scooter?	MOTORCYCLE / SCOOTER1	2	
[E] Yon machin, kamyon(pikòp),kamyonèt?	CAR / TRUCK / VAN1	2	
[F] Yon bato a motè?	BOAT WITH MOTOR.....1	2	
[G] Yon machin pou fè espò?	EXERCISE MACHINE.....1	2	
HC11A. Èske gen manm nan fanmi an ki posede:	YES	NO	
[A] Yon òdinatè?	COMPUTER.....1	2	
[B] Yon tablèt?	TABLET1	2	
HC12. Èske gen manm nan fanmi an ki posede yon telefòn pòtab?	YES.....1		
	NO.....2		
HC13. Èske kay la gen aksè /koneksyon entènèt?	YES.....1		
	NO.....2		

MICS6.HH.7

<p>HC14. Èske oumenm oubyen yon moun kap viv la se popriyetè kay la?</p> <p><i>If 'No', then ask: Èske ou lwe kay la nan men yon moun ki pa abite nan kay la?</i></p> <p><i>If 'Rented from someone else', record '2'. For other responses, record '6' and specify.</i></p>	<p>OWN.....1</p> <p>RENT.....2</p> <p>OTHER (specify) _____ 6</p>	
<p>HC15. Èske gen manm nan kay la ki posede tè ki kapab itilize pou fe agrikilti?</p>	<p>YES.....1</p> <p>NO.....2</p>	2⇒HC17
<p>HC16. Konbyen kawo tè agrikilti manm kay la posede?</p> <p><i>If less than 1, record '00'.</i></p>	<p>ACRES ____</p> <p>95 OR MORE95</p> <p>DK.....98</p>	
<p>HC17. Èske nou pa posede okenn bèt domestik, lòt bèt jaden oswa bèt volay?</p>	<p>YES.....1</p> <p>NO.....2</p>	2⇒HC19
<p>HC18. Konbyen nan bèt sa yo ki genyen lakay la?</p> <p>[A] Manman bèf (vach) oswa towò bèf?</p> <p>[B] Lòt bèt/ Betay?</p> <p>[C] Cheval, bourik oswa milèt?</p> <p>[D] Kabrit?</p> <p>[F] Poul?</p> <p>[G] Kochon?</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>CHICKENS ____</p> <p>PIGS..... ____</p>	
<p>HC19. Èske okenn manm nan kay sa a gen yon kont labank?</p>	<p>YES.....1</p> <p>NO.....2</p>	

MICS6.HH.8

SOCIAL TRANSFERS		ST			
ST1 Mwen ta renmen mande ou sou divès pwogram asistans ekstèn ekonomik founi pou kay. Pa asistans ekstèn mwen vle di, sipò ki soti nan gouvènman oswa nan òganizasyon ki pa gouvènmantal tankou òganizasyon relijye, charitab, oswa kòminote ki baze sou sa. Sa ekskli sipò ki sòti nan fanmi, lòt fanmi, zanmi oswa vwazinaj.					
	[A] ÈD POU KAY OSWA PWOGRAM POU GRANMOUN	[B] BYEN-NÈT SOSYAL	[C] OFELINA OSWA SWEN ADOFTIF	[D] PANSYON POU RETRÈTE	[X] OKENN LÒT ASISTANS EKSTÈN EKONOMIK
ST2. Èske ou okouran de (<i>name of programme</i>)?	YES 1 NO 2	YES 1 NO 2	YES 1 NO 2	YES 1 NO 2	YES (<i>specify</i>) 1 NO 2 <i>End</i>
ST3. Èske moun lakay ou oswa okenn moun nan fanmi an te resevwa asistans pa (<i>name of programme</i>)?	YES 1 <i>ST4</i> NO 2 [B] DK 8 [B]	YES 1 <i>ST4</i> NO 2 [C] DK 8 [C]	YES 1 <i>ST4</i> NO 2 [D] DK 8 [D]	YES 1 <i>ST4</i> NO 2 [X] DK 8 [X]	YES 1 <i>ST4</i> NO 2 DK 8 <i>End</i>

MICS6.HH.9

ST4. Ki dènye fwa moun lakay ou oswa okenn moun ki nan kay la te resevwa asistans pa (<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 ___	MONTHS AGO ..1 ___	MONTHS AGO ..1 ___	MONTHS AGO . 1 ___	MONTHS AGO ..1 ___
	∅	∅	∅	∅	∅
	[B]	[C]	[D]	[X]	End
	YEARS AGO2 ___	YEARS AGO2 ___	YEARS AGO2 ___	YEARS AGO 2 ___	YEARS AGO2 ___
	∅	∅	∅	∅	∅
	[B]	[C]	[D]	[X]	End
DK.....998	DK.....998	DK.....998	DK.....998	DK.....998	
∅	∅	∅	∅	∅	
[B]	[C]	[D]	[X]	End	

HOUSEHOLD ENERGY USE		EU
EU1. Nan kay ou a, ki kalite Recho prensipal nou itilize pou kwit manje?	ELECTRIC STOVE.....	01 ⇒EU5
	SOLAR COOKER.....	02 ⇒EU5
	LIQUEFIED PETROLEUM GAS (LPG)/ COOKING GAS STOVE.....	03 ⇒EU5
	PIPED NATURAL GAS STOVE.....	04 ⇒EU5
	BIOGAS STOVE.....	05 ⇒EU5
	LIQUID FUEL STOVE.....	06 ⇒EU4
	MANUFACTURED SOLID FUEL STOVE.....	
	TRADITIONAL SOLID FUEL STOVE.....	
	THREE STONE STOVE / OPEN FIRE.....	09 ⇒EU4
	OTHER (<i>specify</i>).....	96 ⇒EU4
	NO FOOD COOKED IN HOUSEHOLD.....	97 ⇒EU9
EU2. Èske li gen yon chemine?	YES.....	1
	NO.....	2
	DK.....	8
EU3. Èske li gen vantilatè?	YES.....	1
	NO.....	2
	DK.....	8
EU4. Ki tip gaz oswa enèji ki itilize nan recho sa ? <i>If more than one, record the main energy source for this cookstove.</i>	ALCOHOL / ETHANOL.....	01
	GASOLINE / DIESEL.....	02
	KEROSENE / PARAFFIN.....	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. Èske nou abitye fè manje andan kay la, nan yon kay ki separe, oswa deyò a? <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

MICS6.HH.11

EU9. Iannwit, prensipalman ki sa nou itilize pou klere kay la?	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 OR PARAFFIN 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	

MICS6.HH.12

WS3. Ki kote sous dlo sa lokalize?	IN OWN DWELLING 1 IN OWN YARD / PLÔT 2 ELSEWHERE 3	1 ⇒WS7 2 ⇒WS7
WS4. Konbyen tan sa a pran pou manm kay ou ale la, pran dlo, epi retounen?	MEMBERS DO NOT COLLECT 000 NUMBER OF MINUTES _ _ _ DK 998	000 ⇒WS7
WS5. Kiyès ki abitye ale pran dlo nan sous la pou kay la? <i>Record the name of the person and copy the line number of this person from the LIST OF HOUSEHOLD MEMBERS Module.</i>	NAME _____ LINE NUMBER _ _ _	
WS6. Depi (<i>day of the week</i>) pase konbyen fwa moun sa a tal pran dlo?	NUMBER OF TIMES _ _ DK 98	
WS7. Nan mwa pase,,èske te gen yon ratman dlo,kote moun kay la pat gen sifizaman kantite dlo pou bwè?	YES, AT LEAST ONCE 1 NO, ALWAYS SUFFICIENT 2 DK 8	2 ⇒WS9 8 ⇒WS9
WS8. Ki rezon prensipal ki te lakòz ou pat ka jwen aksè epi sifizaman kantite dlo ou te bezwen an?	WATER NOT AVAILABLE FROM SOURCE ... 1 WATER TOO EXPENSIVE 2 SOURCE NOT ACCESSIBLE 3 OTHER (<i>specify</i>) _____ 6 DK 8	
WS9. Èske ou menm oswa yon lòt manm kay la pat fè anyen pou'n trete dlo a pou bwè?	YES 1 NO 2 DK 8	2 ⇒WS11 8 ⇒WS11

MICS6.HH.14

<p>WS10. Kisa 'w abitye fê pou trete dlo a pou bwè?</p> <p><i>Probe:</i> Okenn lòt bagay?</p> <p><i>Record all methods mentioned.</i></p>	<p>BOIL..... A</p> <p>ADD BLEACH / CHLORINEB</p> <p>STRAIN IT THROUGH A CLÒTHC</p> <p>USE WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.)..... D</p> <p>SOLAR DISINFECTION.....E</p> <p>LET IT STAND AND SETTLE..... F</p> <p>OTHER (<i>specify</i>) _____ X</p> <p>DKZ</p>	
<p>WS11. Ki kalite twalèt manm kay la abitye itilize?</p> <p><i>If 'Flush' or 'Pour flush', probe:</i> Ki kote matyè ale?</p> <p><i>If not possible to determine, ask permission to observe the facility.</i></p>	<p>FLUSH / POUR FLUSH</p> <p>FLUSH TO PIPED SEWER SYSTEM..... 11</p> <p>FLUSH TO SEPTIC TANK..... 12</p> <p>FLUSH TO PIT LATRINE 13</p> <p>FLUSH TO OPEN DRAIN 14</p> <p>FLUSH TO DK WHERE 18</p> <p>PIT LATRINE</p> <p>VENTILATED IMPROVED PIT</p> <p>LATRINE 21</p> <p>PIT LATRINE WITH SLAB..... 22</p> <p>PIT LATRINE WITHOUT SLAB / OPEN PIT..... 23</p> <p>COMPOSTING TOILET 31</p> <p>BUCKET 41</p> <p>HANGING TOILET / HANGING LATRINE..... 51</p> <p>NO FACILITY / BUSH / FIELD 95</p> <p>OTHER (<i>specify</i>) _____ 96</p>	<p>11 ⇒WS14</p> <p>14 ⇒WS14</p> <p>18 ⇒WS14</p> <p>41 ⇒WS14</p> <p>51 ⇒WS14</p> <p>95 ⇒End</p> <p>96 ⇒WS14</p>
<p>WS12. Èske (<i>answer from WS11</i>) pa'w la pa janm netwaye?</p>	<p>YES, EMPTIED 1</p> <p>NO, NEVER EMPTIED..... 4</p> <p>DK 8</p>	<p>4 ⇒WS14</p> <p>8 ⇒WS14</p>

MICS6.HH.15

<p>WS13. Dènye fwa li te netwaye, ki kote yo te vide matyè a?</p> <p><i>Probe:</i> Yon founisè sèvis kite retire'l?</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. Ki kote twalèt la lokalize?</p>	<p>IN OWN DWELLING 1 IN OWN YARD / PLOT 2 ELSEWHERE 3</p>	
<p>WS15. Èske ou patage twalèt la ak lòt moun ki pa fè pati manm kay la?</p>	<p>YES 1 NO 2</p>	2 ⇒ End
<p>WS16. Èske ou pataje twalèt la sèlman ak manm kay la ou konen oswa li la pou tout piblik itilize an jeneral?</p>	<p>SHARED WITH KNOWN HOUSEHOLDS (NOT PUBLIC) 1 SHARED WITH GENERAL PUBLIC 2</p>	2 ⇒ End
<p>WS17. Konbyen moun lòt kay an total ki itilize twalèt sa, enkli pròp manm fanmi'w?</p>	<p>NUMBER OF HOUSEHOLDS (IF LESS THAN 10)..... 0 _</p> <p>TEN OR MORE HOUSEHOLDS..... 10</p> <p>DK 98</p>	

MICS6.HH.16

HANDWASHING	HW	
<p>HW1. Nou ta renmen konen ki kote manm kay lave men yo?</p> <p>Èske'w kapab montre m ki kote manm kay la lave men yo pi souvan?</p> <p><i>Record result and observation.</i></p>	<p>OBSERVED</p> <p>FIXED FACILITY OBSERVED (SINK / TAP)</p> <p>IN DWELLING 1</p> <p>IN YARD / PLÒT 2</p> <p>MOBILE OBJECT OBSERVED (BUCKET / JUG / KETTLE) 3</p> <p>NOT OBSERVED</p> <p>NO HANDWASHING PLACE IN DWELLING / YARD / PLÒT 4</p> <p>NO PERMISSION TO SEE..... 5</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 AVAILABLE 1</p> <p>WATER IS NOT AVAILABLE..... 2</p>	
<p>HW3. Is soap or detergent present at the place for handwashing?</p>	<p>YES, PRESENT 1</p> <p>NO, NOT PRESENT 2</p>	<p>1 ⇒HW7</p> <p>2 ⇒HW5</p>
<p>HW4. Ki kote oumenm oswa lòt manm kay la lave men yo pi souvan?</p>	<p>FIXED FACILITY (SINK / TAP)</p> <p>IN DWELLING 1</p> <p>IN YARD / PLÒT 2</p> <p>MOBILE OBJECT (BUCKET / JUG / KETTLE) 3</p> <p>NO HANDWASHING PLACE IN DWELLING / YARD / PLÒT 4</p> <p>OTHER (<i>specify</i>) 6</p>	
<p>HW5. Èske ou gen savon oubyen fab nan kay la pou lave men?</p>	<p>YES..... 1</p> <p>NO..... 2</p>	<p>2 ⇒End</p>
<p>HW6. Èske'w kapab montre'm li?</p>	<p>YES, SHOWN 1</p> <p>NO, NOT SHOWN 2</p>	<p>2 ⇒End</p>
<p>HW7. Record your observation.</p> <p><i>Record all that apply.</i></p>	<p>BAR OR LIQUID SOAP A</p> <p>DETERGENT (POWDER / LIQUID / PASTE)..... B</p>	

MICS6.HH.17

SALT IODISATION		SA
<p>SA1. Nou ta renmen tyeke si sèl ki itilize nan kay la se yòd. Èske mwen ka gen yon echantiyon nan sèl ki itilize pou kwit manje nan kay la?</p> <p><i>Apply 2 drops of test solution from the <u>blue-capped</u> (iodide) test kit, observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) ..2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED NO SALT IN THE HOUSE..... 4 OTHER REASON (specify) 6</p>	<p>2⇒HH13 3⇒HH13</p> <p>4⇒HH13 6⇒HH13</p>
<p>SA2. Mwen ta renmen fè yon lòt tès ankò.Èske mwen ka genyen yon lòt echantiyon nan menm sèl sa?</p> <p><i>Apply 5 drops of recheck solution from the <u>blue-capped</u> test kit. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) ..2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED OTHER REASON (specify) 6</p>	<p>2⇒HH13 3⇒HH13</p> <p>6⇒HH13</p>
<p>SA3. Ask for a fresh sample of salt.</p> <p><i>Apply 2 drops of test solution from the <u>red-capped</u> test kit (iodate), observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) ..2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED NO SALT IN THE HOUSE..... 4 OTHER REASON (specify)..... 6</p>	<p>2⇒HH13 3⇒HH13</p> <p>4⇒HH13 6⇒HH13</p>
<p>SA4. Ask for a fresh sample of salt.</p> <p><i>Apply 5 drops of the recheck solution from the <u>red-capped</u> test kit. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1, 2 or 3) that corresponds to test outcome.</i></p>	<p>SALT TESTED 0 PPM (NO REACTION) 1 BELOW 15 PPM (BETWEEN 0 AND 15 PPM) ..2 ABOVE 15 PPM (AT LEAST 15 PPM)..... 3</p> <p>SALT NOT TESTED OTHER REASON (specify)..... 6</p>	

MICS6.HH.18

HH13. Record the time.	HOUR AND MINUTES..... : ..			
HH14. Language of the Questionnaire.	ENGLISH 1 CREOLE 2			
HH15. Language of the Interview.	ENGLISH 1 CREOLE 2 SPANISH 3 OTHER LANGUAGE (specify) 6			
HH16. Native language of the Respondent.	ENGLISH 1 CREOLE 2 SPANISH 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.				
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	— —

MICS6.HH.19

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.

HH29A. Check HL8 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of women age 15-49:

NO WOMEN.....0

0 ⇒ HH34

1 WOMAN.....1

1 ⇒ HH30H

2 OR MORE WOMEN (NUMBER).....__

HH30. Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.

MICS6.HH.20

HH30A. List each of the women age 15-49 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include other household members outside of the age range 15-49 years. Record the line number, name and age for each woman.

HH30B. Rank Number	HH30C. Line number from HL1	HH30D. Name from HL2	HH30E. Age from HL6
RANK	LINE	NAME	AGE
1	---		--- --
2	---		--- --
3	---		--- --
4	---		--- --
5	---		--- --
6	---		--- --
7	---		--- --
8	---		--- --

HH30F. 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 women age 15-49 years in HH29A 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 (HH30B) of the selected woman.

LAST DIGIT OF HOUSEHOLD NUMBER (FROM HH2)	TOTAL NUMBER OF ELIGIBLE WOMEN IN THE HOUSEHOLD (FROM HH29A)						
	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

HH30G. Record the rank number (HH30B), line number (HH30C), name (HH30D) and age (HH30E) of the selected woman.

HH30H. (When HH29A=1 or when there is a single woman age 15-49 in the household): Record the rank number as '1' and record the line number (HL1), the name (HL2) and age (HL6) of this woman from the LIST OF HOUSEHOLD MEMBERS.

RANK NUMBER __
 LINE NUMBER __ __
 NAME _____
 AGE --- --

HH30I. <i>This woman has been selected to be administered the Domestic Violence module in the QUESTIONNAIRE FOR INDIVIDUAL WOMEN.</i>		
HH31. <i>Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?</i>	YES, AT LEAST ONE GIRL AGE 15-17..... 1 NO..... 2	2 ⇒ HH34
HH32. <i>Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one girl age 15-17?</i>	YES, AT LEAST ONE GIRL AGE 15-17 WITH HL20≠90..... 1 NO, HL20=90 FOR ALL GIRLS AGE 15-17 2	2 ⇒ HH34
<p>HH33. Kòm yon pati nan resansman an nou ap kesyone fiy ki gen laj 15-49. Nou mande pèmasyon achak moun nou fè entèvyou. Se yon fiy kap kondwi entèvyou sa.</p> <p>Pou ti fi ki gen laj 15-17 nou dwe jwenn pèmasyon nan men yon adilt pou fè entèvyou avèk yo. Kòm mansyone anvan, tout enfòmasyon nou jwenn yo ap rete estrikteman konfidansyèl ak anonim.</p> <p>Nou ka fè entèvyou pita avèk (<i>name(s) of female member(s) age 15-17</i>) ?</p> <p><input type="checkbox"/> 'Yes' for all girls age 15-17 ⇒ Continue with HH34.</p> <p><input type="checkbox"/> '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 HH34.</p> <p><input type="checkbox"/> '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 HH34.</p>		
HH34. <i>Check HH8 in the HOUSEHOLD INFORMATION PANEL: Is the household selected for Questionnaire for Men?</i>	YES, HH8=1 1 NO, HH8=2 2	2 ⇒ HH40
HH35. <i>Check HL9 in the LIST OF HOUSEHOLD MEMBERS: Are there any men age 15-49?</i>	YES, AT LEAST ONE MAN AGE 15-49..... 1 NO..... 2	2 ⇒ HH40
HH36. <i>Issue a separate QUESTIONNAIRE FOR INDIVIDUAL MEN for each man age 15-49 years.</i>		
HH37. <i>Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any boys age 15-17?</i>	YES, AT LEAST ONE BOY AGE 15-17..... 1 NO..... 2	2 ⇒ HH40
HH38. <i>Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one boy age 15-17?</i>	YES, AT LEAST ONE BOY AGE 15-17 WITH HL20≠90..... 1 NO, HL20=90 FOR ALL BOYS AGE 15-17 2	2 ⇒ HH40
<p>HH39. Kòm yon pati nan resansman an, nou ap kesyone gason ki gen laj 15-49. Nou mande pèmasyon achak moun nou fè entèvyou . Se yon gason kap kondwi entèvyou sa.</p> <p>Pou ti gason ki gen laj 15-17 nou dwe jwenn pèmasyon nan men yon adilt pou fè entèvyou avèk yo. Kòm mansyone anvan, tout enfòmasyon nou jwenn yo ap rete estrikteman konfidansyèl ak anonim.</p> <p>Nou ka fè entèvyou pita avèk (<i>name(s) of male member(s) age 15-17</i>) ?</p> <p><input type="checkbox"/> 'Yes' for all boys age 15-17 ⇒ Continue with HH40.</p> <p><input type="checkbox"/> 'No' for at least one boy age 15-17 and 'Yes' to at least one boy age 15-17 ⇒ Record '06' in MWM17 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.</p> <p><input type="checkbox"/> 'No' for all boys age 15-17 ⇒ Record '06' in MWM17 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.</p>		

MICS6.HH.22

HH40. Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?	YES, AT LEAST ONE..... 1 NO 2	2 ⇒ HH42
HH41. Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.		
HH42. Check HH9 in the HOUSEHOLD INFORMATION PANEL: Is the household selected for Water Quality Testing Questionnaire?	YES, HH9=1 1 NO, HH9=2 2	2 ⇒ HH45
HH43. Issue a separate WATER QUALITY TESTING QUESTIONNAIRE for this household		
<p>HH44. Kòm yon pati nan resansman nou yo ap baze sou bon jan kalite dlo pou bwè. Nou ta renmen fè yon tès senp nan dlo wap bwè a. Yon kolèg ap vini pou pran echantiyon dlo a. Èske nou ka fè yon tès konsa?</p> <p><i>If the respondent requests to learn the results, explain that results will not be shared with individual households but will be made available to local authorities.</i></p>	<p>YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN..... 2</p>	<p>2 ⇒ Record '02' in WQ31 on the WATER QUALITY TESTING QUESTIONNAIRE</p>
<p>HH45. Now return to the HOUSEHOLD INFORMATION PANEL and,</p> <ul style="list-style-type: none"> • Record '01' in question HH46 (Result of the Household Questionnaire interview), • Record the name and the line number (from the LIST OF HOUSEHOLD MEMBERS) of the Respondent to the Household Questionnaire interview in HH47, • Fill the questions HH48 – HH52, • Thank the respondent for his/her cooperation and then • Proceed with the administration of the remaining individual questionnaire(s) in this household. <p><i>If there is no individual questionnaire and no WATER QUALITY TESTING QUESTIONNAIRE to be completed in this household thank the respondent for his/her cooperation and move to the next household you have been assigned by your supervisor.</i></p>		

MICS6.HH.23

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.HH.24

E.2.2 WATER QUALITY TESTING QUESTIONNAIRE



WATER QUALITY TESTING QUESTIONNAIRE
Turks and Caicos Islands MICS, 2019/2020



WATER QUALITY TESTING INFORMATION PANEL		WQ
WQ1. Cluster number: _____	WQ2. Household number: _____	
WQ3. Measurer's name and number: NAME _____	WQ4. Interviewer's name and number: NAME _____	
WQ5. Day / Month / Year: _____ / _____ / 20____		
WQ6. Check HH10 in the HOUSEHOLD INFORMATION PANEL in the HOUSEHOLD QUESTIONNAIRE: Is the household selected for blank testing?	YES 1 NO 2	
WQ7. Name of the respondent to Water Quality Testing Questionnaire: NAME _____		
WQ8. Check HH44. Is permission given to test water?	YES, PERMISSION IS GIVEN 1 NO, PERMISSION IS NOT GIVEN 2	1 ⇒ WQ10 2 ⇒ WQ31
WQ31. Result of Water Quality Testing Questionnaire. Discuss any result not completed with Supervisor.	COMPLETED 01 PERMISSION NOT GIVEN 02 GLASS OF WATER NOT GIVEN 03 PARTLY COMPLETED 04 OTHER (specify) 96	

WATER QUALITY TESTING		
WQ10. Record the time:	HOURS: ____ ____ MINUTES: ____ ____	
WQ11. Tanpri èske'w kapab banm yon vè dlo ke manm fanmi an abitye bwè?	YES..... 1 NO..... 2	2 ⇒ WQ31 and record '03'
WQ12. Observe and record whether the water was collected directly from the source or from a separate storage container.	DIRECT FROM SOURCE 1 COVERED CONTAINER..... 2 UNCOVERED CONTAINER..... 3 UNABLE TO OBSERVE..... 8	
WQ13. Label sample H-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).		
WQ14. Èske oumen oswa lòt manm nan fanmi kap viv nan kay la pa fè anyen pou'n trete dlo nap bwè a?	YES..... 1 NO..... 2 DK..... 8	2 ⇒ WQ17 8 ⇒ WQ17
WQ15. Ki sak te fèt pou trete dlo a pou bwè? <i>Probe:</i> Pa gen anyen anko? <i>Record all items mentioned.</i>	BOILED IT A ADDED BLEACH/CHLORINE B STRAINED IT THROUGH A CLOTH C USED A WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.) D SOLAR DISINFECTION E LET IT STAND AND SETTLE F OTHER (<i>specify</i>) X DK..... Z	

MICS6.WQ.2

<p>WQ17 Dlo nou pran an nan ki sous li soti?</p>	<p>PIPED WATER PIPED INTO DWELLING11 PIPED TO YARD / PLOT12 PIPED TO NEIGHBOUR.....13 PUBLIC TAP / STANDPIPE14</p> <p>TUBE WELL / BOREHOLE.....21</p> <p>DUG WELL PROTECTED WELL31 UNPROTECTED WELL.....32</p> <p>SPRING PROTECTED SPRING41 UNPROTECTED SPRING.....42</p> <p>RAINWATER51 TANKER-TRUCK61 CART WITH SMALL TANK71 WATER FOUNTAIN.....72</p> <p>PACKAGED WATER BOTTLED WATER91 SACHET WATER.....92</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>WQ18. Tanpri èske'w ka montre m ki bò nou pran dlo nou bwè a pou m ka pran yon echantiyon nan menm sous la?</p> <p><i>If 'No' probe to find out why this is not possible?</i></p>	<p>YES, SHOWN 1</p> <p>NO</p> <p>WATER SOURCE WAS NOT FUNCTIONAL.....2 2 ⇒WQ20 WATER SOURCE TOO FAR.....3 3 ⇒WQ20 UNABLE TO ACCESS SOURCE4 4 ⇒WQ20 DO NOT KNOW WHERE SOURCE IS LOCATED5 5 ⇒WQ20</p> <p>OTHER REASON (<i>specify</i>) 6 6 ⇒WQ20</p>	
<p>WQ19. Record whether source water sample collected.</p> <p><i>Label sample S-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).</i></p>	<p>SOURCE WATER COLLECTED 1</p> <p>SOURCE WATER NOT COLLECTED (<i>specify</i>) 2</p>	
<p>WQ20. Check WQ6: Is the household selected for blank testing?</p>	<p>YES..... 1 NO..... 2</p>	<p>2 ⇒WQ22</p>

MICS6.WQ.3

<p>WQ21. Take out the sample of sterile/mineral water that you got from your supervisor.</p> <p>Label B-XXX-YY, where XXX is the cluster number (WQ1) and YY is the household number (WQ2).</p> <p>Record whether the sample is available.</p>	<p>BLANK WATER SAMPLE AVAILABLE 1</p> <p>BLANK WATER SAMPLE NOT AVAILABLE (specify) _____ 2</p>	
<p>WQ22. Conduct test within 30 minutes of collecting sample. Record the results following 24-48 hours of incubation.</p>		
<p>WQ23. Record the time.</p>	<p>HOURS AND MINUTES..... : ____</p>	

WATER QUALITY TESTING RESULTS		
<p>Following 24-48 hours of incubation the results from the water quality tests should be recorded.</p>		
<p>WQ24. Day / Month / Year of recording test results:</p>	<p>____ / ____ / 2 0 ____</p>	
<p>WQ25. Record the time:</p>	<p>HOUR AND MINUTES : ____</p>	
<p>WQ26. Household water test (100ml):</p> <p>Record 3-digit count of colonies. If 101 or more colonies are counted, record '101' If it is not possible to read results, record '991' If the results are lost, record '992'</p>	<p>NUMBER OF BLUE COLONIES ____</p>	
<p>WQ26A. Check WQ19: Was a source water sample collected?</p>	<p>YES, WQ19=1..... 1 NO, WQ19=2 OR BLANK 2</p>	<p>2 ⇒ WQ28</p>
<p>WQ27. Source water test (100ml):</p>	<p>NUMBER OF BLUE COLONIES ____</p>	
<p>WQ28. Check WQ21: Was a blank water sample available?</p>	<p>YES, WQ21=1..... 1 NO, WQ21=2 OR BLANK 2</p>	<p>2 ⇒ WQ31</p>
<p>WQ29. Blank water test (100ml):</p>	<p>NUMBER OF BLUE COLONIES ____</p>	<p>⇒ WQ31</p>

