

# Turkmenistan



Generating evidence to deliver for children

## Multiple Indicator Cluster Survey 2019



State Statistics  
Committee  
of Turkmenistan



United Nations  
Population Fund



United Nations  
Children's Fund





# Turkmenistan

## Multiple Indicator Cluster Survey 2019

### Survey Findings Report

*June 2020*



TURKMENISTAN  
MULTIPLE INDICATOR CLUSTER SURVEY  
2019

*Cover photo*

©UNICEF Turkmenistan/Julie Pudlowski

Published in June 2020

The 2019 Turkmenistan Multiple Indicator Cluster Survey (MICS) was carried out in 2019 by the State Statistics Committee of Turkmenistan as part of the global MICS Programme. Technical support was provided by the United Nations Children's Fund (UNICEF), with funding provided by the Government of Turkmenistan and financial support of UNICEF and the United Nations Population Fund (UNFPA).

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.

The objective of this report is to facilitate the timely dissemination and use of results from the 2019 Turkmenistan 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 <https://mics.unicef.org/>

---

Suggested citation:

The State Committee of Turkmenistan for Statistics and UNICEF. 2020. *2019 Turkmenistan Multiple Indicator Cluster Survey. Survey Findings Report*. Ashgabat, Turkmenistan: State Committee for Statistics of Turkmenistan and UNICEF.

Reference to the Report is required when reprinting, citing or otherwise using the data of the Report.

**The State Committee of Turkmenistan for Statistics**

744000, Ashgabat, Archabil Av. 100

Tel.: (+993 12) 392744,

Fax: (+993 12) 980153

Site: [www.stat.gov.tm](http://www.stat.gov.tm)

**The United Nations Children's Fund (UNICEF) in Turkmenistan**

744000, Ashgabat, Archabil Av., 21

Tel.: (+993 12) 488352/55/57/58,

Fax: (+993 12) 488350

Site: [www.unicef.org](http://www.unicef.org)

**SUMMARY TABLE OF SURVEY IMPLEMENTATION AND THE SURVEY POPULATION**

<b>Survey sample and implementation</b>			
<b>Sample frame</b>	Population and Housing Census of Turkmenistan, 2012	<b>Questionnaires</b>	Household Women (age 15-49) Children under five Children age 5-17
- Updated	December 2018- January 2019		
<b>Interviewer training</b>	April 2019	<b>Fieldwork</b>	May-August 2019
<b>Survey sample</b>			
Households		Children under five	
- Sampled	6361	- Eligible	3729
- Occupied	6305	- Mothers/caretakers interviewed	3682
- Interviewed	6195	- Response rate (Percent)	98.7
- Response rate (Percent)	98.3		
Women (age 15-49)		Children age 5-17	
- Eligible for interviews	7732	- Eligible	3776
- Interviewed	7558	- Mothers/caretakers interviewed	3731
- Response rate (Percent)	97.7	- Response rate (Percent)	98.8

<b>Survey population</b>			
Average household size	5.2	<b>Percentage of population living in</b>	
<b>Percentage of population under:</b>		- Urban areas	43.6
- Age 5	12.4	- Rural areas	56.4
- Age 18	37.3	- Ashgabat city	12.4
Percentage of women age 15-49		- Akhal velayat	13.0
years with at least one live birth in the		- Balkan velayat	6.4
last 2 years	17.6	- Dashoguz velayat	19.0
		- Lebap velayat	23.6
		- Mary velayat	25.6

## TABLE OF CONTENTS

Summary table of survey implementation and the survey population .....	iii
Table of contents .....	iv
List of abbreviations .....	ix
Acknowledgements.....	1
<b>1 Introduction .....</b>	<b>2</b>
<b>2 Survey methodology .....</b>	<b>5</b>
2.1 Sample design .....	5
2.2 Questionnaires .....	5
2.3 Ethical protocol .....	6
2.4 Data collection method.....	6
2.5 Training .....	6
2.6 Fieldwork.....	6
2.7 Fieldwork quality control measures.....	7
2.8 Data management, editing and analysis .....	7
2.9 Data sharing .....	7
<b>3 Indicators and definitions.....</b>	<b>8</b>
<b>4 Sample coverage and characteristics of respondents .....</b>	<b>26</b>
4.1 Results of interviews .....	26
Table SR.1.1: Results of household, women’s, under-5’s and children age 5-17’s interviews .....	27
4.2 Housing and household characteristics .....	28
Table SR.2.1: Housing characteristics.....	29
Table SR.2.2: Household and personal assets .....	30
Table SR.2.3: Wealth quintiles .....	31
4.3 Household composition .....	32
Table SR.3.1: Household composition.....	33
4.4 Age structure of household population .....	34
Table SR.4.1: Age distribution of household population by sex.....	34
4.5 Respondents’ background characteristics .....	35
Table SR.5.1W: Women's background characteristics .....	36
Table SR.5.2: Children under 5's background characteristics.....	37
Table SR.5.3: Children age 5-17 years' background characteristics .....	38
4.6 Literacy.....	39
Table SR.6.1W: Literacy (women) .....	40
4.7 Migratory status.....	41
Table SR.7.1W: Migratory status of women .....	42
Table SR.7.1W (Continued): Migratory status of women .....	43
4.8 Adult functioning.....	44
Table SR.8.1W: Adult functioning (women age 18-49 years).....	45
4.9 Mass media and ICT .....	46
Table SR.9.1W: Exposure to mass media (women) .....	47
Table SR.9.2W: Household ownership of ICT equipment and access to internet.....	49
Table SR.9.3W: Use of ICT (women).....	49
Table SR.9.4W: ICT skills (women) .....	50
4.10 Children's living arrangements.....	51
Table SR.11.1: Children's living arrangements and orphanhood .....	52
Table SR.11.2: Children's living arrangements and co-residence with parents.....	53
Table SR.11.3: Children not in parental care .....	54
<b>5 Survive.....</b>	<b>55</b>
Table CS.1: Early childhood mortality rates .....	56
Table CS.2: Early childhood mortality rates by socioeconomic characteristics.....	56
Table CS.3: Early childhood mortality rates by demographic characteristics.....	57
<b>6 Thrive – Reproductive and maternal health.....</b>	<b>59</b>

6.1	Fertility .....	59
	Table TM.1.1: Fertility rates .....	59
6.2	Early childbearing .....	60
	Table TM.2.1: Adolescent birth rate and total fertility rate .....	61
	Table TM.2.2W: Early childbearing (young women) .....	62
	Table TM.2.3W: Trends in early childbearing (women) .....	63
6.3	Contraception .....	64
	Table TM.3.0A: Knowledge of specific contraceptive methods .....	66
	Table TM.3.0B: Knowledge of contraceptive methods .....	67
	Table TM.3.1: Use of contraception (currently married/in union) .....	68
	Table TM.3.2: Use of contraception (formerly married/ in union) .....	69
	Table TM.3.3: Need and demand for family planning (currently married/in union) .....	70
	Table TM.3.4: Need and demand for family planning (formerly married or in union) .....	71
6.4	Informed decision on women’s health .....	72
	Table TM.3.5A: Informed decision on health care (women) - indicator components .....	73
	Table TM.3.5B: Informed decision on health care (women) - indicator .....	74
6.5	Antenatal care .....	75
	Table TM.4.1: Antenatal care coverage .....	76
	Table TM.4.2: Number of antenatal care visits and timing of first visit .....	77
	Table TM.4.3: Content of antenatal care .....	78
6.6	Delivery care .....	79
	Table TM.6.1: Place of delivery .....	79
	Table TM.6.2: Assistance during delivery and caesarean section .....	80
6.7	Birthweight .....	81
	Table TM.7.1: Infants weighed at birth .....	83
6.8	Post-natal care .....	84
	Table TM.8.4: Thermal care for newborns .....	85
6.9	HIV .....	86
	Table TM.11.1W: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (women) .....	88
	Table TM.11.2W: Knowledge of mother-to-child HIV transmission (women) .....	89
	Table TM.11.3W: Attitudes towards people living with HIV (women) .....	90
	Table TM.11.4W: Knowledge of a place for HIV testing (women) .....	91
	Table TM.11.5: HIV counselling and testing during antenatal care .....	92
	Table TM.11.6W: Key HIV and AIDS indicators (young women) .....	93
<b>7</b>	<b>Thrive – Child health, nutrition and development .....</b>	<b>94</b>
7.1	Infant and young child feeding .....	94
	Table TC.7.1: Initial breastfeeding .....	97
	Table TC.7.2: Newborn feeding .....	98
	Table TC.7.3: Breastfeeding status .....	99
	Table TC.7.4: Duration of breastfeeding .....	100
	Table TC.7.5: Age-appropriate breastfeeding .....	101
	Table TC.7.6: Introduction of solid, semi-solid, or soft foods .....	102
	Table TC.7.7: Infant and young child feeding (IYCF) practices .....	103
	Table TC.7.8: Bottle feeding .....	104
7.2	Malnutrition .....	105
	Table TC.8.1: Nutritional status of children .....	107
7.3	Early childhood development .....	108
	Table TC.10.1: Support for learning .....	109
	Table TC.10.1A: Support for learning for children age 12-23 months .....	110
	Table TC.10.2: Learning materials .....	111
	Table TC.10.3: Inadequate supervision .....	112
7.4	Early child development index .....	113
	Table TC.11.1: Early child development index .....	114
<b>8</b>	<b>Learn .....</b>	<b>115</b>
8.1	Background .....	115
8.2	Early childhood education .....	116

Table LN.1.1: Early childhood education .....	117
Table LN.1.2: Participation rate in organised learning .....	118
Table LN.1.2A: Non-attendance to an Early Childhood Education programme .....	119
<b>8.3 Attendance.....</b>	<b>120</b>
Table LN.2.1: School readiness.....	122
Table LN.2.2: Primary school entry .....	123
Table LN.2.3: Primary school attendance and out of school children .....	124
Table LN.2.4: Secondary school attendance and out of school adolescents.....	125
Table LN.2.4 ISCED: Lower secondary school attendance and out of school adolescents .....	126
Table LN.2.5: Age for grade.....	127
Table LN.2.5 ISCED: Age for grade.....	128
Table LN.2.6 ISCED: Upper secondary school attendance and out of school youth.....	129
Table LN.2.7: Gross intake, completion and effective transition rates .....	130
Table LN.2.7 ISCED: Gross intake, completion and effective transition rates .....	131
Table LN.2.8: Parity indices .....	132
Table LN.2.8 ISCED: Parity indices .....	133
<b>8.4 Parental involvement.....</b>	<b>134</b>
Table LN.3.1: Support for child learning at school .....	135
Table LN.3.2: School-related reasons for inability to attend class .....	137
Table LN.3.3: Learning environment at home.....	138
<b>8.5 Foundational learning skills.....</b>	<b>140</b>
Table LN.4.1: Reading skills .....	142
Table LN.4.1A: Reading skills (age 10-14 years) .....	145
Table LN.4.1B: Reading skills (attending grade 2/3).....	148
Table LN.4.2: Numeracy skills .....	151
Table LN.4.2A: Numeracy skills (age 10-14 years).....	154
Table LN.4.2B: Numeracy skills (attending grade 2/3) .....	157
<b>8.6 Youth in employment, education or training.....</b>	<b>160</b>
Table LN.5.1W: Youth education, employment and training (women).....	161
<b>9 Protected from violence and exploitation.....</b>	<b>163</b>
<b>9.1 Birth registration .....</b>	<b>163</b>
Table PR.1.1: Birth registration .....	164
<b>9.2 Child discipline .....</b>	<b>165</b>
Table PR.2.1: Child discipline .....	166
Table PR.2.1A: Child discipline by disciplining methods.....	167
Table PR.2.2: Attitudes toward physical punishment .....	168
<b>9.3 Child marriage.....</b>	<b>169</b>
Table PR.4.1W: Child marriage (women) .....	170
Table PR.4.2W: Trends in child marriage (women).....	171
Table PR.4.3: Spousal age difference .....	172
<b>9.4 Victimization .....</b>	<b>173</b>
Table PR.6.1W: Victims of robbery and assault (women).....	174
<b>9.5 Feelings of safety.....</b>	<b>175</b>
Table PR.7.1W: Feelings of safety (women).....	176
<b>9.6 Attitudes towards domestic violence.....</b>	<b>178</b>
Table PR.8.1W: Attitudes toward domestic violence (women) .....	179
<b>10 Live in a safe and clean environment.....</b>	<b>180</b>
<b>10.1 Drinking water.....</b>	<b>180</b>
Table WS.1.1: Use of improved and unimproved water sources .....	181
Table WS.1.2: Use of basic and limited drinking water services .....	182
Table WS.1.3: Person collecting water.....	183
Table WS.1.4: Time spent collecting water .....	184
Table WS.1.5: Availability of sufficient drinking water when needed.....	185
Table WS.1.9: Household water treatment.....	186
<b>10.2 Sanitation .....</b>	<b>187</b>
Table WS.3.1: Use of improved and unimproved sanitation facilities .....	188
Table WS.3.2: Use of basic and limited sanitation services.....	189

Table WS.3.6: Drinking water and sanitation ladders .....	190
10.3 Menstrual hygiene .....	191
Table WS.4.1: Menstrual hygiene management .....	192
Table WS.4.2: Exclusion from activities during menstruation .....	193
11 Equitable chance in life .....	194
11.1 Child functioning .....	194
Table EQ.1.1: Child functioning (children age 2-4 years) .....	195
Table EQ.1.2: Child functioning (children age 5-17 years) .....	196
Table EQ.1.3: Use of assistive devices (children age 2-17 years) .....	197
Table EQ.1.4: Child functioning (children age 2-17 years) .....	198
11.2 Social transfers .....	199
Table EQ.2.1W: Health insurance coverage (women) .....	200
Table EQ.2.2: Health insurance coverage (children age 5-17 years) .....	201
Table EQ.2.3: Health insurance coverage (children under age 5) .....	202
Table EQ.2.4: Awareness and ever use of external economic support .....	203
Table EQ.2.4A: Awareness of external economic support .....	204
Table EQ.2.5: Coverage of social transfers and benefits: All household members .....	205
Table EQ.2.6: Coverage of social transfers and benefits: Households in the lowest two wealth quintiles .....	206
Table EQ.2.7: Coverage of social transfers and benefits: Children in all households .....	207
Table EQ.2.7A: Coverage of social transfers and benefits: Children under age 3 in all households .....	208
Table EQ.2.7B: Coverage of state allowance on disability: Children in all households .....	209
11.3 Discrimination and harassment .....	210
Table EQ.3.1W: Discrimination and harassment (women) .....	211
Appendix A Sample design .....	212
A.1 Sample size and sample allocation .....	212
Table SD.1: Distribution of Enumeration Areas and households in sampling frame .....	212
Table SD.2: Sample allocation .....	213
A.2 Selection of enumeration areas (clusters) .....	214
A.3 Listing activities .....	214
A.4 Selection of households .....	214
A.5 Calculation of sample weights .....	214
Appendix B List of personnel involved in the survey .....	217
Appendix C Estimates of sampling errors .....	220
Table SE.1: Sampling errors: Total sample .....	221
Table SE.2: Sampling errors: Urban .....	222
Table SE.3: Sampling errors: Rural .....	223
Table SE.4: Sampling errors: Ashgabat city .....	224
Table SE.5: Sampling errors: Akhal velayat .....	225
Table SE.6: Sampling errors: Balkan velayat .....	226
Table SE.7: Sampling errors: Dashoguz velayat .....	227
Table SE.8: Sampling errors: Lebap velayat .....	228
Table SE.9: Sampling errors: Mary velayat .....	229
Appendix D Data quality .....	230
D.1 Age distribution .....	230
Table DQ.1.1: Age distribution of household population .....	230
Table DQ.1.2W: Age distribution of eligible and interviewed women .....	231
Table DQ.1.3: Age distribution of young children in households and under-5 questionnaires .....	231
Table DQ.1.4: Age distribution of children age 3-20 in households and 5-17 questionnaires .....	232
D.2 Birth date reporting .....	233
Table DQ.2.1: Birth date reporting (household population) .....	233
Table DQ.2.2W: Birth date and age reporting (women) .....	233
Table DQ.2.3: Birth date reporting (live births) .....	234
Table DQ.2.4: Birth date and age reporting (children under age 5 years) .....	235
Table DQ.2.5: Birth date reporting (children age 5-17 years) .....	235
D.3 Completeness and measurements .....	236
Table DQ.3.3W: Completeness of information on dates of marriage/union (women) .....	236
Table DQ.3.4: Completeness of information for anthropometric indicators: Underweight .....	236



Table DQ.3.5: Completeness of information for anthropometric indicators: Stunting .....	236
Table DQ.3.6: Completeness of information for anthropometric indicators: Wasting and overweight .....	237
Table DQ.3.7: Heaping in anthropometric measurements .....	237
Table DQ.3.8: Completeness of information for foundational learning skills indicators.....	238
<b>D.4 Observations .....</b>	<b>239</b>
Table DQ.4.3: Observation of birth certificates .....	239
<b>D.5 School attendance.....</b>	<b>240</b>
Table DQ.5.1: School attendance by single age .....	240
<b>D.6 Birth history.....</b>	<b>241</b>
Table DQ.6.1: Sex ratio at birth among children ever born and living .....	241
Table DQ.6.2: Births by periods preceding the survey .....	241
Table DQ.6.3: Reporting of age at death in days.....	242
Table DQ.6.4: Reporting of age at death in months.....	243
<b>Appendix E 2019 Turkmenistan MICS questionnaires .....</b>	<b>244</b>
<b>E.1 English questionnaires .....</b>	<b>245</b>
Household Questionnaire.....	245
Questionnaire for Individual Women .....	262
Questionnaire for Children Under Five .....	294
Questionnaire for Children Age 5-17.....	311
<b>E.2 Russian questionnaires .....</b>	<b>328</b>
Вопросник домохозяйства .....	328
Индивидуальный вопросник для женщин .....	345
Вопросник о детях в возрасте до пяти лет.....	379
Вопросник о детях в возрасте до пяти лет: форма для антропометрических измерений.....	394
Вопросник о детях в возрасте 5–17 лет .....	396
<b>E.3 Turkmen questionnaires .....</b>	<b>416</b>
Öý hojalyklarynyň sowalnamasy .....	416
Zenanlar üçin aýratyn sowalnama.....	433
Bäş ýaşa çenli çagalar barada sowalnama .....	465
Bäş ýaşa çenli çagalar barada sowalnama: antropometriýa boýunça ölçegler üçin forma .....	481
5-17 ýaşly çagalar barada sowalnama .....	483

## LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ARI	Acute Respiratory Infection
PASEC	Analysis Programme of the CONFEMEN Education Systems (Programme d'Analyse des Systèmes Educatifs de la CONFEMEN)
ASFR	Age Specific Fertility Rates
C-section	Caesarean section
CAPI	Computer-Assisted Personal Interviewing
CBR	Crude Birth Rate
CMT	Cabinet Ministry of Turkmenistan
CRC	Convention on the Rights of the Child
CSPro	Census and Survey Processing System
ECDI	Early Child Development Index
FCT	Field Check Table
g	Grams
GFR	General Fertility Rate
GPI	Gender Parity Index
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IFSS	Internet File Streaming System
IYCF	Infant and Young Child Feeding
JMP	WHO/UNICEF Joint Monitoring Programme for Water Supply, Sanitation and Hygiene
LBW	Low birth weight
LPG	Liquefied Petroleum Gas
MDG	Millennium Development Goals
MICS	Multiple Indicator Cluster Survey
MICS6	Sixth global round of Multiple Indicator Clusters Surveys programme
MoFA	Ministry of Foreign Affairs of Turkmenistan
PISA	Programme for International Student Assessment
PNC	Post-natal Care
PSU	Primary Sampling Unit
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
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
WG	Washington Group on Disability Statistics
WHO	World Health Organization

## ACKNOWLEDGEMENTS

The Multiple Indicator Cluster Survey is based on international methodology and provides a unique opportunity to get an expanded picture of the lives of women and children in Turkmenistan. The survey data supplement the available information resources of official statistics on the quality of life of the country's population, thereby, drawing the attention of the state and society to new aspects. Survey results will be one of the most important sources of information for monitoring the achievement of the Sustainable Development Goals. Turkmenistan is one of the first countries globally to collect data on selected SDG indicators in this round of MICS6.

The State Statistics Committee of Turkmenistan expresses its gratitude to the Government of Turkmenistan (Cabinet of Ministries of Turkmenistan, Ministry of Foreign Affairs), representatives of national and local governments for the assistance in conducting the survey.

Special thanks to the specialists of the UNICEF Country Office in Turkmenistan for the prompt resolution of emerging issues and assistance in organizing and conducting the survey as well as UNICEF professional staff from RO and HQ including the national and international consultants who made a great contribution to the work.

We are grateful to the UNICEF professional experts around the world who developed standard questionnaires, data entry and processing programs, conducted a series of training workshops and technical support of this global survey in Turkmenistan.

Our gratitude to the UNFPA office in Turkmenistan for the co-financing provided during the MICS fieldwork.

We express our gratitude to all the heads of the velayat/city Statistics Departments, supervisors, interviewers and measurers for their significant contribution to the successful completion of the Project.

In conclusion, we thank all the people involved in this survey: all who directly or indirectly assisted in this work; residents (members of households) of Turkmenistan, who kindly agreed to provide information on a questionnaire on the basis of confidentiality, which will be useful for management bodies in making decisions aimed at further improving the situation of children and women in the country in the future.

This report is based on the 2019 Turkmenistan Multiple Indicator Cluster Survey (MICS), conducted in 2019 by the State Statistics Committee of Turkmenistan. 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...”*

Turkmenistan, along with the other countries, has committed to contribute to the achievement of the global Sustainable Development Goals.

Turkmenistan has officially adopted all 17 sustainable development Goals and adapted them to national socio-economic development plans and strategies.

The nationalization process involved defining SDGs that were applicable to Turkmenistan, integrating them into national development plans and establishing the monitoring system. As the result of the analysis conducted to determine the relevance of the SDG targets and indicators to the country context, 17 SDG, 148 targets (of which

121 remained unchanged and 27 were adjusted according to the national priorities) and 187 indicators (of 241 global indicators) were formally adopted<sup>1</sup>.

The 2030 Agenda is the main strategy of the country that will help to deepen the social orientation of existing national policies and achieve a balanced development of the country in three dimensions - social, economic and environmental. Turkmenistan takes a comprehensive approach to their implementation, as reflected in the Voluntary National Review.

In Turkmenistan, the Agenda serves as a central strategy of the country, where government policies are focused on its implementation. As such, the National Programme for Social and Economic Development of Turkmenistan on 2011- 2030 and the Programme of the President of Turkmenistan for Social and Economic Development for the period 2019-2025 are aimed at achieving sustainable development and make consistent implementation of the SDGs as a main priority.

As part of the construction of a monitoring and reporting system, the State Committee for Statistics of Turkmenistan, as one of the key bodies responsible for the implementation of the SDG monitoring system, together with ministries and departments conducted an inventory and adaptation of global SDG indicators.

This publication contains 30 indicators of sustainable development goals that determine the status of women and children in Turkmenistan.

The 2019 Turkmenistan MICS has as its primary objectives:

- To provide high quality data for assessing the situation of children, adolescents, women and households in Turkmenistan;
- 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 Turkmenistan 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, delivery care, birthweight and HIV.

The following chapter, “Thrive – Child health, nutrition and development” presents infant and young child feeding, malnutrition, and early childhood development.

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

---

<sup>1</sup> Voluntary National Review Turkmenistan, Ashgabat, 2019

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

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

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

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 2019 Turkmenistan MICS was designed to provide estimates for a large number of indicators on the situation of children and women at the national level, for urban and rural areas, and for 6 regions: Ashgabat city, Akhal, Balkan, Dashoguz, Lebap and Mary velayats. The urban and rural areas within each region were identified as the main sampling strata and the sample of households was selected in two stages. Within each stratum, a specified number of census enumeration areas were selected systematically with probability proportional to size. At the national level, a total of 318 sample enumeration areas were selected at the first sampling stage. After a household listing was carried out within the selected enumeration areas, a systematic sample of 20 households was drawn in each sample enumeration area at the second stage, for a total sample size of 6360 households. All 318 selected enumerator areas were visited for the survey. 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

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

Household Questionnaire	Questionnaire for Individual Women / Men	Questionnaire for Children Age 5-17 Years
List of Household Members Education Household Characteristics Social Transfers Social Transfers (disability) Water and Sanitation	Woman's Background, including questions for SDG 8.6.1. (NEET) Mass Media and ICT Fertility/Birth History Desire for Last Birth Maternal and Newborn Health Marriage/Union Contraception Unmet Need Informed Decision on Reproductive Health Care Attitudes Toward Domestic Violence Victimisation Adult Functioning HIV/AIDS	Child's Background 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 Anthropometry

In addition to the administration of questionnaires, fieldwork teams measured the weights and heights of children age under 5 years. 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.

---

<sup>2</sup> 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, and Child Functioning modules is not reproduced in Appendix E.

The questionnaires were based on the MICS6 standard questionnaires.<sup>3</sup> From the MICS6 model English, and Russian versions, the questionnaires were customised and translated into Turkmen language and were pre-tested in Ashgabat city and Akhal velayat during February 2019. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires. A copy of the 2019 Turkmenistan MICS questionnaires is provided in Appendix E.

## 2.3 ETHICAL PROTOCOL

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.

## 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 programs<sup>4</sup> developed under the global MICS programme were adapted to the 2019 Turkmenistan MICS final questionnaires and used throughout. The CAPI application was tested in Ashgabat city and Akhal velayat during March 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 30 days in April 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 28 days in training (including field practice) and two days on a full pilot survey in Ashgabat and Magtymguly settlement of Ak Bugday etrap of Akhal velayat. The training agenda was based on the template MICS6 training agenda.<sup>5</sup>

Measurers received dedicated training on anthropometric measurements for a total of 15 days, including 5 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 6 teams; each was comprised of 4 female interviewers, one driver, one measurer and a supervisor. Fieldwork began on May 2, 2019 and concluded on August 4, 2019

Data was collected using tablet computers running the Windows 8 operating system, utilising a Bluetooth application for field operations, enabling transfer of assignments and completed questionnaires between supervisor and interviewer tablets.

---

<sup>3</sup> The standard MICS6 questionnaires can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#survey-design>.

<sup>4</sup> 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>.

<sup>5</sup> The template training agenda can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <http://mics.unicef.org/tools#survey-design>.



## 2.7 FIELDWORK QUALITY CONTROL MEASURES

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

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

Throughout the fieldwork, field check tables (FCTs) were produced weekly for analysis and action with field teams. The FCTs were customised versions of the standard tables produced by the MICS Programme.<sup>6</sup>

## 2.8 DATA MANAGEMENT, EDITING AND ANALYSIS

Data were received at the State Statistics Committee's central office using fiber-optic communication between the central office and regional units. 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.<sup>7</sup>

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.<sup>8</sup>

## 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 the MICS website<sup>9</sup> 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.

Archiving of data and survey tools was carried out in the process of survey. The complete data sets, SPSS syntaxes, and other relevant survey documentation were archived.

---

<sup>6</sup> 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>.

<sup>7</sup> The standard guidelines can be found at: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018.

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

<sup>8</sup> 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>

<sup>9</sup> The survey datasets can be found at: "Surveys." Home - UNICEF MICS. Accessed August 24, 2018.

<http://mics.unicef.org/surveys>.

### 3 INDICATORS AND DEFINITIONS

MICS INDICATOR	SDG <sup>10</sup>	Module <sup>11</sup>	Definition <sup>12</sup>	Value	
<b>SAMPLE COVERAGE AND CHARACTERISTICS OF THE RESPONDENTS</b>					
SR.1	Access to electricity	7.1.1	HC	Percentage of household members with access to electricity	99.9
SR.2	Literacy rate (age 15-24 years)		WB	Percentage of women age 15-24 years who are able to read a short simple statement about everyday life or who attended secondary (4-11) or higher education	99.9
SR.3	Exposure to mass media		MT	Percentage of women age 15-49 years who, at least once a week, read a newspaper or magazine, listen to the radio, and watch television	14.7
SR.4	Households with a radio		HC	Percentage of households that have a radio	19.0
SR.5	Households with a television		HC	Percentage of households that have a television	99.8
SR.6	Households with a telephone		HC – MT	Percentage of households that have a telephone (fixed line or mobile phone)	99.8
SR.7	Households with a computer		HC	Percentage of households that have a computer	43.8
SR.8	Households with internet		HC	Percentage of households that have access to the internet by any device from home	48.9
SR.9	Use of computer		MT	Percentage of women age 15-49 years who used a computer during the last 3 months	21.6
SR.10	Ownership of mobile phone	5.b.1	MT	Percentage of women age 15-49 years who own a mobile phone	91.1

<sup>10</sup> 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/>.

<sup>11</sup> 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.

<sup>12</sup> 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>

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Definition <sup>12</sup>	Value
SR.11	Use of mobile phone		MT	Percentage of women age 15-49 years who used a mobile telephone during the last 3 months	97.9
SR.12a SR.12b	Use of internet	17.8.1	MT	Percentage of women age 15-49 years who used the internet (a) during the last 3 months (b) at least once a week during the last 3 months	52.7 47.3
SR.13a SR.13b	ICT skills	4.4.1	MT	Percentage of women who have carried out at least one of nine specific computer related activities during the last 3 months (a) age 15-24 (b) age 15-49	34.9 19.5
SR.18	Children's living arrangements		HL	Percentage of children age 0-17 years living with neither biological parent	1.9
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	3.1
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	3.6

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
<b>SURVIVE</b> <sup>13</sup>					
CS.1	Neonatal mortality rate	3.2.2	BH	Probability of dying within the first month of life	22
CS.2	Post-neonatal mortality rate		BH	Difference between infant and neonatal mortality rates	10
CS.3	Infant mortality rate		CM / BH	Probability of dying between birth and the first birthday	32
CS.4	Child mortality rate		BH	Probability of dying between the first and the fifth birthdays	6
CS.5	Under-five mortality rate	3.2.1	CM / BH	Probability of dying between birth and the fifth birthday	38

---

<sup>13</sup> Mortality indicators are calculated for the last 5-year period.

MICS INDICATOR	SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value			
<b>THRIVE - REPRODUCTIVE AND MATERNAL HEALTH</b>							
TM.1			Adolescent birth rate	3.7.2	CM / BH	Age-specific fertility rate for women age 15-19 years	22
TM.2			Early childbearing		CM / BH	Percentage of women age 20-24 years who have had a live birth before age 18	1.4
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	49.7
TM.4			Need for family planning satisfied with modern contraception <sup>14</sup>	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	79.6
TM.S1			Informed decision on reproductive health care	5.6.1	ID	Distribution of women age 15-49 who are currently married or in union and make their own decisions regarding sexual relations, contraceptive use and health care	42.2
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	100.0 97.6 57.3
TM.S2			Antenatal care coverage (at least six times by any provider)		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 at least six times by any provider	93.4
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, gave urine and blood samples as part of antenatal care	99.9
TM.S3			Content of antenatal care (including ultrasound)		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, gave urine and blood samples and had an ultrasound as part of antenatal care	99.9

<sup>14</sup> See Table TM.3.3 for a detailed description

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
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	100.0
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	7.7
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	99.4
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	94.5
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	92.6
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	5.1
TM.29	Knowledge about HIV prevention among young people		HA	Percentage of women age 15-24 years who correctly identify ways of preventing the sexual transmission of HIV <sup>15</sup> , and who reject major misconceptions about HIV transmission	19.5
TM.30	Knowledge of mother-to-child transmission of HIV		HA	Percentage of women age 15-49 years who correctly identify all three means <sup>16</sup> of mother-to-child transmission of HIV	55.2
TM.31	Discriminatory attitudes towards people living with HIV		HA	Percentage of women age 15-49 who have heard of HIV reporting discriminatory attitudes <sup>17</sup> toward people living with HIV	83.7
TM.32	People who know where to be tested for HIV		HA	Percentage of women age 15-49 years who state knowledge of a place to be tested for HIV	67.6
TM.33	People who have been tested for HIV and know the results		HA	Percentage of women age 15-49 years who have been tested for HIV in the last 12 months and who know their results	9.4

<sup>15</sup> Using condoms and limiting sex to one faithful, uninfected partner

<sup>16</sup> Transmission during pregnancy, during delivery, and by breastfeeding

<sup>17</sup> 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 <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
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 (b) information or counselling on HIV after receiving the HIV test results	58.8 17.3
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	40.4

MICS INDICATOR	SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
<b>THRIVE - CHILD HEALTH, NUTRITION AND DEVELOPMENT</b>				
TC.30		MN	Percentage of most recent live-born children to women with a live birth in the last 2 years who were ever breastfed	98.8
TC.31		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	68.3
TC.32		BD	Percentage of infants under 6 months of age who are exclusively breastfed <sup>18</sup>	56.5
TC.33		BD	Percentage of infants under 6 months of age who received breast milk as the predominant source of nourishment <sup>19</sup> during the previous day	78.6
TC.34		BD	Percentage of children age 12-15 months who received breast milk during the previous day	73.6
TC.35		BD	Percentage of children age 20-23 months who received breast milk during the previous day	20.2
TC.36		BD	The age in months when 50 percent of children age 0-35 months did not receive breast milk during the previous day	17.1
TC.37		BD	Percentage of children age 0-23 months appropriately fed <sup>20</sup> during the previous day	58.8
TC.38		BD	Percentage of infants age 6-8 months who received solid, semi-solid or soft foods during the previous day	90.9
TC.39a TC.39b		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	65.4 62.1
TC.40		BD	Percentage of non-breastfed children age 6-23 months who received at least 2 milk feedings during the previous day	81.4

<sup>18</sup> Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines

<sup>19</sup> 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)

<sup>20</sup> Infants age 0-5 months who are exclusively breastfed, and children age 6-23 months who are breastfed and ate solid, semi-solid or soft foods



MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
TC.41	Minimum dietary diversity		BD	Percentage of children age 6–23 months who received foods from 5 or more food groups <sup>21</sup> during the previous day	69.4
TC.42	Minimum meal frequency		BD	Percentage of children age 6-23 months who received solid, semi-solid and soft foods (plus milk feeds for non-breastfed children) the minimum number of times <sup>22</sup> or more during the previous day	97.1
TC.43	Bottle feeding		BD	Percentage of children age 0-23 months who were fed with a bottle during the previous day	38.6
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	3.1 0.5
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	7.1 2.4
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	4.1 1.1
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	3.1 0.6
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	89.8 13.3 74.8

<sup>21</sup> 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

<sup>22</sup> Breastfeeding children: Solid, semi-solid, or soft foods, two times for infants age 6-8 months, and three times for children 9-23 months; Non-breastfeeding children: Solid, semi-solid, or soft foods, or milk feeds, four times for children age 6-23 months

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
TC.S1 TC.S2 TC.S3	Early stimulation and responsive care (children age 12-23 months)		EC	Percentage of children age 12-23 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	71.3 7.4 60.0
TC.50	Availability of children's books		EC	Percentage of children under age 5 who have three or more children's books	32.3
TC.51	Availability of playthings		EC	Percentage of children under age 5 who play with two or more types of playthings	75.3
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	2.4
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	95.0

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
<b>LEARN</b>					
LN.1	Attendance to early childhood education		UB	Percentage of children age 36-59 months who are attending an early childhood education programme	40.8
LN.2	Participation rate in organised learning (adjusted)	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	49.8
LN.S1	Non-attendance to early childhood education programme due to parental attitudes		UB – CB	Percentage of children age 3-5 years who are not attending an Early childhood education programmes due to parental attitudes	82.8
LN.S2	Non-attendance to early childhood education programme due to access problems		UB – CB	Percentage of children age 3-5 years who are not attending an Early childhood education programmes due to access problems	29.2
LN.3	School readiness		ED	Percentage of children attending the first grade of primary school who attended early childhood education programme during the previous school year	52.4
LN.4	Net intake rate in primary education		ED	Percentage of children of school-entry age who enter the first grade of primary school	94.5
Indicators according to the ISCED 2011 classification <sup>23</sup>					
LN.5a LN.5b LN.5c	Net attendance ratio (adjusted)		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	98.2 97.5 96.4

<sup>23</sup> The classification of primary school and secondary school education in Turkmenistan according to ISCED 2011 comprises the following: (i) ISCED 1 — primary school, corresponding to grades 1–4 (1-3 by old education system) of primary school; (ii) ISCED 2 — lower secondary school, corresponding to grades 5–10 (4-9 by old education system) of secondary school within the national education system; and (iii) ISCED 3 — upper secondary school, corresponding to grades 11-12 (10-11 by old education system) of secondary school within the national education system. Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age in the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
LN.6a LN.6b LN.6c	Out-of-school rate		ED	Percentage of children of (a) primary school age who are not attending primary or lower secondary school (b) lower secondary school age who are not attending primary school, lower or upper secondary school or higher (c) upper secondary school age who are not attending primary school, lower or upper secondary school or higher	1.3 0.8 0.9
LN.7a LN.7b	Gross intake rate to the last grade		ED	Percentage of children of completion age (age appropriate to final grade) attending the last grade (excluding repeaters) (a) Primary school (b) Lower secondary school	100.7 101.7
LN.8a LN.8b LN.8c	Completion rate	4.1.2	ED	Percentage of children age 3-5 years above the intended age for the last grade who have completed that grade (a) Primary school (b) Lower secondary school (c) Upper secondary school	99.4 98.8 96.9
LN.9	Effective transition rate to lower secondary school		ED	Percentage of children attending the last grade of primary school during the previous school year who are not repeating the last grade of primary school and in the first grade of lower secondary school during the current school year	99.3
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	0.2 0.0

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
LN.11a LN.11b LN.11c LN.11d	Education Parity Indices Gender	4.5.1	ED	Net attendance ratio (adjusted) for girls divided by net attendance ratio (adjusted) for boys	
				(a) organised learning (one year younger than the official primary school entry age)	1.04
				(b) primary school	1.00
				(c) lower secondary school	0.99
	(d) upper secondary school			1.00	
	Wealth			Net attendance ratio (adjusted) for the poorest quintile divided by net attendance ratio (adjusted) for the richest quintile	
				(a) organised learning (one year younger than the official primary school entry age)	0.26
				(b) primary school	1.00
				(c) lower secondary school	1.00
	Area			Net attendance ratio (adjusted) for rural residents divided by net attendance ratio (adjusted) for urban residents	
				(a) organised learning (one year younger than the official primary school entry age)	0.47
				(b) primary school	1.00
				(c) lower secondary school	0.99
	Gender			Fundamental learning skills for girls divided by fundamental learning skills for boys	
(e) reading age 7-14 years		1.01			
Wealth	Fundamental learning skills for the poorest quintile divided by fundamental learning skills for the richest quintile				
		(f) numeracy age 7-14 years	1.05		
Area	Fundamental learning skills for rural residents divided by fundamental learning skills for urban residents				
		(e) reading age 7-14 years	0.90		
Functioning	Fundamental learning skills for children with functional difficulties divided by fundamental learning skills for children without functional difficulties				
		(f) numeracy age 7-14 years	0.78		
		(e) reading age 7-14 years	(0,78)		
		(f) numeracy age 7-14 years	(0,87)		

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
Indicators according to the national education classification system <sup>24</sup>					
LN.5a LN.S4	Net attendance ratio (adjusted)		ED	Percentage of children of (a) primary school age currently attending primary or secondary school (b) secondary school age currently attending secondary school or higher	98.2 97.8
LN.6a LN.S5	Out-of-school rate		ED	Percentage of children of (a) primary school age who are not attending primary or lower secondary school (b) secondary school age who are not attending primary school, secondary school or higher	1.3 0.8
LN.7a LN.S7	Gross intake rate to the last grade		ED	Percentage of children of completion age (age appropriate to final grade) attending the last grade (excluding repeaters) (a) Primary school (b) Secondary school	100.7 103.8
LN.8a LN.S8c	Completion rate	4.1.2	ED	Percentage of children age 3-5 years above the intended age for the last grade who have completed that grade (a) Primary school (b) Secondary school	99.4 96.9
LN.S9	Effective transition rate to secondary school		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 secondary school during the current school year	99.3
LN.10a LN.S6	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) secondary school	0.2 0.2

<sup>24</sup> The national education system classification comprises four grades of mandatory primary school education (1-3 by old education system), and mandatory eight grades of secondary school education (4-11 by old education system). Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age in the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value		
LN.11a LN.11b LN.11c LN.11d LN.S8a LN.S8b LN.S8c LN.S10a LN.S10b LN.S10c	Education Parity Indices Gender		ED	Net attendance ratio (adjusted) for girls divided by net attendance ratio (adjusted) for boys (a) organised learning (one year younger than the official primary school entry age) (b) primary school (c) secondary school	1.04 1.00 0.99		
	Wealth	Net attendance ratio (adjusted) for the poorest quintile divided by net attendance ratio (adjusted) for the richest quintile (a) organised learning (one year younger than the official primary school entry age) (b) primary school (c) secondary school		0.26 1.00 1.01			
	Area	Net attendance ratio (adjusted) for rural residents divided by net attendance ratio (adjusted) for urban residents (a) organised learning (one year younger than the official primary school entry age) (b) primary school (c) secondary school		0.47 1.00 1.00			
	Gender	Foundational learning skills for girls divided by foundational learning skills for boys (e) reading attending grade 2/3 (f) numeracy attending grade 2/3		1.09 1.16			
	Wealth	Foundational learning skills for the poorest quintile divided by foundational learning skills for the richest quintile (e) reading attending grade 2/3 (f) numeracy attending grade 2/3		0.66 0.57			
	Area	Foundational learning skills for rural residents divided by foundational learning skills for urban residents (e) reading attending grade 2/3 (f) numeracy attending grade 2/3		1.05 0.87			
	Functioning	Foundational learning skills for children with functional difficulties divided by foundational learning skills for children without functional difficulties (e) reading attending grade 2/3 (f) numeracy attending grade 2/3		(*) (*)			
	LN.12	Availability of information on children's school performance			PR	Percentage of children age 7-14 years attending schools who provided student report cards to parents	96.6
	LN.13	Opportunity to participate in school management			PR	Percentage of children age 7-14 years attending schools whose school governing body is open to parental participation, as reported by respondents	98.5
	LN.14	Participation in school management			PR	Percentage of children age 7-14 years attending school for whom an adult household member participated in school governing body meetings	94.2

MICS INDICATOR		SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value
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 which key education/financial issues were discussed	73.2
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	94.7
LN.S9	Contact with school concerning teacher absence		PR	Percentage of children age 7-14 years attending school who could not attend class due to teacher absence and for whom an adult household member contacted school representatives when child could not attend class	(*)
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	69.4
LN.19	Reading habit at home		FL	Percentage of children age 7-14 years who read books or are read to at home	97.9
LN.20	School and home languages		FL	Percentage of children age 7-14 years attending school whose home language is used at school	88.5
LN.21	Support with homework		PR	Percentage of children age 7-14 years attending school who have homework and received help with homework	65.9
LN.22a LN.22b LN.22c LN.22d LN.22e LN.22f	Children with foundational reading and number skills	4.1.1	FL	Percentage of children who successfully completed three foundational reading tasks	
(a) Age 7-14				81.8	
(b) Age for grade 2/3				71.8	
(c) Attending grade 2/3				71.3	
Percentage of children who successfully completed four foundational number tasks					
(d) Age 7-14				70.0	
(e) Age for grade 2/3	53.5				
(f) Attending grade 2/3	53.2				
LN.S11	Young women in formal and non-formal education and training	4.3.1	WB	Percentage of young women age 15-24 years attending formal or non-formal education or training in the previous 12 months	40.4
LN.S12	Young women not in education, employment or training (NEET)	8.6.1	WB	Percentage of young women age 15-24 years not in education, employment or training	19.3
LN.S13	Early leavers from education and training (ELET)		WB	Percentage of young women age 15-24 years whose highest level of education completed is at most lower secondary school (ISCED 2) and have not attended formal or non-formal education or training in the previous 4 weeks	0.2

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

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



MICS INDICATOR	SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value	
<b>PROTECTED FROM VIOLENCE AND EXPLOITATION</b>					
PR.1	Birth registration	16.9.1	BR	Percentage of children under age 5 whose births are reported registered with a civil authority	99.9
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	68.6
PR.4a PR.4b	Child marriage	5.3.1	MA	Percentage of women age 20-24 years who were first married or in union (a) before age 15 (b) before age 18	0.2 6.1
PR.5	Young people age 15-19 years currently married or in union		MA	Percentage of women age 15-19 years who are married or in union	4.8
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) among women age 15-19 years, (b) among women age 20-24 years	3.8 3.3
PR.12	Experience of robbery and assault		VT	Percentage of women age 15-49 years who experienced physical violence of robbery or assault within the last 12 months	0.1
PR.13	Crime reporting	16.3.1	VT	Percentage of women age 15-49 years experiencing physical violence of robbery and/or assault in the last 12 months and reporting the last incidences of robbery and/or assault experienced to the police	(*)
PR.14	Safety	16.1.4	VT	Percentage of women age 15-49 years feeling safe walking alone in their neighbourhood after dark	72.3
PR.15	Attitudes towards domestic violence		DV	Percentage of women age 15-49 years who state that a husband is justified in hitting or beating his wife in at least one of the following circumstances: (1) she goes out without telling him, (2) she neglects the children, (3) she argues with him, (4) she refuses sex with him, (5) she burns the food	48.6
PR.S1	Attitudes towards domestic violence (including additional circumstance)		DV	Percentage of women age 15-49 years who state that a husband is justified in hitting or beating his wife in at least one of the following circumstances: (1) she goes out without telling him, (2) she neglects the children, (3) she argues with him, (4) she refuses sex with him, (5) she burns the food, (6) she does not respect her husband's parents	58.4

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

MICS INDICATOR	SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value	
<b>LIVE IN A SAFE AND CLEAN ENVIRONMENT</b>					
WS.1			WS	Percentage of household members using improved sources of drinking water	99.9
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	99.9
WS.3			WS	Percentage of household members with a water source that is available when needed	99.7
WS.8	3.8.1		WS	Percentage of household members using improved sanitation facilities	99.4
WS.9	1.4.1 & 6.2.1		WS	Percentage of household members using improved sanitation facilities which are not shared	98.7
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	98.1
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	0.9

MICS INDICATOR	SDG <sup>10</sup>	Module <sup>11</sup>	Description <sup>12</sup>	Value	
<b>EQUITABLE CHANCE IN LIFE</b>					
EQ.1	Children with functional difficulty		UCF – FCF	Percentage of children age 2-17 years reported with functional difficulty in at least one domain	2.2
EQ.2a EQ.2b EQ.2c	Health insurance coverage		WB CB UB	Percentage of women and children covered by health insurance a) women age 15-49 b) children age 5-17 c) children under age 5	33.4 37.5 38.1
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	67.0
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	62.0
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	68.1
EQ.7	Discrimination	10.3.1 & 16.b.1	VT	Percentage of women 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	2.6

## 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 6361 households<sup>25</sup> selected for the sample, 6305 households were found occupied. Of these, 6195 were successfully interviewed for a household response rate of 98.3 percent.

In the interviewed households, 7732 women (age 15-49 years) were identified. Of these, 7558 women were successfully interviewed, yielding a response rate of 97.7 percent within the interviewed households.

There were 3729 children under age five listed in the household questionnaires. Questionnaires were completed for 3682 of these children, which corresponds to a response rate of 98.7 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 7724 children age 5-17 years listed in the household questionnaires. Of these, 3776 children were selected, and questionnaires were completed for 3731 children, which corresponds to a response rate of 98.8 percent within the interviewed households.

Overall response rates of 96.0 percent, 97.0 percent and 97.1 percent are calculated for the individual interviews of women, under-5s, and children age 5-17 years, respectively.

---

<sup>25</sup> The final sample size was 6,361 households due to one additional household found in the housing unit that was visited during fieldwork

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

Number of households, women, children under 5, and children age 5-17 by interview results, according to area of residence and regions, Turkmenistan, 2019

	Area			Region					
	Total	Urban	Rural	Ashgabat city	Akhal velayat	Balkan velayat	Dashoguz velayat	Lebap velayat	Mary velayat
<b>Households</b>									
Sampled	6361	3761	2600	1320	880	1320	880	961	1000
Occupied	6305	3716	2589	1291	880	1309	865	961	999
Interviewed	6195	3610	2585	1191	880	1302	865	959	998
Household completion rate	97.4	96.0	99.4	90.2	100.0	98.6	98.3	99.8	99.8
Household response rate	98.3	97.1	99.8	92.3	100.0	99.5	100.0	99.8	99.9
<b>Women age 15-49 years</b>									
Eligible	7732	4051	3681	1201	1400	1297	1149	1398	1287
Interviewed	7558	3921	3637	1125	1398	1249	1137	1384	1265
Women's response rate	97.7	96.8	98.8	93.7	99.9	96.3	99.0	99.0	98.3
Women's overall response rate	96.0	94.0	98.7	86.4	99.9	95.8	99.0	98.8	98.2
<b>Children under 5 years</b>									
Eligible	3729	1730	1999	509	726	483	548	877	586
Mothers/caretakers interviewed	3682	1692	1990	485	726	472	547	871	581
Under-5's response rate	98.7	97.8	99.5	95.3	100.0	97.7	99.8	99.3	99.1
Under-5's overall response rate	97.0	95.0	99.4	87.9	100.0	97.2	99.8	99.1	99.0
<b>Children age 5-17 years</b>									
Number of children in interviewed households	7724	3893	3831	1126	1353	1275	1111	1587	1272
Eligible	3776	2022	1754	610	642	690	515	714	605
Mothers/caretakers interviewed	3731	1989	1742	581	642	684	513	710	601
Children age 5-17's response rate	98.8	98.4	99.3	95.2	100.0	99.1	99.6	99.4	99.3
Children age 5-17's overall response rate	97.1	95.6	99.2	87.9	100.0	98.6	99.6	99.2	99.2

## 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.<sup>30</sup>

Table SR.2.1 presents characteristics of housing, disaggregated by area and 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 areas and regions are distributed according to household wealth quintiles.

**Table SR.2.1: Housing characteristics**

Percent distribution of households by selected housing characteristics, according to area of residence and regions, Turkmenistan, 2019

	Total	Area		Region					
		Urban	Rural	Ashgabat city	Akhal velayat	Balkan velayat	Dashoguz velayat	Lebap velayat	Mary velayat
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>Electricity</b>									
Yes, interconnected grid	99.6	99.8	99.4	99.6	97.3	99.9	100.0	99.9	100.0
Yes, off-grid	0.3	0.1	0.5	0.4	2.5	0.1	0.0	0.0	0.0
No	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
Missing/DK	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
<b>Internet access at home</b>									
Yes	48.9	61.1	37.2	75.6	14.8	38.7	44.8	58.9	45.4
No	51.1	38.9	62.8	24.4	85.2	61.3	55.2	41.1	54.6
<b>Main material of flooring<sup>A</sup></b>									
Rudimentary floor	0.2	0.2	0.1	0.0	0.0	0.6	0.2	0.3	0.0
Finished floor	99.8	99.8	99.9	100.0	100.0	99.4	99.8	99.7	100.0
Other	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
<b>Main material of roof<sup>A</sup></b>									
Rudimentary roofing	0.3	0.0	0.6	0.0	0.0	0.0	1.7	0.0	0.0
Finished roofing	99.0	99.9	98.1	100.0	100.0	100.0	98.3	96.7	100.0
Other	0.7	0.1	1.3	0.0	0.0	0.0	0.0	3.3	0.0
<b>Main material of exterior walls<sup>A</sup></b>									
Rudimentary walls	0.6	1.2	0.0	0.0	0.0	0.0	3.0	0.0	0.0
Finished walls	99.2	98.8	99.6	100.0	100.0	100.0	97.0	99.0	100.0
Other	0.2	0.0	0.4	0.0	0.0	0.0	0.0	1.0	0.0
<b>Rooms used for sleeping</b>									
1	10.9	15.2	6.7	18.8	4.8	17.9	12.6	5.7	9.2
2	34.7	41.0	28.6	47.0	32.5	43.3	27.0	30.7	34.3
3 or more	54.3	43.7	64.6	34.1	62.8	38.8	60.4	63.6	56.5
Missing/DK	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Number of households	6195	3053	3142	1003	688	499	1197	1247	1560
<b>Mean number of persons per room used for sleeping</b>	<b>2.03</b>	<b>1.95</b>	<b>2.10</b>	<b>1.83</b>	<b>2.23</b>	<b>1.89</b>	<b>1.91</b>	<b>2.22</b>	<b>2.05</b>
<b>Percentage of household members with access to electricity in the household<sup>1</sup></b>	<b>99.9</b>	<b>99.9</b>	<b>99.9</b>	<b>100.0</b>	<b>99.7</b>	<b>100.0</b>	<b>100.0</b>	<b>99.9</b>	<b>100.0</b>
Number of household members	32338	14095	18243	4023	4195	2060	6139	7648	8274

<sup>1</sup> MICS indicator SR.1 - Access to electricity; SDG Indicator 7.1.1<sup>A</sup> Please refer Household Questionnaire in Appendix E, questions HC4, HC5 and HC6 for definitions of 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, according to area of residence and regions, Turkmenistan, 2019

	Area			Region					
	Total	Urban	Rural	Ashgabat city	Akhal velayat	Balkan velayat	Dashoguz velayat	Lebap velayat	Mary velayat
<b>Percentage of households that own a</b>									
Television	99.8	99.8	99.8	99.8	99.5	99.9	100.0	99.7	99.8
Refrigerator	99.8	99.9	99.8	99.9	99.8	99.9	99.7	99.8	100.0
Air Conditioner	86.6	94.0	79.4	100.0	99.5	98.9	62.6	76.0	95.3
Washing machine	79.4	89.4	69.7	98.5	91.7	91.6	70.1	76.6	67.1
Vacuum cleaner	79.3	88.9	69.9	99.2	94.4	93.8	71.3	64.1	73.4
DVD player	67.4	73.8	61.3	86.4	79.0	69.9	69.6	60.1	53.6
CD player	24.1	25.1	23.2	27.4	17.5	15.2	9.5	24.2	39.0
Embroidery machine	19.4	19.6	19.2	27.2	34.9	15.2	11.5	6.9	24.8
Electric sewing machine	28.4	29.1	27.7	31.1	59.1	28.7	14.1	17.9	32.3
<b>Percentage of households that have</b>									
Agricultural land	65.0	33.7	95.3	23.0	90.9	31.7	70.5	72.8	80.7
Farm animals/Livestock	53.4	24.5	81.5	14.2	87.1	32.5	57.0	66.5	57.3
<b>Percentage of households where at least one member owns or has a</b>									
Wristwatch	53.8	63.0	44.9	73.0	65.8	59.4	44.4	40.2	52.6
Bicycle	36.9	30.9	42.7	33.5	30.3	12.9	18.4	63.1	43.0
Motorcycle or scooter	13.3	4.8	21.5	0.6	28.6	14.0	10.4	25.5	6.8
Car, truck, or van	58.4	56.9	59.9	60.2	83.6	53.2	53.8	53.1	55.4
Tractor/Combine Harvester	3.6	1.2	6.0	1.6	2.0	0.5	5.6	3.3	5.5
Computer or tablet	43.8	52.0	35.8	64.2	31.6	34.9	34.8	57.6	34.7
Mobile telephone	99.1	98.9	99.3	98.8	99.8	98.2	99.5	98.9	99.3
Bank account	93.0	92.8	93.2	97.0	98.5	90.5	82.9	90.3	98.8
<b>Ownership of dwelling</b>									
Owned by a household member	91.6	83.6	99.3	87.5	100.0	75.1	98.9	89.6	91.7
Not owned	8.4	16.4	0.7	12.5	0.0	24.9	1.1	10.4	8.3
Rented from a private individual	0.9	1.5	0.3	2.4	0.0	1.1	0.4	1.5	0.2
Rented from the State	7.3	14.4	0.4	8.9	0.0	23.8	0.7	8.9	8.1
Other	0.2	0.4	0.0	1.2	0.0	0.0	0.0	0.1	0.0
Number of households	6195	3053	3142	1003	688	499	1197	1247	1560



**Table SR.2.3: Wealth quintiles**

Percent distribution of the household population by wealth index quintile, according to area of residence and regions, Turkmenistan, 2019

	Wealth index quintile					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
<b>Total</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>	<b>100.0</b>	<b>32338</b>
<b>Area</b>							
Urban	4.7	4.9	13.3	31.5	45.7	100.0	14095
Rural	31.9	31.7	25.2	11.1	0.2	100.0	18243
<b>Region</b>							
Ashgabat city	0.0	0.0	0.0	9.5	90.5	100.0	4023
Akhhal velayat	1.0	5.8	30.6	61.2	1.3	100.0	4195
Balkan velayat	2.1	7.6	22.5	33.2	34.6	100.0	2060
Dashoguz velayat	40.2	22.4	20.8	9.4	7.3	100.0	6139
Lebap velayat	39.6	22.1	11.9	12.9	13.6	100.0	7648
Mary velayat	10.8	36.3	30.6	15.4	6.9	100.0	8274

### 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, area, number of household members, education of household head, and native language of household head<sup>26</sup>. 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.<sup>27</sup>

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.<sup>27</sup> The table also shows the weighted mean household size estimated by the survey.

---

<sup>26</sup> This was determined by asking native language of household head.

<sup>27</sup> See Appendix A: Sample design, for more details on sample weights.

**Table SR.3.1: Household composition**

Percent and frequency distribution of households by selected characteristics, Turkmenistan, 2019			
	Weighted percent	Number of households	
		Weighted	Unweighted
<b>Total</b>	<b>100.0</b>	<b>6195</b>	<b>6195</b>
<b>Sex of household head</b>			
Male	75.9	4700	4615
Female	24.1	1495	1580
<b>Age of household head</b>			
<18	-	-	0
18-34	10.6	658	655
35-64	71.6	4438	4444
65-84	17.0	1051	1049
85+	0.8	48	47
<b>Area</b>			
Urban	49.3	3053	3610
Rural	50.7	3142	2585
<b>Region</b>			
Ashgabat city	16.2	1003	1191
Akhhal velayat	11.1	688	880
Balkan velayat	8.1	499	1302
Dashoguz velayat	19.3	1197	865
Lebap velayat	20.1	1247	959
Mary velayat	25.2	1560	998
<b>Education of household head</b>			
Pre-primary or none	0.1	7	10
Primary or secondary <sup>A</sup>	58.2	3606	3528
Primary vocational	5.9	367	368
Secondary vocational	16.4	1018	1055
Higher	19.3	1195	1232
Missing/DK	0.0	1	2
<b>Number of household members</b>			
1	3.7	232	275
2	7.4	455	528
3	11.3	698	764
4	17.5	1082	1100
5	20.1	1244	1243
6	15.4	956	909
7+	24.7	1528	1376
<b>Native language of household head</b>			
Turkmen	82.4	5102	5150
Uzbek	8.8	545	408
Russian	5.7	355	455
Other language	3.1	193	182
<b>Households with <sup>B</sup></b>			
At least one child under age 5 years	42.2	2611	2461
At least one child age 5-17 years	62.2	3853	3776
At least one child age <18 years	77.0	4772	4631
At least one woman age 15-49 years	87.2	5402	5283
At least one man age 15-49 years	85.3	5283	5208
No member age <50	5.2	325	375
No adult (18+) member	-	0	0
<b>Mean household size</b>	<b>5.2</b>	<b>6195</b>	<b>6195</b>

<sup>A</sup> Includes 24 unweighted cases of household heads with primary education.

<sup>B</sup> Each proportion is a separate characteristic based on the total number of households

"-" denotes 0 unweighted case in the denominator

#### 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 32,338 household members were listed. Of these, 15,945 were males, and 16,393 were females.<sup>28</sup>

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

Percent and frequency distribution of the household population<sup>A</sup> by five-year age groups, dependency age groups, and by child (age 0-17 years) and adult populations (age 18 or more), by sex, Turkmenistan, 2019

	Males		Females		Total	
	Number	Percent	Number	Percent	Number	Percent
<b>Total</b>	<b>15945</b>	<b>100.0</b>	<b>16393</b>	<b>100.0</b>	<b>32338</b>	<b>100.0</b>
<b>Age</b>						
0-4	2078	13.0	1947	11.9	4025	12.4
5-9	2067	13.0	1884	11.5	3951	12.2
10-14	1413	8.9	1390	8.5	2804	8.7
15-19	965	6.0	1078	6.6	2043	6.3
15-17	653	4.1	639	3.9	1292	4.0
18-19	312	2.0	439	2.7	751	2.3
20-24	1193	7.5	1300	7.9	2493	7.7
25-29	1512	9.5	1509	9.2	3021	9.3
30-34	1351	8.5	1333	8.1	2684	8.3
35-39	1058	6.6	1046	6.4	2104	6.5
40-44	893	5.6	949	5.8	1842	5.7
45-49	762	4.8	760	4.6	1522	4.7
50-54	769	4.8	898	5.5	1667	5.2
55-59	741	4.6	827	5.0	1568	4.8
60-64	505	3.2	642	3.9	1147	3.5
65-69	320	2.0	425	2.6	745	2.3
70-74	150	0.9	195	1.2	346	1.1
75-79	96	0.6	104	0.6	200	0.6
80-84	53	0.3	64	0.4	117	0.4
85+	19	0.1	42	0.3	61	0.2
Missing/DK						
<b>Child and adult populations</b>						
Children age 0-17 years	6211	39.0	5860	35.7	12071	37.3
Adults age 18+ years	9734	61.0	10533	64.3	20267	62.7

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

<sup>28</sup> 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.5.2, and SR.5.3 provide information on the background characteristics of female respondents 15-49 years of age, children under age 5 and children age 5-17 years. In all these tables, the total numbers of weighted and unweighted observations are equal, since sample weights have been normalized (standardized).<sup>27</sup> Note that in Table SR.5.3, an additional column is presented (Weighted total number of children age 5-17 years) to account for the random selection of one child in households with at least one child age 5-17 years. The final weight of each child is the weight of the household multiplied by the number of children age 5-17 years in the household.

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

Table SR.5.1W provide background characteristics of female respondents, age 15-49 years. The table include information on the distribution of women according to area, region, age, education<sup>29</sup>, marital/union status, motherhood status, health insurance, functional difficulties (for age 18-49), native language of the household head, and wealth index quintiles.<sup>30, 31</sup>

Background characteristics of children age 5-17 and under 5 are presented in Tables SR.5.2 and SR.5.3. These include the distribution of children by several attributes: sex, area, 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), native language of the household head and wealth index quintiles.

---

<sup>29</sup> Throughout this report when used as a background variable, unless otherwise stated, "education" refers to highest educational level ever attended by the respondent.

<sup>30</sup> 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 2019 Turkmenistan MICS the following assets were used in these calculations: number of rooms for sleeping, material of floor, material of roof, material of walls, fixed telephone line, radio, factory carpet, handmade carpet (wool or silk), sofa, sideboard, mechanical sewing machine, connection to electric grid, television, refrigerator, air conditioner, washing machine, vacuum cleaner, DVD player, CD player, embroidery machine, electric sewing machine, wristwatch, bicycle, motorcycle or scooter, car/truck/van, tractor/combine harvester, computer/tablet, mobile telephone, internet at home, water source, time for collecting water, sanitation facility, shared sanitation, other cattle, goats, sheep, chicken, other poultry, camel, rabbit, and land. 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>.

<sup>31</sup> 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.

<b>Table SR.5.1W: Women's background characteristics</b>			
Percent and frequency distribution of women age 15-49 years by selected background characteristics, Turkmenistan, 2019			
	Weighted percent	Number of women	
		Weighted	Unweighted
<b>Total</b>	<b>100.0</b>	<b>7558</b>	<b>7558</b>
<b>Area</b>			
Urban	43.9	3321	3921
Rural	56.1	4237	3637
<b>Region</b>			
Ashgabat city	12.7	962	1125
Akhhal velayat	13.7	1033	1398
Balkan velayat	6.2	471	1249
Dashoguz velayat	19.6	1478	1137
Lebap velayat	22.7	1717	1384
Mary velayat	25.1	1897	1265
<b>Age</b>			
15-19	13.2	999	1001
15-17	7.8	587	585
18-19	5.4	412	416
20-24	16.2	1227	1216
25-29	18.9	1430	1383
30-34	16.8	1267	1241
35-39	13.2	999	997
40-44	12.0	908	934
45-49	9.6	729	786
<b>Education</b>			
Pre-primary or none	0.1	7	6
Ssecondary <sup>A</sup>	78.1	5904	5796
Primary vocational	7.0	531	568
Secondary vocational	8.7	654	673
Higher	6.1	462	515
<b>Marital/Union status</b>			
Currently married/in union	65.8	4973	4917
Widowed	2.1	155	166
Divorced	4.7	352	365
Separated	0.5	38	40
Never married/in union	27.0	2039	2069
Missing	0.0	1	1
<b>Motherhood and recent births</b>			
Never gave birth	32.1	2422	2448
Ever gave birth	67.9	5136	5110
Gave birth in last two years	17.6	1327	1295
No birth in last two years	50.4	3809	3815
<b>Health insurance</b>			
Has coverage	33.4	2524	2890
Has no coverage	66.5	5027	4660
Missing/DK	0.1	7	8
<b>Functional difficulties (age 18-49 years)</b>			
Has functional difficulty	0.8	56	58
Has no functional difficulty	99.2	6915	6915
<b>Native language of household head</b>			
Turkmen	84.7	6401	6535
Uzbek	9.5	719	570
Russian	2.8	212	264
Other language	3.0	227	189
<b>Wealth index quintile</b>			
Poorest	20.2	1524	1173
Second	18.9	1429	1114
Middle	20.0	1510	1478
Fourth	20.4	1538	1911
Richest	20.6	1556	1882

<sup>A</sup> Includes 4 unweighted cases of women with primary education.