MICS6.WQ.4

MEASURER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

E.2.3 QUESTIONNAIRE FOR INDIVIDUAL WOMEN



QUESTIONNAIRE FOR INDIVIDUAL WOMEN
Turks and Caicos Islands MICS6, 2019/2020



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: _____ / _____ / 20__	

<p>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.</p>	WM7. Record the time:	
	HOURS : MINUTES _____ : _____	
<p>WM8. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</p>	YES, INTERVIEWED ALREADY..... 1 NO, FIRST INTERVIEW..... 2	1 ⇒ WM9B 2 ⇒ WM9A
<p>WM9A. Bonjour/Bonswa, non mwen se (<i>your name</i>). Nou soti nan DEPATMAN STATISTIK. Nou ap fè yon resansman sou sitiyasyon timoun, fanmi epi moun kap viv nan kay la. Mwen ta renmen pale avèk ou sou sante'w ak lòt sijè. Entèvyou sa a anjeneral ka pran 40 minit, epi enfòmasyon sa yo pral itilize pou pran desizyon sou devlopman nan TCI. Epi tou nou ap fè entèvyou ak manman konsènan pitit li yo. Tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl epi anonim. Si ou pa vle reponn yon kesyon oswa sispann entèvyou a, tanpri, fè mwen konnen. Èske mwen ka kòmanse kounye a?</p>	<p>WM9B. Kounye a mwen ta renmen pale avèk ou sou sante'w epi lòt sijè nan plis detay. Entèvyou sa kapab pran 40 minit. Ankò tout enfòmasyon nap genyen yo ap rete strikteman konfidansyèl epi anonim. Si ou chwazi pa reponn yon kesyon oswa kanpe entèvyou a, tanpri fèm konnen. Mwen ka komanse kounye a?</p>	
YES.....1 NO / NOT ASKED.....2	1 ⇒ WOMAN'S BACKGROUND Module 2 ⇒ WM17	

<p>WM17. Result of woman's interview.</p> <p>Discuss any result not completed with Supervisor.</p>	COMPLETED01 NOT AT HOME02 REFUSED.....03 PARTLY COMPLETED04 INCAPACITATED (<i>specify</i>)05 NO ADULT CONSENT FOR RESPONDENT AGE 15-1706 OTHER (<i>specify</i>)96
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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=HH471 NO, RESPONDENT IS NOT THE SAME, WM3≠HH472	2 ⇒WB3
WB2. Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest level of school attended:	ED5=13, 14, 15, 16, 17 OR 181 ED5=00, 11, 12, 98 OR BLANK.....2	1 ⇒WB15 2 ⇒WB14
WB3. Nan ki mwa e ane ou fèt?	DATE OF BIRTH MONTH.....__ __ DK MONTH.....98 YEAR__ __ __ __ DK YEAR.....9998	
WB4. Ki laj ou genyen? <i>Probe: Pou dènye anivèsè'w ki laj ou te genyen?</i> <i>If responses to WB3 and WB4 are inconsistent, probe further and correct. Age must be recorded.</i>	AGE (IN COMPLETED YEARS)__ __	
WB5. Èske ou pat janm ale lekòl oswa patisipe nan okenn pwogram edikasyon timoun piti?	YES.....1 NO2	2 ⇒WB14
WB6. Ki pi wo nivo edikasyon'w epi ki klas ou te rive oswa konbyen ane ou te fè lekòl?	EARLY CHILDHOOD EDUCATION.....000 PRIMARY.....11 __ __ LOWER SECONDARY12 __ __ UPPER SECONDARY13 __ __ POST SECONDARY – NONTERTIARY14 __ __ ASSOCIATE'S DEGREE.....15 __ __ BACHELOR'S DEGREE16 __ __ MASTER'S DEGREE.....17 __ __ PH. D.....18 __ __	000 ⇒WB14
WB7. Èske ou te tèmine nan (klas/ane)?	YES.....1 NO2	
WB8. Check WB4: Age of respondent:	AGE 15-24.....1 AGE 25-49.....2	2 ⇒WB13
WB9. Pat gen okenn lè nan ane sa ou te ale lekòl?	YES.....1 NO2	2 ⇒WB11
WB10. Pandan ane lekòl sa nan ki klas oswa ane ou rive?	PRIMARY.....11 __ __ LOWER SECONDARY12 __ __ UPPER SECONDARY13 __ __ POST SECONDARY – NONTERTIARY14 __ __ ASSOCIATE'S DEGREE.....15 __ __ BACHELOR'S DEGREE16 __ __ MASTER'S DEGREE.....17 __ __ PH. D.....18 __ __	
WB11. Okenn lè nan ane lekòl pase a, èske ou te ale lekòl?	YES.....1 NO2	2 ⇒WB13

MICS6.WM.2

<p>WB12. Pandan ane lekòl ki sot pase a nan ki nivo, ki klas oswa ane ou rive?</p>	<p>PRIMARY 11 ___ LOWER SECONDARY 12 ___ UPPER SECONDARY 13 ___ POST SECONDARY – NONTERTIARY 14 ___ ASSOCIATE'S DEGREE 15 ___ BACHELOR'S DEGREE 16 ___ MASTER'S DEGREE 17 ___ PH. D. 18 ___</p>	
<p>WB13. Check WB6: Highest level of school attended:</p>	<p>WB6=13, 14, 15, 16, 17, OR 181 WB6=11 OR 122</p>	<p>1 ⇒WB15</p>
<p>WB14. Kounye a mwen ta renmen ou li fraz sa pou mwen. <i>Show sentence on the card to the respondent.</i> <i>If respondent cannot read whole sentence, probe: Ou kapab li yon pati nan fraz sa pou mwen?</i></p>	<p>CANNOT READ AT ALL.....1 ABLE TO READ ONLY PARTS OF SENTENCE.....2 ABLE TO READ WHOLE SENTENCE.....3 NO SENTENCE IN REQUIRED LANGUAGE / BRAILLE <i>(specify language)</i>4</p>	
<p>WB15. Konbyen tan ou genyen depi wap viv nan <i>(name of current island of residence)?</i> <i>If less than one year, record '00' years.</i></p>	<p>YEARS ___ ALWAYS / SINCE BIRTH.....95</p>	<p>95 ⇒WB18</p>
<p>WB17. Avan'w te rete la, nan ki zile ou tap viv?</p>	<p>PROVIDENCIALES11 GRAND TURK12 NORTH CAICOS13 MIDDLE CAICOS14 SOUTH CAICOS15 SALT CAY16 OUTSIDE OF TURKS AND CAICOS ISLANDS <i>(specify)</i>96</p>	
<p>WB18. Èske'w kouvri pa yon asirans sante? <i>If No', probe: Èske ou gen NHIP?</i></p>	<p>YES.....1 NO2</p>	<p>2 ⇒End</p>
<p>WB19. Ki tip de asirans sante ou genyen? <i>Record all mentioned.</i></p>	<p>NATIONAL HEALTH INSURANCE PLAN (NHIP)A HEALTH INSURANCE THROUGH EMPLOYER.....B NATIONAL INSURANCE.....C OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE.....D OTHER <i>(specify)</i>X</p>	

MICS6.WM.3

MASS MEDIA AND ICT		MT
<p>MT1. Ou kon li jounal oswa magazin omwen yon fwa pa semen oswa mwens ke yon fwa pa semen oubyen'w pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2.</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MT2. Èske'w tande radio omwen yon fwa pa semen, mwens ke yon fwa pa semen oswa ou pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MT3. Èske'w gade televizyon omwen yon fwa pa semen, mwens ke yon fwa pa semen oswa ou pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MT4. Eske w pa janm itilize yon òdinatè oswa yon tablèt nan okenn kote?</p>	<p>YES.....1 NO2</p>	2 ⇒MT9
<p>MT5. Pandan (3) mwa pase yo, èske ou pat janm itilize yon òdinatè oswa yon tablèt omwen yon fwa pa semen, mwens ke yon fwa pa semen oswa ou pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	0 ⇒MT9

MICS6.WM.4

	YES	NO	
MT6. Pandan 3 mwa pase yo, èske ou:			
[A] Kopye oswa deplase yon fichye?	COPY/MOVE FILE	1 2	
[B] Fè kopi/ kole pou diplike oswa deplase enfomasyon nan yon dokiman?	USE COPY/PASTE IN DOCUMENT	1 2	
[C] Atache yon dosye pou voye yon e-mail, tankou, dokiman, foto, videyo?	SEND E-MAIL WITH ATTACHMENT	1 2	
[D] Itilize yon fòmil aritmetik senp nan yon lojisyèl kalkil .Egzanp. Excel?	USE BASIC SPREADSHEET FORMULA .	1 2	
[E] Konekte epi enstale yon nouvo aparèy, tankou yon modèm, kamera oswa enprimant?	CONNECT DEVICE.....	1 2	
[F] Jwenn, telechaje, enstale ak konfigire lojisyèl?	INSTALL SOFTWARE	1 2	
[G] Kreye yon prezantasyon elektwonik ak lojisyèl prezantasyon, ki gen ladan tèks, imaj, son, videyo oswa tablo?	CREATE PRESENTATION	1 2	
[H] Transfè yon dosye ant yon òdinatè ak yon lòt aparèy elektronik?	TRANSFER FILE	1 2	
[I] Ekri yon program pou òdinatè avèk nenpòt langaj programasyon?	PROGRAMMING	1 2	
MT7. Check MT6[C]: Is 'Yes' recorded?	YES, MT6[C]=1	1	1 ⇒MT10
	NO, MT6[C]=2	2	
MT8. Check MT6[F]: Is 'Yes' recorded?	YES, MT6[F]=1	1	1 ⇒MT10
	NO, MT6[F]=2	2	
MT9. Èske'w pa janm itilize entènèt okenn kote epi nan okenn aparèy?	YES.....	1	
	NO	2	2 ⇒MT11
MT10. Pandan (3) twa dènye mwa yo, èske ou te itilize entènèt la omwen yon fwa pa semenn, mwens pase yon fwa pa semenn oswa 'w pa fè sa ditou? <i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</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	
MT11. Ou posede yon telefòn mobil?	YES.....	1	
	NO	2	
MT12. Pandan (3) twa dènye mwa yo, èske ou te itilize yon telefòn mobil omwen yon fwa pa semenn, mwens pase yon fwa pa semenn oswa ou pa fè sa ditou? <i>Probe if necessary: Mwen vle di, Èske ou pa janm kominike ak yon moun pa mwayen telefòn?</i> <i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</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	

MICS6.WM.5

FÈRTILITY/BIRTH HISTORY		CM
<p>CM1. Kounye a mwen ta renmen mande'w konsènan tout akouchman ou fè pandan vi w. Èske'w pa janm fè pitit?</p> <p><i>This module and the birth history should only include children born alive. Any stillbirths should not be included in response to any question.</i></p>	YES.....1 NO2	2 ⇒ CM8
<p>CM2. Èske'w pa gen okenn pitit fiy oswa gason ou te fè ki ap viv avèk ou kounye a?</p>	YES.....1 NO2	2 ⇒ CM5
<p>CM3. Konbyen pitit gason kap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	SONS AT HOME__ __	
<p>CM4. Konbyen pitit fiy kap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS AT HOME__ __	
<p>CM5. Èske'w pa gen okenn pitit gason oswa fiy ki vivan men ki pap viv avèk ou?</p>	YES.....1 NO2	2 ⇒ CM8
<p>CM6. Konbyen pitit gason ou genyen ki vivan men ki pap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	SONS ELSEWHERE__ __	
<p>CM7. Konbyen pitit fiy ou genyen ki vivan men ki pap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS ELSEWHERE__ __	
<p>CM8. Èske'w pat janm fè yon pitit gason oswa fiy kite fèt vivan men ki mouri apre sa?</p> <p><i>If 'No' probe by asking: Mvle di, nenpòt ti bebe ki te kriye, ki fè mouvman, rele, oswa fè efò pou respire byen, oswa ki montre ke lap viv menm si se te pou yon moman trè kout?</i></p>	YES.....1 NO2	2 ⇒ CM11
<p>CM9. Konbyen ti gason kite mouri?</p> <p><i>If none, record '00'.</i></p>	BOYS DEAD__ __	
<p>CM10. Konbyen ti fiy kite mouri?</p> <p><i>If none, record '00'.</i></p>	GIRLS DEAD.....__ __	
<p>CM11. Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.</p>	SUM__ __	
<p>CM12. Jis poum asire mwen gen tout bagay korèk, ou te fè an total (total number in CM11) pandan'w ap viv. Sa kòrèk?</p>	YES.....1 NO2	1 ⇒ CM14
<p>CM13. Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is 'Yes'.</p>		
<p>CM14. Check CM11: How many live births?</p>	NO LIVE BIRTHS, CM11=00.....0 ONE OR MORE LIVE BIRTH, CM11=01 OR MORE1	0 ⇒ End

MICS6.WM.6

Note: Page 7 of the Questionnaire for individual women (in Creole) is blank, and has not been included here.

FERTILITY/BIRTH HISTORY														BH							
BH0. Kounye a mwen ta renmen anrejistre non tout tout timoun kite fèt, sak te vivan oubyen mouri, map komanse sou premye a. <i>Record names of all of the births in BH1. Record twins and triplets on separate lines.</i>																					
BH0. BH Line Number	BH1. Ki non ou te bay (premye /lòt) pitit ou?	BH2. Pat gen nan yo kite fèt marasa?		BH3. Èske (<i>name of birth</i>) te yon gason, fiy?		BH4. Nan ki mwa oswa ane li te fèt (<i>name of birth</i>)? <i>Probe: Ki dat anivèsè'!</i>			BH5. Èske (<i>name of birth</i>) toujou vivan?		BH6. Ki laj (<i>name of birth</i>) te genyen pou dènye anivèsèl? <i>Record age in completed years.</i>		BH7. Èske (<i>name of birth</i>) ap viv avèk ou?		BH8. <i>Record household line number of child (from HL1)</i> <i>Record '00' if child is not listed.</i>		BH9. Ki laj (<i>name of birth</i>) te genyen lèl te mouri? <i>If '1 year', probe: Konbyen mwa (<i>name of birth</i>) te genyen?</i> <i>Record days if less than 1 month; record months if less than 2 years; or years</i>		BH10. Pa gen oken lòt timoun ki te fèt vivan ant (<i>name of previous birth</i>) epi (<i>name of birth</i>), Enkli okenn lòt timoun ki mouri apre Nesans yo?		
		S	M	B	G	Day	Month	Year			Y	N	Age	Y	N	Line No	Unit	Number	Y	N	
01		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS.....1 MONTHS...2 YEARS3	___			
																⇒ Next Birth					
02		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS 3	___		1	2
																⇒ BH10				Add	Next Birth
03		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS 3	___		1	2
																⇒ BH10				Add	Next Birth
04		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS 3	___		1	2
																⇒ BH10				Add	Next Birth
05		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS 3	___		1	2
																⇒ BH10				Add	Next Birth
06		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS 3	___		1	2
																⇒ BH10				Add	Next Birth
07		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS3	___		1	2
																⇒ BH10				Add	Next Birth
08		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS3	___		1	2
																⇒ BH10				Add	Next Birth
09		1	2	1	2	___	___	___	___	___	1	2	___	1	2	___	DAYS..... 1 MONTHS.. 2 YEARS3	___		1	2
																⇒ BH10				Add	Next Birth

MICS6.WM.8

<p>CM15. Compare number in CM11 with number of births listed in the birth history above and check:</p>	<p>NUMBERS ARE THE SAME1 NUMBERS ARE DIFFERENT2</p>	<p>1 ⇒ CM17</p>
<p>CM16. Probe and reconcile responses in the birth history until response in CM12 is 'Yes'.</p>		
<p>CM17. Check BH4: Last birth occurred within the last 2 years, that is, since (month of interview) in (year of interview minus 2)?</p> <p><i>If the month of interview and the month of birth are the same, and the year of birth is (year of interview minus 2), consider this as a birth within the last 2 years.</i></p>	<p>NO LIVE BIRTHS IN THE LAST 2 YEARS0 ONE OR MORE LIVE BIRTHS IN THE LAST 2 YEARS1</p>	<p>0 ⇒ End</p>
<p>CM18. Copy name of the last child listed in BH1.</p> <p><i>If the child has died, take special care when referring to this child by name in the following modules.</i></p>	<p>NAME OF LAST-BORN CHILD</p> <p>_____</p>	

DESIRE FOR LAST BIRTH		DB
DB1. Check CM17: Was there a live birth in the last 2 years? <i>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</i> Name _____	YES, CM17=1 1 NO, CM17=0 OR BLANK 2	2 ⇒ End
DB2. Lè'w te ansent (<i>name</i>), èske se lèsa ou te vle ansent?	YES 1 NO 2	1 ⇒ End
DB3. Check CM11: Number of births:	ONLY 1 BIRTH 1 2 OR MORE BIRTHS 2	1 ⇒ DB4A 2 ⇒ DB4B
DB4A. Ou te vle fè pitit pita, oswa pat vle piti ditou? DB4B. Ou te vle gen yon pitit pita, oswa pat bezwen okenn lòt piti ankò?	LATER 1 NO MORE / NONE 2	


MICS6.WM.11

MATERNAL AND NEWBORN HEALTH		MN															
<p>MN1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=1 1</p> <p>NO, CM17=0 OR BLANK 2</p>	2 ⇒ End															
<p>MN2. Èske w pat wè okenn moun pou swen prenatal pandan ou te ansent (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ MN7															
<p>MN3. Kiyès ou te wè?</p> <p>Probe: Okenn lòt moun?</p> <p>Probe for the type of person seen and record all answers given.</p>	<p>HEALTH PROFESSIONAL</p> <p>DOCTOR A</p> <p>NURSE / MIDWIFE B</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANT F</p> <p>COMMUNITY HEALTH WORKER G</p> <p>OTHER (<i>specify</i>) X</p>																
<p>MN4. Konbyen semèn oswa mwa ansent ou te genyen lè ou te resevwa premye swen prenatal pou gwoès sa a?</p> <p>Record the answer as stated by respondent. If "9 months" or later, record 9.</p>	<p>WEEKS 1 ___</p> <p>MONTHS 2 <u>0</u> ___</p> <p>DK 998</p>																
<p>MN5. Konbyen fwa ou te resevwa swen prenatal pandan gwoès sa a?</p> <p>Probe to identify the number of times prenatal care was received. If a range is given, record the minimum number of times antenatal care received.</p>	<p>NUMBER OF TIMES ___</p> <p>DK 98</p>																
<p>MN6. Kòm yon pati nan swen prenatal diran gwoès ou, èske te gen youn nan sa yo ki te fèt omwen yon fwa:</p> <p>[A] Ou te kon kontwòle tansyon 'w?</p> <p>[B] Ou fè tès pipi?</p> <p>[C] Ou fè tès san?</p> <p>[D] Ou te fè sonografi?</p>	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>BLOOD PRESSURE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>URINE SAMPLE</td> <td>1</td> <td>2</td> </tr> <tr> <td>BLOOD SAMPLE.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>ULTRASOUND</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	BLOOD PRESSURE.....	1	2	URINE SAMPLE	1	2	BLOOD SAMPLE.....	1	2	ULTRASOUND	1	2	
	YES	NO															
BLOOD PRESSURE.....	1	2															
URINE SAMPLE	1	2															
BLOOD SAMPLE.....	1	2															
ULTRASOUND	1	2															
<p>MN7. Èske 'w gen yon kat oswa lòt dokiman vaksinasyon sou dosye sante 'w?</p> <p>If yes, ask: Tanpri, èske mwen kapab wèl?</p> <p>If a card is presented, use it to assist with answers to the following questions.</p>	<p>YES (CARD OR OTHER DOCUMENT SEEN).... 1</p> <p>YES (CARD OR OTHER DOCUMENT NOT SEEN)..... 2</p> <p>NO 3</p> <p>DK 8</p>																
<p>MN8. Pandan 'w te ansent (<i>name</i>), ou te resevwa piki nan men oswa sou zepòl pou anpeche bebe a pran tetanòs, sa vle di, kont defòmasyon lèl fin fèt?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	2 ⇒ MN11 8 ⇒ MN11															

MICS6.WM.12

<p>MN9. Konbyen fwa ou te pran piki kont tetanòs sa pandan'w ansent (<i>name</i>)?</p>	<p>NUMBER OF TIMES _ _ DK 8</p>	<p>8 ⇒MN11</p>
<p>MN10. Check MN9: How many tetanus injections during last pregnancy were reported?</p>	<p>ONLY 1 INJECTION..... 1 2 OR MORE INJECTIONS..... 2</p>	<p>2 ⇒MN19</p>
<p>MN11. Pat gen okenn lè avan'w te ansent (<i>name</i>) ou te resevwa piki kont tetanos tankòu pou proteje tèt ou oswa yon lòt ti bebe?</p> <p><i>Include DTP (Tetanus) vaccinations received as a child if mentioned.</i></p>	<p>YES..... 1 NO 2 DK 8</p>	<p>2 ⇒MN19 8 ⇒MN19</p>
<p>MN12. Avan'w te ansent (<i>name</i>) konbyen fwa ou te pran piki kont tetanòs?</p> <p><i>If 7 or more times, record '7'. Include DTP (Tetanus) vaccinations received as a child if mentioned.</i></p>	<p>NUMBER OF TIMES _ _ DK 8</p>	
<p>MN13. Check MN12: How many tetanus injections before last pregnancy were reported?</p>	<p>ONLY 1 INJECTION..... 1 2 OR MORE INJECTIONS OR DK 2</p>	<p>1 ⇒MN14A 2 ⇒MN14B</p>
<p>MN14A. Konbyen ane sa genyen depi lè ou te pran piki kont tetanòs?</p> <p>MN14B. Konbyen ane sa genyen depi lè ou te pran dènye piki kont tetanòs?</p> <p><i>The reference is to the last injection received prior to this pregnancy, as recorded in MN12. If less than 1 year, record '00'.</i></p>	<p>YEARS AGO _ _ DK 98</p>	

<p>MN19. Ki moun kite asiste avèk akouchman (<i>name</i>)?</p> <p><i>Probe:</i> Okenn lòt moun?</p> <p><i>Probe for the type of person assisting and record all answers given.</i></p>	<p>HEALTH PROFESSIONAL DOCTOR..... A NURSE / MIDWIFÈ..... B</p> <p>OTHER PERSON TRADITIONAL BIRTH ATTENDANTF COMMUNITY HEALTH WORKER G RELATIVE / FRIEND H</p> <p>OTHER (<i>specify</i>) X NO ONE Y</p>	
<p>MN20. Ki kote ou te akouche (<i>name</i>)?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(<i>Name of place</i>)</p>	<p>HOME RESPONDENT'S HOME 11 OTHER HOME 12</p> <p>PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL 21 GOVERNMENT CLINIC / HEALTH CENTRE..... 22 GOVERNMENT HEALTH POST 23 OTHER PUBLIC (<i>specify</i>) 26</p> <p>PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL 31 PRIVATE CLINIC 32 PRIVATE MATERNITY HOME 33 OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE..... 76</p> <p>OTHER (<i>specify</i>) 96</p>	<p>11 ⇒MN23 12 ⇒MN23</p> <p>96 ⇒MN23</p>
<p>MN21. Ou te fè sezaryènn lèw tap akouche (<i>name</i>)? Ta vle di, yo te koupe vant ou pou pran bebe a ?</p>	<p>YES..... 1 NO 2</p>	<p>2 ⇒MN23</p>
<p>MN22. Kilè desizyon sa te pran pou te fè sezaryènn?</p> <p><i>Probe if necessary:</i> Èske se avan oswa apre lè tranche a kòmanse?</p>	<p>BEFORE LABOUR PAINS 1 AFTER LABOUR PAINS..... 2</p>	

<p>MN23. Imediatman apre akouchman (<i>name</i>) yo te mete ti bebe a toutouni sou lestomak ou?</p> <p><i>If necessary, show the picture of skin-to-skin position.</i></p> 	<p>YES..... 1 NO 2</p> <p>DK/ DON'T REMEMBER..... 8</p>	<p>2 ⇒MN25 8 ⇒MN25</p>
<p>MN24. Avan yo mete'l toutouni sou lestomakou, èske yo te vlope bebe a?</p>	<p>YES..... 1 NO 2</p> <p>DK/ DON'T REMEMBER..... 8</p>	
<p>MN25.Èske yo te seche (<i>name</i>) oswa siye touswit apre nesans li?</p>	<p>YES..... 1 NO 2</p> <p>DK/ DON'T REMEMBER..... 8</p>	
<p>MN26. Konbyen tan sa te pran apre nesans (<i>name</i>) pou benyen'l pou premye fwa?</p> <p><i>If "immediately" or less than 1 hour, record '000'. If less than 24 hours, record hours.</i></p> <p><i>If "1 day" or "next day", probe: Anviron konbyen èdtan sa te pran apre akouchman an?</i></p> <p><i>If "24 hours", probe to ensure best estimate of less than 24 hours or 1 day. If 24 hours or more, record days.</i></p>	<p>IMMEDIATELY/LESS THAN 1 HOUR 000</p> <p>HOURS..... 1 __ __</p> <p>DAYS 2 __ __</p> <p>NEVER BATHED..... 997</p> <p>DK / DON'T REMEMBER..... 998</p>	
<p>MN32. Lè (<i>name</i>) te fèt, li te gwo anpil, li depase gwosè nomal, nòm, pi piti pase gwosè nomal, oswa te piti anpil?</p>	<p>VERY LARGE..... 1 LARGER THAN AVERAGE 2 AVERAGE 3 SMALLER THAN AVERAGE..... 4 VERY SMALL..... 5</p> <p>DK 8</p>	
<p>MN33.Yo te pran pwa (<i>name</i>) lèl te fèt la?</p>	<p>YES..... 1 NO 2</p> <p>DK 8</p>	<p>2 ⇒MN35 8 ⇒MN35</p>

MICS6.WM.15

<p>MN34. Konbyen pwa (<i>name</i>) te peze?</p> <p><i>If a card is available, record weight from card.</i></p>	<p>FROM CARD.....1 (KG) _ . _ _ _ _</p> <p>FROM RECALL2 (KG) _ . _ _ _ _</p> <p>FROM CARD..... 3 (LB) _ _</p> <p>FROM CARD..... 3 (OZ) _ _</p> <p>FROM RECALL 4 (LB) _ _</p> <p>FROM RECALL 4 (OZ) _ _</p> <p>DK 99998</p>	
<p>MN35. Èske'w te wè period/règ ou depi'w te fin akouche (<i>name</i>)?</p>	<p>YES..... 1</p> <p>NO 2</p>	
<p>MN36. Ou pat janm fè alètman pou (<i>name</i>)?</p>	<p>YES..... 1</p> <p>NO 2</p>	2 ⇒MN39B
<p>MN37. Konbyen tan sa te pran apre nesans (<i>name</i>) pou te bal tete?</p> <p><i>If less than 1 hour, record '00' hours.</i></p> <p><i>If less than 24 hours, record hours.</i></p> <p><i>Otherwise, record days.</i></p>	<p>IMMEDIATELY 000</p> <p>HOURS..... 1 _ _</p> <p>DAYS 2 _ _</p> <p>DK / DON'T REMEMBER..... 998</p>	
<p>MN38. Nan twa premye jou apre akouchman, èske ou te bay (<i>name</i>) bwè lòt bagay ke tete?</p>	<p>YES..... 1</p> <p>NO 2</p>	1 ⇒MN39A 2 ⇒End
<p>MN39A. Kisa ou te ba (<i>name</i>) bwè?</p> <p><i>Probe: Okenn lòt bagay ankò?</i></p> <p><i>'Not given anything to drink' is not a valid response and response category Y cannot be recorded.</i></p> <p>MN39B. Nan twa (3) premye jou apre akouchman, kisa ou te ba (<i>name</i>) bwè?</p> <p><i>Probe: Okenn lòt bagay ankò?</i></p> <p><i>'Not given anything to drink' (category Y) can only be recorded if no other response category is recorded.</i></p>	<p>MILK (OTHER THAN BREAST MILK)..... A</p> <p>PLAIN WATERB</p> <p>SUGAR OR GLUCOSE WATER.....C</p> <p>GRIPE WATER D</p> <p>SUGAR-SALT-WATER SOLUTIONE</p> <p>FRUIT JUICE..... F</p> <p>INFANT FORMULA G</p> <p>TEA / INFUSIONS / TRADITIONAL HERBAL PREPARATIONS..... H</p> <p>HONEYI</p> <p>PRESCRIBED MEDICINE.....J</p> <p>OTHER (<i>specify</i>) _____ X</p> <p>NOT GIVEN ANYTHING TO DRINK Y</p>	