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

Percent and frequency distribution of children under five years of age by selected background characteristics, Turkmenistan, 2019

	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
<b>Total</b>	<b>100.0</b>	<b>3682</b>	<b>3682</b>
<b>Sex</b>			
Male	51.6	1901	1884
Female	48.4	1781	1798
<b>Area</b>			
Urban	38.8	1428	1692
Rural	61.2	2254	1990
<b>Region</b>			
Ashgabat city	10.8	399	485
Akhhal velayat	14.2	521	726
Balkan velayat	4.6	170	472
Dashoguz velayat	18.3	673	547
Lebap velayat	28.7	1058	871
Mary velayat	23.4	861	581
<b>Age in months</b>			
0-5	7.4	273	282
6-11	9.8	362	362
12-23	18.7	690	696
24-35	21.3	785	771
36-47	20.9	770	772
48-59	21.8	801	799
<b>Mother's education<sup>A</sup></b>			
Pre-primary or none	-	0	0
Primary or secondary <sup>B</sup>	82.0	3021	2962
Primary vocational	8.1	298	308
Secondary vocational	5.0	184	200
Higher	4.9	180	212
<b>Respondent to the under-5 questionnaire</b>			
Mother	98.3	3620	3629
Other primary caretaker	1.7	62	53
<b>Health insurance</b>			
Has coverage	38.1	1404	1583
Has no coverage	61.9	2278	2099
<b>Child's functional difficulties (age 2-4 years)<sup>C,D</sup></b>			
Has functional difficulty	1.1	25	26
Has no functional difficulty	98.9	2334	2319
<b>Mother's functional difficulties<sup>E</sup></b>			
Has functional difficulty	0.5	19	20
Has no functional difficulty	98.3	3620	3626
No information	1.2	43	36
<b>Native language of household head</b>			
Turkmen	88.1	3242	3283
Uzbek	7.9	292	246
Russian	2.0	72	83
Other language	2.0	75	70
<b>Wealth index quintile</b>			
Poorest	22.5	829	667
Second	21.6	797	645
Middle	20.0	735	714
Fourth	18.8	694	885
Richest	17.0	627	771

<sup>A</sup> In this table and throughout the report, mother's education refers to educational attainment of mothers as well as caretakers of children under 5, who are the respondents to the under-5 questionnaire if the mother is deceased or is living elsewhere.

<sup>B</sup> For children under 5 years of age, there are no cases of mothers with primary education.

<sup>C</sup> The results of the Child Functioning module are presented in Chapter 11.1.

<sup>D</sup> Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years.

<sup>E</sup> In this table and throughout the report, mother's functional difficulties refers to functional difficulty of mothers as well as caretakers of children under 5 as mentioned in note A. The category of "No information" applies to mothers or caretakers to whom the Adult Functioning module was not administered, e.g. the mother is below age 18 or above age 49. Please refer to Table 8.1W for results of the Adult Functioning module.

"-" denotes 0 unweighted case in the denominator

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

Percent and frequency distribution of children age 5-17 years by selected background characteristics, Turkmenistan, 2019				
	Weighted percent	Weighted total number of children age 5-17 years <sup>A</sup>	Number of households with at least one child age 5-17 years	
			Weighted	Unweighted
<b>Total</b>	<b>100.0</b>	<b>7788</b>	<b>3731</b>	<b>3731</b>
<b>Sex</b>				
Male	51.4	4005	1965	1960
Female	48.6	3783	1766	1771
<b>Area</b>				
Urban	42.6	3317	1688	1989
Rural	57.4	4470	2043	1742
<b>Region</b>				
Ashgabat city	11.7	912	497	581
Akhhal velayat	13.1	1023	488	642
Balkan velayat	6.0	470	255	684
Dashoguz velayat	18.6	1447	678	513
Lebap velayat	26.0	2024	905	710
Mary velayat	24.6	1912	907	601
<b>Age</b>				
5-9	49.9	3889	1889	1845
10-14	34.4	2676	1189	1218
15-17	15.7	1223	653	668
<b>Mother's education<sup>B</sup></b>				
Pre-primary or none	-	0	0	0
Primary or secondary <sup>C</sup>	78.4	6105	2832	2809
Primary vocational	6.8	531	281	294
Secondary vocational	9.2	719	395	393
Higher	5.6	433	223	235
<b>Respondent to the children age 5-17 questionnaire</b>				
Mother	94.7	7374	3517	3540
Other primary caretaker	5.3	413	213	190
Emancipated <sup>D</sup>	0.0	1	1	1
<b>Health insurance</b>				
Has coverage	37.5	2922	1489	1660
Has no coverage	62.5	4866	2242	2071
<b>Child's functional difficulties<sup>E</sup></b>				
Has functional difficulty	2.6	199	109	118
Has no functional difficulty	97.4	7589	3622	3613
<b>Mother's functional difficulties<sup>F</sup></b>				
Has functional difficulty	1.0	80	38	41
Has no functional difficulty	91.2	7103	3320	3318
No information	7.8	604	373	372
<b>Native language of household head</b>				
Turkmen	83.9	6532	3148	3214
Uzbek	10.3	799	346	272
Russian	2.3	178	123	151
Other language	3.6	279	113	94
<b>Wealth index quintile</b>				
Poorest	21.4	1663	756	572
Second	20.4	1590	728	565
Middle	20.1	1562	710	717
Fourth	19.6	1527	736	895
Richest	18.6	1447	801	982

<sup>A</sup> 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.

<sup>B</sup> In this table and throughout the report where applicable, mother's education refers to educational attainment of mothers as well as caretakers of children age 5-17, who are the respondents to the children age 5-17 questionnaire if the mother is deceased or is living elsewhere. For emancipated children this is the education status of the selected child.

<sup>C</sup> Includes 5 unweighted cases of children whose mothers have primary education in households with at least one child age 5-17 years.

<sup>D</sup> 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.

<sup>E</sup> The results of the Child Functioning module is presented in Chapter 11.1.

<sup>F</sup> In this table and throughout the report, mother's functional difficulties refers to functional difficulty of mothers as well as caretakers of children age 5-17 as mentioned in note A. The category of "No information" applies to mothers or caretakers to whom the Adult Functioning module was not administered, e.g. the mother is below age 18 or above age 49. Emancipated children are also included here. Please refer to Table 8.1W for results of the Adult Functioning module.

"-" denotes 0 unweighted case in the denominator



## 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.

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

Note that those who have ever attended lower secondary (4-11) 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, Turkmenistan, 2019

	Percent distribution of highest level attended and literacy					Total	Total percentage literate <sup>1</sup>	Number of women
	Pre-primary or none		Primary (1-3 grade)		Secondary (4-11 grade) or higher <sup>A</sup>			
	Literate	Illiterate	Literate	Illiterate				
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>99.9</b>	<b>100.0</b>	<b>99.9</b>	<b>7558</b>
<b>Area</b>								
Urban	0.0	0.0	0.0	0.0	99.9	100.0	99.9	3321
Rural	0.0	0.0	0.0	0.0	100.0	100.0	99.8	4237
<b>Region</b>								
Ashgabat city	0.0	0.0	0.1	0.1	99.8	100.0	99.9	962
Akhhal velayat	0.0	0.0	0.0	0.1	99.9	100.0	99.9	1033
Balkan velayat	0.0	0.0	0.0	0.0	100.0	100.0	99.9	471
Dashoguz velayat	0.0	0.0	0.0	0.0	100.0	100.0	99.9	1478
Lebap velayat	0.0	0.0	0.1	0.0	99.9	100.0	99.9	1717
Mary velayat	0.0	0.0	0.0	0.0	100.0	100.0	99.8	1897
<b>Age</b>								
15-24 <sup>1</sup>	0.0	0.0	0.0	0.0	100.0	100.0	99.9	2225
15-19	0.0	0.0	0.0	0.0	100.0	100.0	100.0	999
15-17	0.0	0.0	0.0	0.0	100.0	100.0	100.0	587
18-19	0.0	0.0	0.0	0.0	100.0	100.0	100.0	412
20-24	0.0	0.0	0.0	0.0	100.0	100.0	99.9	1227
25-34	0.0	0.0	0.0	0.0	100.0	100.0	99.9	2697
35-49	0.0	0.0	0.1	0.0	99.9	100.0	99.8	2636
<b>Functional difficulties (age 18-49 years)</b>								
Has functional difficulty	0.0	0.0	2.4	1.1	96.5	100.0	89.3	56
Has no functional difficulty	0.0	0.0	0.0	0.0	100.0	100.0	100.0	6915
<b>Native language of household head</b>								
Turkmen	0.0	0.0	0.0	0.0	99.9	100.0	99.9	6401
Uzbek	0.0	0.0	0.0	0.0	100.0	100.0	100.0	719
Russian	0.0	0.0	0.0	0.0	100.0	100.0	99.4	212
Other language	0.0	0.0	0.0	0.0	100.0	100.0	100.0	227
<b>Wealth index quintile</b>								
Poorest	0.0	0.0	0.0	0.0	100.0	100.0	99.9	1524
Second	0.0	0.0	0.1	0.0	99.9	100.0	100.0	1429
Middle	0.0	0.0	0.0	0.0	100.0	100.0	99.7	1510
Fourth	0.0	0.0	0.0	0.0	100.0	100.0	99.9	1538
Richest	0.0	0.0	0.1	0.1	99.9	100.0	99.9	1556

<sup>1</sup> MICS indicator SR.2 - Literacy rate (age 15-24 years)<sup>A</sup> Respondents who have attended secondary school (4-11) or higher are considered literate and are not tested.

## 4.7 MIGRATORY STATUS

The Background module of the 2019 Turkmenistan MICS asked respondents to the Individual Questionnaire for Women how long they have been continuously living in the current residence and, if they were not living there since birth, whether they lived in a city, town or rural area and the name of the region they lived in before moving to their current place of residence. Table SR.7.1W presents the percentage of women who have changed residence according to the time since last move and also compares the place of residence of each individual at the time of the survey with that of the last place of residence and the type of residence.

**Table SR.7.1W: 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, Turkmenistan, 2019

	Years since most recent migration					Total	Number of women
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more		
<b>Total</b>	<b>75.9</b>	<b>1.3</b>	<b>5.0</b>	<b>6.6</b>	<b>11.2</b>	<b>100.0</b>	<b>7558</b>
<b>Area</b>							
Urban	79.5	0.8	4.2	5.1	10.5	100.0	3321
Rural	73.1	1.7	5.7	7.8	11.7	100.0	4237
<b>Region</b>							
Ashgabat city	88.6	0.4	2.6	2.8	5.6	100.0	962
Akhhal velayat	70.5	0.8	6.9	8.6	13.2	100.0	1033
Balkan velayat	70.8	0.7	4.0	7.5	16.9	100.0	471
Dashoguz velayat	86.4	2.5	3.2	3.6	4.3	100.0	1478
Lebap velayat	73.4	1.3	5.9	7.2	12.2	100.0	1717
Mary velayat	67.7	1.2	6.1	9.0	15.9	100.0	1897
<b>Age</b>							
15-19	94.6	1.4	1.8	1.0	1.2	100.0	999
15-17	96.9	0.3	1.0	0.9	1.0	100.0	587
18-19	91.5	3.0	2.9	1.2	1.5	100.0	412
20-24	78.4	3.2	12.7	4.8	0.9	100.0	1227
25-29	71.5	1.5	8.9	15.0	3.1	100.0	1430
30-34	70.5	0.7	3.2	10.7	14.9	100.0	1267
35-39	72.1	0.9	1.9	4.9	20.3	100.0	999
40-44	72.1	0.4	1.2	2.9	23.4	100.0	908
45-49	73.8	0.2	1.4	0.9	23.7	100.0	729
<b>Education</b>							
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	100.0	7
Primary or secondary	75.3	1.3	5.3	7.2	10.9	100.0	5904
Primary vocational	73.6	0.8	4.8	6.8	14.1	100.0	531
Secondary vocational	79.3	1.8	4.6	2.4	11.8	100.0	654
Higher	81.1	1.0	2.9	4.6	10.3	100.0	462
<b>Marital status</b>							
Ever married/in union	67.9	1.7	6.6	8.8	14.9	100.0	5519
Never married/in union	97.3	0.1	0.7	0.8	1.0	100.0	2039
<b>Functional difficulties (age 18-49 years)</b>							
Has functional difficulty	54.1	0.6	0.0	4.5	40.8	100.0	56
Has no functional difficulty	74.3	1.4	5.4	7.1	11.8	100.0	6915
<b>Native language of household head</b>							
Turkmen	74.3	1.3	5.6	7.2	11.6	100.0	6401
Uzbek	83.8	1.9	2.4	3.5	8.4	100.0	719
Russian	93.4	0.0	1.3	1.4	3.8	100.0	212
Other language	79.0	0.7	2.0	4.0	14.3	100.0	227
<b>Wealth index quintile</b>							
Poorest	75.3	2.0	5.5	6.4	10.8	100.0	1524
Second	72.1	1.8	5.3	9.1	11.7	100.0	1429
Middle	73.3	1.0	5.5	7.1	13.2	100.0	1510
Fourth	74.8	1.0	5.7	7.2	11.3	100.0	1538
Richest	83.4	0.7	3.3	3.6	9.0	100.0	1556

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

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

(Continued...)

**Table SR.7.1W (Continued): 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, Turkmenistan, 2019

	Most recent migration was from:													Total	Number of women who ever migrated
	City	Town/ Settlement	Rural area	Missing	Total	Ashgabat city	Akhal velayat	Balkan velayat	Dashoguz velayat	Lebap velayat	Mary velayat	Outside Turkmenistan			
<b>Total</b>	<b>13.9</b>	<b>24.0</b>	<b>62.0</b>	<b>0.1</b>	<b>100.0</b>	<b>2.5</b>	<b>16.9</b>	<b>8.0</b>	<b>11.9</b>	<b>25.7</b>	<b>33.0</b>	<b>1.9</b>	<b>100.0</b>	<b>1824</b>	
<b>Area</b>															
Urban	17.8	22.3	59.8	0.0	100.0	2.5	17.1	16.2	8.4	27.8	26.9	1.0	100.0	682	
Rural	11.5	25.0	63.4	0.1	100.0	2.5	16.8	3.1	14.0	24.5	36.7	2.4	100.0	1142	
<b>Region</b>															
Ashgabat city	33.7	25.7	40.6	0.0	100.0	0.0	36.3	15.8	11.9	15.9	17.3	2.9	100.0	109	
Akhal velayat	13.8	24.5	61.7	0.0	100.0	10.1	81.7	0.9	0.6	1.1	4.6	0.9	100.0	305	
Balkan velayat	33.0	23.7	43.1	0.2	100.0	3.3	3.2	83.3	4.4	2.5	2.3	1.0	100.0	138	
Dashoguz velayat	4.4	30.9	64.7	0.0	100.0	0.6	0.0	1.8	97.0	0.0	0.6	0.0	100.0	201	
Lebap velayat	9.8	25.4	64.7	0.0	100.0	0.7	0.2	0.2	0.4	92.6	1.0	4.8	100.0	457	
Mary velayat	12.2	20.2	67.4	0.2	100.0	0.9	2.3	1.1	0.0	3.5	91.3	0.8	100.0	614	
<b>Age</b>															
15-19	20.0	13.5	66.5	0.0	100.0	3.7	8.6	8.6	15.7	38.7	22.1	2.6	100.0	54	
15-17	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18	
18-19	(18.2)	(18.0)	(63.8)	(0.0)	100.0	(2.2)	(9.2)	(8.9)	(18.1)	(42.8)	(14.7)	(4.0)	100.0	35	
20-24	16.6	20.1	62.9	0.4	100.0	3.8	13.7	6.1	11.5	30.9	34.0	0.0	100.0	265	
25-29	14.3	25.7	59.9	0.1	100.0	1.9	19.4	5.3	10.4	26.3	36.0	0.7	100.0	408	
30-34	12.9	22.7	64.4	0.0	100.0	1.4	17.9	6.7	13.8	22.8	35.3	2.0	100.0	374	
35-39	13.9	26.9	59.2	0.0	100.0	3.2	18.3	9.7	14.6	21.8	30.3	2.1	100.0	279	
40-44	11.8	26.2	62.0	0.0	100.0	3.2	15.8	11.4	11.2	26.1	27.6	4.8	100.0	253	
45-49	12.0	24.4	63.5	0.0	100.0	1.8	15.8	12.0	8.1	24.6	35.4	2.5	100.0	191	
<b>Education</b>															
Pre-primary or none	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	0	
Primary or secondary	11.1	23.1	65.7	0.1	100.0	2.6	18.6	6.8	13.2	23.7	32.9	2.1	100.0	1461	
Primary vocational	26.8	21.2	52.0	0.0	100.0	2.1	6.0	10.9	7.8	38.1	35.1	0.0	100.0	140	
Secondary vocational	20.7	36.9	42.4	0.0	100.0	1.5	12.0	9.5	7.4	31.2	36.3	2.0	100.0	135	
Higher	28.0	24.6	47.4	0.0	100.0	2.3	14.6	20.2	4.7	30.7	26.6	0.9	100.0	87	
<b>Marital status</b>															
Ever married/in union	13.6	24.4	61.9	0.1	100.0	2.5	17.2	7.9	11.9	25.7	33.0	1.9	100.0	1769	
Never married/in union	20.9	11.4	67.8	0.0	100.0	2.2	8.6	11.4	13.0	27.5	34.7	2.6	100.0	55	
<b>Functional difficulties (age 18-49 years)</b>															
Has functional difficulty	(11.5)	(27.8)	(60.7)	(0.0)	100.0	(1.6)	(2.0)	(11.8)	(1.6)	(27.1)	(51.3)	(4.6)	100.0	26	
Has no functional difficulty	13.8	24.2	61.9	0.1	100.0	2.5	17.2	7.9	12.1	25.6	32.7	1.9	100.0	1780	
<b>Native language of household head</b>															
Turkmen	14.0	23.0	62.9	0.1	100.0	2.7	18.4	8.7	9.8	26.4	33.8	0.2	100.0	1646	
Uzbek	10.3	45.0	44.7	0.0	100.0	0.0	0.0	1.2	48.7	24.8	6.3	19.0	100.0	116	
Russian	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	14	
Other language	(3.9)	(7.8)	(88.3)	(0.0)	100.0	(0.0)	(9.8)	(2.6)	(0.0)	(0.0)	(72.8)	(14.8)	100.0	48	
<b>Wealth index quintile</b>															
Poorest	6.8	25.1	67.8	0.3	100.0	0.5	1.0	1.9	26.0	55.7	11.8	3.0	100.0	377	
Second	9.9	26.7	63.3	0.0	100.0	0.7	5.6	2.7	11.0	23.3	54.5	2.2	100.0	398	
Middle	14.4	19.7	65.9	0.0	100.0	2.6	22.4	8.1	9.7	12.5	42.8	1.9	100.0	403	
Fourth	17.6	23.9	58.4	0.1	100.0	5.6	39.6	11.4	4.5	13.4	25.4	0.0	100.0	388	
Richest	23.6	25.3	51.1	0.0	100.0	3.3	15.1	19.8	7.4	24.7	27.1	2.7	100.0	258	

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

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

## 4.8 ADULT FUNCTIONING

The Adult Functioning module is based on the “short set” of questions developed by the Washington Group on Disability Statistics (WG) – a UN City Group established under the United Nations Statistical Commission. These questions reflect six domains for measuring disability: seeing, hearing, walking, cognition, self-care and communication. This module is recommended for disaggregation of SDG indicators for adults.<sup>32</sup>

The MICS6 standard questionnaires include these questions in the individual questionnaires as specified previously. For women age 18-49, data are obtained directly from the respondents themselves.<sup>33</sup>

Self-reporting too can have methodological issues. Specifically, a self-reported approach can bias the total sample, as some individuals cannot be interviewed due to their disability (labeled as “incapacitated” in the result code of the individual questionnaires by the interviewers). The number of “incapacitated” individuals identified in household surveys is generally very low (usually around 0.5%) and holds both those incapacitated for reasons of disability and those incapacitated for any reason (e.g., sick in bed).

Regardless, to avoid such potential bias, the Adult Functioning data in MICS should not be used to estimate prevalence in the household population age 18-49 years. The standard tabulations of MICS do therefore not include such. These data are however the recommended methodology to allow countries to disaggregate the SDG indicators by disability status – the objective behind the inclusion of the module. It is important to interpret the disaggregate with the bias in mind: The data is representative for the household population age 18-49 for which an interview was completed and functioning difficulty is sometimes the reason for incomplete questionnaires.

Table SR.8.1W presents the percentage of women age 18-49 years with functional difficulties, by domain, and percentage who use assistive devices and have functional difficulty within each domain (seeing, hearing, walking, self-care, communication, and remembering).

---

<sup>32</sup> I.AEG-SDG's. *Disability Data Disaggregation*. Joint Statement by the Disability Sector, Geneva, 2016. <http://www.washingtongroup-disability.com/wp-content/uploads/2016/01/Joint-statement-on-disaggregation-of-data-by-disability-Final.pdf>.

<sup>33</sup> Note that the Adult Functioning module does not cover adults over age 49 years which is the population most at risk of having a functional limitation due to aging.

**Table SR.8.1W: Adult functioning (women age 18-49 years)**

 Percentage of women age 18-49 years with functional difficulties, by domain, and percentage who use assistive devices and have functional difficulty within domain of devices<sup>A</sup>, Turkmenistan, 2019

	Percentage of women who:		Percentage of women age 18-49 years who have functional difficulties in the domains of:						Percentage of women age 18-49 years with functional difficulties in at least one domain <sup>B</sup>	Number of women age 18-49 years	Percentage of women with difficulties seeing when wearing glasses/ contact lenses	Number of women age 18-49 years who wear glasses/ contact lenses
	Wear glasses/ contact lenses	Use hearing aid	Seeing	Hearing	Walking	Self-care	Communication	Remembering				
<b>Total</b>	<b>5.3</b>	<b>0.2</b>	<b>0.2</b>	<b>0.0</b>	<b>0.5</b>	<b>0.1</b>	<b>0.0</b>	<b>0.2</b>	<b>0.8</b>	<b>6971</b>	<b>0.4</b>	<b>367</b>
<b>Area</b>												
Urban	7.8	0.4	0.1	0.0	0.4	0.0	0.0	0.2	0.7	3082	0.0	240
Rural	3.3	0.1	0.3	0.0	0.6	0.1	0.0	0.2	0.9	3889	1.2	128
<b>Region</b>												
Ashgabat city	6.8	0.5	0.1	0.0	0.1	0.0	0.0	0.1	0.2	905	0.0	62
Akhhal velayat	1.9	0.1	0.1	0.1	0.3	0.2	0.0	0.1	0.4	953	(0.0)	18
Balkan velayat	10.5	0.5	0.2	0.0	1.2	0.1	0.0	1.0	1.9	430	0.0	45
Dashoguz velayat	4.8	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.1	1349	(2.3)	64
Lebap velayat	4.0	0.2	0.1	0.0	0.5	0.1	0.0	0.4	1.0	1578	0.0	63
Mary velayat	6.5	0.3	0.5	0.0	1.0	0.1	0.0	0.1	1.5	1756	0.0	115
<b>Age</b>												
18-19	2.8	0.3	0.0	0.0	0.4	0.0	0.0	0.0	0.4	412	(*)	12
20-24	2.5	0.2	0.0	0.0	0.0	0.0	0.0	0.2	0.2	1227	(0.0)	31
25-29	1.8	0.2	0.2	0.0	0.2	0.1	0.0	0.1	0.5	1430	(0.0)	26
30-34	2.4	0.1	0.2	0.1	0.6	0.3	0.0	0.2	0.8	1267	(5.0)	30
35-39	2.5	0.5	0.5	0.0	1.0	0.0	0.0	0.3	1.4	999	(0.0)	25
40-44	8.8	0.0	0.0	0.0	1.1	0.1	0.0	0.2	1.2	908	0.0	80
45-49	22.4	0.6	0.7	0.0	0.5	0.1	0.0	0.3	1.4	729	0.0	164
<b>Education</b>												
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7	(*)	1
Primary or secondary	3.1	0.1	0.2	0.0	0.6	0.1	0.0	0.2	0.9	5317	0.0	166
Primary vocational	7.0	0.7	0.1	0.0	0.1	0.0	0.0	0.4	0.4	531	(0.0)	37
Secondary vocational	15.6	0.6	0.0	0.0	0.4	0.0	0.0	0.1	0.4	654	0.0	102
Higher	13.1	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	462	0.0	60
<b>Native language of household head</b>												
Turkmen	4.8	0.3	0.2	0.0	0.6	0.1	0.0	0.2	0.9	5918	0.5	285
Uzbek	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	644	(0.0)	38
Russian	17.6	0.9	0.0	0.0	0.2	0.0	0.0	0.0	0.2	203	(0.0)	36
Other language	4.3	0.0	1.3	0.0	0.9	0.9	0.0	0.0	2.2	207	(*)	9
<b>Wealth index quintile</b>												
Poorest	2.6	0.1	0.4	0.0	0.4	0.1	0.0	0.3	1.0	1392	(4.1)	36
Second	4.1	0.0	0.0	0.0	0.5	0.0	0.0	0.1	0.6	1319	(0.0)	55
Middle	5.1	0.1	0.4	0.1	0.8	0.2	0.0	0.2	1.0	1382	0.0	71
Fourth	5.7	0.2	0.1	0.0	0.7	0.2	0.0	0.2	1.0	1420	0.0	80
Richest	8.6	0.7	0.1	0.0	0.2	0.0	0.0	0.1	0.3	1457	0.0	125

<sup>A</sup> The percentage of women with difficulties hearing when using hearing aid is not shown in the table because the number of women age 18–49 years who use a hearing aid is fewer than 25 unweighted cases.

<sup>B</sup> In MICS, the adult functioning module is asked to individual respondents age 18-49 for the purpose of disaggregation. No information is collected on eligible household members who, for any reason, were unable to complete the interview. It is expected that a significant proportion of the 30 cases of respondents for whom the response code "Incapacitated" was indicated for the individual interview are indeed incapacitated due to functional difficulties. The percentage of women with functional difficulties presented here is therefore not representing a full measure and should not be used for reporting on prevalence in the population.

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

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

"-" denotes 0 unweighted case in the denominator

## 4.9 MASS MEDIA AND ICT

The 2019 Turkmenistan MICS collected information on exposure to mass media and the use of computers and the internet. Information was collected on exposure to newspapers/magazines, radio and television among women age 15-49 years and is presented in Table SR.9.1W.

Table SR.9.2 presents information on the household ownership of Information and Communication Technology (ICT) equipment (radio, television, fixed telephone line or mobile telephone<sup>34</sup> and computer) and access to internet.

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

---

<sup>34</sup> 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 age 15-49 years responded yes to the question about ownership of mobile telephones in the individual questionnaire for women 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, Turkmenistan, 2019

	Percentage of women who:			All three media at least once a week <sup>1</sup>	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			
<b>Total</b>	<b>34.3</b>	<b>28.8</b>	<b>98.8</b>	<b>14.7</b>	<b>99.2</b>	<b>7558</b>
<b>Area</b>						
Urban	37.0	30.6	98.9	16.9	99.4	3321
Rural	32.2	27.4	98.7	13.1	99.1	4237
<b>Region</b>						
Ashgabat city	35.9	38.6	99.8	22.8	99.9	962
Akhal velayat	37.0	74.6	99.9	29.0	99.9	1033
Balkan velayat	22.3	19.9	98.6	5.6	99.1	471
Dashoguz velayat	47.6	34.4	99.6	19.4	99.7	1478
Lebap velayat	30.5	11.8	98.7	7.8	99.2	1717
Mary velayat	28.1	12.1	97.2	7.8	98.2	1897
<b>Age</b>						
15-19	41.9	29.8	99.2	18.1	99.8	999
15-17	42.7	25.4	100.0	16.1	100.0	587
18-19	40.7	36.2	98.0	20.9	99.6	412
20-24	36.8	32.4	97.9	18.2	98.6	1227
25-29	29.2	25.8	98.9	11.6	99.3	1430
30-34	30.5	25.7	99.0	12.0	99.1	1267
35-39	29.7	27.1	98.6	13.1	99.2	999
40-44	38.5	32.0	99.1	16.0	99.1	908
45-49	37.5	30.9	99.4	15.9	99.8	729
<b>Education</b>						
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	29.7	28.0	98.9	12.1	99.3	5904
Primary vocational	31.6	23.5	98.4	12.8	98.9	531
Secondary vocational	56.7	31.0	99.1	25.7	99.7	654
Higher	65.8	41.9	98.7	35.4	99.4	462
<b>Functional difficulties (age 18-49 years)</b>						
Has functional difficulty	23.1	20.3	83.7	1.6	88.2	56
Has no functional difficulty	33.7	29.2	98.8	14.7	99.3	6915
<b>Native language of household head</b>						
Turkmen	34.4	30.4	98.8	15.5	99.3	6401
Uzbek	39.3	25.2	99.4	13.7	99.8	719
Russian	38.7	12.7	99.4	6.9	99.4	212
Other language	12.8	9.7	96.7	3.4	96.7	227
<b>Wealth index quintile</b>						
Poorest	29.1	18.8	99.2	10.3	99.3	1524
Second	28.2	15.6	98.4	7.7	98.8	1429
Middle	39.7	32.6	98.3	17.8	99.0	1510
Fourth	35.7	45.2	99.1	19.2	99.4	1538
Richest	38.5	30.8	99.1	18.2	99.7	1556

<sup>1</sup> MICS indicator SR.3 - Exposure to mass media

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

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

Percentage of households with a radio, a television, a telephone and a computer, and have access to the internet at home, Turkmenistan, 2019

	Percentage of households with a:					Computer <sup>4</sup>	Percentage of household that have access to the internet at home <sup>5</sup>	Number of households
	Radio <sup>1</sup>	Television <sup>2</sup>	Telephone		Any <sup>3</sup>			
			Fixed line	Mobile phone				
<b>Total</b>	<b>19.0</b>	<b>99.8</b>	<b>64.6</b>	<b>99.5</b>	<b>99.8</b>	<b>43.8</b>	<b>48.9</b>	<b>6195</b>
<b>Area</b>								
Urban	20.3	99.8	87.0	99.4	99.8	52.0	61.1	3053
Rural	17.7	99.8	42.8	99.7	99.8	35.8	37.2	3142
<b>Region</b>								
Ashgabat city	28.5	99.8	96.9	99.5	100.0	64.2	75.6	1003
Akhal velayat	36.7	99.5	76.9	100.0	100.0	31.6	14.8	688
Balkan velayat	9.0	99.9	95.1	98.9	99.8	34.9	38.7	499
Dashoguz velayat	11.4	100.0	60.3	99.9	100.0	34.8	44.8	1197
Lebap velayat	9.1	99.7	54.4	99.0	99.4	57.6	58.9	1247
Mary velayat	21.9	99.8	40.0	99.7	99.8	34.7	45.4	1560
<b>Education of household head</b>								
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	17.3	99.8	58.0	99.4	99.7	38.0	40.7	3606
Primary vocational	10.9	100.0	62.8	99.9	100.0	45.5	52.7	367
Secondary vocational	20.8	99.7	72.2	99.8	100.0	45.3	56.3	1018
Higher	24.6	99.9	78.5	99.6	99.9	59.6	66.5	1195
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
<b>Native language of household head</b>								
Turkmen	19.5	99.8	62.1	99.7	99.8	43.6	47.2	5102
Uzbek	8.3	99.8	73.5	99.6	99.6	41.8	53.5	545
Russian	25.3	99.8	95.5	98.0	99.9	49.3	70.9	355
Other language	23.0	100.0	49.0	99.0	100.0	43.0	42.0	193
<b>Wealth index quintile</b>								
Poorest	7.1	99.4	26.9	99.2	99.4	34.9	31.5	1156
Second	13.5	99.8	37.0	99.5	99.7	32.4	45.4	1153
Middle	22.9	99.9	66.0	100.0	100.0	40.7	39.4	1121
Fourth	29.4	99.9	85.0	99.4	99.8	41.8	41.5	1185
Richest	21.0	99.9	96.0	99.6	100.0	62.3	76.6	1581

<sup>1</sup> MICS indicator SR.4 - Households with a radio<sup>2</sup> MICS indicator SR.5 - Households with a television<sup>3</sup> MICS indicator SR.6 - Households with a telephone<sup>4</sup> MICS indicator SR.7 - Households with a computer<sup>5</sup> MICS indicator SR.8 - Households with internet

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

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

Percentage of women age 15-49 years who have ever used a computer, the internet and who own a mobile phone, percentage who have used during the last 3 months and percentage who have used at least once weekly during the last 3 months, Turkmenistan, 2019

	Percentage of women who:									Number of women
	Used a computer			Used a mobile phone			Used internet			
	Ever	During the last 3 months <sup>1</sup>	At least once a week during the last 3 months	Own a mobile phone <sup>2</sup>	During the last 3 months <sup>3</sup>	At least once a week during the last 3 months	Ever	During the last 3 months <sup>4</sup>	At least once a week during the last 3 months <sup>5</sup>	
<b>Total</b>	<b>53.4</b>	<b>21.6</b>	<b>17.0</b>	<b>91.1</b>	<b>97.9</b>	<b>94.3</b>	<b>58.6</b>	<b>52.7</b>	<b>47.3</b>	<b>7558</b>
<b>Area</b>										
Urban	57.9	30.8	25.4	94.4	98.7	96.1	69.2	63.9	57.1	3321
Rural	49.8	14.5	10.3	88.5	97.2	93.0	50.3	43.9	39.6	4237
<b>Region</b>										
Ashgabat city	63.0	35.3	31.5	99.2	99.8	99.7	69.9	65.8	59.1	962
Akhal velayat	29.7	8.8	5.9	95.7	99.6	98.5	46.1	45.7	42.8	1033
Balkan velayat	38.3	25.4	21.8	94.5	98.4	96.2	50.5	47.4	44.0	471
Dashoguz velayat	35.4	18.5	11.0	97.4	99.7	98.7	57.5	56.5	53.5	1478
Lebap velayat	59.0	24.1	19.0	75.4	92.6	82.1	60.2	48.6	35.6	1717
Mary velayat	74.2	21.1	17.2	92.8	99.2	96.4	61.1	51.9	50.4	1897
<b>Age</b>										
15-19	82.6	62.4	44.9	79.8	96.0	87.0	71.2	66.3	58.8	999
15-17	86.5	79.2	55.7	72.0	94.8	82.9	66.5	60.5	53.3	587
18-19	77.0	38.5	29.4	91.0	97.7	92.9	77.8	74.5	66.7	412
20-24	66.9	18.5	15.8	92.9	98.4	95.0	72.6	64.5	60.5	1227
25-29	59.3	15.3	12.3	91.0	97.3	94.4	65.8	56.8	50.3	1430
30-34	46.6	13.1	10.7	93.2	98.5	94.9	56.7	50.0	45.3	1267
35-39	40.2	12.9	10.9	93.1	97.9	95.6	49.8	45.4	40.5	999
40-44	35.7	17.7	13.9	94.3	98.9	97.3	43.3	40.0	34.1	908
45-49	31.1	15.4	12.8	93.0	98.2	96.7	38.2	36.7	32.8	729
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	47.4	14.9	10.5	89.1	97.4	93.2	52.7	46.5	41.4	5904
Primary vocational	69.7	25.9	20.8	96.9	99.1	96.9	76.3	68.6	61.0	531
Secondary vocational	68.9	45.7	39.6	98.5	100.0	99.0	75.6	71.5	64.5	654
Higher	90.7	69.4	63.5	99.3	100.0	100.0	91.0	87.2	82.9	462
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	14.7	1.9	0.0	63.0	86.5	75.3	29.2	20.9	15.5	56
Has no functional difficulty	50.9	16.9	13.8	92.9	98.2	95.5	58.2	52.3	47.1	6915
<b>Native language of household head</b>										
Turkmen	53.8	20.6	16.3	90.9	97.9	94.4	57.6	51.3	45.8	6401
Uzbek	42.0	22.3	13.9	89.8	96.7	91.8	63.4	59.4	53.8	719
Russian	77.1	54.1	48.5	98.8	100.0	99.5	88.7	87.3	83.4	212
Other language	56.6	19.7	15.1	92.2	99.4	95.5	43.6	38.2	36.7	227
<b>Wealth index quintile</b>										
Poorest	42.2	14.4	10.4	81.7	94.6	87.2	43.7	36.2	30.5	1524
Second	53.5	15.2	11.0	89.2	97.1	93.4	51.8	45.3	40.8	1429
Middle	55.3	17.9	12.4	92.6	98.8	95.5	60.3	53.4	49.7	1510
Fourth	49.8	19.5	15.0	94.1	99.2	96.9	59.9	56.1	50.5	1538
Richest	65.9	40.4	35.3	97.5	99.5	98.5	76.5	71.6	64.3	1556

<sup>1</sup> MICS indicator SR.9 - Use of computer

<sup>2</sup> MICS indicator SR.10 - Ownership of mobile phone; SDG indicator 5.b.1

<sup>3</sup> MICS indicator SR.11 - Use of mobile phone

<sup>4</sup> MICS indicator SR.12a - Use of internet (during the last 3 months); SDG indicator 17.8.1

<sup>5</sup> MICS indicator SR.12b - Use of internet (at least once a week during the last 3 months)

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

**Table SR.9.4W: ICT skills (women)**

Percentage of women age 15-49 years who in the last 3 months have carried out computer related activities, Turkmenistan, 2019

	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 <sup>1,2</sup>	
<b>Total</b>	<b>16.8</b>	<b>15.7</b>	<b>6.2</b>	<b>7.5</b>	<b>6.0</b>	<b>3.4</b>	<b>3.4</b>	<b>14.3</b>	<b>0.4</b>	<b>19.5</b>	<b>7558</b>
<b>Area</b>											
Urban	24.4	22.3	10.6	11.8	9.8	5.7	5.2	20.6	0.7	27.7	3321
Rural	10.9	10.5	2.7	4.0	3.1	1.6	2.0	9.4	0.2	13.0	4237
<b>Region</b>											
Ashgabat city	29.4	24.4	13.8	11.6	19.3	11.1	6.9	24.9	1.0	31.8	962
Akhal velayat	5.7	1.4	1.5	3.0	0.9	0.1	0.5	1.6	0.0	6.0	1033
Balkan velayat	23.6	21.0	10.1	12.8	2.1	0.7	1.6	20.4	0.0	24.7	471
Dashoguz velayat	15.4	14.5	4.3	5.0	10.1	1.4	1.2	12.7	0.7	16.9	1478
Lebap velayat	19.6	18.3	6.6	10.7	2.1	5.1	5.1	17.9	0.5	22.1	1717
Mary velayat	13.5	16.4	5.0	5.5	3.4	1.9	3.8	12.6	0.1	18.8	1897
<b>Age</b>											
15-24 <sup>1</sup>	30.6	28.4	9.4	12.9	10.2	5.4	6.8	24.5	0.9	34.9	2225
15-19	49.3	44.9	11.3	19.0	13.0	7.2	9.5	37.1	1.4	56.1	999
15-17	61.5	55.0	11.9	22.0	15.5	7.8	9.4	44.1	1.8	70.8	587
18-19	31.9	30.5	10.5	14.8	9.4	6.3	9.5	27.1	0.9	35.2	412
20-24	15.4	14.9	7.9	8.0	7.9	3.9	4.7	14.1	0.4	17.7	1227
25-29	11.4	10.7	6.5	5.5	4.5	2.8	2.3	10.8	0.0	13.1	1430
30-34	9.5	8.6	3.7	4.2	3.2	2.0	1.6	8.4	0.1	11.7	1267
35-39	9.6	8.9	4.2	4.5	4.3	1.9	1.6	8.9	0.4	11.1	999
40-44	13.0	12.6	3.9	6.1	4.3	3.4	2.6	11.9	0.5	15.5	908
45-49	12.9	12.4	5.5	6.1	6.1	2.7	2.0	11.4	0.2	14.6	729
<b>Education</b>											
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	10.6	10.0	2.9	3.5	3.2	1.5	1.7	8.7	0.3	12.8	5904
Primary vocational	20.0	18.9	9.8	11.6	7.6	3.5	2.2	17.8	0.1	23.3	531
Secondary vocational	38.1	36.0	15.4	19.2	15.5	8.3	7.7	34.2	1.1	42.9	654
Higher	62.6	56.3	31.1	36.7	26.7	20.7	21.2	54.2	1.8	66.7	462
<b>Functional difficulties (age 18-49 years)</b>											
Has functional difficulty	0.6	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	56
Has no functional difficulty	13.2	12.5	5.8	6.3	5.3	3.0	2.9	11.9	0.3	15.3	6915
<b>Native language of household head</b>											
Turkmen	15.9	14.9	5.6	7.1	5.2	3.1	3.3	13.6	0.4	18.6	6401
Uzbek	19.4	17.5	5.3	7.2	9.1	2.2	2.7	15.6	0.5	20.6	719
Russian	44.8	40.4	24.8	18.4	24.4	16.8	8.2	37.6	0.9	47.0	212
Other language	10.3	10.5	6.8	7.1	2.9	1.7	3.1	10.1	0.0	15.4	227
<b>Wealth index quintile</b>											
Poorest	12.0	11.3	2.5	4.6	3.0	1.8	2.4	9.1	0.4	13.2	1524
Second	11.0	11.8	1.8	3.6	3.2	1.3	1.5	10.2	0.0	13.9	1429
Middle	12.8	12.8	4.3	5.7	4.5	1.8	2.9	12.2	0.4	16.1	1510
Fourth	15.2	12.9	5.7	7.5	4.3	2.6	2.8	12.0	0.1	17.0	1538
Richest	32.5	29.1	16.2	15.5	14.7	9.1	7.2	27.7	1.2	36.4	1556

<sup>1</sup> MICS indicator SR.13a - ICT skills (age 15-24 years); SDG indicator 4.4.1

<sup>2</sup> MICS indicator SR.13b - ICT skills (age 15-49 years); SDG indicator 4.4.1

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

#### 4.10 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 2019 Turkmenistan MICS included a simple measure of one particular aspect of migration related to children who are not living with both parents. 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.

**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, Turkmenistan, 2019

	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 <sup>1</sup>	One or both parents dead <sup>2</sup>	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						
<b>Total</b>	<b>87.0</b>	<b>0.1</b>	<b>0.0</b>	<b>1.6</b>	<b>0.1</b>	<b>7.0</b>	<b>1.9</b>	<b>1.1</b>	<b>0.9</b>	<b>0.3</b>	<b>100.0</b>	<b>4.0</b>	<b>1.9</b>	<b>3.1</b>	<b>12071</b>
<b>Sex</b>															
Male	87.2	0.1	0.0	1.6	0.2	7.0	1.9	1.0	0.8	0.3	100.0	3.9	1.9	3.0	6211
Female	86.8	0.2	0.0	1.5	0.1	7.1	1.9	1.2	0.9	0.3	100.0	4.1	1.8	3.1	5860
<b>Area</b>															
Urban	82.1	0.1	0.1	2.2	0.1	10.7	2.2	1.4	0.7	0.4	100.0	4.8	2.5	3.2	4989
Rural	90.4	0.1	0.0	1.1	0.2	4.5	1.7	0.9	0.9	0.2	100.0	3.4	1.5	3.0	7082
<b>Region</b>															
Ashgabat city	84.4	0.1	0.0	0.2	0.1	11.8	1.9	0.8	0.2	0.5	100.0	1.7	0.4	2.2	1376
Akhai velayat	94.3	0.2	0.1	0.3	0.1	1.5	2.2	0.5	0.8	0.1	100.0	2.1	0.6	3.3	1627
Balkan velayat	87.6	0.0	0.0	0.9	0.2	6.7	3.4	0.2	0.8	0.2	100.0	2.3	1.1	4.3	672
Dashoguz velayat	85.0	0.1	0.0	1.2	0.2	8.6	1.3	1.5	1.7	0.4	100.0	4.9	1.5	3.3	2234
Lebap velayat	82.1	0.2	0.1	3.6	0.0	10.0	1.1	1.8	0.6	0.4	100.0	6.7	3.9	2.1	3246
Mary velayat	90.8	0.1	0.0	1.0	0.2	3.5	2.8	0.6	0.8	0.1	100.0	2.8	1.4	4.0	2918
<b>Age</b>															
0-4	90.7	0.1	0.0	0.6	0.1	6.9	0.7	0.3	0.2	0.4	100.0	1.7	0.8	1.0	4025
5-9	87.0	0.1	0.0	1.8	0.1	6.9	1.8	1.3	0.9	0.2	100.0	4.3	2.0	2.8	3951
10-14	84.5	0.2	0.0	1.8	0.2	7.7	3.0	1.3	0.9	0.3	100.0	4.6	2.2	4.3	2804
15-17	80.7	0.3	0.1	3.3	0.4	6.4	4.0	2.1	2.7	0.1	100.0	8.9	4.0	7.4	1292
<b>Native language of household head</b>															
Turkmen	88.3	0.1	0.0	1.5	0.2	6.0	1.9	1.0	0.8	0.2	100.0	3.7	1.8	3.1	10298
Uzbek	82.2	0.1	0.0	2.6	0.1	9.9	1.5	2.3	1.0	0.2	100.0	6.3	2.8	2.8	1143
Russian	54.1	0.0	0.0	1.5	0.0	38.6	1.4	0.9	1.5	2.0	100.0	4.9	1.5	2.9	261
Other language	88.4	0.0	0.0	1.5	0.0	5.6	2.6	0.3	1.2	0.4	100.0	3.0	1.5	3.8	370
<b>Wealth index quintile</b>															
Poorest	86.8	0.1	0.0	1.8	0.1	6.2	1.7	1.5	1.4	0.5	100.0	5.2	2.0	3.3	2626
Second	89.2	0.1	0.0	1.0	0.2	5.4	1.5	1.7	0.9	0.1	100.0	3.9	1.3	2.6	2509
Middle	89.7	0.2	0.0	1.6	0.2	3.6	2.9	0.8	0.7	0.2	100.0	3.8	2.1	4.1	2415
Fourth	87.6	0.1	0.1	1.8	0.2	7.0	1.4	0.7	0.9	0.3	100.0	4.0	2.2	2.6	2333
Richest	81.0	0.1	0.0	1.7	0.1	13.7	2.3	0.6	0.2	0.4	100.0	2.9	1.9	2.7	2188

<sup>1</sup> MICS indicator SR.18 - Children's living arrangements

<sup>2</sup> 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, Turkmenistan, 2019

	Percentage of children age 0-17 years with:									Number of children age 0-17 years
	Mother is living elsewhere <sup>A</sup>	Father is living elsewhere <sup>A</sup>	Both mother and father are living elsewhere <sup>A</sup>	At least one parent living elsewhere <sup>A</sup>	Mother living abroad	Father living abroad	Mother and father living abroad	At least one parent living abroad <sup>1</sup>		
<b>Total</b>	<b>1.1</b>	<b>7.1</b>	<b>1.6</b>	<b>9.8</b>	<b>1.0</b>	<b>1.8</b>	<b>0.8</b>	<b>3.6</b>	<b>12071</b>	
<b>Sex</b>										
Male	1.1	7.1	1.6	9.7	1.1	1.9	0.8	3.8	6211	
Female	1.2	7.2	1.5	10.0	0.9	1.7	0.8	3.5	5860	
<b>Area</b>										
Urban	1.5	10.8	2.2	14.4	1.3	1.9	0.9	4.2	4989	
Rural	0.9	4.6	1.1	6.6	0.8	1.7	0.7	3.3	7082	
<b>Region</b>										
Ashgabat city	1.0	12.0	0.2	13.2	0.0	1.0	0.1	1.1	1376	
Akhhal velayat	0.6	1.6	0.3	2.5	0.0	0.0	0.0	0.0	1627	
Balkan velayat	0.2	6.7	0.9	7.9	0.0	0.1	0.1	0.2	672	
Dashoguz velayat	1.5	8.4	1.2	11.2	1.2	2.7	0.3	4.3	2234	
Lebap velayat	1.9	10.2	3.6	15.7	2.5	3.9	2.6	9.0	3246	
Mary velayat	0.6	3.6	1.0	5.3	0.5	0.5	0.2	1.3	2918	
<b>Age</b>										
0-4	0.4	6.9	0.6	8.0	0.2	2.4	0.4	3.0	4025	
5-9	1.4	6.9	1.8	10.1	1.2	1.6	1.0	3.8	3951	
10-14	1.3	8.0	1.8	11.1	1.4	1.8	1.0	4.2	2804	
15-17	2.2	6.5	3.3	12.0	2.3	0.6	1.3	4.2	1292	
<b>Orphanhood status</b>										
Both parents alive	1.1	7.3	1.6	10.0	1.0	1.8	0.8	3.7	11671	
Only mother alive	1.2	0.0	0.0	1.2	0.8	0.0	0.0	0.8	234	
Only father alive	0.0	12.8	0.0	12.8	0.0	3.3	0.0	3.3	118	
Both parents deceased	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18	
Unknown	(15.0)	(0.0)	(0.0)	(15.0)	(5.2)	(0.0)	(0.0)	(5.2)	31	
<b>Native language of household head</b>										
Turkmen	1.0	6.1	1.4	8.6	0.9	1.7	0.8	3.4	10298	
Uzbek	2.3	9.8	2.6	14.7	2.2	3.4	1.2	6.8	1143	
Russian	1.8	38.8	1.5	42.1	1.1	2.5	0.6	4.2	261	
Other language	0.3	5.6	1.5	7.4	0.0	0.1	0.4	0.5	370	
<b>Wealth index quintile</b>										
Poorest	1.5	6.2	1.8	9.5	1.5	2.7	1.0	5.2	2626	
Second	1.7	5.5	1.0	8.2	1.4	1.8	0.7	3.8	2509	
Middle	0.8	3.9	1.6	6.3	0.9	1.4	0.9	3.2	2415	
Fourth	0.9	7.1	1.8	9.8	0.7	1.2	0.7	2.6	2333	
Richest	0.7	13.8	1.6	16.2	0.5	1.9	0.8	3.2	2188	

<sup>1</sup> MICS indicator SR.20 - Children with at least one parent living abroad<sup>A</sup> Includes parents living abroad as well as those living elsewhere in the country

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

() Figures that are based on 25–49 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, Turkmenistan, 2019

	Percentage of children living with neither biological parent <sup>1</sup>	Number of children age 0-17 years	Child's relationship to head of household										Percentage of children living in households headed by a family member <sup>A</sup>	Number of children age 0-17 years not living with a biological parent
			Child is head of household	Spouse/ Partner	Grand-child	Brother/ Sister	Other relative	Adopted/ Foster/ Stepchild	Servant (Live-in)	Other not related	Inconsistent/ Don't know/ Missing	Total		
<b>Total</b>	<b>1.9</b>	<b>12071</b>	<b>0.0</b>	<b>0.0</b>	<b>68.5</b>	<b>2.0</b>	<b>21.2</b>	<b>6.5</b>	<b>0.0</b>	<b>0.0</b>	<b>1.7</b>	<b>100.0</b>	<b>98.3</b>	<b>225</b>
<b>Sex</b>														
Male	1.9	6211	0.0	0.0	64.5	0.9	22.0	9.3	0.0	0.0	3.2	100.0	96.8	120
Female	1.8	5860	0.0	0.0	73.1	3.2	20.3	3.5	0.0	0.0	0.0	100.0	100.0	106
<b>Area</b>														
Urban	2.5	4989	0.0	0.0	76.1	1.8	17.3	2.9	0.0	0.0	1.9	100.0	98.1	122
Rural	1.5	7082	0.0	0.0	59.5	2.2	26.0	10.9	0.0	0.0	1.5	100.0	98.5	103
<b>Region</b>														
Ashgabat city	0.4	1376	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
Akhhal velayat	0.6	1627	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	10
Balkan velayat	1.1	672	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Dashoguz velayat	1.5	2234	(0.0)	(0.0)	(43.5)	(3.9)	(32.3)	(20.2)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	35
Lebap velayat	3.9	3246	0.0	0.0	80.8	0.0	19.2	0.0	0.0	0.0	0.0	100.0	100.0	127
Mary velayat	1.4	2918	(0.0)	(0.0)	(63.7)	(2.8)	(19.0)	(6.9)	(0.0)	(0.0)	(7.5)	100.0	(92.5)	40
<b>Age</b>														
0-4	0.8	4025	(0.0)	(0.0)	(73.8)	(0.0)	(20.7)	(5.5)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	33
5-9	2.0	3951	0.0	0.0	74.0	0.0	18.4	7.7	0.0	0.0	0.0	100.0	100.0	79
10-14	2.2	2804	(0.0)	(0.0)	(74.5)	(1.4)	(19.1)	(4.9)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	62
15-17	4.0	1292	(0.0)	(0.0)	(49.7)	(6.9)	(28.4)	(7.5)	(0.0)	(0.0)	(7.5)	100.0	(92.5)	52
<b>Orphanhood status</b>														
Both parents alive	1.6	11671	0.0	0.0	71.4	0.5	21.0	5.5	0.0	0.0	1.6	100.0	98.4	190
Only mother alive	1.2	234	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Only father alive	12.8	118	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	15
Both parents deceased	(*)	18	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	18
Unknown	(0.0)	31	-	-	-	-	-	-	-	-	-	-	-	0
<b>Native language of household head</b>														
Turkmen	1.8	10298	0.0	0.0	65.2	1.7	23.0	8.0	0.0	0.0	2.1	100.0	97.9	183
Uzbek	2.8	1143	(0.0)	(0.0)	(84.5)	(4.2)	(11.3)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	32
Russian	1.5	261	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
Other language	1.5	370	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	6
<b>Wealth index quintile</b>														
Poorest	2.0	2626	(0.0)	(0.0)	(69.1)	(2.6)	(17.5)	(10.8)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	52
Second	1.3	2509	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	32
Middle	2.1	2415	(0.0)	(0.0)	(59.8)	(0.4)	(37.9)	(1.9)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	50
Fourth	2.2	2333	0.0	0.0	68.4	3.9	18.7	5.9	0.0	0.0	3.0	100.0	97.0	51
Richest	1.9	2188	(0.0)	(0.0)	(88.5)	(2.2)	(5.0)	(2.4)	(0.0)	(0.0)	(2.0)	100.0	(98.0)	41

<sup>1</sup> MICS indicator SR.18 - Children's living arrangements

<sup>A</sup> Excludes households headed by the child, servants and other not related

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

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

"-" denotes 0 unweighted case in the denominator



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 life<sup>35</sup>
- 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.

---

<sup>35</sup> 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, Turkmenistan, 2019

	Neonatal mortality rate <sup>1</sup>	Post-neonatal mortality rate <sup>2,A</sup>	Infant mortality rate <sup>3</sup>	Child mortality rate <sup>4</sup>	Under-five mortality rate <sup>5</sup>
<b>Years preceding the survey</b>					
0-4	22	10	32	6	38
5-9	16	11	28	6	33
10-14	18	10	28	5	33
<sup>1</sup> MICS indicator CS.1 - Neonatal mortality rate; SDG indicator 3.2.2 <sup>2</sup> MICS indicator CS.2 - Post-neonatal mortality rate <sup>3</sup> MICS indicator CS.3 - Infant mortality rate <sup>4</sup> MICS indicator CS.4 - Child mortality rate <sup>5</sup> MICS indicator CS.5 - Under-five mortality rate; SDG indicator 3.2.1					
<sup>A</sup> Post-neonatal mortality rates are computed as the difference between the infant and neonatal mortality rates					

**Table CS.2: Early childhood mortality rates by socioeconomic characteristics**

Neonatal, post-neonatal, infant, child and under-five mortality rates for the five-year period preceding the survey, by socioeconomic characteristics, Turkmenistan, 2019

	Neonatal mortality rate <sup>1</sup>	Post-neonatal mortality rate <sup>2,A</sup>	Infant mortality rate <sup>3</sup>	Child mortality rate <sup>4</sup>	Under-five mortality rate <sup>5</sup>
<b>Total</b>	<b>22</b>	<b>10</b>	<b>32</b>	<b>6</b>	<b>38</b>
<b>Area</b>					
Urban	18	7	25	4	29
Rural	25	11	36	7	44
<b>Region</b>					
Ashgabat city	17	8	25	0	25
Akhal velayat	24	6	31	3	34
Balkan velayat	(20)	(9)	(29)	2	(31)
Dashoguz velayat	24	12	36	6	43
Lebap velayat	20	8	28	3	31
Mary velayat	24	14	38	14	52
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	-
Primary or secondary	22	9	31	7	38
Primary vocational	(26)	(16)	(42)	(1)	(43)
Secondary vocational	(*)	(*)	(*)	(*)	(*)
Higher	(*)	(*)	(*)	(*)	(*)
<b>Native language of household head</b>					
Turkmen	22	9	31	7	38
Uzbek	(*)	(*)	(*)	(0)	(*)
Russian	(*)	(*)	(*)	(*)	(*)
Other language	(*)	(*)	(*)	(*)	(*)
<b>Wealth index quintile</b>					
Poorest	26	10	36	6	42
Second	31	15	46	9	55
Middle	17	11	28	6	34
Fourth	17	4	21	5	26
Richest	16	9	25	3	28
<sup>1</sup> MICS indicator CS.1 - Neonatal mortality rate; SDG indicator 3.2.2 <sup>2</sup> MICS indicator CS.2 - Post-neonatal mortality rate <sup>3</sup> MICS indicator CS.3 - Infant mortality rate <sup>4</sup> MICS indicator CS.4 - Child mortality rate <sup>5</sup> MICS indicator CS.5 - Under-five mortality rate; SDG indicator 3.2.1					
<sup>A</sup> Post-neonatal mortality rates are computed as the difference between the infant and neonatal mortality rates (*) Figures that are based on fewer than 250 unweighted person-years of exposure to the risk of death ( ) Figures that are based on 250–449 unweighted person-years of exposure to the risk of death “-“ denotes 0 unweighted case in the denominator					

**Table CS.3: Early childhood mortality rates by demographic characteristics**

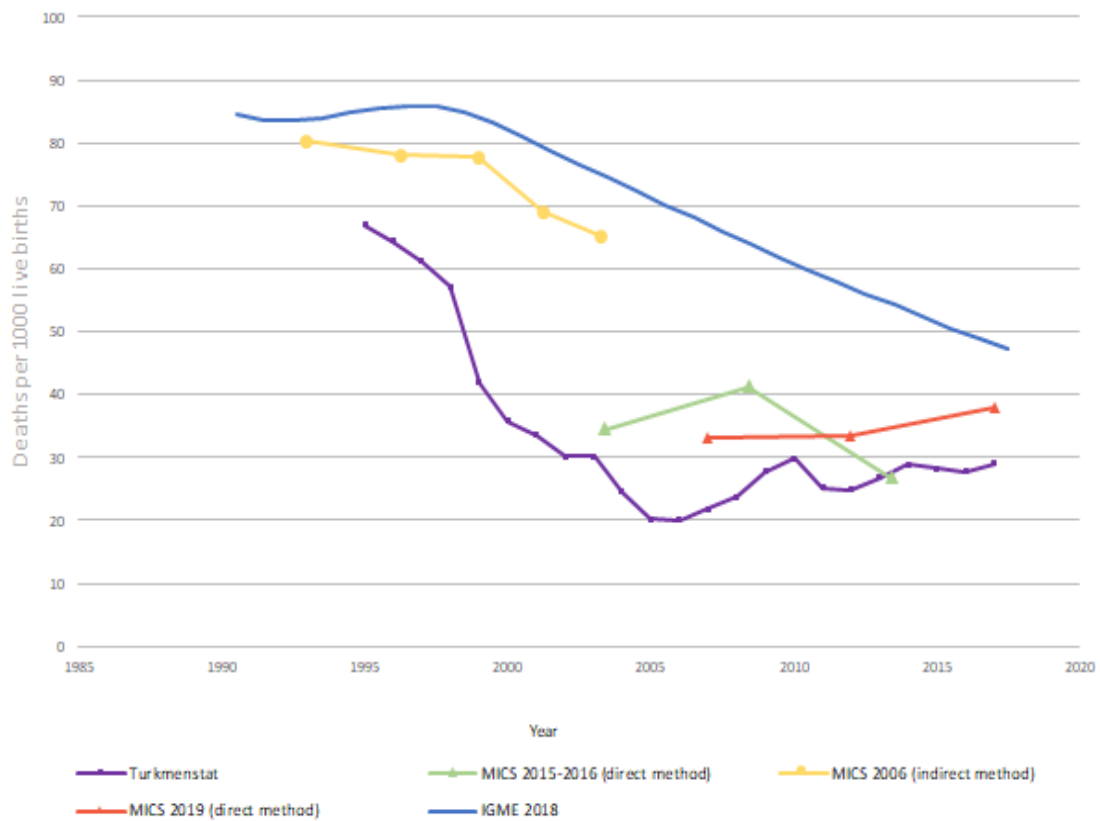
Neonatal, post-neonatal, infant, child and under-five mortality rates for the five-year period preceding the survey, by demographic characteristics, Turkmenistan, 2019

	Neonatal mortality rate <sup>1</sup>	Post-neonatal mortality rate <sup>2,A</sup>	Infant mortality rate <sup>3</sup>	Child mortality rate <sup>4</sup>	Under-five mortality rate <sup>5</sup>
<b>Total</b>	<b>22</b>	<b>10</b>	<b>32</b>	<b>6</b>	<b>38</b>
<b>Sex</b>					
Male	26	11	37	8	45
Female	18	8	26	4	30
<b>Mother's age at birth</b>					
Less than 20	(*)	(*)	(*)	(*)	(*)
20-34	22	9	31	5	36
35-49	(34)	(15)	(49)	(7)	(55)
<b>Birth order</b>					
1	21	10	31	5	36
2-3	19	8	27	6	34
4-6	28	12	40	(7)	(47)
7+	(*)	(*)	(*)	(*)	(*)
<b>Previous birth interval<sup>B</sup></b>					
< 2 years	29	12	42	8	49
2 years	17	12	29	4	33
3 years	(13)	(4)	(18)	(8)	(26)
4+ years	20	6	26	6	32
<sup>1</sup> MICS indicator CS.1 - Neonatal mortality rate; SDG indicator 3.2.2 <sup>2</sup> MICS indicator CS.2 - Post-neonatal mortality rate <sup>3</sup> MICS indicator CS.3 - Infant mortality rate <sup>4</sup> MICS indicator CS.4 - Child mortality rate <sup>5</sup> MICS indicator CS.5 - Under-five mortality rate; SDG indicator 3.2.1 <sup>A</sup> Post-neonatal mortality rates are computed as the difference between the infant and neonatal mortality rates <sup>B</sup> Excludes first order births (*) Figures that are based on fewer than 250 unweighted person-years of exposure to the risk of death ( ) Figures that are based on 250–449 unweighted person-years of exposure to the risk of death					

Figure CS.1 compares the findings of this survey on under-5 mortality rates, with those from other data sources. Further qualification and analysis of the consistency and discrepancies of the findings of MICS with other data sources needs to be taken up in a more detailed and separate analysis.

Additional data quality analysis was conducted which did not reveal more than what are to be expected in a sample survey. Further analysis will be sought, including to understand why survey results generally remain slightly above the VR data.

**Figure CS.1: Trends in under-5 mortality rates, Turkmenistan**



Note: The source data used in the above graph is taken from the final reports of 2019 Turkmenistan MICS, 2015-2016 Turkmenistan MICS and current data from State Statistics of Turkmenistan, with the exception of IGME 2018 which is downloaded from the Group for Child Mortality Estimation (UN IGME) web portal. Child mortality source data and child mortality estimates are published on [www.childmortality.org](http://www.childmortality.org), the web portal of the United Nations Inter-agency UN IGME. Data from the same source may differ between a report and UN IGME web portal as UN IGME recalculates estimates using smaller intervals and/or calendar years (if data are available).

## 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, by area of residence, Turkmenistan, 2019

	Urban	Rural	Total
<b>Age<sup>A</sup></b>			
15-19 <sup>1</sup>	20	24	22
20-24	166	204	190
25-29	175	185	181
30-34	117	143	131
35-39	59	51	54
40-44	13	16	14
45-49	3	0	1
TFR (15-49 years) <sup>B</sup>	2.8	3.1	3.0
GFR <sup>C</sup>	92.0	112.5	103.4
CBR <sup>D</sup>	21.8	26.5	24.4

<sup>1</sup> MICS indicator TM.1 - Adolescent birth rate (age 15-19 years); SDG indicator 3.7.2

<sup>A</sup> 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

<sup>B</sup> 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

<sup>C</sup> 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

<sup>D</sup> 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

## 6.2 EARLY CHILDBEARING

Table TM.2.1 presents the survey findings on adolescent birth rates and further disaggregates of the total fertility rate.

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).

Table TM.2.2W presents a selection of early childbearing indicators for young women 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.<sup>36</sup>

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

---

<sup>36</sup> 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.2.1: Adolescent birth rate and total fertility rate**

Adolescent birth rates and total fertility rates for the three-year period preceding the survey, Turkmenistan, 2019

	Adolescent birth rate <sup>1</sup> (Age-specific fertility rate for women age 15-19 years) <sup>A</sup>	Total fertility rate (women age 15-49 years) <sup>A</sup>
<b>Total</b>	<b>22</b>	<b>3.0</b>
<b>Area</b>		
Urban	20	2.8
Rural	24	3.1
<b>Region</b>		
Ashgabat city	19	2.7
Akhhal velayat	25	3.0
Balkan velayat	24	2.4
Dashoguz velayat	16	3.1
Lebap velayat	43	3.6
Mary velayat	6	2.5
<b>Education</b>		
Pre-primary or none	(*)	(*)
Primary or secondary	22	3.1
Primary vocational	27	(2.9)
Secondary vocational	21	(2.0)
Higher	20	(2.4)
<b>Functional difficulties (age 18-49 years)</b>		
Has functional difficulty	(*)	(*)
Has no functional difficulty	31	3.0
<b>Native language of household head</b>		
Turkmen	21	3.0
Uzbek	34	(2.8)
Russian	(*)	(*)
Other language	(*)	(*)
<b>Wealth index quintile</b>		
Poorest	29	3.6
Second	19	3.1
Middle	24	2.9
Fourth	14	2.7
Richest	26	2.7

<sup>1</sup> MICS indicator TM.1 - Adolescent birth rate (age 15-19 years); SDG indicator 3.7.2<sup>A</sup> Please see Table TM.1.1 for definitions.

(\*) Figures that are based on fewer than 125 unweighted person-years of exposure

() Figures that are based on 125–249 unweighted person-years of exposure

**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, Turkmenistan, 2019

	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 <sup>1</sup>	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			
<b>Total</b>	<b>2.3</b>	<b>1.3</b>	<b>3.6</b>	<b>0.0</b>	<b>999</b>	<b>1.4</b>	<b>1227</b>
<b>Area</b>							
Urban	2.2	1.2	3.4	0.0	402	1.7	482
Rural	2.4	1.3	3.7	0.0	596	1.2	745
<b>Region</b>							
Ashgabat city	1.9	0.0	1.9	0.0	102	0.0	130
Akhhal velayat	3.8	1.8	5.6	0.0	139	0.4	185
Balkan velayat	2.4	3.0	5.4	0.0	69	2.6	71
Dashoguz velayat	0.7	1.0	1.7	0.0	216	0.0	236
Lebap velayat	4.7	2.5	7.2	0.0	238	4.1	292
Mary velayat	0.7	0.0	0.7	0.0	234	0.9	313
<b>Education</b>							
Pre-primary or none	-	-	-	-	0	(*)	2
Primary or secondary	2.1	1.3	3.4	0.0	937	1.7	963
Primary vocational	(*)	(*)	(*)	(*)	13	0.5	94
Secondary vocational	(7.9)	(0.0)	(7.9)	(0.0)	27	0.0	90
Higher	(*)	(*)	(*)	(*)	22	0.0	78
<b>Functional difficulties (age 18-49 years)</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	1	(*)	2
Has no functional difficulty	5.6	2.7	8.3	0.0	410	1.4	1225
<b>Native language of household head</b>							
Turkmen	2.1	1.3	3.4	0.0	826	1.3	1068
Uzbek	4.3	1.7	6.1	0.0	124	2.7	116
Russian	(*)	(*)	(*)	(*)	16	(*)	16
Other language	(0.0)	(0.0)	(0.0)	(0.0)	33	(*)	27
<b>Wealth index quintile</b>							
Poorest	1.1	1.9	3.0	0.0	231	2.8	262
Second	2.2	0.7	2.9	0.0	178	0.5	230
Middle	3.8	1.4	5.2	0.0	214	0.4	267
Fourth	1.4	0.8	2.2	0.0	196	2.0	261
Richest	3.2	1.4	4.6	0.0	179	1.2	206

<sup>1</sup> MICS indicator TM.2 - Early childbearing

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

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

"-" denotes 0 unweighted case in the denominator



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

Percentage of women who have had a live birth, by age 15 and 18, by area and age group, Turkmenistan, 2019

	Urban				Rural				All			
	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	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	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
<b>Total</b>	<b>0.0</b>	<b>3321</b>	<b>1.5</b>	<b>2919</b>	<b>0.0</b>	<b>4237</b>	<b>1.3</b>	<b>3640</b>	<b>0.0</b>	<b>7558</b>	<b>1.4</b>	<b>6559</b>
<b>Age</b>												
15-19	0.0	402	na	na	0.0	596	na	na	0.0	999	na	na
15-17	0.0	239	na	na	0.0	348	na	na	0.0	587	na	na
18-19	0.0	164	na	na	0.0	248	na	na	0.0	412	na	na
20-24	0.0	482	1.7	482	0.0	745	1.2	745	0.0	1227	1.4	1227
25-29	0.0	584	1.3	584	0.0	845	0.9	845	0.0	1430	1.0	1430
30-34	0.0	561	1.9	561	0.0	706	1.3	706	0.0	1267	1.6	1267
35-39	0.0	480	2.1	480	0.0	519	2.5	519	0.0	999	2.3	999
40-44	0.2	439	1.3	439	0.0	469	1.9	469	0.1	908	1.6	908
45-49	0.0	373	0.8	373	0.0	356	0.2	356	0.0	729	0.5	729

na: not applicable

## 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.<sup>37</sup>

Table TM.3.0A presents knowledge of the different methods of contraception available to women who are currently married or in union and who were formerly married or in union. Table TM.3.0B presents knowledge of modern and traditional methods of contraception.

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 were formerly married or in union. 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 women who were formerly married or in union, in Table TM.3.2, contraceptive use is only presented by modern and traditional method categories.

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. The same table is reproduced in Table 3.4 for women who were formerly married or in union.

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 amenorrheic<sup>38</sup> and iii) fecund<sup>39</sup> 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).

---

<sup>37</sup> 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](https://www.unfpa.org/sites/default/files/resource-pdf/family_planning06.pdf).

<sup>38</sup> 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.

<sup>39</sup> 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 method<sup>40</sup> 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.

---

<sup>40</sup> 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.3.0A: Knowledge of specific contraceptive methods**

Percentage of all ever married women age 15-49 years, percentage of women age 15-49 years currently married or in union and percentage of women age 15-49 years formerly married or in union who have heard of any contraceptive method, by specific method, Turkmenistan, 2019

	Ever married or in union	Currently married or in union	Formerly married or in union
<b>Any method</b>	<b>99.4</b>	<b>99.4</b>	<b>99.4</b>
<b>Any modern method<sup>A</sup></b>	99.4	99.4	99.4
Female sterilization	56.2	55.4	64.2
Male sterilization	22.4	21.0	35.4
Pill	84.3	83.7	89.3
IUD	98.4	98.4	97.8
Injectables	63.0	62.6	65.8
Implants	12.8	12.3	17.4
Male condom	91.5	91.4	92.5
Female condom	11.7	10.8	19.4
Diaphragm	10.4	9.7	15.9
Foam/Jelly	14.5	13.4	24.6
Emergency contraception	23.5	22.8	29.4
<b>Any traditional method</b>	79.2	79.2	78.8
Periodic abstinence	57.1	56.6	60.9
Withdrawal	75.8	75.8	75.5
Other	2.0	2.1	1.2
Mean number of methods known by women	6.2	6.2	6.9
Number of women	5519	4973	546

<sup>A</sup>The lactational amenorrhea method (LAM) was not included in the 2019 Turkmenistan MICS because there is no official LAM programme in the country.

**Table TM.3.0B: Knowledge of contraceptive methods**

Percentage of women age 15-49 years currently married or in union who have heard of at least one contraceptive method and who have heard of at least one modern method and at least one traditional method, by background characteristics, Turkmenistan, 2019

	Any method	Any modern method <sup>A</sup>	Any traditional method <sup>B</sup>	Number of women currently married or in union
<b>Total</b>	<b>99.4</b>	<b>99.4</b>	<b>79.2</b>	<b>4973</b>
<b>Area</b>				
Urban	99.6	99.6	79.9	2096
Rural	99.2	99.1	78.8	2877
<b>Region</b>				
Ashgabat	99.6	99.6	75.7	627
Akhal	100.0	100.0	82.6	685
Balkan	100.0	100.0	77.0	284
Dashoguz	100.0	100.0	88.7	886
Lebap	100.0	100.0	79.7	1219
Mary	97.8	97.7	72.7	1272
<b>Age</b>				
15-19	100.0	100.0	51.2	48
15-17	(*)	(*)	(*)	4
18-19	(100.0)	(100.0)	(52.0)	44
20-24	98.9	98.9	74.1	552
25-29	99.1	99.1	78.4	1091
30-34	99.3	99.3	81.6	1085
35-39	99.9	99.9	79.7	842
40-44	99.2	99.0	77.7	751
45-49	100.0	100.0	84.9	604
<b>Education</b>				
Pre-primary or none	(*)	(*)	(*)	0
Primary or secondary	99.3	99.3	77.9	3903
Primary vocational	100.0	100.0	82.2	361
Secondary vocational	99.8	99.8	84.2	428
Higher	99.1	99.1	86.3	280
<b>Functional difficulties (age 18-49 years)</b>				
Has functional difficulty	(85.6)	(85.6)	(66.7)	36
Has no functional difficulty	99.5	99.5	79.4	4932
<b>Native language of household head</b>				
Turkmen	99.5	99.5	78.8	4257
Uzbek	100.0	100.0	89.6	458
Russian	100.0	100.0	96.4	119
Other language	93.1	92.2	45.5	139
<b>Wealth index quintile</b>				
Poorest	99.4	99.4	77.7	1032
Second	98.9	98.8	78.3	997
Middle	99.4	99.4	79.1	981
Fourth	99.5	99.5	80.7	971
Richest	99.7	99.7	80.6	992

<sup>A</sup> Female sterilization, male sterilization, pill, IUD, injectables, implants, male condom, female condom, diaphragm, foam/jelly, emergency contraception, and other modern methods.

<sup>B</sup> Periodic abstinence, withdrawal and other traditional methods.

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

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

**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, Turkmenistan, 2019

	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	Missing	Any modern method	Any traditional method		Any method <sup>1</sup>	
<b>Total</b>	<b>50.3</b>	<b>0.3</b>	<b>0.0</b>	<b>44.2</b>	<b>0.3</b>	<b>0.0</b>	<b>0.9</b>	<b>1.6</b>	<b>0.0</b>	<b>0.0</b>	<b>0.6</b>	<b>1.7</b>	<b>0.1</b>	<b>0.0</b>	<b>47.3</b>	<b>2.4</b>	<b>49.7</b>	<b>4973</b>	
<b>Area</b>																			
Urban	45.4	0.3	0.1	46.5	0.3	0.0	1.9	3.0	0.0	0.0	0.8	1.5	0.2	0.0	52.2	2.5	54.6	2096	
Rural	53.9	0.3	0.0	42.5	0.3	0.0	0.1	0.5	0.0	0.0	0.5	1.8	0.0	0.0	43.7	2.4	46.1	2877	
<b>Region</b>																			
Ashgabat city	37.6	0.4	0.2	50.5	0.1	0.0	3.5	5.8	0.0	0.0	0.5	1.5	0.0	0.0	60.5	1.9	62.4	627	
Akhal velayat	57.4	0.8	0.0	35.8	0.6	0.0	0.6	0.0	0.0	0.0	2.8	2.1	0.0	0.0	37.8	4.9	42.6	685	
Balkan velayat	40.5	0.0	0.0	52.1	0.4	0.0	2.8	1.6	0.0	0.0	0.2	2.4	0.0	0.0	56.8	2.6	59.5	284	
Dashoguz velayat	51.5	0.1	0.2	46.2	1.0	0.0	0.2	0.2	0.0	0.0	0.2	0.6	0.0	0.0	47.8	0.7	48.5	886	
Lebap velayat	42.9	0.4	0.0	49.2	0.1	0.0	0.6	2.3	0.0	0.0	0.3	3.8	0.3	0.0	52.7	4.4	57.1	1219	
Mary velayat	61.3	0.0	0.0	37.5	0.0	0.0	0.1	0.5	0.0	0.0	0.4	0.2	0.0	0.0	38.2	0.6	38.7	1272	
<b>Age</b>																			
15-19	89.1	0.0	0.0	6.9	0.0	0.0	0.0	1.6	0.0	0.0	0.0	2.5	0.0	0.0	8.4	2.5	10.9	48	
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
18-19	(88.1)	(0.0)	(0.0)	(7.5)	(0.0)	(0.0)	(0.0)	(1.7)	(0.0)	(0.0)	(0.0)	(2.7)	(0.0)	(0.0)	(9.2)	(2.7)	(11.9)	44	
20-24	72.4	0.0	0.0	23.5	0.0	0.0	0.3	1.4	0.0	0.0	0.6	1.8	0.0	0.0	25.2	2.4	27.6	552	
25-29	59.1	0.2	0.1	36.1	0.0	0.0	0.5	1.4	0.0	0.0	0.4	2.2	0.0	0.0	38.2	2.6	40.9	1091	
30-34	47.0	0.3	0.0	47.1	0.3	0.0	0.9	1.9	0.0	0.0	1.1	1.3	0.2	0.0	50.5	2.5	53.0	1085	
35-39	35.3	0.5	0.0	58.4	0.9	0.0	1.0	1.7	0.0	0.0	0.6	1.5	0.0	0.0	62.5	2.2	64.7	842	
40-44	36.3	0.5	0.2	56.3	0.5	0.0	1.8	2.0	0.0	0.0	0.3	1.8	0.3	0.0	61.4	2.4	63.7	751	
45-49	55.5	0.1	0.0	40.3	0.2	0.0	1.0	0.6	0.0	0.0	0.8	1.5	0.0	0.0	42.2	2.3	44.5	604	
<b>Education</b>																			
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	0
Primary or secondary	51.2	0.3	0.0	43.7	0.4	0.0	0.6	1.3	0.0	0.0	0.6	1.8	0.0	0.0	46.3	2.5	48.8	3903	
Primary vocational	50.8	0.3	0.4	46.0	0.0	0.0	0.6	0.9	0.0	0.0	0.0	1.0	0.0	0.0	48.2	1.0	49.2	361	
Secondary vocational	47.1	0.0	0.0	45.6	0.3	0.0	1.7	3.5	0.0	0.0	1.2	0.6	0.0	0.0	51.1	1.9	52.9	428	
Higher	42.6	0.0	0.0	45.4	0.0	0.0	4.3	3.5	0.0	0.0	0.7	2.8	0.7	0.0	53.2	4.2	57.4	280	
<b>Number of living children</b>																			
0	97.1	0.0	0.0	0.7	0.0	0.0	0.2	0.6	0.0	0.0	0.0	1.4	0.0	0.0	1.5	1.4	2.9	355	
1	79.6	0.2	0.0	15.4	0.0	0.0	0.7	1.9	0.0	0.0	0.8	1.4	0.0	0.0	18.1	2.3	20.4	709	
2	47.7	0.1	0.0	47.0	0.4	0.0	1.4	1.7	0.0	0.0	0.2	1.4	0.0	0.0	50.7	1.6	52.3	1510	
3	36.3	0.6	0.0	57.4	0.4	0.0	0.8	2.0	0.0	0.0	0.7	1.6	0.3	0.0	61.1	2.6	63.7	1452	
4+	36.6	0.3	0.3	57.2	0.4	0.0	0.6	0.8	0.0	0.0	1.3	2.6	0.0	0.0	59.5	3.9	63.4	947	
<b>Functional difficulties (age 18-49 years)</b>																			
Has functional difficulty	(50.7)	(3.1)	(0.0)	(45.1)	(0.0)	(0.0)	(1.1)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(49.3)	(0.0)	(49.3)	36	
Has no functional difficulty	50.3	0.3	0.0	44.2	0.3	0.0	0.9	1.6	0.0	0.0	0.6	1.7	0.1	0.0	47.3	2.4	49.7	4932	
<b>Native language of household head</b>																			
Turkmen	50.1	0.3	0.1	44.7	0.3	0.0	0.7	1.3	0.0	0.0	0.7	1.7	0.1	0.0	47.4	2.5	49.9	4257	
Uzbek	49.0	0.5	0.0	46.1	0.7	0.0	0.4	0.8	0.0	0.0	0.3	2.3	0.0	0.0	48.4	2.6	51.0	458	
Russian	44.5	0.0	0.0	31.0	0.0	0.0	9.8	14.1	0.0	0.0	0.6	0.0	0.0	0.0	55.0	0.6	55.5	119	
Other language	66.1	0.0	0.0	31.3	0.0	0.0	1.1	1.4	0.0	0.0	0.0	0.0	0.0	0.0	33.9	0.0	33.9	139	
<b>Wealth index quintile</b>																			
Poorest	53.0	0.4	0.0	43.5	0.2	0.0	0.2	0.4	0.0	0.0	0.0	2.2	0.0	0.0	44.8	2.2	47.0	1032	
Second	53.6	0.1	0.0	43.0	0.6	0.0	0.0	0.6	0.0	0.0	0.3	1.7	0.0	0.0	44.3	2.1	46.4	997	
Middle	51.4	0.3	0.1	45.7	0.0	0.0	0.2	0.5	0.0	0.0	0.3	1.2	0.2	0.0	46.9	1.7	48.6	981	
Fourth	52.0	0.4	0.0	41.1	0.4	0.0	1.0	1.4	0.0	0.0	2.0	1.8	0.0	0.0	44.2	3.8	48.0	971	
Richest	41.5	0.2	0.1	47.5	0.4	0.0	3.1	4.8	0.0	0.0	0.7	1.5	0.2	0.0	56.1	2.4	58.5	992	

<sup>1</sup> MICS indicator TM.3 - Contraceptive prevalence rate

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

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

**Table TM.3.2: Use of contraception (formerly married/ in union)**

Percentage of women age 15-49 years formerly married or in union who are using (or whose partner is using) a contraceptive method, Turkmenistan, 2019

	Percentage of women formerly married or in union who are using (or whose partner is using):			Number of women formerly married or in union
	Any modern method	Any traditional method	Any method	
<b>Total</b>	<b>12.9</b>	<b>0.0</b>	<b>12.9</b>	<b>546</b>
<b>Area</b>				
Urban	14.8	0.0	14.8	364
Rural	9.2	0.0	9.2	182
<b>Region</b>				
Ashgabat city	8.4	0.0	8.4	119
Akhhal velayat	0.0	0.0	0.0	44
Balkan velayat	34.4	0.0	34.4	46
Dashoguz velayat	1.6	0.0	1.6	83
Lebap velayat	13.5	0.0	13.5	132
Mary velayat	20.8	0.0	20.8	123
<b>Age</b>				
15-19	(*)	(*)	(*)	2
15-17	-	-	-	0
18-19	(*)	(*)	(*)	2
20-24	(14.0)	(0.0)	(14.0)	29
25-29	9.7	0.0	9.7	83
30-34	14.2	0.0	14.2	98
35-39	12.5	0.0	12.5	106
40-44	15.2	0.0	15.2	119
45-49	11.7	0.0	11.7	109
<b>Education</b>				
Pre-primary or none	-	-	-	0
Primary or secondary	11.0	0.0	11.0	333
Primary vocational	23.3	0.0	23.3	66
Secondary vocational	14.9	0.0	14.9	99
Higher	7.8	0.0	7.8	48
<b>Number of living children</b>				
0	4.4	0.0	4.4	66
1	15.7	0.0	15.7	220
2	12.0	0.0	12.0	157
3	15.5	0.0	15.5	84
4+	(*)	(*)	(*)	19
<b>Functional difficulties (age 18-49 years)</b>				
Has functional difficulty	(*)	(*)	(*)	7
Has no functional difficulty	12.8	0.0	12.8	539
<b>Native language of household head</b>				
Turkmen	9.9	0.0	9.9	419
Uzbek	(14.6)	(0.0)	(14.6)	52
Russian	24.3	0.0	24.3	55
Other language	(*)	(*)	(*)	21
<b>Wealth index quintile</b>				
Poorest	7.2	0.0	7.2	71
Second	13.5	0.0	13.5	83
Middle	17.2	0.0	17.2	73
Fourth	11.0	0.0	11.0	123
Richest	14.3	0.0	14.3	197
(*) Figures that are based on fewer than 25 unweighted cases				
() Figures that are based on 25-49 unweighted cases				
"-" denotes 0 unweighted case in the denominator				

**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, Turkmenistan, 2019

	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 <sup>1</sup>	
<b>Total</b>	<b>6.4</b>	<b>3.3</b>	<b>9.7</b>	<b>18.5</b>	<b>31.1</b>	<b>49.7</b>	<b>25.0</b>	<b>34.4</b>	<b>59.4</b>	<b>4973</b>	<b>83.7</b>	<b>79.6</b>	<b>2952</b>
<b>Area</b>													
Urban	6.8	3.4	10.2	21.6	33.0	54.6	28.5	36.3	64.8	2096	84.3	80.5	1358
Rural	6.1	3.2	9.3	16.3	29.8	46.1	22.4	33.0	55.4	2877	83.2	78.9	1594
<b>Region</b>													
Ashgabat city	8.2	2.8	11.0	28.8	33.6	62.4	37.0	36.4	73.4	627	85.0	82.4	460
Akhhal velayat	8.9	2.8	11.7	21.4	21.2	42.6	30.3	24.0	54.3	685	78.5	69.6	372
Balkan velayat	6.4	4.4	10.7	10.9	48.6	59.5	17.3	52.9	70.2	284	84.7	81.0	199
Dashoguz velayat	3.1	4.0	7.1	15.6	32.9	48.5	18.7	36.9	55.6	886	87.3	86.0	492
Lebap velayat	3.8	3.2	7.0	19.4	37.8	57.1	23.1	41.0	64.1	1219	89.1	82.2	781
Mary velayat	9.1	3.1	12.1	14.9	23.8	38.7	24.0	26.8	50.8	1272	76.1	75.1	647
<b>Age</b>													
15-19	(20.4)	(0.0)	(20.4)	(10.9)	(0.0)	(10.9)	(31.3)	(0.0)	(31.3)	48	(*)	(*)	15
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4	(*)	(*)	1
18-19	(20.7)	(0.0)	(20.7)	(11.9)	(0.0)	(11.9)	(32.6)	(0.0)	(32.6)	44	(*)	(*)	14
20-24	15.4	0.4	15.8	21.9	5.7	27.6	37.3	6.2	43.5	552	63.6	58.0	240
25-29	11.1	2.2	13.3	27.4	13.5	40.9	38.4	15.7	54.1	1091	75.5	70.6	591
30-34	6.6	4.2	10.8	26.9	26.1	53.0	33.5	30.3	63.8	1085	83.0	79.1	693
35-39	3.0	4.2	7.1	16.5	48.2	64.7	19.5	52.4	71.8	842	90.0	87.1	605
40-44	0.8	5.4	6.2	8.0	55.8	63.7	8.8	61.1	69.9	751	91.2	87.8	525
45-49	0.1	2.4	2.5	1.1	43.4	44.5	1.2	45.8	47.0	604	94.7	89.8	284
<b>Education</b>													
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	0	(*)	(*)	0
Primary or secondary	6.4	3.2	9.6	18.1	30.7	48.8	24.5	33.9	58.5	3903	83.5	79.3	2282
Primary vocational	7.3	3.6	11.0	19.6	29.7	49.2	26.9	33.3	60.2	361	81.8	80.1	218
Secondary vocational	5.0	2.5	7.5	15.8	37.1	52.9	20.8	39.6	60.4	428	87.6	84.5	259
Higher	7.5	4.3	11.8	27.1	30.2	57.4	34.6	34.6	69.2	280	82.9	76.8	193
<b>Functional difficulties (age 18-49 years)</b>													
Has functional difficulty	(1.0)	(6.3)	(7.2)	(6.3)	(43.0)	(49.3)	(7.2)	(49.3)	(56.5)	36	(*)	(*)	20
Has no functional difficulty	6.4	3.2	9.7	18.6	31.1	49.7	25.1	34.3	59.4	4932	83.7	79.6	2930
<b>Native language of household head</b>													
Turkmen	6.8	3.3	10.1	18.7	31.2	49.9	25.5	34.5	60.0	4257	83.1	78.9	2556
Uzbek	1.9	2.3	4.2	17.1	33.9	51.0	19.0	36.2	55.2	458	92.4	87.7	253
Russian	7.2	6.5	13.7	22.1	33.4	55.5	29.3	39.9	69.2	119	80.2	79.4	82
Other language	8.4	1.5	9.9	16.0	17.9	33.9	24.4	19.4	43.8	139	77.3	77.3	61
<b>Wealth index quintile</b>													
Poorest	3.6	4.0	7.6	13.7	33.3	47.0	17.3	37.3	54.6	1032	86.1	82.1	563
Second	6.5	2.2	8.7	16.6	29.7	46.4	23.1	31.9	55.1	997	84.2	80.4	549
Middle	7.3	3.2	10.5	18.5	30.0	48.6	25.8	33.2	59.1	981	82.2	79.4	579
Fourth	7.1	2.9	10.0	20.1	28.0	48.0	27.2	30.9	58.1	971	82.7	76.2	564
Richest	7.7	4.0	11.7	24.0	34.5	58.5	31.7	38.5	70.2	992	83.4	80.0	696

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

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

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



**Table TM.3.4: Need and demand for family planning (formerly married or in union)**

Percentage of women age 15-49 years who are formerly 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, Turkmenistan, 2019

	Unmet need for family planning			Met need for family planning (currently using contraception)			Total demand for family planning			Number of women formerly married or in union	Percentage of demand for family planning satisfied with:		Number of women formerly 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	
<b>Total</b>	<b>16.7</b>	<b>28.1</b>	<b>44.9</b>	<b>4.2</b>	<b>8.7</b>	<b>12.9</b>	<b>20.9</b>	<b>36.8</b>	<b>57.8</b>	<b>546</b>	<b>22.3</b>	<b>22.3</b>	<b>315</b>
<b>Area</b>													
Urban	17.5	32.7	50.2	4.2	10.5	14.8	21.8	43.2	65.0	364	22.7	22.7	237
Rural	15.1	19.1	34.2	4.2	5.0	9.2	19.3	24.1	43.4	182	21.2	21.2	79
<b>Region</b>													
Ashgabat city	25.6	52.4	78.0	2.5	5.9	8.4	28.1	58.3	86.4	119	9.7	9.7	102
Akhal velayat	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	44	(*)	(*)	3
Balkan velayat	6.1	42.2	48.3	9.3	25.1	34.4	15.4	67.3	82.7	46	41.6	41.6	38
Dashoguz velayat	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	83	(*)	(*)	31
Lebap velayat	13.3	23.6	36.9	4.8	8.7	13.5	18.1	32.4	50.4	132	26.9	26.9	66
Mary velayat	21.5	18.7	40.2	7.7	13.1	20.8	29.2	31.8	61.1	123	34.1	34.1	75
<b>Age</b>													
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	(*)	(*)	0
15-17	-	-	-	-	-	-	-	-	-	0	-	-	0
18-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	(*)	(*)	0
20-24	(31.4)	(1.3)	(32.7)	(12.7)	(1.4)	(14.0)	(44.1)	(2.7)	(46.8)	29	(*)	(*)	13
25-29	34.0	14.8	48.8	7.4	2.3	9.7	41.4	17.1	58.4	83	16.5	16.5	48
30-34	22.3	20.5	42.9	4.6	9.6	14.2	26.9	30.1	57.0	98	24.9	24.9	56
35-39	21.6	32.9	54.4	3.3	9.2	12.5	24.8	42.1	66.9	106	18.6	18.6	71
40-44	6.6	45.0	51.7	3.0	12.2	15.2	9.7	57.2	66.9	119	22.8	22.8	80
45-49	1.4	29.7	31.1	1.2	10.6	11.7	2.5	40.3	42.8	109	27.4	27.4	47
<b>Education</b>													
Pre-primary or none	-	-	-	-	-	-	-	-	-	0	-	-	0
Primary or secondary	17.5	23.9	41.4	4.4	6.6	11.0	21.9	30.5	52.5	333	21.0	21.0	175
Primary vocational	15.8	29.3	45.1	6.7	16.6	23.3	22.5	45.9	68.4	66	(34.1)	(34.1)	45
Secondary vocational	11.1	38.6	49.7	3.1	11.7	14.9	14.3	50.3	64.6	99	23.0	23.0	64
Higher	24.0	34.2	58.2	1.7	6.1	7.8	25.7	40.3	65.9	48	(11.8)	(11.8)	32
<b>Functional difficulties (age 18-49 years)</b>													
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7	(*)	(*)	3
Has no functional difficulty	16.9	28.1	45.0	4.3	8.6	12.8	21.2	36.7	57.9	539	22.2	22.2	312
<b>Native language of household head</b>													
Turkmen	16.1	29.7	45.8	4.3	5.6	9.9	20.4	35.3	55.7	419	17.7	17.7	233
Uzbek	(7.4)	(11.5)	(18.9)	(0.0)	(14.6)	(14.6)	(7.4)	(26.1)	(33.5)	52	(*)	(*)	17
Russian	25.7	34.6	60.3	2.3	22.0	24.3	28.0	56.6	84.6	55	28.8	28.8	46
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	21	(*)	(*)	18
<b>Wealth index quintile</b>													
Poorest	14.2	27.2	41.4	3.3	3.8	7.2	17.6	31.0	48.6	71	(14.8)	(14.8)	34
Second	15.3	20.2	35.5	6.0	7.5	13.5	21.3	27.8	49.1	83	(27.6)	(27.6)	41
Middle	8.6	16.9	25.5	7.7	9.5	17.2	16.3	26.4	42.7	73	(40.3)	(40.3)	31
Fourth	15.8	20.6	36.5	2.5	8.5	11.0	18.3	29.2	47.5	123	23.2	23.2	58
Richest	21.8	40.6	62.4	3.6	10.7	14.3	25.4	51.3	76.7	197	18.6	18.6	151

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

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

"- " denotes 0 unweighted case in the denominator

## 6.4 INFORMED DECISION ON WOMEN'S HEALTH

The Programme of Action of the International Conference on Population and Development (ICPD) affirmed sexual and reproductive health as a fundamental human right and emphasized that empowering women and girls is key to ensuring the well-being of individuals, families, nations and the world at large.

The ability of women and girls to exercise their basic human rights, including their right to sexual and reproductive health, is a prerequisite for achieving the Sustainable Development Goals. SDG target 5.6 states “Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences”.

To achieve the Goal by 2030, unnecessary legal, medical, clinical and regulatory barriers to the utilization of sexual and reproductive health services must be removed, and changes in lifestyles, social norms and government policies that allow women and girls to fully exercise their reproductive rights must be prioritized.

Women and girls who can make choices and control their reproductive lives are better able to get quality education, find decent work, and make free and informed decisions in all spheres of life. The evidence is clear that family planning makes a critical contribution toward achieving these global goals.<sup>41</sup>

Tables TM.3.5A and TM3.5B present the distribution of women age 15-49 who are currently married or in union by response to decision-making regarding sexual relations, contraceptive use and health care and the proportion of women age 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care (SDG Indicator 5.6.1). The MICS6 standard Individual Questionnaire for Women age 15-49 years was modified to include questions that allow the calculation of SDG Indicator 5.6.1. The questions and algorithms used are developed in collaboration with technical experts of the MICS Global Team and are informed by technical collaboration with UNFPA technical experts

The Indicator measures women's and girls' access to sexual and reproductive health and reproductive rights premised on three core decision-making elements – the decision on sexual relations, the decision on use of contraception and the decision on use of health care. Women's and girls' capacity to make these key decisions is essential to their empowerment and the full exercise of their reproductive rights. SDG Indicator 5.6.1 is derived from the following three component:

- Whether a woman can say no to her husband/partner if she does not want to have sexual intercourse;
- Whether using or not using contraception is mainly the woman's decision or a joint decision with husband/partner;
- Whether a woman can make own decision about health care for herself or it is a joint decision with husband/partner.

The adaptation of this methodology to MICS: a woman is considered to have autonomy in reproductive health decision making and to be empowered to exercise their reproductive rights if they (1) decide on health care for themselves, either alone or jointly with their husbands or partners, (2) decide on use or non-use of contraception, either alone or jointly with their husbands or partners; and (3) can say no to sex with their husband/partner.

Only those women age 15-49 years currently married or in union for which a “yes” is answer to all three components are considered as women who “make their own decisions regarding sexual relations, contraceptive use and reproductive health care”.

---

<sup>41</sup> Starbird, E. et al. 2016. "Investing in Family Planning: Key to Achieving the Sustainable Development Goals." *Global Health: Science and Practice* June 2016, 4(2):191-210; <https://doi.org/10.9745/GHSP-D-15-00374>

**Table TM.3.5A: Informed decision on health care (women) - indicator components**

Distribution of women age 15-49 who are currently married or in union by response to decision-making regarding sexual relations, contraceptive use and health care, Turkmenistan, 2019

	Can say no to their husband/ partner if they do not want to have sexual intercourse			Total	Who makes decision on use of contraception						Who usually makes decisions on woman's own health care:					Number of women age 15-49 years currently married or in union	
	Yes	No	Not sure/ Depending on situation/ Missing		Woman alone	Husband / Partner	Woman and Husband /Partner jointly	Other	DK/ Missing	Not asked <sup>A</sup>	Total	Woman alone	Husband / Partner	Woman and Husband/ Partner jointly	Other		Total
<b>Total</b>	<b>65.4</b>	<b>23.3</b>	<b>11.3</b>	<b>100.0</b>	<b>18.5</b>	<b>6.9</b>	<b>48.7</b>	<b>0.5</b>	<b>0.1</b>	<b>25.3</b>	<b>100.0</b>	<b>22.1</b>	<b>12.5</b>	<b>63.8</b>	<b>1.6</b>	<b>100.0</b>	<b>4973</b>
<b>Current pregnancy status<sup>A</sup></b>																	
Pregnant	51.0	32.8	16.2	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	8.3	15.4	73.8	2.5	100.0	488
Not pregnant or don't know	67.0	22.3	10.7	100.0	20.5	7.7	54.0	0.5	0.2	17.1	100.0	23.7	12.2	62.7	1.5	100.0	4485
Not physically able	68.2	20.7	11.1	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	25.2	10.0	61.7	3.2	100.0	769
Physically able or don't know	66.7	22.6	10.6	100.0	24.7	9.3	65.2	0.6	0.2	0.0	100.0	23.3	12.6	62.9	1.2	100.0	3716
Missing	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	1
<b>Area</b>																	
Urban	71.4	19.8	8.8	100.0	24.2	6.3	46.5	0.3	0.1	22.5	100.0	29.4	10.7	58.3	1.5	100.0	2096
Rural	61.0	25.9	13.0	100.0	14.3	7.4	50.3	0.6	0.2	27.3	100.0	16.9	13.7	67.7	1.7	100.0	2877
<b>Region</b>																	
Ashgabat city	79.3	11.9	8.7	100.0	32.7	0.2	52.0	0.0	0.0	15.1	100.0	45.8	0.3	53.8	0.0	100.0	627
Akhal velayat	68.8	11.3	19.9	100.0	0.3	23.5	43.5	0.0	0.1	32.5	100.0	7.8	32.8	59.4	0.0	100.0	685
Balkan velayat	80.2	17.6	2.2	100.0	16.8	21.6	39.0	0.0	0.1	22.4	100.0	26.3	30.0	43.6	0.1	100.0	284
Dashoguz velayat	67.1	29.1	3.8	100.0	2.6	10.8	66.5	0.0	0.3	19.9	100.0	15.2	23.7	61.1	0.0	100.0	886
Lebap velayat	56.6	33.6	9.8	100.0	30.3	0.5	37.3	0.9	0.2	30.7	100.0	12.9	6.1	74.4	6.6	100.0	1219
Mary velayat	60.6	22.9	16.5	100.0	21.3	1.5	50.7	0.9	0.1	25.5	100.0	31.0	1.9	67.1	0.0	100.0	1272
<b>Age</b>																	
15-19	31.4	52.6	16.0	100.0	8.2	12.3	40.3	0.0	0.0	39.1	100.0	9.1	28.2	53.1	9.6	100.0	48
15-17	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	4
18-19	(32.7)	(50.6)	(16.7)	100.0	(9.0)	(13.5)	(38.7)	(0.0)	(0.0)	(38.8)	100.0	(8.2)	(30.9)	(50.3)	(10.5)	100.0	44
20-24	48.7	33.3	18.0	100.0	11.9	3.5	45.0	1.3	0.0	38.2	100.0	13.1	11.6	71.5	3.8	100.0	552
25-29	55.1	29.5	15.4	100.0	17.0	5.9	48.2	0.7	0.1	28.1	100.0	15.3	12.3	69.2	3.2	100.0	1091
30-34	60.8	25.2	14.0	100.0	20.5	6.8	54.6	0.2	0.0	17.9	100.0	21.1	12.4	65.1	1.3	100.0	1085
35-39	71.0	21.2	7.8	100.0	23.4	9.6	53.8	0.3	0.0	12.9	100.0	24.3	13.1	62.0	0.5	100.0	842
40-44	77.0	17.2	5.8	100.0	21.1	7.9	53.7	0.5	0.4	16.5	100.0	26.8	12.3	60.7	0.1	100.0	751
45-49	88.1	8.0	3.8	100.0	14.3	6.6	29.9	0.0	0.5	48.7	100.0	36.7	11.7	51.6	0.0	100.0	604
<b>Education</b>																	
Pre-primary or none	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	0
Primary or secondary	61.9	26.0	12.1	100.0	16.1	7.8	50.2	0.5	0.1	25.2	100.0	18.7	14.2	65.5	1.7	100.0	3903
Primary vocational	70.8	15.3	13.9	100.0	23.2	3.0	46.6	0.6	0.0	26.5	100.0	22.7	8.4	65.9	3.0	100.0	361
Secondary vocational	82.1	14.7	3.2	100.0	27.5	3.9	41.2	0.6	0.4	26.4	100.0	36.8	5.8	56.2	1.1	100.0	428
Higher	82.0	10.0	8.0	100.0	31.9	3.8	41.9	0.0	0.0	22.5	100.0	47.0	4.3	48.7	0.0	100.0	280
<b>Functional difficulties (age 18-49 years)</b>																	
Has functional difficulty	(60.4)	(39.6)	(0.0)	100.0	(14.7)	(8.4)	(23.3)	(3.2)	(0.0)	(50.4)	100.0	(19.9)	(13.4)	(66.7)	(0.0)	100.0	36
Has no functional difficulty	65.5	23.2	11.3	100.0	18.5	6.9	48.9	0.4	0.1	25.1	100.0	22.2	12.5	63.7	1.6	100.0	4932
<b>Native language of household head</b>																	
Turkmen	65.7	22.6	11.8	100.0	18.6	7.1	48.1	0.4	0.2	25.6	100.0	21.6	12.5	64.2	1.6	100.0	4257
Uzbek	62.6	30.2	7.2	100.0	9.9	7.1	58.7	0.0	0.0	24.3	100.0	15.8	16.6	65.3	2.4	100.0	458
Russian	92.3	7.3	0.4	100.0	52.5	1.6	29.5	0.9	0.0	15.5	100.0	73.4	3.9	22.7	0.0	100.0	119
Other language	43.9	37.5	18.6	100.0	15.7	3.8	50.5	2.2	0.0	27.8	100.0	16.6	4.4	79.0	0.0	100.0	139
<b>Wealth index quintile</b>																	
Poorest	56.8	33.9	9.2	100.0	16.3	5.3	51.0	0.8	0.1	26.6	100.0	17.6	14.4	65.3	2.7	100.0	1032
Second	62.1	24.3	13.6	100.0	17.2	2.8	52.6	0.9	0.4	26.0	100.0	19.5	8.1	69.7	2.6	100.0	997
Middle	63.4	25.8	10.9	100.0	15.0	10.2	49.4	0.1	0.0	25.3	100.0	14.9	16.4	68.0	0.7	100.0	981
Fourth	66.7	18.8	14.5	100.0	12.8	13.8	43.9	0.1	0.2	29.2	100.0	19.5	18.4	61.2	0.8	100.0	971
Richest	78.3	13.4	8.3	100.0	31.1	2.7	46.7	0.3	0.0	19.3	100.0	39.2	5.2	54.5	1.1	100.0	992

<sup>A</sup> Women who were currently pregnant or thought themselves physically unable to become pregnant were not to be asked about contraceptive decision-making. However, due to minor questionnaire design issue, women who thought themselves not physically able to become pregnant but reported use of contraception were asked about decision-making (40 women). To be in line with SDG definition, their responses have been recoded to "Not asked" in Tables TM.3.5A and TM.3.5B. The data remains available in the data set.

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

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

**Table TM.3.5B: Informed decision on health care (women) - indicator**

Percentage of women age 15-49 who are currently married or in union and make their own decisions regarding sexual relations, contraceptive use and health care, Turkmenistan, 2019

	Percentage of women who:			Percentage of women who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care <sup>1,B</sup>	Number of women age 15-49 years currently married or in union	Percentage of women who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care <sup>C</sup>	Number of women age 15-49 years currently married or in union who report that they are currently physically able to get pregnant <sup>C</sup>
	can say no to their husband/partner if they do not want to have sexual intercourse	make their own decisions on <sup>A</sup> :					
		using contraception <sup>B</sup>	their own health care				
<b>Total</b>	<b>65.4</b>	<b>67.2</b>	<b>85.9</b>	<b>42.2</b>	<b>4973</b>	<b>56.5</b>	<b>3717</b>
<b>Area</b>							
Urban	71.4	70.8	87.7	48.5	2096	62.5	1624
Rural	61.0	64.6	84.6	37.7	2877	51.9	2093
<b>Region</b>							
Ashgabat city	79.3	84.7	99.7	67.9	627	79.9	532
Akhal velayat	68.8	43.8	67.2	25.0	685	37.1	462
Balkan velayat	80.2	55.8	69.9	39.5	284	50.9	220
Dashoguz velayat	67.1	69.0	76.3	44.9	886	56.1	710
Lebap velayat	56.6	67.7	87.3	36.7	1219	53.0	844
Mary velayat	60.6	72.0	98.1	43.0	1272	57.6	948
<b>Age (in years)</b>							
15-19	31.4	48.5	62.2	10.2	48	(16.8)	29
15-17	(*)	(*)	(*)	(*)	4	(*)	2
18-19	(32.7)	(47.7)	(58.6)	(9.5)	44	(15.5)	27
20-24	48.7	57.0	84.6	27.8	552	45.0	341
25-29	55.1	65.2	84.5	35.0	1091	48.7	784
30-34	60.8	75.1	86.2	43.3	1085	52.7	891
35-39	71.0	77.2	86.3	53.5	842	61.4	734
40-44	77.0	74.8	87.5	54.7	751	65.5	627
45-49	88.1	44.2	88.3	38.0	604	74.0	310
<b>Education</b>							
Pre-primary or none	(*)	(*)	(*)	(*)	0	(*)	0
Primary or secondary	61.9	66.3	84.2	39.0	3903	52.2	2919
Primary vocational	70.8	69.9	88.6	48.2	361	65.6	265
Secondary vocational	82.1	68.7	93.0	55.3	428	75.1	315
Higher	82.0	73.8	95.7	60.0	280	77.3	217
<b>Functional difficulties (age 18-49 years)</b>							
Has functional difficulty	(60.4)	(38.0)	(86.6)	(30.4)	36	(*)	18
Has no functional difficulty	65.5	67.4	85.9	42.4	4932	56.5	3696
<b>Native language of household head</b>							
Turkmen	65.7	66.7	85.8	41.7	4257	56.0	3169
Uzbek	62.6	68.6	81.1	42.6	458	56.3	347
Russian	92.3	82.0	96.1	73.1	119	86.5	100
Other language	43.9	66.2	95.6	32.6	139	45.1	100
<b>Wealth index quintile</b>							
Poorest	56.8	67.2	82.9	36.1	1032	49.1	758
Second	62.1	69.8	89.3	42.5	997	57.5	737
Middle	63.4	64.3	82.9	38.4	981	51.4	733
Fourth	66.7	56.7	80.7	34.4	971	48.5	688
Richest	78.3	77.7	93.7	59.9	992	74.2	801

<sup>1</sup> Survey specific indicator TM.S1 - Informed decision on reproductive health care; SDG indicator 5.6.1<sup>A</sup> Each is the respective sum of answer categories "Woman alone" and "Woman and Husband/ Partner jointly" in Table T3.5A<sup>B</sup> Women who were not asked about decision-making relating to contraception are excluded from the numerator<sup>C</sup> The numerator and denominator excludes women who were not asked about decision-making relating to contraception, corresponding to the current pregnancy status of "Physically able or don't know" in Table 3.5A. It is otherwise identical to the computation of SDG 5.6.1.

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

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

## 6.5 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.

WHO recommends a minimum of eight antenatal visits based on a review of the effectiveness of different models of antenatal care.<sup>42</sup> 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.<sup>42</sup>

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.

---

<sup>42</sup> 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, Turkmenistan, 2019

	Provider of antenatal care <sup>A</sup>					No antenatal care	Total	Percentage of women who were attended at least once by skilled health personnel <sup>1,B</sup>	Number of women with a live birth in the last 2 years
	Medical doctor	Nurse/Midwife	Feldsher	Traditional birth attendant	Other				
<b>Total</b>	<b>99.7</b>	<b>0.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>100.0</b>	<b>1327</b>
<b>Area</b>									
Urban	99.9	0.1	0.0	0.0	0.0	0.0	100.0	100.0	539
Rural	99.6	0.4	0.0	0.0	0.0	0.0	100.0	100.0	788
<b>Region</b>									
Ashgabat city	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	156
Akhal velayat	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	198
Balkan velayat	96.0	4.0	0.0	0.0	0.0	0.0	100.0	100.0	61
Dashoguz velayat	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	261
Lebap velayat	99.7	0.3	0.0	0.0	0.0	0.0	100.0	100.0	381
Mary velayat	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	270
<b>Education</b>									
Pre-primary or none	-	-	-	-	-	-	-	-	0
Primary or secondary	99.7	0.3	0.0	0.0	0.0	0.0	100.0	100.0	1076
Primary vocational	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	114
Secondary vocational	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	65
Higher	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	71
<b>Age at most recent live birth</b>									
Less than 20	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	44
20-34	99.8	0.2	0.0	0.0	0.0	0.0	100.0	100.0	1155
35-49	99.0	1.0	0.0	0.0	0.0	0.0	100.0	100.0	128
<b>Functional difficulties (age 18-49 years)</b>									
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Has no functional difficulty	99.7	0.3	0.0	0.0	0.0	0.0	100.0	100.0	1323
<b>Native language of household head</b>									
Turkmen	99.7	0.3	0.0	0.0	0.0	0.0	100.0	100.0	1181
Uzbek	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	102
Russian	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	27
Other language	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	17
<b>Wealth index quintile</b>									
Poorest	99.6	0.4	0.0	0.0	0.0	0.0	100.0	100.0	294
Second	99.8	0.2	0.0	0.0	0.0	0.0	100.0	100.0	270
Middle	99.4	0.6	0.0	0.0	0.0	0.0	100.0	100.0	268
Fourth	99.8	0.2	0.0	0.0	0.0	0.0	100.0	100.0	255
Richest	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	240

<sup>1</sup> MICS indicator TM.5a - Antenatal care coverage (at least once by skilled health personnel)<sup>A</sup> Only the most qualified provider is considered in cases where more than one provider was reported.<sup>B</sup> Skilled providers include Medical doctor, Nurse/Midwife and Feldsher.

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

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

"- " denotes 0 unweighted case in the denominator

**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, Turkmenistan, 2019

	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						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 <sup>1</sup>	6 or more visits to any provider <sup>2</sup>	8 or more visits to any provider <sup>3</sup>	Missing/DK	No antenatal care visits	Less than 4 months	4-5 months	6-7 months	8+ months	Total			
	<b>Total</b>	<b>0.0</b>	<b>0.4</b>	<b>97.6</b>	<b>93.4</b>	<b>57.3</b>	<b>2.1</b>	<b>0.0</b>	<b>94.9</b>	<b>4.9</b>	<b>0.1</b>	<b>0.2</b>			
<b>Area</b>															
Urban	0.0	0.6	97.7	92.7	58.9	1.8	0.0	93.8	6.0	0.2	0.0	100.0	539	2	539
Rural	0.0	0.3	97.5	93.9	56.2	2.3	0.0	95.6	4.1	0.0	0.3	100.0	788	2	788
<b>Region</b>															
Ashgabat city	0.0	0.0	99.3	97.8	64.3	0.7	0.0	94.2	5.8	0.0	0.0	100.0	156	2	156
Akhhal velayat	0.0	0.0	100.0	94.1	37.9	0.0	0.0	97.6	2.4	0.0	0.0	100.0	198	2	198
Balkan velayat	0.0	4.5	95.5	52.0	7.2	0.0	0.0	85.6	14.4	0.0	0.0	100.0	61	3	61
Dashoguz velayat	0.0	0.5	99.5	99.1	42.1	0.0	0.0	98.9	0.3	0.0	0.9	100.0	261	2	261
Lebap velayat	0.0	0.3	99.7	98.8	79.6	0.0	0.0	98.9	9.9	0.3	0.0	100.0	381	2	381
Mary velayat	0.0	0.0	90.3	86.7	62.0	9.7	0.0	98.6	1.4	0.0	0.0	100.0	270	1	270
<b>Education</b>															
Pre-primary or none	-	-	-	-	-	-	-	-	-	-	-	-	0	-	0
Primary or secondary	0.0	0.5	97.7	93.6	56.5	1.9	0.0	94.8	4.9	0.1	0.2	100.0	1076	2	1076
Primary vocational	0.0	0.0	98.0	94.7	66.7	2.0	0.0	96.9	3.1	0.0	0.0	100.0	114	2	114
Secondary vocational	0.0	0.0	95.5	89.5	48.7	4.5	0.0	90.6	9.4	0.0	0.0	100.0	65	2	65
Higher	0.0	0.0	97.3	92.9	62.3	2.7	0.0	97.3	2.7	0.0	0.0	100.0	71	2	71
<b>Age at most recent live birth</b>															
Less than 20	(0.0)	(0.0)	(96.4)	(93.8)	(52.1)	(3.6)	(0.0)	(94.6)	(5.4)	(0.0)	(0.0)	100.0	44	(2)	44
20-34	0.0	0.4	97.4	93.2	58.3	2.2	0.0	95.1	4.6	0.1	0.2	100.0	1155	2	1155
35-49	0.0	0.3	99.0	95.2	50.5	0.6	0.0	92.8	7.2	0.0	0.0	100.0	128	2	128
<b>Functional difficulties (age 18-49 years)</b>															
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	3	(*)	3
Has no functional difficulty	0.0	0.3	97.6	93.5	57.4	2.1	0.0	94.9	4.8	0.1	0.2	100.0	1323	2	1323
<b>Native language of household head</b>															
Turkmen	0.0	0.4	97.5	92.9	57.4	2.1	0.0	94.7	5.0	0.1	0.2	100.0	1181	2	1181
Uzbek	0.0	0.0	100.0	100.0	54.9	0.0	0.0	95.6	4.4	0.0	0.0	100.0	102	2	102
Russian	(0.0)	(0.0)	(94.7)	(91.8)	(57.1)	(5.3)	(0.0)	(94.9)	(5.1)	(0.0)	(0.0)	100.0	27	(2)	27
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	17	(*)	17
<b>Wealth index quintile</b>															
Poorest	0.0	0.9	98.5	97.8	65.3	0.5	0.0	92.6	6.6	0.4	0.5	100.0	294	2	294
Second	0.0	0.3	96.3	93.2	60.2	3.5	0.0	96.4	3.3	0.0	0.3	100.0	270	2	270
Middle	0.0	0.2	97.1	90.8	49.1	2.7	0.0	97.5	2.5	0.0	0.0	100.0	268	2	268
Fourth	0.0	0.3	97.1	91.6	54.3	2.6	0.0	94.3	5.7	0.0	0.0	100.0	255	2	255
Richest	0.0	0.2	98.8	93.2	56.8	1.0	0.0	93.6	6.4	0.0	0.0	100.0	240	2	240

<sup>1</sup> MICS indicator TM.5b - Antenatal care coverage (at least four times by any provider); SDG indicator 3.8.1<sup>2</sup> Survey specific indicator TM.S2 - Antenatal care coverage (at least six times by any provider)<sup>3</sup> MICS indicator TM.5c - Antenatal care coverage (at least eight times by any provider)

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

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

"- " denotes 0 unweighted case in the denominator

**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, blood sample taken and ultrasound conducted as part of antenatal care, during the pregnancy of the most recent live birth, Turkmenistan, 2019

	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	Blood pressure measured, urine and blood sample taken <sup>1</sup>	Ultrasound conducted	Blood pressure measured, urine and blood sample taken and ultrasound conducted <sup>2</sup>	
<b>Total</b>	<b>100.0</b>	<b>99.9</b>	<b>100.0</b>	<b>99.9</b>	<b>100.0</b>	<b>99.9</b>	<b>1327</b>
<b>Area</b>							
Urban	100.0	99.8	100.0	99.8	100.0	99.8	539
Rural	100.0	100.0	100.0	100.0	100.0	100.0	788
<b>Region</b>							
Ashgabat city	100.0	99.4	100.0	99.4	100.0	99.4	156
Akhal velayat	100.0	100.0	100.0	100.0	100.0	100.0	198
Balkan velayat	100.0	100.0	100.0	100.0	100.0	100.0	61
Dashoguz velayat	100.0	100.0	100.0	100.0	100.0	100.0	261
Lebap velayat	100.0	100.0	100.0	100.0	100.0	100.0	381
Mary velayat	100.0	100.0	100.0	100.0	100.0	100.0	270
<b>Education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	100.0	99.9	100.0	99.9	100.0	99.9	1076
Primary vocational	100.0	100.0	100.0	100.0	100.0	100.0	114
Secondary vocational	100.0	100.0	100.0	100.0	100.0	100.0	65
Higher	100.0	100.0	100.0	100.0	100.0	100.0	71
<b>Age at most recent live birth</b>							
Less than 20	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	44
20-34	100.0	99.9	100.0	99.9	100.0	99.9	1155
35-49	100.0	100.0	100.0	100.0	100.0	100.0	128
<b>Functional difficulties (age 18-49 years)</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	3
Has no functional difficulty	100.0	99.9	100.0	99.9	100.0	99.9	1323
<b>Native language of household head</b>							
Turkmen	100.0	99.9	100.0	99.9	100.0	99.9	1181
Uzbek	100.0	100.0	100.0	100.0	100.0	100.0	102
Russian	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	27
Other language	(*)	(*)	(*)	(*)	(*)	(*)	17
<b>Wealth index quintile</b>							
Poorest	100.0	100.0	100.0	100.0	100.0	100.0	294
Second	100.0	100.0	100.0	100.0	100.0	100.0	270
Middle	100.0	100.0	100.0	100.0	100.0	100.0	268
Fourth	100.0	100.0	100.0	100.0	100.0	100.0	255
Richest	100.0	99.6	100.0	99.6	100.0	99.6	240

<sup>1</sup> MICS indicator TM.6 - Content of antenatal care<sup>A</sup>

<sup>2</sup> Survey-specific indicator TM.S3 - Content of antenatal care (includes ultrasound)<sup>A</sup>

<sup>A</sup> For HIV testing and counseling during antenatal care, please refer to table TM.11.5

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

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

"-" denotes 0 unweighted case in the denominator



## 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.<sup>43</sup>

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.<sup>44</sup> 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.<sup>43</sup> 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 definition<sup>43</sup>, 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. Qualified medical staff includes doctors, nurses, midwives and fieldshers.

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.

<b>Table TM.6.1: Place of delivery</b>							
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, Turkmenistan, 2019							
	Place of delivery					Delivered in health facility <sup>1</sup>	Number of women with a live birth in the last 2 years
	Health facility		Home	Other	Total		
	Public sector	Private sector					
<b>Total<sup>A</sup></b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>100.0</b>	<b>1327</b>
<sup>1</sup> MICS indicator TM.8 - Institutional deliveries							
<sup>A</sup> The background characteristics are now shown in the table as indicator value is 100 percent and there are no differences by background characteristics.							

<sup>43</sup> 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>.

<sup>44</sup> 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.6.2: 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, Turkmenistan, 2019

	Person assisting at delivery							Delivery assisted by any skilled attendant <sup>1</sup>	Percent delivered by C-section			Number of women with a live birth in the last 2 years	
	Skilled attendant			Other					Total	Decided before onset of labour pains	Decided after onset of labour pains		Total <sup>2</sup>
	Medical doctor	Nurse/Midwife	Feldsher	Traditional birth attendant	Relative/Friend	Other	No attendant						
<b>Total<sup>A</sup></b>	<b>99.8</b>	<b>0.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>100.0</b>	<b>4.0</b>	<b>3.7</b>	<b>7.7</b>	<b>1327</b>
<b>Area</b>													
Urban	99.6	0.4	0.0	0.0	0.0	0.0	0.0	100.0	100.0	5.8	2.9	8.7	539
Rural	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	2.7	4.3	7.0	788
<b>Region</b>													
Ashgabat city	98.8	1.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	9.8	1.8	11.7	156
Akhal velayat	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	3.6	0.4	4.1	198
Balkan velayat	98.8	1.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1.9	6.8	8.6	61
Dashoguz velayat	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.8	4.1	4.9	261
Lebap velayat	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.3	1.7	6.0	381
Mary velayat	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	3.9	9.1	13.1	270
<b>Education</b>													
Pre-primary or none	-	-	-	-	-	-	-	-	-	-	-	-	0
Primary or secondary	99.9	0.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	3.4	3.6	7.1	1076
Primary vocational	98.4	1.6	0.0	0.0	0.0	0.0	0.0	100.0	100.0	6.1	3.4	9.4	114
Secondary vocational	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	5.7	5.3	11.0	65
Higher	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	7.2	4.3	11.5	71
<b>Age at most recent live birth</b>													
Less than 20	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	(0.0)	(0.9)	(0.9)	44
20-34	99.9	0.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	3.4	3.9	7.3	1155
35-49	99.3	0.7	0.0	0.0	0.0	0.0	0.0	100.0	100.0	11.0	3.1	14.1	128
<b>Number of antenatal care visits</b>													
None	-	-	-	-	-	-	-	-	-	-	-	-	0
1-3 visits	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	5
4+ visits	99.8	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.1	3.7	7.8	1294
6+ visits	99.9	0.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.2	3.5	7.7	1240
8+ visits	99.9	0.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	5.0	4.0	9.0	760
DK/Missing	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	4.2	4.2	27
<b>Functional difficulties (age 18-49 years)</b>													
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	3
Has no functional difficulty	99.8	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.0	3.8	7.7	1323
<b>Native language of household head</b>													
Turkmen	99.8	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.0	3.9	8.0	1181
Uzbek	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1.0	1.3	2.3	102
Russian	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	(15.2)	(7.2)	(22.4)	27
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	17
<b>Wealth index quintile</b>													
Poorest	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1.4	2.1	3.6	294
Second	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.6	5.3	9.9	270
Middle	99.9	0.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	3.0	5.2	8.2	268
Fourth	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4.2	3.6	7.7	255
Richest	99.1	0.9	0.0	0.0	0.0	0.0	0.0	100.0	100.0	7.3	2.6	9.9	240

<sup>1</sup> MICS indicator TM.9 - Skilled attendant at delivery; SDG indicator 3.1.2<sup>2</sup> MICS indicator TM.10 - Caesarean section<sup>A</sup> The background characteristic "Place of delivery" is not shown in the table as all births took place in public health facilities.

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

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

"- " denotes 0 unweighted case in the denominator

## 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 2500 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.<sup>45,46</sup>

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.<sup>47,48,49</sup> 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.<sup>50,51</sup> Other factors such as cigarette smoking during pregnancy can increase the risk of LBW, especially among certain age groups.<sup>52,53</sup>

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

---

<sup>45</sup> 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.

<sup>46</sup> 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.

<sup>47</sup> Abu-Saad, K., and D. Fraser. "Maternal Nutrition and Birth Outcomes." *Epidemiologic Reviews* 32, no. 1 (2010): 5-25. doi:10.1093/epirev/mxq001.

<sup>48</sup> 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.

<sup>49</sup> 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.

<sup>50</sup> 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.

<sup>51</sup> 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.

<sup>52</sup> 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.

<sup>53</sup> 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.<sup>54</sup> To help overcome some of these limitations, a method was developed to adjust LBW estimates for missing birth weights and heaping on 2500 g.<sup>55</sup> 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 percent 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. In Turkmenistan, of the children weighed at birth, measurements of 91 percent were based on recall. The high proportion of measurements collected from recall requires further analysis to assess the effect on the proportion of weighed live births recorded below 2500 grams.

---

<sup>54</sup> 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.

<sup>55</sup> 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](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, Turkmenistan, 2019

	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) <sup>B</sup> :			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 medical document	From recall	Total <sup>1,A</sup>		From medical document	From recall	Total	
<b>Total<sup>C</sup></b>	<b>8.3</b>	<b>91.0</b>	<b>99.4</b>	<b>1327</b>	<b>0.0</b>	<b>2.8</b>	<b>2.8</b>	<b>1318</b>
<b>Area</b>								
Urban	16.2	82.9	99.3	539	0.0	2.5	2.5	534
Rural	2.8	96.6	99.5	788	0.0	3.0	3.0	784
<b>Region</b>								
Ashgabat city	42.5	56.6	100.0	156	0.0	4.2	4.2	155
Akhal velayat	8.6	91.4	100.0	198	0.0	2.1	2.1	198
Balkan velayat	1.3	96.2	97.5	61	0.0	5.5	5.5	59
Dashoguz velayat	4.1	95.9	100.0	261	0.0	0.8	0.8	261
Lebap velayat	2.2	96.5	98.8	381	0.0	2.4	2.4	376
Mary velayat	2.3	97.1	99.5	270	0.0	4.5	4.5	268
<b>Education</b>								
Pre-primary or none	-	-	-	0	-	-	-	0
Primary or secondary	6.0	93.2	99.3	1076	0.0	2.6	2.6	1068
Primary vocational	12.9	87.1	100.0	114	0.0	3.6	3.6	114
Secondary vocational	15.0	84.4	99.5	65	0.0	2.4	2.4	65
Higher	29.9	70.1	100.0	71	0.0	5.5	5.5	71
<b>Age at most recent live birth</b>								
Less than 20 years	(11.2)	(88.8)	(100.0)	44	(0.0)	(4.2)	(4.2)	44
20-34 years	8.2	91.1	99.4	1155	0.0	2.5	2.5	1147
35-49 years	8.0	91.2	99.1	128	0.0	4.7	4.7	127
<b>Birth order of most recent live birth</b>								
1	12.2	87.2	99.5	343	0.0	4.1	4.1	341
2-3	6.7	92.7	99.4	739	0.0	2.3	2.3	734
4-5	5.7	93.2	99.5	215	0.0	2.4	2.4	212
6+	(21.6)	(78.4)	(100.0)	31	(0.0)	(3.9)	(3.9)	31
<b>Functional difficulties (age 18-49 years)</b>								
Has functional difficulty	(*)	(*)	(*)	3	(*)	(*)	(*)	3
Has no functional difficulty	8.3	91.0	99.4	1323	0.0	2.8	2.8	1314
<b>Native language of household head</b>								
Turkmen	7.8	91.5	99.4	1181	0.0	2.8	2.8	1173
Uzbek	5.6	94.4	100.0	102	0.0	3.3	3.3	102
Russian	(40.1)	(56.1)	(96.2)	27	(0.0)	(2.5)	(2.5)	26
Other language	(*)	(*)	(*)	17	(*)	(*)	(*)	17
<b>Wealth index quintile</b>								
Poorest	3.0	97.0	100.0	294	0.0	2.3	2.3	294
Second	0.7	97.8	98.5	270	0.0	2.0	2.0	266
Middle	4.9	95.0	99.9	268	0.0	2.6	2.6	268
Fourth	8.9	90.0	98.9	255	0.0	2.2	2.2	253
Richest	26.4	72.9	99.8	240	0.0	5.2	5.2	238

**<sup>1</sup> MICS indicator TM.11 - Infants weighed at birth**

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

<sup>B</sup> The values here are as recorded on medical document or as reported by respondent. The total crude low birth-weight typically requires adjustment for missing birth-weights, as well as heaping, particularly at exactly 2,500 gram. The results presented here cannot be considered to represent the precise rate of low birth-weight (very likely an underestimate) and therefore not reported as a MICS indicator.

<sup>C</sup> The background characteristic "Place of delivery" is not shown in the table as all births took place in public health facilities.

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

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

"-" denotes 0 unweighted case in the denominator

## 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 life<sup>56</sup> and the majority of these deaths occur within a day or two of birth<sup>57</sup>, which is also the time when the majority of maternal deaths occur<sup>58</sup>.

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.<sup>59</sup> 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.

---

<sup>56</sup> 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](https://www.unicef.org/publications/files/Child_Mortality_Report_2017.pdf).

<sup>57</sup> 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.

<sup>58</sup> 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](http://apps.who.int/iris/bitstream/handle/10665/194254/9789241565141_eng.pdf?sequence=1).

<sup>59</sup> 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](http://apps.who.int/iris/bitstream/handle/10665/97603/9789241506649_eng.pdf?sequence=1).

**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 of timing of first bath of child, Turkmenistan, 2019

	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 <sup>1</sup>	Given skin-to-skin contact with mother <sup>2</sup>	Less than 6 hours after birth	6-23 hours after birth	24 hours or more after birth <sup>3</sup>	Never bathed <sup>A</sup>	DK/Don't remember		
<b>Total<sup>B</sup></b>	<b>94.5</b>	<b>92.6</b>	<b>88.0</b>	<b>1.5</b>	<b>5.1</b>	<b>0.3</b>	<b>5.0</b>	<b>100.0</b>	<b>1327</b>
<b>Sex of newborn</b>									
Male	93.6	92.0	88.0	1.7	4.2	0.6	5.6	100.0	726
Female	95.5	93.4	88.0	1.3	6.2	0.1	4.4	100.0	601
<b>Area</b>									
Urban	93.6	90.5	81.5	3.6	10.3	0.1	4.6	100.0	539
Rural	95.0	94.1	92.5	0.1	1.6	0.5	5.3	100.0	788
<b>Region</b>									
Ashgabat city	93.8	92.5	66.2	10.0	18.3	0.0	5.6	100.0	156
Akhala velayat	93.6	97.3	86.8	0.0	0.6	0.0	12.6	100.0	198
Balkhal velayat	91.5	74.8	52.0	1.8	43.7	1.9	0.7	100.0	61
Dashoguz velayat	99.5	98.1	97.8	0.0	2.2	0.0	0.0	100.0	261
Lebap velayat	95.4	91.8	95.7	0.0	0.5	0.0	3.9	100.0	381
Mary velayat	89.9	89.2	89.4	1.1	1.5	1.3	6.7	100.0	270
<b>Education</b>									
Pre-primary or none	-	-	-	-	-	-	-	-	0
Primary or secondary	95.0	93.6	90.2	0.7	4.1	0.4	4.5	100.0	1076
Primary vocational	92.9	84.3	84.9	1.7	6.1	0.0	7.4	100.0	114
Secondary vocational	98.8	93.1	85.3	7.1	5.6	0.0	2.0	100.0	65
Higher	84.2	91.7	61.4	7.5	19.1	0.0	12.0	100.0	71
<b>Age at most recent live birth</b>									
Less than 20	(98.5)	(93.6)	(86.4)	(0.0)	(5.5)	(3.9)	(4.2)	(100.0)	44
20-34	94.2	92.6	88.1	1.3	5.2	0.2	5.1	100.0	1155
35-49	95.3	92.8	87.2	3.5	4.1	0.0	5.2	100.0	128
<b>Functional difficulties (age 18-49 years)</b>									
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	3
Has no functional difficulty	94.4	92.7	88.0	1.5	5.1	0.3	5.1	100.0	1323
<b>Native language of household head</b>									
Turkmen	94.0	92.6	87.4	1.7	5.1	0.4	5.5	100.0	1181
Uzbek	100.0	98.7	98.3	0.0	1.7	0.0	0.0	100.0	102
Russian	(88.9)	(74.5)	(73.2)	(0.0)	(17.2)	(0.0)	(9.6)	100.0	27
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	17
<b>Wealth index quintile</b>									
Poorest	98.4	96.6	97.1	0.0	1.3	0.6	1.1	100.0	294
Second	93.8	90.7	92.7	0.0	1.9	0.3	5.2	100.0	270
Middle	94.1	93.4	91.2	0.3	2.2	0.8	5.5	100.0	268
Fourth	93.7	92.9	83.5	1.5	6.5	0.0	8.5	100.0	255
Richest	91.5	88.8	72.8	6.3	15.4	0.0	5.5	100.0	240

<sup>1</sup> MICS indicator TM.14 - Newborns dried<sup>2</sup> MICS indicator TM.15 - Skin-to-skin care<sup>3</sup> MICS indicator TM.16 - Delayed bathing<sup>A</sup> Children never bathed includes children who at the time of the survey had not yet been bathed because they were very young and children dying so young that they were never bathed<sup>B</sup> The background characteristic "Place of delivery" is not shown in the table as all births took place in public health facilities.