MICS6.WM.16

POST-NATAL HEALTH CHECKS		PN
<p>PN1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=1 1</p> <p>NO, CM17=0 OR BLANK..... 2</p>	2 ⇒ End
<p>PN2. Check MN20: Was the child delivered in a health facility?</p>	<p>YES, MN20=21-36 OR 76 1</p> <p>NO, MN20=11-12 OR 96..... 2</p>	2 ⇒ PN7
<p>PN3. Kounye a mwen ta renmen poze'w kèlke kesyon apwopò de sa ki te pase nan espas lè ak jou apre nesans (<i>name</i>).</p> <p>Ou di ou te akouchman nan (<i>name or type of facility in MN20</i>). Konbyen tan ou te pase la apre akouchman?</p> <p>If less than one day, record hours. If less than one week, record days. Otherwise, record weeks.</p>	<p>HOURS 1 __ __</p> <p>DAYS 2 __ __</p> <p>WEEKS 3 __ __</p> <p>DK / DON'T REMEMBER 998</p>	
<p>PN4. Mwen ta renmen pale de kèk tyèk ki tefèt sou sante (<i>name</i>) apre akouchman – pa egzanzp, moun ki te egzamine (<i>name</i>), tyeke lonbrit, oswa verifeye si tout bagay nòmal?</p> <p>Avan'w te kite (<i>name or type of facility in MN20</i>) te gen moun ki tyeke sante (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN5. Apwopò de tyèk sou sante pa ou – mvlè di, yon moun ki tap pran swen'w, egzanzp yon moun ki te poze'w kesyon sou sante'w oswa egzamine'w?</p> <p>Te gen moun ki tyeke sante'w avan'w te soti nan (<i>name or type of facility in MN20</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN6. Kounye mwen ta renmen poze'w kesyon de sak te pase aprè ou soti nan (<i>name or type of facility in MN20</i>).</p> <p>Èske yo te konsilte (<i>name</i>) aprè ou sòti nan (<i>name or type of facility in MN20</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	1 ⇒ PN12 2 ⇒ PN17
<p>PN7. Check MN19: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?</p>	<p>YES, AT LEAST ONE OF THE CATEGORIES A TO G RECORDED 1</p> <p>NO, NONE OF THE CATEGORIES A TO G RECORDED..... 2</p>	2 ⇒ PN11

MICS6.WM.17

<p>PN8. Ou te deja di (<i>person or persons in MN19</i>) te asiste avèk akouchman an. Kounye a mwen ta renmen pale de konsiltasyon (<i>name</i>) apre akouchman, pa egzanp: egzamine (<i>name</i>) tyeke lonbrit, oswa tyeke si (<i>name</i>) nòmal.</p> <p>Aprè akouchman an te fèt epi avan (<i>person or persons in MN19</i>) te deplase, èske (<i>person or persons in MN19</i>) te tyeke santé (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN9. Epi (<i>person or persons in MN19</i>) te tyeke sante'w avan 'w soti, pa egzanp: poze kesyon sou sante'w oswa egzamine'w?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>PN10. Aprè (<i>person or persons in MN19</i>) te deplase èske te gen lòt moun ki egzamine'w sou sante (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒ PN12</p> <p>2 ⇒ PN19</p>
<p>PN11. Mwen ta renmen pale de konsiltasyon sou sante (<i>name</i>) apre akouchman, pa egzanp, yon moun ki tap egzamine (<i>name</i>), tyeke lonbrit, oswa verifye si bebe a byen.</p> <p>Aprè akouchman (<i>name</i>) Èske te gen moun ki te tyeke sante'1?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒ PN20</p>
<p>PN12. Èske yon tyèk konsa te fèt yon sèl fwa, oswa plis ke yon fwa?</p>	<p>ONCE 1</p> <p>MORE THAN ONCE 2</p>	<p>1 ⇒ PN13A</p> <p>2 ⇒ PN13B</p>
<p>PN13A. Konbyen tan aprè akouchman tyèk sa te fèt?</p> <p>PN13B. Konbyen tan aprè akouchman premye tyèk sa yo te fèt?</p> <p><i>If less than one day, record hours.</i> <i>If less than one week, record days.</i> <i>Otherwise, record weeks.</i></p>	<p>HOURS 1 ___</p> <p>DAYS 2 ___</p> <p>WEEKS 3 ___</p> <p>DK / DON'T REMEMBER 998</p>	
<p>PN14. Ki moun ki te tyeke sante (<i>name</i>) nan lè sa?</p>	<p>HEALTH PROFESSIONAL</p> <p>DOCTOR A</p> <p>NURSE / MIDWIFE B</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANT F</p> <p>COMMUNITY HEALTH WORKER G</p> <p>RELATIVE / FRIEND H</p> <p>OTHER (<i>specify</i>) X</p>	

<p>PN15. Nan ki lokalite tyèk la te fèt?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>HOME</p> <p>RESPONDENT'S HOME 11</p> <p>OTHER HOME 12</p> <p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL 21</p> <p>GOVERNMENT CLINIC / HEALTH CENTRE 22</p> <p>GOVERNMENT HEALTH POST 23</p> <p>OTHER PUBLIC (<i>specify</i>) 26</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL 31</p> <p>PRIVATE CLINIC 32</p> <p>PRIVATE MATERNITY HOME 33</p> <p>OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE 76</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>PN16. Check MN20: Was the child delivered in a health facility?</p>	<p>YES, MN20=21-36 OR 76 1</p> <p>NO, MN20=11-12 OR 96 2</p>	<p>2 ⇒PN18</p>
<p>PN17. Apre ou soti nan (<i>name or type of facility in MN20</i>), Èske pèsòn moun pat vin tyeke sante'w?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒PN21</p> <p>2 ⇒PN25</p>
<p>PN18. Check MN19: Did a health professional, traditional birth attendant, or community health worker assist with the delivery?</p>	<p>YES, AT LEAST ONE OF THE CATEGORIES A TO G RECORDED 1</p> <p>NO, NONE OF THE CATEGORIES A TO G RECORDED 2</p>	<p>2 ⇒PN20</p>
<p>PN19. Apre akouchman te fin fèt epi (<i>person or persons in MN19</i>) te deplase, okenn lòt moun pat vin tyeke sante'w?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒PN21</p> <p>2 ⇒PN25</p>
<p>PN20. Aprè nesans (<i>name</i>) Èske okenn moun pat vin konsilte'w, egzanzp, poze'w kesyon sou sante'w oswa egzamine'w?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒PN25</p>
<p>PN21. Èske yon tyèk konsa te fèt yon sèl fwa, oswa plis ke yon fwa?</p>	<p>ONCE 1</p> <p>MORE THAN ONCE 2</p>	<p>1 ⇒PN22A</p> <p>2 ⇒PN22B</p>
<p>PN22A. Konbyen tan sa te pran lè'w te fin akouche, pou tyèk sa yo te fèt?</p> <p>PN22B. Konbyen tan sa te pran apre akouchman, pou premye nan tyèk sa yo te fèt?</p> <p><i>If less than one day, record hours.</i></p> <p><i>If less than one week, record days.</i></p> <p><i>Otherwise, record weeks.</i></p>	<p>HOURS 1 ___</p> <p>DAYS 2 ___</p> <p>WEEKS 3 ___</p> <p>DK / DON'T REMEMBER 998</p>	

MICS6.WM.19

<p>PN23. Ki moun ki te tyèke sante'w nan lè sa?</p>	<p>HEALTH PROFESSIONAL DOCTOR..... A NURSE / MIDWIFEB</p> <p>OTHER PERSON TRADITIONAL BIRTH ATTENDANT F COMMUNITY HEALTH WORKER G RELATIVE / FRIEND H</p> <p>OTHER (<i>specify</i>) X</p>	
<p>PN24. Nan ki lokalite tyèk sa yo te fèt?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(<i>Name of place</i>)</p>	<p>HOME RESPONDENT'S HOME 11 OTHER HOME 12</p> <p>PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL 21 GOVERNMENT CLINIC / HEALTH CENTRE 22 GOVERNMENT HEALTH POST 23 OTHER PUBLIC (<i>specify</i>) 26</p> <p>PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL 31 PRIVATE CLINIC 32 PRIVATE MATERNITY HOME 33 OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE 76</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>PN25. Pandan (2) de premye jou apre nesans, èske okenn sant de sante pat fè youn nan bagay sa yo swa lakay ou oubyen lòt kote :</p> <p>[A] Egzamine lonbrit (<i>name</i>)?</p> <p>[B] Pran tanperati kò (<i>name</i>)?</p> <p>[C] Ba'w konsèy, ki jan pou bay tete?</p>	<p style="text-align: right;">YES NO DK</p> <p>EXAMINE THE CORD 1 2 8</p> <p>TAKE TEMPERATURE..... 1 2 8</p> <p>COUNSEL ON BREASTFEEDING.... 1 2 8</p>	
<p>PN26. Check MN36: Was child ever breastfed?</p>	<p>YES, MN36=1 1 NO, MN36=2 2</p>	<p>2 ⇒ PN28</p>
<p>PN27. Obsève (<i>name</i>) kap bwè tete?</p>	<p style="text-align: right;">YES NO DK</p> <p>OBSERVE BREASTFEEDING..... 1 2 8</p>	
<p>PN28. Check MN33: Was child weighed at birth?</p>	<p>YES, MN33=1 1 NO, MN33=2 2 DK, MN33=8 3</p>	<p>1 ⇒ PN29A 2 ⇒ PN29B 3 ⇒ PN29C</p>

<p>PN29A. Ou mansyone pwa (<i>name</i>) peze apre nesans. Apresa, èske yon founisè sant sante te pran pwa (<i>name</i>) ankò pandan de jou?</p> <p>PN29B. Ou mansyone ke (<i>name</i>) pat peze lèl te fèt. De (2) jou aprè nesans (<i>name</i>) èske okenn founisè sant sante ditou pat pwan pwa li?</p> <p>PN29C. Ou mansyone ke ou pa konen si yo te pran pwa (<i>name</i>) aprè nesans. Èske okenn founisè sant sante ditou pat pwan pwa li de (2) jou aprè nesans?</p>	<p>YES1</p> <p>NO2</p>	
<p>PN30. Pandan de (2) premye jou apre nesans (<i>name</i>), èske yon founisè swen sante, te ba ou enfòmasyon sou sentòm ki egzije'w pou menen timoun malad ou a nan yon sant sante?</p>	<p>YES1</p> <p>NO2</p>	

MICS6.WM.21

CONTRACEPTION		CP
<p>CP1 Mwen ta renmen pale avèk ou sou yon lòt sijè: planifikasyon familyal.</p> <p>Èske ou ansent kounye a?</p>	<p>YES, CURRENTLY PREGNANT..... 1</p> <p>NO 2</p> <p>DK OR NOT SURE 8</p>	1 ⇒ CP3
<p>CP2. Koup yo sèvi ak divès fason oswa metòd pou retade oswa pou evite yo ansent.</p> <p>Èske ou aktyèlman fè yon bagay oswa itilize nenpòt metòd pou pa tonbe ansent?</p>	<p>YES..... 1</p> <p>NO 2</p>	1 ⇒ CP4
<p>CP3. Èske w pa janm itilize yon metòd oswa yon teknik pou retade oswa evite w ansent?</p>	<p>YES..... 1</p> <p>NO 2</p>	1 ⇒ End 2 ⇒ End
<p>CP4. Kisa w ap fè pou evite oswa retade w ansent?</p> <p><i>Do not prompt.</i></p> <p><i>If more than one method is mentioned, record each one.</i></p>	<p>FÈMALE STERILIZATION..... A</p> <p>MALE STERILIZATION B</p> <p>IUD C</p> <p>INJECTABLES D</p> <p>IMPLANTS E</p> <p>PILL..... F</p> <p>MALE CONDOM G</p> <p>FÈMALE CONDOM H</p> <p>DIAPHRAGM..... I</p> <p>FOAM / JELLY J</p> <p>PERIODIC ABSTINENCE / RHYTHM..... L</p> <p>WITHDRAWAL M</p> <p>PATCH..... N</p> <p>OTHER (<i>specify</i>) X</p>	

MICS6.WM.22

UNMET NEED		UN
UN1. Check CP1: Currently pregnant?	YES, CP1=11 NO, DK OR NOT SURE, CP1=2 OR 8.....2	2 ⇨ UN6
UN2. Koulye a, mwen ta renmen pale aveck ou sou gwosès ou aktyèlman la. Lè ou te vin ansent, èske ou te vle ansent nan epòk sa a?	YES1 NO2	1 ⇨ UN5
UN3. Check CM11: Any births?	NO BIRTHS0 ONE OR MORE BIRTHS.....1	0 ⇨ UN4A 1 ⇨ UN4B
UN4A. Ou potko vle fè yon pitit oswa ou pat vle pitit ditou?	LATER1 NONE / NO MORE.....2	
UN4B. Ou potko vle fè yon pitit oswa pat vle lòt pitit ankò?		
UN5. Kounye a mwen ta renmen poze'w kèlke kesyon sou avni. Apre timoun sa'w konnen'w pral fè a, ou ta renmen gen yon lòt piti, oswa ou prefère pa gen okenn lòt pitit ankò?	HAVE ANOTHER CHILD1 NO MORE / NONE.....2 UNDECIDED / DK8	1 ⇨ UN8 2 ⇨ UN14 8 ⇨ UN14
UN6. Check CP4: Currently using 'Female sterilization'?	YES, CP4=A1 NO, CP4≠A2	1 ⇨ UN14
UN7. Kounye a mwen ta renmen poze'w kèlke kesyon sou avni. Ou ta renmen gen (youn/oswa yon lòt) piti, oswa ou prefère pa gen okenn (lòt) ankò?	HAVE (A/ANOTHER) CHILD1 NO MORE / NONE.....2 SAYS SHE CANNOT GET PREGNANT3 UNDECIDED / DK8	2 ⇨ UN10 3 ⇨ UN12 8 ⇨ UN10
UN8. Konbyen tan ou ta renmen pran anvan ou fè (youn/oswa yon lòt pitit)? <i>Record the answer as stated by respondent.</i>	MONTHS1 __ __ YEARS2 __ __ DOES NOT WANT TO WAIT (SOON/NOW)993 SAYS SHE CANNOT GET PREGNANT994 AFTER MARRIAGE995 OTHER.....996 DK998	994 ⇨ UN12
UN9. Check CP1: Currently pregnant?	YES, CP1=11 NO, DK OR NOT SURE, CP1=2 OR 8.....2	1 ⇨ UN14
UN10. Check CP2: Currently using a method?	YES, CP2=11 NO, CP2=22	1 ⇨ UN14
UN11. Èske w panse fizikman ou kapab vin ansent nan moman sa?	YES1 NO2 DK8	1 ⇨ UN14 8 ⇨ UN14

MICS6.WM.23

<p>UN12. Pou kisa'w panse fizikman ou pa kapab vin ansent?</p>	<p>INFREQUENT SEX / NO SEXA MENOPAUSAL.....B NEVER MENSTRUATEDC HYSTERECTOMY (SURGICAL REMOVAL OF UTERUS).....D HAS BEEN TRYING TO GET PREGNANT FOR 2 YEARS OR MORE WITHOUT RESULT.....E POSTPARTUM AMENORRHEIC.....F BREASTFEEDING.....G TOO OLD.....H FATALISTICI OTHER (<i>specify</i>)X DKZ</p>	
<p>UN13. Check UN12: 'Never menstruated' mentioned?</p>	<p>MENTIONED, UN12=C.....1 NOT MENTIONED, UN12≠C.....2</p>	<p>1 ⇒End</p>
<p>UN14. Ki dènye lè period/règ ou, te kòmanse?</p> <p><i>Record the answer using the same unit stated by the respondent.</i></p> <p><i>If '1 year', probe:</i> Konbyen mwa sa genyen?</p>	<p>DAYS AGO.....1 __ __ WEEKS AGO.....2 __ __ MONTHS AGO.....3 __ __ YEARS AGO4 __ __ IN MENOPAUSE / HAS HAD HYSTERECTOMY.....993 BEFORE LAST BIRTH.....994 NEVER MENSTRUATED995</p>	<p>993 ⇒End 994 ⇒End 995 ⇒End</p>
<p>UN15. Check UN14: Was the last menstrual period within last year?</p>	<p>YES, WITHIN LAST YEAR1 NO, ONE YEAR OR MORE2</p>	<p>2 ⇒End</p>
<p>UN16. Akòz dènye period / règ ou, èske te gen yon aktivite sosyal, lekòl oswa jou travay ke ou pat ale?</p>	<p>YES1 NO2 DK / NOT SURE / NO SUCH ACTIVITY.....8</p>	
<p>UN17. Pandan dènye periòd/ règ ou, ou te kapab lave epi chanje (pa egzanp: kotex) nan yon chanm prive lakay ou?</p>	<p>YES1 NO2 DK8</p>	
<p>UN18. Ou pat itilize youn man materyèl sayo, tankòu sèvyèt igyenik, tanpa oswa moso twal?</p>	<p>YES1 NO2 DK8</p>	<p>2 ⇒End 8 ⇒End</p>
<p>UN19. Èske materyèl sa yo kapab reyitilize ?</p>	<p>YES1 NO2 DK8</p>	

MICS6.WM.24

ATTITUDES TOWARD DOMESTIC VIOLENCE

DV

DV1. Pafwa yon mari oswa yon patnè kon kontrarye oswa fache pa bagay ke madanm li oswa patnè 'l fè. Nan opinyon ou, èske yon mari oswa patnè gen dwa nan frape oswa bat madanm oswa patnè li nan sitiyasyon sa yo:

		YES	NO	DK
[A] Si fiy a soti sanl pa dil?	GOES OUT WITHOUT TELLING	1	2	8
[B] Si fiy a neglije timoun yo?	NEGLECTS CHILDREN	1	2	8
[C] Si fiy a ap diskite avèk li?	ARGUES WITH HIM.....	1	2	8
[D] Si fiy a pa vle fè sèks avèk li?	REFUSES SEX	1	2	8
[E] Si fiy a fè manje boule?	BURNS FOOD.....	1	2	8
[F] Si fiy a fè sèks ak lòt patnè?	HAS SEX WITH ANOTHER	1	2	8

MICS6.WM.25

VICTIMISATION		VT
<p>VT1. Check for the presence of others. Before continuing, ensure privacy. Koulye a, mwen ta renmen poze ou kèk kesyon sou krim kote ou pèsònèlman te viktim lan.</p> <p>Banm asire'w avan ke tout repons ou konpletman konfidansyèl epi okenn lòt moun pap konnen'l.</p> <p>Nan (3) twa dènye ane yo, ki te pase (<i>month of interview</i>) (<i>year of interview minus 3</i>), te gen moun ki pran oswa eseye pran yon afè'w ki itilize fòs swa menase'w avèk presyon?</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: Li kapab difisil pou raple'w ensidan sak te pase yo, tanpri pran yon ti tan pou reflechi avan'w repon mwen.</i></p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒VT9B</p> <p>8 ⇒VT9B</p>
<p>VT2. Èske sa te rive pandan douz dènye mwa yo, sa vle di ,depi (<i>month of interview</i>) (<i>year of interview minus one</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. .Konbyen fwa sa te rive pandan douz dènye mwa sa yo?</p> <p><i>If 'DK/Don't remember', probe: Sa te rive yon sèl fwa, de fwa, oubyen omwen twa fwa?</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. Pandan sa te rive, èske yo pat volè okenn afè'w?</p> <p>VT5B. Dènye fwa sa te rive a, èske yo pat volè okenn afèw?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK / NOT SURE 8</p>	
<p>VT6. Èske moun (nan/yo) te gen zam?</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. Èske yo te itilize kouto, yon zam oswa yon lòt bagay tankòu zam?</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. Èske oumenm oubyen lòt moun te rapòte sa bay la polis</p> <p><i>If 'Yes', probe: Ensidan sa ou te rapote'l oubyen yon lòt moun?</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>

MICS6.WM.26

<p>VT9A. Apa de ensidan (sa/ sa yo) nou te kouvri a, èske nan twa (3) dènye ane pase yo, sa vle di depi (<i>month of interview</i>) (<i>year of interview minus 3</i>) yo te atake'w fizikman?</p> <p>VT9B. Nan menm periòd twazan sa yo, sa vle di depi (<i>month of interview</i>) (<i>year of interviewe minus 3</i>) yo te atake'w fizikman</p> <p><i>If 'No', probe :</i> Yon atak ka rive nan kay la oswa nenpòt kote andeyò kay la, tankòu nan lòt kay, nan lari a, nan lekòl la, nan transpò piblik, restoran oswa nan travay ou.</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. Èske sa te pase pandan (12) douz dènye mwa yo, sa vle di depi (<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 ⇒VT12B</p> <p>8 ⇒VT12B</p>
<p>VT11. Konbyen fwa sa te rive nan 12 dènye mwa yo?</p> <p><i>If 'DK/Don't remember', probe:</i> Èske sa te rive yon fwa, de fwa, oubyen omwen twa fwa.</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. Ki kote sa te rive?</p> <p>VT12B. Ki kote sa te rive nan denyè fwa sa??</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. Konbyen moun ki te enplike nan atak sa?</p> <p><i>If 'DK/Don't remember', probe:</i> Se te yon moun, de, oswa omwen twa?</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.27

VT14A. Nan moman ensidan sa ou te rekonèt moun nan?	YES..... 1 NO 2	
VT14B. Nan moman ensidan sa, ou te rekònnèt omwen youn nan n moun yo?	DK / DON'T REMEMBER..... 8	
VT17. Èske moun (nan/yo) te gen zam?	YES..... 1 NO 2 DK / NOT SURE..... 8	2⇒VT19 8⇒VT19
VT18. Yon kouto, yon zam oswa yon lòt bagay yo te itilize kòm zam? <i>Record all that apply.</i>	YES, A KNIFÈ..... A YES, A GUN B YES, SOMETHING ELSE..... X	
VT19. Ou menm oswa yon lòt moun te rapòte sa bay polis? <i>If 'Yes', probe: Ensidan sa ou te rapòte'l oswa yon lòt moun?</i>	YES, RESPONDENT REPORTED 1 YES, SOMEONE ELSE REPORTED 2 NO, NOT REPORTED..... 3 DK / NOT SURE..... 8	
VT20. Nan ki nivo sekirite ou santi w lèw ap mache lannwit nan katye lakay ou?	VERY SAFÈ..... 1 SAFÈ 2 UNSAFÈ..... 3 VERY UNSAFÈ..... 4 NEVER WALK ALONE AFTER DARK..... 7	
VT21. Eske w ou santi w an sekirite lannwit lèw lakay ou pou kòw?	VERY SAFÈ..... 1 SAFÈ 2 UNSAFÈ..... 3 VERY UNSAFÈ..... 4 NEVER ALONE AFTER DARK..... 7	
VT22. Nan (12) douz dènye mwa ki pase yo pèsònèlman, èske ou te santi ou diskrimine oswa agase nan fason sa yo		
	YES NO DK	
[A] Etnik/Ras oswa orijin Kote'w soti a?	ETHNIC / IMMIGRATION 1 2 8	
[B] Sèks?	SEX..... 1 2 8	
[C] Oryantasyon seksyèl?	SEXUAL ORIENTATION 1 2 8	
[D] Laj?	AGE..... 1 2 8	
[E] Relijyon oswa kwayans?	RELIGION / BELIEF..... 1 2 8	
[F] Andikap?	DISABILITY 1 2 8	
[X] Pou nenpòt lòt rezon?	OTHER REASON 1 2 8	

MICS6.WM.28

MA1. Aktyèlman èske w marye, ap viv ansanm ak yon moun tankou nou te marye oswa nan yon inyon lib?	YES, CURRENTLY MARRIED1 YES, LIVING WITH A PARTNER2 YES, HAVE A VISITING PARTNER.....0 NO, NOT IN UNIO.....3	3 ⇒MA5
MA2. Ki laj mari w /patne w la? <i>Probe:</i> Ki laj mari w/patne w la te genyen pou denyè anivèsè l'?	AGE IN YEARS __ __ DK98	
MA3. Apa de ou menm, èske mari w/patne w la gen lòt madanm oubyen patne, èske lap viv ak lòt fiy tankou yo marye oswa èske li gen yon (yon lòt) inyon lib?	YES1 NO.....2	2 ⇒MA7
MA4. Konbyen lòt madanm oswa patne li genyen?	NUMBER..... __ __ DK98	⇒MA7 98 ⇒MA7
MA5. Èske w pat janm marye oswa viv ansanm ak yon moun tankou nou te marye oswa te nan yon inyon lib?	YES, FORMERLY MARRIED.....1 YES, FORMERLY LIVED WITH A PARTNER....2 YES, FORMERLY HAD A VISITING PARTNER.0 NO.....3	3 ⇒End
MA6. Ki estati marital ou kounye a: Eske ou vèv, divòse oswa separe oubyen èske w pa nan yon relasyon lib ankò?	WIDOWED.....1 DIVORCED.....2 SEPARATED.....3 NO LONGER IN A VISITING RELATIONSHIP...0	
MA7. Eske w pat janm marye, viv ak yon moun oswa avèk yon moun kite de pasaj nan vi w sèlman yon fwa oswa plizyè fwa?	Only once1 More than once.....2	1 ⇒MA8A 2 ⇒MA8B
MA8A. Nan ki mwa ak ane ou te kòmanse viv ak (madanm / patne w la) oswa te kòmanse inyon an? MA8B. Nan ki mwa epi ane ou te kòmanse viv ak premye (madanm / patne w la) oswa te kòmanse premye inyon lib ou a?	DATE OF (FIRST) UNION MONTH __ __ DK MONTH98 YEAR..... __ __ __ __ DK YEAR9998	
MA9. Check MA8A/B: Is 'DK YEAR' recorded?	YES, MA8A/B=99981 NO, MA8A/B≠9998.....2	2 ⇒End
MA10. Check MA7: In union only once?	YES, MA7=1.....1 NO, MA7=22	1 ⇒MA11A 2 ⇒MA11B
MA11A. Ki laj ou te genyen lè w te kòmanse viv ak (mari w /patne w la) oubyen lè w te kòmanse inyon sa? MA11B. Ki laj ou te genyen lè w te kòmanse viv ak premye (mari w /patne w la) oswa lè w te premye kòmanse inyon lib sa?	AGE IN YEARS __ __	

MICS6.WM.29

SEXUAL BEHAVIOUR		SB
<p>SB1. <i>Check for the presence of others. Before continuing, make every effort to ensure privacy.</i></p> <p>Koulye a, mwen ta renmen poze ou kèlke kesyon sou aktivite seksyèl, nan fason pou yon pi bon konpreyansyon sou kèk pwoblèm enpòtan nan lavi.</p> <p>Kitem asire'w ankò ke repons ou yo konfidansyèl epi okenn lòt moun pap konnenl. Siw ta gen yon kesyon ou pata renmen repon'n fèm konnen, epi nap pran yon lòt kesyon.</p> <p>Kilaj ou te genyen lèw te premye ale nan relasyon seksyèl?</p>	<p>NEVER HAD INTERCOURSE 00</p> <p>AGE IN YEARS _ _</p> <p>FIRST TIME WHEN STARTED LIVING WITH (FIRST) HUSBAND / PARTNER..... 95</p>	00 ⇒End
<p>SB2. Mwen ta renmen kesyone'w sou aktivite seksyèl ou aktyèlman.</p> <p>Ki dènye lè ou te ale nan relasyon seksyèl?</p> <p><i>Record answers in days, weeks or months if less than 12 months (one year). If 12 months (one year) or more, answer must be recorded in years.</i></p>	<p>DAYS AGO 1 _ _</p> <p>WEEKS AGO 2 _ _</p> <p>MONTHS AGO 3 _ _</p> <p>YEARS AGO 4 _ _</p>	4 ⇒End
<p>SB3. Dènye fwa ou te ale nan rapò seksyèl, ou te itilize kapòt?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>SB4. Ki relasyon w ak moun ou te nan dènye rapò seksyèl la?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Boyfriend', then ask:</i> Èske nou tap viv ansanm tankou nou te marye? <i>If 'Yes', record '2'. If 'No', record '3'.</i></p>	<p>HUSBAND 1</p> <p>COHABITING PARTNER 2</p> <p>BOYFRIEND 3</p> <p>CASUAL ACQUAINTANCE 4</p> <p>CLIENT / SEX WORKER 5</p> <p>OTHER (specify) 6</p>	<p>3 ⇒SB6</p> <p>4 ⇒SB6</p> <p>5 ⇒SB6</p> <p>6 ⇒SB6</p>
<p>SB5. <i>Check MA1: Currently married or living with a partner?</i></p>	<p>YES, MA1=1, 2 OR 0 1</p> <p>NO, MA1=3 2</p>	1 ⇒SB7
<p>SB6. Ki laj moun nan?</p> <p><i>If response is 'DK', probe:</i> Anviron ki laj moun nan te genyen?</p>	<p>AGE OF SEXUAL PARTNER _ _</p> <p>DK 98</p>	
<p>SB7. Apa de moun sa, pandan (12) douz dènye mwa sa yo, Èske'w pat gen rapò seksyèl ak okenn lòt moun?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒End
<p>SB8. Dènye relasyon seksyèl ou te genyen avèk yon lòt moun, èske'w te itilize kapòt?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.WM.30