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

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

"- " denotes 0 unweighted case in the denominator

## 6.9 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.<sup>60</sup> 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.<sup>60,61</sup> 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.<sup>60,61</sup> The HIV module administered to women 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 2019 Turkmenistan MICS all women who have heard of AIDS were asked questions on all three components and the results are detailed in Table TM.11.1W.

Table TM.11.1W also presents the percentage of women who can correctly identify misconceptions concerning HIV. The indicator is based on the two most common and relevant misconceptions in Turkmenistan, that HIV can be transmitted by supernatural means and 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 should know that HIV can be transmitted during pregnancy, during delivery, and through breastfeeding. The level of knowledge among women age 15-49 years concerning mother-to-child transmission is presented in Table TM.11.2W.

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.<sup>60</sup>

The following questions were asked in 2019 Turkmenistan 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. Table TM.11.3W presents the attitudes of women towards people living with HIV.

---

<sup>60</sup> 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](http://www.unaids.org/sites/default/files/media_asset/2017-Global-AIDS-Monitoring_en.pdf).

<sup>61</sup> 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](http://www.unaids.org/sites/default/files/media_asset/20151019_JC2766_Fast-tracking_combination_prevention.pdf).



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.<sup>60,61</sup> In Turkmenistan, test results are available upon request. Questions related to knowledge of a facility for HIV testing and whether a woman has ever been tested are presented in Table TM.11.4W.

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.<sup>60,61</sup> The next table presents specific information on this age group. Table TM.11.6W summarises information on key HIV indicators for young women.

**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, Turkmenistan, 2019

	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 <sup>1A</sup>	Number of women
		Having only one faithful uninfected sex partner	Using a condom every time	Both		Mosquito bites	Supernatural means	Sharing food with someone with HIV			
<b>Total</b>	<b>85.0</b>	<b>64.9</b>	<b>58.7</b>	<b>53.7</b>	<b>65.3</b>	<b>65.5</b>	<b>79.7</b>	<b>55.0</b>	<b>42.3</b>	<b>31.0</b>	<b>7558</b>
<b>Area</b>											
Urban	85.9	66.1	61.9	56.5	66.5	64.5	80.5	56.5	40.3	31.4	3321
Rural	84.3	63.9	56.2	51.6	64.4	66.3	79.1	53.8	43.8	30.7	4237
<b>Region</b>											
Ashgabat city	91.4	75.1	72.4	65.4	76.7	64.4	82.6	52.5	34.9	29.8	962
Akhal velayat	71.5	44.7	35.7	33.7	68.0	52.7	68.6	52.9	45.5	30.1	1033
Balkan velayat	52.0	35.7	38.1	31.8	42.5	34.3	49.2	39.8	27.7	21.3	471
Dashoguz velayat	90.2	71.2	65.0	59.2	89.6	87.0	89.8	77.7	76.0	49.0	1478
Lebap velayat	94.8	65.4	51.2	47.4	41.9	72.4	91.7	57.1	29.5	21.4	1717
Mary velayat	84.4	72.6	71.2	65.6	66.0	57.7	73.3	41.6	33.2	29.2	1897
<b>Age</b>											
15-24 <sup>1</sup>	75.7	52.9	45.1	39.9	55.9	55.1	71.2	44.6	32.3	19.5	2225
15-19	64.7	40.6	32.5	27.0	46.2	46.1	59.7	38.4	27.0	13.0	999
15-17	56.6	33.1	27.9	21.4	37.8	38.9	51.0	32.4	23.2	11.6	587
18-19	76.2	51.3	39.1	34.9	58.3	56.4	72.1	47.1	32.4	14.9	412
20-24	84.7	62.9	55.4	50.4	63.9	62.3	80.5	49.6	36.5	24.9	1227
25-29	89.2	68.4	61.6	57.3	68.1	68.5	82.7	58.9	45.0	33.8	1430
30-39	88.9	70.3	65.5	60.3	67.7	70.0	83.5	58.1	45.6	36.5	2266
40-49	88.6	70.7	65.1	60.2	72.3	70.7	83.7	61.4	48.8	36.6	1637
<b>Education</b>											
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	82.8	60.9	54.0	48.9	62.4	63.6	77.7	51.7	40.0	27.7	5904
Primary vocational	89.2	72.8	65.1	60.4	64.6	63.8	84.8	58.3	38.9	32.2	531
Secondary vocational	93.1	79.2	78.4	73.1	77.8	73.0	85.7	66.7	51.1	43.6	654
Higher	98.3	87.6	83.7	80.2	86.5	82.1	92.2	77.2	64.0	55.0	462
<b>Marital status</b>											
Ever married/in union	89.6	70.4	64.7	59.7	68.2	69.6	83.9	58.5	45.1	35.1	5519
Never married/in union	72.6	50.0	42.5	37.5	57.5	54.3	68.4	45.4	34.6	19.9	2039
<b>Functional difficulties (age 18-49 years)</b>											
Has functional difficulty	62.4	37.3	33.3	29.8	45.9	36.8	48.6	31.8	24.8	22.3	56
Has no functional difficulty	87.6	67.8	61.5	56.7	67.8	68.0	82.4	57.1	44.0	32.7	6915
<b>Native language of household head</b>											
Turkmen	84.1	63.9	57.3	52.6	63.7	63.5	78.4	53.0	39.7	29.4	6401
Uzbek	90.6	67.6	63.5	57.2	75.2	81.9	89.2	69.9	63.0	41.3	719
Russian	98.8	85.8	87.7	81.2	84.7	79.1	96.2	69.3	54.2	48.6	212
Other language	80.2	64.6	55.2	49.5	60.1	56.1	73.0	48.9	37.0	28.6	227
<b>Wealth index quintile</b>											
Poorest	88.4	63.9	53.3	47.5	60.4	71.1	85.8	56.5	41.7	24.6	1524
Second	87.6	68.7	63.7	59.0	68.0	71.1	81.9	53.0	45.2	35.8	1429
Middle	81.1	61.7	56.5	51.9	63.0	61.9	74.1	53.5	43.8	32.8	1510
Fourth	78.9	57.8	51.1	47.6	64.0	58.4	74.0	54.0	41.4	29.8	1538
Richest	89.1	72.4	68.9	62.8	71.2	65.3	82.9	57.6	39.6	32.4	1556

<sup>1</sup>MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people

<sup>A</sup> 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

(\*) 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, Turkmenistan, 2019

	Percentage of women who:									Number of women
	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 <sup>1</sup>	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			
<b>Total</b>	<b>73.1</b>	<b>68.6</b>	<b>60.5</b>	<b>77.5</b>	<b>55.2</b>	<b>34.2</b>	<b>29.9</b>	<b>22.4</b>	<b>7558</b>	
<b>Area</b>										
Urban	73.6	70.2	63.2	78.2	57.3	35.1	30.1	21.5	3321	
Rural	72.6	67.4	58.5	76.9	53.6	33.4	29.7	23.0	4237	
<b>Region</b>										
Ashgabat city	82.2	78.4	73.3	83.6	69.1	34.1	29.7	15.7	962	
Akhhal velayat	66.9	67.9	62.2	70.0	59.6	2.8	2.8	29.7	1033	
Balkan velayat	39.2	39.2	35.1	43.2	30.7	16.3	13.7	56.8	471	
Dashoguz velayat	71.4	71.2	85.3	85.5	70.7	77.2	77.2	14.5	1478	
Lebap velayat	81.9	79.0	55.3	84.8	52.6	31.8	22.2	15.1	1717	
Mary velayat	73.5	60.0	44.8	74.1	42.3	24.2	18.9	25.8	1897	
<b>Age group</b>										
15-24	61.7	56.3	46.9	64.3	43.4	24.7	20.8	35.6	2225	
15-19	49.9	45.4	36.8	51.9	33.9	17.6	14.7	48.0	999	
15-17	43.0	39.4	30.3	45.6	27.7	14.4	11.3	54.3	587	
18-19	59.8	54.0	46.1	60.8	42.7	22.0	19.6	39.2	412	
20-24	71.2	65.2	55.1	74.3	51.1	30.5	25.7	25.6	1227	
25-29	78.2	72.1	64.1	82.3	58.7	35.8	31.8	17.7	1430	
30-39	78.2	74.5	66.9	83.5	60.7	37.3	32.7	16.3	2266	
40-49	77.0	74.1	67.2	82.9	60.7	41.2	36.7	16.7	1637	
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7	
Primary or secondary	70.4	65.5	57.9	74.6	52.8	31.4	27.6	25.3	5904	
Primary vocational	78.3	76.3	58.5	82.0	55.5	38.6	30.1	17.7	531	
Secondary vocational	82.6	79.5	74.8	88.1	67.3	42.7	38.9	11.5	654	
Higher	88.3	85.4	77.2	94.4	68.8	52.6	46.1	5.1	462	
<b>Marital status</b>										
Ever married/in union	79.5	75.3	67.1	84.3	61.2	37.9	33.3	15.4	5519	
Never married/in union	55.6	50.5	42.8	58.8	39.2	24.0	20.7	41.1	2039	
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	44.7	37.5	33.4	46.9	31.2	14.0	14.0	53.1	56	
Has no functional difficulty	75.8	71.4	63.3	80.4	57.8	36.0	31.6	19.4	6915	
<b>Native language of household head</b>										
Turkmen	73.0	68.4	59.2	76.6	54.7	31.0	26.7	23.3	6401	
Uzbek	72.0	70.6	75.7	84.6	62.8	62.9	59.4	15.4	719	
Russian	84.4	82.4	74.2	89.7	67.8	45.7	37.8	9.7	212	
Other language	66.8	55.8	37.8	68.9	35.1	21.5	18.9	31.1	227	
<b>Wealth index quintiles</b>										
Poorest	74.7	71.2	60.9	80.9	54.7	46.8	41.1	18.9	1524	
Second	75.8	66.9	56.8	78.8	52.1	33.3	29.2	21.2	1429	
Middle	68.6	63.6	58.6	73.2	53.3	30.8	28.3	26.7	1510	
Fourth	67.7	65.5	58.9	72.4	53.9	21.7	19.0	27.5	1538	
Richest	78.5	75.7	67.0	82.0	61.9	38.0	31.9	17.6	1556	

<sup>1</sup> MICS indicator TM.30 - Knowledge of mother-to-child HIV transmission

(\*) 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 who report discriminating attitudes towards people living with HIV, Turkmenistan, 2019

	Percentage of women who:			Percentage of women who think people:			Percentage of women who:			Number of women who have heard of AIDS
	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 <sup>1,A</sup>	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 <sup>B</sup>		
<b>Total</b>	<b>76.6</b>	<b>60.9</b>	<b>83.7</b>	<b>45.5</b>	<b>58.0</b>	<b>61.5</b>	<b>43.0</b>	<b>41.1</b>	<b>6425</b>	
<b>Area</b>										
Urban	74.1	58.6	81.5	46.5	59.7	63.9	40.0	35.0	2853	
Rural	78.6	62.8	85.5	44.6	56.6	59.6	45.4	46.0	3573	
<b>Region</b>										
Ashgabat city	69.7	58.6	75.6	33.0	47.3	59.8	25.9	24.1	880	
Akhhal velayat	88.7	45.4	91.0	51.0	95.5	96.4	88.6	69.7	739	
Balkan velayat	78.6	55.1	81.2	64.9	85.0	87.6	72.3	15.4	245	
Dashoguz velayat	74.4	60.5	81.0	76.2	79.3	72.8	57.9	27.3	1333	
Lebap velayat	74.1	62.0	83.3	30.5	42.6	52.5	25.6	38.7	1628	
Mary velayat	79.0	69.5	87.8	36.4	40.3	42.3	32.2	55.0	1601	
<b>Age</b>										
15-24	76.4	61.2	84.0	43.4	55.0	62.7	46.4	45.3	1685	
15-19	72.8	61.8	83.1	38.2	49.1	63.1	44.6	44.0	646	
15-17	69.9	60.3	80.9	31.9	41.1	60.6	44.1	45.3	332	
18-19	75.8	63.3	85.5	44.9	57.5	65.8	45.2	42.6	314	
20-24	78.6	60.8	84.6	46.5	58.7	62.4	47.5	46.1	1039	
25-29	79.1	61.5	86.5	41.8	53.7	56.6	44.4	41.5	1275	
30-39	77.2	63.3	84.7	47.5	59.7	62.9	41.0	41.4	2016	
40-49	74.0	56.8	79.6	48.3	62.8	62.6	40.7	35.5	1450	
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1	
Primary or secondary	78.0	61.7	85.0	45.1	57.3	61.4	45.0	44.3	4887	
Primary vocational	75.2	63.5	82.5	41.9	57.4	59.5	38.2	31.0	473	
Secondary vocational	70.3	57.3	77.4	48.5	59.4	59.6	35.4	33.2	609	
Higher	71.6	55.0	80.0	48.9	64.6	68.3	37.0	27.6	454	
<b>Marital status</b>										
Ever married/in union	77.0	61.1	83.9	45.4	58.2	60.5	41.5	40.4	4944	
Never married/in union	75.3	60.4	83.3	45.7	57.5	65.0	48.3	43.2	1481	
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	(74.0)	(63.8)	(74.0)	(26.6)	(50.8)	(46.3)	(50.7)	(54.0)	35	
Has no functional difficulty	77.0	60.9	83.9	46.3	59.0	61.7	42.9	40.8	6058	
<b>Native language of household head</b>										
Turkmen	77.5	61.4	84.5	43.9	57.5	61.9	43.6	42.2	5383	
Uzbek	74.5	61.1	82.6	61.1	68.2	64.0	45.4	34.0	651	
Russian	61.7	48.9	68.9	46.2	54.9	60.8	25.4	27.2	209	
Other language	76.8	61.2	82.5	35.8	40.6	44.0	36.6	48.8	182	
<b>Wealth index quintile</b>										
Poorest	77.0	61.5	83.6	46.8	53.7	61.5	41.8	38.1	1348	
Second	80.2	69.2	86.9	41.4	48.7	52.9	36.5	46.3	1252	
Middle	77.5	66.0	86.4	48.5	59.8	57.0	49.2	44.3	1225	
Fourth	79.7	51.3	85.8	47.0	72.5	73.5	57.1	51.3	1213	
Richest	69.6	56.8	76.9	43.8	56.3	63.0	32.4	27.5	1387	

<sup>1</sup> MICS indicator TM.31 - Discriminatory attitudes towards people living with HIV<sup>A</sup> 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<sup>B</sup> 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

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

() Figures that are based on 25-49 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, Turkmenistan, 2019

	Percentage of women who:								Number of women
	Know a place to get tested <sup>1</sup>	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 <sup>2</sup>	Have heard of test kits people can use to test themselves for HIV <sup>A</sup>	Have tested themselves for HIV using a self-test kit <sup>A</sup>		
<b>Total</b>	<b>67.6</b>	<b>52.2</b>	<b>27.7</b>	<b>13.6</b>	<b>9.4</b>	<b>23.9</b>	<b>1.3</b>	<b>7558</b>	
<b>Area</b>									
Urban	68.0	50.4	34.6	14.1	11.2	23.1	1.7	3321	
Rural	67.3	53.5	22.4	13.3	7.9	24.5	1.0	4237	
<b>Region</b>									
Ashgabat city	64.6	42.7	42.1	7.4	7.3	21.4	0.5	962	
Akhhal velayat	44.2	36.9	8.1	8.1	1.8	19.4	0.1	1033	
Balkan velayat	32.4	22.4	18.3	10.4	9.2	19.1	7.2	471	
Dashoguz velayat	81.2	63.5	3.4	9.4	0.5	59.1	1.0	1478	
Lebap velayat	87.1	70.7	67.8	27.4	26.8	1.9	0.0	1717	
Mary velayat	62.3	47.0	16.2	11.5	5.6	21.3	2.4	1897	
<b>Age</b>									
15-24	48.7	29.9	19.5	14.1	10.4	16.8	0.5	2225	
15-19	31.8	11.1	8.5	6.0	5.2	10.3	0.1	999	
15-17	24.3	3.3	1.9	1.2	1.0	6.5	0.0	587	
18-19	42.5	22.4	17.9	12.9	11.2	15.7	0.1	412	
20-24	62.5	45.2	28.4	20.7	14.6	22.0	0.8	1227	
25-29	74.8	65.0	36.1	21.0	13.3	25.4	0.8	1430	
30-39	77.9	65.8	33.1	12.4	7.9	25.9	1.5	2266	
40-49	72.6	52.3	24.3	8.3	6.5	29.4	2.7	1637	
<b>Education</b>									
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7	
Primary or secondary	64.5	49.8	23.4	11.5	7.0	22.7	0.7	5904	
Primary vocational	75.5	55.7	39.0	18.9	15.1	21.1	1.9	531	
Secondary vocational	77.6	58.3	37.0	20.5	16.3	30.7	3.2	654	
Higher	84.2	70.2	57.1	24.8	22.5	33.5	5.4	462	
<b>Marital status</b>									
Ever married/in union	78.4	66.4	34.5	16.9	11.3	26.2	1.7	5519	
Never married/in union	38.3	13.5	9.5	4.8	4.1	17.7	0.4	2039	
<b>Functional difficulties (age 18-49 years)</b>									
Has functional difficulty	43.8	32.4	18.6	15.4	7.6	11.3	0.6	56	
Has no functional difficulty	71.4	56.5	30.0	14.7	10.1	25.5	1.4	6915	
<b>Native language of household head</b>									
Turkmen	66.2	50.8	28.3	14.2	9.8	21.5	1.4	6401	
Uzbek	80.9	66.9	19.3	10.0	6.4	42.8	0.2	719	
Russian	81.1	56.3	49.1	13.2	12.6	30.0	3.1	212	
Other language	52.2	40.7	17.0	8.2	3.4	25.8	2.0	227	
<b>Wealth index quintile</b>									
Poorest	74.6	55.0	30.0	15.6	10.8	21.9	0.9	1524	
Second	73.0	58.5	25.7	13.8	9.1	25.7	1.1	1429	
Middle	62.9	51.6	18.6	12.8	7.0	25.8	1.4	1510	
Fourth	58.1	46.3	21.9	12.2	7.1	22.9	1.6	1538	
Richest	69.8	49.9	42.0	13.8	12.7	23.3	1.6	1556	

<sup>1</sup> MICS indicator TM.32 - People who know where to be tested for HIV<sup>2</sup> MICS indicator TM.33 - People who have been tested for HIV and know the results<sup>A</sup> Having heard of or having used a test kit are not included in any MICS indicators relating to HIV testing

(\*) 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, Turkmenistan, 2019

	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 <sup>1,A</sup>	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 <sup>2</sup>	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 <sup>3</sup>		
<b>Total<sup>B</sup></b>	<b>100.0</b>	<b>58.8</b>	<b>70.3</b>	<b>40.4</b>	<b>25.3</b>	<b>17.3</b>	<b>1327</b>	
<b>Area</b>								
Urban	100.0	57.0	65.3	47.2	34.7	26.9	539	
Rural	100.0	60.1	73.7	35.7	18.8	10.7	788	
<b>Region</b>								
Ashgabat city	100.0	55.2	54.8	54.8	51.9	49.9	156	
Akhal velayat	100.0	72.6	61.7	13.3	11.9	1.5	198	
Balkan velayat	100.0	10.5	15.7	12.2	7.8	7.5	61	
Dashoguz velayat	100.0	94.2	93.7	1.6	1.6	1.6	261	
Lebap velayat	100.0	52.2	92.6	89.1	51.6	35.7	381	
Mary velayat	100.0	37.0	43.8	26.9	9.2	1.4	270	
<b>Age</b>								
15-24	100.0	58.5	69.6	43.3	27.4	17.6	343	
15-19	(*)	(*)	(*)	(*)	(*)	(*)	22	
15-17	(*)	(*)	(*)	(*)	(*)	(*)	0	
18-19	(*)	(*)	(*)	(*)	(*)	(*)	21	
20-24	100.0	58.1	69.9	42.6	26.0	16.9	321	
25-29	100.0	57.6	70.7	42.0	24.9	17.1	484	
30-39	100.0	60.9	70.5	37.7	25.2	17.6	464	
40-49	(100.0)	(52.7)	(69.4)	(25.9)	(9.1)	(12.8)	35	
<b>Education</b>								
Pre-primary or none	-	-	-	-	-	-	0	
Primary or secondary	100.0	58.9	71.7	38.1	22.2	14.5	1076	
Primary vocational	100.0	57.5	72.0	57.4	37.4	26.4	114	
Secondary vocational	100.0	54.5	53.0	32.1	28.7	21.0	65	
Higher	100.0	63.5	63.1	56.0	49.7	41.0	71	
<b>Functional difficulties (age 18-49 years)</b>								
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	3	
Has no functional difficulty	100.0	58.9	70.4	40.4	25.2	17.3	1323	
<b>Native language of household head</b>								
Turkmen	100.0	56.7	68.2	40.5	25.0	17.4	1181	
Uzbek	100.0	84.6	99.7	37.8	24.0	14.2	102	
Russian	(100.0)	(55.9)	(52.9)	(52.9)	(45.4)	(26.0)	27	
Other language	(*)	(*)	(*)	(*)	(*)	(*)	17	
<b>Wealth index quintile</b>								
Poorest	100.0	66.5	83.5	44.3	26.9	19.6	294	
Second	100.0	46.8	74.1	46.5	15.8	11.5	270	
Middle	100.0	61.3	66.5	27.6	17.1	7.8	268	
Fourth	100.0	63.8	67.2	33.7	24.5	12.6	255	
Richest	100.0	55.0	57.5	50.1	43.8	36.5	240	

<sup>1</sup> MICS indicator TM.35a - HIV counselling during antenatal care (counselling on HIV)

<sup>2</sup> MICS indicator TM.36 - HIV testing during antenatal care

<sup>3</sup> MICS indicator TM.35b - HIV counselling during antenatal care (information or counselling on HIV after receiving the HIV test results)

<sup>A</sup> 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.

<sup>B</sup> The background category "Marital status" is not shown in the table as women never married/in union were not asked about births and antenatal care.

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

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

"-" denotes 0 unweighted case in the denominator

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

Percentage of women age 15-24 years by key HIV and AIDS indicators, Turkmenistan, 2019

	Percentage of women age 15-24 years who:						Number of women age 15-24 years	Percentage who report discriminatory attitudes towards people living with HIV <sup>A</sup>	Number of women age 15-24 years who have heard of AIDS
	Have comprehensive knowledge <sup>1</sup>	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				
<b>Total</b>	<b>19.5</b>	<b>43.4</b>	<b>48.7</b>	<b>19.5</b>	<b>10.4</b>	<b>2225</b>	<b>84.0</b>	<b>1685</b>	
<b>Area</b>									
Urban	19.8	46.1	50.8	22.4	11.5	884	83.1	679	
Rural	19.3	41.6	47.4	17.5	9.7	1342	84.7	1006	
<b>Region</b>									
Ashgabat city	23.9	63.0	52.2	21.4	7.9	232	75.0	210	
Akhal velayat	24.1	45.6	22.8	5.2	2.4	324	85.3	193	
Balkan velayat	13.9	20.2	18.5	12.9	6.0	141	79.1	49	
Dashoguz velayat	29.2	57.8	55.0	0.3	0.3	452	84.9	315	
Lebap velayat	16.7	50.4	78.9	55.6	30.9	530	83.3	508	
Mary velayat	11.2	21.1	35.9	9.6	5.7	547	89.0	409	
<b>Age</b>									
15-19	13.0	33.9	31.8	8.5	5.2	999	83.1	646	
15-17	11.6	27.7	24.3	1.9	1.0	587	80.9	332	
18-19	14.9	42.7	42.5	17.9	11.2	412	85.5	314	
20-24	24.9	51.1	62.5	28.4	14.6	1227	84.6	1039	
20-22	21.9	45.7	52.3	23.0	11.4	629	84.2	511	
23-24	28.0	56.7	73.2	34.0	17.9	598	85.0	527	
<b>Education</b>									
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	2	-	0	
Primary or secondary	17.3	41.4	45.9	16.4	8.7	1899	84.8	1396	
Primary vocational	25.9	41.7	62.0	28.6	16.1	108	86.1	89	
Secondary vocational	30.6	60.3	67.2	32.5	16.7	117	78.1	104	
Higher	43.0	63.4	68.0	52.6	28.8	100	77.5	96	
<b>Marital status</b>									
Ever married/in union	27.4	61.3	83.1	45.3	25.4	631	86.7	577	
Never married/in union	16.4	36.3	35.2	9.2	4.4	1594	82.7	1107	
<b>Functional difficulties (age 18-49 years)</b>									
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	3	(*)	1	
Has no functional difficulty	22.4	49.0	57.5	25.8	13.8	1635	84.8	1351	
<b>Native language of household head</b>									
Turkmen	19.4	43.0	48.1	20.5	11.0	1894	83.5	1437	
Uzbek	22.9	50.8	56.3	12.9	7.6	240	91.9	178	
Russian	(20.6)	(55.8)	(65.1)	(28.7)	(10.5)	32	(70.3)	31	
Other language	(8.9)	(19.2)	(28.3)	(6.0)	(0.7)	59	(80.9)	39	
<b>Wealth index quintile</b>									
Poorest	17.7	48.7	59.3	26.9	15.7	493	82.2	404	
Second	21.3	36.0	50.9	17.7	8.5	408	90.5	315	
Middle	15.6	37.9	43.6	14.7	8.1	481	84.8	337	
Fourth	22.5	42.6	35.3	11.2	6.3	458	86.8	310	
Richest	21.3	52.1	55.2	27.6	13.3	385	76.6	318	

<sup>1</sup> MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people<sup>A</sup> Refer to Table TM.11.3W for the two components.

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

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

"- " denotes 0 unweighted case in the denominator

## 7.1 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.<sup>62</sup> 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.<sup>63</sup> 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.<sup>64</sup> 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.<sup>65</sup>

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.<sup>66</sup> 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.<sup>67,68</sup> The breastfeeding recommendations and guiding principles for complementary feeding for which standard indicators<sup>69,70</sup> have been developed, and which are collected in this survey, are listed in the table below.

<sup>62</sup> 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)

<sup>63</sup> 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>

<sup>64</sup> 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

<sup>65</sup> 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

<sup>66</sup> 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>

<sup>67</sup> PAHO. *Guiding principles for complementary feeding of the breastfed child*. 2003.

<sup>68</sup> 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>

<sup>69</sup> WHO, UNICEF, USAID, AED, UCDAVIS, IFPRI. Indicators for assessing infant and young child feeding practices, Part I definitions. 2008.

<sup>70</sup> UNICEF, FANTA, USAID, WHO. *Reconsidering, refining and extending the WHO IYCF Indicators*. Meeting Report, New York, 2017. <https://data.unicef.org/resources/meeting-report-infant-young-child-feeding-indicators/>



Recommendation/ guiding principle	Indicators /proximate measures <sup>71</sup>	Notes on interpretation <sup>72</sup>	Table
Breastfeed within one hour of birth	<b>Early Initiation of breastfeeding</b> 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	<b>Exclusive breastfeeding under 6 months</b> Percentage of infants under 6 months of age who are exclusively breastfed <sup>73</sup>	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	<b>Introduction of solid, semi-solid or soft foods (age 6-8 months)</b> 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	<b>Continued breastfeeding at 1 year and 2 years</b> 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	<b>Minimum meal frequency (age 6–23 months)</b> <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	<b>Minimum dietary diversity (age 6–23 months)</b> At least five of eight food groups <sup>74</sup> 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

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

<sup>71</sup> 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.

<sup>72</sup> 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.

<sup>73</sup> Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines.

<sup>74</sup> 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

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 7<sup>75</sup> 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.

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

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

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

The continued practice of bottle-feeding is a concern because of the potential for contamination if the bottle and/or nipple are not properly cleaned or sterilized. Bottle-feeding can also hinder breastfeeding due to nipple confusion, especially at the youngest ages.<sup>76</sup> Table TC.7.8 presents the percentage of children aged 0–23 months who were bottle-fed with a nipple during the previous day.

---

<sup>75</sup> 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.

<sup>76</sup> Zimmerman, E. and K. Thompson. "Clarifying Nipple confusion." *J Perinatol* 35, no.11 (2015):895-9. doi: 10.1038/jp.2015.83.

**Table TC.7.1: 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, Turkmenistan, 2019

	Percentage who were ever breastfed <sup>1</sup>	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 <sup>2</sup>	Within one day of birth	
<b>Total<sup>A</sup></b>	<b>98.8</b>	<b>68.3</b>	<b>96.7</b>	<b>1327</b>
<b>Area</b>				
Urban	99.1	70.8	96.9	539
Rural	98.6	66.7	96.6	788
<b>Region</b>				
Ashgabat city	99.4	87.2	97.8	156
Akhal velayat	98.1	68.2	96.4	198
Balkan velayat	98.7	65.7	95.2	61
Dashoguz velayat	100.0	64.7	99.5	261
Lebap velayat	98.2	74.2	94.9	381
Mary velayat	98.8	53.3	96.5	270
<b>Months since last birth</b>				
0-11 months	99.1	70.5	97.8	629
12-23 months	98.6	66.4	95.7	698
<b>Mother's education</b>				
Pre-primary or none	-	-	-	0
Primary or secondary	98.8	68.2	96.8	1076
Primary vocational	97.3	61.1	94.3	114
Secondary vocational	100.0	76.6	98.7	65
Higher	100.0	73.8	96.7	71
<b>Type of delivery</b>				
Vaginal birth	99.1	71.9	98.2	1224
C-Section	95.7	25.7	78.7	102
<b>Mother's functional difficulties</b>				
Has functional difficulty	(*)	(*)	(*)	3
Has no functional difficulty	98.8	68.4	96.7	1323
No information	(*)	(*)	(*)	0
<b>Native language of household head</b>				
Turkmen	98.7	67.2	96.8	1181
Uzbek	100.0	78.7	97.7	102
Russian	(100.0)	(77.1)	(88.9)	27
Other language	(*)	(*)	(*)	17
<b>Wealth index quintile</b>				
Poorest	99.2	66.0	98.0	294
Second	98.4	67.0	95.7	270
Middle	98.5	62.1	96.8	268
Fourth	99.4	73.2	97.2	255
Richest	98.6	74.5	95.6	240

<sup>1</sup> MICS indicator TC.30 - Children ever breastfed

<sup>2</sup> MICS indicator TC.31 - Early initiation of breastfeeding

<sup>A</sup> The background characteristics "Assistance at delivery" and "Place of delivery" are not shown in the table as all births took place in public health facilities and by skilled attendant.

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

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

"-" denotes 0 unweighted case in the denominator

**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, Turkmenistan, 2019

	Percentage of children who consumed:											Type <sup>A</sup> 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/Traditional herbal preparations	Honey	Prescribed medicine/ORS/Sugar-salt solutions	Other	Milk-based liquids only	Non-milk-based liquids/items only	Both	Any		
<b>Total<sup>B</sup></b>	<b>0.1</b>	<b>0.6</b>	<b>0.8</b>	<b>0.0</b>	<b>0.1</b>	<b>1.7</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>	<b>0.2</b>	<b>1.3</b>	<b>1.5</b>	<b>0.2</b>	<b>3.0</b>	<b>1327</b>	
<b>Area</b>																
Urban	0.1	1.1	1.0	0.0	0.1	2.4	0.0	0.0	0.6	0.1	1.9	2.4	0.2	4.4	539	
Rural	0.0	0.3	0.6	0.0	0.0	1.2	0.0	0.0	0.2	0.2	0.9	0.9	0.3	2.0	788	
<b>Region</b>																
Ashgabat city	0.5	0.0	0.6	0.0	0.0	3.4	0.0	0.0	0.6	0.0	0.6	3.9	0.0	4.5	156	
Akhhal velayat	0.0	0.8	0.4	0.0	0.4	2.6	0.0	0.0	0.0	0.8	1.5	2.2	0.4	4.2	198	
Balkan velayat	0.0	0.0	0.6	0.0	0.0	3.3	0.0	0.0	0.0	0.0	0.6	3.3	0.0	3.9	61	
Dashoguz velayat	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	261	
Lebap velayat	0.0	1.6	1.1	0.0	0.0	2.2	0.0	0.0	0.9	0.3	2.2	1.6	0.6	4.4	381	
Mary velayat	0.0	0.0	1.5	0.0	0.0	0.5	0.0	0.0	0.0	0.0	1.5	0.5	0.0	2.0	270	
<b>Months since birth</b>																
0-11 months	0.0	0.7	0.5	0.0	0.1	1.7	0.0	0.0	0.4	0.2	1.0	1.2	0.5	2.7	629	
12-23 months	0.1	0.4	1.0	0.0	0.0	1.7	0.0	0.0	0.3	0.2	1.5	1.8	0.0	3.3	698	
<b>Breastfeeding status</b>																
Ever breastfed	0.1	0.5	0.7	0.0	0.1	1.2	0.0	0.0	0.3	0.0	1.0	1.1	0.1	2.2	1311	
Never breastfed	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	14	
Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
<b>Mother's education</b>																
Pre-primary or none	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	
Primary or secondary	0.0	0.5	0.6	0.0	0.0	1.2	0.0	0.0	0.2	0.3	1.1	1.0	0.2	2.3	1076	
Primary vocational	0.0	1.6	0.8	0.0	0.7	4.6	0.0	0.0	2.0	0.0	2.4	4.6	0.0	7.1	114	
Secondary vocational	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	65	
Higher	1.0	1.2	4.7	0.0	0.0	6.5	0.0	0.0	0.0	0.0	3.2	6.0	1.5	10.7	71	
<b>Mother's functional difficulties</b>																
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3	
Has no functional difficulty	0.1	0.6	0.8	0.0	0.1	1.7	0.0	0.0	0.3	0.2	1.3	1.5	0.2	3.0	1323	
No information	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	0	
<b>Native language of household head</b>																
Turkmen	0.1	0.6	0.7	0.0	0.1	1.8	0.0	0.0	0.3	0.2	1.3	1.7	0.2	3.2	1181	
Uzbek	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	102	
Russian	(0.0)	(0.0)	(7.2)	(0.0)	(0.0)	(4.0)	(0.0)	(0.0)	(3.3)	(0.0)	(3.3)	(0.0)	(4.0)	(7.2)	27	
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17	
<b>Wealth index quintile</b>																
Poorest	0.0	0.7	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	1.8	0.0	1.8	294	
Second	0.0	0.0	0.5	0.0	0.0	0.6	0.0	0.0	0.0	0.4	0.6	1.0	0.0	1.6	270	
Middle	0.0	0.7	0.3	0.0	0.0	2.5	0.0	0.0	1.0	0.3	1.7	0.6	0.8	3.1	268	
Fourth	0.0	0.3	0.0	0.0	0.3	1.6	0.0	0.0	0.0	0.0	1.6	0.3	0.0	1.9	255	
Richest	0.3	1.2	2.3	0.0	0.0	4.2	0.0	0.0	0.8	0.0	4.1	2.8	0.4	7.3	240	

<sup>A</sup> 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/traditional herbal preparations, honey and "other". Note that prescribed medicine/ORS/sugar-salt solutions are not included in any category.

<sup>B</sup> The background characteristics "Assistance at delivery" and "Place of delivery" are not shown in the table as all births took place in public health facilities and by skilled attendant.

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

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

"-" denotes 0 unweighted case in the denominator

**Table TC.7.3: Breastfeeding status**

Percentage of living children according to breastfeeding status at selected age groups, Turkmenistan, 2019

	Children age 0-5 months			Children age 12-15 months		Children age 20-23 months	
	Percent exclusively breastfed <sup>1</sup>	Percent predominantly breastfed <sup>2</sup>	Number of children	Percent breastfed (Continued breastfeeding at 1 year) <sup>3</sup>	Number of children	Percent breastfed (Continued breastfeeding at 2 years) <sup>4</sup>	Number of children
<b>Total</b>	<b>56.5</b>	<b>78.6</b>	<b>273</b>	<b>73.6</b>	<b>208</b>	<b>20.2</b>	<b>248</b>
<b>Sex</b>							
Male	53.6	77.4	147	81.1	108	20.1	136
Female	59.8	80.0	126	65.7	100	20.3	112
<b>Area</b>							
Urban	55.5	77.9	118	76.6	74	16.3	99
Rural	57.2	79.1	155	72.0	134	22.8	149
<b>Region</b>							
Ashgabat city	(60.2)	(80.5)	35	(69.1)	24	(10.8)	28
Akhal velayat	54.8	75.7	37	(37.4)	33	8.0	42
Balkan velayat	(41.2)	(76.4)	13	(*)	7	(19.4)	13
Dashoguz velayat	(52.3)	(71.2)	56	(87.5)	49	(36.6)	41
Lebap velayat	63.2	79.9	87	(72.2)	54	17.4	78
Mary velayat	(51.6)	(87.0)	44	(90.2)	42	(27.4)	46
<b>Mother's education</b>							
Pre-primary or none							
Primary or secondary	57.7	77.8	211	75.1	172	20.2	210
Primary vocational	(52.1)	(69.6)	27	(*)	17	(*)	20
Secondary vocational	(*)	(*)	18	(*)	9	(*)	8
Higher	(*)	(*)	18	(*)	10	(*)	10
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	1	-	0	-	0
Has no functional difficulty	56.6	78.9	271	73.6	208	20.2	244
No information	(*)	(*)	1	-	0	(*)	4
<b>Native language of household head</b>							
Turkmen	56.4	80.0	247	73.5	187	19.8	227
Uzbek	(*)	(*)	18	(*)	15	(*)	13
Russian	(*)	(*)	5	(*)	2	(*)	5
Other language	(*)	(*)	4	(*)	4	(*)	3
<b>Wealth index quintile</b>							
Poorest	58.4	83.1	61	(74.3)	50	(28.0)	54
Second	60.5	79.4	56	(85.7)	50	(25.6)	51
Middle	53.9	73.6	48	71.1	55	(13.5)	46
Fourth	63.9	81.5	59	(58.8)	20	18.5	52
Richest	43.1	73.4	49	(67.2)	32	13.6	46

<sup>1</sup> MICS indicator TC.32 - Exclusive breastfeeding under 6 months<sup>2</sup> MICS indicator TC.33 - Predominant breastfeeding under 6 months<sup>3</sup> MICS indicator TC.34 - Continued breastfeeding at 1 year<sup>4</sup> MICS indicator TC.35 - Continued breastfeeding at 2 years

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

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

"-" denotes 0 unweighted case in the denominator

**Table TC.7.4: Duration of breastfeeding**

Median duration of any breastfeeding among children age 0-35 months and median duration of exclusive breastfeeding and predominant breastfeeding among children age 0-23 months, Turkmenistan, 2019

	Median duration (in months) of any breastfeeding <sup>1</sup>	Number of children age 0-35 months	Median duration (in months) of:		Number of children age 0-23 months
			Exclusive breastfeeding	Predominant breastfeeding	
<b>Median</b>	<b>17.1</b>	<b>2111</b>	<b>3.0</b>	<b>4.5</b>	<b>1326</b>
<b>Sex</b>					
Male	16.7	1132	2.8	4.3	712
Female	17.6	979	3.3	4.8	613
<b>Area</b>					
Urban	16.7	836	3.0	4.8	530
Rural	17.4	1275	3.1	4.3	795
<b>Region</b>					
Ashgabat city	16.7	236	3.2	4.2	152
Akhal velayat	13.1	304	2.9	4.6	200
Balkan velayat	17.6	93	2.2	4.1	59
Dashoguz velayat	19.9	395	2.7	4.2	256
Lebap velayat	16.2	624	3.7	4.9	399
Mary velayat	18.0	460	2.6	4.6	260
<b>Mother's education</b>					
Pre-primary or none	-	0	-	-	0
Primary or secondary	17.2	1737	3.1	4.5	1082
Primary vocational	16.8	173	2.7	3.6	114
Secondary vocational	17.8	92	4.8	5.8	62
Higher	15.9	109	0.7	5.1	68
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	6	(*)	(*)	3
Has no functional difficulty	17.1	2084	3.1	4.5	1312
No information	7.4	21	(*)	(*)	10
<b>Native language of household head</b>					
Turkmen	16.9	1865	3.0	4.5	1181
Uzbek	19.5	164	1.8	2.7	99
Russian	(13.5)	42	(2.4)	(2.4)	27
Other language	(17.3)	39	(*)	(*)	18
<b>Wealth index quintile</b>					
Poorest	17.4	488	3.1	4.3	297
Second	18.2	437	4.2	5.2	270
Middle	17.6	424	2.8	4.0	270
Fourth	15.1	405	3.7	4.8	258
Richest	16.7	358	1.7	4.1	231
<b>Mean</b>	<b>16.9</b>	<b>2111</b>	<b>3.1</b>	<b>4.5</b>	<b>1326</b>

<sup>1</sup> MICS indicator TC.36 - Duration of breastfeeding

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

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

"-" denotes 0 unweighted case in the denominator

**Table TC.7.5: Age-appropriate breastfeeding**

Percentage of children age 0-23 months who were appropriately breastfed during the previous day, Turkmenistan, 2019

	Children age 0-5 months		Children age 6-23 months		Children age 0-23 months	
	Percent exclusively breastfed <sup>1</sup>	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent appropriately breastfed <sup>2</sup>	Number of children
<b>Total</b>	<b>56.5</b>	<b>273</b>	<b>59.4</b>	<b>1052</b>	<b>58.8</b>	<b>1326</b>
<b>Sex</b>						
Male	53.6	147	58.2	565	57.3	712
Female	59.8	126	60.7	487	60.5	613
<b>Area</b>						
Urban	55.5	118	57.5	412	57.1	530
Rural	57.2	155	60.6	640	59.9	795
<b>Region</b>						
Ashgabat city	(60.2)	35	56.3	116	57.2	152
Akhal velayat	54.8	37	41.5	163	43.9	200
Balkan velayat	(41.2)	13	60.1	45	55.9	59
Dashoguz velayat	(52.3)	56	76.1	200	70.8	256
Lebap velayat	63.2	87	53.2	312	55.4	399
Mary velayat	(51.6)	44	67.9	216	65.1	260
<b>Mother's education</b>						
Pre-primary or none	-	0	-	0	-	0
Primary or secondary	57.7	211	59.9	871	59.5	1082
Primary vocational	(52.1)	27	54.6	86	54.0	114
Secondary vocational	(*)	18	(63.8)	44	65.7	62
Higher	(*)	18	54.5	50	49.2	68
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	1	(*)	2	(*)	3
Has no functional difficulty	56.6	271	59.8	1041	59.1	1312
No information	(*)	1	(*)	9	(*)	10
<b>Native language of household head</b>						
Turkmen	56.4	247	58.5	933	58.1	1181
Uzbek	(*)	18	72.0	82	68.5	99
Russian	(*)	5	(*)	22	(50.6)	27
Other language	(*)	4	(*)	15	(*)	18
<b>Wealth index quintile</b>						
Poorest	58.4	61	62.2	235	61.4	297
Second	60.5	56	65.6	215	64.6	270
Middle	53.9	48	59.8	222	58.7	270
Fourth	63.9	59	53.6	199	56.0	258
Richest	43.1	49	54.2	182	51.9	231

<sup>1</sup> MICS indicator TC.32 - Exclusive breastfeeding under 6 months<sup>2</sup> MICS indicator TC.37 - Age-appropriate breastfeeding

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

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

"-" denotes 0 unweighted case in the denominator

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

Percentage of infants age 6-8 months who received solid, semi-solid, or soft foods during the previous day, Turkmenistan, 2019

	<b>Currently breastfeeding</b>		<b>Currently not breastfeeding</b>		<b>All</b>	
	Percent receiving solid, semi-solid or soft foods	Number of children age 6-8 months	Percent receiving solid, semi-solid or soft foods	Number of children age 6-8 months	Percent receiving solid, semi-solid or soft foods <sup>1</sup>	Number of children age 6-8 months
<b>Total</b>	<b>90.3</b>	<b>156</b>	<b>(*)</b>	<b>11</b>	<b>90.9</b>	<b>167</b>
<b>Sex</b>						
Male	89.6	78	(*)	7	90.5	86
Female	91.0	78	(*)	4	91.4	82
<b>Area</b>						
Urban	89.8	58	(*)	4	90.5	63
Rural	90.6	98	(*)	7	91.2	105

<sup>1</sup> MICS indicator TC.38 - Introduction of solid, semi-solid or soft foods

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



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

Percentage of children age 6-23 months who received appropriate liquids and solid, semi-solid, or soft foods the minimum number of times or more during the previous day, by breastfeeding status, Turkmenistan, 2019

	Currently breastfeeding				Currently not breastfeeding				All				
	Percent of children who received:			Number of children age 6-23 months	Percent of children who received:			Number of children age 6-23 months	Percent of children who received:			Number of children age 6-23 months	
	Minimum dietary diversity <sup>A</sup>	Minimum meal frequency <sup>B</sup>	Minimum acceptable diet <sup>1,C</sup>		Minimum dietary diversity <sup>A</sup>	Minimum meal frequency <sup>B</sup>	Minimum acceptable diet <sup>2,C</sup>		At least 2 milk feeds <sup>3</sup>	Minimum dietary diversity <sup>4,A</sup>	Minimum meal frequency <sup>5,B</sup>		Minimum acceptable diet <sup>C</sup>
<b>Total</b>	<b>65.9</b>	<b>96.2</b>	<b>65.4</b>	<b>644</b>	<b>74.8</b>	<b>98.5</b>	<b>62.1</b>	<b>81.4</b>	<b>409</b>	<b>69.4</b>	<b>97.1</b>	<b>64.1</b>	<b>1052</b>
<b>Sex</b>													
Male	64.8	95.3	64.0	341	76.5	99.2	62.7	80.0	224	69.5	96.8	63.4	565
Female	67.1	97.3	67.0	303	72.8	97.6	61.4	83.0	184	69.3	97.4	64.9	487
<b>Area</b>													
Urban	65.5	96.1	65.0	243	72.0	98.6	58.3	79.8	169	68.2	97.1	62.3	412
Rural	66.1	96.3	65.6	401	76.9	98.5	64.8	82.5	240	70.2	97.1	65.3	640
<b>Region</b>													
Ashgabat city	67.7	95.6	66.9	65	66.6	98.7	58.5	90.2	51	67.2	96.9	63.2	116
Akhala velayat	64.0	96.9	64.0	70	79.2	98.4	71.6	91.7	93	72.7	97.8	68.3	163
Balkan velayat	76.3	96.2	72.5	27	(73.6)	(97.9)	(69.6)	(96.0)	18	75.2	96.9	71.3	45
Dashoguz velayat	85.2	99.3	85.2	153	(73.1)	(100.0)	(70.2)	(97.1)	47	82.4	99.5	81.7	200
Lebap velayat	63.9	92.9	62.9	177	88.2	98.2	67.4	74.0	135	74.4	95.2	64.8	312
Mary velayat	47.0	97.0	47.0	151	(48.8)	(98.2)	(32.3)	(59.5)	65	47.5	97.4	42.6	216
<b>Age (in months)</b>													
6-8	43.4	89.1	43.2	156	(*)	(*)	(*)	(*)	11	42.7	89.8	41.2	167
9-11	63.5	97.9	62.5	175	(*)	(*)	(*)	(*)	20	62.2	98.2	60.9	195
12-17	75.7	98.4	75.3	211	77.2	100.0	66.5	87.5	105	76.2	99.0	72.3	316
18-23	84.4	99.7	84.1	101	77.4	97.7	63.6	79.0	273	79.3	98.3	69.1	374
<b>Mother's education</b>													
Pre-primary or none	-	-	-	0	-	-	-	-	-	-	-	-	0
Primary or secondary	64.6	95.8	64.1	540	76.2	98.7	62.8	81.2	332	69.0	96.9	63.6	871
Primary vocational	(73.8)	(100.0)	(73.8)	47	(72.5)	(98.3)	(63.5)	(89.0)	39	73.2	99.2	69.1	86
Secondary vocational	(75.2)	(100.0)	(75.2)	28	(*)	(*)	(*)	(*)	16	(72.6)	(100.0)	(69.8)	44
Higher	(67.7)	(94.4)	(65.6)	28	(63.4)	(94.7)	(50.4)	(74.1)	22	65.8	94.5	59.0	50
<b>Mother's functional difficulties</b>													
Has functional difficulty	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	2
Has no functional difficulty	65.8	96.2	65.2	641	74.8	98.5	62.2	81.9	400	69.2	97.1	64.1	1041
No information	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	8	(*)	(*)	(*)	9
<b>Native language of household head</b>													
Turkmen	64.9	96.3	64.3	561	74.9	98.3	61.4	80.0	372	68.9	97.1	63.2	933
Uzbek	(87.1)	(97.9)	(87.1)	60	(*)	(*)	(*)	(*)	22	84.2	98.5	81.8	82
Russian	(*)	(*)	(*)	14	(*)	(*)	(*)	(*)	9	(*)	(*)	(*)	22
Other language	(*)	(*)	(*)	9	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	15
<b>Wealth index quintile</b>													
Poorest	70.5	95.3	70.5	154	85.9	98.4	66.9	78.0	82	75.8	96.4	69.2	235
Second	66.7	98.8	65.5	141	80.5	98.5	66.0	75.6	74	71.5	98.7	65.7	215
Middle	67.3	95.1	67.1	139	74.3	99.0	61.4	82.5	83	69.9	96.5	65.0	222
Fourth	60.4	98.0	60.1	108	66.3	98.9	58.9	89.4	90	63.1	98.4	59.5	199
Richest	61.9	93.8	61.0	102	68.6	97.7	57.9	79.8	80	64.8	95.5	59.6	182

<sup>1</sup> MICS indicator TC.39a - Minimum acceptable diet (breastfed children)

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

<sup>3</sup> MICS indicator TC.40 - Milk feeding frequency for non-breastfed children

<sup>4</sup> MICS indicator TC.41 - Minimum dietary diversity

<sup>5</sup> MICS indicator TC.42 - Minimum meal frequency

<sup>A</sup> 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.

<sup>B</sup> 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.

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

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

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

"-" denotes 0 unweighted case in the denominator

**Table TC.7.8: Bottle feeding**

Percentage of children age 0-23 months who were fed with a bottle with a nipple during the previous day, Turkmenistan, 2019

	Percentage of children age 0-23 months fed with a bottle with a nipple <sup>1</sup>	Number of children age 0-23 months
<b>Total</b>	<b>38.6</b>	<b>1326</b>
<b>Sex</b>		
Male	37.1	712
Female	40.4	613
<b>Area</b>		
Urban	40.7	530
Rural	37.3	795
<b>Region</b>		
Ashgabat city	39.4	152
Akhhal velayat	31.0	200
Balkan velayat	45.8	59
Dashoguz velayat	35.0	256
Lebap velayat	35.2	399
Mary velayat	51.3	260
<b>Age (in months)</b>		
0-5	22.9	273
6-11	53.2	362
12-23	37.2	690
<b>Mother's education</b>		
Pre-primary or none	-	0
Primary or secondary	37.6	1082
Primary vocational	36.7	114
Secondary vocational	45.1	62
Higher	52.7	68
<b>Mother's functional difficulties</b>		
Has functional difficulty	(*)	3
Has no functional difficulty	38.6	1312
No information	(*)	10
<b>Native language of household head</b>		
Turkmen	38.9	1181
Uzbek	30.5	99
Russian	(57.2)	27
Other language	(*)	18
<b>Wealth index quintile</b>		
Poorest	32.7	297
Second	37.1	270
Middle	39.3	270
Fourth	37.7	258
Richest	48.4	231

<sup>1</sup> MICS indicator TC.43 - Bottle feeding

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

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

"-" denotes 0 unweighted case in the denominator

## 7.2 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.<sup>77</sup> 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.<sup>78</sup> The Sustainable Development Goal target 2.2 is to reduce the prevalence of stunting among children under five by 40 percent between 2012 and 2025 as well as to reduce wasting to <5 percent 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.<sup>79</sup> 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.

---

<sup>77</sup> 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

<sup>78</sup> 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

<sup>79</sup> WHO. *Child Growth Standards*. Technical Report, Geneva: WHO Press, 2006. [http://www.who.int/childgrowth/standards/Technical\\_report.pdf?ua=1](http://www.who.int/childgrowth/standards/Technical_report.pdf?ua=1)

In MICS, weights and heights of all children under 5 years of age were measured using the anthropometric equipment recommended by UNICEF<sup>80</sup>. Findings in this section are based on the results of these 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 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. 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. The percentages of children by age and reasons for exclusion are given in tables DQ.3.4, DQ.3.5 and DQ.3.6 to assess the quality of the data in Appendix D. The tables show that due to implausible measurements, and/or missing weight and/or height, less than one percent of children have been excluded from calculations of the weight-for-age indicator, 1 percent from the height-for-age indicator, and 1 percent for the weight-for-height indicator.

There is no evidence on any data quality issues that affect anthropometric indicators, such as heaping on age, out-transference (DQ.3.4 - DQ.3.6) or digit preference (DQ.3.7) in measurements.

---

<sup>80</sup> See MICS Supply Procurement Instructions: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 23, 2018. <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, Turkmenistan, 2019

	Weight for age			Number of children with weight and age <sup>A</sup>	Height for age			Number of children with height and age <sup>A</sup>	Weight for height			Number of children with weight and height <sup>A</sup>		
	Underweight		Mean Z-Score (SD)		Stunted		Mean Z-Score (SD)		Wasted		Overweight		Mean Z-Score (SD)	
	Percent below - 2 SD <sup>1</sup>	- 3 SD <sup>2</sup>			Percent below - 2 SD <sup>3</sup>	- 3 SD <sup>4</sup>			Percent below - 2 SD <sup>5</sup>	- 3 SD <sup>6</sup>	Percent above + 2 SD <sup>7</sup>			+ 3 SD <sup>8</sup>
<b>Total</b>	<b>3.1</b>	<b>0.5</b>	<b>-0.1</b>	<b>3653</b>	<b>7.1</b>	<b>2.4</b>	<b>-0.1</b>	<b>3644</b>	<b>4.1</b>	<b>1.1</b>	<b>3.1</b>	<b>0.6</b>	<b>0.0</b>	<b>3641</b>
<b>Sex</b>														
Male	3.5	0.6	-0.1	1890	7.4	2.5	-0.2	1887	4.7	1.3	3.7	0.6	0.0	1881
Female	2.6	0.4	-0.1	1763	6.8	2.3	-0.1	1757	3.5	0.8	2.4	0.7	0.0	1760
<b>Area</b>														
Urban	2.0	0.6	-0.1	1412	5.8	1.7	-0.1	1408	4.1	1.0	2.4	0.5	-0.1	1406
Rural	3.8	0.5	-0.1	2242	7.9	2.9	-0.2	2236	4.1	1.1	3.5	0.8	0.0	2235
<b>Region</b>														
Ashgabat city	1.1	0.2	-0.1	392	3.2	0.5	0.2	391	6.9	2.4	2.5	0.5	-0.4	390
Akhhal velayat	3.1	0.8	-0.2	521	4.0	0.9	0.0	521	4.4	1.0	0.7	0.0	-0.2	519
Balkan velayat	0.5	0.0	0.0	167	4.5	0.6	-0.1	168	2.0	1.0	1.6	0.2	0.1	167
Dashoguz velayat	3.9	0.3	-0.3	664	7.5	2.9	-0.5	660	3.6	0.4	4.1	1.1	0.0	660
Lebap velayat	2.8	0.4	-0.3	1057	7.8	1.2	-0.6	1054	1.3	0.3	2.3	0.1	0.1	1056
Mary velayat	4.1	0.9	0.3	852	10.2	5.6	0.5	849	7.0	2.1	5.2	1.5	-0.1	850
<b>Age (in months)</b>														
0-5	6.0	2.4	-0.2	273	6.6	2.5	0.3	271	11.8	3.8	2.9	1.1	-0.4	270
6-11	5.9	1.0	-0.1	361	7.5	3.8	0.2	361	8.5	1.0	4.0	1.4	-0.2	360
12-17	3.7	1.1	-0.2	316	12.6	5.6	-0.3	316	1.0	0.4	2.1	1.3	-0.1	316
18-23	3.7	0.6	-0.2	369	15.3	5.8	-0.5	367	3.1	0.9	5.2	0.9	0.1	368
24-35	2.4	0.0	0.0	780	6.5	1.9	-0.1	778	4.7	1.8	2.5	0.4	0.0	780
36-47	2.2	0.2	-0.1	759	5.2	1.1	-0.3	759	4.0	0.9	3.1	0.3	0.0	758
48-59	1.7	0.1	0.0	796	3.5	0.6	-0.1	792	0.7	0.0	2.8	0.3	0.0	790
<b>Mother's education</b>														
Pre-primary or none	-	-	-	0	-	-	-	0	-	-	-	-	-	0
Primary or secondary	3.4	0.5	-0.1	3001	7.9	2.7	-0.2	2996	3.8	1.1	3.0	0.5	0.0	2991
Primary vocational	1.8	1.2	-0.1	295	2.5	0.8	-0.1	292	4.8	1.7	3.9	1.3	0.0	293
Secondary vocational	1.9	0.4	0.1	179	6.5	1.5	0.2	179	5.8	1.4	3.8	0.8	-0.1	179
Higher	1.1	0.0	0.0	178	1.8	1.0	0.2	177	5.6	0.0	2.9	1.2	-0.1	178
<b>Mother's age at birth</b>														
Less than 20	1.2	0.0	-0.1	261	4.2	0.6	-0.2	261	3.1	1.1	3.4	0.3	0.0	261
20-34	3.3	0.6	-0.1	3046	7.4	2.5	-0.1	3039	4.0	1.0	3.2	0.7	0.0	3036
35-49	2.4	0.4	-0.2	317	7.0	2.2	-0.2	314	5.6	1.8	1.5	0.4	-0.2	314
No information on biological mother	(*)	(*)	(*)	29	(*)	(*)	(*)	29	(*)	(*)	(*)	(*)	(*)	29
<b>Mother's functional difficulties</b>														
Has functional difficulty	(*)	(*)	(*)	19	(*)	(*)	(*)	19	(*)	(*)	(*)	(*)	(*)	19
Has no functional difficulty	3.0	0.5	-0.1	3592	7.2	2.4	-0.1	3582	4.1	1.1	3.1	0.7	0.0	3579
No information	(3.1)	(0.0)	(0.0)	43	(4.9)	(3.1)	-(0.1)	43	(4.1)	(0.0)	(3.1)	(0.0)	(0.0)	43
<b>Native language of household head</b>														
Turkmen	3.0	0.6	-0.1	3218	6.9	2.3	-0.1	3209	4.3	1.2	3.1	0.5	-0.1	3206
Uzbek	3.2	0.3	-0.3	290	10.2	3.4	-0.7	289	0.9	0.0	1.6	0.9	0.1	290
Russian	5.0	0.0	0.1	70	6.2	3.3	0.2	70	5.7	2.6	8.7	4.9	0.0	70
Other language	3.9	0.0	0.2	75	5.1	1.6	0.5	75	6.6	0.0	2.3	0.0	0.0	75
<b>Wealth index quintile</b>														
Poorest	4.7	0.4	-0.3	820	8.3	2.6	-0.6	817	2.8	1.1	4.5	0.7	0.1	817
Second	2.3	0.2	0.0	796	7.0	2.1	0.0	793	3.5	0.3	3.0	0.7	0.0	793
Middle	3.5	0.8	0.0	733	7.8	3.8	0.1	731	5.6	1.6	3.3	1.0	-0.1	731
Fourth	3.5	0.8	-0.2	692	7.6	2.3	-0.2	692	3.7	0.9	2.1	0.4	0.0	690
Richest	0.8	0.3	-0.1	613	4.4	0.9	0.1	611	5.4	1.6	2.2	0.3	-0.2	610

<sup>1</sup> MICS indicator TC.44a - Underweight prevalence (moderate and severe)

<sup>2</sup> MICS indicator TC.44b - Underweight prevalence (severe)

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

<sup>4</sup> MICS indicator TC.45b - Stunting prevalence (severe)

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

<sup>6</sup> MICS indicator TC.46b - Wasting prevalence (severe)

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

<sup>8</sup> MICS indicator TC.47b - Overweight prevalence (severe)

<sup>A</sup> 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.

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

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

"-" denotes 0 unweighted case in the denominator

### 7.3 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.<sup>81</sup> Children's early experiences with responsive caregiving serves an important neurological function and these interactions can boost cognitive, physical, social and emotional development.<sup>82</sup> 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 for children age 2-4 years, while results for children age 12-23 months are presented in the Table TC10.1A. 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.<sup>83</sup> 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.

---

<sup>81</sup> 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.

<sup>82</sup> 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.