<p>SB9. Ki relasyon 'w ak moun sa?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Boyfriend' then ask:</i> Èske'w tap viv ansanm kòmsi nou marye?</p> <p><i>If 'Yes', record '2'. If 'No', record '3'.</i></p>	<p>HUSBAND 1</p> <p>COHABITING PARTNER 2</p> <p>BOYFRIEND 3</p> <p>CASUAL ACQUAINTANCE 4</p> <p>CLIENT / SEX WORKER 5</p> <p>OTHER (<i>specify</i>) 6</p>	<p>3 ⇒SB12</p> <p>4 ⇒SB12</p> <p>5 ⇒SB12</p> <p>6 ⇒SB12</p>
<p>SB10. Check MA1: Currently married or living with a partner?</p>	<p>YES, MA1=1, 2 OR 0 1</p> <p>NO, MA1=3 2</p>	<p>2 ⇒SB12</p>
<p>SB11. Check MA7: Married or living with a partner only once?</p>	<p>YES, MA7=1 1</p> <p>NO, MA7≠1 2</p>	<p>1 ⇒End</p>
<p>SB12. Ki laj moun nan?</p> <p><i>If response is 'DK', probe:</i> Anviron ki laj moun nan?</p>	<p>AGE OF SEXUAL PARTNER..... _ _</p> <p>DK 98</p>	

MICS6.WM.31

HIV/AIDS		HA																
HA1. Kounye a mwen ta renmen pale de yon lòt bagay avèk ou. Ou pa janm tande pale de VIH oswa SIDA	YES..... 1 NO 2	2⇒End																
HA2. VIH se viris ki ka lakòz SIDA. Èske'w panse moun kapab diminye chans pou pranVIH se lè ou chwazi yon sèl patnè ki pa gen VIH epi ki pa gen lòt moun?	YES..... 1 NO 2 DK 8																	
HA3. Èske moun ka pran VIH lè mayengwen mòdew?	YES..... 1 NO 2 DK 8																	
HA4. Èske moun kapab diminye chans pou pran VIH se lè'w mete kapòt chak lè'w ap fè sèks?	YES..... 1 NO 2 DK 8																	
HA5 Èskè moun ka pran VIH lè wap manje ak moun ki gen VIH?	YES..... 1 NO 2 DK 8																	
HA6. Èskè moun ka pran VIH pa maji oswa nan voodoo?	YES..... 1 NO 2 DK 8																	
HA7. Èske li posib pou yon moun ki sanble en sante gen VIH?	YES..... 1 NO 2 DK 8																	
HA8. Èske VIH ka transmèt de yon manman ak yon timoun: [A] Pandan'1 ansent? [B] Pandan'1 ap akouche? [C] Nan alètman?	<table style="width:100%; border:none;"> <thead> <tr> <th></th> <th style="text-align:center">YES</th> <th style="text-align:center">NO</th> <th style="text-align:center">DK</th> </tr> </thead> <tbody> <tr> <td>DURING PREGNANCY</td> <td style="text-align:center">1</td> <td style="text-align:center">2</td> <td style="text-align:center">8</td> </tr> <tr> <td>DURING DELIVERY</td> <td style="text-align:center">1</td> <td style="text-align:center">2</td> <td style="text-align:center">8</td> </tr> <tr> <td>BY BREASTFEEDING</td> <td style="text-align:center">1</td> <td style="text-align:center">2</td> <td style="text-align:center">8</td> </tr> </tbody> </table>		YES	NO	DK	DURING PREGNANCY	1	2	8	DURING DELIVERY	1	2	8	BY BREASTFEEDING	1	2	8	
	YES	NO	DK															
DURING PREGNANCY	1	2	8															
DURING DELIVERY	1	2	8															
BY BREASTFEEDING	1	2	8															
HA9. Check MHA8[A], [B] and [C]: At least one 'Yes' recorded?	YES..... 1 NO 2	2⇒HA11																
HA10. Èske gen yon medikaman espesyal ke yon doktè oswa yon enfimyè ka bay yon fanm ki enfekte ak VIH pou redwi risk transmisyon nan ti bebe a?	YES..... 1 NO 2 DK 8																	
HA11. Check CM17: Was there a live birth in the last 2 years? Copy name of last birth listed in the birth history (CM18) to here and use where indicated: Name _____	YES, CM17=1 1 NO, CM17=0 OR BLANK..... 2	2⇒HA24																

MICS6.WM.32

HA12. Check MN2: Was a prenatal care received?	YES, MN2=1..... 1 NO, MN2=2..... 2	2 ⇒HA17
HA13. Pandan visit prenatal yo le w te ansent (<i>name</i>), Ou pat jwenn okenn enfomasyon sou: [A] Ti bebe kapab pran VIH nan manman yo? [B] Bagay ou kapab fè pou enpeche ou pran VIH? [C] Al fè tès VIH? Èske yo te [D] Ofri'w pou fè tès VIH?	YES NO DK HIV FROM MOTHER..... 1 2 8 THINGS TO DO 1 2 8 TESTED FOR HIV 1 2 8 OFFERED A TEST FOR HIV 1 2 8	
HA14. Mwen pa bezwen konen rezilta, men ou te fè tès VIH la kòm yon pati de swen prenatal?	YES..... 1 NO 2 DK 8	2 ⇒HA17 8 ⇒HA17
HA15. Mwen pa bezwen konen rezilta, men eskè'w te gen rezilta tès la?	YES..... 1 NO 2 DK 8	2 ⇒HA17 8 ⇒HA17
HA16. Apre ou te fin resevwa rezilta, ou pat resevwa okenn enfomasyon sou sante oswa konsèy ki gen rapò sou VIH?	YES..... 1 NO 2 DK 8	
HA17. Check MN20: Was the child delivered in a health facility?	YES, MN20=21-36 OR 76 1 NO, MN20=11-12 OR 96 2	2 ⇒HA21
HA18. Nan periòd detan ou ta pral akouche, men avan timoun nan te fèt, yo pat mande'w pou fè tès VIH?	YES..... 1 NO 2	
HA19. Mwen pa bezwen konen rezilta a, men nan moman sa ou te fè tès VIH?	YES..... 1 NO 2	2 ⇒HA21
HA20. Mwen pa bezwen konen rezilta a, men èske ou te gen rezilta tès la?	YES..... 1 NO 2	1 ⇒HA22 2 ⇒HA22
HA21. Check HA14: Was the respondent tested for HIV as part of antenatal care?	YES, HA14=1..... 1 NO OR NO ANSWER, HA14≠1 2	2 ⇒HA24
HA22. Depi lè ou te fè tès VIH la le'w te ansent lan, ou pat fè lòt tès ankò?	YES..... 1 NO 2	1 ⇒HA25
HA23. Konbyen mwa sa genyen depi'w te fènk fè tès VIH?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	1 ⇒HA28 2 ⇒HA28 3 ⇒HA28
HA24. Mwen pa bezwen konen rezilta a, men ou pa janm fè tès VIH?	YES..... 1 NO 2	2 ⇒HA27
HA25. Konbyen mwa sa genyen depi ou te fènk fè tès VIH?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	
HA26. . Mwen pa bezwen konen rezilta a, men èske ou te gen rezilta a?	YES..... 1 NO 2 DK 8	1 ⇒HA28 2 ⇒HA28 8 ⇒HA28

MICS6.WM.33

HA27 Èske'w konen yon kote ke moun kapab ale fè tès VIH?	YES..... 1 NO 2	
HA28. Èske'w pa janm tande pale de kèk kit tès moun ka itilize pou teste tèt yo pou VIH?	YES..... 1 NO 2	2⇒HA30
HA29. Ou pa janm itilize yon metòd pou teste prop tèt ou?	YES..... 1 NO 2	
HA30. Èske ou tap achte legim nan yon magazen oswa nan men machann siw te konnen moun sa a gen VIH?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA31. Èske ou panse yon timoun ki gen VIH ta dwe ale lekòl menm kote avèk timoun ki pa genyen VIH?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA32. Èske ou panse moun ezite fè tès VIH paske yo pè pou jan lòt moun ap reyaji si rezilta tès la pozitif pou VIH??	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA33 Èske moun pale mal sou moun kap viv avèk VIH, oswa moun yo panse kap vivi avèk li?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA34 Eskè'w panse moun kap viv ak VIH, oswa moun yo panse kap viv avèk VIH, pèdi respè devan lòt moun?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA35 Eskè'w asepte oswa pa asepte avèk deklarasyon sa? Mwen tap wont si yon moun nan fanmi m ta gen VIH	AGREE..... 1 DISAGREE 2 DK / NOT SURE / DEPENDS 8	
HA36. Èske ou pè ou kapab pran VIH si ta vin gen kontak krache ak yon moun kap viv avèk VIH?	YES..... 1 NO 2 SAYS SHE HAS HIV 7 DK / NOT SURE / DEPENDS 8	

MICS6.WM.34

TOBACCO AND ALCOHOL USE		TA
TA1. Èske ou pa janm eseye fimen sigarèt, menm yon sèl fwa oswa eseye pran yon nway?	YES 1 NO 2	2 ⇨ TA6
TA2. Ki laj ou te genyen lè ou te fimen yon sigarèt antye pou premye fwa?	NEVER SMOKED A WHOLE CIGARETTE 00 AGE ____	00 ⇨ TA6
TA3. Ou toujou fimen sigarèt?	YES 1 NO 2	2 ⇨ TA6
TA4. Nan (24) venkatrètan ki pase yo, Konbyen sigarèt ou te fimen?	NUMBER OF CIGARETTES ____	
TA5. Pandan dènye mwa pase, sou konbyen jou ou te fimen sigarèt? <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. Ou pa janm eseye fimen tabak, oswa lòt bagay, tankòu siga, hookah oswa pip?	YES 1 NO 2	2 ⇨ TA10
TA7. Diran mwa pase, ou pa janm itilize prodwi tabak?	YES 1 NO 2	2 ⇨ TA10
TA8. Ki tip de prodwi tabak ou te itilize oswa fimen pandan dènye mwa pase a? <i>Record all mentioned.</i>	CIGARS A WATER PIPE/ HOOKAH B PIPE D OTHER (<i>specify</i>) X	
TA9. Pandan dènye mwa pase, sou konbyen jou ou te itilize (<i>names of products mentioned in MTA8</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. Èske w pa janm eseye itilize yon lòt fòm prodwi tabak moun pa fimen, tankòu moulen tabak?	YES 1 NO 2	2 ⇨ TA14
TA11. Pandan mwa pase, èske ou te itilize okenn prodwi tabak moun pa fimen?	YES 1 NO 2	2 ⇨ TA14
TA12. Ki prodwi tabak ou pa fimen men ou itilize'l pandan plis ke yon mwa <i>Record all mentioned.</i>	CHEWING TOBACCO A OTHER (<i>specify</i>) X	
TA13. Nan mwa pase, konbyen jou ou itilize (<i>names of products mentioned in MTA12</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	

MICS6.WM.35

<p>TA14. Kounye a mwen ta renmen poze'w kèlke kesyon sou bwason alkòlize.</p> <p>Ou pa janm bwè alkòl?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒ End</p>
<p>TA15. Nou konsidere yon bwason alkòlize kom yon mamit oswayon boutèy byè, yon vè diven oswa yon tigout kleren, vodka, wiski oswa wonm</p> <p>Ki laj ou te genyen lè'w te premye bwè alkòl, oswa lè'w te premye goute'!</p>	<p>NEVER HAD ONE DRINK OF ALCOHOL 00</p> <p>AGE ____</p>	<p>00 ⇒ End</p>
<p>TA16. Pandan dènye mwa pase, konbyen jou omwen ou te bwè alkòl? Egzanp yon byè oswa diven</p> <p><i>If respondent did not drink, record '00'.</i></p> <p><i>If less than 10 days, record the number of days.</i></p> <p><i>If 10 days or more but less than a month, record '10'.</i></p> <p><i>If 'Every day' or 'Almost every day', record '30'.</i></p>	<p>DID NOT HAVE ONE DRINK IN LAST ONE MONTH 00</p> <p>NUMBER OF DAYS <u>0</u> ____</p> <p>10 DAYS OR MORE BUT LESS THAN A MONTH 10</p> <p>EVERY DAY / ALMOST EVERY DAY 30</p>	<p>00 ⇒ End</p>
<p>TA17. Nan dènye mwa pase a, nan jou ou te bwè alkòl la, konbyen boutèy alkòl ou te abitye bwè pa jou?</p>	<p>NUMBER OF DRINKS ____</p>	

MICS6.WM.36

LIFE SATISFACTION

LS

<p>LS1. Mwen ta renmen poze'w kesyon senp sou bonè ak satisfaksyon.</p> <p>Premyeman, konsidere tout bagay ansanm, èske w ta di ou kontan anpil, mfe yon ti kontan, mpa ni kontan ni pa kontan, pa kontan yon ti kras oswa, pa kontan ditou?</p> <p>Kounye a mwen pral montre'w kèlke imaj kap ede'w bay yon repons.</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 SOMEWHAT HAPPY 2 NEITHER HAPPY NOR UNHAPPY 3 SOMEWHAT UNHAPPY 4 VERY UNHAPPY 5</p>	
<p>LS2. <i>Show the picture of the ladder.</i></p> <p>Koulye a, gade nan nechèl sa ak mach nimewote de 0 nan pati anba a rive 10 nan tèt la.</p> <p>Sipoze nou di ke tèt nechèl la reprezante pi bon lavi posib pou ou epi anba nechèl la reprezante pi move lavi posib pou ou.</p> <p>Nan ki mach sou nechèl la ou santi'w pozisyone nan moman sa?</p> <p><i>Probe if necessary:</i> Ki mach ki pi prè nan fason ou santi ou?</p>	<p>LADDER STEP ____</p>	
<p>LS3. Konpare tan ane pase yo, ou kapab di lavi'w amelyore, pi bon oswa menm jan, ou pi mal, tout ansanm?</p>	<p>IMPROVED 1 MORE OR LESS THE SAME 2 WORSENERD 3</p>	
<p>LS4. Nan ane kap vini, ou espere ke la vi'w ap vin pi bon plis oswa menm jan ou pi mal, tout ansanm?</p>	<p>BETTER 1 MORE OR LESS THE SAME 2 WORSE 3</p>	

MICS6.WM.37

DOMESTIC VIOLENCE		DA																												
DA0. Check line number in HH30H	WOMAN SELECTED FOR DA MODULE1 WOMAN NOT SELECTED 2	2 ⇒End																												
DA1. Check for presence of others: Do not continue until privacy is ensured.	PRIVACY OBTAINED.....1 PRIVACY NOT POSSIBLE.....2	2 ⇒DA32																												
<p>DA1A. "READ TO THE RESPONDENT: Kounye a mwen ta renmen poze'w kèlke kesyon sou lòt aspè enpòtan de vi yon fanm. Gen nan kesyon sa yo ki kapab pèsone. Toutfwa, repons ou yo TRÈ ENPÒTAN pou l ede nou konpran kondisyon fanm yo nan TCI. Kitem asire w ankò ke tout repons ou yo konplètman konfidansyèl epi okenn moun ni okenn lòt moun nan kay la pap konnen ke nou te poze w kesyon sa yo. Si m ta poze w yon kesyon ou pata renmen reponn, jus fèm konnen epi map pran yon lòt kesyon.</p>																														
DA2. Check MA1 and MA5: Currently in union (MA1 = 1, 2 OR 0), formerly in union (MA5=1,2 OR 0) or never in union (MA1 = 3 AND MA5 = 3)?	CURRENTLY IN A UNION 1 FORMERLY IN A UNION 2 NEVER IN A UNION 3	3 ⇒DA16																												
<p>DA3. Premyeman, mwen pral mande w konsènan kèlke sityasyon ke fanm kon sibi. Tanpri dim si youn nan sityasyon sa yo konn rive w nan ansyen relasyon w ak (mari w/patnè w)?</p> <p>[A] Li (te) jalou oswa fache si ou (pale/te pale) ak yon lòt gason?</p> <p>[B] Souvan li (akize w/te akize w) de enfidelite?</p> <p>[C] Li (pa/pat) pèmèt ou rankontre zanmi fi ou yo?</p> <p>[D] Li (eseye/te eseye) limite w de kontak ou avek fanmi w yo?</p> <p>[E] Li (ensiste/te ensiste) konnen ki kote ou (ye/te ye) tout tan?</p> <p>[F] Li (pa/pat) fèw konfyans avèk okenn lajan/kòb?</p>	<table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td>JEALOUS</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>ACCUSES.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>NOT MEET FRIENDS</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>NO FAMILY.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>WHERE YOU ARE.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>MONEY</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		YES	NO	DK	JEALOUS	1	2	8	ACCUSES.....	1	2	8	NOT MEET FRIENDS	1	2	8	NO FAMILY.....	1	2	8	WHERE YOU ARE.....	1	2	8	MONEY	1	2	8	
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MONEY	1	2	8																											
<p>DA4A. Kounye a mwen bezwen mande w plis kesyon sou relasyon ou avèk (dènye) (mari w/patnè w).</p> <p>Eske dènye (mari w/patnè w la) pat janm di oswa fè yon bagay pou imilye ou devan lòt moun?</p>	<p>YES 1 NO.....2</p>	2 ⇒DA4B																												
DA4A1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN..... 1 SOMETIMES.....2 NOT IN THE LAST 12 MONTHS..... 3																													
DA4B. Eske dènye (mari w/patnè w la) menase w pou frape w oswa fè w mal oubyen yon moun ou sousye de li?	YES 1 NO.....2	2 ⇒DA4C																												
DA4B1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN..... 1 SOMETIMES.....2 NOT IN THE LAST 12 MONTHS..... 3																													

MICS6.WM.40

DA4C. Eske dènye (mari w/patnè w la) te janm ensilte w oswa fèw santi w pa anyen?	YES 1 NO 2	2 ⇒ DA5A
DA4C1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5A. Èske (dènye) (mari w/patnè w la) pa janm poue w, souke w oswa voye yon bagay sou ou?	YES 1 NO 2	2 ⇒ DA5B
DA5A1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5B. Eske (dènye) (mari w/patnè w) pat janm baw souflèt?	YES 1 NO 2	2 ⇒ DA5C
DA5B1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5C. Eske (dènye) (mari w/patnè w la) pat janm konn tòde ponyèt ou oswa rale cheve w?	YES 1 NO 2	2 ⇒ DA5D
DA5C1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5D. Èske (dènye) (mari w/patnè w la) pa janm ba w kout pwèn oswa ba w kou ak yon objè ki ka fèw mal?	YES 1 NO 2	2 ⇒ DA5E
DA5D1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5E. Èske (dènye) (mari w/patnè w la) pa janm ba w kout pye, trennen w, oswa bat ou?	YES 1 NO 2	2 ⇒ DA5F
DA5E1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5F. Eske (dènye) (mari w/patnè w la) pa janm eseye toufe w oswa fè espre boule w?	YES 1 NO 2	2 ⇒ DA5G
DA5F1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	

MICS6.WM.41

DA5G. Eske (dènye) (mari w/patnè w) pa janm menase w oswa atake w avèk yon kouto, yon bagay file oswa ak lòt zam?	YES 1 NO 2	2 ⇒ DA5H
DA5G1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5H. Eske (dènye) (mari w/patnè w la) pa janm fizikman fòse w gen rapò seksyèl avèk li lè ou pat vle?	YES 1 NO 2	2 ⇒ DA5I
DA5H1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5I. Eske (dènye) (mari w/patnè w) pa janm fòse w fizikman pèfome nan okenn lòt aktivite seksyèl ou pat vle?	YES 1 NO 2	2 ⇒ DA5J
DA5I1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA5J. Eske (dènye) (mari w/patnè w la) pa janm fòse w menase w oswa nan okenn lòt fason pou w pèfome aktivite seksyèl ou pat dakò fè?	YES 1 NO 2	2 ⇒ DA6
DA5J1. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT IN THE LAST 12 MONTHS 3	
DA6. Check DA5 [A] to [J]: At least one 'Yes' recorded?	AT LEAST ONE YES 1 NOT A SINGLE YES 2	2 ⇒ DA9
DA7. Konbyen tan sa te pran apre w te marye/kòmanse viv ansanm avèk (dènye) (mari w/patnè w la) (sa te/ youn nan bagay sa yo) te premye rive? <i>If less than one year, record '00' years.</i>	NUMBER OF YEARS __ __ BEFORE MARRIAGE/ BEFORE LIVING TOGETHER 95 AFTER SEPARATION/DIVORCE 96	
DA8. Eske bagay sa yo te rive w kòm rezilta de sa dènye (mari w/patnè w la) te fè w: [A] Ou te blese, gen mak, oswa doulè nan kò w? [B] Ou te malad nan zye, foule, dejwente, oswa boule? [C] Ou te gen Gwo maleng, zo kase, dan kase oswa okenn lòt domaj ki te grav?	YES NO [A] CUTS, BRUISES, OR ACHES 1 2 [B] EYE INJURIES, SPRAINS, DISLOCATIONS OR BURNS 1 2 [C] DEEP WOUNDS, BROKEN BONES, BROKEN TEETH 1 2	

MICS6.WM.42

DA9. Eske w pa janm frape, souflete, bay koutpye, oswa fè okenn lòt bagay fizikman pou fè (dènye) (mari w/patnè w) la mal, pafwa le li pòtko bat ou oswa fizikman fè w mal?	YES 1 NO 2	2 ⇒ DA11
DA10. Konbyen fwa sa te rive pandan 12 dènye mwa pase sa yo: Souvan, pafwa sèlman, oswa pa fèt ditou?	OFTEN 1 SOMETIMES 2 NOT AT ALL 3	
DA11. Eske (dènye) (mari w/patnè w la) konn bwè alkòl?	YES 1 NO 2	2 ⇒ DA13
DA12. Èske li(te) sou: souvan, pafwa sèlman, oswa ditou?	OFTEN 1 SOMETIMES 2 NEVER 3	
DA13. Èske ou (pè/ te pè) (dènye) (mari w/patnè w la): anpil fwa, pafwa, oswa ditou?	MOST OF THE TIME AFRAID 1 SOMETIMES AFRAID 2 NEVER AFRAID 3	
DA14. Check MA7: Was she in a union only once or more than once?	IN A UNION MORE THAN ONCE 1 IN A UNION ONLY ONCE 2	2 ⇒ DA16
DA15A. Talè a nou tap pale konsènan konpòtman (denyè)(mari w/patne w la). Kounye a mwen ta renmen mande w konsènan de konpòtman de (mari /patne) ou te genyen avan. Eske okenn nan ansyen (mari w/patne w yo) pa janm frape, souflete, baw koutpye, oswa fè w okenn lòt bagay pou fè w mal fizikman?	YES 1 NO 2	2 ⇒ DA15B
DA15A1. konbyen tan sa genyen depi lè l te dènye rive?	0-11 MONTHS AGO 1 12+ MONTHS AGO 2 DON'T REMEMBER 3	
DA15B. Eske okenn nan ansyen (mari w/patnè w yo) pat fòse w antre an kontak fizikman oswa pèfome okenn aktivite seksyèl kont volonte w?	YES 1 NO 2	2 ⇒ DA15C
DA15B1. konbyen tan sa genyen depi lè l te dènye rive w?	0-11 MONTHS AGO 1 12+ MONTHS AGO 2 DON'T REMEMBER 3	
DA15C. Èske okenn nan ansyen (mari w/patnè w) te imilye ou devan lòt moun, menase w pou frape w oswa few santi w pa anyen?	YES 1 NO 2	2 ⇒ DA16
DA15C1. konbyen tan sa genyen depi lè l te dènye rive?	0-11 MONTHS AGO 1 12+ MONTHS AGO 2 DON'T REMEMBER 3	
DA16. Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?	EVER IN A UNION 1 NEVER IN A UNION 2	1 ⇒ DA16A 2 ⇒ DA16B

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<p>DA16A. Depi lè ou te genyen 15 zan, èske okenn lòt moun apa de (mari w/patnè w) te frape w, souflete w, ba w koutpye oswa fè okenn lòt bagay pou fizikman fe w mal?</p> <p>DA16B. Depi lè ou te genyen 15 zan, eske okenn moun te frape w, souflete w, ba w koutpye oswa fè okenn lòt bagay pou fizikman fè w mal?</p>	<p>YES 1 NO 2 REFUSED TO ANSWER/NO ANSWER 3</p>	<p>2 ⇒DA19A 3 ⇒DA19A</p>
<p>DA17. Ki moun ki te fè w mal nan sans sa?</p> <p><i>Probe:</i> Okenn lòt moun?</p> <p><i>Record all mentioned</i></p>	<p>MOTHER/STEP-MOTHER A FATHER/STEP-FATHER B SISTER/BROTHER C DAUGHTER/SON D OTHER RELATIVE E CURRENT BOYFRIEND F FORMER BOYFRIEND G MOTHER-IN-LAW H FATHER-IN-LAW I OTHER IN-LAW J TEACHER K EMPLOYER/SOMEONE AT WORK L POLICE/SOLDIER M</p> <p>OTHER (<i>specify</i>) X</p>	
<p>DA18. Nan 12 dènye mwa pase sa yo, konbyen fwa (moun sa/moun sa yo) fè w mal fizikman: souvan, pafwa sèlman, oswa sa pa fèt ditou?</p>	<p>OFTEN 1 SOMETIMES 2 NOT AT ALL 3</p>	
<p>DA19A. <i>Check CM1: ever given birth?</i></p>	<p>YES 1 NO 2</p>	<p>1 ⇒DA20</p>
<p>DA19B. Ou pat janm ansent?</p>	<p>YES 1 NO 2</p>	<p>2 ⇒DA22</p>
<p>DA20. Pat janm gen moun ki frape, souflete w, baw koutpye oswa fè w okenn lòt bagay ki pou fè w mal fizikman lè w te ansent la?</p>	<p>YES 1 NO 2</p>	<p>2 ⇒DA22</p>

<p>DA21. Ki moun ki te fè w youn nan bagay sa yo pou fè w mal fizikman lè w te ansent la?</p> <p><i>Probe:</i> Okenn lòt moun?</p> <p><i>Record all mentioned</i></p>	<p>CURRENT HUSBAND/PARTNER..... A MOTHER/STEP-MOTHER B FATHER/STEP-FATHER C SISTER/BROTHER..... D DAUGHTER/SON..... E OTHER RELATIVE..... F FORMER HUSBAND/PARTNER..... G CURRENT BOYFRIEND H FORMER BOYFRIEND I MOTHER-IN-LAW J FATHER-IN-LAW K OTHER IN-LAW..... L TEACHER M EMPLOYER/SOMEONE AT WORK N POLICE/SOLDIER..... O</p> <p>OTHER (<i>specify</i>) X</p>	
<p>DA22. Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?</p>	<p>EVER IN A UNION 1 NEVER IN A UNION 2</p>	<p>1 ⇒DA22A 2 ⇒DA22B</p>
<p>DA22A. Kounye a mwen vle mande w sou bagay kite kapab rive w pa youn moun apa de (mari w/patnè w). Okenn lè nan lavi w, kòm timoun oswa granmoun, èske okenn moun pat fòse w antre an kontak fizikman oswa pèfome okenn aktivite seksyèl kont volonte w?</p> <p>DA22B. Okenn lè nan lavi w kòm youn timoun oswa granmou, nan nenpòt sans, okenn moun pat fòse w antre an kontak fizikman oswa antrene w nan okenn aktivite seksyèl pandan ke ou pat vle?</p>	<p>YES 1 NO 2 REFUSED TO ANSWER/ NO ANSWER 3</p>	<p>2 ⇒DA26 3 ⇒DA26</p>
<p>DA23. Kimoun kite fòse w fè sa premye fwa lè sa te rive a?</p>	<p>CURRENT HUSBAND/PARTNER.....01 FORMER HUSBAND/PARTNER.....02 CURRENT /FORMER BOYFRIEND.....03 FATHER/STEP-FATHER.....04 BROTHER/STEP BROTHER05 OTHER RELATIVE.....06 IN-LAW07 OWN FRIEND/ACQUAINTANCE08 FAMILY FRIEND09 TEACHER10 EMPLOYER/SOMEONE AT WORK11 POLICE/SOLDIER.....12 PRIEST/RELIGIOUS LEADER.....13 STRANGER.....14</p> <p>OTHER (<i>specify</i>) 96</p>	

MICS6.WM.45

<p>DA23A. Ki kote ou te ye lè sa te rive w la?</p>	<p>HOME.....01 PERPETRATOR'S HOME02 SOMEONE'S ELSE HOME03 BUSH.....04 MARKET SHOP.....05 SCHOOL.....06 CAR/BUS07 CHURCH.....08 WORKPLACE.....09 OTHER (<i>specify</i>) _____ 96</p>	
<p>DA24. <i>Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?</i></p>	<p>EVER IN A UNION 1 NEVER IN A UNION 2</p>	<p>1 ⇒DA24A 2 ⇒DA24B</p>
<p>DA24A. Nan 12 dènye mwa yo, èske te gen lòt moun apa de (mari w/patnè w) ki te fòse w antre an kontak fizikman oswa antrene w nan aktivite seksyèl pandan ke ou pat vle?</p> <p>DA24B. Nan 12 dènye mwa yo, okenn moun pat fòse w fizikman antre an kontak seksyèl pandan ke ou pat vle?</p>	<p>YES 1 NO 2</p>	<p>1 ⇒DA25</p>
<p>DA24C. <i>Check DA5(H-J) and DA15B</i></p>	<p>AT LEAST ONE 'YES' 1 NOT A SINGLE 'YES' 2</p>	<p>2 ⇒DA26</p>
<p>DA25. <i>Check MA1 and MA5: Was she ever married/ lived with a man/ in a visiting relationship?</i></p>	<p>EVER IN A UNION 1 NEVER IN A UNION 2</p>	<p>1 ⇒DA25A 2 ⇒DA25B</p>
<p>DA25A. Ki laj ou te genyen lè yo te premye fòse w antre an kontak seksyèl oswa pèfome nan nenpòt lòt aktivite seksyèl ak lòt moun, enkli (nenpòt) mari w/patnè w?</p> <p>DA25B. Ki laj ou te genyen lè yo te premye fòse w antre an kontak seksyèl oswa pèfome nan nenpòt lòt aktivite seksyèl?</p>	<p>AGE IN COMPLETED YEARS __ __ DON'T KNOW 98</p>	
<p>DA26. <i>Check DA5(A-J), DA15(A, B), DA16(A, B), DA20 and DA22.</i></p>	<p>AT LEAST ONE "YES" 1 NOT A SINGLE "YES" 2</p>	<p>2 ⇒DA30</p>
<p>DA27. Lè w ap reflechi, de esperyans ou te fè pami tout diferan bagay nou tap pale yo, ou pat janm eseye chèche èd?</p>	<p>YES 1 NO 2</p>	<p>2 ⇒DA29</p>

MICS6.WM.46

<p>DA28. De ki moun ou tap chèche èd?</p> <p><i>Probe: Nenpòt lòt moun?</i></p> <p><i>Record all mentioned</i></p>	<p>OWN FAMILY A</p> <p>HUSBAND'S/PARTNER'S FAMILY B</p> <p>CURRENT/FORMER/HUSBAND/PARTNER C</p> <p>CURRENT/FORMER BOYFRIEND D</p> <p>FRIEND E</p> <p>NEIGHBOR F</p> <p>RELIGIOUS LEADER G</p> <p>DOCTOR/MEDICAL PERSONNEL H</p> <p>POLICE..... I</p> <p>LAWYER..... J</p> <p>SOCIAL SERVICE ORGANIZATION K</p> <p>OTHER (<i>specify</i>) X</p>	<p>A ⇒DA30</p> <p>B ⇒DA30</p> <p>C ⇒DA30</p> <p>D ⇒DA30</p> <p>E ⇒DA30</p> <p>F ⇒DA30</p> <p>G ⇒DA30</p> <p>H ⇒DA30</p> <p>I ⇒DA30</p> <p>J ⇒DA30</p> <p>K ⇒DA30</p> <p>X ⇒DA30</p>																
<p>DA29. Eske w pat janm di pèsòn moun sa?</p>	<p>YES 1</p> <p>NO 2</p>																	
<p>DA30. Daprè saw konen, èske papa w te konn bat manman w?</p>	<p>YES 1</p> <p>NO 2</p> <p>DON'T KNOW 8</p>																	
<p><i>Thank the respondent for her cooperation and reassure her about the confidentiality of her answers. Fill out the questions below with reference to the Domestic Violence Module only.</i></p>																		
<p>DA31. Did you have to interrupt the interview because some adult was trying to listen, or came into the room, or interfered in any other way?</p> <p>A. Husband/partner</p> <p>B. Other male adult</p> <p>C. Female adult</p>	<table border="1"> <thead> <tr> <th></th> <th>YES, ONCE</th> <th>YES, MORE THAN ONCE</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>A. HUSBAND/PARTNER</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>B. OTHER MALE ADULT</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>C. FEMALE ADULT</td> <td>1</td> <td>2</td> <td>3</td> </tr> </tbody> </table>		YES, ONCE	YES, MORE THAN ONCE	NO	A. HUSBAND/PARTNER	1	2	3	B. OTHER MALE ADULT	1	2	3	C. FEMALE ADULT	1	2	3	
	YES, ONCE	YES, MORE THAN ONCE	NO															
A. HUSBAND/PARTNER	1	2	3															
B. OTHER MALE ADULT	1	2	3															
C. FEMALE ADULT	1	2	3															
<p>DA32. Interviewer's comments / explanation for not completing the Domestic Violence Module</p>	<p>_____</p> <p>_____</p> <p>_____</p>																	

MICS6.WM.47

WM10. Record the time.	HOURS AND MINUTES : ..	
WM11. Was the entire interview completed in private or was there anyone else during the entire interview or part of it?	<p>YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE 1</p> <p>NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW (specify) 2</p> <p>NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW (specify) 3</p>	
WM12. Language of the Questionnaire.	<p>ENGLISH 1</p> <p>CREOLE..... 2</p>	
WM13. Language of the Interview.	<p>ENGLISH 1</p> <p>CREOLE..... 2</p> <p>SPANISH 3</p> <p>OTHER LANGUAGE (specify) 6</p>	
WM14. Native language of the Respondent.	<p>ENGLISH 1</p> <p>CREOLE..... 2</p> <p>SPANISH 3</p> <p>OTHER LANGUAGE (specify) 6</p>	
WM15. Was a translator used for any parts of this questionnaire?	<p>YES, THE ENTIRE QUESTIONNAIRE..... 1</p> <p>YES, PARTS OF THE QUESTIONNAIRE..... 2</p> <p>NO, NOT USED 3</p>	
<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?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> No ⇒ Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?</p> <p><input type="checkbox"/> 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?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>		

MICS6.WM.48

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.WM.49

E.2.4 QUESTIONNAIRE FOR INDIVIDUAL MEN



QUESTIONNAIRE FOR INDIVIDUAL MEN
Turks and Caicos Islands MICS, 2019/2020



MAN'S INFORMATION PANEL		MWM
MWM1. Cluster number: _____	MWM2. Household number: _____	
MWM3. Man's name and line number: NAME _____	MWM4. Supervisor's name and number: NAME _____	
MWM5. Interviewer's name and number: NAME _____	MWM6. Day / Month / Year of interview: _____ / _____ / 20 ____	

<p>Check man's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE. If age 15-17, verify in HH39 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 MWM17.</p>		<p>MWM7. Record the time: HOURS : MINUTES _____ : _____</p>
<p>MWM8. 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 ⇒MWM9B NO, FIRST INTERVIEW 2 ⇒MWM9A</p>	
<p>MWM9A. Bonjou/Bonswa, non mwen se (your name). Nou soti nan DEPATMAN STATISTIK. Nou ap fe yon rezansman sou sitiyasyon timoun, fanmi epi moun kap viv nan kay la. Mwen ta renmen pale avèk ou sou sante'w ak lòt sijè. Entèvyou sa a anjeneral pran apeprè 20 minit epi enfòmasyon sa yo pral itilize pou pran desizyon sou devlopman nan TCI. Epi tou nou ap fe entèvyou ak manman konsènan pitit li yo. Tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl epi anonim. Si ou pa vle reponn yon kesyon oswa sispann entèvyou a, tanpri, fe mwen konnen. Èske mwen ka komanse kounye a?</p>	<p>MWM9B. Kounye a mwen ta renmen pale avèk ou sou sante'w epi lòt sijè nan plis detay. Entèvyou sa kapab pran apeprè 20 minit. Anko tout enfòmasyon nap genyen yo ap rete strikteman konfidansyèl epi anonim. Si ou chwazi pa reponn yon kesyon oswa kanpe entèvyou a, tanpri fè mwen konnen. Mwen ka komanse kounye a?</p>	
<p>YES..... 1 NO / NOT ASKED..... 2</p>	<p>1 ⇒MAN'S BACKGROUND Module 2 ⇒MWM17</p>	

<p>MWM17. Result of man's interview. Discuss any result not completed with Supervisor.</p>	<p>COMPLETED01 NOT AT HOME02 REFUSED.....03 PARTLY COMPLETED04 INCAPACITATED (specify)05 NO ADULT CONSENT FOR RESPONDENT AGE 15-1706 OTHER (specify)96</p>
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MAN'S BACKGROUND		MWB
MWB1. Check the respondent's line number (MWM3) in MAN'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, MWM3=HH471 NO, RESPONDENT IS NOT THE SAME, MWM3≠HH47.....2	2 ⇒MWB3
MWB2. Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest level of school attended:	ED5=13, 14, 15, 16, 17 OR 181 ED5=00, 11, 12, 98 OR BLANK.....2	1 ⇒MWB15 2 ⇒MWB14
MWB3. Nan ki mwa e ane ou fèt?	DATE OF BIRTH MONTH..... __ __ DK MONTH..... 98 YEAR __ __ __ __ DK YEAR.....9998	
MWB4. Ki laj ou genyen? <i>Probe: Pou dènye anivèsè'w ki laj ou te genyen?</i> <i>If responses to MWB3 and MWB4 are inconsistent, probe further and correct. Age must be recorded.</i>	AGE (IN COMPLETED YEARS) __ __	
MWB5. Èske ou pat janm ale lekòl oswa patisipe nan okenn pwogram edikasyon timoun piti?	YES.....1 NO2	2 ⇒MWB14
MWB6. Ki pi wo nivo edikasyon'w epi ki klas ou te rive oswa konbyen ane ou te fè lekòl?	EARLY CHILDHOOD EDUCATION000 PRIMARY.....11 __ __ LOWER SECONDARY12 __ __ UPPER SECONDARY13 __ __ POST SECONDARY – NONTERTIARY14 __ __ ASSOCIATE'S DEGREE15 __ __ BACHELOR'S DEGREE16 __ __ MASTER'S DEGREE.....17 __ __ PH. D.....18 __ __	000 ⇒MWB14
MWB7. Èske ou pat janm tèmine nan (klas/ane)?	YES.....1 NO2	
MWB8. Check MWB4: Age of respondent:	AGE 15-24.....1 AGE 25-49.....2	2 ⇒MWB13
MWB9. Pat gen okenn lè nan ane sa ou te ale lekòl?	YES.....1 NO2	2 ⇒MWB11
MWB10. Pandan ane lekòl sa nan ki klas oswa ane ou rive?	PRIMARY.....11 __ __ LOWER SECONDARY12 __ __ UPPER SECONDARY13 __ __ POST SECONDARY – NONTERTIARY14 __ __ ASSOCIATE'S DEGREE15 __ __ BACHELOR'S DEGREE16 __ __ MASTER'S DEGREE.....17 __ __ PH. D.....18 __ __	
MWB11. Okenn lè nan ane lekòl pase a, èske ou te ale lekòl?	YES.....1 NO2	2 ⇒MWB13

MICS6.ME.2

MWB12. Pandan ane lekòl ki sot pase a nan ki nivo, ki klas oswa ane ou rive?	PRIMARY..... 11 ___ LOWER SECONDARY 12 ___ UPPER SECONDARY 13 ___ POST SECONDARY – NONTERTIARY 14 ___ ASSOCIATE’S DEGREE 15 ___ BACHELOR’S DEGREE 16 ___ MASTER’S DEGREE..... 17 ___ PH. D..... 18 ___	
MWB13. Check MWB6: Highest level of school attended:	MWB6=13, 14, 15, 16, 17, OR 18.....1 MWB6=11 OR 122	1 ⇒MWB15
MWB14. Kounye a mwen ta renmen ou li fraz sa pou mwen. <i>Show sentence on the card to the respondent.</i> <i>If respondent cannot read whole sentence, probe: Ou kapab li yon pati nan fraz sa pou mwen?</i>	CANNOT READ AT ALL.....1 ABLE TO READ ONLY PARTS OF SENTENCE.....2 ABLE TO READ WHOLE SENTENCE.....3 NO SENTENCE IN REQUIRED LANGUAGE / BRAILLE (specify language)4	
MWB15. Konbyen tan ou genyen depi wap viv nan ? (name of current island of residence)? <i>If less than one year, record ‘00’ years.</i>	YEARS ALWAYS / SINCE BIRTH.....95	95 ⇒MWB18
MWB17. Avan’w te rete la, nan ki zile ou tap viv?	PROVIDENCIALES11 GRAND TURK12 NORTH CAICOS13 MIDDLE CAICOS14 SOUTH CAICOS15 SALT CAY.....16 OUTSIDE OF TURKS AND CAICOS ISLANDS (specify)96	
MWB18. Èske’w kouvri pa yon asirans sante? <i>If No’, probe: Èske ou gen NHIP?</i>	YES.....1 NO2	2 ⇒End
MWB19. Ki tip de asirans sante ou genyen? <i>Record all mentioned.</i>	NATIONAL HEALTH INSURANCE PLAN (NHIP)A HEALTH INSURANCE THROUGH EMPLOYERB NATIONAL INSURANCE.....C OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE.....D OTHER (specify)X	

MICS6.ME.3

MASS MEDIA AND ICT	MMT	
<p>MMT1. Ou kon li jounal oswa magazin omwen yon fwa pa semen oswa mwens ke yon fwa pa semen oubyen w pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2.</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MMT2. Èske w tande radio omwen yon fwa pa semen, mwens ke yon fwa pa semen oswa ou pa fè sa ditou?</p> <p><i>If 'At least once a week', probe:Èske w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MMT3. Èske w gade televizyon omwen yon fwa pa semen, mwens ke yon fwa pa semen oswa ou pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
<p>MMT4. Ou pa janm itilize yon òdinatè oswa yon tablèt nan okenn kote?</p>	<p>YES.....1 NO2</p>	2 ⇒MMT9
<p>MMT5. Pandan (3) mwa pase yo, èske ou pat janm itilize yon òdinatè oswa yon tablèt omwen yon fwa pa semen, mwens ke yon fwa pa semen oswa ou pa fè sa ditou?</p> <p><i>If 'At least once a week', probe: Èske w ta di sa fèt prèske chak jou?</i></p> <p><i>If 'Yes' record 3, if 'No' record 2</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	0 ⇒MMT9

	YES	NO	
MMT6. Pandan 3 mwa pase yo, èske ou:			
[A] Kopye oswa deplase yon fichye?	COPY/MOVE FILE	1 2	
[B] Fè kopi/ kole pou diplike oswa deplase enfomasyon nan yon dokiman?	USE COPY/PASTE IN DOCUMENT	1 2	
[C] Atache yon dosye pou voye yon e-mail, tankòu, dokiman, foto, videyo?	SEND E-MAIL WITH ATTACHMENT	1 2	
[D] Itilize yon fòmil aritmetik senp nan yon lojisyèl kalkil .Egzanp. Excel?	USE BASIC SPREADSHEET FORMULA.	1 2	
[E] Konekte epi enstale yon nouvo aparèy, tankou yon modèm, kamera oswa enprimant?	CONNECT DEVICE.....	1 2	
[F] Jwenn, telechaje, enstale ak konfigire lojisyèl?	INSTALL SOFTWARE	1 2	
[G] Kreye yon prezantasyon elektwonik ak lojisyèl prezantasyon, ki gen ladan tèks, imaj, son, videyo oswa tablo?	CREATE PRESENTATION	1 2	
[H] Transfè yon dosye ant yon òdinatè ak yon lòt aparèy elektronik?	TRANSFÈR FILE	1 2	
[I] Ekri yon program pou òdinatè avèk nenpòt langaj programasyon?	PROGRAMMING	1 2	
MMT7. Check MMT6[C]: Is 'Yes' recorded?	YES, MMT6[C]=1.....	1	1 ⇒MMT10
	NO, MMT6[C]=2	2	
MMT8. Check MMT6[F]: Is 'Yes' recorded?	YES, MMT6[F]=1	1	1 ⇒MMT10
	NO, MMT6[F]=2.....	2	
MMT9. Èske'w pa janm itilize entènèt okenn kote epi nan okenn aparèy?	YES.....	1	2 ⇒MMT11
	NO	2	
MMT10. Pandan (3) twa dènye mwa yo, èske ou te itilize entènèt la omwen yon fwa pa semenn, mwens pase yon fwa pa semenn oswa'w pa fè sa ditou? <i>If 'At least once a week', probe: Èske'w ta di sa fèt prèske chak jou?</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	
MMT11. Ou posede yon telefòn mobil?	YES.....	1	
	NO	2	

MICS6.ME.5

<p>MMT12. Pandan (3) twa dènye mwa yo, èske ou te itilize yon telefòn mobil omwen yon fwa pa semenn, mwens pase yon fwa pa semenn oswa ou pa fè sa ditou?</p> <p><i>Probe if necessary:</i> Mwen vle di, Èske ou pa janm kominike ak yon moun pa mwayen telefòn?</p> <p><i>If 'At least once a week', probe:</i> Èske'w ta di sa fèt prèske chak jou?</p> <p><i>If 'Yes' record 3, if 'No' record 2.</i></p>	<p>NOT AT ALL.....0 LESS THAN ONCE A WEEK.....1 AT LEAST ONCE A WEEK2 ALMOST EVERY DAY3</p>	
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FERTILITY		MCM
<p>MCM1. Kounye a mwen ta renmen mande'w konsènan tout timoun ou genyen pandan wap viv. Mwen entèrese de tout timoun biolojik ou, menm si legalman yo pa pou ou oswa yo pa pote sinyati ou.</p> <p>Èske'w pat janm gen pitit avèk okenn fiy?</p> <p><i>This module should only include children born alive. Any stillbirths should not be included in response to any question.</i></p>	<p>YES..... 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	<p>2 ⇒ MCM8</p> <p>8 ⇒ MCM8</p>
<p>MCM2. Èske'w pa gen okenn pitit fiy oswa gason byolojik, ki ap viv avèk ou kounye a?</p>	<p>YES..... 1</p> <p>NO..... 2</p>	<p>2 ⇒ MCM5</p>
<p>MCM3. Konbyen pitit gason kap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	<p>SONS AT HOME..... _ _</p>	
<p>MCM4 Konbyen pitit fiy kap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	<p>DAUGHTERS AT HOME..... _ _</p>	
<p>MCM5. Èske'w pa gen okenn pitit gason oswa fiy ki vivan men ki pap viv avèk ou?</p>	<p>YES..... 1</p> <p>NO..... 2</p>	<p>2 ⇒ MCM8</p>
<p>MCM6. Konbyen pitit gason ou genyen ki vivan men ki pap viv avèk ou</p> <p><i>If none, record '00'.</i></p>	<p>SONS ELSEWHERE..... _ _</p>	
<p>MCM7. Konbyen pitit fiy ou genyen ki vivan men ki pap viv avèk ou?</p> <p><i>If none, record '00'.</i></p>	<p>DAUGHTERS ELSEWHERE..... _ _</p>	
<p>MCM8. Èske'w pat janm fè yon pitit gason oswa fiy kite fèt vivan men ki mouri apre sa?</p> <p><i>If 'No' probe by asking:</i></p> <p>Mvle di, nenpòt ti bebe ki kriye, ki fè mouvman, rele, oswa fè efò pou respire byen, oswa ki montre ke lap viv menm si se te pou yon moman trè kout?</p>	<p>YES..... 1</p> <p>NO..... 2</p>	<p>2 ⇒ MCM11</p>
<p>MCM9. Konbyen ti gason kite mouri?</p> <p><i>If none, record '00'.</i></p>	<p>BOYS DEAD..... _ _</p>	
<p>MCM10. Konbyen ti fiy kite mouri?</p> <p><i>If none, record '00'.</i></p>	<p>GIRLS DEAD..... _ _</p>	
<p>MCM11. <i>Sum answers to MCM3, MCM4, MCM6, MCM7, MCM9 and MCM10.</i></p>	<p>SUM..... _ _</p>	
<p>MCM12. Jis poum asire mwen gen tout bagay korèk, ou te papa (total number in MCM11) timoun ki te fèt vivan pandan'w ap viv. Sa korèk?</p>	<p>YES..... 1</p> <p>NO..... 2</p>	<p>1 ⇒ MCM14</p>
<p>MCM13. <i>Check responses to MCM1-MCM10 and make corrections as necessary until response in MCM12 is 'Yes'.</i></p>		

MICS6.ME.7

MCM14. Check <i>MCM11</i> : How many live births fathered?	NO LIVE BIRTHS, MCM11=00..... 0 ONE LIVE BIRTH ONLY, MCM11=01 1 TWO OR MORE LIVE BIRTHS, MCM11=02 OR MORE..... 2	0 ⇒End 1 ⇒MCM18A
MCM15. Tout timoun ou te papa yo te gen menm manman biolojik?	YES.....1 NO.....2	1 ⇒MCM17
MCM16. An tou konbyen fiy ou te fè pitit avèk yo?	NUMBER OF WOMEN..... _ _	
MCM17. Ki laj ou te genyen lè premye pitit ou a te fèt?	AGE IN YEARS _ _	⇒MCM18B
MCM18A. Nan ki mwa epi ki ane timoun ou te genyen an te fèt? MCM18B. Nan ki mwa epi ane, dènye (<i>total number in MCM11</i>) timou sa yo te fèt menm si genyen nan yo ki te mouri? <i>Month and year must be recorded.</i>	DATE OF LAST BIRTH MONTH..... _ _ YEAR _ _ _ _	

MICS6.ME.8

ATTITUDES TOWARD DOMESTIC VIOLENCE

MDV

MDV1. Pafwa yon mari oswa yon patnè kon kontrarye oswa fache pa bagay ke madanm li oswa patnè 'l fè. Nan opinyon ou, èske yon mari oswa patnè gen dwa nan frape oswa bat madanm oswa patnè li nan sitiyasyon sa yo:

		YES	NO	DK
[A]	Si fiy a soti sanl pa dil?			
	GOES OUT WITHOUT TELLING	1	2	8
[B]	Si fiy a neglije timoun yo?			
	NEGLECTS CHILDREN	1	2	8
[C]	Si fiy a ap diskite avèk li?			
	ARGUES WITH HIM.....	1	2	8
[D]	Si fiy a pa vle fè sèks avèk li?			
	REFUSES SEX	1	2	8
[E]	Si fiy a fè manje boule?			
	BURNS FOOD.....	1	2	8
[F]	Si fiy a fè sèks ak lòt patnè?			
	HAS SEX WITH ANOTHER.....	1	2	8

MICS6.ME.9

VICTIMISATION	MVT	
<p>MVT1. <i>Check for the presence of others. Before continuing, ensure privacy.</i></p> <p>Koulye a, mwen ta renmen poze ou kèk kesyon sou krim kote ou pèsònèlman te viktim lan.</p> <p>Banm asire'w avan ke tout repons ou konpletman konfidansyèl epi okenn lòt moun pap konen'l.</p> <p>Nan (3) twa dènye ane yo, ki te pase (<i>month of interview</i>) (<i>year of interview minus 3</i>), te gen moun ki pran oswa eseye pran yon afè'w ki itilize fòs swa menase'w avèk presyon?</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: Li kapab difisil pou raple'w ensidan sak te pase yo, tanpri pran yon ti nan pou reflechi avan'w reponn mwen.</i></p>	<p>YES.....1</p> <p>NO.....2</p> <p>DK.....8</p>	<p>2 ⇒MVT9B</p> <p>8 ⇒MVT9B</p>
<p>MVT2. Èske sa te rive pandan douz dènye mwa yo, sa vle di, depi (<i>month of interview</i>) (<i>year of interview minus 1</i>)?</p>	<p>YES, DURING THE LAST 12 MONTHS1</p> <p>NO, MORE THAN 12 MONTHS AGO2</p> <p>DK / DON'T REMEMBER8</p>	<p>2 ⇒MVT5B</p> <p>8 ⇒MVT5B</p>
<p>MVT3. Konbyen fwa sa te rive pandan douz dènye mwa sa yo?</p> <p><i>If 'DK/Don't remember', probe: Sa te rive yon sèl fwa,de fwa, oubyen omwen twa fwa?</i></p>	<p>ONE TIME.....1</p> <p>TWO TIMES2</p> <p>THREE OR MORE TIMES3</p> <p>DK / DON'T REMEMBER8</p>	
<p>MVT4. <i>Check MVT3: One or more times?</i></p>	<p>ONE TIME, MVT3=1.....1</p> <p>MORE THAN ONCE OR DK, MVT3=2, 3 OR 82</p>	<p>1 ⇒MVT5A</p> <p>2 ⇒MVT5B</p>
<p>MVT5A. Pandan sa te rive, èske yo pat volè okenn afè'w ?</p>	<p>YES.....1</p> <p>NO.....2</p>	
<p>MVT5B. Dènye fwa sa te rive a, èske yo pat volè okenn afèw?</p>	<p>DK / NOT SURE8</p>	
<p>MVT6.Èske moun (nan/yo) te gen zam?</p>	<p>YES.....1</p> <p>NO.....2</p> <p>DK / NOT SURE8</p>	<p>2 ⇒MVT8</p> <p>8 ⇒MVT8</p>
<p>MVT7. Èske yo te itilize kouto, yon zam oswa yon lòt bagay tankòu zam?</p> <p><i>Record all that apply.</i></p>	<p>YES, A KNIFEA</p> <p>YES, A GUNB</p> <p>YES, SOMETHING ELSEX</p>	
<p>MVT8. Èske oumenm oubyen lòt moun te rapòte sa bay la polis</p> <p><i>If 'Yes', probe: Ensidan sa ou te rapote'l oubyen yon lòt moun?</i></p>	<p>YES, RESPONDENT REPORTED.....1</p> <p>YES, SOMEONE ELSE REPORTED.....2</p> <p>NO, NOT REPORTED3</p> <p>DK / NOT SURE8</p>	<p>1 ⇒MVT9A</p> <p>2 ⇒MVT9A</p> <p>3 ⇒MVT9A</p> <p>8 ⇒MVT9A</p>

MICS6.ME.10

<p>MVT9A. Apa de ensidan (sa/ sa yo) nou te kouvri a,èske nan twa (3) dènye ane pase yo, sa vle di depi (<i>month of interview</i>) (<i>year of interview minus 3</i>) yo te atake'w fizikman ?</p> <p>MVT9B. Nan menm periòd twazan sa yo, sa vle di depi (<i>month of interview</i>) (<i>year of interview minus 3</i>) yo te atake'w fizikman</p> <p><i>If 'No', probe:</i> Yon atak ka rive nan kay la oswa nenpòt kote andeyò kay la, tankòu nan lòt kay, nan lari a, nan lekòl la, nan transpò piblik, restoran oswa nan travay ou.</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 MVT1.</i></p>	<p>YES1</p> <p>NO.....2</p> <p>DK.....8</p>	<p>2 ⇒MVT20</p> <p>8 ⇒MVT20</p>
<p>MVT10. Èske sa te pase pandan (12) douz dènye mwa yo, sa vle di depi (<i>month of interview</i>) (<i>year of interview minus 1</i>)?</p>	<p>YES, DURING THE LAST 12 MONTHS1</p> <p>NO, MORE THAN 12 MONTHS AGO2</p> <p>DK / DON'T REMEMBER8</p>	<p>2 ⇒MVT12B</p> <p>8 ⇒MVT12B</p>
<p>MVT11. Konbyen fwa sa te rive nan 12 dènye mwa yo?</p> <p><i>If 'DK/Don't remember', probe:</i> Èske sa te rive yon fwa, de fwa, oubyen omwen twa fwa.</p>	<p>ONE TIME.....1</p> <p>TWO TIMES2</p> <p>THREE OR MORE TIMES3</p> <p>DK / DON'T REMEMBER8</p>	<p>1 ⇒MVT12A</p> <p>2 ⇒MVT12B</p> <p>3 ⇒MVT12B</p> <p>8 ⇒MVT12B</p>
<p>MVT12A. Ki kote sa te rive?</p> <p>MVT12B. Ki kote sa te rive nan denyè fwa sa?</p>	<p>AT HOME11</p> <p>IN ANOTHER HOME.....12</p> <p>IN THE STREET21</p> <p>ON PUBLIC TRANSPORT22</p> <p>PUBLIC RESTAURANT / CAFÉ / BAR.....23</p> <p>OTHER PUBLIC (<i>specify</i>)26</p> <p>AT SCHOOL31</p> <p>AT WORKPLACE32</p> <p>OTHER PLACE (<i>specify</i>)96</p>	
<p>MVT13. Konbyen moun ki te enplike nan atak sa?</p> <p><i>If 'DK/Don't remember', probe:</i> Se te yon moun, de,oswa omwen twa ?</p>	<p>ONE PERSON1</p> <p>TWO PEOPLE.....2</p> <p>THREE OR MORE PEOPLE3</p> <p>DK / DON'T REMEMBER8</p>	<p>1 ⇒MVT14A</p> <p>2 ⇒MVT14B</p> <p>3 ⇒MVT14B</p> <p>8 ⇒MVT14B</p>