<sup>83</sup> 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, Turkmenistan, 2019

	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 <sup>1</sup>	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Percentage of children living with their:		Father		Mother		
				Father	Mother	Percentage of children with whom fathers have engaged in four or more activities <sup>2</sup>	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities <sup>3</sup>	Mean number of activities with mothers	
<b>Total</b>	<b>89.8</b>	<b>5.0</b>	<b>0.0</b>	<b>90.9</b>	<b>98.2</b>	<b>13.3</b>	<b>2.0</b>	<b>74.8</b>	<b>4.4</b>	<b>2359</b>
<b>Sex</b>										
Male	89.6	5.0	0.0	91.2	98.2	13.4	2.0	74.3	4.4	1189
Female	90.1	5.0	0.0	90.5	98.1	13.1	1.9	75.4	4.5	1170
<b>Area</b>										
Urban	90.2	5.1	0.0	86.7	98.0	18.0	2.0	76.0	4.5	898
Rural	89.6	5.0	0.0	93.4	98.3	10.4	1.9	74.1	4.4	1462
<b>Region</b>										
Ashgabat city	92.3	5.4	0.0	89.5	99.0	40.6	2.7	83.7	5.0	247
Akhhal velayat	99.8	5.8	0.0	96.9	99.5	23.6	2.7	98.3	5.6	322
Balkan velayat	80.5	4.6	0.0	89.9	99.4	3.8	1.7	61.0	3.9	111
Dashoguz velayat	99.0	5.4	0.0	89.1	97.2	18.5	1.9	87.5	4.8	417
Lebap velayat	87.9	4.9	0.0	87.6	97.4	4.3	1.5	52.7	3.5	662
Mary velayat	81.0	4.5	0.0	93.2	98.4	4.5	1.9	76.8	4.3	601
<b>Age</b>										
2	87.0	4.9	0.0	91.1	98.4	10.6	1.9	71.8	4.3	787
3	91.1	5.1	0.0	91.6	98.4	15.2	2.0	76.8	4.5	772
4	91.4	5.1	0.0	90.0	97.8	14.1	2.0	76.0	4.5	801
<b>Mother's education<sup>A</sup></b>										
Pre-primary or none	-	-	-	-	-	-	-	-	-	0
Primary or secondary	89.7	5.0	0.0	92.6	98.4	12.1	1.9	74.4	4.4	1942
Primary vocational	90.6	5.2	0.0	82.9	99.0	12.2	1.9	71.4	4.4	184
Secondary vocational	91.0	5.2	0.0	77.2	94.2	21.0	2.0	77.9	4.6	121
Higher	89.3	5.2	0.0	88.1	97.9	27.5	2.4	84.2	4.8	112
<b>Father's education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Primary or secondary	90.1	5.0	0.0	100.0	99.0	12.3	2.0	75.2	4.4	1518
Primary vocational	84.8	4.9	0.0	100.0	99.5	9.8	2.0	64.3	4.1	223
Secondary vocational	94.0	5.3	0.0	100.0	100.0	19.2	2.5	85.4	4.8	162
Higher	89.5	5.2	0.0	100.0	100.0	27.1	2.6	83.6	4.8	241
Biological father not in the household	90.8	5.0	0.0	0.0	88.0	3.9	0.4	65.3	4.0	216
<b>Functional difficulties</b>										
Has functional difficulty	(74.2)	(4.7)	(0.0)	(77.9)	(100.0)	(8.9)	(1.4)	(60.4)	(4.1)	25
Has no functional difficulty	90.0	5.0	0.0	91.0	98.2	13.3	2.0	75.0	4.4	2334
<b>Native language of household head</b>										
Turkmen	89.7	5.0	0.0	92.0	98.5	13.7	2.0	75.0	4.5	2065
Uzbek	93.7	5.1	0.0	85.5	95.3	11.0	1.6	73.0	4.2	193
Russian	98.8	5.5	0.0	64.6	98.4	19.8	1.7	86.9	5.0	45
Other language	74.7	4.5	0.0	89.9	96.9	2.6	1.7	64.4	4.1	57
<b>Wealth index quintile</b>										
Poorest	88.5	4.9	0.0	90.8	97.9	8.7	1.7	63.0	4.0	534
Second	87.7	4.8	0.0	94.4	98.4	5.8	1.8	72.3	4.2	528
Middle	89.1	5.0	0.0	91.9	97.4	11.1	2.0	78.0	4.5	465
Fourth	91.8	5.3	0.0	91.1	99.0	15.1	2.1	82.7	4.8	437
Richest	93.3	5.3	0.0	84.8	98.4	30.1	2.3	81.8	4.8	396

<sup>1</sup> MICS indicator TC.49a - Early stimulation and responsive care by any adult household member<sup>2</sup> MICS Indicator TC.49b - Early stimulation and responsive care by father<sup>3</sup> MICS Indicator TC.49c - Early stimulation and responsive care by mother<sup>A</sup> In this table and throughout the report, mother's education refers to educational attainment of mothers as well as caretakers of children under 5, who are the respondents to the under-5 questionnaire if the mother is deceased or is living elsewhere

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

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

"- " denotes 0 unweighted case in the denominator

**Table TC.10.1A: Support for learning for children age 12-23 months**

Percentage of children age 12-23 months 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, Turkmenistan, 2019

	Adult household members			Percentage of children living with their:		Father		Mother		
	Percentage of children with whom adult household members have engaged in four or more activities <sup>1</sup>	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Percentage of children living with their:		Percentage of children with whom fathers have engaged in four or more activities <sup>2</sup>	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities <sup>3</sup>	Mean number of activities with mothers	Number of children age 12-23 months
				Father	Mother					
<b>Total</b>	<b>71.3</b>	<b>4.5</b>	<b>0.0</b>	<b>92.1</b>	<b>98.4</b>	<b>7.4</b>	<b>1.8</b>	<b>60.0</b>	<b>4.1</b>	<b>690</b>
<b>Sex</b>										
Male	69.6	4.5	0.0	93.6	98.7	6.9	1.7	59.6	4.1	369
Female	73.3	4.5	0.0	90.4	98.0	7.9	1.8	60.4	4.0	321
<b>Area</b>										
Urban	71.5	4.5	0.0	89.0	98.2	10.6	1.9	64.1	4.2	268
Rural	71.2	4.4	0.0	94.1	98.5	5.3	1.7	57.3	4.0	422
<b>Region</b>										
Ashgabat city	65.5	4.4	0.0	90.6	98.9	15.1	2.0	65.5	4.3	82
Akhal velayat	93.5	5.0	0.0	98.4	98.0	11.3	2.4	89.3	4.8	107
Balkan velayat	59.6	4.1	0.0	94.2	100.0	2.9	1.6	54.0	3.7	29
Dashoguz velayat	88.7	5.1	0.0	92.3	99.1	15.9	1.7	77.4	4.8	133
Lebap velayat	59.5	4.1	0.0	86.1	97.1	2.2	1.4	32.4	3.2	199
Mary velayat	60.3	4.0	0.0	96.1	99.1	0.0	2.0	58.0	3.9	139
<b>Mother's education<sup>A</sup></b>										
Pre-primary or none	-	-	-	-	-	-	-	-	-	0
Primary or secondary	69.5	4.4	0.0	92.6	98.3	7.2	1.8	58.3	4.0	574
Primary vocational	81.7	4.6	0.0	90.3	98.4	2.3	1.6	62.6	4.2	57
Secondary vocational	(88.1)	(4.9)	(0.0)	(95.9)	(100.0)	(21.3)	(2.4)	(83.5)	(4.7)	25
Higher	(72.7)	(4.5)	(0.0)	(84.4)	(98.1)	(8.7)	(1.8)	(66.2)	(4.3)	34
<b>Father's education</b>										
Pre-primary or none	-	-	-	-	-	-	-	-	-	0
Primary or secondary	70.9	4.4	0.0	100.0	99.7	8.0	1.8	58.9	4.0	450
Primary vocational	58.8	4.2	0.0	100.0	100.0	5.2	2.0	52.9	4.0	58
Secondary vocational	85.6	4.8	0.0	100.0	100.0	9.0	2.1	81.6	4.6	55
Higher	72.9	4.5	0.0	100.0	100.0	8.5	2.1	64.7	4.2	73
Biological father not in the household	71.7	4.5	0.0	0.0	82.1	1.1	0.5	48.4	3.6	54
<b>Native language of household head</b>										
Turkmen	71.0	4.4	0.0	92.6	98.3	6.5	1.8	59.6	4.0	611
Uzbek	(75.9)	(4.9)	(0.0)	(91.4)	(98.6)	(11.2)	(1.4)	(64.5)	(4.3)	56
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	12
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
<b>Wealth index quintile</b>										
Poorest	68.6	4.3	0.0	89.3	95.1	4.5	1.4	46.0	3.7	153
Second	64.4	4.3	0.0	90.2	100.0	2.5	1.5	50.8	3.9	150
Middle	76.2	4.5	0.0	97.9	100.0	7.7	2.0	70.5	4.3	151
Fourth	76.4	4.6	0.0	94.7	98.2	8.4	2.0	68.6	4.3	118
Richest	72.3	4.6	0.0	88.3	98.6	15.7	2.1	67.5	4.4	119

<sup>1</sup> Survey specific indicator TC.S1 - Early stimulation and responsive care by any adult household member (children age 12-23 months)<sup>2</sup> Survey specific indicator TC.S2 - Early stimulation and responsive care by father (children age 12-23 months)<sup>3</sup> Survey specific indicator TC.S3 - Early stimulation and responsive care by mother (children age 12-23 months)<sup>A</sup> In this table and throughout the report, mother's education refers to educational attainment of mothers as well as caretakers of children under 5, who are the respondents to the under-5 questionnaire if the mother is deceased or is living elsewhere

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

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

"-" denotes 0 unweighted case in the denominator



**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, Turkmenistan, 2019

	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 <sup>1</sup>	10 or more children's books	Homemade toys	Toys from a shop/manufactured toys	Household objects/objects found outside	Two or more types of playthings <sup>2</sup>	
<b>Total</b>	<b>32.3</b>	<b>5.5</b>	<b>31.7</b>	<b>96.4</b>	<b>71.1</b>	<b>75.3</b>	<b>3682</b>
<b>Sex</b>							
Male	32.0	5.2	31.7	96.2	71.4	75.8	1901
Female	32.6	5.7	31.6	96.6	70.7	74.7	1781
<b>Area</b>							
Urban	43.0	10.5	27.0	96.2	68.2	72.0	1428
Rural	25.5	2.3	34.6	96.5	72.9	77.3	2254
<b>Region</b>							
Ashgabat city	72.8	21.0	16.6	96.2	65.4	67.4	399
Akhal velayat	36.9	7.8	18.5	97.5	46.3	51.7	521
Balkan velayat	19.2	2.1	35.1	94.3	68.1	74.8	170
Dashoguz velayat	17.6	0.0	76.4	95.8	83.9	93.2	673
Lebap velayat	25.1	4.5	26.9	96.8	74.1	74.7	1058
Mary velayat	33.6	3.0	16.8	96.2	75.5	79.9	861
<b>Age</b>							
0-1	11.9	1.9	20.4	90.9	49.3	53.8	1323
2-4	43.7	7.5	38.0	99.5	83.3	87.3	2359
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	28.6	4.0	34.2	96.5	72.1	76.8	3021
Primary vocational	40.2	8.5	21.2	96.5	69.0	71.4	298
Secondary vocational	56.1	14.2	23.6	94.3	65.6	66.5	184
Higher	56.3	15.5	14.6	96.0	63.2	64.6	180
<b>Functional difficulties (age 2-4 years)</b>							
Has functional difficulty	(44.7)	(11.8)	(12.5)	(83.7)	(63.1)	(66.2)	25
Has no functional difficulty	43.7	7.4	38.2	99.6	83.5	87.6	2334
<b>Native language of household head</b>							
Turkmen	32.4	5.4	29.2	96.3	69.7	73.8	3242
Uzbek	22.8	1.2	61.3	97.5	84.0	91.9	292
Russian	69.4	31.1	13.5	97.9	63.1	63.1	72
Other language	26.8	2.3	39.3	95.2	86.2	87.2	75
<b>Wealth index quintile</b>							
Poorest	16.8	0.6	45.4	96.6	78.5	82.9	829
Second	26.0	1.9	33.4	96.2	74.2	79.3	797
Middle	30.5	3.9	30.1	96.8	70.8	75.1	735
Fourth	37.0	7.4	25.6	95.8	63.1	67.4	694
Richest	57.5	16.2	19.7	96.5	66.3	69.0	627

<sup>1</sup> MICS indicator TC.50 - Availability of children's books<sup>2</sup> MICS indicator TC.51 - Availability of playthings

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

"-" denotes 0 unweighted case in the denominator

**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, Turkmenistan, 2019

	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 <sup>1</sup>	
<b>Total</b>	<b>0.7</b>	<b>1.9</b>	<b>2.4</b>	<b>3682</b>
<b>Sex</b>				
Male	0.8	2.3	2.9	1901
Female	0.5	1.4	1.8	1781
<b>Residence</b>				
Urban	0.5	1.9	2.3	1428
Rural	0.8	1.9	2.4	2254
<b>Region</b>				
Ashgabat city	0.4	0.0	0.4	399
Akhal velayat	2.0	0.2	2.2	521
Balkan velayat	0.2	6.6	6.6	170
Dashoguz velayat	0.3	0.0	0.3	673
Lebap velayat	0.4	3.2	3.3	1058
Mary velayat	0.7	2.6	2.9	861
<b>Age</b>				
0-1	0.3	0.9	1.2	1323
2-4	0.8	2.4	3.1	2359
<b>Mother's education</b>				
Pre-primary or none	-	-	-	0
Primary or secondary	0.7	1.9	2.4	3021
Primary vocational	0.6	1.2	1.7	298
Secondary vocational	0.0	3.4	3.4	184
Higher	0.4	1.3	1.7	180
<b>Functional difficulties (age 2-4 years)</b>				
Has functional difficulty	(4.5)	(0.0)	(4.5)	25
Has no functional difficulty	0.8	2.5	3.0	2334
<b>Native language of household head</b>				
Turkmen	0.7	2.0	2.5	3242
Uzbek	0.4	0.8	1.2	292
Russian	0.0	0.0	0.0	72
Other language	0.0	2.0	2.0	75
<b>Wealth index quintile</b>				
Poorest	0.1	2.0	2.1	829
Second	1.3	2.6	3.3	797
Middle	0.3	1.8	1.9	735
Fourth	1.2	1.3	2.6	694
Richest	0.3	1.5	1.8	627

<sup>1</sup> MICS indicator TC.52 - Inadequate supervision

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

"-" denotes 0 unweighted case in the denominator

## 7.4 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.<sup>84</sup> 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.<sup>85</sup>

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 Turkmenistan. 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.

---

<sup>84</sup> 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](https://www.thelancet.com/pb-assets/Lancet/stories/series/ecd/Lancet_ECD_Executive_Summary.pdf).

<sup>85</sup>Shonkoff, J. and D. Phillips. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press, 2000.; United Nations Children's Fund, *Early Moments Matter*, New York: UNICEF, 2017.

**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, Turkmenistan, 2019

	Percentage of children age 3–4 years who are developmentally on track for indicated domains				Early child development index score <sup>1</sup>	Number of children age 3–4 years
	Literacy-numeracy	Physical	Social-Emotional	Learning		
<b>Total</b>	<b>20.2</b>	<b>99.6</b>	<b>94.9</b>	<b>98.9</b>	<b>95.0</b>	<b>1573</b>
<b>Sex</b>						
Male	20.6	99.6	94.6	98.8	94.7	770
Female	19.9	99.7	95.3	98.9	95.3	803
<b>Area</b>						
Urban	30.9	99.8	95.2	98.9	95.4	594
Rural	13.8	99.6	94.8	98.8	94.7	979
<b>Region</b>						
Ashgabat city	56.4	100.0	98.2	100.0	99.2	164
Akhal velayat	19.2	100.0	99.6	100.0	99.6	218
Balkan velayat	25.0	100.0	94.1	100.0	95.7	77
Dashoguz velayat	15.2	99.0	93.8	98.5	92.8	279
Lebap velayat	14.7	99.3	89.3	97.9	89.4	434
Mary velayat	14.7	100.0	98.1	98.8	98.2	401
<b>Age</b>						
3	10.4	100.0	95.2	99.1	95.1	772
4	29.8	99.3	94.7	98.6	94.9	801
<b>Attendance to early childhood education</b>						
Attending	27.6	100.0	95.5	98.7	96.0	642
Not attending	15.2	99.4	94.6	99.0	94.3	931
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	-	0
Primary or secondary	17.4	99.7	94.9	99.0	94.9	1286
Primary vocational	21.7	98.6	95.3	96.4	92.3	124
Secondary vocational	41.2	100.0	95.4	100.0	97.8	91
Higher	42.0	100.0	93.6	100.0	97.5	72
<b>Functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	16
Has no functional difficulty	20.4	100.0	95.0	99.2	95.4	1557
<b>Native language of household head</b>						
Turkmen	20.2	99.6	94.6	98.7	94.5	1379
Uzbek	14.3	100.0	96.6	100.0	98.0	129
Russian	(50.6)	(100.0)	(97.6)	(100.0)	(100.0)	30
Other language	(17.8)	(100.0)	(99.4)	(100.0)	(99.4)	36
<b>Wealth index quintile</b>						
Poorest	12.6	98.8	91.0	96.8	89.7	341
Second	12.5	99.6	94.9	99.1	95.2	361
Middle	15.3	100.0	96.8	100.0	97.3	311
Fourth	24.7	100.0	96.6	99.5	97.0	289
Richest	41.3	100.0	96.0	99.2	96.7	270

<sup>1</sup> MICS indicator TC.53- Early child development index; SDG Indicator 4.2.1

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

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

"-" denotes 0 unweighted case in the denominator

## 8.1 BACKGROUND

Turkmenistan's most valuable resource is its people, and the realization of their potential with equity depends largely on their development during the early years of their lives. This represents the foundation for their physical and mental health, emotional security, cultural and personal identity, and development of competencies. To achieve this, all young children have interrelated requirements for physical nurturing, emotional care and guidance, as well as for time and space for play, exploration and learning, so that they develop fully.

Turkmenistan has a network of preschool institutions for education and learning of children of preschool age. Types of preschool institutions depending on the conditions of their functioning are: crèches, combined crèches-kindergartens, kindergartens and other. State education administration bodies provide methodological guidance and monitor the activities of all preschool institutions, regardless of their departmental affiliation and ownership. An integral part of preschool education is the preparation of preschool children for the primary education curriculum, which is compulsory and implemented in the family, in preschool or other educational institutions. Preparation for the educational program of primary education begins with children reaching the age of five years in the year of the beginning of education (by the end of calendar year).

In Turkmenistan, children enter primary school at the age of 6<sup>86</sup> in accordance with the Law on Education of May 4, 2013 (from 2013/2014 school year), lower secondary school – at the age of 10 and upper secondary school – at the age of 16. There are 4 grades in primary school, 6 grades in lower secondary school and 2 grades in upper secondary school (12 classes in total). According to the previous Law on Education, children entered primary school at the age of 7 and studied 3 classes in primary school and 7 classes in secondary school (10 classes in total). The education on the twelve-year program during eleven years was provided for children, who were enrolled to the secondary school in the period of 2004/2005 – 2012/2013 school years as well as for children being enrolled at age seven years to the secondary school in 2013/2014 school year.<sup>87</sup> Taking into account the changes in the Law on Education of May 4, 2013, separate calculations were applied for children born in 2006 or earlier, and for those born later to take into account this change in the age eligibility criteria, as well as change in the number of classes in primary and secondary school. In primary schools, classes are referred to as grade 1 to grade 4 (grade 1 to grade 3 under the previous Law). In secondary school, grades are referred to as grade 5 to grade 12 (grade 4 to 11 under the previous Law). The school year typically runs from September of one year to June of the following year.

This report presents data on education in accordance with the International Standard Classification of Education (ISCED) and the National Education System of Turkmenistan.

---

<sup>86</sup> When calculating indicators, the age of the child was calculated on the basis of the year of birth (age by the end of calendar year) in order to reflect timely admission of children to school, in accordance with Article 21, Paragraph 3 of the Law.

<sup>87</sup> [http://turkmenistan.gov.tm/\\_eng/?id=1943](http://turkmenistan.gov.tm/_eng/?id=1943)

## 8.2 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.

The overarching legal and policy framework for young children's rights are explicitly included in the Constitution of Turkmenistan and the Law of Turkmenistan on Guarantees of the Rights of a Child 2014, as well as implicitly in the National Programme for Socioeconomic Development of Turkmenistan 2019-2025 and in the new edition of the National Programme of the President of Turkmenistan on the Development of Social and Living Conditions of Residents of Villages, Communities, Towns and Regional Centres up to 2020. Additional support for Early Childhood Development has come from the Concept Paper on Transition to 12-Year General Secondary Education in Turkmenistan, as well as the President's Ordinances and Government Resolutions on improvements in the education sector. Adoption and implementation of the MNCAH Strategy and Action Plan for 2015-2019 on Protection of the Health of Mothers, Newborns, Children and Adolescents in Turkmenistan", "Concept on Implementation for Developmental Pediatrics and Early Intervention in Turkmenistan", Action Plan for 2016-2020 and the National Strategy for the Early Development of the Child in Turkmenistan for 2020-2025 provide significant support for ECD.

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<sup>88</sup> at the end of the calendar year.

Specifically, the table presents the percent distribution of children age one year younger than the official primary school entry age at the end of the calendar 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 (adjusted<sup>89</sup>). The official primary school entry age in Turkmenistan is age 6 years.<sup>88</sup> In Turkmenistan, the school year begins in September.

Additionally, Table LN.1.2 presents parity indices in support of SDG indicator 4.5.1, specifically on the gender, wealth and area 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 ISCED (for attendance to primary, lower and upper secondary school) and LN.2.8 (primary and secondary), and in Tables LN.4.1 and LN.4.2 (for reading and numeracy skills, respectively).

In order to better understand the reasons for non-attendance to early childhood education programmes, survey-specific questions were introduced. The categories of answers were classified into 3 broader groups: parental attitudes, access issues and other reasons. The reasons for non-attendance that fall into the first category are: child is under the care of the member of household, under the care of relatives or under the care of baby/child nanny. Reasons aggregated within the access issues are: service is too expensive and absence of any institution nearby. Results are shown in the Table LN.1.2A

---

<sup>88</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year.

<sup>89</sup> 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 end of the calendar 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, Turkmenistan, 2019

	Percentage of children age 36-59 months attending early childhood education <sup>1</sup>	Number of children age 36-59 months
<b>Total</b>	<b>40.8</b>	<b>1571</b>
<b>Sex</b>		
Male	39.9	769
Female	41.6	802
<b>Area</b>		
Urban	64.7	592
Rural	26.4	979
<b>Region</b>		
Ashgabat city	69.2	163
Akhala velayat	28.5	218
Balkan velayat	56.6	77
Dashoguz velayat	16.7	278
Lebap velayat	41.7	434
Mary velayat	48.6	401
<b>Age (in months)</b>		
36-47	39.1	770
48-59	42.5	801
<b>Mother's education</b>		
Pre-primary or none	-	0
Primary or secondary	33.2	1284
Primary vocational	65.2	124
Secondary vocational	77.6	91
Higher	87.4	72
<b>Child's functional difficulties</b>		
Has functional difficulty	(*)	16
Has no functional difficulty	40.9	1555
<b>Native language of household head</b>		
Turkmen	40.8	1377
Uzbek	35.6	129
Russian	(77.0)	30
Other language	(28.9)	36
<b>Wealth index quintile</b>		
Poorest	17.4	341
Second	33.8	360
Middle	37.1	311
Fourth	47.6	289
Richest	76.8	269

<sup>1</sup> MICS indicator LN.1 - Attendance to early childhood education

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

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

“-“ denotes 0 unweighted case in the denominator

**Table LN.1.2: Participation rate in organised learning**

Percent distribution of children age one year younger than the official primary school entry age by the end of the calendar year<sup>A</sup>, by attendance to education, and attendance to an early childhood education programme or primary education (adjusted net attendance ratio), Turkmenistan, 2019

	Percent of children:				Total	Net attendance ratio <sup>1</sup>	Number of children age 5 by the end of calendar year <sup>A</sup>
	Attending an early childhood education programme	Attending primary education	Not attending an early childhood education programme or primary education				
<b>Total</b>	<b>47.6</b>	<b>2.2</b>	<b>50.2</b>	<b>100.0</b>	<b>49.8</b>	<b>868</b>	
<b>Sex</b>							
Male	46.9	2.0	51.1	100.0	48.9	427	
Female	48.3	2.4	49.3	100.0	50.7	441	
<b>Area</b>							
Urban	69.1	3.5	27.4	100.0	72.6	354	
Rural	32.9	1.2	65.9	100.0	34.1	514	
<b>Region</b>							
Ashgabat city	82.1	1.8	16.1	100.0	83.9	102	
Akhali velayat	28.1	3.5	68.3	100.0	31.7	121	
Balkan velayat	63.9	3.3	32.7	100.0	67.3	50	
Dashoguz velayat	14.8	0.9	84.3	100.0	15.7	145	
Lebap velayat	47.6	0.4	52.0	100.0	48.0	244	
Mary velayat	61.3	4.3	34.4	100.0	65.6	206	
<b>Mother's education</b>							
Pre-primary or none	(*)	(*)	(*)	100.0	(*)	1	
Primary or secondary	41.0	2.0	56.9	100.0	43.1	712	
Primary vocational	72.7	0.0	27.3	100.0	72.7	72	
Secondary vocational	76.5	8.1	15.4	100.0	84.6	53	
Higher	95.2	0.0	4.8	100.0	95.2	30	
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	100.0	(*)	7	
Has no functional difficulty	47.2	2.0	50.8	100.0	49.2	792	
No information	(52.7)	(2.3)	(45.1)	100.0	(54.9)	32	
<b>Native language of household head</b>							
Turkmen	48.6	2.2	49.2	100.0	50.8	735	
Uzbek	33.7	1.9	64.4	100.0	35.6	54	
Russian	(*)	(*)	(*)	100.0	(*)	20	
Other language	(*)	(*)	(*)	100.0	(*)	22	
<b>Wealth index quintile</b>							
Poorest	21.0	1.3	77.6	100.0	22.4	196	
Second	45.1	0.0	54.9	100.0	45.1	178	
Middle	43.1	3.3	53.6	100.0	46.4	169	
Fourth	51.7	5.4	42.8	100.0	57.2	171	
Richest	84.8	0.8	14.3	100.0	85.7	154	
<b>Parity indices</b>							
Sex							
Female/male <sup>2</sup>	1.03	1.21	0.96	na	1.04	na	
Wealth							
Poorest/Richest <sup>3</sup>	0.25	1.59	5.42	na	0.26	na	
Area							
Rural/Urban <sup>4</sup>	0.48	0.35	2.41	na	0.47	na	

<sup>1</sup> MICS indicator LN.2- Participation rate in organised learning (adjusted); SDG indicator 4.2.2

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

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

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

<sup>A</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year.

na: not applicable

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

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



**Table LN.1.2A: Non-attendance to an Early Childhood Education programme**

Percentage of children age 3-5 years who are not attending an Early childhood education programmes and percentage of children age 3-5 years who are not attending any early childhood education programme or school by reasons for non-attendance, Turkmenistan, 2019

	Percent of children age 3-5 years not attending early childhood education programmes	Number of children age 3-5 years	Percentage of children by reasons for non-attendance to an early childhood education programme <sup>1</sup> :								Number of children 3-5 years old not attending an early childhood education programme
			Parental attitudes			Access problems					
			Under the care of the member of household	Under the care of relatives	Under the care of baby/child nanny	Too expensive	Absence of any institution nearby	Parental attitudes <sup>1</sup>	Access problems <sup>2</sup>	Other reasons <sup>3</sup>	
<b>Total</b>	<b>56.4</b>	<b>2390</b>	<b>80.1</b>	<b>2.2</b>	<b>2.7</b>	<b>10.6</b>	<b>20.5</b>	<b>82.8</b>	<b>29.2</b>	<b>0.8</b>	<b>1349</b>
<b>Sex</b>											
Male	56.2	1197	78.3	3.1	2.7	10.3	20.6	81.6	29.5	0.5	673
Female	56.7	1193	81.8	1.3	2.7	10.9	20.5	84.0	28.9	1.1	676
<b>Area</b>											
Urban	33.1	934	80.7	7.2	3.3	11.3	6.7	85.1	16.5	1.8	310
Rural	71.4	1456	79.9	0.7	2.5	10.4	24.7	82.2	33.0	0.5	1039
<b>Region</b>											
Ashgabat city	29.4	288	87.2	18.2	7.0	0.0	0.0	91.0	0.0	0.0	84
Akhal velayat	70.2	351	82.7	0.0	0.0	13.3	11.8	82.7	24.5	0.8	246
Balkan velayat	40.8	117	64.4	0.0	0.8	11.2	15.2	65.2	26.4	1.8	48
Dashoguz velayat	83.3	406	71.9	0.7	8.9	1.8	27.3	80.1	29.1	0.0	338
Lebap velayat	55.9	619	74.3	2.0	0.0	24.1	37.4	74.6	55.3	2.3	346
Mary velayat	46.8	609	94.9	1.8	0.0	5.3	6.6	96.6	10.8	0.0	285
<b>Age of the child</b>											
3	60.9	770	79.3	2.3	3.6	9.7	20.2	82.2	27.5	0.1	469
4	57.5	801	81.8	1.4	3.0	10.1	19.8	84.8	28.2	0.3	461
5	51.1	819	79.0	2.9	1.3	12.1	21.7	81.4	32.1	2.1	419
<b>Mother's education</b>											
Pre-primary or none	-	0	-	-	-	-	-	-	-	-	0
Primary or secondary	63.6	1960	81.6	2.0	2.5	10.2	20.5	84.0	28.9	0.9	1247
Primary vocational	34.5	173	58.2	2.0	8.3	16.0	30.0	68.5	38.5	0.0	59
Secondary vocational	21.1	149	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	31
Higher	10.2	108	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
<b>Father's education</b>											
Pre-primary or none	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Primary or secondary	66.6	1500	81.3	1.7	2.3	10.6	22.2	82.9	31.1	0.2	999
Primary vocational	32.3	228	81.4	0.0	0.0	13.8	20.5	81.4	29.2	1.4	74
Secondary vocational	47.2	178	65.6	0.0	7.3	9.2	16.8	72.9	25.9	1.0	84
Higher	31.3	260	81.3	13.2	1.5	3.9	7.8	90.8	11.7	0.0	82
No information	49.2	224	78.6	2.0	5.7	14.1	17.8	85.5	26.8	6.1	110
<b>Mother's functional difficulties</b>											
Has functional difficulty	(*)	14	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	10
Has no functional difficulty	56.7	2338	79.9	2.2	2.7	10.5	20.8	82.7	29.4	0.8	1325
No information	(34.8)	38	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
<b>Native language of household head</b>											
Turkmen	56.4	2095	79.9	2.2	2.8	11.4	19.5	82.6	29.0	0.3	1182
Uzbek	64.4	179	76.4	0.0	2.9	5.9	30.3	79.3	34.5	5.8	115
Russian	14.6	54	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
Other language	(69.3)	62	(89.5)	(5.6)	(0.0)	(4.1)	(26.0)	(95.1)	(26.0)	(0.0)	43
<b>Wealth index quintile</b>											
Poorest	78.9	490	73.0	0.5	5.5	12.2	32.8	78.5	41.6	0.6	387
Second	65.1	522	81.5	1.7	2.2	12.3	22.3	83.1	32.5	0.1	340
Middle	61.3	482	84.9	0.0	0.4	9.4	17.0	85.3	24.9	0.8	296
Fourth	51.3	447	84.2	2.2	0.0	10.8	10.5	84.2	20.6	2.5	229
Richest	21.6	449	78.7	17.6	6.5	1.2	0.0	88.5	1.2	0.0	97

<sup>1</sup> Survey specific indicator LN.S1- Non-attendance to early childhood education programme due to parental attitudes

<sup>2</sup> Survey specific indicator LN.S2- Non-attendance to early childhood education programme due to access problems

<sup>3</sup> Survey specific indicator LN.S3 - Non-attendance to early childhood education programme due to other reasons

<sup>^</sup> Percentage of children by reasons for non-attendance to an early childhood education programme (Parental attitudes, Access problems and Other reasons) do not add to 100 percent as multiple answers were possible  
 na: not applicable

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

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

"a" denotes 0 unweighted case in the denominator

### 8.3 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 year<sup>90</sup>.

Ensuring that all girls and boys complete primary and secondary education is a target of the 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.

As mentioned, this report presents data on education in accordance with the International Standard Classification of Education (ISCED) and the National Education System of Turkmenistan (see section 8.1 Background).

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 primary school attendance age 6 to 9 years old who are attending primary or secondary school<sup>91</sup>, and those who are out of school. Similarly, the lower secondary school adjusted net attendance ratio is presented in Table LN.2.4 ISCED<sup>92</sup> and LN.2.4 (secondary school attendance) for children age 11 to 15 years attending lower secondary school.

In Table LN.2.5 ISCED and 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 end of the calendar 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.2.6 ISCED<sup>93</sup>.

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. Table LN.2.7 ISCED presents the 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 according to International Standard Classification of Education. 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 13 to 15 years

---

<sup>90</sup> 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.

<sup>91</sup> Ratios presented in this table are "adjusted" since they include not only primary school attendance, but also secondary school attendance in the numerator.

<sup>92</sup> 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.

<sup>93</sup> 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.

old, who completed primary education in Turkmenistan. Completion rates are also presented lower and upper secondary education.

The table also provides the “effective” transition rate<sup>94</sup>, 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 L.N.2.8 ISCED and 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. In the 2019 Turkmenistan MICS Parity indices by orphanhood status are not shown in the Table LN.2.8 due to the small number of unweighted cases for the category “Orphans”.

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.

---

<sup>94</sup> 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, Turkmenistan, 2019

	Percentage of children attending first grade who attended preschool in previous year <sup>1</sup>	Number of children attending first grade of primary school
<b>Total</b>	<b>52.4</b>	<b>796</b>
<b>Sex</b>		
Male	53.2	402
Female	51.6	394
<b>Area</b>		
Urban	77.2	330
Rural	34.8	466
<b>Region</b>		
Ashgabat city	93.2	85
Akhal velayat	41.9	88
Balkan velayat	71.9	44
Dashoguz velayat	25.9	134
Lebap velayat	45.3	206
Mary velayat	59.1	238
<b>Mother's education</b>		
Pre-primary or none	(*)	1
Primary or secondary	47.5	655
Primary vocational	79.7	55
Secondary vocational	(66.2)	43
Higher	(85.9)	40
<b>Mother's functional difficulties</b>		
Has functional difficulty	(*)	5
Has no functional difficulty	52.8	759
No information	(51.7)	32
<b>Native language of household head</b>		
Turkmen	52.8	673
Uzbek	55.0	74
Russian	(*)	16
Other language	(*)	33
<b>Wealth index quintile</b>		
Poorest	29.1	173
Second	47.0	158
Middle	41.1	164
Fourth	56.9	157
Richest	93.9	145

<sup>1</sup> MICS indicator LN.3 - School readiness

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

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

**Table LN.2.2: Primary school entry**

Percentage of children of primary school entry age entering grade 1 (net intake rate), Turkmenistan, 2019

	Percentage of children of primary school entry age entering grade 1 <sup>1</sup>	Number of children of primary school entry age
<b>Total</b>	<b>94.5</b>	<b>798</b>
<b>Sex</b>		
Male	94.1	407
Female	95.0	391
<b>Area</b>		
Urban	94.5	326
Rural	94.6	473
<b>Region</b>		
Ashgabat city	97.8	86
Akhhal velayat	89.1	88
Balkan velayat	92.9	44
Dashoguz velayat	94.4	138
Lebap velayat	93.9	215
Mary velayat	96.4	228
<b>Mother's education</b>		
Pre-primary or none	(*)	1
Primary or secondary	94.2	657
Primary vocational	98.5	56
Secondary vocational	(96.8)	38
Higher	(92.4)	46
<b>Mother's functional difficulties</b>		
Has functional difficulty	(*)	4
Has no functional difficulty	94.3	765
No information	(100.0)	29
<b>Native language of household head</b>		
Turkmen	94.9	675
Uzbek	90.3	77
Russian	(*)	17
Other language	(*)	29
<b>Wealth index quintile</b>		
Poorest	96.7	177
Second	93.3	161
Middle	97.3	166
Fourth	87.2	147
Richest	97.5	147

<sup>1</sup> MICS indicator LN.4 - Net intake rate in primary education

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

() Figures that are based on 25-49 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, Turkmenistan, 2019

	Male				Female				Total			
	Percentage of children:			Number of children of primary school age at the end of calendar year <sup>B</sup>	Percentage of children:			Number of children of primary school age at the end of calendar year <sup>B</sup>	Percentage of children:			Number of children of primary school age at the end of calendar year <sup>B</sup>
	Net attendance ratio (adjusted)	Attending early childhood education	Out of school <sup>A</sup>		Net attendance ratio (adjusted)	Attending early childhood education	Out of school <sup>A</sup>		Net attendance ratio (adjusted) <sup>1</sup>	Attending early childhood education	Out of school <sup>2,A</sup>	
<b>Total</b>	<b>97.9</b>	<b>0.4</b>	<b>1.6</b>	<b>1599</b>	<b>98.4</b>	<b>0.7</b>	<b>0.9</b>	<b>1398</b>	<b>98.2</b>	<b>0.5</b>	<b>1.3</b>	<b>2997</b>
<b>Area</b>												
Urban	97.3	0.4	2.3	640	98.6	0.6	0.8	596	97.9	0.5	1.6	1236
Rural	98.4	0.4	1.2	959	98.2	0.8	1.0	802	98.3	0.6	1.1	1761
<b>Region</b>												
Ashgabat city	98.6	0.4	1.1	184	99.6	0.0	0.4	161	99.0	0.2	0.8	344
Akhhal velayat	97.4	0.5	2.1	197	96.9	0.4	2.7	192	97.1	0.5	2.4	389
Balkan velayat	99.1	0.0	0.9	80	96.4	3.0	0.6	82	97.7	1.5	0.7	162
Dashoguz velayat	96.8	0.0	3.2	285	99.5	0.0	0.5	248	98.0	0.0	2.0	533
Lebap velayat	97.7	0.4	1.8	454	98.1	0.8	1.1	370	97.9	0.6	1.5	824
Mary velayat	98.8	0.8	0.4	399	98.7	0.9	0.4	345	98.7	0.9	0.4	744
<b>Age<sup>B</sup></b>												
6	94.1	1.7	4.2	407	95.0	2.4	2.6	391	94.5	2.0	3.4	798
7	98.9	0.0	1.1	426	99.4	0.0	0.6	357	99.1	0.0	0.9	783
8	99.4	0.0	0.6	433	99.8	0.0	0.2	340	99.5	0.0	0.5	773
9	99.6	0.0	0.4	333	100.0	0.0	0.0	310	99.8	0.0	0.2	643
<b>Mother's education</b>												
Pre-primary or none	-	-	-	0	(*)	(*)	(*)	1	(*)	(*)	(*)	1
Primary or secondary	97.8	0.5	1.7	1282	98.3	0.7	1.0	1143	98.0	0.6	1.4	2425
Primary vocational	97.9	0.0	2.1	96	99.2	0.0	0.8	99	98.5	0.0	1.5	194
Secondary vocational	100.0	0.0	0.0	128	98.7	1.3	0.0	96	99.4	0.6	0.0	224
Higher	97.7	0.0	2.3	93	97.7	0.7	1.5	59	97.7	0.3	2.0	153
<b>Mother's functional difficulties</b>												
Has functional difficulty	(*)	(*)	(*)	11	(*)	(*)	(*)	18	(100.0)	(0.0)	(0.0)	29
Has no functional difficulty	97.8	0.5	1.7	1503	98.3	0.7	1.0	1304	98.0	0.6	1.4	2807
No information	100.0	0.0	0.0	85	100.0	0.0	0.0	77	100.0	0.0	0.0	162
<b>Native language of household head</b>												
Turkmen	98.1	0.4	1.5	1374	98.3	0.8	0.9	1149	98.2	0.5	1.2	2523
Uzbek	95.5	1.3	3.2	149	98.5	0.0	1.5	143	96.9	0.7	2.4	292
Russian	(100.0)	(0.0)	(0.0)	24	(96.6)	(1.0)	(2.4)	39	97.9	0.6	1.5	62
Other language	(100.0)	(0.0)	(0.0)	53	(100.0)	(0.0)	(0.0)	67	100.0	0.0	0.0	120
<b>Wealth index quintile</b>												
Poorest	98.7	0.0	1.3	351	99.5	0.5	0.0	290	99.1	0.2	0.7	641
Second	97.5	0.9	1.6	346	97.3	1.1	1.6	274	97.4	1.0	1.6	620
Middle	99.4	0.0	0.6	336	98.7	0.7	0.6	285	99.0	0.3	0.6	621
Fourth	94.8	1.0	4.2	288	97.7	0.5	1.8	305	96.3	0.8	3.0	593
Richest	99.1	0.2	0.6	279	98.9	0.5	0.6	243	99.0	0.4	0.6	522

<sup>1</sup> MICS indicator LN.5a - Primary school net attendance ratio (adjusted)

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

<sup>A</sup> The percentage of children of primary school age out of school are those not attending early childhood education, primary or lower secondary education

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.2.4: Secondary school attendance and out of school adolescents**

Percentage of children of secondary school age attending secondary school or higher (adjusted net attendance ratio), percentage attending primary school, and percentage out of school, Turkmenistan, 2019

	Male				Female				Total			
	Percentage of children:			Number of children of secondary school age at the end of calendar year <sup>B</sup>	Percentage of children:			Number of children of secondary school age at the end of calendar year <sup>B</sup>	Percentage of children:			Number of children of secondary school age at the end of calendar year <sup>B</sup>
Net attendance ratio (adjusted)	Attending primary school	Out of school <sup>A</sup>	Net attendance ratio (adjusted)		Attending primary school	Out of school <sup>A</sup>	Net attendance ratio (adjusted) <sup>1</sup>		Attending primary school	Out of school <sup>2,A</sup>		
<b>Total</b>	<b>98.2</b>	<b>1.0</b>	<b>0.6</b>	<b>2026</b>	<b>97.4</b>	<b>1.6</b>	<b>0.9</b>	<b>1973</b>	<b>97.8</b>	<b>1.3</b>	<b>0.8</b>	<b>3998</b>
<b>Area</b>												
Urban	98.4	1.1	0.3	933	97.7	1.3	1.0	833	98.1	1.2	0.6	1766
Rural	98.1	1.0	0.9	1093	97.2	1.9	0.9	1140	97.7	1.5	0.9	2233
<b>Region</b>												
Ashgabat city	97.8	1.3	0.9	229	97.2	1.4	1.3	230	97.5	1.4	1.1	459
Akhhal velayat	95.7	3.2	1.1	260	94.1	4.9	1.0	255	94.9	4.1	1.0	514
Balkan velayat	98.3	1.4	0.3	139	97.8	1.2	1.0	133	98.1	1.3	0.6	272
Dashoguz velayat	98.3	0.9	0.3	406	98.6	0.5	0.9	405	98.4	0.7	0.6	811
Lebap velayat	99.8	0.2	0.0	522	98.0	1.2	0.8	452	99.0	0.6	0.4	973
Mary velayat	98.0	0.6	1.4	471	97.7	1.5	0.8	498	97.8	1.1	1.1	969
<b>Age<sup>B</sup></b>												
10	93.8	5.7	0.5	336	89.1	9.6	1.3	339	91.4	7.7	0.9	675
11	99.4	0.6	0.0	297	98.8	0.0	1.2	287	99.1	0.3	0.6	584
12	99.6	0.0	0.4	289	99.0	0.0	1.0	275	99.3	0.0	0.7	564
13	98.8	0.0	1.2	223	98.9	0.0	1.1	232	98.9	0.0	1.1	455
14	98.5	0.0	1.5	221	100.0	0.0	0.0	236	99.3	0.0	0.7	457
15	100.0	0.0	0.0	215	99.3	0.0	0.7	191	99.7	0.0	0.3	406
16	99.2	0.0	0.8	232	99.4	0.0	0.6	209	99.3	0.0	0.7	441
17	97.9	0.0	1.2	212	98.8	0.0	1.2	205	98.4	0.0	1.2	417
<b>Mother's education</b>												
Pre-primary or none	-	-	-	0	-	-	-	0	-	-	-	0
Primary or secondary	98.1	1.3	0.6	1428	97.1	1.8	1.0	1444	97.6	1.6	0.8	2872
Primary vocational	99.6	0.4	0.0	121	97.0	2.1	0.9	135	98.2	1.3	0.5	257
Secondary vocational	98.3	0.2	1.5	235	99.3	0.7	0.0	194	98.8	0.4	0.8	428
Higher	99.3	0.7	0.0	129	96.3	1.7	2.0	110	97.9	1.2	0.9	239
<b>Mother's functional difficulties</b>												
Has functional difficulty	(*)	(*)	(*)	18	(*)	(*)	(*)	22	(100.0)	(0.0)	(0.0)	40
Has no functional difficulty	98.2	1.3	0.5	1672	97.0	1.9	1.1	1630	97.6	1.6	0.8	3302
No information <sup>C</sup>	98.2	0.0	1.2	335	99.6	0.2	0.2	321	98.9	0.1	0.7	657
<b>Native language of household head</b>												
Turkmen	98.3	0.9	0.8	1684	97.4	1.7	1.0	1622	97.9	1.3	0.9	3307
Uzbek	97.5	1.6	0.0	234	98.9	0.5	0.6	225	98.2	1.1	0.3	459
Russian	99.0	1.0	0.0	53	93.9	3.5	2.6	48	96.6	2.2	1.2	101
Other language	(97.1)	(2.9)	(0.0)	55	96.3	3.7	0.0	78	96.6	3.4	0.0	132
<b>Wealth index quintile</b>												
Poorest	98.0	0.5	1.5	437	98.5	0.9	0.6	426	98.3	0.7	1.1	863
Second	99.3	0.6	0.1	383	98.0	1.0	1.0	404	98.6	0.8	0.5	787
Middle	98.2	1.2	0.5	388	97.5	2.0	0.5	402	97.8	1.6	0.5	789
Fourth	97.4	2.0	0.6	389	95.8	2.8	1.4	383	96.6	2.4	1.0	772
Richest	98.2	0.9	0.5	429	97.3	1.5	1.2	359	97.8	1.2	0.8	788

<sup>1</sup> Survey specific indicator LN.S4 - Secondary school net attendance ratio (adjusted)

<sup>2</sup> Survey specific indicator LN.S5 - Out-of-school rate for adolescents of secondary school age

<sup>A</sup> The percentage of children of secondary school age out of school are those who are not attending primary, secondary or higher education

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>C</sup> Children age 15 or higher identified as emancipated

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

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

"-." denotes 0 unweighted case in the denominator

**Table LN.2.4 ISCED: 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, Turkmenistan, 2019

	Male				Female				Total			
	Percentage of children:			Number of children of lower secondary school age at the end of calendar year <sup>B</sup>	Percentage of children:			Number of children of lower secondary school age at the end of calendar year <sup>B</sup>	Percentage of children:			Number of children of lower secondary school age at the end of calendar year <sup>B</sup>
Net attendance ratio (adjusted)	Attending primary school	Out of school <sup>A</sup>	Net attendance ratio (adjusted)		Attending primary school	Out of school <sup>A</sup>	Net attendance ratio (adjusted) <sup>1</sup>		Attending primary school	Out of school <sup>2A</sup>		
<b>Total</b>	<b>98.0</b>	<b>1.3</b>	<b>0.6</b>	<b>1582</b>	<b>97.0</b>	<b>2.1</b>	<b>0.9</b>	<b>1559</b>	<b>97.5</b>	<b>1.7</b>	<b>0.8</b>	<b>3141</b>
<b>Area</b>												
Urban	98.4	1.4	0.2	742	97.4	1.7	1.0	655	97.9	1.5	0.5	1398
Rural	97.8	1.3	0.9	840	96.7	2.4	0.9	903	97.2	1.9	0.9	1743
<b>Region</b>												
Ashgabat city	97.9	1.7	0.0	183	96.5	1.8	1.7	181	97.2	1.7	0.8	364
Akhal velayat	94.8	4.2	1.0	201	92.6	6.5	0.9	192	93.7	5.3	1.0	393
Balkan velayat	97.8	1.9	0.3	106	97.6	1.5	0.9	105	97.7	1.7	0.6	211
Dashoguz velayat	98.8	1.2	0.0	318	98.2	0.7	1.2	311	98.5	0.9	0.6	629
Lebap velayat	99.8	0.2	0.0	404	97.9	1.5	0.7	367	98.9	0.8	0.3	771
Mary velayat	97.4	0.8	1.8	370	97.4	1.9	0.7	403	97.4	1.3	1.2	773
<b>Age<sup>B</sup></b>												
10	93.8	5.7	0.5	336	89.1	9.6	1.3	339	91.4	7.7	0.9	675
11	99.4	0.6	0.0	297	98.8	0.0	1.2	287	99.1	0.3	0.6	584
12	99.6	0.0	0.4	289	99.0	0.0	1.0	275	99.3	0.0	0.7	564
13	98.5	0.0	1.2	223	98.9	0.0	1.1	232	98.7	0.0	1.1	455
14	98.3	0.0	1.7	221	100.0	0.0	0.0	236	99.2	0.0	0.8	457
15	100.0	0.0	0.0	215	99.3	0.0	0.7	191	99.7	0.0	0.3	406
<b>Mother's education</b>												
Pre-primary or none	-	-	-	0	-	-	-	0	-	-	-	0
Primary or secondary	97.8	1.6	0.5	1206	96.8	2.2	1.0	1198	97.3	1.9	0.8	2404
Primary vocational	99.5	0.5	0.0	96	97.5	2.5	0.0	113	98.4	1.6	0.0	209
Secondary vocational	98.0	0.3	1.7	176	99.2	0.8	0.0	153	98.6	0.5	0.9	330
Higher	99.1	0.9	0.0	104	95.7	2.0	2.3	95	97.5	1.4	1.1	199
<b>Mother's functional difficulties</b>												
Has functional difficulty	(*)	(*)	(*)	15	(*)	(*)	(*)	17	100.0	0.0	0.0	32
Has no functional difficulty	97.9	1.5	0.5	1419	96.7	2.3	1.0	1373	97.3	1.9	0.8	2792
No information <sup>C</sup>	98.9	0.0	1.1	148	99.3	0.4	0.3	168	99.1	0.2	0.7	316
<b>Native language of household head</b>												
Turkmen	98.1	1.1	0.7	1311	96.9	2.1	1.0	1278	97.5	1.6	0.9	2588
Uzbek	97.9	2.1	0.0	186	98.6	0.6	0.8	179	98.3	1.3	0.4	365
Russian	98.7	1.3	0.0	39	(95.8)	(4.2)	(0.0)	40	97.2	2.8	0.0	78
Other language	(96.5)	(3.5)	(0.0)	47	(95.3)	(4.7)	(0.0)	62	95.9	4.1	0.0	109
<b>Wealth index quintile</b>												
Poorest	97.8	0.6	1.6	329	98.4	1.2	0.4	336	98.1	0.9	1.0	665
Second	99.1	0.8	0.1	301	97.6	1.2	1.2	333	98.3	1.0	0.7	634
Middle	98.0	1.6	0.5	309	97.2	2.6	0.3	315	97.5	2.1	0.4	623
Fourth	96.8	2.5	0.6	312	94.5	3.7	1.8	292	95.7	3.1	1.2	604
Richest	98.6	1.1	0.0	331	97.0	2.0	1.1	283	97.9	1.5	0.5	614

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

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

<sup>A</sup> The percentage of children of lower secondary school age out of school are those who are not attending primary, secondary or higher education

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>C</sup> Children age 15 or higher identified as emancipated or children with mothers or caretakers to whom the Adult Functioning module was not administered for any reason.

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

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

"-" denotes 0 unweighted case in the denominator



**Table LN.2.5: Age for grade**

Percent distribution of children attending primary and secondary school who are underage, at official age and overage by 1 and by 2 or more years for grade, Turkmenistan, 2019

	Primary school						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 secondary school
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years <sup>1</sup>	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years <sup>2</sup>	Total	
<b>Total</b>	<b>0.8</b>	<b>97.3</b>	<b>1.7</b>	<b>0.2</b>	<b>100.0</b>	<b>2976</b>	<b>1.1</b>	<b>98.0</b>	<b>0.7</b>	<b>0.2</b>	<b>100.0</b>	<b>3978</b>
<b>Sex</b>												
Male	0.5	98.0	1.2	0.2	100.0	1576	1.0	98.0	0.7	0.3	100.0	2021
Female	1.0	96.5	2.3	0.1	100.0	1400	1.2	98.0	0.6	0.1	100.0	1957
<b>Area</b>												
Urban	1.1	96.9	1.6	0.3	100.0	1234	0.8	98.1	0.7	0.4	100.0	1755
Rural	0.5	97.6	1.8	0.1	100.0	1742	1.3	98.0	0.6	0.1	100.0	2223
<b>Region</b>												
Ashgabat city	0.5	97.4	1.8	0.3	100.0	348	0.5	97.2	1.1	1.2	100.0	456
Akhhal velayat	1.5	93.1	5.1	0.4	100.0	395	1.9	96.1	1.5	0.4	100.0	504
Balkan velayat	1.0	96.3	2.2	0.5	100.0	162	1.0	98.3	0.7	0.0	100.0	271
Dashoguz velayat	0.3	98.6	1.1	0.0	100.0	527	0.3	99.1	0.4	0.2	100.0	804
Lebap velayat	0.4	98.8	0.7	0.1	100.0	816	0.1	99.4	0.6	0.0	100.0	970
Mary velayat	1.2	97.2	1.4	0.2	100.0	728	2.7	97.0	0.3	0.0	100.0	974
<b>Mother's education</b>												
Pre-primary or none	(*)	(*)	(*)	(*)	100.0	1	-	-	-	-	-	0
Primary or secondary	0.8	97.3	1.8	0.1	100.0	2398	1.5	98.5	0.0	0.0	100.0	2844
Primary vocational	0.0	98.3	1.7	0.0	100.0	193	0.6	99.4	0.0	0.0	100.0	254
Secondary vocational	1.9	97.3	0.8	0.0	100.0	227	0.3	99.7	0.0	0.0	100.0	424
Higher	0.0	98.2	1.8	0.0	100.0	152	0.0	100.0	0.0	0.0	100.0	234
No information	(*)	(*)	(*)	(*)	100.0	4	0.0	84.5	11.6	4.0	100.0	224
<b>Grade</b>												
1 (primary)	2.4	97.3	0.0	0.3	100.0	796	na	na	na	na	na	na
2 (primary)	0.0	99.7	0.1	0.1	100.0	750	na	na	na	na	na	na
3 (primary)	0.2	99.4	0.3	0.2	100.0	780	na	na	na	na	na	na
4 (primary)	0.3	92.0	7.5	0.1	100.0	650	na	na	na	na	na	na
5 (secondary)	na	na	na	na	na	na	6.4	93.6	0.0	0.0	100.0	688
6 (secondary)	na	na	na	na	na	na	0.0	100.0	0.0	0.0	100.0	1047
7 (secondary)	na	na	na	na	na	na	0.0	100.0	0.0	0.0	100.0	488
8 (secondary)	na	na	na	na	na	na	0.0	100.0	0.0	0.0	100.0	465
9 (secondary)	na	na	na	na	na	na	0.0	100.0	0.0	0.0	100.0	415
10 (secondary)	na	na	na	na	na	na	0.0	99.4	0.4	0.1	100.0	442
11 (secondary)	na	na	na	na	na	na	0.0	92.5	5.6	1.9	100.0	432
<b>Mother's functional difficulties</b>												
Has functional difficulty	(5.2)	(94.8)	(0.0)	(0.0)	100.0	29	(2.8)	(97.2)	(0.0)	(0.0)	100.0	41
Has no functional difficulty	0.7	97.4	1.8	0.1	100.0	2780	1.3	98.7	0.0	0.0	100.0	3262
No information	0.5	96.8	0.4	2.3	100.0	166	0.1	94.7	3.8	1.3	100.0	675
<b>Native language of household head</b>												
Turkmen	0.7	97.4	1.6	0.2	100.0	2497	1.3	97.8	0.7	0.2	100.0	3297
Uzbek	1.4	97.0	1.7	0.0	100.0	292	0.0	98.9	0.8	0.3	100.0	455
Russian	0.0	96.5	3.5	0.0	100.0	63	0.0	100.0	0.0	0.0	100.0	95
Other language	0.7	95.7	3.7	0.0	100.0	123	1.5	97.7	0.0	0.8	100.0	131
<b>Wealth index quintile</b>												
Poorest	0.4	98.7	0.8	0.1	100.0	641	0.3	99.2	0.3	0.2	100.0	854
Second	0.6	98.4	1.1	0.0	100.0	608	0.7	98.9	0.4	0.0	100.0	785
Middle	1.0	96.8	2.1	0.1	100.0	619	2.1	97.2	0.7	0.0	100.0	790
Fourth	1.6	94.8	3.2	0.4	100.0	583	2.1	96.8	0.6	0.5	100.0	767
Richest	0.2	97.8	1.6	0.3	100.0	524	0.5	97.8	1.2	0.5	100.0	781

<sup>1</sup> MICS indicator LN.10a - Over-age for grade (Primary)<sup>2</sup> Survey specific indicator LN.S6 - Over-age for grade (Secondary)

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

**Table LN.2.5 ISCED: 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, Turkmenistan, 2019

	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 <sup>1</sup>	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years <sup>2</sup>	Total	
<b>Total</b>	<b>0.8</b>	<b>97.3</b>	<b>1.7</b>	<b>0.2</b>	<b>100.0</b>	<b>2976</b>	<b>1.4</b>	<b>97.9</b>	<b>0.7</b>	<b>0.0</b>	<b>100.0</b>	<b>3104</b>
<b>Sex</b>												
Male	0.5	98.0	1.2	0.2	100.0	1576	1.3	98.2	0.5	0.1	100.0	1567
Female	1.0	96.5	2.3	0.1	100.0	1400	1.6	97.6	0.8	0.0	100.0	1538
<b>Area</b>												
Urban	1.1	96.9	1.6	0.3	100.0	1234	1.0	98.5	0.5	0.0	100.0	1374
Rural	0.5	97.6	1.8	0.1	100.0	1742	1.7	97.4	0.8	0.0	100.0	1730
<b>Region</b>												
Ashgabat city	0.5	97.4	1.8	0.3	100.0	348	0.7	98.8	0.6	0.0	100.0	355
Akhal velayat	1.5	93.1	5.1	0.4	100.0	395	2.6	95.7	1.5	0.2	100.0	378
Balkan velayat	1.0	96.3	2.2	0.5	100.0	162	1.3	98.7	0.0	0.0	100.0	207
Dashoguz velayat	0.3	98.6	1.1	0.0	100.0	527	0.4	98.8	0.8	0.0	100.0	624
Lebap velayat	0.4	98.8	0.7	0.1	100.0	816	0.1	99.2	0.6	0.0	100.0	762
Mary velayat	1.2	97.2	1.4	0.2	100.0	728	3.4	96.3	0.4	0.0	100.0	779
<b>Mother's education</b>												
Pre-primary or none	(*)	(*)	(*)	(*)	100.0	1	-	-	-	-	-	0
Primary or secondary	0.8	97.3	1.8	0.1	100.0	2398	1.7	97.5	0.8	0.0	100.0	2385
Primary vocational	0.0	98.3	1.7	0.0	100.0	193	0.7	99.3	0.0	0.0	100.0	203
Secondary vocational	1.9	97.3	0.8	0.0	100.0	227	0.4	99.4	0.2	0.0	100.0	322
Higher	0.0	98.2	1.8	0.0	100.0	152	0.0	99.0	1.0	0.0	100.0	194
No information	(*)	(*)	(*)	(*)	100.0	4	-	-	-	-	-	0
<b>Grade</b>												
1 (primary)	2.4	97.3	0.0	0.3	100.0	796	na	na	na	na	na	na
2 (primary)	0.0	99.7	0.1	0.1	100.0	750	na	na	na	na	na	na
3 (primary)	0.2	99.4	0.3	0.2	100.0	780	na	na	na	na	na	na
4 (primary)	0.3	92.0	7.5	0.1	100.0	650	na	na	na	na	na	na
5 (lower secondary)	na	na	na	na	na	na	6.4	93.6	0.0	0.0	100.0	688
6 (lower secondary)	na	na	na	na	na	na	0.0	100.0	0.0	0.0	100.0	1047
7 (lower secondary)	na	na	na	na	na	na	0.0	100.0	0.0	0.0	100.0	488
8 (lower secondary)	na	na	na	na	na	na	0.0	99.5	0.5	0.0	100.0	465
9 (lower secondary)	na	na	na	na	na	na	0.0	95.5	4.3	0.2	100.0	415
<b>Mother's functional difficulties</b>												
Has functional difficulty	(5.2)	(94.8)	(0.0)	(0.0)	100.0	29	(3.4)	(96.6)	(0.0)	(0.0)	100.0	33
Has no functional difficulty	0.7	97.4	1.8	0.1	100.0	2780	1.5	97.8	0.7	0.0	100.0	2759
No information	0.5	96.8	0.4	2.3	100.0	166	0.3	99.1	0.6	0.0	100.0	312
<b>Native language of household head</b>												
Turkmen	0.7	97.4	1.6	0.2	100.0	2497	1.7	97.7	0.6	0.0	100.0	2560
Uzbek	1.4	97.0	1.7	0.0	100.0	292	0.0	99.2	0.8	0.0	100.0	360
Russian	0.0	96.5	3.5	0.0	100.0	63	0.0	98.8	1.2	0.0	100.0	77
Other language	0.7	95.7	3.7	0.0	100.0	123	1.8	97.7	0.5	0.0	100.0	107
<b>Wealth index quintile</b>												
Poorest	0.4	98.7	0.8	0.1	100.0	641	0.4	98.8	0.8	0.0	100.0	657
Second	0.6	98.4	1.1	0.0	100.0	608	0.9	98.4	0.7	0.0	100.0	633
Middle	1.0	96.8	2.1	0.1	100.0	619	2.6	96.6	0.6	0.1	100.0	626
Fourth	1.6	94.8	3.2	0.4	100.0	583	2.7	96.5	0.8	0.0	100.0	590
Richest	0.2	97.8	1.6	0.3	100.0	524	0.6	99.0	0.4	0.0	100.0	599

<sup>1</sup> MICS indicator LN.10a - Over-age for grade (Primary)

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

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.2.6 ISCED: 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, Turkmenistan, 2019

	Male					Female					Total				
	Percentage of children:				Number of children of upper secondary school age at the end of calendar year <sup>B</sup>	Percentage of children:				Number of children of upper secondary school age at the end of calendar year <sup>B</sup>	Percentage of children:				Number of children of upper secondary school age at the end of calendar year <sup>B</sup>
	Net attendance ratio (adjusted)	Attending lower secondary school	Attending primary school	Out of school <sup>A</sup>		Net attendance ratio (adjusted)	Attending lower secondary school	Attending primary school	Out of school <sup>A</sup>		Net attendance ratio (adjusted) <sup>1</sup>	Attending lower secondary school	Attending primary school	Out of school <sup>2,A</sup>	
<b>Total</b>	<b>96.6</b>	<b>2.0</b>	<b>0.0</b>	<b>1.0</b>	<b>444</b>	<b>96.1</b>	<b>3.0</b>	<b>0.0</b>	<b>0.9</b>	<b>414</b>	<b>96.4</b>	<b>2.5</b>	<b>0.0</b>	<b>0.9</b>	<b>858</b>
<b>Area</b>															
Urban	96.5	1.4	0.0	1.0	190	97.1	2.0	0.0	0.9	177	96.8	1.7	0.0	1.0	368
Rural	96.6	2.4	0.0	1.0	253	95.4	3.8	0.0	0.8	237	96.0	3.1	0.0	0.9	490
<b>Region</b>															
Ashgabat city	93.5	2.2	0.0	4.3	46	97.7	2.3	0.0	0.0	49	95.7	2.2	0.0	2.1	95
Akhhal velayat	91.0	6.8	0.0	2.2	59	94.6	4.1	0.0	1.3	63	92.8	5.4	0.0	1.8	122
Balkan velayat	100.0	0.0	0.0	0.0	33	98.6	0.0	0.0	1.4	28	99.4	0.0	0.0	0.6	61
Dashoguz velayat	94.8	1.7	0.0	1.3	88	96.5	3.5	0.0	0.0	94	95.7	2.6	0.0	0.6	182
Lebap velayat	98.1	1.9	0.0	0.0	118	95.4	3.2	0.0	1.4	84	97.0	2.4	0.0	0.6	202
Mary velayat	100.0	0.0	0.0	0.0	100	95.8	2.9	0.0	1.3	96	97.9	1.4	0.0	0.6	196
<b>Age<sup>B</sup></b>															
16	95.7	3.4	0.0	0.8	232	93.5	6.0	0.0	0.6	209	94.7	4.6	0.0	0.7	441
17	97.5	0.4	0.0	1.2	212	98.8	0.0	0.0	1.2	205	98.2	0.2	0.0	1.2	417
<b>Mother's education</b>															
Pre-primary or none	-	-	-	-	0	-	-	-	-	0	-	-	-	-	0
Primary or secondary	96.0	3.1	0.0	0.9	222	94.2	4.8	0.0	1.0	247	95.1	4.0	0.0	0.9	469
Primary vocational	(*)	(*)	(*)	(*)	26	(*)	(*)	(*)	(*)	22	(97.4)	(0.0)	(0.0)	(2.6)	48
Secondary vocational	98.0	0.0	0.0	2.0	58	(98.8)	(1.2)	(0.0)	(0.0)	40	98.3	0.5	0.0	1.2	99
Higher	(*)	(*)	(*)	(*)	25	(*)	(*)	(*)	(*)	15	(95.2)	(4.8)	(0.0)	(0.0)	40
No information <sup>C</sup>	97.1	0.0	0.0	1.2	113	100.0	0.0	0.0	0.0	90	98.4	0.0	0.0	0.6	203
<b>Mother's functional difficulties</b>															
Has functional difficulty	(*)	(*)	(*)	(*)	4	(*)	(*)	(*)	(*)	4	(*)	(*)	(*)	(*)	8
Has no functional difficulty	95.8	3.5	0.0	0.8	252	94.4	4.1	0.0	1.4	257	95.1	3.8	0.0	1.1	509
No information <sup>C</sup>	97.6	0.0	0.0	1.3	188	98.8	1.2	0.0	0.0	153	98.2	0.5	0.0	0.7	341
<b>Native language of household head</b>															
Turkmen	96.7	2.1	0.0	1.2	374	96.7	2.6	0.0	0.7	345	96.7	2.3	0.0	1.0	718
Uzbek	(95.9)	(0.0)	(0.0)	(0.0)	48	(93.3)	(6.7)	(0.0)	(0.0)	46	94.7	3.3	0.0	0.0	94
Russian	(*)	(*)	(*)	(*)	14	(*)	(*)	(*)	(*)	8	(90.5)	(4.1)	(0.0)	(5.5)	23
Other language	(*)	(*)	(*)	(*)	8	(*)	(*)	(*)	(*)	15	(*)	(*)	(*)	(*)	23
<b>Wealth index quintile</b>															
Poorest	96.3	2.6	0.0	1.1	108	96.1	2.6	0.0	1.3	90	96.2	2.6	0.0	1.2	198
Second	100.0	0.0	0.0	0.0	82	93.8	6.2	0.0	0.0	71	97.2	2.8	0.0	0.0	153
Middle	95.2	4.1	0.0	0.7	79	97.0	1.6	0.0	1.4	87	96.1	2.8	0.0	1.1	166
Fourth	96.8	2.2	0.0	1.0	77	96.4	3.6	0.0	0.0	91	96.6	3.0	0.0	0.4	168
Richest	95.0	1.0	0.0	2.0	98	96.9	1.5	0.0	1.6	76	95.8	1.2	0.0	1.8	174

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

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

<sup>A</sup> The percentage of children of upper secondary school age out of school are those who are not attending primary, secondary or higher education

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>C</sup> Children age 18 or higher at the time of the interview

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

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

"-" denotes 0 unweighted case in the denominator

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

Gross intake rate and completion rate for primary school, effective transition rate to secondary school, gross intake rate and completion rate for secondary school, Turkmenistan, 2019

	Gross intake rate to the last grade of primary school <sup>1</sup>	Number of children of primary school completion age	Primary school completion rate <sup>2</sup>	Number of children age 12-14 years <sup>A,B</sup>	Effective transition rate to secondary school <sup>3</sup>	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 secondary school <sup>4</sup>	Number of children of secondary school completion age <sup>B</sup>	Secondary completion rate <sup>5</sup>	Number of youth age 19-21 years <sup>A,B</sup>
<b>Total</b>	<b>100.7</b>	<b>643</b>	<b>99.4</b>	<b>1476</b>	<b>99.3</b>	<b>679</b>	<b>103.8</b>	<b>417</b>	<b>96.9</b>	<b>1346</b>
<b>Sex</b>										
Male	97.5	333	99.4	733	99.1	351	103.3	212	96.6	651
Female	104.2	310	99.3	742	99.6	328	104.3	205	97.2	695
<b>Area</b>										
Urban	100.2	259	99.3	671	100.0	288	105.1	176	96.7	556
Rural	101.1	384	99.4	805	98.8	390	102.8	240	97.1	790
<b>Region</b>										
Ashgabat city	102.5	74	98.7	171	100.0	79	116.8	45	97.7	164
Akhil velayat	96.3	99	98.7	183	100.0	83	106.5	62	99.5	202
Balkan velayat	97.4	37	98.9	111	100.0	39	99.1	30	98.2	85
Dashoguz velayat	99.1	106	99.5	311	100.0	129	100.0	89	98.5	277
Lebap velayat	102.6	168	100.0	352	100.0	151	104.3	96	97.6	255
Mary velayat	102.5	160	99.3	348	97.7	197	100.3	95	93.2	362
<b>Mother's education</b>										
Pre-primary or none	-	0	-	0	-	0	-	0	na	na
Primary or secondary	99.9	514	99.4	1109	99.2	541	101.3	141	na	na
Primary vocational	(100.0)	46	100.0	95	(100.0)	41	(*)	16	na	na
Secondary vocational	(106.9)	46	98.5	164	100.0	64	(96.5)	40	na	na
Higher	(105.1)	36	100.0	108	(100.0)	33	(*)	18	na	na
No information <sup>C</sup>	na	na	na	na	na	na	107.8	202	96.9	1346
<b>Mother's functional difficulties</b>										
Has functional difficulty	(*)	7	(*)	19	(*)	4	(*)	4	na	na
Has no functional difficulty	101.6	593	99.4	1298	99.3	641	100.1	159	na	na
No information <sup>C</sup>	(97.1)	43	98.7	159	(100.0)	34	106.2	254	97.1	1346
<b>Native language of household head</b>										
Turkmen	98.8	541	99.3	1219	99.2	548	105.0	347	97.0	1139
Uzbek	(106.1)	60	99.1	166	100.0	81	(103.3)	47	98.7	142
Russian	(*)	16	100.0	42	(*)	18	(*)	11	(91.9)	23
Other language	(*)	26	(100.0)	48	(100.0)	32	(*)	11	(92.2)	41
<b>Wealth index quintile</b>										
Poorest	99.5	120	98.8	317	98.6	127	101.2	98	98.7	282
Second	110.2	134	99.9	283	99.1	148	(107.2)	62	96.5	262
Middle	98.9	138	99.2	287	100.0	158	98.3	87	95.5	272
Fourth	91.7	136	99.7	290	98.8	122	109.0	84	97.2	283
Richest	103.9	114	99.3	298	100.0	124	104.8	85	96.6	246

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

<sup>2</sup>MICS indicator LN.8a - Completion rate (Primary); SDG indicator 4.1.2

<sup>3</sup>MICS indicator LN.9 - Effective transition rate to lower secondary school

<sup>4</sup>Survey specific indicator LN.S7 - Gross intake rate to the last grade (Secondary)

<sup>5</sup>MICS indicator LN.8c - Completion rate (Secondary); SDG indicator 4.1.2