MICS6.ME.11

MVT14A. Nan moman ensidan sa ou te rekonèt moun nan?	YES1 NO.....2	
MVT14B. Nan moman ensidan sa, ou te rekòtè omwen youn nan moun yo?	DK / DON'T REMEMBER8	
MVT17. Èske moun (nan/yo) te gen zam?	YES1 NO.....2 DK / NOT SURE8	2⇒MVT19 8⇒MVT19
MVT18. Yon kouto, yon zam oswa yon lòt bagay yo te itilize kòm zam? <i>Record all that apply.</i>	YES, A KNIFEA YES, A GUNB YES, SOMETHING ELSEX	
MVT19. Ou menm oswa yon lòt moun te rapòte sa bay polis? <i>If 'Yes', probe: Ensidan sa ou te rapòte'l oswa yon lòt moun?</i>	YES, RESPONDENT REPORTED1 YES, SOMEONE ELSE REPORTED2 NO, NOT REPORTED3 DK / NOT SURE8	
MVT20. Nan ki nivo sekirite ou santi w lèw ap mache lannwit nan katye lakay ou?	VERY SAFÈ1 SAFÈ2 UNSAFÈ3 VERY UNSAFÈ4 NEVER WALK ALONE AFTER DARK7	
MVT21. Eske w ou santi'w an sekirite lannwit lèw lakay ou pou kòw?	VERY SAFÈ1 SAFÈ2 UNSAFÈ3 VERY UNSAFÈ4 NEVER ALONE AFTER DARK7	
MVT22. Nan (12) douz dènye mwa ki pase yo pèsonèlman, èske ou te santi ou diskrimine oswa agase nan fason sa yo		
	YES NO DK	
[A] Etnik/Ras oswa orijin Kote'w soti a?	ETHNIC / IMMIGRATION 1 2 8	
[B] Sèks?	SEX 1 2 8	
[C] Oryantasyon seksyèl?	SEXUAL ORIENTATION 1 2 8	
[D] Laj?	AGE 1 2 8	
[E] Relijyon oswa kwayans?	RELIGION / BELIEF 1 2 8	
[F] Andikap?	DISABILITY 1 2 8	
[X] Pou nenpòt lòt rezon?	OTHER REASON 1 2 8	

MICS6.ME.12

MARRIAGE/UNION		MMA
MMA1. Aktyèlman èske ou marye, wap viv ansanm ak yon moun tankou nou te marye oswa nan yon inyon lib?	YES, CURRENTLY MARRIED..... 1 YES, LIVING WITH A PARTNER..... 2 YES, HAVE A VISITING PARTNER..... 0 NO, NOT IN UNION 3	3 ⇒MMA5
MMA3. Èske w gen lòt madanm, èske w abite avèk lòt patnè tankou nou te marye oswa si ou genyen (yon) relasyon lib?	YES..... 1 NO 2	2 ⇒MMA7
MMA4. Konbyen lòt madanm, patnè kap viv ansanm avè w oswa relasyon lib ou genyen?	NUMBER __ __ DK 98	⇒MMA7 98 ⇒MMA7
MMA5. Èske w te janm marye, tap viv ansanm ak yon moun tankou nou te marye oswa te nan yon relasyon lib?	YES, FORMERLY MARRIED..... 1 YES, FORMERLY LIVED WITH A PARTNER 2 YES, FORMERLY HAD A VISITING PARTNER 0 NO 3	3 ⇒End
MMA6. Ki estate marital ou kounye a: èske ou vèf, divòse oswa separe oubyen ou pa nan yon relasyon lib ankò?	WIDOWED..... 1 DIVORCED..... 2 SEPARATED..... 3 NO LONGER IN A VISITING RELATIONSHIP 0	
MMA7. Èske ou te marye, tap viv ak yon moun oswa te nan yon relasyon lib sèlman yon fwa oswa plis pase yon fwa?	ONLY ONCE 1 MORE THAN ONCE..... 2	1 ⇒MMA8A 2 ⇒MMA8B
MMA8A. Nan ki mwa ak ane ou te kòmanse viv ak (madanm / patnè) oswa te kòmanse relasyon lib sa? MMA8B. Nan ki mwa ak ane ou te kòmanse viv ak premye (madanm / patnè w) oswa te kòmanse <u>premye</u> inyon lib sa?	DATE OF (FIRST) UNION MONTH..... __ __ DK MONTH..... 98 YEAR __ __ __ __ DK YEAR..... 9998	
MMA9. Check MMA8A/B: Is 'DK YEAR' recorded?	YES, MMA8A/B=9998 1 NO, MMA8A/B≠9998..... 2	2 ⇒End
MMA10. Check MMA7: In union only once?	YES, MMA7=1..... 1 NO, MMA7=2 2	1 ⇒MMA11A 2 ⇒MMA11B
MMA11A. Ki laj ou te genyen lè ou te kòmanse viv ak (madanm / patnè w) oswa lè ou te kòmanse relasyon lib la? MMA11B. Ki laj ou te genyen lè ou te kòmanse viv ak <u>premye</u> (madanm / patnè w) oswa lè ou te kòmanse <u>premye</u> inyon lib la?	AGE IN YEARS __ __	

MICS6.ME.13

SEXUAL BEHAVIOUR		MSB
<p>MSB1. <i>Check for the presence of others. Before continuing, make every effort to ensure privacy.</i></p> <p>Koulye a, mwen ta renmen poze ou kèlke kesyon sou aktivite seksyèl, nan fason pou yon pi bon konpreyansyon sou kèk pwoblèm enpòtan nan lavi .</p> <p>Kitem asire'w ankò ke repons ou yo konfidansyèl epi okenn lòt moun pap konnenl.Siw ta gen yon kesyon ou pata renmen repon'n fèm konnen,epi nap pran yon lòt kesyon.</p> <p>Kilaj ou te genyen lèw te premye ale nan relasyon seksyèl?</p>	<p>NEVER HAD INTERCOURSE 00</p> <p>AGE IN YEARS _ _</p> <p>FIRST TIME WHEN STARTED LIVING WITH (FIRST) WIFÈ / PARTNER 95</p>	00 ⇒End
<p>MSB2. Mwen ta renmen kesyon'w sou aktivite seksyèl ou aktyèlman .</p> <p>Ki dènye lè ou te ale nan relasyon seksyèl?</p> <p><i>Record answers in days, weeks or months if less than 12 months (one year). If 12 months (one year) or more, answer must be recorded in years.</i></p>	<p>DAYS AGO 1 _ _</p> <p>WEEKS AGO 2 _ _</p> <p>MONTHS AGO 3 _ _</p> <p>YEARS AGO 4 _ _</p>	4 ⇒End
<p>MSB3. Dènye fwa ou te ale nan rapò seksyèl, ou te itilize kapòt?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>MSB4. Ki relasyonw ak moun ou te nan dènye rapò seksyèl la?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Girlfriend', then ask: Èske nou tap viv ansanm tankou nou te marye? If 'Yes', record '2'. If 'No', record '3'.</i></p>	<p>WIFÈ 1</p> <p>COHABITING PARTNER 2</p> <p>GIRLFRIEND 3</p> <p>CASUAL ACQUAINTANCE 4</p> <p>CLIENT / SEX WORKER 5</p> <p>OTHER (specify) 6</p>	<p>3 ⇒MSB6</p> <p>4 ⇒MSB6</p> <p>5 ⇒MSB6</p> <p>6 ⇒MSB6</p>
<p>MSB5. <i>Check MMA1: Currently married or living with a partner?</i></p>	<p>YES, MMA1=1, 2 OR 0 1</p> <p>NO, MMA1=3 2</p>	1 ⇒MSB7
<p>MSB6. Ki laj moun nan?</p> <p><i>If response is 'DK', probe: Anviron ki laj moun nan te genyen?</i></p>	<p>AGE OF SEXUAL PARTNER..... _ _</p> <p>DK 98</p>	
<p>MSB7. Apa de moun sa , pandan (12) douz dènye mwa sa yo, Èske'w pat gen rapò seksyèl ak okenn lòt moun?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒End
<p>MSB8. Dènye relasyon seksyèl ou te genyen avèk yon lòt moun ,èske'w te itilize kapòt ?</p>	<p>YES 1</p> <p>NO 2</p>	

MICS6.ME.14

<p>MSB9. Ki relasyon'w ak moun sa?</p> <p><i>Probe to ensure that the response refers to the relationship at the time of sexual intercourse</i></p> <p><i>If 'Girlfriend' then ask:</i> Èske'w tap viv ansanm kòm si nou marye?</p> <p><i>If 'Yes', record '2'. If 'No', record '3'.</i></p>	<p>WIFÈ..... 1</p> <p>COHABITING PARTNER..... 2</p> <p>GIRLFRIEND 3</p> <p>CASUAL ACQUAINTANCE 4</p> <p>CLIENT / SEX WORKER..... 5</p> <p>OTHER (specify) _____ 6</p>	<p>3 ⇒MSB12</p> <p>4 ⇒MSB12</p> <p>5 ⇒MSB12</p> <p>6 ⇒MSB12</p>
<p>MSB10. Check MMA1: Currently married or living with a partner?</p>	<p>YES, MMA1=1, 2 OR 0..... 1</p> <p>NO, MMA1=3 2</p>	<p>2 ⇒MSB12</p>
<p>MSB11. Check MMA7: Married or living with a partner only once?</p>	<p>YES, MMA7=1 1</p> <p>NO, MMA7≠1 2</p>	<p>1 ⇒End</p>
<p>MSB12. Ki laj moun nan?</p> <p><i>If response is 'DK', probe:</i> Anviron ki laj moun nan?</p>	<p>AGE OF SEXUAL PARTNER..... _ _</p> <p>DK.....98</p>	

HIV/AIDS		MHA
MHA1. Kounye a mwen ta renmen pale de yon lòt bagay avèk ou. Ou pa janm tande pale de VIH oswa SIDA	YES..... 1 NO 2	2 ⇒ End
MHA2. VIH se viris ki ka lakòz SIDA. Èske 'w panse moun kapab diminye chans pou pran VIH se lè ou chwazi yon sèl patnè ki pa gen VIH epi ki pa gen lòt moun?	YES..... 1 NO 2 DK 8	
MHA3. Èske moun ka pran VIH lè mayengwen mòdew?	YES..... 1 NO 2 DK 8	
MHA4. Èske moun kapab diminye chans pou pran VIH se lè 'w mete kapòt chak lè 'w ap fè sèks?	YES..... 1 NO 2 DK 8	
MHA5 Èske moun ka pran VIH lè wap manje ak moun ki gen VIH?	YES..... 1 NO 2 DK 8	
MHA6. Èske moun ka pran VIH pa maji oswa nan voodoo?	YES..... 1 NO 2 DK 8	
MHA7. Èske li posib pou yon moun ki sanble en sante gen VIH?	YES..... 1 NO 2 DK 8	
MHA8. Èske VIH ka transmèt de yon manman ak yon timoun: [A] Pandan 'l ansent? [B] Pandan 'l ap akouche? [C] Nan alètman?	YES NO DK DURING PREGNANCY 1 2 8 DURING DELIVERY 1 2 8 BY BREASTFEEDING..... 1 2 8	
MHA9. Check MHA8[A], [B] and [C]: At least one 'Yes' recorded?	YES..... 1 NO 2	2 ⇒ MHA24
MHA10. Èske gen yon medikaman espesyal ke yon doktè oswa yon enfimyè ka bay yon fanm ki enfèkte ak VIH pou redwi risk transmisyon nan ti bebe a?	YES..... 1 NO 2 DK 8	
MHA24. Mwen pa bwenzon konnen rezilta a, men ou pa janm fè tès VIH?	YES..... 1 NO 2	2 ⇒ MHA27

MICS6.ME.16

MHA25. Konbyen mwa sa genyen depi ou te fenk fè tès VIH?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	
MHA26. Mwen pa bwizen konen rezilta a, men èske ou te gen rezilta a?	YES..... 1 NO 2 DK 8	1 ⇒MHA28 2 ⇒MHA28 8 ⇒MHA28
MHA27. Èske'w konen yon kote ke moun kapab ale fè tès VIH?	YES..... 1 NO 2	
MHA28. Èske'w pa janm tande pale de kèk kit tès moun ka itilize pou teste tèt yo pou VIH?	YES..... 1 NO 2	2 ⇒MHA30
MHA29. Ou pa janm itilize yon metòd pou teste pròp tèt ou?	YES..... 1 NO 2	
MHA30. Èske ou tap achte legim fre nan yon magazen oswa nan men machann siw te konnen moun sa a gen VIH?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA31. Èske ou panse yon timoun ki gen VIH ta dwe ale lekòl menm kote avèk timoun ki pa genyen VIH?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA32. Èske ou panse moun ezite fè tès VIH paske yo pè pou jan lòt moun ap reyaji si rezilta tès la pozitif pou VIH??	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA33 Èske moun pale mal sou moun kap viv avèk VIH, oswa moun yo panse kap vivi avèk li?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA34 Eskè'w panse moun kap viv ak VIH, oswa moun yo panse kap viv avèk VIH, pèdi respè devan lòt moun ?	YES..... 1 NO 2 DK / NOT SURE / DEPENDS 8	
MHA35 Eskè'w asepte oswa pa asepte avèk deklarasyon sa? Mwen tap wont si yon moun nan fanmi m ta gen VIH	AGREE..... 1 DISAGREE 2 DK / NOT SURE / DEPENDS 8	
MHA36. Èske ou pè ou kapab pran VIH si ta vin gen kontak krache ak yon moun kap viv avèk VIH?	YES..... 1 NO 2 SAYS HE HAS HIV 7 DK / NOT SURE / DEPENDS 8	

MICS6.ME.17

TOBACCO AND ALCOHOL USE		MTA
MTA1. Èske ou pa janm eseye fimèn sigarèt, menm yon sèl fwa oswa eseye pran yon nway?	YES 1 NO 2	2 ⇒ MTA6
MTA2. Ki laj ou te genyen lè ou te fimèn yon sigarèt antye pou premye fwa?	NEVER SMOKED A WHOLE CIGARETTE 00 AGE ____	00 ⇒ MTA6
MTA3. Ou toujoun fimèn sigarèt?	YES 1 NO 2	2 ⇒ MTA6
MTA4. Nan (24) venkatrètan ki pase yo, Konbyen sigarèt ou te fimèn?	NUMBER OF CIGARETTES ____	
MTA5. Pandan dènye mwa pase, sou konbyen jou ou te fimèn sigarèt? <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 0 ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
MTA6. Ou pa janm eseye fimèn tabak, oswa lòt bagay, tankòu pip ou siga?	YES 1 NO 2	2 ⇒ MTA10
MTA7. Diran mwa pase, ou pa janm itilize prodwi tabak?	YES 1 NO 2	2 ⇒ MTA10
MTA8. Ki tip de prodwi tabak ou te itilize oswa fimèn pandan dènye mwa pase a? <i>Record all mentioned.</i>	CIGARS A WATER PIPE/HOOKAH B PIPE D OTHER (specify) X	
MTA9. Pandan dènye mwa pase, sou konbyen jou ou te itilize (<i>names of products mentioned in MTA8</i>)?	NUMBER OF DAYS 0 ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	
MTA10. Èske w pa janm eseye itilize yon lòt fòm prodwi tabak moun pa fimèn, tankòu moulen tabak?	YES 1 NO 2	2 ⇒ MTA14
MTA11. Pandan mwa pase, èske ou te itilize okenn prodwi tabak moun pa fimèn?	YES 1 NO 2	2 ⇒ MTA14
MTA12. Ki prodwi tabak ou pa fimèn men ou itilize'l pandan plis ke yon mwa? <i>Record all mentioned.</i>	CHEWING TOBACCO A OTHER (specify) X	
MTA13. Nan mwa pase, konbyen jou ou itilize (<i>names of products mentioned in MTA12</i>)?	NUMBER OF DAYS 0 ____ 10 DAYS OR MORE BUT LESS THAN A MONTH 10 EVERY DAY / ALMOST EVERY DAY 30	

MICS6.ME.18

<p>MTA14. Kounye a mwen ta renmen poze'w kèlke kesyon sou bwason alkòlize.</p> <p>Ou pa janm bwè alkòl?</p>	<p>YES 1 NO..... 2</p>	<p>2 ⇒End</p>
<p>MTA15 .Nou konsidere yon bwason alkòlize kom yon mamit, yon boutèy ,yon vè diven oswa yon tigout kleren, vodka, wiski oswa wonm</p> <p>Ki laj ou te genyen lè'w te premye bwè alkòl,oswa lè'w te premye goute'!?</p>	<p>NEVER HAD ONE DRINK OF ALCOHOL 00</p> <p>AGE ____</p>	<p>00 ⇒End</p>
<p>MTA16. Pandan dènye mwa pase, nan konbyen jou omwen ou te bwè yon ti alkòl?</p> <p><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></p>	<p>DID NOT HAVE ONE DRINK IN LAST ONE MONTH 00</p> <p>NUMBER OF DAYS..... <u>0</u> ____</p> <p>10 DAYS OR MORE BUT LESS THAN A MONTH 10</p> <p>EVERY DAY / ALMOST EVERY DAY 30</p>	<p>00 ⇒End</p>
<p>MTA17. Nan dènye mwa pase a, nan jou ou te bwè alkòl la, konbyen boutèy alkòl ou te abitye bwè pa jou?</p>	<p>NUMBER OF DRINKS..... ____</p>	

LIFE SATISFACTION	MLS	
<p>MLS1. Mwen ta renmen poze'w kesyon senp sou bonè ak satisfaksyon.</p> <p>Premyeman, konsidere tout bagay ansanm, èske w ta di ou kontan anpil, mfè yon ti kontan, mpa ni kontan ni pa kontan, pa kontan yon ti kras oswa, pa kontan ditou?</p> <p>Kounye a mwen pral montre'w kèlke imaj kap ede'w bay yon repons.</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>MLS2. <i>Show the picture of the ladder.</i></p> <p>Koulye a, gade nan nechèl sa ak mach nimewote de 0 nan pati anba a rive 10 nan tèt la.</p> <p>Sipoze nou di ke tèt nechèl la reprezante pi bon lavi posib pou ou epi anba nechèl la reprezante pi move lavi posib pou ou.</p> <p>Nan ki mach sou nechèl la ou santi'w pozisyone nan moman sa?</p> <p><i>Probe if necessary:</i> Ki mach ki pi prè nan fason ou santi ou?</p>	<p>LADDER STEP ____ ____</p>	
<p>MLS3. Konpare tan ane pase yo , ou kapab di lavi'w amelyore,pi bon oswa menm jan, ou pi mal,tout ansanm?</p>	<p>IMPROVED 1</p> <p>MORE OR LESS THE SAME 2</p> <p>WORSENEDED 3</p>	
<p>MLS4. Nan ane kap vini,ou espere ke la vi'w ap vin pi bon plis oswa menm jan ou pi mal,tout ansanm?</p>	<p>BETTER 1</p> <p>MORE OR LESS THE SAME 2</p> <p>WORSE 3</p>	

MWM10. Record the time.	HOURS AND MINUTES : ..	
MWM11. Was the entire interview completed in private or was there anyone else during the entire interview or part of it?	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE 1 NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW (specify) 2 NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW (specify) 3	
MWM12. Language of the Questionnaire.	ENGLISH 1 CREOLE..... 2	
MWM13. Language of the Interview.	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
MWM14. Native language of the Respondent.	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
MWM15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE..... 2 NO, NOT USED 3	
<p>MWM16. Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the caretaker of any child age 0-4 living in this household?</p> <p><input type="checkbox"/> Yes ⇒ Go to MWM17 in MAN'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.</p> <p><input type="checkbox"/> No ⇒ Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?</p> <p><input type="checkbox"/> Yes ⇒ Check column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the caretaker of the child selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?</p> <p><input type="checkbox"/> Yes ⇒ Go to MWM17 in MAN'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.</p> <p><input type="checkbox"/> No ⇒ Go to MWM17 in MAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking him for his cooperation. Check to see if there are other questionnaires to be administered in this household.</p> <p><input type="checkbox"/> No ⇒ Go to MWM17 in MAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking him for his cooperation. Check to see if there are other questionnaires to be administered in this household.</p>		

MICS6.ME.23

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.ME.24

E.2.5 QUESTIONNAIRE FOR CHILDREN UNDER FIVE



QUESTIONNAIRE FOR CHILDREN UNDER FIVE
Turks and Caicos Islands MICS, 2019/2020



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: ____ / ____ / 20__	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 HH39) 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	1 ⇒UF10B
	NO, FIRST INTERVIEW 2	2 ⇒UF10A

<p>UF10A. Bonjou/Bonswa, non mwen se (<i>your name</i>). Nou soti nan DEPATMAN STATISTIK. Nou ap fè yon reponsman sou sitiyasyon timoun, fanmi nan kay la. Mwen ta renmen pale avèk ou sou sante epi byennèt (<i>child's name from UF3</i>). Entèvyou sa a anjeneral pran apeprè 20 minit epi enfòmasyon sa yo pral itilize pou pran desizyon sou deyoelman nan TCL. Tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl epi anonim. Si ou pa vle reponn yon kesyon oswa sispann entèvyou a, tanpri, fè mwen konnen. Èske mwen ka kòmanse kounye a?</p>	<p>UF10B. Kounye a mwen ta renmen pale avèk ou sou sante epi byennèt (<i>child's name from UF3</i>) anplis detay. Entèvyou sa ap pran 20 minit. Ankò, tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl epi anonim. Si ou pa vle reponn yon kesyon oswa sispann entèvyou a, tanpri, fè mwen konnen. Èske mwen ka kòmanse kounye a?</p>
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YES.....	1 ⇒UNDER FIVE'S BACKGROUND Module
NO / NOT ASKED.....	2 ⇒UF17

<p>UF17. Result of interview for children under 5</p> <p><i>Codes refer to mother/caretaker.</i> <i>Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED.....01</p> <p>NOT AT HOME02</p> <p>REFUSED.....03</p> <p>PARTLY COMPLETED04</p> <p>INCAPACITATED (<i>specify</i>)05</p> <p>NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-1706</p> <p>OTHER (<i>specify</i>).....96</p>
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UNDER-FIVE'S BACKGROUND		UB
UB0. Avam kòmanse entèvyou a, tanpri èske'w ka pote batistè (<i>name</i>), kat vaksinasyon, epi nenpòt dosye vaksinasyon ki sòti nan yon founisè sant sante prive? Nou pral bezwen refere dokiman sa yo.		
UB1. Nan ki jou, mwa epi ki ane (<i>name</i>) te fèt? <i>Probe:</i> Ki dat anivèsè'1? <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..... 2 0 1 —	
UB2. Ki laj (<i>name</i>)? <i>Probe:</i> Ki laj (<i>name</i>) te genyen pou dènye anivèsè'1? <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) and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):	RESPONDENT IS THE SAME, UF4=HH471 RESPONDENT IS NOT THE SAME, UF4≠HH472	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=01 NO, ED10≠0 OR BLANK2	1 ⇒UB8B 2 ⇒UB9
UB6. Èske (<i>name</i>) pat janm ale nan okenn program edikasyon timoun,tankou lekòl preskolè, matènèl oswa,jaden danfan?	YES.....1 NO.....2	2 ⇒UB9
UB7. Okenn lè depi septanm 2018, èske li te ale nan (<i>nursery school, preschool or kindergarten</i>)?	YES.....1 NO.....2	1 ⇒UB8A 2 ⇒UB9
UB8A. Èske li aktyèlman ale nan (<i>nursery school, preschool or kindergarten</i>)? UB8B. Ou te mansyone ke (<i>name</i>) te ale nan yon program edikasyon timoun pou ane lekòl sa,Èske li aktyèlman ale nan program sa?	YES.....1 NO.....2	
UB9. Èske (<i>name</i>) kouvri pa yon asirans sante? <i>If 'No', probe: Èske (<i>name</i>) genyen NHIP?</i>	YES.....1 NO2	2 ⇒End

MICS6.UF.2

<p>UB10. Ki tip de asirans sante (<i>name</i>) genyen?</p> <p><i>Record all mentioned.</i></p>	<p>NHIPA HEALTH INSURANCE THROUGH EMPLOYERB NATIONAL INSURANCEC OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE.....D OTHER (<i>specify</i>) _____ X</p>	
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MICS6.UF.3

BIRTH REGISTRATION		BR
BR1. Èske (<i>name</i>) gen batiste <i>If yes, ask:</i> Èske mwen ka wè'l?	YES, SEEN..... 1	1 ⇒End
	YES, NOT SEEN..... 2	2 ⇒End
	NO..... 3	
	DK..... 8	
BR2. Èske nesans (<i>name</i>) te anrejistre nan Biwo Rejis Jeneral la?	YES..... 1	1 ⇒End
	NO..... 2	
	DK..... 8	
BR3. Èske ou konen kijan pou anrejistre nesans (<i>name</i>)?	YES..... 1	
	NO..... 2	

MICS6.UF.4

EARLY CHILDHOOD DEVELOPMENT		EC
<p>EC1. Konbyen liv timoun oswa liv foto ou genyen pou (<i>name</i>)?</p>	<p>NONE00</p> <p>NUMBER OF CHILDREN'S BOOKS 0 _</p> <p>TEN OR MORE BOOKS 10</p>	
<p>EC2. Mwen enterese pou'm konen ak kisa (<i>name</i>) jwe lè li lakay.</p> <p>Èske li jwe avèk:</p> <p>[A] Jwèt ki fabrike lakay la, tankou, poupe, ti machin oswa lòt jwèt nou fè nan kay la?</p> <p>[B] Jwèt ki sòti nan yon boutik oswa jwèt manifaktire?</p> <p>[C] Objè kay, tankou bòl oswa chodyè, oswa objè yo te jwenn deyò, tankou ti baton, wòch, kokiye bèt oswa fèy bwa?</p>	<p>Y N DK</p> <p>HOMEMADE TOYS.....1 2 8</p> <p>TOYS FROM A SHOP.....1 2 8</p> <p>HOUSEHOLD OBJECTS OR OUTSIDE OBJECTS1 2 8</p>	
<p>EC3. Pafwa granmoun kap pran swen timoun yo konn toujou ale fè pwovizyon, lave rad, oswa pou yon lòt rezon epi konn kite timoun piti.</p> <p>Sou konbyen jou nan semen pase (<i>name</i>) te:</p> <p>[A] Rete pou kòl pandan plis ke inèd tan?</p> <p>[B] Rete sou kont yon lòt timoun, ki gen mwens ke 10 zan, pou plis ke inèd tan?</p> <p><i>If 'None' record '0'. If 'Don't know' record '8'.</i></p>	<p>NUMBER OF DAYS LEFT ALONE FOR MORE THAN AN HOUR..... _</p> <p>NUMBER OF DAYS LEFT WITH ANOTHER CHILD FOR MORE THAN AN HOUR..... _</p>	
<p>EC4. Check UB2: Child's age?</p>	<p>AGE 0 OR 1 1</p> <p>AGE 2, 3 OR 4..... 2</p>	1 ⇒End

MICS6.UF.5

<p>EC5. Nan 3 (twa) dènye jou yo, èske ou menm oswa lòt manm kay la ki gen 15 zan oswa pi gran te angaje yo nan youn nan aktivite sa yo avèk (<i>name</i>):</p> <p><i>If 'Yes', ask:</i> Ki moun ki te angaje nan aktivite sa avèk (<i>name</i>)?</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] Fè lekti oswa gade liv imaj avèk (<i>name</i>)?</p> <p>[B] Rakonte istwa avèk (<i>name</i>)?</p> <p>[C] Chante chan pou (<i>name</i>), Enkli ti chante timoun?</p> <p>[D] Fè ti mache deyò kay la avèk (<i>name</i>)?</p> <p>[E] Jwe avèk (<i>name</i>)?</p> <p>[F] Site non, konte oswa fè ti desen pou li oubyen avèk (<i>name</i>)?</p>	<table border="1"> <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	
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NAMED	A	B	X	Y																																	
<p>EC5G. <i>Check UB2: Child's age?</i></p>	<p>AGE 2 1</p> <p>AGE 3 OR 4 2</p>	<p>1 ⇒ End</p>																																			
<p>EC6. Mwen ta renmen poze'w kèk kesyon sou sante ak devlopman (<i>name</i>) Tout timoun yo pa devlope ak aprann nan menm fason. Pa egzanzp, kèk timoun mache pi bonè pase lòt yo. Kesyon sa yo gen rapò ak plizyè aspè nan devlopman (<i>name</i>)</p> <p>Èske (<i>name</i>) ka idantifye oswa site omwen dis lèt nan alfabè a?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC7. Èske (<i>name</i>) ka li omwen kat senp, mo popilè?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC8. Èske (<i>name</i>) konen non epi rekònèt senbòl tout nimewo kòmanse a 1 rive 10 ?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC9. Èske (<i>name</i>) ka ranmase yon ti objè avèk de (2) dwèt, tankou yon ti baton oswa yon ròch atè a?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																																				

MICS6.UF.6

EC10 Pafwa èske (<i>name</i>) twò malad pou'l jwe?	YES 1 NO 2 DK 8	
EC11. Èske (<i>name</i>) swiv direksyon ki senp pou'l konen koman pou'l fè yon bagay kòrèkman?	YES 1 NO 2 DK 8	
EC12. Lè yo bay (<i>name</i>) fè yon bagay, èske li ka fèl pou kont li?	YES 1 NO 2 DK 8	
EC13. Èske (<i>name</i>) antann li byen ak lòt timoun?	YES 1 NO 2 DK 8	
EC14. Èske (<i>name</i>) choute, mòde, oswa frape lòt timoun oswa granmoun?	YES 1 NO 2 DK 8	
EC15. Èske (<i>name</i>) distrè fasil?	YES 1 NO 2 DK 8	

MICS6.UF.7

CHILD DISCIPLINE	UCD	
UCD1. <i>Check UB2: Child's age?</i>	AGE 0..... 1 AGE 1, 2, 3 OR 4 2	1 ⇒ End
UCD2. Adilt yo itilize sèten fason pou anseye timoun yo bon konpòtman oswa pou adrese yon pwoblèm sou konpòtman. Mwen pral li divès metòd ke yo itilize. Tanpri, di m si ou menm oswa nenpòt lòt granmoun ki nan kay ou a te itilize metòd sa avèk (name) nan dènye mwa a.	YES NO	
[A] Pran privilèj yo, entèdi (name) nan bagay li renmen oswa anpeche li kite kay la.	TOOK AWAY PRIVILEGES..... 1 2	
[B] Esplike pou kisa konpòtman (name) pat bon.	EXPLAINED WRONG BEHAVIOR 1 2	
[C] Souke li.	SHOOK HIM/HER 1 2	
[D] Fè bri, rele, fè gwo rèl sou (name)	SHOUTED, YELLED, SCREAMED 1 2	
[E] Ba li yon lòt bagay pou'l fè.	GAVE SOMETHING ELSE TO DO 1 2	
[F] Tape, frape oswa souflete li avèk men konsa.	SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2	
[G] Bat li nan dèyè oswa lòt kote nan kòl avèk bagay tankou yon sentiwon, yon bwòs tèt, baton, oswa yon bagay ki di.	HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2	
[H] Rele li enbesil, parese oswa yon lòt non konsa.	CALLED DUMB, LAZY OR ANOTHER NAME 1 2	
[I] Frape oswa ba li kalòt nan viza, tèt oubyen nan zòrey.	HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2	
[J] Frape oswa ba li tap nan men, sou do men, nan janm.	HIT / SLAPPED ON HAND, ARM OR LEG 1 2	
[K] Bat li, sa vle di kontinye frapel di ak tout fòs.	BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD..... 1 2	
UCD3. <i>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?</i>	YES 1 NO 2	2 ⇒ UCD5
UCD4. <i>Check UF4: Has this respondent already responded to the following question (UCD5 or FCD5) for another child?</i>	YES 1 NO 2	1 ⇒ End
UCD5. Èske ou kwè ke nan fason pou yon timoun byen elve oswa byen edike, timoun nan bezwen pini fizikman?	YES 1 NO 2 DK / NO OPINION 8	

MICS6.UF.8

CHILD FUNCTIONING		UCF
UCF1. Check UB2: Child's age?	AGE 0 OR 1 1 AGE 2, 3 OR 4 2	1 ⇒ End
UCF2. Mwen ta renmen poze'w kèlke kesyon sou difikilte (<i>name</i>) kapab genyen. Èske (<i>name</i>) pote linèt?	YES..... 1 NO 2	
UCF3. Èske (<i>name</i>) itilize yon aparèy pou ede'l tande?	YES..... 1 NO 2	
UCF4. Èske (<i>name</i>) pa itilize okenn ekipman oswa resevwa asistans poul mache?	YES..... 1 NO 2	
UCF5. Nan kesyon sa yo, mwen pral mande'w pou w reponn epi chwazi youn nan kat repons posib. Pou chak kesyon, èske ou ta di ke (<i>name</i>) gen: 1) pa gen difikilte, 2) kèk difikilte, 3) anpil difikilte, oswa 4) ke li pa kapab ditou. <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Sonje kat repons posib sa yo, èske'w kapab di (<i>name</i>) gen: (<i>name</i>) 1) pa gen difikilte, 2) kèk difikilte, 3) anpil difikilte, oswa 4) ke li pa kapab ditou.		
UCF6. Check UCF2: Child wears glasses?	YES, UCF2=1 1 NO, UCF2=2 2	1 ⇒ UCF7A 2 ⇒ UCF7B
UCF7A. Lè li mete linèt, èske (<i>name</i>) gen difikilte pou'l wè? UCF7B. Èske (<i>name</i>) gen difikilte pou'l wè	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT 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. Lè li itilize aparèy pou tande a, èske (<i>name</i>) pa gen problem pou'l tande vwa moun oswa mizik? UCF9B. Èske (<i>name</i>) pa gen problèm pou'l tande son tankou vwa moun oswa mizik?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT 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. San ekipman oswa asistans li ,èske (<i>name</i>) gen difikilte pou'l mache?	SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	
UCF12. Avèk ekipman oswa asistans li ,èske (<i>name</i>) gen difikilte pou'l mache?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	1 ⇒ UCF14 2 ⇒ UCF14 3 ⇒ UCF14 4 ⇒ UCF14

MICS6.UF.9

<p>UCF13. Konpare'l avèk timoun ki gen menm laj, èske (<i>name</i>) gen difikilte pou'l mache?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT WALK AT ALL..... 4</p>	
<p>UCF14. Konpare'l avèk timoun ki gen menm laj, èske (<i>name</i>) gen difikilte pou'l ranmase ti objè ak men li?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT PICK UP AT ALL 4</p>	
<p>UCF15. Èske (<i>name</i>) gen difikilte pou'l konprann ou?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT UNDERSTAND AT ALL..... 4</p>	
<p>UCF16. Lè (<i>name</i>) ap pale, èske ou gen difikilte pou konprann li?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT BE UNDERSTOOD AT ALL..... 4</p>	
<p>UCF17. Konpare'l avèk timoun ki gen menm laj, èske (<i>name</i>) gen difikilte pou'l aprann ?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT LEARN THINGS AT ALL..... 4</p>	
<p>UCF18. Konpare'l avèk timoun ki gen menm laj, èske (<i>name</i>) gen difikilte pou'l jwe?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LÒT OF DIFFICULTY 3 CANNOT PLAY AT ALL 4</p>	
<p>UCF19. Lòt kesyon an gen 5 opsyon diferan pou reponn. Mwen pral li yo pou ou apre chak kesyon.</p> <p>Konpare'l avèk timoun ki gen menm laj, konbyen fwa (<i>name</i>) choute, mòde oswa frape lòt timoun oswa granmoun?</p> <p>Èske'w ka di : jamè, pa tèlman , toujou, souvan, pi souvan?</p>	<p>NOT AT ALL 1 LESS 2 THE SAME 3 MORE 4 A LÒT MORE 5</p>	

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. Èske (<i>name</i>) pat janm bwè lèt tete?	YES..... 1	2 ⇒ BD3A
	NO..... 2	
	DK..... 8	8 ⇒ BD3A
BD3. Èske (<i>name</i>) toujou ap bwè lèt tete?	YES..... 1	
	NO..... 2	
	DK..... 8	
BD3A. Check UB2: Child's age?	AGE 0 OR 1..... 1	2 ⇒ End
	AGE 2..... 2	
BD4. Yè, pandan lajounen oswa nan nwit, èske (<i>name</i>) <u>te bwè yon bagay nan bibon?</u>	YES..... 1	
	NO..... 2	
	DK..... 8	
BD5. Èske (<i>name</i>) <u>bwè seròm oral (ORS)</u> yè, pandan jounen an oswa lannwit?	YES..... 1	
	NO..... 2	
	DK..... 8	
BD6. Èske (<i>name</i>) <u>bwè oswa pran vitamin oswa mineral sipleman oswa nenpòt medikaman</u> yè, pandan jounen an oswa lannwit?	YES..... 1	
	NO..... 2	
	DK..... 8	

MICS6.UF.11

<p>BD7. Kounye a mwen ta renmen mande'w de tout lòt likid (<i>name</i>) te ka pran yè pandan jounen an oswa lannwit.</p> <p>Tanpri, enkli likid li konsome lè li pa lakay ou.</p> <p>Èske (<i>name</i>) te bwè (<i>name of item</i>) yè pandan jounen an oswa lannwit?</p>		
<p>[A] Dlo senp?</p>	<p>PLAIN WATER</p>	<p>YES NO DK 1 2 8</p>
<p>[B] Ji natirèl oswa lòt ji?</p>	<p>JUICE OR JUICE DRINKS</p>	<p>1 2 8</p>
<p>[C] Bouyon klè oswa soup klè?</p>	<p>CLEAR BROTH</p>	<p>1 2 8</p>
<p>[D] Fòmil pou ti bebe/Enfant, tankou Lactogen, Similac, Enfamil, Enfagrow?</p>	<p>INFANT FORMULA</p>	<p>1 2 8 BD7[E] BD7[E]</p>
<p>[D1] Konbyen fwa (<i>name</i>) te bwè lèt fòmil pou ti bebe/Enfant? <i>If 7 or more times, record '7'.</i></p>	<p>NUMBER OF TIMES DRANK INFANT FORMULA.....__ DK.....8</p>	
<p>[E] Lèt bèt, tankou lèt ki frèsh, lèt nan mamit oswa an poud?</p>	<p>MILK</p>	<p>1 2 8 BD7[X] BD7[X]</p>
<p>[E1] Konbyen fwa (<i>name</i>) te bwè lèt? <i>If 7 or more times, record '7'.</i> <i>If unknown, record '8'.</i></p>	<p>NUMBER OF TIMES DRANK MILK.....__</p>	
<p>[X] Okenn lòt likid?</p>	<p>OTHER LIQUIDS</p>	<p>1 2 8 BD8 BD8</p>
<p>[X1] <i>Record all other liquids mentioned.</i></p>	<p>(Specify) _____</p>	

MICS6.UF.12

<p>BD8. Kounye a mwen ta renmen poze'w kesyon de tout bagay ke (<i>name</i>) te manje yè pandan lajounen oswa lannwit. Tanpri enkli manje ou konsome deyò oswa andan kay la.</p> <p>- Panse de lè (<i>name</i>) te leve yè. Èske'l te manje yon bagay nan moman sa? <i>If 'Yes' ask: Tanpri dim tout bagay (name) te manje nan moman sa. Probe: Okenn lòt bagay?</i> <i>Record answers using the food groups below</i> <i>Record answers using the food groups below.</i></p> <p>- Kisa (<i>name</i>) te fè aprè sa? Èske'l pat manje anyen nan moman sa? <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><i>For each food group not mentioned after completing the above ask:</i> Jis pou asire, (<i>name</i>) te manje (<i>food group items</i>) yè pandan lajounen oswa lan nwit</p>				
		YES	NO	DK
[A] Yogurt/ yogout ki fèt ak lèt bèt? <i>Note that liquid/drinking yogurt should be captured in BD7[E] or BD7[X], depending on milk content.</i>	YOGURT	1	2 5	8 5
			BD8[B]	BD8[B]
[A1] Konbyen fwa (<i>name</i>) te manje yogurt/yogout? <i>If 7 or more times, record '7'.</i>	NUMBER OF TIMES ATE YOGURT			8
	DK.....			8
[B] Okenn manje ti bebe tankou Cerelac, Gerber, oswa Nestum?	FORTIFIED BABY FOOD	1	2	8
[C] Pen, diri, ti soup noodles, labouyi, oswa lòt manje ki fèt ak grenn?	FOODS MADE FROM GRAINS	1	2	8
[D] Joumou, kawòt , oswa patat jòn ki gen koulè oranj andan'!	PUMPKIN, CARROTS, SQUASH, ETC.	1	2	8
[E] Pòm detè blan, yanm blan, casav, oswa nenpòt lòt manje ki fèt nan rasin?	FOODS MADE FROM ROOTS	1	2	8
[F] Nenpòt fèy vèt fwonse, legim fèy, tankou calalou, pak choy (chou chinwa), chou, epina, Navèt ?	DARK GREEN, LEAFY VEGETABLES	1	2	8
[G] Mango mi, Papay mi?	RIPE MANGO, RIPE PAPAYA	1	2	8
[H] Nenpòt lòt fwi oswa legim, tankou chou, gwayav, kachiman, kowosòl, anana, sapoti, fig, bannann, kalalou, mayi, zoranj, rezen oswa frèz?	OTHER FRUITS OR VEGETABLES	1	2	8
[I] Fwa, ren, kè oswa nenpòt lòt kalite vyann?	ORGAN MEATS	1	2	8
[J] Nenpòt lòt vyann, tankou vyann bèf, vyann kochon, ti mouton, kabrit, poul, kana oswa sosis ki fèt nan vyann sa yo?	OTHER MEATS	1	2	8
[K] Ze?	EGGS	1	2	8
[L] Pwason oswa bèt lanmè...Frèsh oubyen sèch?	FRESH OR DRIED FISH	1	2	8
[M] Pwa,pwa sèch, lantiy oswa nwa ,enkli nenpòt manje ki fèt abaz sa yo?	FOODS MADE FROM BEANS, PEAS, NUTS, ETC.	1	2	8
[N] Fromaj oswa lòt manje ki soti nan lèt bèt?	CHEESE OR OTHER FOOD MADE FROM MILK	1	2	8

MICS6.UF.13

[X] Lòt manje ki lou,manje lejè oswa manje ki mou?	OTHER SOLID, SEMI-SOLID, OR SOFT FOOD	1	2 <i>BD9</i>	8 <i>BD9</i>
[X1] Record all other solid, semi-solid, or soft food that do not fit food groups above.	(Specify) _____			
<p>BD9. Konbye fwa (<i>name</i>) te manje yon ki lou, manje lejè oswa manje ki mou,yè pandan lajounen oswa lannwit?</p> <p><i>If BD8[A] is 'Yes', ensure that the response here includes the number of times recorded for yogurt in BD8[A1].</i></p> <p><i>If 7 or more times, record '7'.</i></p>	<p>NUMBER OF TIMES _</p> <p>DK..... 8</p>			

MICS6.UF.14

IMMUNISATION		IM										
IM1. Check UB2: Child's age?		AGE 0, 1, OR 2..... 1 AGE 3 OR 4..... 2										2 ⇒ End
IM2. Èske ou genyen kat vaksinasyon, rejis vaksinasyon de yon founisè sante prive oswa nenpòt lòt dokiman ki prouve ke (<i>name</i>) te vaksine		YES, HAS ONLY CARD(S)..... 1 YES, HAS ONLY OTHER DOCUMENT..... 2 YES, HAS CARD(S) AND OTHER DOCUMENT..... 3 NO, HAS NO CARDS AND NO OTHER DOCUMENT..... 4										1 ⇒ IM5 3 ⇒ IM5
IM. Èske'w pa janm genyen yon kat vaksinasyon oswa yon rejis vaksinasyon nan yon founisè sante prive (<i>name</i>)?		YES..... 1 NO..... 2										
IM4. Check IM2:		HAS ONLY OTHER DOCUMENT, IM2=2..... 1 HAS NO CARDS AND NO OTHER DOCUMENT AVAILABLE, IM2=4..... 2										2 ⇒ IM11
IM5. Èske mwen ka wè kat la oswa lòt dokiman?		YES, ONLY CARD(S) SEEN..... 1 YES, ONLY OTHER DOCUMENT SEEN..... 2 YES, CARD(S) AND OTHER DOCUMENT SEEN..... 3 NO CARDS 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	1				
Polio (IPV) 1	IPV1					2	0	1				
Polio (IPV) 2	IPV2					2	0	1				
Polio (IPV) 3	IPV3					2	0	1				
Polio (IPV) 4	IPV4					2	0	1				
Pentavalent (DTPHibHepB) 1	Penta1					2	0	1				
Pentavalent (DTPHibHepB) 2	Penta2					2	0	1				
Pentavalent (DTPHibHepB) 3	Penta3					2	0	1				
1 st DPT Booster	DPT1					2	0	1				
1 st MMR	MMR1					2	0	1				
2 nd MMR	MMR2					2	0	1				

MICS6.UF.15

IM7. Check IM6: Are all vaccines (BCG to 2 nd MMR) recorded?	YES..... 1 NO..... 2	1 ⇒End
IM8. Èske (<i>name</i>) te patisipe nan semen kanpay vaksinasyon oswa jou vaksinasyon nasyonal sa yo:	Y N DK	
[A] Mas pou rive Avril 2019	CAMPAIGN A 1 2 8	
[B] Oktòb pou rive Novanm 2018	CAMPAIGN B..... 1 2 8	
[C] Dawout/Out 2018	CAMPAIGN C..... 1 2 8	
[D] Mas pou rive Avril 2018	CAMPAIGN D 1 2 8	
IM9. Anplis de sa ki anrejistre sou dokiman ou te montre mwen an, èske (<i>name</i>) te resevwa okenn lòt vaksen tankou vaksinasyon yo tap bay pandan semen kanpay vaksinasyon oswa jou vaksinasyon nasyonal ou te masyone a?	YES..... 1 NO..... 2 DK..... 8	2 ⇒End 8 ⇒End
IM10. Go back to IM6 and probe for these vaccinations. Record '66' in the corresponding day column for each vaccine received. For each vaccination <u>not</u> received record '00' in day column. When <u>finished</u> , go to End of module.		⇒End
IM11. Èske (<i>name</i>) pat janm resevwa okenn vaksinasyon pou anpeche li pran maladi, ki enkli vaksen li te resevwa nan semen kanpay vaksinasyon oswa jou vaksinasyon nasyonal la?	YES..... 1 NO..... 2 DK..... 8	
IM12. Eske (<i>name</i>) pat patisipe nan okenn Kanpay vaksinasyon sa yo oswa jou vaksinasyon nasyonal la:	Y N DK	
[A] Mas pou rive Avril 2019	CAMPAIGN A 1 2 8	
[B] Oktòb pou rive Novanm 2018	CAMPAIGN B..... 1 2 8	
[C] Dawout /Out 2018	CAMPAIGN C..... 1 2 8	
[D] Mas pou rive Avril 2018	CAMPAIGN D 1 2 8	
IM13. Check IM11 and IM12:	ALL NO OR DK..... 1 AT LEAST ONE YES 2	1 ⇒End
IM14. Èske (<i>name</i>) pat janm resevwa vaksen BCG kont tibèkiloz – sa vle di, yon piki nan ponyèt oswa nan zepòl ki toujou kite yon sikatris?	YES..... 1 NO..... 2 DK..... 8	

MICS6.UF.16

IM16. Èske (<i>name</i>) pat janm resevwa okenn gout vaksinasyon nan bouch pou proteje kont polio?	YES 1 NO 2 DK 8	2 ⇒IM20 8 ⇒IM20
IM17. Èske'w te pran piki polyo nan espas 2 mwa apre akouchman an akonpanye yon lòt piki pou lòt maladi?	YES 1 NO 2 DK 8	
IM19. Eske (<i>name</i>) te resevwa gout polyo pou pwoteje li kont maladi polyo?	YES 1 NO 2 DK 8	2 ⇒IM20 8 ⇒IM20
IM19A. Konbyen fwa li te resevwa gout polyo sa yo?	NUMBER OF TIMES DK 8	
IM20. Èske (<i>name</i>) pat janm resevwa vaksen Pantavalan - Ki se, yon piki ki bay nan kwis pou anpeche li pran tetanòs, Koklich/gwo tous, difteri/maladi gòj anfle, maladi epatit B, ak Grip Emofil tip b? <i>Probe by indicating that Pentavalent vaccination is sometimes given at the same time as the polio injection or drops.</i>	YES 1 NO 2 DK 8	2 ⇒IM26 8 ⇒IM26
IM21. Konbyen fwa li te resevwa vaksen Pentavalan?	NUMBER OF TIMES DK 8	
IM26. Èske (<i>name</i>) janm resevwa vaksen MMR sa vle di, yon piki nan ponyèt nan laj 9 mwa oswa pi gran, pou anpeche li pran lawoujòl, mal mouton, ribeyòl?	YES 1 NO 2 DK 8	2 ⇒IM27A 8 ⇒IM27A
IM26A. Konbyen fwa li te resevwa vaksen MMR?	NUMBER OF TIMES DK 8	
IM27A. Èske (<i>name</i>) janm resevwa DPT Ranfòsman - ki se, yon piki nan bra a laj de 18 mwa oswa plis – pou ranfòse sistèm iminite li kont difteri, tetanòs ak koklich? <i>Probe by indicating that the first DPT booster is sometimes given at the same time as the second MMR dose.</i>	YES 1 NO 2 DK 8	

MICS6.UF.17

CARE OF ILLNESS		CA
<p>CA1. Nan de(2) semen pase yo,èske (name) te gen dyare?</p>	<p>YES1 NO2 DK8</p>	<p>2 ⇒CA14 8 ⇒CA14</p>
<p>CA2. Check BD3: Is child still breastfeeding?</p>	<p>YES OR BLANK, BD3=1 OR BLANK1 NO OR DK, BD3=2 OR 8.....2</p>	<p>1 ⇒CA3A 2 ⇒CA3B</p>
<p>CA3A.Mwen ta renmen konen konbyen fwa yo te bay (name) bagay pou'l bwè pandan dyare a. Ki gen ladan'l, lèt tete, seròm oral (ORS) epi lòt likid yo te bali ak medikaman</p> <p>Nan moman (name) te gen dyare, èske yo te ba li mwens de sa li konn abitye bwè a, prèske menm kantite a, oswa plis ke sal konn abitye a?</p> <p><i>If 'less', probe:</i> Èske yo te ba li pi piti ke sal kon abitye bwè a oswa yon ti jan mwens?</p> <p>CA3B. Mwen ta renmen konen konbyen yo te bay (name) bwè pandan dyare a. Ki enkli seròm oral (ORS) epi lòt likid yo te bali ak medikaman.</p> <p>Nan moman (name) te gen dyare, èske yo te ba li mwens de sa li konn abitye bwè a, prèske menm kantite a, oswa plis ke sa'l konn abitye a?</p> <p><i>If 'less', probe:</i> Èske yo te ba li pi piti ke sal konn abitye bwè a oswa yon ti jan mwens?</p>	<p>MUCH LESS.....1 SOMEWHAT LESS.....2 ABOUT THE SAME3 MORE4 NOTHING TO DRINK.....5 DK8</p>	
<p>CA4.Nan moman (name) te gen dyare a, èske yo te bal pi piti ke sal kon abitye manje a, prèske menm kantite a, plis ke sa'l abitye a, oswa pa manje anyen?</p> <p><i>If 'less', probe:</i> Èske yo te ba li pi piti ke sa'l konn abitye manje a oswa yon ti jan mwens</p>	<p>MUCH LESS.....1 SOMEWHAT LESS.....2 ABOUT THE SAME3 MORE4 STOPPED FOOD.....5 NEVER GAVE FOOD.....7 DK8</p>	
<p>CA5.Èske ou te chèche konsèy oswa tretman pou dyare a de okenn sous?</p>	<p>YES1 NO2 DK8</p>	<p>2 ⇒CA7 8 ⇒CA7</p>

MICS6.UF.18

<p>CA6. Ki kote ou te chèche konsèy oswa tretman? <i>Probe:</i> Okenn lòt kote?</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 GOVERNMENT HOSPITAL..... A GOVERNMENT HEALTH CENTRE..... B GOVERNMENT HEALTH POST..... C COMMUNITY HEALTH WORKER..... D MOBILE / OUTREACH CLINIC..... E OTHER PUBLIC MEDICAL (specify)..... H</p> <p>PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL / CLINIC..... I PRIVATE PHYSICIAN J PRIVATE PHARMACY K COMMUNITY HEALTH WORKER (NON-GOVERNMENT) L MOBILE CLINIC M OTHER PRIVATE MEDICAL (specify)..... O</p> <p>DK PUBLIC OR PRIVATE..... W</p> <p>OTHER SOURCE RELATIVE / FRIEND P SHOP / MARKET / STREET Q TRADITIONAL PRACTITIONER R</p> <p>OTHER (specify)..... X DK / DON'T REMEMBER..... Z</p>	
<p>CA7. Nan moman (<i>name</i>) te gen dyare a, èske yo pat bal:</p> <p>[A] Yon likid ki fèt nan yon pake espesyal ki rele seròm oral (ORS)?</p> <p>[B] Yon likid (ORS) pre-pake ki rele "Pedialyte"?</p> <p>[C] tablèt zenk oswa siwo?</p>	<p>Y N DK</p> <p>FLUID FROM ORS PACKET.....1 2 8</p> <p>PRE-PACKAGED ORS FLUID1 2 8</p> <p>ZINC TABLETS OR SYRUP1 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>

<p>CA9. Ki kote'w jwen (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>GOVERNMENT HEALTH POST..... C</p> <p>COMMUNITY HEALTH WORKER..... D</p> <p>MOBILE / OUTREACH CLINIC..... E</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>COMMUNITY HEALTH WORKER (NON-GOVERNMENT) L</p> <p>MOBILE CLINIC M</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. Ki kote ou jwen zenk?</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>GOVERNMENT HEALTH POST C</p> <p>COMMUNITY HEALTH WORKER D</p> <p>MOBILE / OUTREACH CLINIC E</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>COMMUNITY HEALTH WORKER (NON-GOVERNMENT) L</p> <p>MOBILE CLINIC M</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. Èske yo te bay yon lòt bagay pout rete dyare a?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒ CA14</p> <p>8 ⇒ CA14</p>
<p>CA13. Ki lòt bagay yo te bay pou rete dyare a?</p> <p><i>Probe:</i></p> <p>Okenn lòt bagay?</p> <p><i>Record all treatments given. Write brand name(s) of all medicines mentioned.</i></p> <p>_____</p> <p>(Name of brand)</p> <p>_____</p> <p>(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 (specify) _____ X</p>	
<p>CA14. Okenn lè nan denye (2) sèmen yo, èske (name) pa janm gen lafyèv ?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	

MICS6.UF.21

CA16. Okenn lè nan denye (2) semen yo,èske (<i>name</i>) te gen maladi tous?	YES 1 NO 2 DK 8	
CA17. Okenn lè nan denye (2) semen yo,èske (<i>name</i>) pat gen souf kout,souf anlè oswa difikilte pou respire?	YES 1 NO 2 DK 8	2 ⇒CA19 8 ⇒CA19
CA18. Èske souf anlè a oswa difikilte pou'l respire a te koz yon pwoblèm nan lestomak oubyen te bouche nen'l oswa fè nen'l ap fè dlo?	PROBLEM IN CHEST ONLY 1 BLOCKED OR RUNNY NOSE ONLY 2 BOTH 3 OTHER (<i>specify</i>) 6 DK 8	1 ⇒CA20 2 ⇒CA20 3 ⇒CA20 6 ⇒CA20 8 ⇒CA20
CA19. Check CA14: Did child have fever?	YES, CA14=1 1 NO OR DK, CA14=2 OR 8 2	2 ⇒CA30
CA20. Èske'w pa chèche okenn konsèy oswa tretman pou maladi a de okenn sous?	YES 1 NO 2 DK 8	2 ⇒CA22 8 ⇒CA22
CA21. Ki kote ou chèche konsèy oswa tretman? <i>Probe: Okenn lòt kote?</i> <i>Record all providers mentioned, but do <u>not</u> prompt with any suggestions.</i> <i>Probe to identify each type of provider.</i> <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> <hr/> (<i>Name of place</i>)	PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL A GOVERNMENT HEALTH CENTRE B GOVERNMENT HEALTH POST C COMMUNITY HEALTH WORKER D MOBILE / OUTREACH CLINIC E OTHER PUBLIC MEDICAL (<i>specify</i>) H PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL / CLINIC I PRIVATE PHYSICIAN J PRIVATE PHARMACY K COMMUNITY HEALTH WORKER (NON-GOVERNMENT) L MOBILE CLINIC M OTHER PRIVATE MEDICAL (<i>specify</i>) O DK PUBLIC OR PRIVATE W OTHER SOURCE RELATIVE / FRIEND P SHOP / MARKET / STREET Q TRADITIONAL PRACTITIONER R OTHER (<i>specify</i>) X DK / DON'T REMEMBER Z	
CA22. Okenn lè pandan maladi a, èske yo te bay (<i>name</i>) okenn medikaman pou maladi a?	YES 1 NO 2 DK 8	2 ⇒CA30 8 ⇒CA30