<sup>A</sup> Total number of children age 3-5 years above the intended age for the last grade, for primary and secondary, respectively

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>C</sup> Includes emancipated children age 15-17 years and children age 18 or higher at the time of the interview

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.2.7 ISCED: 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, Turkmenistan, 2019

	Gross intake rate to the last grade of primary school <sup>1</sup>	Number of children of primary school completion age	Primary school completion rate <sup>2</sup>	Number of children age 12-14 years <sup>A,B</sup>	Effective transition rate to lower secondary school <sup>3</sup>	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 <sup>4</sup>	Number of children of lower secondary school completion age <sup>B</sup>	Lower secondary completion rate <sup>5</sup>	Number of adolescents age 17-19 years <sup>A,B</sup>	Upper secondary completion rate <sup>6</sup>	Number of youth age 19-21 years <sup>A,B</sup>
<b>Total</b>	<b>100.7</b>	<b>643</b>	<b>99.4</b>	<b>1476</b>	<b>99.3</b>	<b>679</b>	<b>101.7</b>	<b>406</b>	<b>98.8</b>	<b>1175</b>	<b>96.9</b>	<b>1346</b>
<b>Sex</b>												
Male	97.5	333	99.4	733	99.1	351	98.3	215	99.0	492	96.6	651
Female	104.2	310	99.3	742	99.6	328	105.4	191	98.6	683	97.2	695
<b>Area</b>												
Urban	100.2	259	99.3	671	100.0	288	98.7	182	98.7	490	96.7	556
Rural	101.1	384	99.4	805	98.8	390	104.0	225	98.8	684	97.1	790
<b>Region</b>												
Ashgabat city	102.5	74	98.7	171	100.0	79	106.8	38	99.5	134	97.7	164
Akhhal velayat	96.3	99	98.7	183	100.0	83	103.7	51	100.0	171	99.5	202
Balkan velayat	97.4	37	98.9	111	100.0	39	(106.1)	27	98.6	77	98.2	85
Dashoguz velayat	99.1	106	99.5	311	100.0	129	101.7	80	96.4	243	98.5	277
Lebap velayat	102.6	168	100.0	352	100.0	151	95.6	112	99.1	260	97.6	255
Mary velayat	102.5	160	99.3	348	97.7	197	104.2	97	99.6	289	93.2	362
<b>Mother's education</b>												
Pre-primary or none	-	0	-	0	-	0	-	0	na	na	na	na
Primary or secondary	99.9	514	99.4	1109	99.2	541	101.7	313	na	na	na	na
Primary vocational	(100.0)	46	100.0	95	(100.0)	41	(*)	22	na	na	na	na
Secondary vocational	(106.9)	46	98.5	164	100.0	64	(103.9)	45	na	na	na	na
Higher	(105.1)	36	100.0	108	(100.0)	33	(110.8)	26	na	na	na	na
No information <sup>C</sup>	na	na	na	na	na	na	na	na	98.8	1175	96.9	1346
<b>Mother's functional difficulties</b>												
Has functional difficulty	(*)	7	(*)	19	(*)	4	(*)	6	na	na	na	na
Has no functional difficulty	101.6	593	99.4	1298	99.3	641	102.0	326	na	na	na	na
No information <sup>C</sup>	(97.1)	43	98.7	159	(100.0)	34	100.5	74	98.8	1175	96.9	1346
<b>Native language of household head</b>												
Turkmen	98.8	541	99.3	1219	99.2	548	99.8	332	99.2	967	97.0	1139
Uzbek	(106.1)	60	99.1	166	100.0	81	(103.2)	61	97.1	143	98.7	142
Russian	(*)	16	100.0	42	(*)	18	(*)	7	(91.6)	22	(91.9)	23
Other language	(*)	26	(100.0)	48	(100.0)	32	(*)	7	(100.0)	42	(92.2)	41
<b>Wealth index quintile</b>												
Poorest	99.5	120	98.8	317	98.6	127	99.0	97	97.8	269	98.7	282
Second	110.2	134	99.9	283	99.1	148	111.7	72	99.4	210	96.5	262
Middle	98.9	138	99.2	287	100.0	158	108.0	84	99.7	223	95.5	272
Fourth	91.7	136	99.7	290	98.8	122	86.9	81	98.3	233	97.2	283
Richest	103.9	114	99.3	298	100.0	124	104.5	73	99.0	240	96.6	246

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

<sup>2</sup> MICS indicator LN.8a - Completion rate (Primary); SDG indicator 4.1.2

<sup>3</sup> MICS indicator LN.9 - Effective transition rate to lower secondary school

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

<sup>5</sup> MICS indicator LN.8b - Completion rate (Lower secondary); SDG indicator 4.1.2

<sup>6</sup> MICS indicator LN.8c - Completion rate (Upper secondary); SDG indicator 4.1.2

<sup>A</sup> Total number of children age 3-5 years above the intended age for the last grade, for primary, lower and upper secondary, respectively

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. In addition, since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>C</sup> Includes emancipated children age 15-17 years and children age 18 or higher at the time of the interview

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.2.8: Parity indices**

Ratio of adjusted net attendance ratios of girls to boys, in primary and secondary school, Turkmenistan, 2019

	Primary school				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 <sup>1,2</sup>	Gender parity index (GPI) for primary school adjusted NAR <sup>3</sup>	Secondary school adjusted net attendance ratio (NAR), girls	Secondary school adjusted net attendance ratio (NAR), boys	Secondary school adjusted net attendance ratio (NAR), total <sup>1,2</sup>	Gender parity index (GPI) for secondary school adjusted NAR <sup>3</sup>
<b>Total<sup>3</sup></b>	<b>98.4</b>	<b>97.9</b>	<b>98.2</b>	<b>1.00</b>	<b>97.4</b>	<b>98.0</b>	<b>97.7</b>	<b>0.99</b>
<b>Area</b>								
Urban	98.6	97.3	97.9	1.01	97.6	97.9	97.8	1.00
Rural	98.2	98.4	98.3	1.00	97.2	98.1	97.7	0.99
<b>Region</b>								
Ashgabat city	99.6	98.6	99.0	1.01	96.9	96.6	96.7	1.00
Akhai velayat	96.9	97.4	97.1	0.99	94.1	95.7	94.9	0.98
Balkan velayat	96.4	99.1	97.7	0.97	97.8	98.3	98.1	0.99
Dashoguz velayat	99.5	96.8	98.0	1.03	98.6	98.3	98.4	1.00
Lebap velayat	98.1	97.7	97.9	1.00	98.0	99.8	99.0	0.98
Mary velayat	98.7	98.8	98.7	1.00	97.7	97.7	97.7	1.00
<b>Mother's education</b>								
Pre-primary or none	(*)	-	-	-	-	-	-	-
Primary or secondary	98.3	97.8	98.0	1.01	97.1	98.0	97.6	0.99
Primary vocational	99.2	97.9	98.5	1.01	97.0	99.6	98.2	0.97
Secondary vocational	98.7	100.0	99.4	0.99	99.3	98.3	98.8	1.01
Higher	97.7	97.7	97.7	1.00	96.3	99.3	97.9	0.97
No information <sup>A</sup>	na	na	na	na	99.2	94.2	96.4	1.05
<b>Mother's functional difficulties</b>								
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Has no functional difficulty	98.3	97.8	98.0	1.00	97.0	98.2	97.6	0.99
No information <sup>A</sup>	100.0	100.0	100.0	1.00	99.4	97.2	98.3	1.02
<b>Native language of household head</b>								
Turkmen	98.3	98.1	98.2	1.00	97.3	98.1	97.7	0.99
Uzbek	98.5	95.5	96.9	1.03	98.9	97.5	98.2	1.01
Russian	(96.6)	(100.0)	(97.9)	(0.97)	93.9	99.0	96.6	0.95
Other language	(100.0)	(100.0)	(100.0)	(1.00)	96.3	(97.1)	(96.6)	(0.99)
<b>Wealth index quintile</b>								
Poorest	99.5	98.7	99.1	1.01	98.5	98.0	98.3	1.00
Second	97.3	97.5	97.4	1.00	98.0	99.3	98.6	0.99
Middle	98.7	99.4	99.0	0.99	97.5	98.2	97.8	0.99
Fourth	97.7	94.8	96.3	1.03	95.8	97.1	96.4	0.99
Richest	98.9	99.1	99.0	1.00	97.1	97.6	97.3	0.99
<b>Parity indices<sup>B</sup></b>								
Wealth								
Poorest/Richest <sup>1</sup>	1.01	1.00	1.00	na	1.01	1.00	1.01	na
Area								
Rural/Urban <sup>2</sup>	1.00	1.01	1.00	na	1.00	1.00	1.00	na

<sup>1</sup> Survey specific indicator LN.S8a - Parity indices - primary and secondary attendance (wealth)

<sup>2</sup> Survey specific indicator LN.S8b - Parity indices - primary and secondary attendance (area)

<sup>3</sup> Survey specific indicator LN.S8c - Parity indices - primary and secondary attendance (gender)

<sup>A</sup> Includes emancipated children age 15-17 years and children age 18 or higher at the time of the interview

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.2.8 ISCED: Parity indices**

Ratio of adjusted net attendance ratios of girls to boys, in primary, lower and upper secondary school, Turkmenistan, 2019

	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 <sup>1,2</sup>	Gender parity index (GPI) for primary school adjusted NAR <sup>3</sup>	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 <sup>1,2</sup>	Gender parity index (GPI) for lower secondary school adjusted NAR <sup>3</sup>	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 <sup>1,2</sup>	Gender parity index (GPI) for upper secondary school adjusted NAR <sup>3</sup>
<b>Total<sup>3</sup></b>	<b>98.4</b>	<b>97.9</b>	<b>98.2</b>	<b>1.00</b>	<b>97.0</b>	<b>98.0</b>	<b>97.5</b>	<b>0.99</b>	<b>95.9</b>	<b>95.8</b>	<b>95.9</b>	<b>1.00</b>
<b>Area</b>												
Urban	98.6	97.3	97.9	1.01	97.4	98.4	97.9	0.99	96.7	94.8	95.7	1.02
Rural	98.2	98.4	98.3	1.00	96.7	97.8	97.2	0.99	95.4	96.6	96.0	0.99
<b>Region</b>												
Ashgabat city	99.6	98.6	99.0	1.01	96.5	97.9	97.2	0.99	96.2	89.0	92.7	1.08
Akhal velayat	96.9	97.4	97.1	0.99	92.6	94.8	93.7	0.98	94.6	91.0	92.8	1.04
Balkan velayat	96.4	99.1	97.7	0.97	97.6	97.8	97.7	1.00	98.6	100.0	99.4	0.99
Dashoguz velayat	99.5	96.8	98.0	1.03	98.2	98.8	98.5	0.99	96.5	94.8	95.7	1.02
Lebap velayat	98.1	97.7	97.9	1.00	97.9	99.8	98.9	0.98	95.4	98.1	97.0	0.97
Mary velayat	98.7	98.8	98.7	1.00	97.4	97.4	97.4	1.00	95.8	98.8	97.3	0.97
<b>Mother's education</b>												
Pre-primary or none	(*)	-	-	-	-	-	-	-	-	-	-	-
Primary or secondary	98.3	97.8	98.0	1.01	96.8	97.8	97.3	0.99	94.2	96.0	95.1	0.98
Primary vocational	99.2	97.9	98.5	1.01	97.5	99.5	98.4	0.98	(94.4)	(*)	(*)	(*)
Secondary vocational	98.7	100.0	99.4	0.99	99.2	98.0	98.6	1.01	(98.8)	98.0	(98.3)	1.01
Higher	97.7	97.7	97.7	1.00	95.7	99.1	97.5	0.97	(*)	(*)	(*)	(*)
No information <sup>A</sup>	na	na	na	na	na	na	na	na	99.2	94.2	96.4	1.05
<b>Mother's functional difficulties</b>												
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)
Has no functional difficulty	98.3	97.8	98.0	1.00	96.7	97.9	97.3	0.99	94.4	95.8	95.1	0.99
No information <sup>A</sup>	100.0	100.0	100.0	1.00	99.3	98.9	99.1	1.00	98.3	95.9	97.0	1.03
<b>Native language of household head</b>												
Turkmen	98.3	98.1	98.2	1.00	96.9	98.1	97.5	0.99	96.5	95.8	96.2	1.01
Uzbek	98.5	95.5	96.9	1.03	98.6	97.9	98.3	1.01	(93.3)	(95.9)	(94.7)	0.97
Russian	(96.6)	(100.0)	(97.9)	(0.97)	(95.8)	98.7	(97.2)	(0.97)	(*)	(*)	(*)	(*)
Other language	(100.0)	(100.0)	(100.0)	(1.00)	(95.3)	(96.5)	(95.9)	(0.99)	(*)	(*)	(*)	(*)
<b>Wealth index quintile</b>												
Poorest	99.5	98.7	99.1	1.01	98.4	97.8	98.1	1.01	96.1	96.3	96.2	1.00
Second	97.3	97.5	97.4	1.00	97.6	99.1	98.3	0.99	93.8	100.0	97.2	0.94
Middle	98.7	99.4	99.0	0.99	97.2	98.0	97.5	0.99	97.0	95.2	96.1	1.02
Fourth	97.7	94.8	96.3	1.03	94.5	96.8	95.7	0.98	96.4	95.2	95.9	1.01
Richest	98.9	99.1	99.0	1.00	97.0	98.6	97.9	0.98	95.9	92.9	94.2	1.03
<b>Parity indices<sup>B</sup></b>												
Wealth												
Poorest/Richest <sup>1</sup>	1.01	1.00	1.00	na	1.01	0.99	1.00	na	1.00	1.04	1.02	na
Area												
Rural/Urban <sup>2</sup>	1.00	1.01	1.00	na	0.99	0.99	0.99	na	0.99	1.02	1.00	na

<sup>1</sup> MICS indicator LN.11b - Parity indices - primary, lower and upper secondary attendance (wealth); SDG indicator 4.5.1

<sup>2</sup> MICS indicator LN.11c - Parity indices - primary, lower and upper secondary attendance (area); SDG indicator 4.5.1

<sup>3</sup> MICS indicator LN.11a - Parity indices - primary, lower and upper secondary attendance (gender); SDG indicator 4.5.1

<sup>A</sup> Includes emancipated children age 15-17 years and children age 18 or higher at the time of the interview

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

## 8.4 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.<sup>95</sup> Research also shows that parental involvement in their child's literacy practices is a positive long-term predictor of later educational attainment.<sup>96</sup>

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.<sup>97</sup> 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.<sup>98</sup>

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).<sup>99</sup>

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 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.

---

<sup>95</sup> 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.

<sup>96</sup> 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.

<sup>97</sup> 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.

<sup>98</sup> 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](https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf).

<sup>99</sup> 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=W1siZiIsIjIwMTcvMDYvMTUvMTYvMjcvMDAvNmMxL01JQ1NfTWV0aG9kb2xvZ2ljYWxfUGFwZXJfNS5wZGYiXV0&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, Turkmenistan, 2019

	Percentage of children attending school <sup>A</sup>	Number of children age 7-14 at the time of the survey	Percentage of children for whom an adult household member in the last year received a report card for the child <sup>1</sup>	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 <sup>2</sup>	Attended meeting called by governing body <sup>3</sup>	A meeting discussed key education/ financial issues <sup>4</sup>	Attended school celebration or a sport event	Met with teachers to discuss child's progress <sup>5</sup>	
<b>Total</b>	<b>99.4</b>	<b>4957</b>	<b>96.6</b>	<b>98.5</b>	<b>94.2</b>	<b>73.2</b>	<b>82.3</b>	<b>94.7</b>	<b>4930</b>
<b>Sex</b>									
Male	99.4	2553	96.8	98.9	93.5	72.4	84.1	94.8	2539
Female	99.5	2404	96.3	98.2	95.1	74.1	80.4	94.6	2391
<b>Area</b>									
Urban	99.4	2123	96.6	98.4	93.4	66.7	84.7	95.5	2111
Rural	99.5	2834	96.5	98.7	94.8	78.1	80.5	94.2	2819
<b>Region</b>									
Ashgabat city	99.7	562	99.7	100.0	99.6	75.3	98.0	99.2	560
Akhhal velayat	99.1	646	99.8	99.9	99.4	72.6	88.0	94.3	641
Balkan velayat	100.0	304	99.9	98.5	98.2	16.8	75.8	96.4	304
Dashoguz velayat	99.6	966	89.0	99.7	99.7	88.1	99.3	90.3	962
Lebap velayat	99.7	1263	95.4	98.1	84.4	56.9	61.6	98.8	1259
Mary velayat	99.0	1215	99.8	96.6	93.9	92.1	81.7	91.7	1203
<b>Age<sup>A</sup></b>									
6	99.1	391	93.9	99.9	92.3	71.8	85.4	93.7	388
7	99.0	752	97.9	99.6	96.2	73.4	84.0	94.9	745
8	99.9	790	96.4	99.0	94.9	72.7	82.4	96.3	790
9	99.6	637	95.6	98.0	95.4	74.8	81.7	95.2	634
10	99.1	656	97.2	96.3	93.8	76.2	83.3	94.5	651
11	100.0	551	97.6	98.2	93.8	71.5	80.7	92.8	551
12	99.5	547	97.1	98.1	91.7	69.0	76.1	94.1	545
13	99.1	451	99.2	99.8	95.6	78.1	87.4	98.3	447
14	100.0	181	87.6	98.4	90.6	67.9	77.3	87.8	181

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

<sup>2</sup> MICS indicator LN.13 - Opportunity to participate in School Management

<sup>3</sup> MICS indicator LN.14: Participation in school management

<sup>4</sup> MICS indicator LN.15 - Effective participation in school management

<sup>5</sup> MICS indicator LN.16 - Discussion with teachers regarding children's progress

<sup>A</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> 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.

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.3.1 (Continued): 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, Turkmenistan, 2019

	Percentage of children attending school <sup>A</sup>	Number of children age 7-14 at the time of the survey	Percentage of children for whom an adult household member in the last year received a report card for the child <sup>1</sup>	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 <sup>2</sup>	Attended meeting called by governing body <sup>3</sup>	A meeting discussed key education/ financial issues <sup>4</sup>	Attended school celebration or a sport event	Met with teachers to discuss child's progress <sup>5</sup>	
<b>Total</b>	<b>99.4</b>	<b>4957</b>	<b>96.6</b>	<b>98.5</b>	<b>94.2</b>	<b>73.2</b>	<b>82.3</b>	<b>94.7</b>	<b>4930</b>
<b>School attendance<sup>B</sup></b>									
Early childhood education	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	1
Primary	100.0	2558	96.1	99.1	95.1	72.9	83.6	95.2	2558
Secondary	100.0	2370	97.1	97.9	93.4	73.6	81.0	94.3	2370
Higher	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	1
Out-of-school	0.0	27	na	na	na	na	na	na	na
<b>Mother's education</b>									
Pre-primary or none	-	0	-	-	-	-	-	-	0
Primary or secondary	99.4	3928	96.4	98.6	94.7	72.9	81.1	94.7	3902
Primary vocational	99.4	315	98.6	97.7	90.5	69.5	81.2	95.9	313
Secondary vocational	100.0	457	95.9	98.3	91.8	73.5	86.6	94.8	457
Higher	100.0	257	98.3	98.3	96.7	81.7	94.0	94.3	257
<b>Child's functional difficulties</b>									
Has functional difficulty	93.6	111	92.9	94.0	87.5	53.2	75.5	90.1	104
Has no functional difficulty	99.6	4846	96.6	98.6	94.4	73.7	82.5	94.8	4826
<b>Mother's functional difficulties</b>									
Has functional difficulty	(100.0)	52	(100.0)	(95.2)	(87.9)	(71.6)	(35.4)	(84.7)	52
Has no functional difficulty	99.4	4566	96.6	98.6	94.5	73.7	83.0	95.1	4539
No information	100.0	339	95.8	97.4	91.6	67.3	80.0	91.2	339
<b>Native language of household head</b>									
Turkmen	99.4	4167	96.8	98.4	93.7	71.2	80.9	94.8	4144
Uzbek	99.2	516	93.9	99.7	97.5	87.2	90.5	94.9	512
Russian	100.0	111	100.0	100.0	96.4	66.5	93.2	96.4	111
Other language	100.0	163	96.9	97.1	96.5	86.4	84.2	90.9	163
<b>Wealth index quintile</b>									
Poorest	99.4	1029	91.2	97.8	91.1	69.2	75.5	93.1	1023
Second	99.3	1062	96.5	98.8	95.8	82.4	83.1	94.7	1054
Middle	99.8	999	97.8	98.8	96.2	79.8	81.0	92.1	997
Fourth	99.0	987	98.7	98.6	92.7	63.5	82.4	96.6	978
Richest	99.8	879	99.1	98.6	95.5	70.3	90.6	97.8	878

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

<sup>2</sup> MICS indicator LN.13 - Opportunity to participate in School Management

<sup>3</sup> MICS indicator LN.14: Participation in school management

<sup>4</sup> MICS indicator LN.15 - Effective participation in school management

<sup>5</sup> MICS indicator LN.16 - Discussion with teachers regarding children's progress

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup>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.

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

**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<sup>A</sup>, Turkmenistan, 2019

	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
<b>Total</b>	<b>1.0</b>	<b>4930</b>
<b>Sex</b>		
Male	0.7	2539
Female	1.4	2391
<b>Area</b>		
Urban	1.3	2111
Rural	0.8	2819
<b>Region</b>		
Ashgabat city	0.9	560
Akhhal velayat	0.2	641
Balkan velayat	1.9	304
Dashoguz velayat	0.0	962
Lebap velayat	0.8	1259
Mary velayat	2.3	1203
<b>Age<sup>B</sup></b>		
6	0.2	388
7	1.4	745
8	0.8	790
9	0.5	634
10	1.5	651
11	2.7	551
12	0.1	545
13	0.3	447
14	1.2	181
<b>School attendance</b>		
Early childhood education	(*)	1
Primary	0.8	2558
Secondary	1.2	2370
Higher	(*)	1
Out-of-school	-	0
<b>Mother's education</b>		
Pre-primary or none	-	0
Primary or secondary	1.0	3902
Primary vocational	1.9	313
Secondary vocational	0.9	457
Higher	0.0	257
<b>Child's functional difficulties</b>		
Has functional difficulty	0.0	104
Has no functional difficulty	1.0	4826
<b>Mother's functional difficulties</b>		
Has functional difficulty	0.0	52
Has no functional difficulty	1.1	4539
No information	0.0	339
<b>Native language of household head</b>		
Turkmen	1.1	4144
Uzbek	0.4	512
Russian	0.0	111
Other language	1.0	163
<b>Wealth index quintile</b>		
Poorest	0.4	1023
Second	0.6	1054
Middle	0.9	997
Fourth	2.2	978
Richest	1.0	878

<sup>A</sup> Percentages of children by reason for inability to attend class, and "Survey specific indicator LN.S9 - Contact with school concerning teacher absence" are not shown in the table due to low number of unweighted cases.

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

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

"-" denotes 0 unweighted case in the denominator

**Table LN.3.3: Learning environment at home**

Percentage of children age 7-14 years<sup>A</sup> 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, Turkmenistan, 2019

	Percentage of children with 3 or more books to read at home <sup>1</sup>	Number of children age 7-14 years	Percentage of children who read books or are read to at home <sup>2</sup>	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 <sup>3</sup>	Number of children age 7-14 years attending school	Percentage of children who receive help with homework <sup>4</sup>	Number of children age 7-14 attending school and have homework
<b>Total</b>	<b>69.4</b>	<b>4957</b>	<b>97.9</b>	<b>4856</b>	<b>99.7</b>	<b>4930</b>	<b>88.5</b>	<b>4838</b>	<b>65.9</b>	<b>4916</b>
<b>Sex</b>										
Male	68.0	2553	98.1	2502	99.8	2539	88.5	2491	66.8	2534
Female	71.0	2404	97.7	2353	99.6	2391	88.5	2347	65.0	2382
<b>Area</b>										
Urban	77.5	2123	98.1	2040	99.5	2111	88.2	2035	64.1	2101
Rural	63.4	2834	97.8	2816	99.9	2819	88.8	2803	67.3	2815
<b>Region</b>										
Ashgabat city	99.4	562	99.8	502	98.8	560	94.3	502	59.2	553
Akhai velayat	97.8	646	98.3	644	99.6	641	99.3	640	35.9	638
Balkan velayat	54.9	304	100.0	300	99.9	304	98.8	300	33.9	304
Dashoguz velayat	46.3	966	100.0	962	100.0	962	70.5	962	86.9	962
Lebap velayat	59.8	1263	96.4	1249	99.9	1259	92.0	1247	83.4	1258
Mary velayat	72.5	1215	96.2	1198	99.8	1203	88.6	1187	57.9	1201
<b>Age<sup>B</sup></b>										
6	64.6	391	99.5	380	99.6	388	92.1	379	90.7	386
7	68.6	752	99.6	736	100.0	745	89.5	732	81.5	745
8	70.7	790	99.0	770	99.7	790	88.3	770	76.8	787
9	70.0	637	97.1	625	99.2	634	90.5	622	63.5	629
10	69.9	656	96.0	647	100.0	651	84.1	641	59.5	651
11	79.7	551	99.1	539	100.0	551	85.5	539	63.1	551
12	59.6	547	96.0	534	99.6	545	89.8	534	51.9	542
13	70.2	451	96.4	444	99.5	447	90.9	440	44.3	445
14	70.2	181	98.1	180	100.0	181	86.0	180	36.1	181

<sup>1</sup> MICS indicator LN.18 - Availability of books at home

<sup>2</sup> MICS indicator LN.19 - Reading habit at home

<sup>3</sup> MICS indicator LN.20 - School and home languages

<sup>4</sup> MICS indicator LN.21 - Support with homework

<sup>A</sup> 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.

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.3.3 (Continued): Learning environment at home**

Percentage of children age 7-14 years<sup>A</sup> 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, Turkmenistan, 2019

	Percentage of children with 3 or more books to read at home <sup>1</sup>	Number of children age 7-14 years	Percentage of children who read books or are read to at home <sup>2</sup>	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 <sup>3</sup>	Number of children age 7-14 years attending school	Percentage of children who receive help with homework <sup>4</sup>	Number of children age 7-14 attending school and have homework
<b>Total</b>	<b>69.4</b>	<b>4957</b>	<b>97.9</b>	<b>4856</b>	<b>99.7</b>	<b>4930</b>	<b>88.5</b>	<b>4838</b>	<b>65.9</b>	<b>4916</b>
<b>School attendance</b>										
Early childhood education	(*)	1	(*)	1	(*)	1	(*)	1	-	0
Primary	69.3	2558	99.0	2507	99.7	2558	89.6	2507	77.4	2550
Secondary	69.9	2370	96.7	2330	99.8	2370	87.3	2330	53.5	2365
Higher	(*)	1	-	0	(*)	1	-	0	(*)	1
Out-of-school	(*)	27	(*)	18	na	na	na	na	na	na
<b>Mother's education</b>										
Pre-primary or none	-	0	-	0	-	0	-	0	-	0
Primary or secondary	68.0	3928	97.9	3864	99.8	3902	88.3	3847	66.4	3896
Primary vocational	61.1	315	97.1	312	100.0	313	92.3	312	67.4	313
Secondary vocational	77.1	457	99.4	439	99.0	457	89.3	439	62.1	452
Higher	87.2	257	96.9	240	98.7	257	85.6	240	62.8	254
<b>Child's functional difficulties</b>										
Has functional difficulty	64.0	111	(94.3)	90	100.0	104	(95.0)	90	80.1	104
Has no functional difficulty	69.6	4846	98.0	4765	99.7	4826	88.4	4748	65.6	4812
<b>Mother's functional difficulties</b>										
Has functional difficulty	(41.2)	52	97.7	51	(100.0)	52	(100.0)	51	(43.5)	52
Has no functional difficulty	69.9	4566	97.7	4473	99.8	4539	88.3	4455	65.7	4529
No information	67.8	339	100.0	332	98.9	339	89.4	332	72.5	335
<b>Native language of household head</b>										
Turkmen	71.4	4167	97.9	4083	99.8	4144	98.2	4065	63.3	4134
Uzbek	51.0	516	99.5	512	100.0	512	28.7	512	90.0	512
Russian	94.7	111	99.2	101	96.7	111	97.9	101	68.6	108
Other language	60.5	163	92.6	160	100.0	163	27.9	160	53.5	163
<b>Wealth index quintile</b>										
Poorest	44.3	1029	98.4	1020	100.0	1023	89.5	1015	83.7	1023
Second	63.0	1062	97.5	1052	99.9	1054	86.3	1047	68.7	1053
Middle	73.6	999	98.6	992	99.5	997	86.0	991	57.9	992
Fourth	82.5	987	96.8	974	100.0	978	91.4	968	57.5	978
Richest	87.2	879	98.3	818	99.2	878	89.9	818	60.3	871

<sup>1</sup> MICS indicator LN.18 - Availability of books at home

<sup>2</sup> MICS indicator LN.19 - Reading habit at home

<sup>3</sup> MICS indicator LN.20 - School and home languages

<sup>4</sup> MICS indicator LN.21 - Support with homework

<sup>A</sup> 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.

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

## 8.5 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).<sup>100</sup> 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.<sup>101</sup>

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.<sup>102</sup>

There are a number of existing tools for measuring learning outcomes<sup>103</sup> 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.<sup>104</sup> 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

---

<sup>100</sup> 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](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.

<sup>101</sup> 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.

<sup>102</sup> Duncan, G. "School Readiness and Later Achievement." *Developmental Psychology* 43, no. 6 (2007): 1428-446. doi:10.1037/0012-1649.43.6.1428.

<sup>103</sup> 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](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>.

<sup>104</sup> 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](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. In addition, data are shown separately for children age 10-14 years in tables LN.4.1A and LN.4.2A, and for children attending grade 2/3 in tables LN.4.1B and LN.4.2B.

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: Reading skills**

Percentage of children aged 7-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Male					Number of children age 7-14 years at the time of the survey
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills		
		Three literal	Two inferential			
<b>Total<sup>1,4</sup></b>	<b>94.2</b>	<b>90.3</b>	<b>84.4</b>	<b>81.6</b>	<b>2502</b>	
<b>Area</b>						
Urban	94.1	89.8	81.4	79.0	1052	
Rural	94.3	90.6	86.6	83.4	1450	
<b>Region</b>						
Ashgabat city	98.2	95.6	94.8	94.8	249	
Akhhal velayat	95.6	91.0	78.3	73.8	338	
Balkan velayat	90.9	85.6	67.2	62.8	145	
Dashoguz velayat	98.0	95.7	93.0	91.1	501	
Lebap velayat	86.4	78.7	70.8	67.3	674	
Mary velayat	98.3	97.3	95.9	93.0	594	
<b>Age<sup>A</sup></b>						
6	67.8	68.5	58.2	53.5	163	
7-8 <sup>2</sup>	91.8	83.1	74.9	68.6	846	
7	89.0	78.9	69.6	62.8	402	
8	94.3	87.0	79.7	73.9	444	
9	97.4	96.6	86.2	86.1	325	
10	98.2	95.8	92.7	91.8	293	
11	99.7	95.6	94.9	92.4	248	
12	97.5	96.3	94.7	94.7	296	
13	100.0	99.6	99.2	98.9	221	
14	100.0	97.3	87.7	87.7	109	
<b>School attendance</b>						
Pre-primary or none	-	-	-	-	0	
Primary	90.2	84.8	75.6	71.2	1338	
Grade 1	76.8	72.3	59.9	57.0	168	
Grade 2-3 <sup>3</sup>	90.1	82.8	75.0	68.6	844	
Grade 2	85.8	77.7	68.6	62.3	390	
Grade 3	93.8	87.1	80.5	74.0	453	
Grade 4	97.4	96.6	85.3	85.2	327	
Secondary	98.9	96.7	94.4	93.6	1153	
Grade 5	98.0	95.7	92.7	91.6	301	
Grade 6	99.1	96.3	95.3	94.1	484	
Grade 7	98.8	98.5	98.4	98.1	252	
Grade 8	100.0	97.3	86.1	86.1	111	
Grade 9	(*)	(*)	(*)	(*)	5	
Out-of-school	(*)	(*)	(*)	(*)	11	
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	0	
Primary or secondary	94.4	89.7	84.0	81.3	1961	
Primary vocational	96.2	89.5	77.2	72.0	162	
Secondary vocational	93.2	93.3	89.9	87.2	239	
Higher	91.3	94.2	89.2	86.3	141	
<b>Child's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	39	
Has no functional difficulty	94.6	90.7	84.9	82.0	2463	
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	17	
Has no functional difficulty	94.1	90.2	84.5	81.5	2337	
No information	95.8	90.7	82.2	81.7	148	
<b>Native language of household head</b>						
Turkmen	93.7	89.1	83.5	80.3	2125	
Uzbek	97.8	97.3	91.7	90.6	257	
Russian	(91.3)	(88.6)	(85.9)	(85.0)	45	
Other language	(*)	(*)	(*)	(*)	76	
<b>Wealth index quintile</b>						
Poorest	88.8	82.9	79.1	75.6	526	
Second	97.2	93.8	90.6	88.9	542	
Middle	94.2	90.7	84.2	78.9	535	
Fourth	97.1	93.9	83.5	81.1	461	
Richest	94.3	90.5	84.2	83.4	438	
<b>Parity indices<sup>B</sup></b>						
Wealth						
Poorest/Richest <sup>5</sup>	0.94	0.92	0.94	0.91	na	
Area						
Rural/Urban <sup>6</sup>	1.00	1.01	1.06	1.06	na	
Functional difficulties						
Difficulties/No difficulties <sup>7</sup>	(*)	(*)	(*)	(*)	na	

<sup>1</sup> MICS indicator LN.22a - Foundational reading and number skills (reading, age 7-14)<sup>2</sup> MICS indicator LN.22b - Foundational reading and number skills (reading, age for grade 2/3)<sup>3</sup> MICS indicator LN.22c - Foundational reading and number skills (reading, attending grade 2/3); SDG indicator 4.1.1<sup>4</sup> MICS indicator LN.11a - Parity indices - reading, age 7-14 (gender); SDG indicator 4.5.1<sup>5</sup> MICS indicator LN.11b - Parity indices - reading, age 7-14 (wealth); SDG indicator 4.5.1<sup>6</sup> MICS indicator LN.11c - Parity indices - reading, age 7-14 (area); SDG indicator 4.5.1<sup>7</sup> MICS indicator LN.11d - Parity indices - reading, age 7-14 (functioning); SDG indicator 4.5.1

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)



**Table LN.4.1 (Continued): Reading skills**

Percentage of children aged 7-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Female				Number of children age 7-14 years at the time of the survey
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills	
		Three literal	Two inferential		
<b>Total<sup>1,4</sup></b>	<b>95.1</b>	<b>92.2</b>	<b>84.6</b>	<b>82.0</b>	<b>2353</b>
<b>Area</b>					
Urban	93.2	90.1	82.1	79.9	988
Rural	96.6	93.6	86.4	83.6	1366
<b>Region</b>					
Ashgabat city	99.2	98.7	98.0	97.2	253
Akhhal velayat	95.5	89.3	75.6	72.0	305
Balkan velayat	91.2	86.2	69.9	66.0	154
Dashoguz velayat	98.1	95.7	89.1	88.8	461
Lebap velayat	89.1	83.2	74.9	71.0	575
Mary velayat	97.6	98.2	93.1	90.2	604
<b>Age<sup>A</sup></b>					
6	76.0	68.6	54.3	47.1	217
7-8 <sup>2</sup>	93.3	89.5	79.2	75.9	661
7	90.1	85.9	69.6	66.0	334
8	96.5	93.2	89.0	86.1	327
9	96.6	93.7	87.0	82.1	300
10	98.7	95.2	91.5	90.4	353
11	100.0	98.7	93.5	92.9	291
12	98.5	96.8	90.3	89.1	238
13	100.0	100.0	95.3	95.3	222
14	(100.0)	(100.0)	(94.0)	(94.0)	71
<b>School attendance</b>					
Pre-primary or none	(*)	(*)	(*)	(*)	1
Primary	91.0	86.7	76.5	72.1	1169
Grade 1	81.6	71.1	53.9	50.0	227
Grade 2-3 <sup>3</sup>	91.7	88.9	79.4	74.9	636
Grade 2	87.1	86.3	71.2	66.6	320
Grade 3	96.4	91.5	87.7	83.3	316
Grade 4	96.7	93.8	87.5	82.7	305
Secondary	99.4	97.6	92.7	92.0	1177
Grade 5	98.9	95.7	90.9	90.1	358
Grade 6	99.3	97.5	92.7	91.6	505
Grade 7	100.0	100.0	96.8	96.8	218
Grade 8	(100.0)	(100.0)	(89.6)	(89.6)	90
Grade 9	(*)	(*)	(*)	(*)	6
Out-of-school	(*)	(*)	(*)	(*)	6
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	0
Primary or secondary	95.2	91.9	84.1	81.8	1903
Primary vocational	91.5	91.2	81.4	76.6	150
Secondary vocational	95.0	94.4	88.1	86.3	201
Higher	98.6	93.7	93.2	85.6	99
<b>Child's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	51
Has no functional difficulty	95.5	92.4	84.9	82.2	2302
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	34
Has no functional difficulty	95.5	93.3	85.0	83.0	2135
No information	92.8	82.1	79.7	74.0	184
<b>Native language of household head</b>					
Turkmen	94.2	91.0	83.2	80.3	1958
Uzbek	100.0	97.1	87.5	87.0	254
Russian	(97.6)	(100.0)	(97.0)	(94.6)	56
Other language	(100.0)	(98.6)	(99.5)	(98.1)	85
<b>Wealth index quintile</b>					
Poorest	94.3	87.6	80.2	76.7	494
Second	97.5	96.4	90.7	90.7	510
Middle	93.9	90.3	82.0	78.3	457
Fourth	94.0	92.4	81.6	78.8	513
Richest	96.2	94.2	89.3	86.3	380
<b>Parity indices<sup>B</sup></b>					
Wealth					
Poorest/Richest <sup>5</sup>	0.98	0.93	0.90	0.89	na
Area					
Rural/Urban <sup>6</sup>	1.04	1.04	1.05	1.05	na
Functional difficulties					
Difficulties/No difficulties <sup>7</sup>	(*)	(*)	(*)	(*)	na

<sup>1</sup> MICS indicator LN.22a - Foundational reading and number skills (reading, age 7-14)

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

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

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

<sup>5</sup> MICS indicator LN.11b - Parity indices - reading, age 7-14 (wealth); SDG indicator 4.5.1

<sup>6</sup> MICS indicator LN.11c - Parity indices - reading, age 7-14 (area); SDG indicator 4.5.1

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

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.1 (Continued): Reading skills**

Percentage of children aged 7-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Total						
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills <sup>1,2,3,5,6,7</sup>	Gender Parity Index for foundational reading skills <sup>4</sup>	Percentage of children for whom the reading book was not available in appropriate language	Number of children age 7-14 years at the time of the survey
		Three literal	Two inferential				
<b>Total<sup>1,4</sup></b>	<b>94.7</b>	<b>91.2</b>	<b>84.5</b>	<b>81.8</b>	<b>1.01</b>	<b>0.0</b>	<b>4856</b>
<b>Area</b>							
Urban	93.7	90.0	81.7	79.4	1.01	0.0	2040
Rural	95.4	92.1	86.5	83.5	1.00	0.0	2816
<b>Region</b>							
Ashgabat city	98.7	97.2	96.4	96.0	1.03	0.0	502
Akhal velayat	95.6	90.2	77.0	73.0	0.97	0.0	644
Balkan velayat	91.0	85.9	68.6	64.4	1.05	0.0	300
Dashoguz velayat	98.0	95.7	91.1	90.0	0.98	0.0	962
Lebap velayat	87.7	80.8	72.7	69.0	1.05	0.0	1249
Mary velayat	98.0	97.7	94.5	91.6	0.97	0.0	1198
<b>Age<sup>A</sup></b>							
6	72.5	68.6	55.9	49.8	0.88	0.0	380
7-8 <sup>2</sup>	92.4	86.0	76.8	71.8	1.11	0.0	1507
7	89.5	82.1	69.6	64.2	1.05	0.0	736
8	95.2	89.6	83.7	79.1	1.16	0.0	770
9	97.0	95.2	86.6	84.2	0.95	0.0	625
10	98.5	95.5	92.0	91.0	0.99	0.0	647
11	99.9	97.3	94.1	92.7	1.01	0.0	539
12	98.0	96.5	92.7	92.2	0.94	0.0	534
13	100.0	99.8	97.3	97.1	0.96	0.0	444
14	100.0	98.4	90.2	90.2	(1.07)	0.0	180
<b>School attendance</b>							
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	1
Primary	90.6	85.7	76.1	71.6	1.01	0.0	2507
Grade 1	79.6	71.6	56.5	53.0	0.88	0.0	395
Grade 2-3 <sup>3</sup>	90.8	85.4	76.9	71.3	1.09	0.0	1480
Grade 2	86.4	81.6	69.8	64.2	1.07	0.0	710
Grade 3	94.9	88.9	83.5	77.8	1.13	0.0	769
Grade 4	97.0	95.2	86.4	84.0	0.97	0.0	632
Secondary	99.1	97.2	93.6	92.8	0.98	0.0	2330
Grade 5	98.5	95.7	91.7	90.8	0.98	0.0	658
Grade 6	99.2	96.9	94.0	92.9	0.97	0.0	988
Grade 7	99.4	99.2	97.6	97.5	0.99	0.0	470
Grade 8	100.0	98.5	87.7	87.7	1.04	0.0	202
Grade 9	(*)	(*)	(*)	(*)	(*)	0.0	11
Out-of-school	(*)	(*)	(*)	(*)	(*)	0.0	18
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	94.8	90.8	84.0	81.6	1.01	0.0	3864
Primary vocational	94.0	90.3	79.2	74.2	1.06	0.0	312
Secondary vocational	94.0	93.8	89.1	86.8	0.99	0.0	439
Higher	94.4	94.0	90.9	86.0	0.99	0.0	240
<b>Child's functional difficulties</b>							
Has functional difficulty	(76.6)	(72.4)	(63.8)	(63.8)	(*)	(0.0)	90
Has no functional difficulty	95.0	91.5	84.9	82.1	1.00	0.0	4765
<b>Mother's functional difficulties</b>							
Has functional difficulty	(88.0)	(84.5)	(87.3)	(74.9)	(*)	(0.0)	51
Has no functional difficulty	94.8	91.7	84.7	82.2	1.02	0.0	4473
No information	94.1	85.9	80.8	77.4	0.91	0.0	332
<b>Native language of household head</b>							
Turkmen	93.9	90.0	83.3	80.3	1.00	0.0	4083
Uzbek	98.9	97.2	89.6	88.8	0.96	0.0	512
Russian	94.8	95.0	92.1	90.4	(1.11)	0.0	101
Other language	100.0	99.3	92.7	92.0	(*)	0.0	160
<b>Wealth index quintile</b>							
Poorest	91.4	85.2	79.7	76.1	1.02	0.0	1020
Second	97.3	95.1	90.6	89.8	1.02	0.0	1052
Middle	94.0	90.5	83.2	78.6	0.99	0.0	992
Fourth	95.4	93.1	82.5	79.9	0.97	0.0	974
Richest	95.2	92.2	86.6	84.8	1.03	0.0	818
<b>Parity indices<sup>B</sup></b>							
Wealth							
Poorest/Richest <sup>5</sup>	0.96	0.92	0.92	0.90	na	na	na
Area							
Rural/Urban <sup>6</sup>	1.02	1.02	1.06	1.05	na	na	na
Functional difficulties							
Difficulties/No difficulties <sup>7</sup>	(0.81)	(0.79)	(0.75)	(0.78)	na	na	na

<sup>1</sup> MICS indicator LN.22a - Foundational reading and number skills (reading, age 7-14)

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

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

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

<sup>5</sup> MICS indicator LN.11b - Parity indices - reading, age 7-14 (wealth); SDG indicator 4.5.1

<sup>6</sup> MICS indicator LN.11c - Parity indices - reading, age 7-14 (area); SDG indicator 4.5.1

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

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup>Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.4.1A: Reading skills (age 10-14 years)**

Percentage of children aged 10-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Male				Number of children age 10-14 years at the time of the survey
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills	
		Three literal	Two inferential		
<b>Total</b>	<b>98.7</b>	<b>96.9</b>	<b>94.2</b>	<b>93.4</b>	<b>1302</b>
<b>Area</b>					
Urban	98.2	96.1	91.9	91.3	624
Rural	99.2	97.7	96.2	95.3	678
<b>Region</b>					
Ashgabat city	96.9	95.0	95.0	95.0	140
Akhhal velayat	100.0	97.6	89.2	88.7	172
Balkan velayat	98.4	94.5	86.7	83.5	92
Dashoguz velayat	100.0	100.0	99.5	99.5	294
Lebap velayat	97.5	95.7	90.0	89.5	309
Mary velayat	99.0	96.4	98.0	96.4	294
<b>Age<sup>A</sup></b>					
9	97.3	98.3	91.8	91.6	134
10	98.2	95.8	92.7	91.8	293
11	99.7	95.6	94.9	92.4	248
12	97.5	96.3	94.7	94.7	296
13	100.0	99.6	99.2	98.9	221
14	100.0	97.3	87.7	87.7	109
<b>School attendance</b>					
Pre-primary or none	-	-	-	-	0
Primary	97.4	98.4	91.6	91.4	140
Grade 2	-	-	-	-	0
Grade 3	(*)	(*)	(*)	(*)	8
Grade 4	97.3	98.3	91.5	91.2	132
Secondary	98.9	96.7	94.4	93.6	1153
Grade 5	98.0	95.7	92.7	91.6	301
Grade 6	99.1	96.3	95.3	94.1	484
Grade 7	98.8	98.5	98.4	98.1	252
Grade 8	100.0	97.3	86.1	86.1	111
Grade 9	(*)	(*)	(*)	(*)	5
Out-of-school	(*)	(*)	(*)	(*)	9
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	0
Primary or secondary	98.7	97.0	94.3	93.4	996
Primary vocational	99.2	92.5	85.3	84.5	90
Secondary vocational	97.9	97.6	95.7	95.7	141
Higher	100.0	100.0	100.0	100.0	75
<b>Child's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	19
Has no functional difficulty	99.0	97.6	94.9	94.1	1282
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	13
Has no functional difficulty	98.7	96.8	93.8	93.1	1197
No information	99.2	98.3	97.7	96.9	91
<b>Native language of household head</b>					
Turkmen	98.5	96.5	93.6	92.8	1107
Uzbek	100.0	100.0	97.1	97.1	143
Russian	(100.0)	(95.3)	(95.4)	(93.9)	26
Other language	(*)	(*)	(*)	(*)	26
<b>Wealth index quintile</b>					
Poorest	98.4	97.1	97.1	97.1	269
Second	99.0	99.6	95.0	94.6	240
Middle	98.6	95.5	94.8	92.5	268
Fourth	99.7	97.6	92.2	91.4	268
Richest	97.9	95.1	91.6	91.5	256
<b>Parity indices<sup>B</sup></b>					
Wealth					
Poorest/Richest	1.01	1.02	1.06	1.06	na
Area					
Rural/Urban	1.01	1.02	1.05	1.04	na
Functional difficulties					
Difficulties/No difficulties	(*)	(*)	(*)	(*)	na

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.1A (Continued): Reading skills (age 10-14 years)**

Percentage of children aged 10-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Female				
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills	Number of children age 10-14 years at the time of the survey
		Three literal	Two inferential		
<b>Total</b>	<b>99.4</b>	<b>97.1</b>	<b>91.3</b>	<b>90.6</b>	<b>1324</b>
<b>Area</b>					
Urban	99.4	95.6	89.6	88.7	558
Rural	99.4	98.3	92.5	91.9	766
<b>Region</b>					
Ashgabat city	100.0	100.0	100.0	100.0	150
Akhhal velayat	99.5	93.2	78.5	76.0	145
Balkan velayat	100.0	94.4	83.5	79.9	89
Dashoguz velayat	100.0	100.0	95.5	95.5	270
Lebap velayat	97.7	94.1	90.2	89.7	327
Mary velayat	100.0	98.8	92.7	92.3	344
<b>Age<sup>A</sup></b>					
9	100.0	93.5	80.6	79.8	148
10	98.7	95.2	91.5	90.4	353
11	100.0	98.7	93.5	92.9	291
12	98.5	96.8	90.3	89.1	238
13	100.0	100.0	95.3	95.3	222
14	(100.0)	(100.0)	(94.0)	(94.0)	71
<b>School attendance</b>					
Pre-primary or none	-	-	-	-	0
Primary	99.6	93.1	79.8	78.9	147
Grade 2	(*)	(*)	(*)	(*)	1
Grade 3	(*)	(*)	(*)	(*)	11
Grade 4	100.0	93.0	80.1	79.2	136
Secondary	99.4	97.6	92.7	92.0	1177
Grade 5	98.9	95.7	90.9	90.1	358
Grade 6	99.3	97.5	92.7	91.6	505
Grade 7	100.0	100.0	96.8	96.8	218
Grade 8	(100.0)	(100.0)	(89.6)	(89.6)	90
Grade 9	(*)	(*)	(*)	(*)	6
Out-of-school	(*)	(*)	(*)	(*)	0
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	0
Primary or secondary	99.6	97.4	91.3	90.8	1067
Primary vocational	95.1	93.6	85.0	83.5	81
Secondary vocational	100.0	95.8	93.4	91.6	111
Higher	100.0	98.7	94.3	93.0	66
<b>Child's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	27
Has no functional difficulty	99.4	97.1	91.2	90.5	1297
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	17
Has no functional difficulty	99.4	97.2	91.5	90.8	1208
No information	99.3	95.4	87.0	86.1	99
<b>Native language of household head</b>					
Turkmen	99.2	96.6	90.1	89.3	1079
Uzbek	100.0	99.3	95.0	94.3	168
Russian	(*)	(*)	(*)	(*)	32
Other language	(*)	(*)	(*)	(*)	45
<b>Wealth index quintile</b>					
Poorest	100.0	95.7	92.3	91.6	269
Second	100.0	98.9	92.7	92.7	298
Middle	98.4	97.0	90.8	90.3	246
Fourth	98.5	96.7	86.8	85.8	282
Richest	100.0	97.1	94.2	92.6	230
<b>Parity indices<sup>B</sup></b>					
Wealth					
Poorest/Richest	1.00	0.98	0.98	0.99	na
Area					
Rural/Urban	1.00	1.03	1.03	1.04	na
Functional difficulties					
Difficulties/No difficulties	(*)	(*)	(*)	(*)	na

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.1A (Continued): Reading skills (age 10-14 years)**

Percentage of children aged 10-14 who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Total						Number of children age 10-14 years at the time of the survey
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills	Gender Parity Index for foundational reading skills	Percentage of children for whom the reading book was not available in appropriate language	
		Three literal	Two inferential				
<b>Total</b>	<b>99.1</b>	<b>97.0</b>	<b>92.7</b>	<b>92.0</b>	<b>0.97</b>	<b>0.0</b>	<b>2626</b>
<b>Area</b>							
Urban	98.7	95.9	90.8	90.1	0.97	0.0	1182
Rural	99.3	98.0	94.3	93.5	0.96	0.0	1443
<b>Region</b>							
Ashgabat city	98.5	97.6	97.6	97.6	1.05	0.0	290
Akhhal velayat	99.8	95.6	84.3	82.9	0.86	0.0	317
Balkan velayat	99.2	94.4	85.1	81.7	0.96	0.0	181
Dashoguz velayat	100.0	100.0	97.6	97.6	0.96	0.0	564
Lebap velayat	97.6	94.9	90.1	89.6	1.00	0.0	637
Mary velayat	99.5	97.7	95.1	94.2	0.96	0.0	637
<b>Age<sup>A</sup></b>							
9	98.7	95.8	85.9	85.4	0.87	0.0	282
10	98.5	95.5	92.0	91.0	0.99	0.0	647
11	99.9	97.3	94.1	92.7	1.01	0.0	539
12	98.0	96.5	92.7	92.2	0.94	0.0	534
13	100.0	99.8	97.3	97.1	0.96	0.0	444
14	100.0	98.4	90.2	90.2	1.07	0.0	180
<b>School attendance</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary	98.5	95.7	85.5	85.0	0.97	0.0	287
Grade 2	(*)	(*)	(*)	(*)	-	(*)	1
Grade 3	(*)	(*)	(*)	(*)	(*)	(*)	19
Grade 4	98.7	95.6	85.7	85.1	0.85	0.0	267
Secondary	99.1	97.2	93.6	92.8		0.0	2330
Grade 5	98.5	95.7	91.7	90.8	0.87	0.0	658
Grade 6	99.2	96.9	94.0	92.9	0.98	0.0	988
Grade 7	99.4	99.2	97.6	97.5	0.97	0.0	470
Grade 8	100.0	98.5	87.7	87.7	0.99	0.0	202
Grade 9	(*)	(*)	(*)	(*)	(*)	(*)	11
Out-of-school	(*)	(*)	(*)	(*)	(*)	(*)	9
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	99.2	97.2	92.8	92.1	0.97	0.0	2063
Primary vocational	97.3	93.0	85.2	84.0	0.99	0.0	171
Secondary vocational	98.8	96.8	94.7	93.9	0.96	0.0	252
Higher	100.0	99.4	97.3	96.7	0.93	0.0	140
<b>Child's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	46
Has no functional difficulty	99.2	97.3	93.1	92.3	0.96	0.0	2579
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	30
Has no functional difficulty	99.0	97.0	92.7	91.9	0.98	0.0	2405
No information	99.3	96.8	92.1	91.3	0.89	0.0	190
<b>Native language of household head</b>							
Turkmen	98.9	96.5	91.9	91.1	0.96	0.0	2187
Uzbek	100.0	99.6	96.0	95.6	0.97	0.0	311
Russian	100.0	97.9	97.9	97.3	(*)	0.0	57
Other language	100.0	100.0	99.4	99.4	(*)	0.0	71
<b>Wealth index quintile</b>							
Poorest	99.2	96.4	94.7	94.3	0.94	0.0	538
Second	99.5	99.2	93.7	93.5	0.98	0.0	539
Middle	98.5	96.2	92.9	91.5	0.98	0.0	514
Fourth	99.1	97.2	89.4	88.5	0.94	0.0	550
Richest	98.9	96.1	92.9	92.0	1.01	0.0	486
<b>Parity indices<sup>B</sup></b>							
Wealth							
Poorest/Richest	1.00	1.00	1.02	1.02	na	na	na
Area							
Rural/Urban	1.01	1.02	1.04	1.04	na	na	na
Functional difficulties							
Difficulties/No difficulties	(*)	(*)	(*)	(*)	na	na	na

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.4.1B: Reading skills (attending grade 2/3)**

Percentage of children attending grade 2/3 of primary school who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Male				
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills	Number of children attending grade 2/3
		Three literal	Two inferential		
<b>Total<sup>1,2</sup></b>	<b>90.1</b>	<b>82.8</b>	<b>75.0</b>	<b>68.6</b>	<b>844</b>
<b>Area</b>					
Urban	91.4	81.7	69.1	62.7	300
Rural	89.4	83.4	78.3	71.8	543
<b>Region</b>					
Ashgabat city	100.0	95.6	93.3	93.3	88
Akhal velayat	86.6	82.0	70.5	59.0	111
Balkan velayat	82.1	69.8	28.2	22.4	37
Dashoguz velayat	93.4	84.1	78.8	71.8	134
Lebap velayat	80.9	65.4	56.4	49.1	241
Mary velayat	97.0	97.6	94.9	89.5	232
<b>Age<sup>A</sup></b>					
6	(*)	(*)	(*)	(*)	19
7	88.3	79.3	70.0	63.5	376
8	94.0	86.4	79.5	73.4	425
9	(*)	(*)	(*)	(*)	22
10	(*)	(*)	(*)	(*)	1
<b>School attendance</b>					
Pre-primary or none	-	-	-	-	0
Primary	90.1	82.8	75.0	68.6	844
Grade 2	85.8	77.7	68.6	62.3	390
Grade 3	93.8	87.1	80.5	74.0	453
Out-of-school	-	-	-	-	0
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	0
Primary or secondary	90.1	80.6	73.1	67.6	663
Primary vocational	(*)	(*)	(*)	(*)	56
Secondary vocational	(91.8)	(95.5)	(90.6)	(82.2)	76
Higher	(83.8)	(92.1)	(77.8)	(69.5)	49
<b>Child's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	17
Has no functional difficulty	90.5	83.0	75.3	68.8	827
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	3
Has no functional difficulty	89.6	82.8	75.8	69.0	797
No information	(*)	(*)	(*)	(*)	44
<b>Native language of household head</b>					
Turkmen	89.4	81.2	75.0	67.9	724
Uzbek	(*)	(*)	(*)	(*)	65
Russian	(*)	(*)	(*)	(*)	14
Other language	(*)	(*)	(*)	(*)	40
<b>Wealth index quintile</b>					
Poorest	77.4	63.8	55.8	46.8	183
Second	98.3	91.0	90.2	87.2	211
Middle	87.4	82.1	72.4	61.1	196
Fourth	93.0	89.6	75.3	70.4	136
Richest	96.5	90.4	81.7	79.3	117
<b>Parity indices<sup>B</sup></b>					
Wealth					
Poorest/Richest <sup>3</sup>	0.80	0.71	0.68	0.59	na
Area					
Rural/Urban <sup>4</sup>	0.98	1.02	1.13	1.15	na

<sup>1</sup> MICS indicator LN.22c - Foundational reading and number skills (reading, attending grade 2/3); SDG indicator 4.1.1<sup>2</sup> Survey specific indicator LN.S10a - Parity indices - reading, attending grade 2/3 (gender)<sup>3</sup> Survey specific indicator LN.S10b - Parity indices - reading, attending grade 2/3 (wealth)<sup>4</sup> Survey specific indicator LN.S10c - Parity indices - reading, attending grade 2/3 (area)

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year I. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by functional difficulties and orphanhood status are not shown in the table due to the small number of unweighted cases for the categories "Has functional difficulty" and "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.1B (Continued): Reading skills (attending grade 2/3)**

Percentage of children attending grade 2/3 of primary school who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Female				
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage who demonstrated foundational reading skills	Number of children attending grade 2/3
		Three literal	Two inferential		
<b>Total<sup>1,2</sup></b>	<b>91.7</b>	<b>88.9</b>	<b>79.4</b>	<b>74.9</b>	<b>636</b>
<b>Area</b>					
Urban	91.4	89.6	79.3	76.0	274
Rural	91.9	88.3	79.4	74.1	362
<b>Region</b>					
Ashgabat city	(100.0)	(100.0)	(100.0)	(100.0)	72
Akhal velayat	92.5	83.5	72.4	67.4	120
Balkan velayat	86.7	78.0	50.8	44.9	42
Dashoguz velayat	(94.3)	(95.3)	(86.3)	(85.3)	127
Lebap velayat	83.4	77.3	60.6	53.1	145
Mary velayat	(94.8)	(97.9)	(97.8)	(91.7)	131
<b>Age<sup>A</sup></b>					
6	(*)	(*)	(*)	(*)	17
7	89.4	84.5	70.3	66.3	301
8	96.2	92.5	88.4	85.1	296
9	(*)	(*)	(*)	(*)	17
10	(*)	(*)	(*)	(*)	4
<b>School attendance</b>					
Pre-primary or none	-	-	-	-	0
Primary	91.7	88.9	79.4	74.9	636
Grade 2	87.1	86.3	71.2	66.6	320
Grade 3	96.4	91.5	87.7	83.3	316
Out-of-school	-	-	-	-	0
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	0
Primary or secondary	91.8	88.3	78.4	74.8	483
Primary vocational	(89.8)	(94.8)	(84.4)	(73.7)	53
Secondary vocational	(89.6)	(91.8)	(78.2)	(78.2)	72
Higher	(*)	(*)	(*)	(*)	29
<b>Child's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	11
Has no functional difficulty	92.0	89.1	79.6	75.1	625
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	12
Has no functional difficulty	93.8	92.7	80.6	78.4	571
No information	(*)	(*)	(*)	(*)	53
<b>Native language of household head</b>					
Turkmen	90.3	87.2	77.5	72.4	542
Uzbek	(*)	(*)	(*)	(*)	51
Russian	(*)	(*)	(*)	(*)	16
Other language	(*)	(*)	(*)	(*)	27
<b>Wealth index quintile</b>					
Poorest	(86.2)	(85.8)	(63.9)	(61.6)	126
Second	(100.0)	(98.0)	(93.4)	(93.4)	124
Middle	89.5	83.2	78.2	67.5	131
Fourth	90.0	88.8	80.3	73.5	150
Richest	93.8	89.1	81.5	80.3	105
<b>Parity indices<sup>B</sup></b>					
Wealth					
Poorest/Richest <sup>3</sup>	(0.92)	(0.96)	(0.78)	(0.77)	na
Area					
Rural/Urban <sup>4</sup>	1.01	0.99	1.00	0.98	na

<sup>1</sup> MICS indicator LN.22c - Foundational reading and number skills (reading, attending grade 2/3); SDG indicator 4.1.1<sup>2</sup> Survey specific indicator LN.S10a - Parity indices - reading, attending grade 2/3 (gender)<sup>3</sup> Survey specific indicator LN.S10s - Parity indices - reading, attending grade 2/3 (wealth)<sup>4</sup> Survey specific indicator LN.S10c - Parity indices - reading, attending grade 2/3 (area)

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by functional difficulties and orphanhood status are not shown in the table due to the small number of unweighted cases for the categories "Has functional difficulty" and "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.1B (Continued): Reading skills (attending grade 2/3)**

Percentage of children attending grade 2/3 of primary school who demonstrate foundational reading skills by successfully completing three foundational reading tasks, by sex, Turkmenistan, 2019

	Total						
	Percentage who correctly read 90% of words in a story	Percentage who correctly answered comprehension questions		Percentage of children who demonstrate foundational reading skills <sup>1,3,4</sup>	Gender Parity Index for foundational reading skills <sup>2</sup>	Percentage of children for whom the reading book was not available in appropriate language	Number of children attending grade 2/3
		Three literal	Two inferential				
<b>Total<sup>1,2</sup></b>	<b>90.8</b>	<b>85.4</b>	<b>76.9</b>	<b>71.3</b>	<b>1.09</b>	<b>0.0</b>	<b>1480</b>
<b>Area</b>							
Urban	91.4	85.5	74.0	69.0	1.21	0.0	575
Rural	90.4	85.3	78.7	72.7	1.03	0.0	905
<b>Region</b>							
Ashgabat city	100.0	97.5	96.3	96.3	(1.07)	0.0	160
Akhhal velayat	89.7	82.8	71.5	63.4	1.14	0.0	230
Balkan velayat	84.5	74.2	40.2	34.3	2.01	0.0	80
Dashoguz velayat	93.8	89.5	82.4	78.4	(1.19)	0.0	261
Lebap velayat	81.8	69.8	58.0	50.6	1.08	0.0	386
Mary velayat	96.2	97.7	96.0	90.3	(1.02)	0.0	362
<b>Age<sup>A</sup></b>							
6	(*)	(*)	(*)	(*)	(*)	(*)	37
7	88.8	81.6	70.1	64.8	1.04	0.0	678
8	94.9	88.9	83.1	78.2	1.16	0.0	721
9	(100.0)	(100.0)	(95.3)	(95.3)	(*)	(0.0)	40
10	(*)	(*)	(*)	(*)	(*)	(*)	5
<b>School attendance</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary	90.8	85.4	76.9	71.3	1.09	0.0	1480
Grade 2	86.4	81.6	69.8	64.2	1.07	0.0	710
Grade 3	94.9	88.9	83.5	77.8	1.13	0.0	769
Out-of-school	-	-	-	-	-	-	0
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	90.8	83.9	75.3	70.7	1.11	0.0	1145
Primary vocational	(91.6)	(88.3)	(79.2)	(66.9)	(*)	(0.0)	108
Secondary vocational	90.7	93.7	84.6	80.3	(0.95)	0.0	148
Higher	(89.8)	(88.1)	(82.1)	(70.0)	(*)	(0.0)	78
<b>Child's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	28
Has no functional difficulty	91.2	85.7	77.2	71.5	1.09	0.0	1451
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	16
Has no functional difficulty	91.3	86.9	77.8	72.9	1.14	0.0	1368
No information	(86.0)	(67.7)	(63.9)	(53.9)	(*)	(0.0)	96
<b>Native language of household head</b>							
Turkmen	89.8	83.8	76.0	69.8	1.07	0.0	1267
Uzbek	(97.6)	(95.2)	(81.1)	(78.7)	(*)	(0.0)	115
Russian	(*)	(*)	(*)	(*)	(*)	(*)	31
Other language	(*)	(*)	(*)	(*)	(*)	(*)	67
<b>Wealth index quintile</b>							
Poorest	80.9	72.8	59.1	52.8	(1.31)	0.0	309
Second	98.9	93.6	91.4	89.5	(1.07)	0.0	335
Middle	88.3	82.6	74.7	63.7	1.10	0.0	327
Fourth	91.4	89.2	77.9	72.0	1.04	0.0	286
Richest	95.2	89.8	81.6	79.8	1.01	0.0	222
<b>Parity indices<sup>B</sup></b>							
Wealth							
Poorest/Richest <sup>3</sup>	0.85	0.81	0.72	0.66	na	na	na
Area							
Rural/Urban <sup>4</sup>	0.99	1.00	1.06	1.05	na	na	na

<sup>1</sup> MICS indicator LN.22c - Foundational reading and number skills (reading, attending grade 2/3); SDG indicator 4.1.1<sup>2</sup> Survey specific indicator LN.S10a - Parity indices - reading, attending grade 2/3 (gender)<sup>3</sup> Survey specific indicator LN.S10b - Parity indices - reading, attending grade 2/3 (wealth)<sup>4</sup> Survey specific indicator LN.S10c - Parity indices - reading, attending grade 2/3 (area)

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by functional difficulties and orphanhood status are not shown in the table due to the small number of unweighted cases for the categories "Has functional difficulty" and "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator



**Table LN.4.2: Numeracy skills**

Percentage of children aged 7-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Male				Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years at the time of the survey
	Percentage of children who successfully completed tasks of:					
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
<b>Total<sup>1,4</sup></b>	<b>89.6</b>	<b>89.4</b>	<b>85.3</b>	<b>74.6</b>	<b>68.3</b>	<b>2502</b>
<b>Area</b>						
Urban	89.0	90.0	86.6	75.9	70.3	1052
Rural	90.0	89.0	84.4	73.6	67.0	1450
<b>Region</b>						
Ashgabat city	98.6	100.0	96.7	90.4	89.0	249
Akhhal velayat	88.9	74.8	86.0	73.5	62.1	338
Balkan velayat	85.5	95.5	79.9	79.4	69.2	145
Dashoguz velayat	87.5	88.2	88.4	82.1	75.5	501
Lebap velayat	83.0	86.2	72.3	53.4	50.5	674
Mary velayat	96.3	96.5	93.7	85.0	77.3	594
<b>Age<sup>A</sup></b>						
6	45.9	50.5	46.6	39.9	27.8	163
7-8 <sup>2</sup>	83.4	83.5	78.0	59.2	50.3	846
7	71.6	77.0	76.3	52.4	41.8	402
8	94.2	89.4	79.7	65.4	58.0	444
9	97.8	94.1	92.6	80.2	72.9	325
10	98.0	97.9	93.3	85.8	82.1	293
11	100.0	97.5	95.1	91.4	88.9	248
12	96.9	98.6	92.8	86.7	84.5	296
13	99.6	99.2	97.9	92.5	91.5	221
14	90.9	93.3	88.6	91.5	81.4	109
<b>School attendance</b>						
Pre-primary or none	-	-	-	-	-	0
Primary	82.2	81.8	77.8	61.8	52.8	1338
Grade 1	45.5	53.5	56.2	42.9	30.5	168
Grade 2-3 <sup>3</sup>	83.7	83.3	76.4	58.5	49.8	844
Grade 2	71.7	76.0	72.4	51.3	41.0	390
Grade 3	94.1	89.6	79.7	64.7	57.5	453
Grade 4	97.0	92.4	92.7	80.0	71.8	327
Secondary	98.0	98.2	93.9	89.4	86.3	1153
Grade 5	98.6	99.3	92.8	87.9	84.3	301
Grade 6	98.4	98.7	93.7	87.7	86.4	484
Grade 7	98.2	98.5	98.5	93.6	89.5	252
Grade 8	94.5	92.0	87.4	90.1	83.6	111
Grade 9	(*)	(*)	(*)	(*)	(*)	5
Out-of-school	(*)	(*)	(*)	(*)	(*)	11
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	-	0
Primary or secondary	89.3	89.3	84.5	73.0	66.7	1961
Primary vocational	87.4	86.4	83.0	71.9	68.1	162
Secondary vocational	92.9	92.7	91.9	84.1	76.5	239
Higher	89.9	89.4	87.7	83.7	78.4	141
<b>Child's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	39
Has no functional difficulty	89.8	89.7	86.0	75.0	68.8	2463
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	17
Has no functional difficulty	89.7	89.5	85.4	75.0	68.7	2337
No information	85.5	87.5	85.9	67.9	62.5	148
<b>Native language of household head</b>						
Turkmen	89.9	88.9	84.9	73.3	67.4	2125
Uzbek	88.1	90.9	88.6	81.0	76.7	257
Russian	(90.6)	(99.2)	(82.7)	(71.6)	(65.8)	45
Other language	(*)	(*)	(*)	(*)	(*)	76
<b>Wealth index quintile</b>						
Poorest	82.6	87.0	77.2	64.6	59.4	526
Second	94.1	89.8	84.3	68.0	60.8	542
Middle	87.6	86.4	88.1	79.8	71.6	535
Fourth	92.1	89.9	89.2	78.5	72.8	461
Richest	92.0	95.0	89.0	84.1	79.7	438
<b>Parity indices<sup>B</sup></b>						
Wealth						
Poorest/Richest <sup>5</sup>	0.90	0.92	0.87	0.77	0.75	na
Area						
Rural/Urban <sup>6</sup>	1.01	0.99	0.97	0.97	0.95	na
Functional difficulties						
Difficulties/No difficulties <sup>7</sup>	(*)	(*)	(*)	(*)	(*)	na

<sup>1</sup> MICS indicator LN.22d - Foundational reading and number skills (numeracy, age 7-14)

<sup>2</sup> MICS indicator LN.22e - Foundational reading and number skills (numeracy, age for grade 2/3)

<sup>3</sup> MICS indicator LN.22f - Foundational reading and number skills (numeracy, attending grade 2/3); SDG indicator 4.1.1

<sup>4</sup> MICS indicator LN.11a - Parity indices - numeracy, age 7-14 (gender); SDG indicator 4.5.1

<sup>5</sup> MICS indicator LN.11b - Parity indices - numeracy, age 7-14 (wealth); SDG indicator 4.5.1

<sup>6</sup> MICS indicator LN.11c - Parity indices - numeracy, age 7-14 (area); SDG indicator 4.5.1

<sup>7</sup> MICS indicator LN.11d - Parity indices - numeracy, age 7-14 (functioning); SDG indicator 4.5.1

<sup>A</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.2 (Continued): Numeracy skills**

Percentage of children aged 7-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Female					Percentage of children who demonstrate foundational numeracy skills	Number of children age 7-14 years at the time of the survey
	Percentage of children who successfully completed tasks of:						
	Number reading	Number discrimination	Addition	Pattern recognition and completion			
<b>Total<sup>1,4</sup></b>	<b>90.0</b>	<b>91.3</b>	<b>86.9</b>	<b>78.3</b>		<b>71.8</b>	<b>2353</b>
<b>Area</b>							
Urban	90.4	91.6	84.6	76.8		71.5	988
Rural	89.8	91.1	88.6	79.4		72.0	1366
<b>Region</b>							
Ashgabat city	100.0	98.7	96.4	95.2		94.1	253
Akhhal velayat	87.8	81.3	85.3	75.5		68.6	305
Balkan velayat	86.4	94.0	79.6	77.9		67.9	154
Dashoguz velayat	88.3	89.5	91.5	82.4		75.9	461
Lebap velayat	85.6	88.7	81.1	62.5		61.3	575
Mary velayat	93.4	96.4	87.6	84.6		72.0	604
<b>Age<sup>A</sup></b>							
6	43.3	59.9	56.0	45.2		25.3	217
7-8 <sup>2</sup>	85.9	86.4	81.3	65.7		57.5	661
7	76.5	77.4	76.5	55.4		46.3	334
8	95.5	95.5	86.3	76.3		69.1	327
9	98.5	95.2	90.3	83.4		77.5	300
10	98.9	97.5	96.7	87.6		84.3	353
11	100.0	99.3	94.7	91.8		87.6	291
12	97.7	99.2	92.9	88.3		85.0	238
13	97.9	99.7	94.2	93.9		91.3	222
14	(100.0)	(100.0)	(95.7)	(91.3)		(90.3)	71
<b>School attendance</b>							
Pre-primary or none	(*)	(*)	(*)	(*)		(*)	1
Primary	81.0	83.9	79.2	66.2		56.4	1169
Grade 1	44.9	59.7	56.9	48.6		26.3	227
Grade 2-3 <sup>3</sup>	86.3	87.1	80.8	64.8		57.7	636
Grade 2	78.0	80.3	77.4	55.7		48.4	320
Grade 3	94.8	93.9	84.4	74.0		67.2	316
Grade 4	96.7	95.3	92.3	82.4		76.1	305
Secondary	99.1	98.8	94.7	90.4		87.1	1177
Grade 5	100.0	97.2	95.7	88.3		84.6	358
Grade 6	98.9	99.2	93.8	89.8		86.0	505
Grade 7	97.9	99.7	96.4	96.0		93.5	218
Grade 8	100.0	100.0	91.0	87.8		86.7	90
Grade 9	(*)	(*)	(*)	(*)		(*)	6
Out-of-school	(*)	(*)	(*)	(*)		(*)	6
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-		-	0
Primary or secondary	88.6	90.6	86.9	78.6		71.6	1903
Primary vocational	95.8	94.2	86.2	69.5		67.1	150
Secondary vocational	95.2	91.9	91.5	81.7		78.0	201
Higher	98.2	98.6	79.6	79.0		69.7	99
<b>Child's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)		(*)	51
Has no functional difficulty	90.3	91.5	87.1	78.3		71.7	2302
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)		(*)	34
Has no functional difficulty	90.5	91.8	87.0	79.1		72.3	2135
No information	86.0	84.1	88.4	70.9		66.6	184
<b>Native language of household head</b>							
Turkmen	89.2	90.4	86.2	77.7		70.7	1958
Uzbek	92.9	94.2	88.7	80.6		76.9	254
Russian	(97.3)	(94.7)	(89.9)	(83.7)		(81.5)	56
Other language	(95.6)	(100.0)	(95.1)	(81.4)		(75.5)	85
<b>Wealth index quintile</b>							
Poorest	82.8	87.1	83.9	72.5		63.5	494
Second	94.4	91.8	91.8	80.4		75.7	510
Middle	85.6	89.7	86.9	80.7		73.1	457
Fourth	91.3	92.1	83.8	76.1		69.8	513
Richest	97.1	96.8	88.6	83.2		78.5	380
<b>Parity indices<sup>B</sup></b>							
Wealth							
Poorest/Richest <sup>5</sup>	0.85	0.90	0.95	0.87		0.81	na
Area							
Rural/Urban <sup>6</sup>	0.99	1.00	1.05	1.03		1.01	na
Functional difficulties							
Difficulties/No difficulties <sup>7</sup>	(*)	(*)	(*)	(*)		(*)	na

<sup>1</sup> MICS indicator LN.22d - Foundational reading and number skills (numeracy, age 7-14)

<sup>2</sup> MICS indicator LN.22e - Foundational reading and number skills (numeracy, age for grade 2/3)

<sup>3</sup> MICS indicator LN.22f - Foundational reading and number skills (numeracy, attending grade 2/3); SDG indicator 4.1.1

<sup>4</sup> MICS indicator LN.11a - Parity indices - numeracy, age 7-14 (gender); SDG indicator 4.5.1

<sup>5</sup> MICS indicator LN.11b - Parity indices - numeracy, age 7-14 (wealth); SDG indicator 4.5.1

<sup>6</sup> MICS indicator LN.11c - Parity indices - numeracy, age 7-14 (area); SDG indicator 4.5.1

<sup>7</sup> MICS indicator LN.11d - Parity indices - numeracy, age 7-14 (functioning); SDG indicator 4.5.1

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.2 (Continued): Numeracy skills**

Percentage of children aged 7-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Total							Gender Parity Index for foundational numeracy skills <sup>4</sup>	Number of children age 7-14 years at the time of the survey
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills <sup>1,2,3,5,6,7</sup>				
	Number reading	Number discrimination	Addition	Pattern recognition and completion					
<b>Total<sup>1,4</sup></b>	<b>89.8</b>	<b>90.3</b>	<b>86.1</b>	<b>76.4</b>		<b>70.0</b>	<b>1.05</b>	<b>4856</b>	
<b>Area</b>									
Urban	89.7	90.8	85.7	76.3		70.9	1.02	2040	
Rural	89.9	90.0	86.4	76.4		69.4	1.08	2816	
<b>Region</b>									
Ashgabat city	99.3	99.3	96.6	92.8		91.6	1.06	502	
Akhal velayat	88.4	77.9	85.7	74.5		65.2	1.10	644	
Balkan velayat	86.0	94.8	79.7	78.7		68.5	0.98	300	
Dashoguz velayat	87.9	88.8	89.9	82.3		75.7	1.01	962	
Lebap velayat	84.2	87.3	76.3	57.6		55.5	1.21	1249	
Mary velayat	94.9	96.4	90.6	84.8		74.6	0.93	1198	
<b>Age<sup>A</sup></b>									
6	44.4	55.9	51.9	42.9		26.4	0.91	380	
7-8 <sup>2</sup>	84.5	84.8	79.5	62.1		53.5	1.14	1507	
7	73.8	77.2	76.4	53.7		43.8	1.11	736	
8	94.7	92.0	82.5	70.0		62.7	1.19	770	
9	98.1	94.6	91.5	81.7		75.1	1.06	625	
10	98.5	97.7	95.1	86.8		83.3	1.03	647	
11	100.0	98.5	94.9	91.6		88.2	0.98	539	
12	97.2	98.8	92.9	87.4		84.7	1.01	534	
13	98.8	99.4	96.1	93.2		91.4	1.00	444	
14	94.5	96.0	91.4	91.4		84.9	1.11	180	
<b>School attendance</b>									
Pre-primary or none	(*)	(*)	(*)	(*)		(*)	(*)	1	
Primary	81.6	82.8	78.5	63.8		54.5	1.07	2507	
Grade 1	45.2	57.0	56.6	46.2		28.1	0.86	395	
Grade 2-3 <sup>3</sup>	84.8	84.9	78.3	61.2		53.2	1.16	1480	
Grade 2	74.5	78.0	74.7	53.3		44.3	1.18	710	
Grade 3	94.4	91.4	81.6	68.5		61.4	1.17	769	
Grade 4	96.9	93.8	92.5	81.2		73.9	1.06	632	
Secondary	98.6	98.5	94.3	89.9		86.7	1.01	2330	
Grade 5	99.4	98.2	94.4	88.1		84.5	1.00	658	
Grade 6	98.7	98.9	93.7	88.8		86.2	1.00	988	
Grade 7	98.1	99.0	97.5	94.7		91.3	1.04	470	
Grade 8	97.0	95.6	89.0	89.1		85.0	1.04	202	
Grade 9	(*)	(*)	(*)	(*)		(*)	(*)	11	
Out-of-school	(*)	(*)	(*)	(*)		(*)	(*)	18	
<b>Mother's education</b>									
Pre-primary or none	-	-	-	-		-	-	0	
Primary or secondary	89.0	89.9	85.7	75.8		69.1	1.07	3864	
Primary vocational	91.5	90.2	84.5	70.8		67.6	0.99	312	
Secondary vocational	93.9	92.4	91.7	83.0		77.1	1.02	439	
Higher	93.3	93.2	84.3	81.8		74.8	0.89	240	
<b>Child's functional difficulties</b>									
Has functional difficulty	(75.6)	(77.0)	(65.1)	(63.9)		(61.3)	(*)	90	
Has no functional difficulty	90.1	90.6	86.5	76.6		70.2	1.04	4765	
<b>Mother's functional difficulties</b>									
Has functional difficulty	(89.8)	(96.8)	(72.1)	(69.2)		(68.4)	(*)	51	
Has no functional difficulty	90.1	90.6	86.2	77.0		70.4	1.05	4473	
No information	85.7	85.6	87.3	69.6		64.8	1.06	332	
<b>Native language of household head</b>									
Turkmen	89.6	89.6	85.5	75.4		69.0	1.05	4083	
Uzbek	90.5	92.5	88.7	80.8		76.8	1.00	512	
Russian	94.3	96.7	86.7	78.3		74.5	(1.24)	101	
Other language	90.4	96.7	92.1	86.1		72.0	(*)	160	
<b>Wealth index quintile</b>									
Poorest	82.7	87.1	80.4	68.4		61.4	1.07	1020	
Second	94.3	90.8	87.9	74.0		68.0	1.25	1052	
Middle	86.7	87.9	87.5	80.2		72.3	1.02	992	
Fourth	91.7	91.1	86.3	77.2		71.2	0.96	974	
Richest	94.3	95.8	88.8	83.7		79.1	0.98	818	
<b>Parity indices<sup>B</sup></b>									
Wealth									
Poorest/Richest <sup>5</sup>	0.88	0.91	0.91	0.82		0.78	na	na	
Area									
Rural/Urban <sup>6</sup>	1.00	0.99	1.01	1.00		0.98	na	na	
Functional difficulties									
Difficulties/No difficulties <sup>7</sup>	(0.84)	(0.85)	(0.75)	(0.83)		(0.87)	na	na	

<sup>1</sup> MICS indicator LN.22d - Foundational reading and number skills (numeracy, age 7-14)

<sup>2</sup> MICS indicator LN.22e - Foundational reading and number skills (numeracy, age for grade 2/3)

<sup>3</sup> MICS indicator LN.22f - Foundational reading and number skills (numeracy, attending grade 2/3); SDG indicator 4.1.1

<sup>4</sup> MICS indicator LN.11a - Parity indices - numeracy, age 7-14 (gender); SDG indicator 4.5.1

<sup>5</sup> MICS indicator LN.11b - Parity indices - numeracy, age 7-14 (wealth); SDG indicator 4.5.1

<sup>6</sup> MICS indicator LN.11c - Parity indices - numeracy, age 7-14 (area); SDG indicator 4.5.1

<sup>7</sup> MICS indicator LN.11d - Parity indices - numeracy, age 7-14 (functioning); SDG indicator 4.5.1

<sup>A</sup> Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.4.2A: Numeracy skills (age 10-14 years)**

Percentage of children aged 10-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Male					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 10-14 years at the time of the survey
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
<b>Total</b>	<b>98.0</b>	<b>98.0</b>	<b>94.0</b>	<b>88.8</b>	<b>85.5</b>	<b>1302</b>
<b>Area</b>						
Urban	97.5	98.7	94.0	88.1	85.3	624
Rural	98.4	97.3	94.1	89.5	85.6	678
<b>Region</b>						
Ashgabat city	100.0	100.0	100.0	98.6	98.6	140
Akhhal velayat	96.8	92.9	93.8	86.1	78.7	172
Balkan velayat	96.4	98.7	91.2	91.1	85.8	92
Dashoguz velayat	99.1	99.5	96.6	98.5	96.1	294
Lebap velayat	97.5	99.0	87.9	70.5	68.8	309
Mary velayat	97.7	97.2	96.1	94.6	90.1	294
<b>Age<sup>A</sup></b>						
9	99.6	99.4	94.4	87.4	82.4	134
10	98.0	97.9	93.3	85.8	82.1	293
11	100.0	97.5	95.1	91.4	88.9	248
12	96.9	98.6	92.8	86.7	84.5	296
13	99.6	99.2	97.9	92.5	91.5	221
14	90.9	93.3	88.6	91.5	81.4	109
<b>School attendance</b>						
Pre-primary or none	-	-	-	-	-	0
Primary	97.6	96.4	94.6	83.8	77.9	140
Grade 2	-	-	-	-	-	0
Grade 3	(*)	(*)	(*)	(*)	(*)	8
Grade 4	97.8	96.2	94.7	83.8	77.5	132
Secondary	98.0	98.2	93.9	89.4	86.3	1153
Grade 5	98.6	99.3	92.8	87.9	84.3	301
Grade 6	98.4	98.7	93.7	87.7	86.4	484
Grade 7	98.2	98.5	98.5	93.6	89.5	252
Grade 8	94.5	92.0	87.4	90.1	83.6	111
Grade 9	(*)	(*)	(*)	(*)	(*)	5
Out-of-school	(*)	(*)	(*)	(*)	(*)	9
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	-	0
Primary or secondary	97.8	98.2	94.2	88.0	84.9	996
Primary vocational	96.7	95.8	86.7	80.1	75.4	90
Secondary vocational	99.0	98.4	95.6	98.5	92.8	141
Higher	100.0	97.5	98.0	92.3	92.3	75
<b>Child's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	19
Has no functional difficulty	98.3	98.3	94.8	89.4	86.2	1282
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	13
Has no functional difficulty	98.5	98.2	94.2	89.7	86.6	1197
No information	91.4	94.7	96.2	80.3	73.8	91
<b>Native language of household head</b>						
Turkmen	98.1	98.2	93.5	88.0	84.9	1107
Uzbek	99.0	99.0	97.9	94.1	94.1	143
Russian	(100.0)	(98.5)	(90.5)	(83.0)	(81.6)	26
Other language	(*)	(*)	(*)	(*)	(*)	26
<b>Wealth index quintile</b>						
Poorest	95.7	99.4	92.3	83.4	81.5	269
Second	98.5	96.4	92.8	86.4	79.3	240
Middle	96.7	97.9	96.6	93.1	89.9	268
Fourth	99.1	96.5	92.5	87.3	84.2	268
Richest	100.0	99.5	96.0	93.9	92.3	256
<b>Parity indices<sup>B</sup></b>						
Wealth						
Poorest/Richest	0.96	1.00	0.96	0.89	0.88	na
Area						
Rural/Urban	1.01	0.99	1.00	1.02	1.00	na
Functional difficulties						
Difficulties/No difficulties	(*)	(*)	(*)	(*)	(*)	na

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"  
na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.2A (Continued): Numeracy skills (age 10-14 years)**

Percentage of children aged 10-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Female					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children age 10-14 years at the time of the survey
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
<b>Total</b>	<b>98.7</b>	<b>98.3</b>	<b>94.2</b>	<b>89.2</b>	<b>85.7</b>	<b>1324</b>
<b>Area</b>						
Urban	98.6	97.9	93.0	85.2	81.9	558
Rural	98.7	98.5	95.1	92.1	88.4	766
<b>Region</b>						
Ashgabat city	100.0	100.0	100.0	98.4	98.4	150
Akhal velayat	96.4	88.0	88.0	81.5	77.1	145
Balkan velayat	99.2	100.0	92.1	92.5	85.3	89
Dashoguz velayat	97.1	99.5	93.7	95.0	90.1	270
Lebap velayat	98.9	100.0	96.0	83.5	82.2	327
Mary velayat	100.0	98.8	93.4	88.4	83.7	344
<b>Age<sup>A</sup></b>						
9	97.8	93.7	88.8	81.1	75.7	148
10	98.9	97.5	96.7	87.6	84.3	353
11	100.0	99.3	94.7	91.8	87.6	291
12	97.7	99.2	92.9	88.3	85.0	238
13	97.9	99.7	94.2	93.9	91.3	222
14	100.0	100.0	95.7	91.3	90.3	71
<b>School attendance</b>						
Pre-primary or none	-	-	-	-	-	0
Primary	95.0	94.3	90.3	79.8	74.3	147
Grade 2	(*)	(*)	(*)	(*)	(*)	1
Grade 3	(*)	(*)	(*)	(*)	(*)	11
Grade 4	94.6	94.3	90.0	78.5	72.6	136
Secondary	99.1	98.8	94.7	90.4	87.1	1177
Grade 5	100.0	97.2	95.7	88.3	84.6	358
Grade 6	98.9	99.2	93.8	89.8	86.0	505
Grade 7	97.9	99.7	96.4	96.0	93.5	218
Grade 8	100.0	100.0	91.0	87.8	86.7	90
Grade 9	(*)	(*)	(*)	(*)	(*)	6
Out-of-school	-	-	-	-	-	0
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	-	0
Primary or secondary	98.6	98.6	94.5	90.9	87.7	1067
Primary vocational	100.0	98.0	89.5	73.8	72.7	81
Secondary vocational	98.2	94.5	95.5	82.4	76.0	111
Higher	98.9	100.0	93.3	92.3	84.4	66
<b>Child's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	27
Has no functional difficulty	98.7	98.2	94.1	89.0	85.4	1297
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	17
Has no functional difficulty	98.6	98.4	94.1	88.7	85.0	1208
No information	100.0	96.8	95.0	92.8	91.0	99
<b>Native language of household head</b>						
Turkmen	98.4	97.9	94.3	87.9	84.6	1079
Uzbek	100.0	100.0	92.5	93.6	89.2	168
Russian	(*)	(*)	(*)	(*)	(*)	32
Other language	(*)	(*)	(*)	(*)	(*)	45
<b>Wealth index quintile</b>						
Poorest	96.3	99.3	92.2	89.5	85.2	269
Second	98.9	97.0	99.6	91.8	90.0	298
Middle	100.0	98.8	94.3	95.1	91.6	246
Fourth	98.5	96.8	90.3	82.3	77.0	282
Richest	100.0	100.0	94.2	87.6	84.9	230
<b>Parity indices<sup>B</sup></b>						
Wealth						
Poorest/Richest	0.96	0.99	0.98	1.02	1.00	na
Area						
Rural/Urban	1.00	1.01	1.02	1.08	1.08	na
Functional difficulties						
Difficulties/No difficulties	(*)	(*)	(*)	(*)	(*)	na

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.2A (Continued): Numeracy skills (age 10-14 years)**

Percentage of children aged 10-14 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Total						
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Gender Parity Index for foundational numeracy skills	Number of children age 10-14 years at the time of the survey
	Number reading	Number discrimination	Addition	Pattern recognition and completion			
<b>Total</b>	<b>98.3</b>	<b>98.1</b>	<b>94.1</b>	<b>89.0</b>	<b>85.6</b>	<b>1.00</b>	<b>2626</b>
<b>Area</b>							
Urban	98.0	98.4	93.5	86.8	83.7	0.96	1182
Rural	98.6	97.9	94.6	90.9	87.1	1.03	1443
<b>Region</b>							
Ashgabat city	100.0	100.0	100.0	98.5	98.5	1.00	290
Akhhal velayat	96.6	90.6	91.1	84.0	78.0	0.98	317
Balkan velayat	97.7	99.3	91.7	91.8	85.5	0.99	181
Dashoguz velayat	98.1	99.5	95.2	96.8	93.3	0.94	564
Lebap velayat	98.2	99.5	92.1	77.2	75.7	1.20	637
Mary velayat	99.0	98.0	94.7	91.2	86.6	0.93	637
<b>Age<sup>A</sup></b>							
9	98.7	96.4	91.4	84.1	78.9	0.92	282
10	98.5	97.7	95.1	86.8	83.3	1.03	647
11	100.0	98.5	94.9	91.6	88.2	0.98	539
12	97.2	98.8	92.9	87.4	84.7	1.01	534
13	98.8	99.4	96.1	93.2	91.4	1.00	444
14	94.5	96.0	91.4	91.4	84.9	1.11	180
<b>School attendance</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary	96.3	95.3	92.4	81.7	76.1	0.95	287
Grade 2	(*)	(*)	(*)	(*)	(*)	-	1
Grade 3	(*)	(*)	(*)	(*)	(*)	(*)	19
Grade 4	96.2	95.2	92.3	81.1	75.0	0.94	267
Secondary	98.6	98.5	94.3	89.9	86.7	1.01	2330
Grade 5	99.4	98.2	94.4	88.1	84.5	1.00	658
Grade 6	98.7	98.9	93.7	88.8	86.2	1.00	988
Grade 7	98.1	99.0	97.5	94.7	91.3	1.04	470
Grade 8	97.0	95.6	89.0	89.1	85.0	1.04	202
Grade 9	(*)	(*)	(*)	(*)	(*)	(*)	11
Out-of-school	(*)	(*)	(*)	(*)	(*)	-	9
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	98.2	98.4	94.3	89.5	86.3	1.03	2063
Primary vocational	98.3	96.8	88.0	77.1	74.1	0.97	171
Secondary vocational	98.7	96.7	95.6	91.4	85.4	0.82	252
Higher	99.5	98.7	95.8	92.3	88.6	0.91	140
<b>Child's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	46
Has no functional difficulty	98.5	98.2	94.4	89.2	85.8	0.99	2579
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	30
Has no functional difficulty	98.5	98.3	94.1	89.2	85.8	0.98	2405
No information	95.9	95.8	95.6	86.8	82.8	1.23	190
<b>Native language of household head</b>							
Turkmen	98.2	98.0	93.9	88.0	84.7	1.00	2187
Uzbek	99.6	99.6	95.0	93.8	91.5	0.95	311
Russian	100.0	99.3	93.7	92.4	89.7	(*)	57
Other language	(94.8)	(93.4)	(98.2)	(96.6)	(83.1)	(*)	71
<b>Wealth index quintile</b>							
Poorest	96.0	99.4	92.2	86.5	83.4	1.05	538
Second	98.7	96.8	96.6	89.4	85.2	1.13	539
Middle	98.3	98.3	95.5	94.1	90.7	1.02	514
Fourth	98.8	96.6	91.4	84.7	80.5	0.92	550
Richest	100.0	99.8	95.2	90.9	88.8	0.92	486
<b>Parity indices<sup>B</sup></b>							
Wealth							
Poorest/Richest	0.96	1.00	0.97	0.95	0.94	na	na
Area							
Rural/Urban	1.01	1.00	1.01	1.05	1.04	na	na
Functional difficulties							
Difficulties/No difficulties	(*)	(*)	(*)	(*)	(*)	na	na

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by orphanhood status are not shown in the table due to the small number of unweighted cases for the category "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table LN.4.2B: Numeracy skills (attending grade 2/3)**

Percentage of children attending grade 2/3 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Male					Percentage of children who demonstrate foundational numeracy skills	Number of children attending grade 2/3
	Percentage of children who successfully completed tasks of:						
	Number reading	Number discrimination	Addition	Pattern recognition and completion			
<b>Total<sup>1,2</sup></b>	<b>83.7</b>	<b>83.3</b>	<b>76.4</b>	<b>58.5</b>	<b>49.8</b>	<b>844</b>	
<b>Area</b>							
Urban	81.3	80.1	79.2	62.7	52.3	300	
Rural	85.1	85.1	74.8	56.1	48.5	543	
<b>Region</b>							
Ashgabat city	(98.1)	(100.0)	(95.8)	(80.0)	(78.1)	88	
Akhhal velayat	81.4	52.9	70.3	54.5	41.4	111	
Balkan velayat	69.2	96.7	59.3	59.1	37.2	37	
Dashoguz velayat	69.6	72.7	74.2	56.4	40.6	134	
Lebap velayat	78.3	82.4	62.1	38.9	36.0	241	
Mary velayat	95.6	96.4	90.6	73.6	64.8	232	
<b>Age<sup>A</sup></b>							
6	(*)	(*)	(*)	(*)	(*)	19	
7	72.4	77.4	74.8	51.9	41.8	376	
8	94.0	89.3	78.8	64.4	57.0	425	
9	(*)	(*)	(*)	(*)	(*)	22	
10	(*)	(*)	(*)	(*)	(*)	1	
<b>School attendance</b>							
Pre-primary or none	-	-	-	-	-	0	
Primary	83.7	83.3	76.4	58.5	49.8	844	
Grade 2	71.7	76.0	72.4	51.3	41.0	390	
Grade 3	94.1	89.6	79.7	64.7	57.5	453	
Out-of-school	-	-	-	-	-	0	
<b>Mother's education</b>							
Pre-primary or none	-	-	-	-	-	0	
Primary or secondary	84.2	83.8	73.6	55.0	46.6	663	
Primary vocational	(*)	(*)	(*)	(*)	(*)	56	
Secondary vocational	(86.9)	(87.1)	(92.2)	(72.7)	(59.3)	76	
Higher	(79.8)	(81.4)	(81.3)	(75.6)	(63.3)	49	
<b>Child's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	17	
Has no functional difficulty	84.0	83.6	76.9	58.9	50.1	827	
<b>Mother's functional difficulties</b>							
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	3	
Has no functional difficulty	83.8	83.4	76.4	58.9	49.9	797	
No information	(*)	(*)	(*)	(*)	(*)	44	
<b>Native language of household head</b>							
Turkmen	85.1	82.7	76.2	56.4	49.0	724	
Uzbek	(*)	(*)	(*)	(*)	(*)	65	
Russian	(*)	(*)	(*)	(*)	(*)	14	
Other language	(*)	(*)	(*)	(*)	(*)	40	
<b>Wealth index quintile</b>							
Poorest	68.1	78.8	60.4	39.3	32.5	183	
Second	93.4	85.3	77.2	50.8	44.2	211	
Middle	80.0	74.7	78.9	66.4	51.2	196	
Fourth	90.6	86.1	84.1	68.9	62.9	136	
Richest	89.1	97.9	86.4	76.7	69.8	117	
<b>Parity indices<sup>B</sup></b>							
Wealth							
Poorest/Richest <sup>3</sup>	0.76	0.81	0.70	0.51	0.47	na	
Area							
Rural/Urban <sup>4</sup>	1.05	1.06	0.94	0.89	0.93	na	

<sup>1</sup> MICS indicator LN.22f - Foundational reading and number skills (numeracy, attending grade 2/3); SDG indicator 4.1.1<sup>2</sup> MICS indicator LN.10a - Parity indices - numeracy, attending grade 2/3 (gender)<sup>3</sup> MICS indicator LN.10b - Parity indices - numeracy, attending grade 2/3 (wealth)<sup>4</sup> MICS indicator LN.10c - Parity indices - numeracy, attending grade 2/3 (area)

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by functional difficulties and orphanhood status are not shown in the table due to the small number of unweighted cases for the categories "Has functional difficulty" and "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

(Continued...)

**Table LN.4.2B (Continued): Numeracy skills (attending grade 2/3)**

Percentage of children attending grade 2/3 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Female					
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills	Number of children attending grade 2/3
	Number reading	Number discrimination	Addition	Pattern recognition and completion		
<b>Total<sup>1,2</sup></b>	<b>86.3</b>	<b>87.1</b>	<b>80.8</b>	<b>64.8</b>	<b>57.7</b>	<b>636</b>
<b>Area</b>						
Urban	90.3	91.7	81.4	70.7	65.2	274
Rural	83.3	83.6	80.4	60.3	52.1	362
<b>Region</b>						
Ashgabat city	(100.0)	(100.0)	(94.3)	(92.9)	(91.6)	72
Akhhal velayat	77.7	77.0	83.9	67.2	58.2	120
Balkan velayat	74.1	91.6	65.5	65.2	49.4	42
Dashoguz velayat	(85.1)	(81.3)	(85.9)	(67.4)	(59.6)	127
Lebap velayat	80.0	82.0	70.3	36.0	36.0	145
Mary velayat	(98.9)	(99.1)	(82.4)	(76.4)	(63.6)	131
<b>Age<sup>A</sup></b>						
6	(*)	(*)	(*)	(*)	(*)	17
7	76.9	78.7	78.0	54.7	47.1	301
8	95.6	95.6	84.9	75.8	68.4	296
9	(*)	(*)	(*)	(*)	(*)	17
10	(*)	(*)	(*)	(*)	(*)	4
<b>School attendance</b>						
Pre-primary or none	-	-	-	-	-	0
Primary	86.3	87.1	80.8	64.8	57.7	636
Grade 2	78.0	80.3	77.4	55.7	48.4	320
Grade 3	94.8	93.9	84.4	74.0	67.2	316
Out-of-school	-	-	-	-	-	0
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	-	0
Primary or secondary	84.3	85.6	81.7	63.8	55.4	483
Primary vocational	(93.7)	(95.2)	(83.1)	(62.2)	(62.2)	53
Secondary vocational	(90.2)	(86.0)	(84.0)	(77.4)	(76.9)	72
Higher	(*)	(*)	(*)	(*)	(*)	29
<b>Child's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	11
Has no functional difficulty	86.5	87.3	80.9	64.6	57.4	625
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	12
Has no functional difficulty	87.7	89.2	82.8	68.1	60.4	571
No information	(*)	(*)	(*)	(*)	(*)	53
<b>Native language of household head</b>						
Turkmen	84.6	86.0	80.3	66.5	58.6	542
Uzbek	(*)	(*)	(*)	(*)	(*)	51
Russian	(*)	(*)	(*)	(*)	(*)	16
Other language	(*)	(*)	(*)	(*)	(*)	27
<b>Wealth index quintile</b>						
Poorest	(71.4)	(75.5)	(76.8)	(49.2)	(38.8)	126
Second	(94.8)	(91.4)	(85.7)	(63.6)	(55.0)	124
Middle	84.1	86.1	78.4	67.1	63.2	131
Fourth	88.2	88.6	79.3	68.8	60.6	150
Richest	94.4	95.1	85.3	76.3	72.8	105
<b>Parity indices<sup>B</sup></b>						
Wealth						
Poorest/Richest <sup>3</sup>	(0.76)	(0.79)	(0.90)	(0.65)	(0.53)	na
Area						
Rural/Urban <sup>4</sup>	0.92	0.91	0.99	0.85	0.80	na

<sup>1</sup> MICS indicator LN.22f - Foundational reading and number skills (numeracy, attending grade 2/3); SDG indicator 4.1.1

<sup>2</sup> MICS indicator LN.11a - Parity indices - numeracy, attending grade 2/3 (gender)

<sup>3</sup> MICS indicator LN.11b - Parity indices - numeracy, attending grade 2/3 (wealth)

<sup>4</sup> MICS indicator LN.11c - Parity indices - numeracy, attending grade 2/3 (area)

<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>B</sup> Parity indices by functional difficulties and orphanhood status are not shown in the table due to the small number of unweighted cases for the categories "Has functional difficulty" and "Orphans"

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

(Continued...)



**Table LN.4.2B (Continued): Numeracy skills (attending grade 2/3)**

Percentage of children attending grade 2/3 who demonstrate foundational numeracy skills by successfully completing four foundational numeracy tasks, by sex, Turkmenistan, 2019

	Total							Number of children attending grade 2/3
	Percentage of children who successfully completed tasks of:				Percentage of children who demonstrate foundational numeracy skills <sup>1,3,4</sup>	Gender Parity Index for foundational numeracy skills <sup>2</sup>		
	Number reading	Number discrimination	Addition	Pattern recognition and completion				
<b>Total<sup>1,2</sup></b>	<b>84.8</b>	<b>84.9</b>	<b>78.3</b>	<b>61.2</b>	<b>53.2</b>	<b>1.16</b>	<b>1480</b>	
<b>Area</b>								
Urban	85.6	85.6	80.3	66.5	58.4	1.25	575	
Rural	84.4	84.5	77.0	57.8	49.9	1.07	905	
<b>Region</b>								
Ashgabat city	99.0	100.0	95.1	85.8	84.2	(1.17)	160	
Akhhal velayat	79.5	65.4	77.3	61.1	50.1	1.40	230	
Balkan velayat	71.8	94.0	62.6	62.3	43.6	1.33	80	
Dashoguz velayat	77.1	76.9	79.9	61.7	49.9	1.47	261	
Lebap velayat	78.9	82.2	65.2	37.8	36.0	1.00	386	
Mary velayat	96.8	97.4	87.7	74.6	64.4	0.98	362	
<b>Age<sup>A</sup></b>								
6	(*)	(*)	(*)	(*)	(*)	(*)	37	
7	74.4	78.0	76.2	53.1	44.2	(1.13)	678	
8	94.6	91.8	81.3	69.1	61.7	(1.20)	721	
9	(98.8)	(100.0)	(92.1)	(75.8)	(75.8)	(*)	40	
10	(*)	(*)	(*)	(*)	(*)	(*)	5	
<b>School attendance</b>								
Pre-primary or none	-	-	-	-	-	-	0	
Primary	84.8	84.9	78.3	61.2	53.2	1.16	1480	
Grade 2	74.5	78.0	74.7	53.3	44.3	1.18	710	
Grade 3	94.4	91.4	81.6	68.5	61.4	1.17	769	
Out-of-school	-	-	-	-	-	-	0	
<b>Mother's education</b>								
Pre-primary or none	-	-	-	-	-	-	0	
Primary or secondary	84.3	84.6	77.0	58.7	50.3	1.19	1145	
Primary vocational	(85.5)	(84.1)	(83.0)	(63.7)	(63.0)	(*)	108	
Secondary vocational	88.5	86.6	88.2	75.0	67.9	(1.30)	148	
Higher	(85.8)	(88.2)	(71.3)	(67.9)	(54.8)	(*)	78	
<b>Child's functional difficulties</b>								
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	28	
Has no functional difficulty	85.1	85.2	78.7	61.3	53.2	1.15	1451	
<b>Mother's functional difficulties</b>								
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	16	
Has no functional difficulty	85.4	85.8	79.0	62.8	54.3	1.21	1368	
No information	(77.1)	(70.1)	(71.7)	(41.6)	(40.8)	(*)	96	
<b>Native language of household head</b>								
Turkmen	84.9	84.1	77.9	60.7	53.1	1.20	1267	
Uzbek	(82.5)	(82.9)	(75.4)	(57.3)	(48.5)	(*)	115	
Russian	(*)	(*)	(*)	(*)	(*)	(*)	31	
Other language	(*)	(*)	(*)	(*)	(*)	(*)	67	
<b>Wealth index quintile</b>								
Poorest	69.4	77.5	67.1	43.3	35.1	1.19	309	
Second	93.9	87.5	80.3	55.6	48.2	1.24	335	
Middle	81.6	79.2	78.7	66.7	56.0	1.24	327	
Fourth	89.3	87.4	81.6	68.8	61.6	0.96	286	
Richest	91.6	96.6	85.9	76.5	71.2	1.04	222	
<b>Parity indices<sup>B</sup></b>								
Wealth								
Poorest/Richest <sup>3</sup>	0.76	0.80	0.78	0.57	0.49	na	na	
Area								
Rural/Urban <sup>4</sup>	0.99	0.99	0.96	0.87	0.85	na	na	

<sup>1</sup> MICS indicator LN.22f - Foundational reading and number skills (numeracy, attending grade 2/3); SDG indicator 4.1.1<sup>2</sup> MICS indicator LN.11a - Parity indices - numeracy, attending grade 2/3 (gender)<sup>3</sup> MICS indicator LN.11b - Parity indices - numeracy, attending grade 2/3 (wealth)<sup>4</sup> MICS indicator LN.11c - Parity indices - numeracy, attending grade 2/3 (area)<sup>A</sup>Age is adjusted to take into account age eligibility criteria for starting primary school, thus, the appropriate age at the start of primary school refers to age at the end of the 2019 calendar year. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.<sup>B</sup> Parity indices by functional difficulties and orphanhood status are not shown in the table due to the small number of unweighted cases for the categories "Has functional difficulty" and "Orphans"

na: not applicable

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

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

“-“ denotes 0 unweighted case in the denominator

## 8.6 YOUTH IN EMPLOYMENT, EDUCATION OR TRAINING

Youth is an extremely important labor resource of society, because it is energetic, mobile and for fast learning abilities. In every country, young people are considered as the greatest assets that foster innovation and creativity in the economy and society. But in order to fully realize this potential, young people must be provided with work or involved in the educational process or acquire professional skills. Therefore, all over the world today, meeting the aspirations of young people in the field of employment and the education system is the number one task and is becoming a priority area of economic policy.

State policy in the field of education and training provides young people entering the labor market with professional qualifications and skills that increase their opportunities for employment. The State Program for 2015-2020 of the State Youth Policy of Turkmenistan, the Program for Improving the System of Employment of Young Specialists in Turkmenistan for 2018-2020 and the Action Plan for its Implementation are aimed at creating conditions and opportunities for successful and effective self-realization of youth.

Without professional training, it is impossible to solve SDG target 8.6 “By 2020, significantly reduce the proportion of youth who are not working, studying and gaining professional skills”, as well as task 8.6.1. “The percentage of young people who are in education, employment and training” (NEET). NEET indicator is an indicator of youth that are not involved in the education system, are not trained and are not employed, so it is a broader indicator of potential labor market participants among young people than just an indicator of youth unemployment. This indicator also includes young people who do not want to work, as well as those who are economically inactive due to disability and involvement in family work.

The MICS6 standard Individual Questionnaire for Women age 15-49 years was modified to include questions that allow the calculation of NEET and ELET indicators. The questions and algorithms used in the 2019 Turkmenistan MICS are developed in collaboration with technical experts of the MICS Global Team and informed by the ILO’s Labour Force Survey standard questionnaire.

An indicator-based approach was followed, whereby only questions relevant for the computation of the indicator were asked according to the hierarchy of indicator components. Thus, as soon as a question categorises a respondent as not being involved in the education system, as per the first component of the indicator definition, no further information is collected. This means that, although it is possible to calculate the indicator, it is not possible to show the full population disaggregated by the three sub-components: 1) not involved in the education system, 2) not trained, and 3) not employed. The questionnaire includes questions necessary for the computation of ELET, for which the variables are contained in the simpler segment of the information needed to compute NEET (SDG 8.6.1). Additionally, a single question has been added to capture SDG 4.3.1<sup>105</sup>: *Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months*, only for the subset of young people age 15-24 years.

The findings are presented in the Table LN.5.1W.

---

<sup>105</sup> UNESCO, as the custodian agency of the SDG 4.3.1, consulted by ECARO in June 2019, agreed with the questions and algorithm used.

**Table LN.5.1W: Youth education, employment and training (women)**

Percentage of women age 15-24 years in formal education<sup>A</sup>, not in formal education but in non-formal education<sup>B</sup> or training, in formal or non-formal education or training during the previous 12 months, percentage in formal education, not in formal education but in non-formal education or training, not in education or training but in employment, not in education, employment or training during the previous week, percentage completing at most lower secondary education, and percentage completing at most lower secondary and not in education or training in the previous 4 weeks, Turkmenistan, 2019

	Percentage of women age 15-24 years who in the previous 12 months:			Percentage of women age 15-24 years who:				Percentage of women age 15-24 years who have:				Number of women age 15-24 years
	Attended formal education <sup>C</sup>	Did not attend formal education, but attended non-formal education or training	Attended formal education or training <sup>1</sup>	Attended formal education <sup>A</sup>	Did not attend formal education, but were in training during the previous 4 weeks <sup>A</sup>	Did not attend formal education, were not in training in the previous 4 weeks <sup>A</sup> , but were employed during the previous week	Were not in education, employment or training (NEET) <sup>2,A,D</sup>	Completed no more than lower secondary education <sup>E</sup>	Completed lower secondary education <sup>F</sup>	Not attended formal or non-formal education or training in the previous 4 weeks <sup>C</sup>	At most a lower secondary education and did not attend formal or non-formal education or training in the previous 4 weeks <sup>3,A</sup>	
<b>Total</b>	<b>36.4</b>	<b>4.0</b>	<b>40.4</b>	<b>36.4</b>	<b>2.8</b>	<b>40.7</b>	<b>19.3</b>	<b>7.0</b>	<b>94.9</b>	<b>60.0</b>	<b>0.2</b>	<b>2225</b>
<b>Area</b>												
Urban	43.1	5.6	48.7	43.1	4.3	33.7	18.6	7.0	95.3	52.2	0.2	884
Rural	32.1	3.0	35.0	32.1	1.8	45.3	19.8	7.1	94.6	65.1	0.1	1342
<b>Region</b>												
Ashgabat city	50.8	11.3	62.1	50.8	10.1	23.2	15.9	8.0	94.9	39.1	0.3	232
Akhal velayat	32.3	1.5	33.8	32.3	0.1	61.7	5.5	4.9	96.4	67.1	0.3	324
Balkan velayat	40.3	6.3	46.6	40.3	5.5	42.1	11.9	9.2	93.9	54.0	0.5	141
Dashoguz velayat	35.0	1.5	36.6	35.0	1.0	43.9	19.0	7.2	94.8	62.9	0.0	452
Lebap velayat	38.0	1.6	39.6	38.0	1.2	31.2	29.6	6.4	94.9	60.8	0.0	530
Mary velayat	31.3	6.3	37.6	31.3	3.7	41.9	21.1	7.9	94.3	63.0	0.2	547
<b>Age</b>												
15-19	73.6	2.4	76.0	73.6	1.4	16.8	8.2	15.4	88.9	25.0	0.0	999
15-17	99.4	0.4	99.9	99.4	0.4	0.1	0.0	26.1	81.0	0.1	0.0	587
18-19	36.9	5.1	42.0	36.9	2.7	40.6	19.8	0.1	100.0	60.4	0.1	412
20-24	6.1	5.4	11.5	6.1	4.0	60.1	28.4	0.3	99.7	88.5	0.3	1227

<sup>1</sup> Survey specific indicator LN.S11 - Participation rate of youth in formal and non-formal education and training in the previous 12 months; SDG indicator 4.3.1

<sup>2</sup> Survey specific indicator LN.S12 - Proportion of youth not in education, employment or training (NEET); SDG indicator 8.6.1

<sup>3</sup> Survey specific indicator LN.S13- Early leavers from education and training (ELET)

<sup>A</sup> Fieldwork encompassed the school holiday period from 25 May to 2 August 2019. Some respondents will likely not return to school after the holiday (completed level, permanently or temporarily dropping out). The results presented here cannot be considered to represent the precise NEET rate as it does not capture the status of such respondents transitioning away from formal education. It is, however, expected to be a very slight underestimate).

<sup>B</sup> Non-formal education is defined as any organized educational activity that encompasses educational programs for the dissemination of literacy among people of all ages, instilling life skills, professional skills and the formation of a common culture.

<sup>C</sup> Attending formal education is defined as attending at any time during the current school year.

<sup>D</sup> The indicator and the three preceding columns add to 100%, except for missing or don't know responses.

<sup>E</sup> Respondents who at the time of interview had completed at most the 8<sup>th</sup> grade of mandatory school in accordance with a previous Education Law that was in force until 2013.

<sup>F</sup> Respondents who at the time of interview had completed lower secondary or higher school in accordance with a previous Education Law that was in force until 2013.

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

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

(Continued...)

**Table LN.5.1W (Continue): Youth education, employment and training (women)**

Percentage of women age 15-24 years in formal education<sup>A</sup>, not in formal education but in non-formal education<sup>B</sup> or training, in formal or non-formal education or training during the previous 12 months, percentage in formal education, not in formal education but in non-formal education or training, not in education or training but in employment, not in education, employment or training during the previous week, percentage completing at most lower secondary education, and percentage completing at most lower secondary and not in education or training in the previous 4 weeks, Turkmenistan, 2019

	Percentage of women age 15-24 years who in the previous 12 months:			Percentage of women age 15-24 years who:			Percentage of women age 15-24 years who have:					Number of women age 15-24 years
	Attended formal education <sup>C</sup>	Did not attend formal education, but attended non-formal education or training	Attended formal education or attended non-formal education or training <sup>1</sup>	Attended formal education <sup>A</sup>	Did not attend formal education, but were in training during the previous 4 weeks <sup>A</sup>	Did not attend formal education, were not in training in the previous 4 weeks <sup>A</sup> , but were employed during the previous week	Were not in education, employment or training (NEET) <sup>2,A,D</sup>	Completed no more than lower secondary education <sup>E</sup>	Completed lower secondary education <sup>F</sup>	Not attended formal or non-formal education or training in the previous 4 weeks <sup>C</sup>	At most a lower secondary education and did not attend formal or non-formal education or training in the previous 4 weeks <sup>3,A</sup>	
<b>Total</b>	<b>36.4</b>	<b>4.0</b>	<b>40.4</b>	<b>36.4</b>	<b>2.8</b>	<b>40.7</b>	<b>19.3</b>	<b>7.0</b>	<b>94.9</b>	<b>60.0</b>	<b>0.2</b>	<b>2225</b>
<b>Education</b>												
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Primary or secondary	35.6	2.7	38.4	35.6	1.7	41.6	20.4	8.2	94.1	62.0	0.1	1899
Primary vocational	17.4	8.4	25.8	17.4	7.9	53.3	19.1	0.0	100.0	72.4	0.0	108
Secondary vocational	41.7	11.8	53.5	41.7	8.2	35.9	12.9	0.0	100.0	48.8	0.0	117
Higher	66.0	14.9	80.9	66.0	12.7	15.8	5.3	0.0	100.0	21.1	0.0	100
<b>Marital status</b>												
Currently married/in union	3.6	2.8	6.4	3.6	1.4	51.0	42.9	0.4	99.7	93.9	0.4	600
Formerly married/in union	(10.2)	(10.0)	(20.1)	(10.2)	(10.0)	(64.2)	(15.6)	(0.0)	(100.0)	(79.9)	(0.0)	31
Never married/in union	49.3	4.4	53.6	49.3	3.2	36.4	10.5	9.7	92.9	46.9	0.1	1594
<b>Motherhood status</b>												
Never gave birth	45.5	4.4	49.9	45.5	3.2	38.2	12.5	8.8	93.6	50.7	0.1	1759
Ever gave birth	2.3	2.5	4.8	2.3	1.4	50.0	45.1	0.4	99.7	95.1	0.4	467
<b>Native language of household head</b>												
Turkmen	35.7	4.4	40.1	35.7	3.2	40.9	19.4	7.0	95.2	60.3	0.1	1894
Uzbek	40.4	0.9	41.3	40.4	0.5	39.3	19.0	6.2	93.8	58.3	0.0	240
Russian	(41.9)	(6.5)	(48.4)	(41.9)	(3.7)	(31.7)	(22.7)	(10.3)	(89.7)	(54.4)	(3.7)	32
Other language	(39.8)	(2.4)	(42.2)	(39.8)	(0.0)	(44.7)	(15.5)	(10.6)	(90.2)	(60.2)	(0.0)	59
<b>Wealth index quintile</b>												
Poorest	35.1	2.8	37.9	35.1	2.6	34.6	27.5	8.4	94.2	62.1	0.0	493
Second	31.6	2.6	34.2	31.6	1.0	47.0	18.5	6.1	95.0	65.4	0.0	408
Middle	33.1	2.6	35.7	33.1	1.2	46.0	18.6	6.4	95.6	64.6	0.1	481
Fourth	36.3	4.5	40.8	36.3	3.0	47.8	12.9	6.6	94.6	60.7	0.3	458
Richest	47.4	8.4	55.8	47.4	7.0	26.9	18.2	7.5	95.1	45.0	0.3	385

<sup>1</sup> Survey specific indicator LN.S11 - Participation rate of youth in formal and non-formal education and training in the previous 12 months; SDG indicator 4.3.1

<sup>2</sup> Survey specific indicator LN.S12 - Proportion of youth not in education, employment or training (NEET); SDG indicator 8.6.1

<sup>3</sup> Survey specific indicator LN.S13 - Early leavers from education and training (ELET)

<sup>A</sup> Fieldwork encompassed the school holiday period from 25 May to 2 August 2019. Some respondents will likely not return to school after the holiday (completed level, permanently or temporarily dropping out). The results presented here cannot be considered to represent the precise NEET rate as it does not capture the status of such respondents transitioning away from formal education. It is, however, expected to be a very slight underestimate).

<sup>B</sup> Non-formal education is defined as any organized educational activity that encompasses educational programs for the dissemination of literacy among people of all ages, instilling life skills, professional skills and the formation of a common culture.

<sup>C</sup> Attending formal education is defined as attending at any time during the current school year.

<sup>D</sup> The indicator and the three preceding columns add to 100%, except for missing or don't know responses.

<sup>E</sup> Respondents who at the time of interview had completed at most the 8<sup>th</sup> grade of mandatory school in accordance with a previous Education Law that was in force until 2013.

<sup>F</sup> Respondents who at the time of interview had completed lower secondary or higher school in accordance with a previous Education Law that was in force until 2013.

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

( ) Figures that are based on 25-49 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.<sup>106</sup> 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.

The Family Code of Turkmenistan is acting with regulating procedure and terms for registering the birth of a child. In accordance with the Code, parents or caretakers must register the child within one month after the birth. One-time lump-sum childbirth allowances and monthly benefits paid to mothers/caretakers to care for a child until they reach the age of 3 years are the incentives for the timely registration of infants.

---

<sup>106</sup> UNICEF. *Every Child's Birth Right: Inequities and trends in birth registration*. New York: UNICEF, 2013. [https://www.unicef.org/publications/files/Birth\\_Registration\\_11\\_Dec\\_13.pdf](https://www.unicef.org/publications/files/Birth_Registration_11_Dec_13.pdf).

**Table PR.1.1: Birth registration**Percentage of children under age 5 by whether birth is registered<sup>A</sup>, Turkmenistan, 2019

	Children whose births are registered with civil authorities				Number of children
	Have birth certificate		No birth certificate	Total registered <sup>1</sup>	
	Seen	Not seen			
<b>Total</b>	<b>96.3</b>	<b>3.5</b>	<b>0.1</b>	<b>99.9</b>	<b>3682</b>
<b>Sex</b>	96.0	3.7	0.2	99.8	1901
Male	96.7	3.2	0.0	99.9	1781
Female					
<b>Area</b>					
Urban	94.5	5.3	0.1	99.9	1428
Rural	97.5	2.3	0.1	99.9	2254
<b>Region</b>					
Ashgabat city	95.4	4.6	0.0	100.0	399
Akhal velayat	95.5	4.2	0.4	100.0	521
Balkan velayat	97.7	1.8	0.0	99.5	170
Dashoguz velayat	96.7	2.8	0.0	99.5	673
Lebap velayat	96.3	3.6	0.1	99.9	1058
Mary velayat	96.8	3.2	0.0	100.0	861
<b>Age (in months)</b>					
0-5	92.6	4.7	1.1	98.3	273
6-11	97.4	2.6	0.0	100.0	362
12-23	97.0	2.9	0.0	99.9	690
24-35	97.1	2.9	0.0	100.0	785
36-47	96.0	4.0	0.0	100.0	770
48-59	96.1	3.9	0.0	100.0	801
<b>Mother's education</b>					
Pre-primary or none	-	-	-	-	0
Primary or secondary	96.7	3.1	0.1	99.9	3021
Primary vocational	93.6	5.9	0.0	99.6	298
Secondary vocational	93.3	6.7	0.0	100.0	184
Higher	97.6	2.4	0.0	100.0	180
<b>Child's functional difficulties (age 2-4 years)<sup>B</sup></b>					
Has functional difficulty	(97.1)	(2.9)	(0.0)	(100.0)	25
Has no functional difficulty	96.4	3.6	0.0	100.0	2334
<b>Mother's functional difficulties</b>					
Has functional difficulty	(*)	(*)	(*)	(*)	19
Has no functional difficulty	96.5	3.3	0.1	99.9	3620
No information	(87.3)	(12.7)	(0.0)	(100.0)	43
<b>Native language of household head</b>					
Turkmen	96.7	3.1	0.1	99.9	3242
Uzbek	93.3	5.9	0.3	99.6	292
Russian	94.7	5.3	0.0	100.0	72
Other language	94.3	5.7	0.0	100.0	75
<b>Wealth index quintile</b>					
Poorest	98.4	1.3	0.0	99.7	829
Second	96.8	3.1	0.0	99.9	797
Middle	97.2	2.3	0.3	99.8	735
Fourth	94.8	5.1	0.2	100.0	694
Richest	93.6	6.3	0.0	99.9	627

<sup>1</sup> MICS indicator PR.1 - Birth registration; SDG indicator 16.9.1<sup>A</sup> The percentage of children whose mother/caretaker knows how to register a child's birth is not show in the table because the number of children under age 5 without birth registration is fewer than 25 unweighted cases.<sup>B</sup> Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years.

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

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

"-" denotes 0 unweighted case in the denominator

## 9.2 CHILD DISCIPLINE

Teaching children self-control and acceptable behaviour is an integral part of child discipline in all cultures. Positive parenting practices involve providing guidance on how to handle emotions or conflicts in manners that encourage 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. Studies<sup>107</sup> 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 2019 Turkmenistan 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, PR.2.1A and PR.2.2 present the results.

---

<sup>107</sup> 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, Turkmenistan, 2019

	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 <sup>1</sup>	
			Any	Severe <sup>A</sup>		
<b>Total</b>	<b>30.3</b>	<b>58.1</b>	<b>48.8</b>	<b>0.8</b>	<b>68.6</b>	<b>9612</b>
<b>Sex</b>						
Male	29.4	58.8	52.8	0.8	69.7	4941
Female	31.4	57.4	44.7	0.9	67.4	4671
<b>Area</b>						
Urban	29.7	60.8	44.8	0.9	68.7	3950
Rural	30.8	56.3	51.7	0.8	68.5	5662
<b>Region</b>						
Ashgabat city	20.1	72.4	51.0	1.2	77.8	1104
Akhal velayat	43.8	20.8	41.2	0.2	55.2	1305
Balkan velayat	19.0	76.1	42.5	1.6	78.3	523
Dashoguz velayat	55.0	34.5	27.8	0.2	44.8	1768
Lebap velayat	26.7	66.8	45.3	0.8	72.3	2547
Mary velayat	15.7	76.4	72.9	1.4	83.2	2365
<b>Age</b>						
1-2	47.4	32.8	38.0	1.0	48.1	1475
3-4	28.9	55.1	57.9	1.1	70.5	1573
5-9	23.2	66.2	56.2	0.8	76.4	3889
10-14	32.2	62.1	38.8	0.6	67.3	2676
<b>Mother's education</b>						
Pre-primary or none	-	-	-	-	-	0
Primary or secondary	30.4	57.5	49.7	0.9	68.6	7748
Primary vocational	26.2	64.1	47.9	0.3	72.3	672
Secondary vocational	30.0	60.2	45.1	0.2	68.7	716
Higher	36.1	56.5	41.0	0.9	63.1	476
<b>Child's functional difficulties (age 2-14 years)<sup>B</sup></b>						
Has functional difficulty	22.6	65.4	51.5	0.6	71.8	195
Has no functional difficulty	28.5	60.6	50.3	0.8	70.9	8729
<b>Mother's functional difficulties</b>						
Has functional difficulty	13.4	76.9	69.5	2.1	85.3	82
Has no functional difficulty	29.7	58.5	49.7	0.8	69.2	9101
No information	47.5	46.3	25.7	0.3	52.2	429
<b>Native language of household head</b>						
Turkmen	29.0	58.9	50.1	0.6	69.8	8205
Uzbek	48.7	44.1	29.8	0.5	51.1	885
Russian	26.0	65.3	45.9	1.6	72.4	204
Other language	15.3	73.3	71.0	6.1	83.6	319
<b>Wealth index quintile</b>						
Poorest	31.2	59.6	47.6	1.1	67.7	2047
Second	27.4	65.0	54.6	0.4	72.1	2065
Middle	34.7	50.4	48.9	0.8	64.4	1938
Fourth	33.3	47.7	46.1	0.8	65.2	1862
Richest	24.7	68.4	46.2	1.1	73.7	1700

<sup>1</sup> MICS indicator PR.2 - Violent discipline; SDG 16.2.1<sup>A</sup> 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<sup>B</sup> Children age 1 year are excluded, as functional difficulties are only collected for age 2-14 years.

"-" denotes 0 unweighted case in the denominator



**Table PR.2.1A: Child discipline by disciplining methods**

Percentage of children age 1-14 years by specific child disciplining methods experienced during the last one month, Turkmenistan, 2019

	Percentage of children age 1-14 years who experienced:											Number of children age 1-14 years
	Non-violent discipline			Psychological aggression		Physical punishment						
	Took away privileges	Explained wrong behaviour	Gave something else to do	Shouted, yelled or screamed	Called dumb, lazy or another name	Other			Severe			
						Shook (him/her)	Spanked, hit or slapped on the bottom with bare hand	Hit with belt, hairbrush, stick or other hard object	Hit or slapped on the hand, arm, or leg	Hit or slapped on the face, head or ears.	Beat up, that is, hit over and over as hard as one could	
<b>Total</b>	<b>50.9</b>	<b>95.8</b>	<b>93.6</b>	<b>53.1</b>	<b>30.9</b>	<b>19.3</b>	<b>37.8</b>	<b>1.3</b>	<b>18.4</b>	<b>0.6</b>	<b>0.2</b>	<b>9612</b>
<b>Sex</b>												
Male	50.8	95.7	93.6	54.3	31.6	20.6	41.3	2.2	20.2	0.6	0.2	4941
Female	50.9	95.8	93.5	51.7	30.1	17.9	34.1	0.5	16.5	0.7	0.2	4671
<b>Area</b>												
Urban	56.7	95.6	92.9	56.9	28.5	15.7	36.3	1.4	12.8	0.7	0.2	3950
Rural	46.8	95.9	94.0	50.4	32.5	21.8	38.9	1.3	22.2	0.6	0.2	5662
<b>Region</b>												
Ashgabat city	79.9	96.7	93.6	72.1	21.4	9.0	48.6	3.3	6.6	1.0	0.2	1104
Akhal velayat	46.5	97.0	95.1	16.5	5.6	18.4	31.0	0.0	4.3	0.1	0.0	1305
Balkan velayat	75.3	95.8	93.8	70.9	53.0	32.8	27.6	0.5	5.9	1.6	0.0	523
Dashoguz velayat	25.1	98.7	95.3	27.0	17.5	10.0	22.7	0.1	0.1	0.1	0.2	1768
Lebap velayat	55.5	93.8	93.7	63.7	33.3	5.0	33.7	1.2	20.9	0.6	0.1	2547
Mary velayat	48.6	94.6	91.3	68.4	51.7	44.0	54.6	2.4	45.2	0.9	0.4	2365
<b>Age</b>												
1-2	38.7	84.5	84.0	31.5	5.1	11.5	32.7	0.0	12.8	0.5	0.5	1475
3-4	48.9	96.9	94.6	51.8	16.7	21.6	51.6	0.5	18.5	0.8	0.3	1573
5-9	56.5	98.1	95.6	59.4	39.8	23.5	43.5	1.5	21.4	0.7	0.1	3889
10-14	50.6	97.9	95.2	56.4	40.5	16.1	24.4	2.4	17.0	0.4	0.2	2676
<b>Mother's education</b>												
Pre-primary or none	-	-	-	-	-	-	-	-	-	-	-	0
Secondary	51.1	95.6	93.9	52.1	30.7	19.4	38.3	1.2	18.7	0.7	0.2	7748
Primary vocational	50.2	95.7	91.2	60.2	33.1	18.3	36.4	1.7	18.0	0.3	0.0	672
Secondary vocational	44.4	97.4	92.2	56.3	33.4	21.3	38.7	2.1	17.6	0.2	0.0	716
Higher	57.7	96.0	93.4	54.1	26.1	15.9	30.7	2.1	15.2	0.4	0.5	476
<b>Child's functional difficulties (age 2-14 years)<sup>A</sup></b>												
Has functional difficulty	65.3	91.0	85.7	62.0	24.9	12.5	44.1	2.8	11.9	0.0	0.6	195
Has no functional difficulty	51.9	97.2	94.8	55.2	33.2	20.6	38.7	1.4	19.2	0.7	0.2	8729
<b>Mother's functional difficulties</b>												
Has functional difficulty	51.1	86.8	89.8	75.9	63.3	39.4	53.7	9.8	52.0	2.1	0.0	82
Has no functional difficulty	51.4	95.7	93.7	53.4	30.8	19.6	38.7	1.3	18.6	0.6	0.2	9101
No information	40.5	99.3	92.1	41.0	26.9	10.0	16.8	0.0	7.2	0.0	0.3	429
<b>Native language of household head</b>												
Turkmen	51.5	95.6	93.4	54.1	30.9	20.1	39.0	1.3	19.1	0.5	0.2	8205
Uzbek	37.1	98.5	96.8	36.7	24.1	8.0	22.7	1.1	6.4	0.2	0.3	885
Russian	71.7	94.2	93.1	63.0	25.3	7.1	40.6	2.0	6.1	0.4	1.1	204
Other language	59.2	94.3	89.9	65.1	51.8	38.1	47.4	3.6	40.0	5.6	0.5	319
<b>Wealth index quintile</b>												
Poorest	47.7	94.5	93.5	54.5	32.2	12.9	37.8	1.0	15.0	1.0	0.1	2047
Second	45.2	97.3	93.9	60.2	39.0	24.5	40.2	0.7	30.3	0.2	0.1	2065
Middle	46.4	94.7	93.4	43.4	30.1	26.0	33.9	2.1	22.3	0.4	0.4	1938
Fourth	50.4	96.2	94.4	42.8	24.2	20.2	37.0	1.0	13.6	0.7	0.1	1862
Richest	67.3	96.2	92.6	65.0	27.7	12.1	40.5	2.0	8.6	0.8	0.3	1700

<sup>A</sup> Children age 1 year are excluded, as functional difficulties are only collected for age 2-14 years.