MICS6.UF.22

<p>CA23. Ki medikaman yo te bay (name)?</p> <p><i>Probe:</i> Okenn lòt medikaman?</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 style="text-align: center;">(Name of brand)</p> <p>_____</p> <p style="text-align: center;">(Name of brand)</p>	<p>ANTIBIOTICS</p> <p>AMOXICILLIN L</p> <p>COTRIMOXAZOLE..... M</p> <p>OTHER ANTIBIOTIC</p> <p>PILL/SYRUP N</p> <p>OTHER ANTIBIOTIC</p> <p>INJECTION/IV O</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-O 1</p> <p>NO, ANTIBIOTICS NOT MENTIONED 2</p>	<p>2 ⇒ CA30</p>
<p>CA25. Ki kote ou te jwenn (name of medicine from CA23, codes L to O)?</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>GOVERNMENT HEALTH POST C</p> <p>COMMUNITY HEALTH WORKER D</p> <p>MOBILE / OUTREACH CLINIC E</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>COMMUNITY HEALTH WORKER (NON-GOVERNMENT) L</p> <p>MOBILE CLINIC M</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>

MICS6.UF.23

<p>CA31. Dènye fwa (<i>name</i>) te twalèt, ki sak te fèt pou jete twalèt la?</p>	<p>CHILD USED TOILET / LATRINE01 PUT / RINSED INTO TOILET OR LATRINE02 PUT / RINSED INTO DRAIN OR DITCH03 THROWN INTO GARBAGE (SOLID WASTE)04 BURIED05 LEFT IN THE OPEN06</p> <p>OTHER (<i>specify</i>) 96 DK98</p>	
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MICS6.UF.24

UF11. Record the time.	HOURS AND MINUTES : ..	
UF12. Language of the Questionnaire.	ENGLISH 1 CREOLE..... 2	
UF13. Language of the Interview.	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
UF14. Native language of the Respondent.	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
UF15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE..... 2 NO, NOT USED 3	
<p>UF16. Tell the respondent that you will need to measure the weight and height of the child before you leave the household and a colleague will come to lead the measurement. Issue the ANTHROPOMETRY MODULE FORM for this child and complete the Information Panel on that Form.</p> <p>Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of <u>another</u> child age 0-4 living in this household?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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?</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>		

MICS6.UF.25

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

MICS6.UF.26

ANTHROPOMETRY MODULE INFORMATION PANEL		AN
AN1. Cluster number: _____	AN2. Household number: _____	
AN3. Child's name and line number: NAME _____	AN4. Child's age from UB2: AGE (IN COMPLETED YEARS)	
AN5. Mother's / Caretaker's name and line number: NAME _____	AN6. Interviewer's name and number: NAME _____	

ANTHROPOMETRY		
AN7. Measurer's name and number:	NAME _____	
AN8. Record the result of weight measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>	KILOGRAMS (KG)..... _____ . _____ CHILD NOT PRESENT AFTER REVISITS 99.3 CHILD REFUSED 99.4 RESPONDENT REFUSED 99.5 OTHER (specify) _____ 99.6	99.3 ⇨ AN13 99.4 ⇨ AN10 99.5 ⇨ AN10 99.6 ⇨ AN10
AN9. Was the child undressed to the minimum?	YES 1 NO, THE CHILD COULD NOT BE UNDRESSED TO THE MINIMUM 2	
AN10. Check AN4: Child's age?	AGE 0 OR 1 1 AGE 2, 3 OR 4 2	1 ⇨ AN11A 2 ⇨ AN11B
AN11A. The child is less than 2 years old and should be measured lying down. Record the result of length measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>	LENGTH / HEIGHT (CM) _____ . _____ CHILD REFUSED 999.4 RESPONDENT REFUSED 999.5 OTHER (specify) _____ 999.6	999.4 ⇨ AN13 999.5 ⇨ AN13 999.6 ⇨ AN13
AN11B. The child is at least 2 years old and should be measured standing up. Record the result of height measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>		
AN12. How was the child actually measured? Lying down or standing up?	LYING DOWN 1 STANDING UP 2	
AN13. Today's date: Day / Month / Year: ____ / ____ / <u>2 0 1</u> ____		
AN14. Is there another child under age 5 in the household who has not yet been measured?	YES 1 NO 2	1 ⇨ Next Child
AN15. Thank the respondent for his/her cooperation and inform your Supervisor that the Measurer and you have completed all the measurements in this household.		

MICS6.UF.27

INTERVIEWER'S OBSERVATIONS FOR ANTHROPOMETRY MODULE

MEASURER'S OBSERVATIONS FOR ANTHROPOMETRY MODULE

SUPERVISOR'S OBSERVATIONS FOR ANTHROPOMETRY MODULE

MICS6.UF.28

E.2.6 QUESTIONNAIRE FOR CHILDREN AGE 5-17



QUESTIONNAIRE FOR CHILDREN AGE 5-17
Turks and Caicos Islands MICS, 2019/2020



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: _____ / _____ /20 _____	FS8. Record the time:	HOURS : MINUTES _____ : _____

*Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:
If age 15-17, verify that adult consent for interview is obtained (HH33 or HH39) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.*

FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY 1 NO, FIRST INTERVIEW 2	1 ⇒ FS10B 2 ⇒ FS10A
FS10A. Bonjour/Bonswa, non mwèn se (<i>your name</i>). Nou soti nan DEPATMAN STATISTIK. Nou ap fè yon resansman sou sityasyon timoun, fanmi nan kay la. Mwèn ta renmen pale avèk ou sou sante epi byennèt (<i>child's name from FS3</i>). Entèyyou sa a anjeneral pran apwèx 20 minit epi enfòmasyon sa yo pral itilize pou pran desizyon sou devlopman nan TCI. Tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl ak anonim. Si ou pa vle reponn yon kesyon oswa sispann entèyyou a, tanpri, fè mwèn konnen. Èske mwèn ka kòmanse kounye a?	FS10B. Kounye a mwèn ta renmen pale avèk ou sou sante, epi byennèt (<i>child's name from FS3</i>) anplis detay. Entèyyou sa ap pran 20 minit. Anko, tout enfòmasyon nou jwenn yo ap rete strikteman konfidansyèl ak anonim. Si ou pa vle reponn yon kesyon oswa sispann entèyyou a, tanpri, fè mwèn konnen. Èske mwèn ka kòmanse kounye a?	
YES NO / NOT ASKED	1 ⇒ CHILD'S BACKGROUND Module 2 ⇒ FS17	

FS17. Result of interview for child age 5-17 years <i>Codes refer to the respondent.</i> <i>Discuss any result not completed with Supervisor.</i>	COMPLETED 01 NOT AT HOME 02 REFUSED 03 PARTLY COMPLETED 04 INCAPACITATED (<i>specify</i>) 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06 OTHER (<i>specify</i>) 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 ⇒ CB11
CB2. In what month and year was (<i>name</i>) born? <i>Month and year must be recorded.</i>	DATE OF BIRTH MONTH __ __ YEAR __ __ __	
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, form or year of school (<i>name</i>) has ever attended?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	000 ⇒ CB7
CB6. Did (he/she) ever complete that (grade/form/year)?	YES 1 NO 2	
CB7. At any time during the current school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB9
CB8. During the current school year, which level and grade, form or year is (<i>name</i>) attending?	EARLY CHILDHOOD EDUCATION 000 PRIMARY 11 __ __ LOWER SECONDARY 12 __ __ UPPER SECONDARY 13 __ __ POST SECONDARY – NONTERTIARY 14 __ __ ASSOCIATE'S DEGREE 15 __ __ BACHELOR'S DEGREE 16 __ __ MASTER'S DEGREE 17 __ __ PH. D. 18 __ __	
CB9. At any time during the previous school year did (<i>name</i>) attend school or any early childhood education programme?	YES 1 NO 2	2 ⇒ CB11

MICS6.FS.2

<p>CB10. During the previous school year, which level and grade, form or year did <i>(name)</i> attend?</p>	<p>EARLY CHILDHOOD EDUCATION.....000 PRIMARY 11 ___ LOWER SECONDARY 12 ___ UPPER SECONDARY 13 ___ POST SECONDARY – NONTERTIARY 14 ___ ASSOCIATE’S DEGREE..... 15 ___ BACHELOR’S DEGREE 16 ___ MASTER’S DEGREE 17 ___ PH. D..... 18 ___</p>	
<p>CB11. Is <i>(name)</i> covered by any health insurance? <i>If ‘No’, probe: Does (name) have NHIP?</i></p>	<p>YES 1 NO 2</p>	<p>2 ⇒ End</p>
<p>CB12. What type of health insurance is <i>(name)</i> covered by? <i>Record all mentioned.</i></p>	<p>NATIONAL HEALTH INSURANCE PLAN (NHIP)..... A HEALTH INSURANCE THROUGH EMPLOYER B NATIONAL INSURANCE C OTHER PRIVATELY PURCHASED COMMERCIAL HEALTH INSURANCE D OTHER (<i>specify</i>) _____ X</p>	

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, handicrafts, 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 ANIMALS..... 1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS 1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS 1 2</p> <p>ANY OTHER ACTIVITY..... 1 2</p>	
CL2. Check CL1, [A]-[X]:	AT LEAST ONE 'YES'1 ALL ANSWERS ARE 'NO'2	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>	NUMBER OF HOURS __ __	
CL4. (Does the activity/Do these activities) require carrying heavy loads?	YES..... 1 NO..... 2	
CL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?	YES..... 1 NO..... 2	

MICS6.FS.4

<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>	2 ⇒ CL9
<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>	2 ⇒ CL11
<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>	

CL11. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household?		
	YES NO	
[A] Shopping for the household?	SHOPPING FOR HOUSEHOLD 1 2	
[B] Cooking?	COOKING 1 2	
[C] Washing dishes or cleaning around the house?	WASHING DISHES / CLEANING HOUSE 1 2	
[D] Washing clothes?	WASHING CLOTHES 1 2	
[E] Caring for children?	CARING FOR CHILDREN 1 2	
[F] Caring for someone old or sick?	CARING FOR OLD / SICK 1 2	
[X] Other household tasks?	OTHER HOUSEHOLD TASKS 1 2	
CL12. Check CL11, [A]-[X]:	AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2	2 ⇒ End
CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?	NUMBER OF HOURS _ _	
<i>If less than one hour, record '00'</i>		

MICS6.FS.6

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS 1 AGE 15-17 YEARS 2	2 ⇒ End
FCD2. Now I'd like to talk to you about something else. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (name) <u>in the past month</u> . [A] Took away privileges, forbade something (name) liked or did not allow (him/her) to leave the house. [B] Explained why (name) 's behaviour was wrong. [C] Shook (him/her). [D] Shouted, yelled at or screamed at (him/her). [E] Gave (him/her) something else to do. [F] Spanked, hit or slapped (him/her) on the bottom with bare hand. [G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. [H] Called (him/her) dumb, lazy, cracky, or another name like that. [I] Hit or slapped (him/her) on the face, head or ears. [J] Hit or slapped (him/her) on the hand, arm, or leg. [K] Beat (him/her) up, that is hit him/her over and over as hard as one could.	<p style="text-align: right;">YES NO</p> 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, CRACKY OR ANOTHER NAME 1 2 HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2 HIT / SLAPPED ON HAND, ARM OR LEG 1 2 BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1 2	
FCD3. Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES..... 1 NO 2	2 ⇒ FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES..... 1 NO 2	1 ⇒ End

MICS6.FS.7

FCDS. 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.FS.8

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

MICS6.FS.9

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

MICS6.FS.10

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

MICS6.FS.11

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

PARENTAL INVOLVEMENT		PR
PR1. Check CB3: Child's age?	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒End 3 ⇒End
PR2. At the end of this interview I will ask you if I can talk to (<i>name</i>). If (he/she) is close, can you please ask (him/her) to stay here. If (<i>name</i>) 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 (<i>name</i>) to read at home?	NONE 00 NUMBER OF BOOKS..... 0 ___ TEN OR MORE BOOKS 10	
PR4. Check CB7: Did the child attend any school? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.	YES, CB7/ED9=1..... 1 NO, CB7/ED9=2 OR BLANK 2	2 ⇒End
PR5. Does (<i>name</i>) ever have homework?	YES..... 1 NO 2 DK 8	2 ⇒PR7 8 ⇒PR7
PR6. Does anyone help (<i>name</i>) with homework?	YES 1 NO 2 DK 8	
PR7. Does (<i>name</i>)'s school have a school governing body in which parents can participate such as a parent teacher association or 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:	YES NO DK	
[A] A plan for addressing key education issues faced by (<i>name</i>)'s school?	PLAN FOR ADDRESSING SCHOOL'S ISSUES 1 2 8	
[B] School budget or use of funds received by (<i>name</i>)'s school?	SCHOOL BUDGET 1 2 8	
PR10. In the last 12 months, have you or any other adult from your household received a student report card for (<i>name</i>)?	YES 1 NO 2 DK 8	

MICS6.FS.13

<p>PR11. In the last 12 months, have you or any adult from your household gone to (<i>name</i>)'s school for any of the following reasons?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss (<i>name</i>)'s progress with (his/her) teachers?</p>	<p style="text-align: right;">YES NO DK</p> <p>CELEBRATION OR SPORT EVENT..... 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS 1 2 8</p>	
<p>PR12. In the last 12 months, has (<i>name</i>)'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</p> <p>[C] Teacher strike?</p> <p>[X] Other?</p>	<p style="text-align: right;">YES NO DK</p> <p>NATURAL DISASTERS 1 2 8</p> <p>MAN-MADE DISASTERS..... 1 2 8</p> <p>TEACHER STRIKE 1 2 8</p> <p>OTHER 1 2 8</p>	
<p>PR13. In the last 12 months, was (<i>name</i>) unable to attend class due to (his/her) teacher being absent?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>PR14. Check PR12[C] and PR13: Any 'Yes' recorded?</p>	<p>YES, PR12[C]=1 OR PR13=1..... 1</p> <p>NO 2</p>	2 ⇒ End
<p>PR15. When (<i>teacher strike / teacher absence</i>) happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	

FOUNDATIONAL LEARNING SKILLS		FL
FL0. Check CB3: Child's age?	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒End 3 ⇒End
<p>FL1. Now I would like to talk to (<i>name</i>). 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.</p> <p>These are not school tests and the results will not be shared with anyone, including other parents or the school.</p> <p>You will not benefit directly from participating and I am not trained to tell you how well (<i>name</i>) has performed.</p> <p>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.</p> <p>This will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous.</p>		
May I talk to (<i>name</i>)?	YES, PERMISSION IS GIVEN..... 1 NO, PERMISSION IS NOT GIVEN 2	2 ⇒FL28
FL2. Record the time.	HOURS AND MINUTES __ __ : __ __	
<p>FL3. My name is (<i>your name</i>). I would like to tell you a bit about myself.</p> <p>Could you tell me a little bit about yourself?</p> <p><i>When the child is comfortable, continue with the verbal consent:</i></p> <p>Let me tell you why I am here today. I am from the Department of Statistics. I am part of a team trying to find out how children are learning to read and to use numbers. We are also talking to some of the children about this and asking them to do some reading and number activities. (Your mother/<i>Name of caretaker</i>) 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.</p>		
Are you ready to get started?	YES 1 NO / NOT ASKED..... 2	2 ⇒FL28
<p>FL4. Before you start with the reading and number activities, tick each box to show that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> You are not alone with the child unless they are 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. 		
<p>FL5. Remember you can ask me a question at any time if there is something you do not understand. You can ask me to stop at any time.</p>		
FL6. First we are going to talk about reading.		YES NO
[A] Do you read books at home?	READS BOOKS AT HOME..... 1	2
[B] Does someone read to you at home?	READ TO AT HOME..... 1	2

MICS6.FS.15

<p>FL7. Which language do you speak most of the time at home? <i>Probe if necessary and read the listed languages.</i></p>	<p>ENGLISH 1 CREOLE 2 SPANISH 3 OTHER (<i>specify</i>) 6 DK 8</p>	
<p>FL8. Check CB7: In the current school year, did the child attend school or any early childhood education programme? <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? <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
<p>FL8B. Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=1 1 NO, FL7= 2, 3, 6 OR 8 2</p>	1 ⇒FL10 2 ⇒FL23
<p>FL9A. What language do your teachers use most of the time when teaching you in class? FL9B. When you were in school, what language did your teachers use most of the time when teaching you in class? <i>Probe if necessary and name the listed languages.</i></p>	<p>ENGLISH 1 CREOLE 2 SPANISH 3 OTHER (<i>specify</i>) 6 DK 8</p>	1 ⇒FL10 2 ⇒FL23 3 ⇒FL23 6 ⇒FL23 8 ⇒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>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? <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 ⇒FL19
<p>FL13. Give the child the READING & NUMBERS BOOK. <i>Open the page showing the reading practice item and say:</i> 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. <i>Lucky is a cat. Spot is a dog. Lucky is 5. Spot is 6.</i></p>		
<p>FL14. Did the child read every word in the practice correctly?</p>	<p>YES 1 NO 2</p>	2 ⇒FL23
<p>FL15. Once the reading is done, ask: How old is Lucky?</p>	<p>LUCKY IS 5 YEARS OLD 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3</p>	1 ⇒FL17

MICS6.FS.16

FL16. Say: Lucky is 5 years old. <i>and go to FL23.</i>		⇒FL23																																																																																																																																																										
FL17. Here is another question: Who is older: Lucky or Spot?	SPOT IS OLDER (THAN LUCKY) 1 OTHER ANSWERS 2 NO ANSWER AFTER 5 SECONDS 3	1 ⇒FL19																																																																																																																																																										
FL18. Say: Spot is older than Lucky. Spot is 6 and Lucky is 5. <i>and go to FL23.</i>		⇒FL23																																																																																																																																																										
FL19. Turn the page to reveal the reading passage. Thank you. Now I want you to try this. Here is a story. I want you to read it aloud as carefully as you can. 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>). When you finish I will ask you some questions about what you have read. If you come to a word you do not know, go onto the next word. Put your finger on the first word. Ready? Begin.	<table border="1"> <tr> <td>Peter</td><td>is</td><td>in</td><td>grade</td><td>two.</td><td>One</td><td>day,</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td> </tr> <tr> <td>Peter</td><td>was</td><td>going</td><td>home</td><td>from</td><td>school.</td><td>He</td> </tr> <tr> <td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td> </tr> <tr> <td>saw</td><td>some</td><td>sea</td><td>grapes.</td><td>The</td><td>sea</td><td>grapes</td> </tr> <tr> <td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td> </tr> <tr> <td>were</td><td>in</td><td>the</td><td>school</td><td>yard.</td><td>Peter</td><td>wanted</td> </tr> <tr> <td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td> </tr> <tr> <td>to</td><td>get</td><td>some</td><td>sea</td><td>grapes</td><td>for</td><td>his</td> </tr> <tr> <td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td> </tr> <tr> <td>mother.</td><td>Peter</td><td>ran</td><td>fast</td><td>across</td><td>the</td><td>yard</td> </tr> <tr> <td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td> </tr> <tr> <td>to</td><td>get</td><td>the</td><td>sea</td><td>grapes.</td><td>He</td><td>fell</td> </tr> <tr> <td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td> </tr> <tr> <td>down</td><td>near</td><td>a</td><td>guava</td><td>tree.</td><td>Peter</td><td>started</td> </tr> <tr> <td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td> </tr> <tr> <td>crying.</td><td>The</td><td>teacher</td><td>saw</td><td>him</td><td>and</td><td>came.</td> </tr> <tr> <td>57</td><td>58</td><td>59</td><td>60</td><td>61</td><td>62</td><td>63</td> </tr> <tr> <td>She</td><td>gave</td><td>Peter</td><td>many</td><td>sea</td><td>grapes.</td><td>Peter</td> </tr> <tr> <td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td> </tr> <tr> <td>was</td><td>very</td><td>happy.</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>71</td><td>72</td><td>73</td><td></td><td></td><td></td><td></td> </tr> </table>	Peter	is	in	grade	two.	One	day,	1	2	3	4	5	6	7	Peter	was	going	home	from	school.	He	8	9	10	11	12	13	14	saw	some	sea	grapes.	The	sea	grapes	15	16	17	18	19	20	21	were	in	the	school	yard.	Peter	wanted	22	23	24	25	26	27	28	to	get	some	sea	grapes	for	his	29	30	31	32	33	34	35	mother.	Peter	ran	fast	across	the	yard	36	37	38	39	40	41	42	to	get	the	sea	grapes.	He	fell	43	44	45	46	47	48	49	down	near	a	guava	tree.	Peter	started	50	51	52	53	54	55	56	crying.	The	teacher	saw	him	and	came.	57	58	59	60	61	62	63	She	gave	Peter	many	sea	grapes.	Peter	64	65	66	67	68	69	70	was	very	happy.					71	72	73					
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FL20. Results of the child's reading.	LAST WORD ATTEMPTED NUMBER __ __ TOTAL NUMBER OF WORDS INCORRECT OR MISSED NUMBER __ __																																																																																																																																																											

FL21. <i>How well did the child read the story?</i>	THE CHILD READ AT LEAST ONE WORD CORRECTLY..... 1	
	THE CHILD DID NOT READ ANY WORD CORRECTLY..... 2	2 ⇒ FL23
	THE CHILD DID NOT TRY TO READ THE STORY 3	3 ⇒ FL23

MICS6.FS.18

<p>FL22. 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 Peter in?</p> <p>[B] What did Peter see on the way home?</p> <p>[C] Why did Peter start crying?</p> <p>[D] Where did Peter fall (down)?</p> <p>[E] Why was Peter happy?</p>	<p>CORRECT ((PETER IS) IN GRADE TWO)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (HE SAW SOME SEA GRAPES) 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 ((PETER FELL DOWN) NEAR A GUAVA TREE)..... 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p> <p>CORRECT (BECAUSE THE TEACHER GAVE HIM MANY SEA GRAPES / BECAUSE HE HAD SEA GRAPES TO GIVE TO HIS MOTHER) 1 INCORRECT..... 2 NO RESPONSE / SAYS 'I DON'T KNOW' 3</p>	
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<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. Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p><i>Point to the first number and say: Start here.</i></p> <p><i>If the child stops on a number for a while, tell the child what the number is, mark the number as 'No Attempt', point to the next number and say: What is this number?</i></p> <p><i>If the child does not attempt to read 2 consecutive numbers, say: Thank you. That is ok.</i></p>	<p>9 CORRECT.....1 INCORRECT2 NO ATTEMPT3</p> <p>12 CORRECT.....1 INCORRECT2 NO ATTEMPT3</p> <p>30 CORRECT.....1 INCORRECT2 NO ATTEMPT3</p> <p>48 CORRECT.....1 INCORRECT2 NO ATTEMPT3</p> <p>74 CORRECT.....1 INCORRECT2 NO ATTEMPT3</p> <p>731 CORRECT.....1 INCORRECT2 NO ATTEMPT3</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 ATTEMPT2</p>	<p>2 ⇒FL28</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><i>Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.</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 pair of numbers, turn the booklet page and show the child the next pair of numbers.</i></p> <p><i>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.</i></p>	<p>7 & 5 CORRECT (7)1 INCORRECT2 NO ATTEMPT3</p> <p>11 & 24 CORRECT (24)1 INCORRECT2 NO ATTEMPT3</p> <p>58 & 49 CORRECT (58)1 INCORRECT2 NO ATTEMPT3</p> <p>65 & 67 CORRECT (67)1 INCORRECT2 NO ATTEMPT3</p> <p>146 & 154 CORRECT (154)1 INCORRECT2 NO ATTEMPT3</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><i>Record the child's answer before turning the page in the book and repeating the question for the next sum.</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 sum, turn the booklet page and show the child the next addition.</i></p> <p><i>If the child does not attempt 2 consecutive sums, record '3', no attempt, for the remaining sums and say: Thank you. That is ok. We will go to the next activity.</i></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><i>Point to each number and blank space and say: What number goes here?</i></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><i>Point to each number and blank space and say: What number goes here?</i></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 ⇒ FL28</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> 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>	
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<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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FS11. Record the time.	HOURS AND MINUTES : ..	
FS12. Language of the Questionnaire.	ENGLISH 1 CREOLE..... 2	
FS13. Language of the Interview.	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
FS14. Native language of the Respondent.	ENGLISH 1 CREOLE..... 2 SPANISH 3 OTHER LANGUAGE (specify) 6	
FS15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE..... 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED..... 3	
<p>FS16. Thank the respondent and the child for her/his cooperation.</p> <p><i>Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.</i></p> <p><i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i></p>		

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

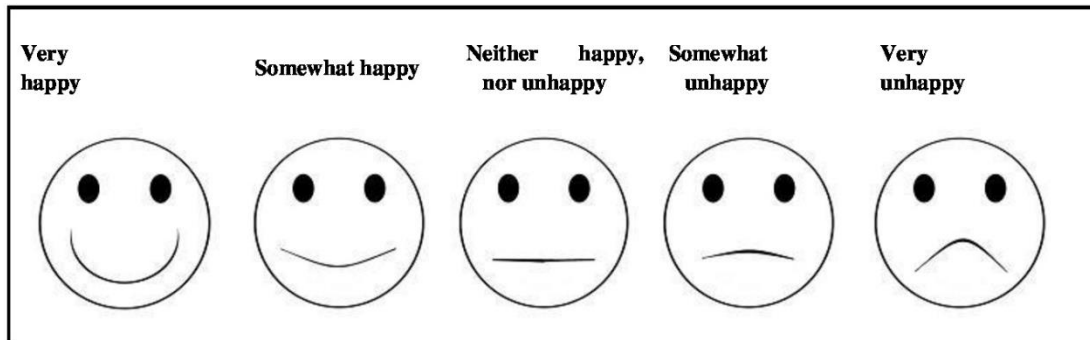
MICS6.FS.24

E.3.1 SENTENCES FOR LITERACY TESTING IN ENGLISH

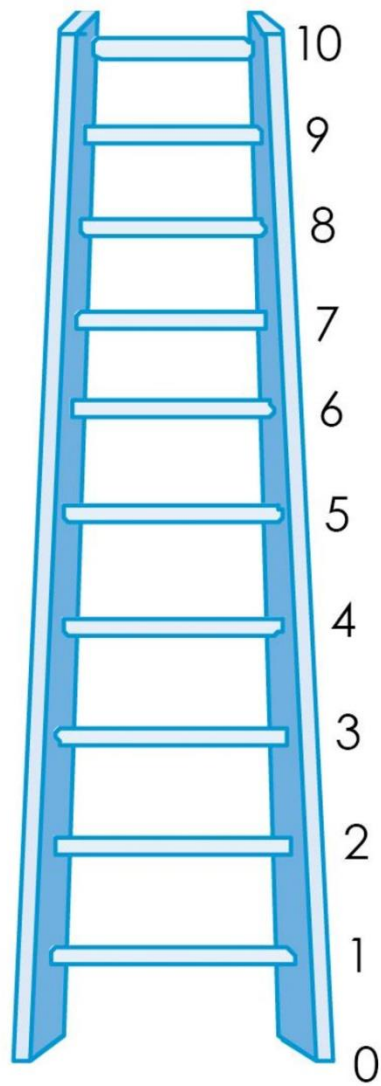
1. The child is reading a book.
2. The rains came late this year.
3. Parents must care for their children.
4. Building houses is hard work.

1. Timoun nan ap li yon liv
2. Lapli a vini ta ane sa
3. Paran yo dwe pran swen timoun yo
4. Bati kay se travay ki di

E.3.3 RESPONSE CARD FOR LIFE SATISFACTION MODULE



Best Possible Life



Worst Possible Life

MICS6.ME.22



FL module booklet

Lucky is a cat. Spot is a dog. Lucky is 5. Spot is 6.



Peter is in grade two. One day, Peter was going home from school. He saw some sea grapes. The sea grapes were in the school yard. Peter wanted to get some sea grapes for his mother. Peter ran fast across the yard to get the sea grapes. He fell down near a guava tree. Peter started crying. The teacher saw him and came. She gave Peter many sea grapes. Peter 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 —

Turks & Caicos Islands
Multiple Indicator Cluster Survey
2019-2020