"-" denotes 0 unweighted case in the denominator

**Table PR.2.2: Attitudes toward physical punishment**

Percentage of mothers/caretakers of children age 1-14 years who believe that physical punishment is needed to bring up, raise, or educate a child properly, Turkmenistan, 2019

	Percentage of mothers/caretakers who believe that a child needs to be physically punished	Number of mothers/caretakers responding to a child discipline module
<b>Total</b>	<b>8.7</b>	<b>4125</b>
<b>Sex</b>		
Male	(8.9)	55
Female	8.7	4070
<b>Area</b>		
Urban	6.6	1810
Rural	10.3	2315
<b>Region</b>		
Ashgabat city	5.6	532
Akhal velayat	0.2	520
Balkan velayat	1.9	246
Dashoguz velayat	1.4	751
Lebap velayat	9.4	1058
Mary velayat	20.9	1018
<b>Age</b>		
<25	10.2	354
25-34	8.7	2004
35-49	8.6	1581
50+	6.0	185
<b>Education</b>		
Pre-primary or none	-	0
Primary or secondary	9.4	3223
Primary vocational	5.0	314
Secondary vocational	8.9	346
Higher	4.0	242
<b>Functional difficulties</b>		
Has functional difficulty	(20.2)	30
Has no functional difficulty	8.7	3863
No information	6.2	231
<b>Native language of household head</b>		
Turkmen	9.1	3510
Uzbek	2.3	364
Russian	5.7	128
Other language	17.3	123
<b>Wealth index quintile</b>		
Poorest	9.7	851
Second	11.5	837
Middle	10.4	798
Fourth	6.3	797
Richest	5.5	842

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

"-" denotes 0 unweighted case in the denominator

### 9.3 CHILD MARRIAGE

Marriage<sup>108</sup> 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.<sup>109</sup>

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.<sup>110,111</sup> In addition, pregnancy related deaths are known to be a leading cause of mortality for both married and unmarried girls between the ages of 15 and 19.

Table PR.4.1W presents the percentage of women married before ages 15 and 18 years, the percentage of adolescent girls aged 15-19 who are currently married.

Table PR.4.2W presents the proportion of women who were first married or entered into a marital union before age 15 and 18 by area and age groups. Examining the percentages married before ages 15 and 18 across different age groups allow for trends to be observed in child marriage over time.

Another component is the spousal age difference with the indicator being the percentage of married/in union women 10 or more years younger than their current spouse. Table PR.4.3 presents the results of the age difference between women and their husband or partner.

---

<sup>108</sup> All references to marriage in this chapter include cohabiting unions as well.

<sup>109</sup> 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.

<sup>110</sup> 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.

<sup>111</sup> Nour, N. "Health Consequences of Child Marriage in Africa." *Emerging Infectious Diseases* 12, no. 11 (2006): 1644-649. doi:10.3201/eid1211.060510.

**Table PR.4.1W: Child marriage (women)**

Percentage of women age 15-49 years who first married or entered a marital union before their 15th birthday, percentages of women age 20-49 and 20-24 years who first married or entered a marital union before their 15th and 18th birthdays and percentage of women age 15-19 years currently married or in union, Turkmenistan, 2019

	Women age 15-49 years		Women age 20-49 years			Women age 20-24 years			Women age 15-19 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 <sup>1</sup>	Percentage married before age 18 <sup>2</sup>	Number of women age 20-24 years	Percentage currently married/in union <sup>3</sup>	Number of women age 15-19 years
<b>Total</b>	<b>0.3</b>	<b>7558</b>	<b>0.3</b>	<b>6.0</b>	<b>6559</b>	<b>0.2</b>	<b>6.1</b>	<b>1227</b>	<b>4.8</b>	<b>999</b>
<b>Area</b>										
Urban	0.4	3321	0.4	5.8	2919	0.3	4.7	482	4.1	402
Rural	0.2	4237	0.2	6.1	3640	0.0	6.9	745	5.3	596
<b>Region</b>										
Ashgabat city	0.2	962	0.2	5.2	860	0.0	2.7	130	6.4	102
Akhal velayat	0.4	1033	0.4	5.1	894	0.0	4.8	185	7.2	139
Balkan velayat	0.4	471	0.5	5.5	401	0.7	7.4	71	5.3	69
Dashoguz velayat	0.0	1478	0.0	5.3	1262	0.0	3.8	236	2.9	216
Lebap velayat	0.2	1717	0.3	9.8	1479	0.0	11.8	292	7.8	238
Mary velayat	0.5	1897	0.6	4.1	1663	0.4	4.3	313	1.4	234
<b>Age</b>										
15-19	0.0	999	na	na	na	na	na	na	4.8	999
15-17	0.0	587	na	na	na	na	na	na	0.7	587
18-19	0.0	412	na	na	na	na	na	na	10.7	412
20-24	0.2	1227	0.2	6.1	1227	0.2	6.1	1227	na	na
25-29	0.4	1430	0.4	5.8	1430	na	na	na	na	na
30-34	0.5	1267	0.5	6.3	1267	na	na	na	na	na
35-39	0.2	999	0.2	6.3	999	na	na	na	na	na
40-44	0.3	908	0.3	7.4	908	na	na	na	na	na
45-49	0.2	729	0.2	3.3	729	na	na	na	na	na
<b>Education</b>										
Pre-primary or none	(*)	7	(*)	(*)	7	(*)	(*)	2	-	0
Primary or secondary	0.2	5904	0.3	7.0	4967	0.1	7.4	963	4.8	937
Primary vocational	0.6	531	0.6	2.1	517	0.0	0.5	94	(*)	13
Secondary vocational	0.5	654	0.5	4.3	628	1.5	3.4	90	(7.9)	27
Higher	0.2	462	0.2	2.1	440	0.0	0.0	78	(*)	22
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	0.0	56	0.0	8.6	54	(*)	(*)	2	(*)	1
Has no functional difficulty	0.3	6915	0.3	6.0	6505	0.2	6.1	1225	10.7	410
<b>Native language of household head</b>										
Turkmen	0.2	6401	0.3	5.3	5574	0.2	6.2	1068	4.7	826
Uzbek	0.4	719	0.5	8.9	595	0.0	5.1	116	5.3	124
Russian	0.5	212	0.5	12.8	196	(*)	(*)	16	(*)	16
Other language	0.5	227	0.6	9.7	194	(*)	(*)	27	(0.0)	33
<b>Wealth index quintile</b>										
Poorest	0.1	1524	0.1	8.6	1293	0.0	11.1	262	5.5	231
Second	0.2	1429	0.3	5.8	1251	0.0	3.3	230	3.8	178
Middle	0.2	1510	0.3	5.0	1296	0.0	5.3	267	5.2	214
Fourth	0.5	1538	0.6	5.4	1342	0.7	6.3	261	3.7	196
Richest	0.3	1556	0.3	5.2	1378	0.0	3.5	206	5.8	179

<sup>1</sup> MICS indicator PR.4a - Child marriage (before age 15); SDG 5.3.1

<sup>2</sup> MICS indicator PR.4b - Child marriage (before age 18); SDG 5.3.1

<sup>3</sup> MICS indicator PR.5 - Young women age 15-19 years currently married or in union

na: not applicable

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

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

"-" denotes 0 unweighted case in the denominator

**Table PR.4.2W: Trends in child marriage (women)**

Percentage of women who were first married or entered into a marital union before their 15th and 18th birthday, by area and age groups, Turkmenistan, 2019

	Urban				Rural				All			
	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years	Percentage of women married before age 15	Number of women age 15-49 years	Percentage of women married before age 18	Number of women age 20-49 years
<b>Total</b>	<b>0.4</b>	<b>3321</b>	<b>5.8</b>	<b>2919</b>	<b>0.2</b>	<b>4237</b>	<b>6.1</b>	<b>3640</b>	<b>0.3</b>	<b>7558</b>	<b>6.0</b>	<b>6559</b>
<b>Age</b>												
15-19	0.0	402	na	na	0.0	596	na	na	0.0	999	na	na
15-17	0.0	239	na	na	0.0	348	na	na	0.0	587	na	na
18-19	0.0	164	na	na	0.0	248	na	na	0.0	412	na	na
20-24	0.3	482	4.7	482	0.0	745	6.9	745	0.2	1227	6.1	1227
25-29	0.4	584	6.8	584	0.5	845	5.1	845	0.4	1430	5.8	1430
30-34	0.8	561	6.3	561	0.3	706	6.4	706	0.5	1267	6.3	1267
35-39	0.0	480	6.1	480	0.3	519	6.5	519	0.2	999	6.3	999
40-44	0.6	439	5.9	439	0.0	469	8.9	469	0.3	908	7.4	908
45-49	0.5	373	4.3	373	0.0	356	2.2	356	0.2	729	3.3	729

na: not applicable

**Table PR.4.3: Spousal age difference**

Percent distribution of women currently married/in union age 15-19 and 20-24 years according to the age difference with their husband or partner, Turkmenistan, 2019

	Percentage of currently married/in union women age 15-19 years whose husband or partner is:						Number of women age 15-19 years currently married/in union	Percentage of currently married/in union women age 20-24 years whose husband or partner is:						Number of women age 20-24 years currently married/in union
	Younger	0-4 years older	5-9 years older	10+ years older <sup>1</sup>	Husband/Partner's age unknown	Total		Younger	0-4 years older	5-9 years older	10+ years older <sup>2</sup>	Husband/Partner's age unknown	Total	
<b>Total</b>	<b>2.6</b>	<b>63.9</b>	<b>29.7</b>	<b>3.8</b>	<b>0.0</b>	<b>100.0</b>	<b>48</b>	<b>12.6</b>	<b>68.5</b>	<b>15.2</b>	<b>3.3</b>	<b>0.4</b>	<b>100.0</b>	<b>552</b>
<b>Area</b>														
Urban	(*)	(*)	(*)	(*)	(*)	100.0	16	13.3	68.9	13.9	2.9	1.0	100.0	194
Rural	4.0	66.2	24.1	5.7	0.0	100.0	32	12.2	68.3	16.0	3.5	0.0	100.0	358
<b>Region</b>														
Ashgabat city	(*)	(*)	(*)	(*)	(*)	100.0	7	15.9	66.4	14.4	0.0	3.2	100.0	61
Akhhal velayat	(*)	(*)	(*)	(*)	(*)	100.0	10	18.1	73.8	7.3	0.8	0.0	100.0	76
Balkan velayat	(*)	(*)	(*)	(*)	(*)	100.0	4	12.3	72.8	15.0	0.0	0.0	100.0	20
Dashoguz velayat	(*)	(*)	(*)	(*)	(*)	100.0	6	7.9	67.9	17.7	6.4	0.0	100.0	90
Lebap velayat	(*)	(*)	(*)	(*)	(*)	100.0	19	6.5	65.4	22.5	5.6	0.0	100.0	179
Mary velayat	(*)	(*)	(*)	(*)	(*)	100.0	3	19.6	70.8	8.4	1.3	0.0	100.0	126
<b>Education</b>														
Pre-primary or none	-	-	-	-	-	-	0	(*)	(*)	(*)	(*)	(*)	100.0	0
Primary or secondary	2.8	63.6	29.6	4.1	0.0	100.0	45	12.4	66.8	16.3	3.9	0.4	100.0	461
Primary vocational	(*)	(*)	(*)	(*)	(*)	0.0	0	(11.0)	(77.1)	(12.0)	(0.0)	(0.0)	100.0	40
Secondary vocational	(*)	(*)	(*)	(*)	(*)	100.0	2	(16.4)	(79.9)	(3.7)	(0.0)	(0.0)	100.0	31
Higher	(*)	(*)	(*)	(*)	(*)	100.0	1	(12.8)	(74.4)	(12.7)	(0.0)	(0.0)	100.0	19
<b>Functional difficulties (age 18-49 years)</b>														
Has functional difficulty	-	-	-	-	-	-	0	(*)	(*)	(*)	(*)	(*)	100.0	0
Has no functional difficulty	2.9	62.1	30.8	4.2	0.0	100.0	44	12.6	68.6	15.2	3.3	0.4	100.0	551
<b>Native language of household head</b>														
Turkmen	3.2	69.0	23.1	4.7	0.0	100.0	39	13.7	66.9	15.9	3.0	0.4	100.0	475
Uzbek	(*)	(*)	(*)	(*)	(*)	100.0	7	4.0	81.6	10.0	4.3	0.0	100.0	62
Russian	(*)	(*)	(*)	(*)	(*)	100.0	2	(*)	(*)	(*)	(*)	(*)	100.0	4
Other language	(*)	(*)	(*)	(*)	(*)	0.0	0	(*)	(*)	(*)	(*)	(*)	100.0	10
<b>Wealth index quintile</b>														
Poorest	(*)	(*)	(*)	(*)	(*)	100.0	13	6.6	66.5	23.7	3.2	0.0	100.0	140
Second	(*)	(*)	(*)	(*)	(*)	100.0	7	13.1	67.6	14.0	5.3	0.0	100.0	111
Middle	(*)	(*)	(*)	(*)	(*)	100.0	11	16.5	73.2	7.6	2.8	0.0	100.0	108
Fourth	(*)	(*)	(*)	(*)	(*)	100.0	7	15.4	73.0	7.9	3.8	0.0	100.0	103
Richest	(*)	(*)	(*)	(*)	(*)	100.0	10	13.3	62.3	21.2	1.0	2.2	100.0	90

<sup>1</sup> MICS indicator PR.7a - Spousal age difference (among women age 15-19)

<sup>2</sup> MICS indicator PR.7b - Spousal age difference (among women age 20-24)

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

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

"-" denotes 0 unweighted case in the denominator

## 9.4 VICTIMISATION

Crime can have a large impact 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 services<sup>112</sup>.

Table PR.6.1W presents the percentage of women who were victims of robbery or assault in the last 3 and 1 year prior to the survey, by various background characteristics. Table PR.6.2W shows if weapons (namely, knife, gun or other weapons) were used during the last robbery. Table PR.6.3W expand on the circumstances of the latest assault, indicating where it took place and type of weapon used. Finally, Table PR6.4W indicates if the last robbery or assault experienced by women was reported to the police.

The number of women victims of robbery in the last 3 years, the number of women victims of assault in the last 3 years, the number of women victims of robbery in the last year and the number of women victims of assault in the last year were below 25 unweighted cases thus the tables PR.6.2W, PR.6.3W and PR.6.4W are not shown in the report.

---

<sup>112</sup> United Nations Office on Drugs and Crime, and United Nations Economic Commission for Europe. *Manual on Victimization Surveys*. Geneva: UN. [https://www.unodc.org/documents/data-and-analysis/Crime-statistics/Manual\\_on\\_Victimization\\_surveys\\_2009\\_web.pdf](https://www.unodc.org/documents/data-and-analysis/Crime-statistics/Manual_on_Victimization_surveys_2009_web.pdf).

**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, Turkmenistan, 2019

	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 <sup>A</sup>			Assault <sup>B</sup>			In the last 3 years	In the last 1 year <sup>1</sup>	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				
<b>Total</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>	<b>0.0</b>	<b>0.0</b>	<b>0.3</b>	<b>0.1</b>	<b>0.0</b>	<b>7558</b>
<b>Area</b>										
Urban	0.1	0.0	0.0	0.4	0.1	0.0	0.4	0.1	0.1	3321
Rural	0.0	0.0	0.0	0.2	0.0	0.0	0.3	0.0	0.0	4237
<b>Region</b>										
Ashgabat city	0.2	0.1	0.1	0.3	0.0	0.0	0.4	0.1	0.1	962
Akhal velayat	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1033
Balkan velayat	0.3	0.0	0.0	0.8	0.1	0.0	1.0	0.1	0.0	471
Dashoguz velayat	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1478
Lebap velayat	0.1	0.0	0.0	0.4	0.2	0.1	0.5	0.2	0.1	1717
Mary velayat	0.1	0.1	0.0	0.5	0.0	0.0	0.5	0.1	0.0	1897
<b>Age</b>										
15-19	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.0	0.0	999
15-17	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.0	587
18-19	0.1	0.0	0.0	0.2	0.0	0.0	0.3	0.0	0.0	412
20-24	0.3	0.2	0.1	0.3	0.0	0.0	0.5	0.2	0.1	1227
25-29	0.0	0.0	0.0	0.3	0.1	0.1	0.3	0.1	0.1	1430
30-34	0.0	0.0	0.0	0.6	0.1	0.0	0.7	0.1	0.0	1267
35-39	0.1	0.0	0.0	0.4	0.0	0.0	0.4	0.0	0.0	999
40-44	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	908
45-49	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	729
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	0.0	0.0	0.0	0.2	0.0	0.0	0.2	0.1	0.0	5904
Primary vocational	0.0	0.0	0.0	0.5	0.2	0.2	0.5	0.2	0.2	531
Secondary vocational	0.3	0.2	0.0	1.0	0.0	0.0	1.1	0.2	0.0	654
Higher	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	462
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	0.6	0.0	0.0	0.6	0.0	0.0	0.6	0.0	0.0	56
Has no functional difficulty	0.1	0.0	0.0	0.3	0.0	0.0	0.4	0.1	0.0	6915
<b>Native language of household head</b>										
Turkmen	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.1	0.0	6401
Uzbek	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	719
Russian	0.9	0.0	0.0	1.3	0.0	0.0	1.7	0.0	0.0	212
Other language	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	227
<b>Wealth index quintile</b>										
Poorest	0.0	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	1524
Second	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.0	1429
Middle	0.0	0.0	0.0	0.5	0.0	0.0	0.5	0.0	0.0	1510
Fourth	0.0	0.0	0.0	0.2	0.1	0.0	0.2	0.1	0.0	1538
Richest	0.2	0.1	0.1	0.4	0.1	0.1	0.6	0.1	0.1	1556

<sup>1</sup> MICS indicator PR.12 - Experience of robbery and assault

<sup>A</sup> A robbery is here defined as "taking or trying to take something, by using force or threatening to use force".

<sup>B</sup> An assault is here defined as a physical attack.

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



## 9.5 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 safety.<sup>112</sup>

Table PR.7.1W present data for women on their feelings of safety for walking alone in their neighbourhood after dark and for being at home alone after dark.

**Table PR.7.1W: Feelings of safety (women)**

Percent distribution of women age 15-49 years by feeling of safety walking alone in their neighbourhood after dark and being home alone after dark, Turkmenistan, 2019

	Percent distribution of women who walking alone in their neighbourhood after dark feel:					Total	Percentage of women who feel safe walking alone in their neighbourhood after dark <sup>1</sup>
	Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark		
<b>Total</b>	<b>24.1</b>	<b>48.2</b>	<b>7.5</b>	<b>0.6</b>	<b>19.7</b>	<b>100.0</b>	<b>72.3</b>
<b>Area</b>							
Urban	25.1	49.8	8.4	0.7	16.0	100.0	74.9
Rural	23.3	46.9	6.7	0.5	22.5	100.0	70.3
<b>Region</b>							
Ashgabat city	29.8	63.0	2.6	0.0	4.6	100.0	92.7
Akhal velayat	31.1	36.5	11.3	0.1	20.9	100.0	67.6
Balkan velayat	22.6	29.8	29.4	1.9	16.4	100.0	52.3
Dashoguz velayat	49.3	39.1	0.1	0.0	11.5	100.0	88.4
Lebap velayat	12.2	43.3	10.3	1.8	32.4	100.0	55.4
Mary velayat	9.0	63.1	5.6	0.2	22.2	100.0	72.1
<b>Age</b>							
15-19	14.1	29.0	7.9	1.1	47.9	100.0	43.1
15-17	12.9	22.6	6.9	1.0	56.7	100.0	35.5
18-19	15.9	38.0	9.4	1.2	35.5	100.0	53.9
20-24	19.5	42.1	9.4	0.8	28.2	100.0	61.6
25-29	20.4	51.4	7.3	0.6	20.3	100.0	71.8
30-34	24.5	55.0	7.2	0.4	12.9	100.0	79.5
35-39	30.6	50.8	7.5	0.3	10.9	100.0	81.3
40-44	31.5	53.9	7.1	0.4	7.1	100.0	85.4
45-49	33.9	56.1	4.8	0.4	4.8	100.0	89.9
<b>Education</b>							
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	100.0	(*)
Primary or secondary	23.9	46.7	7.4	0.6	21.4	100.0	70.6
Primary vocational	20.0	51.3	9.2	1.0	18.5	100.0	71.3
Secondary vocational	29.3	52.4	7.2	0.4	10.8	100.0	81.6
Higher	24.6	57.9	6.8	0.3	10.4	100.0	82.4
<b>Functional difficulties (age 18-49 years)</b>							
Has functional difficulty	19.0	29.7	18.4	4.4	28.5	100.0	48.6
Has no functional difficulty	25.1	50.5	7.4	0.5	16.4	100.0	75.6
<b>Native language of household head</b>							
Turkmen	22.4	48.3	8.3	0.7	20.3	100.0	70.7
Uzbek	38.0	41.1	1.2	0.0	19.6	100.0	79.2
Russian	33.3	54.8	5.6	0.4	5.9	100.0	88.0
Other language	20.9	60.7	4.3	0.0	14.2	100.0	81.5
<b>Wealth index quintile</b>							
Poorest	25.0	45.3	5.5	0.6	23.6	100.0	70.3
Second	19.8	52.1	4.8	1.1	22.3	100.0	71.8
Middle	24.1	44.7	9.2	0.2	21.8	100.0	68.8
Fourth	24.8	44.1	10.5	0.5	20.2	100.0	68.8
Richest	26.5	54.9	7.2	0.6	10.8	100.0	81.4

<sup>1</sup> MICS indicator PR.14 - Safety; SDG indicator 16.1.4

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

**Table PR.7.1W (Continued): 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, Turkmenistan, 2019

	Percent distribution of women who being home alone after dark feel:					Total	Percentage of women who feel safe home alone after dark	Percentage of women who after dark feel very unsafe walking alone in their neighborhood or being home alone	Number of women
	Very safe	Safe	Unsafe	Very unsafe	Never home alone after dark				
<b>Total</b>	<b>36.8</b>	<b>51.6</b>	<b>2.8</b>	<b>0.2</b>	<b>8.6</b>	<b>100.0</b>	<b>88.4</b>	<b>0.7</b>	<b>7558</b>
<b>Area</b>									
Urban	45.9	44.2	3.6	0.1	6.3	100.0	90.0	0.7	3321
Rural	29.7	57.5	2.1	0.3	10.5	100.0	87.2	0.7	4237
<b>Region</b>									
Ashgabat city	79.5	20.2	0.3	0.0	0.0	100.0	99.6	0.0	962
Akhhal velayat	44.2	46.0	0.3	0.2	9.4	100.0	90.1	0.2	1033
Balkan velayat	34.0	43.5	15.3	0.7	6.5	100.0	77.5	1.9	471
Dashoguz velayat	52.1	43.6	0.1	0.0	4.2	100.0	95.7	0.0	1478
Lebap velayat	19.6	54.7	5.9	0.6	19.2	100.0	74.3	2.2	1717
Mary velayat	15.4	76.1	1.4	0.0	7.0	100.0	91.6	0.2	1897
<b>Age</b>									
15-19	21.3	47.9	4.5	0.4	25.8	100.0	69.3	1.1	999
15-17	19.6	43.3	4.6	0.2	32.3	100.0	62.9	1.0	587
18-19	23.8	54.5	4.3	0.7	16.7	100.0	78.3	1.4	412
20-24	31.0	54.6	3.2	0.0	11.2	100.0	85.6	0.8	1227
25-29	31.9	56.6	3.4	0.4	7.7	100.0	88.5	1.0	1430
30-34	38.1	53.8	2.2	0.2	5.7	100.0	91.9	0.5	1267
35-39	44.8	49.7	1.8	0.1	3.6	100.0	94.4	0.3	999
40-44	46.6	48.2	2.4	0.1	2.7	100.0	94.8	0.4	908
45-49	51.7	45.2	1.2	0.2	1.7	100.0	96.8	0.6	729
<b>Education</b>									
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	7
Primary or secondary	33.9	53.4	2.6	0.2	9.8	100.0	87.3	0.7	5904
Primary vocational	36.9	54.3	4.8	0.1	4.0	100.0	91.2	1.0	531
Secondary vocational	52.7	39.8	2.6	0.2	4.6	100.0	92.6	0.5	654
Higher	50.9	43.0	2.2	0.0	3.8	100.0	93.9	0.3	462
<b>Functional difficulties (age 18-49 years)</b>									
Has functional difficulty	29.7	42.8	6.0	2.2	19.2	100.0	72.6	4.4	56
Has no functional difficulty	38.3	52.4	2.6	0.2	6.5	100.0	90.7	0.6	6915
<b>Native language of household head</b>									
Turkmen	35.6	52.2	3.1	0.2	8.9	100.0	87.8	0.8	6401
Uzbek	40.2	49.9	0.7	0.2	9.1	100.0	90.1	0.2	719
Russian	71.0	24.3	2.9	0.0	1.8	100.0	95.2	0.4	212
Other language	28.2	66.4	0.0	0.0	5.4	100.0	94.6	0.0	227
<b>Wealth index quintile</b>									
Poorest	30.2	54.8	3.0	0.2	11.8	100.0	85.0	0.7	1524
Second	24.4	63.4	2.7	0.4	9.1	100.0	87.8	1.3	1429
Middle	31.6	56.0	2.4	0.1	9.9	100.0	87.6	0.3	1510
Fourth	36.5	51.4	2.4	0.1	9.6	100.0	87.9	0.5	1538
Richest	59.9	33.7	3.2	0.2	2.9	100.0	93.6	0.7	1556

<sup>1</sup> MICS indicator PR.14 - Safety; SDG indicator 16.1.4

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

## 9.6 ATTITUDES TOWARDS DOMESTIC VIOLENCE

2019 Turkmenistan MICS assessed the attitudes of women age 15-49 years towards wife/partner beating by asking the respondents whether they think that husbands/partners are justified to hit or beat their wives/partners in a variety of situations. The purpose of these questions 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.

**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, Turkmenistan, 2019

	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 <sup>1</sup>	If she does not respect her husband's parents	For any of these six reasons <sup>2</sup>		
<b>Total</b>	<b>19.2</b>	<b>38.6</b>	<b>26.0</b>	<b>4.6</b>	<b>3.3</b>	<b>48.6</b>	<b>43.1</b>	<b>58.4</b>	<b>7558</b>	
<b>Area</b>										
Urban	14.1	29.2	18.4	3.5	1.8	36.4	30.5	44.3	3321	
Rural	23.1	46.0	32.0	5.4	4.4	58.1	53.0	69.4	4237	
<b>Region</b>										
Ashgabat city	6.2	12.5	4.7	1.2	0.6	14.0	9.8	16.7	962	
Akhhal velayat	4.6	35.8	31.1	0.3	0.6	55.0	61.3	77.1	1033	
Balkan velayat	8.5	17.2	7.1	7.0	0.2	20.9	15.7	25.7	471	
Dashoguz velayat	23.9	41.1	23.9	5.0	3.3	52.3	48.1	65.8	1478	
Lebap velayat	24.4	56.0	31.6	4.2	3.0	60.4	43.4	64.1	1717	
Mary velayat	27.9	40.9	35.3	8.0	7.0	55.9	52.5	66.5	1897	
<b>Age</b>										
15-17	14.1	30.5	23.2	1.3	2.8	43.3	38.3	53.6	587	
18-19	19.1	37.8	23.4	2.7	3.3	49.7	42.7	58.9	412	
20-24	20.3	39.0	28.3	3.3	3.2	50.6	46.3	61.8	1227	
25-29	22.9	45.4	29.6	6.1	3.7	55.4	48.1	64.7	1430	
30-34	20.8	42.8	28.0	6.5	4.2	50.8	46.5	60.8	1267	
35-39	18.0	37.7	24.3	4.4	2.4	46.9	38.5	55.6	999	
40-44	18.6	36.6	24.7	5.5	2.8	45.7	40.4	55.3	908	
45-49	13.4	27.6	19.1	3.0	3.0	37.6	35.5	47.4	729	
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7	
Primary or secondary	21.2	41.7	28.4	5.0	4.0	52.7	47.1	63.3	5904	
Primary vocational	14.1	34.5	22.6	4.5	1.3	43.0	32.6	49.4	531	
Secondary vocational	12.8	28.1	17.5	3.3	0.9	33.8	30.7	41.1	654	
Higher	7.6	18.3	11.2	1.0	0.3	23.5	21.9	30.7	462	
<b>Marital/Union status</b>										
Currently married/in union	21.8	43.0	29.3	6.2	3.7	53.1	46.5	62.5	4973	
Formerly married/in union	10.3	23.5	11.7	2.2	0.6	27.9	23.2	34.2	546	
Never married/in union	15.0	31.8	21.8	1.2	2.9	43.1	40.0	54.8	2039	
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	29.5	42.3	39.3	23.1	10.6	47.1	42.4	52.5	56	
Has no functional difficulty	19.5	39.2	26.1	4.7	3.2	49.0	43.5	58.8	6915	
<b>Native language of household head</b>										
Turkmen	18.7	38.6	26.4	4.3	3.0	48.8	44.0	58.9	6401	
Uzbek	22.2	42.3	25.4	4.4	2.1	53.1	43.1	64.3	719	
Russian	2.9	8.7	4.2	0.0	0.8	11.1	6.7	12.6	212	
Other language	37.8	52.7	38.0	16.3	17.7	63.4	51.9	66.9	227	
<b>Wealth index quintile</b>										
Poorest	29.2	51.8	32.3	6.6	4.4	60.0	49.9	68.7	1173	
Second	21.8	42.4	27.9	4.5	3.9	52.8	46.0	62.3	1114	
Middle	17.3	36.7	25.5	4.8	3.2	48.0	46.1	60.4	1478	
Fourth	11.0	33.8	26.0	2.9	1.6	47.9	46.1	62.6	1911	
Richest	7.9	17.5	7.9	3.1	0.5	20.7	15.3	24.7	1882	

<sup>1</sup> MICS indicator PR.15 - Attitudes towards domestic violence<sup>2</sup> Survey-specific indicator PR.S1 - Attitudes towards domestic violence (including additional circumstance)

(\*) 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 right<sup>113</sup>. 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.<sup>114</sup>

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.<sup>115</sup>

The distribution of the population by main source of drinking water is shown in Table WS.1.1. The population using *improved sources* of drinking water are those using any of the following types of supply: piped water (into dwelling, compound, yard or plot, to neighbour, public tap/standpipe), tube well/borehole, protected dug well, protected spring, rainwater collection, and packaged or delivered water<sup>116</sup>.

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.1.9 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.

---

<sup>113</sup> The human rights to water and sanitation were explicitly recognised by the UN General Assembly and Human Rights Council in 2010 and in 2015.

<sup>114</sup> 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>.

<sup>115</sup> "Home." JMP. Accessed September 06, 2018. <https://washdata.org/>.

<sup>116</sup> 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.

**Table WS.1.1: Use of improved and unimproved water sources**

Percent distribution of household population according to main source of drinking water and percentage of household population using improved drinking water sources, Turkmenistan, 2019

	Main source of drinking water																Percentage using improved sources of drinking water <sup>1</sup>	Number of household members
	Improved sources											Unimproved sources						
	Piped water				Tube-well/bore-hole	Pro-ected well	Pro-ected spring	Rain-water collection	Tanker truck	Cart with small tank	Bottled water <sup>A</sup>	Unpro-ected well	Unpro-ected spring	Surface water	Other	Total		
Into dwelling	Into yard/plot	To neigh-bour	Public tap/stand-pipe															
<b>Total</b>	<b>15.9</b>	<b>14.4</b>	<b>0.1</b>	<b>0.4</b>	<b>16.4</b>	<b>1.6</b>	<b>0.0</b>	<b>0.1</b>	<b>38.8</b>	<b>0.1</b>	<b>12.2</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>99.9</b>	<b>32338</b>
<b>Area</b>																		
Urban	34.0	19.1	0.2	1.0	4.6	0.0	0.0	0.0	16.4	0.0	24.7	0.0	0.0	0.0	0.0	100.0	100.0	14095
Rural	1.9	10.8	0.1	0.0	25.5	2.7	0.0	0.1	56.1	0.1	2.6	0.0	0.1	0.0	0.0	100.0	99.9	18243
<b>Region</b>																		
Ashgabat city	25.1	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	69.6	0.0	0.0	0.0	0.0	100.0	100.0	4023
Akhhal velayat	0.5	48.7	0.2	0.0	0.0	0.0	0.0	0.0	49.8	0.1	0.6	0.0	0.0	0.0	0.0	100.0	100.0	4195
Balkan velayat	42.4	17.9	0.0	0.0	0.5	0.0	0.0	1.1	31.2	0.0	6.8	0.0	0.0	0.0	0.0	100.0	100.0	2060
Dashoguz velayat	8.9	3.6	0.0	0.0	31.9	0.0	0.0	0.0	55.3	0.0	0.3	0.0	0.0	0.0	0.0	100.0	100.0	6139
Lebap velayat	18.6	13.0	0.3	0.0	43.4	4.9	0.0	0.0	7.7	0.0	11.8	0.0	0.2	0.0	0.0	100.0	99.8	7648
Mary velayat	15.3	10.1	0.1	1.6	0.0	1.5	0.0	0.0	70.4	0.2	0.8	0.0	0.0	0.0	0.0	100.0	100.0	8274
<b>Education of household head</b>																		
Pre-primary or none	(50.8)	(0.0)	(0.0)	(0.0)	(23.0)	(0.0)	(0.0)	(0.0)	(3.9)	(0.0)	(22.3)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	41
Primary or secondary	11.5	15.6	0.1	0.3	19.4	1.7	0.0	0.0	42.5	0.0	8.8	0.0	0.0	0.0	0.0	100.0	100.0	19500
Primary vocational	25.6	10.4	0.0	0.9	23.0	2.5	0.0	0.5	25.2	0.3	11.3	0.0	0.5	0.0	0.0	100.0	99.5	1837
Secondary vocational	22.0	16.0	0.1	0.5	10.7	1.6	0.0	0.0	35.7	0.2	13.2	0.0	0.0	0.0	0.0	100.0	100.0	5068
Higher	21.7	10.8	0.1	0.7	9.0	0.8	0.0	0.0	33.8	0.0	22.9	0.0	0.1	0.0	0.0	100.0	99.9	5885
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	8
<b>Native language of household head</b>																		
Turkmen	14.7	15.1	0.1	0.5	17.9	1.7	0.0	0.1	37.7	0.1	12.2	0.0	0.0	0.0	0.0	100.0	100.0	27292
Uzbek	15.2	18.5	0.4	0.2	12.9	1.4	0.0	0.0	49.9	0.0	1.1	0.0	0.3	0.0	0.0	100.0	99.7	2936
Russian	46.3	0.4	0.0	0.3	1.3	0.0	0.0	0.0	3.5	0.0	48.2	0.1	0.0	0.0	0.0	100.0	99.9	1050
Other language	17.2	1.0	0.0	0.0	1.4	0.0	0.0	0.0	71.9	0.0	8.6	0.0	0.0	0.0	0.0	100.0	100.0	1060
<b>Wealth index quintile</b>																		
Poorest	0.6	5.1	0.4	0.4	62.7	5.3	0.0	0.1	23.4	0.0	1.7	0.0	0.3	0.0	0.0	100.0	99.7	6472
Second	2.8	10.3	0.0	0.3	14.9	2.3	0.0	0.2	65.1	0.0	4.3	0.0	0.0	0.0	0.0	100.0	100.0	6462
Middle	2.7	17.5	0.1	0.2	3.9	0.2	0.0	0.0	71.7	0.2	3.4	0.0	0.0	0.0	0.0	100.0	100.0	6467
Fourth	21.9	38.5	0.0	1.1	0.4	0.0	0.0	0.0	32.7	0.1	5.3	0.0	0.0	0.0	0.0	100.0	100.0	6469
Richest	51.4	0.9	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.0	46.5	0.0	0.0	0.0	0.0	100.0	100.0	6469

<sup>1</sup> MICS indicator WS.1 - Use of improved drinking water sources

<sup>A</sup> Delivered and packaged water considered improved sources of drinking water based on new SDG definition.

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

( ) 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 according to 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, Turkmenistan, 2019

	Time to source of drinking water								Total	Percentage using basic drinking water services <sup>1</sup>	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 <sup>A</sup>	More than 30 minutes	DK/ Missing	Water on premises	Up to and including 30 minutes <sup>A</sup>	More than 30 minutes	DK/ Missing			
<b>Total</b>	<b>60.5</b>	<b>39.3</b>	<b>0.0</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>99.9</b>	<b>32338</b>
<b>Area</b>											
Urban	82.9	17.1	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.9	14095
Rural	43.3	56.6	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.8	18243
<b>Region</b>											
Ashgabat city	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4023
Akhal velayat	50.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4195
Balkan velayat	68.8	31.2	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	2060
Dashoguz velayat	44.7	55.3	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	6139
Lebap velayat	91.6	8.2	0.0	0.0	0.1	0.1	0.0	0.0	100.0	99.8	7648
Mary velayat	27.7	72.1	0.0	0.3	0.0	0.0	0.0	0.0	100.0	99.7	8274
<b>Education of household head</b>											
Pre-primary or none	(96.1)	(3.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	41
Primary or secondary	57.2	42.7	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.9	19500
Primary vocational	73.6	26.0	0.0	0.0	0.0	0.5	0.0	0.0	100.0	99.5	1837
Secondary vocational	63.4	36.5	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	5068
Higher	64.9	34.9	0.0	0.0	0.1	0.0	0.0	0.0	100.0	99.9	5885
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	8
<b>Native language of household head</b>											
Turkmen	61.6	38.3	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.9	27292
Uzbek	49.8	49.9	0.0	0.0	0.0	0.3	0.0	0.0	100.0	99.7	2936
Russian	96.2	3.7	0.0	0.0	0.1	0.0	0.0	0.0	100.0	99.9	1050
Other language	28.1	71.9	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1060
<b>Wealth index quintile</b>											
Poorest	75.8	24.0	0.0	0.0	0.1	0.1	0.0	0.0	100.0	99.7	6472
Second	34.5	65.3	0.0	0.2	0.0	0.0	0.0	0.0	100.0	99.8	6462
Middle	27.5	72.5	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	6467
Fourth	66.1	33.8	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.9	6469
Richest	98.8	1.1	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	6469

<sup>1</sup> MICS indicator WS.2 - Use of basic drinking water services; SDG Indicator 1.4.1

<sup>A</sup> Includes cases where household members do not collect  
 (\*) Figures that are based on fewer than 25 unweighted cases  
 ( ) 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 according to the person usually collecting drinking water used in the household, Turkmenistan, 2019

	Percentage of household members without drinking water on premises	Number of household members	Person usually collecting drinking water					Members do not collect <sup>A</sup>	Total	Number of household members without drinking water on premises
			Woman (15+)	Man (15+)	Female child under age 15	Male child under age 15				
<b>Total</b>	<b>39.5</b>	<b>32338</b>	<b>2.1</b>	<b>0.7</b>	<b>0.0</b>	<b>0.0</b>	<b>97.1</b>	<b>100.0</b>	<b>12772</b>	
<b>Area</b>										
Urban	17.2	14095	4.1	0.9	0.0	0.0	95.0	100.0	2427	
Rural	56.7	18243	1.6	0.7	0.0	0.0	97.6	100.0	10345	
<b>Region</b>										
Ashgabat city	0.0	4023	-	-	-	-	-	-	0	
Akhal velayat	50.0	4195	0.0	0.0	0.0	0.0	100.0	100.0	2096	
Balkan velayat	31.2	2060	13.5	4.6	0.2	0.2	81.5	100.0	643	
Dashoguz velayat	55.3	6139	0.7	0.3	0.0	0.0	99.0	100.0	3398	
Lebap velayat	8.5	7648	6.1	3.7	0.0	0.0	90.2	100.0	652	
Mary velayat	72.3	8274	2.0	0.5	0.0	0.0	97.5	100.0	5983	
<b>Education of household head</b>										
Pre-primary or none	(3.9)	41	(*)	(*)	(*)	(*)	(*)	100.0	2	
Primary or secondary	43.0	19500	2.5	0.8	0.0	0.0	96.6	100.0	8376	
Primary vocational	26.4	1837	5.0	0.3	0.0	0.0	94.7	100.0	485	
Secondary vocational	36.5	5068	0.8	0.7	0.0	0.0	98.5	100.0	1852	
Higher	34.9	5885	1.0	0.4	0.0	0.0	98.6	100.0	2057	
Missing/DK	(*)	8	-	-	-	-	-	-	0	
<b>Source of drinking water</b>										
Improved	39.5	32321	2.0	0.7	0.0	0.0	97.2	100.0	12763	
Unimproved	(*)	18	(*)	(*)	(*)	(*)	(*)	100.0	8	
<b>Native language of household head</b>										
Turkmen	38.4	27292	2.2	0.7	0.0	0.0	97.0	100.0	10490	
Uzbek	50.4	2936	2.6	0.9	0.0	0.0	96.5	100.0	1480	
Russian	3.7	1050	(0.0)	(7.1)	(0.0)	(0.0)	(92.9)	100.0	39	
Other language	71.9	1060	0.0	0.0	0.0	0.0	100.0	100.0	762	
<b>Wealth index quintile</b>										
Poorest	24.4	6472	3.1	3.6	0.1	0.0	93.2	100.0	1580	
Second	65.5	6462	2.6	0.2	0.0	0.0	97.1	100.0	4235	
Middle	72.5	6467	1.3	0.4	0.0	0.0	98.3	100.0	4690	
Fourth	33.9	6469	2.1	0.5	0.0	0.0	97.4	100.0	2192	
Richest	1.1	6469	0.0	0.0	0.0	0.0	100.0	100.0	74	

<sup>A</sup> The category "members do not collect" refers to the household members mainly using tanker truck as main source of drinking water.

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

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

"-" denotes 0 unweighted case in the denominator

**Table WS.1.4: Time spent collecting water**

Average time spent collecting water by person usually responsible for water collection, Turkmenistan, 2019

	Average time spent collecting water per day					Total	Number of household members without drinking water on premises and where household members are primarily responsible for collecting water
	Up to 30 minutes	From 31 mins to 1 hour	Over 1 hour to 3 hours	Over 3 hours	DK/Missing		
<b>Total</b>	<b>68.5</b>	<b>2.7</b>	<b>0.3</b>	<b>0.0</b>	<b>28.4</b>	<b>100.0</b>	<b>366</b>
<b>Area</b>							
Urban	86.6	1.3	1.1	0.0	11.1	100.0	121
Rural	59.6	3.4	0.0	0.0	37.0	100.0	245
<b>Region</b>							
Ashgabat city	-	-	-	-	-	-	0
Akhhal velayat	-	-	-	-	-	-	0
Balkan velayat	90.7	8.2	1.1	0.0	0.0	100.0	119
Dashoguz velayat	(*)	(*)	(*)	(*)	(*)	100.0	33
Lebap velayat	(86.6)	(0.0)	(0.0)	(0.0)	(13.4)	100.0	64
Mary velayat	36.3	0.0	0.0	0.0	63.7	100.0	150
<b>Education</b>							
Pre-primary or none	-	-	-	-	-	-	0
Primary or secondary	68.3	3.1	0.4	0.0	28.3	100.0	319
Primary vocational	(43.6)	(0.0)	(0.0)	(0.0)	(56.4)	100.0	25
Secondary vocational	(*)	(*)	(*)	(*)	(*)	100.0	17
Higher	(*)	(*)	(*)	(*)	(*)	100.0	5
<b>Age</b>							
0-9	(*)	(*)	(*)	(*)	(*)	100.0	2
0-14	(*)	(*)	(*)	(*)	(*)	100.0	1
15-19	100.0	0.0	0.0	0.0	0.0	100.0	32
15-17	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	28
18-19	(*)	(*)	(*)	(*)	(*)	100.0	4
20-24	71.2	0.0	0.0	0.0	28.8	100.0	47
25-49	62.0	2.6	0.0	0.0	35.4	100.0	256
50+	89.9	5.6	4.5	0.0	0.0	100.0	28
<b>Sex</b>							
Male	91.5	0.2	0.0	0.0	8.3	100.0	95
Female	60.4	3.5	0.5	0.0	35.6	100.0	270
<b>Source of drinking water</b>							
Improved	67.8	2.7	0.4	0.0	29.1	100.0	357
Unimproved	(*)	(*)	(*)	(*)	(*)	100.0	8
<b>Native language of household head</b>							
Turkmen	64.7	3.2	0.4	0.0	31.8	100.0	311
Uzbek	(90.0)	(0.0)	(0.0)	(0.0)	(10.0)	100.0	52
Russian	(*)	(*)	(*)	(*)	(*)	100.0	3
Other language	-	-	-	-	-	100.0	0
<b>Wealth index quintile</b>							
Poorest	79.4	5.3	0.0	0.0	15.3	100.0	107
Second	52.3	0.0	1.1	0.0	46.6	100.0	121
Middle	75.9	2.0	0.0	0.0	22.1	100.0	80
Fourth	72.2	4.4	0.0	0.0	23.4	100.0	57
Richest	-	-	-	-	-	100.0	0

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

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

"-" denotes 0 unweighted case in the denominator

**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, Turkmenistan, 2019

	Percentage of household population with drinking water available in sufficient quantities <sup>1</sup>	Number of household members	Main reason that the household members are unable to access water in sufficient quantities				Total	Number of household members unable to access water in sufficient quantities when needed
			Water not available from source	Water too expensive	Source not accessible	Other		
<b>Total</b>	<b>99.7</b>	<b>32338</b>	<b>93.1</b>	<b>6.9</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>113</b>
<b>Area</b>								
Urban	99.6	14095	97.7	2.3	0.0	0.0	100.0	55
Rural	99.7	18243	88.7	11.3	0.0	0.0	100.0	58
<b>Region</b>								
Ashgabat city	99.1	4023	(100.0)	(0.0)	(0.0)	(0.0)	100.0	34
Akhhal velayat	100.0	4195	-	-	-	-	-	-
Balkan velayat	97.7	2060	83.2	16.8	0.0	0.0	100.0	46
Dashoguz velayat	100.0	6139	-	-	-	-	-	0
Lebap velayat	100.0	7648	-	-	-	-	-	0
Mary velayat	99.6	8274	(*)	(*)	(*)	(*)	100.0	32
<b>Education of household head</b>								
Pre-primary or none	(100.0)	41	-	-	-	-	-	0
Primary or secondary	99.6	19500	89.3	10.7	0.0	0.0	100.0	73
Primary vocational	99.8	1837	(*)	(*)	(*)	(*)	100.0	4
Secondary vocational	99.7	5068	(100.0)	(0.0)	(0.0)	(0.0)	100.0	17
Higher	99.7	5885	(100.0)	(0.0)	(0.0)	(0.0)	100.0	19
Missing/DK	(*)	8	-	-	-	-	-	0
<b>Source of drinking water</b>								
Improved	99.7	32321	93.1	6.9	0.0	0.0	100.0	113
Unimproved	(*)	18	-	-	-	-	-	0
<b>Native language of household head</b>								
Turkmen	99.6	27292	92.0	8.0	0.0	0.0	100.0	98
Uzbek	100.0	2936	-	-	-	-	-	0
Russian	98.7	1050	(*)	(*)	(*)	(*)	(*)	13
Other language	99.9	1060	(*)	(*)	(*)	(*)	(*)	2
<b>Wealth index quintile</b>								
Poorest	99.7	6472	(88.2)	(11.8)	(0.0)	(0.0)	100.0	22
Second	99.8	6462	(64.8)	(35.2)	(0.0)	(0.0)	100.0	15
Middle	99.7	6467	(*)	(*)	(*)	(*)	100.0	22
Fourth	99.6	6469	100.0	0.0	0.0	0.0	100.0	28
Richest	99.6	6469	(100.0)	(0.0)	(0.0)	(0.0)	100.0	27

<sup>1</sup> MICS indicator WS.3 - Availability of drinking water

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

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

"- " denotes 0 unweighted case in the denominator

**Table WS.1.9: Household water treatment**

Percentage of household population by drinking water treatment method used in the household and the percentage who are using an appropriate treatment method, Turkmenistan, 2019

	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		
<b>Total</b>	<b>39.6</b>	<b>52.5</b>	<b>0.0</b>	<b>0.1</b>	<b>4.6</b>	<b>0.0</b>	<b>18.4</b>	<b>0.2</b>	<b>0.0</b>	<b>55.8</b>	<b>32338</b>
<b>Area</b>											
Urban	47.5	44.4	0.0	0.1	6.5	0.0	15.2	0.5	0.0	49.1	14095
Rural	33.5	58.8	0.0	0.1	3.0	0.0	20.9	0.1	0.0	61.0	18243
<b>Region</b>											
Ashgabat city	81.2	14.7	0.0	0.0	5.2	0.0	0.7	0.0	0.0	18.7	4023
Akhai velayat	57.3	22.7	0.0	0.1	6.6	0.0	19.9	0.8	0.0	28.2	4195
Balkan velayat	16.9	64.4	0.1	0.2	10.6	0.0	29.0	0.4	0.0	69.5	2060
Dashoguz velayat	31.7	68.3	0.0	0.0	0.7	0.0	0.0	0.0	0.0	68.3	6139
Lebap velayat	24.6	70.9	0.0	0.2	2.1	0.0	44.8	0.0	0.0	71.5	7648
Mary velayat	35.8	54.3	0.0	0.1	6.8	0.1	12.8	0.5	0.0	60.7	8274
<b>Education of household head</b>											
Pre-primary or none	(26.2)	(73.8)	(0.0)	(0.0)	(0.0)	(0.0)	(6.2)	(0.0)	(0.0)	(73.8)	41
Primary or secondary	38.4	55.6	0.0	0.1	2.7	0.0	18.3	0.2	0.0	57.4	19500
Primary vocational	28.3	61.6	0.0	0.0	4.4	0.0	30.7	0.3	0.0	63.9	1837
Secondary vocational	42.0	48.4	0.0	0.1	4.8	0.1	19.7	0.5	0.0	52.2	5068
Higher	45.1	42.8	0.0	0.2	10.6	0.0	13.7	0.1	0.0	51.0	5885
DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
<b>Source of drinking water</b>											
Improved	39.6	52.5	0.0	0.1	4.6	0.0	18.4	0.2	0.0	55.8	32321
Unimproved	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
<b>Native language of household head</b>											
Turkmen	39.7	51.8	0.0	0.1	4.6	0.0	19.1	0.3	0.0	55.3	27292
Uzbek	29.2	68.4	0.0	0.0	2.2	0.0	17.9	0.2	0.0	69.3	2936
Russian	58.2	31.9	0.0	1.0	8.8	0.5	7.8	0.1	0.0	38.8	1050
Other language	48.1	46.1	0.0	0.0	4.8	0.0	11.9	0.0	0.0	49.0	1060
<b>Wealth index quintile</b>											
Poorest	21.8	74.2	0.0	0.0	0.1	0.0	29.8	0.0	0.0	74.2	6472
Second	35.1	60.6	0.0	0.0	1.8	0.0	20.3	0.1	0.0	61.8	6462
Middle	39.5	52.2	0.0	0.2	5.5	0.0	14.3	0.1	0.0	56.3	6467
Fourth	44.1	40.8	0.0	0.2	6.9	0.0	19.4	0.6	0.0	46.2	6469
Richest	57.6	34.6	0.0	0.1	8.4	0.1	8.0	0.5	0.0	40.6	6469

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

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

## 10.2 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 third<sup>117</sup>, 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 worldwide<sup>118</sup>.

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 and pit latrines with slabs. Table WS.3.1 shows the population using improved and unimproved sanitation facilities. It also shows the proportion who dispose of faeces in field or open spaces includes excreta wrapped and thrown with garbage, the 'cat' method of burying excreta in dirt, defecation in the bush, forest, field or open spaces, and defecation into surface water (drainage channel, beach, river, stream or sea), 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. Data on how excreta are managed were not collected in the 2019 Turkmenistan MICS as regular administrative data are available.

The JMP has produced regular estimates of national, regional and global progress on drinking water, sanitation and hygiene (WASH) since 1990. The JMP service 'ladders' enable benchmarking and comparison of progress across countries at different stages of development. As of 2015, updated water and sanitation ladders have been introduced which build on established indicators and establish new rungs with additional criteria relating to service levels.<sup>119</sup> Table WS.3.6 summarises the percentages of household population meeting the SDG criteria for 'basic' drinking water and sanitation.

---

<sup>117</sup> 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.

<sup>118</sup> WHO. *Water, sanitation and hygiene for accelerating and sustaining progress on Neglected Tropical Diseases*. A Global Strategy 2015-2020. Geneva: WHO Press, 2015.

[http://apps.who.int/iris/bitstream/handle/10665/182735/WHO\\_FWC\\_WSH\\_15.12\\_eng.pdf;jsessionid=7F7C38216E04E69E7908AB6E8B63318F?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/182735/WHO_FWC_WSH_15.12_eng.pdf;jsessionid=7F7C38216E04E69E7908AB6E8B63318F?sequence=1).

<sup>119</sup> 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 according to type of sanitation facility used by the household, Turkmenistan, 2019

	Type of sanitation facility used by household											Total	Percentage using improved sanitation <sup>1</sup>	Number of household members
	Improved sanitation facility						Unimproved sanitation facility							
	Flush/Pour flush to:						Open drain	Pit latrine without slab/open pit	Other	Open defecation (no facility, bush, field)				
Piped sewer system	Septic tank	Pit latrine	DK where	Ventilated improved pit latrine	Pit latrine with slab									
<b>Total</b>	<b>22.7</b>	<b>2.2</b>	<b>3.2</b>	<b>0.1</b>	<b>57.9</b>	<b>13.4</b>	<b>0.5</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>99.4</b>	<b>32338</b>
<b>Area</b>														
Urban	52.1	3.8	4.0	0.0	35.2	4.4	0.5	0.0	0.0	0.0	0.0	100.0	99.4	14095
Rural	0.0	0.9	2.6	0.1	75.5	20.3	0.6	0.0	0.0	0.0	0.0	100.0	99.4	18243
<b>Region</b>														
Ashgabat city	93.0	7.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	4023
Akhhal velayat	0.1	1.1	0.0	0.2	92.1	6.4	0.0	0.1	0.0	0.0	0.0	100.0	99.9	4195
Balkan velayat	48.6	5.0	0.0	0.0	46.2	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	2060
Dashoguz velayat	14.1	0.0	0.0	0.0	85.7	0.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	6139
Lebap velayat	13.6	3.4	4.7	0.1	37.9	38.1	2.0	0.0	0.0	0.1	0.0	100.0	97.9	7648
Mary velayat	8.3	0.2	8.2	0.0	69.5	13.6	0.3	0.0	0.0	0.0	0.0	100.0	99.7	8274
<b>Education of household head</b>														
Pre-primary or none	(41.8)	(0.0)	(31.3)	(0.0)	(3.9)	(23.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	41
Primary or secondary	16.4	1.7	2.7	0.0	63.2	15.6	0.4	0.0	0.0	0.0	0.0	100.0	99.6	19500
Primary vocational	29.1	3.5	3.4	0.5	44.3	18.9	0.2	0.0	0.0	0.0	0.0	100.0	99.8	1837
Secondary vocational	28.6	2.4	4.2	0.0	52.4	11.2	1.0	0.1	0.0	0.0	0.0	100.0	98.9	5068
Higher	36.4	3.1	3.8	0.1	49.8	6.1	0.8	0.0	0.0	0.0	0.0	100.0	99.2	5885
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	8
<b>Location of sanitation facility</b>														
In dwelling	90.9	1.8	4.5	0.2	0.7	0.4	1.5	0.0	0.0	na	na	100.0	98.5	7024
In plot/yard	3.8	2.3	2.9	0.0	73.8	16.9	0.3	0.0	0.0	na	na	100.0	99.7	25212
Elsewhere	0.0	0.0	0.0	0.0	63.5	36.5	0.0	0.0	0.0	na	na	100.0	100.0	95
No facility/Bush/Field	na	na	na	na	na	na	na	na	na	100.0	100.0	100.0	(*)	7
<b>Native language of household head</b>														
Turkmen	20.5	2.4	3.5	0.1	59.2	13.7	0.6	0.0	0.0	0.0	0.0	100.0	99.4	27292
Uzbek	18.8	0.1	2.6	0.1	64.6	13.0	0.8	0.0	0.0	0.0	0.0	100.0	99.2	2936
Russian	91.6	1.1	0.5	0.0	5.5	1.3	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1050
Other language	22.2	1.9	1.0	0.0	57.9	17.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1060
<b>Wealth index quintile</b>														
Poorest	0.1	0.0	1.1	0.1	57.8	40.6	0.2	0.0	0.0	0.0	0.0	100.0	99.8	6472
Second	0.1	0.9	2.8	0.1	76.8	18.1	1.2	0.0	0.0	0.0	0.0	100.0	98.8	6462
Middle	0.8	1.7	3.4	0.1	87.9	5.8	0.4	0.0	0.0	0.0	0.0	100.0	99.6	6467
Fourth	18.4	5.3	6.7	0.0	66.3	2.2	0.8	0.1	0.0	0.1	0.0	100.0	99.0	6469
Richest	94.3	2.9	2.0	0.0	0.7	0.0	0.1	0.0	0.0	0.0	0.0	100.0	99.9	6469

<sup>1</sup> MICS indicator WS.8 - Use of improved sanitation facilities; SDG indicator 3.8.1

na: not applicable

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

() Figures that are based on 25–49 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, Turkmenistan, 2019

	Users of improved sanitation facilities				Users of unimproved sanitation facilities				Open defecation (no facility, bush, field)	Total	Number of household members
	Not shared <sup>1</sup>	Shared by		Public facility	Not shared	Shared by		Public facility			
		5 households or less	More than 5 households			5 households or less	More than 5 households				
<b>Total</b>	<b>98.7</b>	<b>0.4</b>	<b>0.0</b>	<b>0.4</b>	<b>0.6</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>32338</b>
<b>Area</b>											
Urban	98.0	0.6	0.0	0.9	0.5	0.0	0.0	0.0	0.0	100.0	14095
Rural	99.2	0.2	0.0	0.0	0.6	0.0	0.0	0.0	0.0	100.0	18243
<b>Region</b>											
Ashgabat city	99.5	0.4	0.0	0.1	0.0	0.0	0.0	0.0	0.0	100.0	4023
Akhala velayat	99.7	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	100.0	4195
Balkan velayat	99.2	0.5	0.0	0.3	0.0	0.0	0.0	0.0	0.0	100.0	2060
Dashoguz velayat	99.6	0.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0	100.0	6139
Lebap velayat	96.9	1.0	0.0	0.0	2.0	0.0	0.0	0.0	0.1	100.0	7648
Mary velayat	98.5	0.0	0.0	1.3	0.3	0.0	0.0	0.0	0.0	100.0	8274
<b>Education of household head</b>											
Pre-primary or none	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	41
Primary or secondary	99.0	0.4	0.0	0.1	0.4	0.0	0.0	0.0	0.0	100.0	19500
Primary vocational	98.1	1.2	0.1	0.5	0.2	0.0	0.0	0.0	0.0	100.0	1837
Secondary vocational	98.0	0.2	0.0	0.7	1.1	0.0	0.0	0.0	0.0	100.0	5068
Higher	98.2	0.1	0.0	0.8	0.8	0.0	0.0	0.0	0.0	100.0	5885
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	8
<b>Location of sanitation facility</b>											
In dwelling	98.3	0.1	0.0	0.1	1.5	0.0	0.0	0.0	na	100.0	7024
In plot/yard	99.0	0.4	0.0	0.2	0.3	0.0	0.0	0.0	na	100.0	25212
Elsewhere	35.2	0.0	0.0	64.8	0.0	0.0	0.0	0.0	na	100.0	95
No facility/Bush/Field	na	na	na	na	na	na	na	na	(*)	100.0	7
<b>Native language of household head</b>											
Turkmen	98.7	0.4	0.0	0.3	0.6	0.0	0.0	0.0	0.0	100.0	27292
Uzbek	98.7	0.0	0.0	0.4	0.8	0.0	0.0	0.0	0.0	100.0	2936
Russian	98.2	0.7	0.0	1.2	0.0	0.0	0.0	0.0	0.0	100.0	1050
Other language	98.5	0.6	0.0	0.9	0.0	0.0	0.0	0.0	0.0	100.0	1060
<b>Wealth index quintile</b>											
Poorest	98.1	1.2	0.0	0.5	0.2	0.0	0.0	0.0	0.0	100.0	6472
Second	98.4	0.2	0.0	0.2	1.2	0.0	0.0	0.0	0.0	100.0	6462
Middle	99.3	0.1	0.0	0.3	0.4	0.0	0.0	0.0	0.0	100.0	6467
Fourth	97.7	0.3	0.0	0.9	0.9	0.0	0.0	0.0	0.1	100.0	6469
Richest	99.9	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	100.0	6469

<sup>1</sup> 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 fewer than 25 unweighted cases

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

**Table WS.3.6: Drinking water and sanitation ladders**

Percentage of household population by drinking water and sanitation ladders, Turkmenistan, 2019

	Percentage of household population using:											Number of household members
	Drinking water					Sanitation					Basic drinking water and sanitation service	
	Basic service <sup>1</sup>	Limited service	Unimproved	Surface water	Total	Basic service <sup>2</sup>	Limited service	Unimproved	Open defecation	Total		
<b>Total</b>	<b>99.9</b>	<b>0.1</b>	<b>0.1</b>	<b>0.0</b>	<b>100.0</b>	<b>98.7</b>	<b>0.8</b>	<b>0.6</b>	<b>0.0</b>	<b>100.0</b>	<b>98.5</b>	<b>32338</b>
<b>Area</b>												
Urban	99.9	0.1	0.0	0.0	100.0	98.0	1.4	0.5	0.0	100.0	97.9	14095
Rural	99.8	0.1	0.1	0.0	100.0	99.2	0.2	0.6	0.0	100.0	99.0	18243
<b>Region</b>												
Ashgabat city	100.0	0.0	0.0	0.0	100.0	99.5	0.5	0.0	0.0	100.0	99.5	4023
Akhai velayat	100.0	0.0	0.0	0.0	100.0	99.7	0.1	0.1	0.0	100.0	99.7	4195
Balkan velayat	100.0	0.0	0.0	0.0	100.0	99.2	0.8	0.0	0.0	100.0	99.2	2060
Dashoguz velayat	100.0	0.0	0.0	0.0	100.0	99.6	0.4	0.0	0.0	100.0	99.6	6139
Lebap velayat	99.8	0.0	0.2	0.0	100.0	96.9	1.0	2.0	0.1	100.0	96.7	7648
Mary velayat	99.7	0.3	0.0	0.0	100.0	98.5	1.3	0.3	0.0	100.0	98.2	8274
<b>Education of household head</b>												
Pre-primary or none	(100.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	41
Primary or secondary	99.9	0.1	0.0	0.0	100.0	99.0	0.6	0.4	0.0	100.0	98.9	19500
Primary vocational	99.5	0.0	0.5	0.0	100.0	98.1	1.7	0.2	0.0	100.0	97.6	1837
Secondary vocational	100.0	0.0	0.0	0.0	100.0	98.0	0.9	1.1	0.0	100.0	97.9	5068
Higher	99.9	0.0	0.1	0.0	100.0	98.2	1.0	0.8	0.0	100.0	98.1	5885
Missing/DK	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	(*)	8
<b>Native language of household head</b>												
Turkmen	99.9	0.1	0.0	0.0	100.0	98.7	0.7	0.6	0.0	100.0	98.6	27292
Uzbek	99.7	0.0	0.3	0.0	100.0	98.7	0.4	0.8	0.0	100.0	98.4	2936
Russian	99.9	0.0	0.1	0.0	100.0	98.2	1.8	0.0	0.0	100.0	98.1	1050
Other language	100.0	0.0	0.0	0.0	100.0	98.5	1.5	0.0	0.0	100.0	98.5	1060
<b>Wealth index quintile</b>												
Poorest	99.7	0.0	0.3	0.0	100.0	98.1	1.7	0.2	0.0	100.0	97.8	6472
Second	99.8	0.2	0.0	0.0	100.0	98.4	0.4	1.2	0.0	100.0	98.2	6462
Middle	100.0	0.0	0.0	0.0	100.0	99.3	0.4	0.4	0.0	100.0	99.3	6467
Fourth	99.9	0.1	0.0	0.0	100.0	97.7	1.3	0.9	0.1	100.0	97.6	6469
Richest	100.0	0.0	0.0	0.0	100.0	99.9	0.0	0.1	0.0	100.0	99.9	6469

<sup>1</sup> MICS indicator WS.2 - Use of basic drinking water services; SDG Indicator 1.4.1<sup>2</sup> MICS indicator WS.9 - Use of basic sanitation services; SDG indicators 1.4.1 & 6.2.1

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

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



### 10.3 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.<sup>120</sup>

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.

---

<sup>120</sup> 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, Turkmenistan, 2019

	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 <sup>1</sup>	Number of women who reported menstruating in the last 12 months
	Appropriate materials <sup>A</sup>									
	Reusable	Not reusable	DK whether reusable/Missing	Other/No materials	DK/Missing	Total				
<b>Total</b>	<b>0.8</b>	<b>98.3</b>	<b>0.0</b>	<b>0.9</b>	<b>0.0</b>	<b>100.0</b>	<b>99.1</b>	<b>98.9</b>	<b>98.1</b>	<b>4946</b>
<b>Area</b>										
Urban	1.2	97.6	0.0	1.1	0.0	100.0	98.9	98.6	97.6	2240
Rural	0.5	98.8	0.0	0.7	0.0	100.0	99.3	99.1	98.6	2706
<b>Region</b>										
Ashgabat city	0.9	97.8	0.0	1.2	0.1	100.0	98.7	99.2	98.1	725
Akhal velayat	0.0	99.4	0.0	0.6	0.0	100.0	99.4	99.7	99.1	649
Balkan velayat	5.1	94.5	0.0	0.4	0.0	100.0	99.6	98.4	98.1	303
Dashoguz velayat	0.2	99.0	0.0	0.9	0.0	100.0	99.1	99.9	99.0	826
Lebap velayat	0.8	98.5	0.0	0.7	0.0	100.0	99.3	97.0	96.4	1177
Mary velayat	0.7	98.2	0.0	1.1	0.0	100.0	98.9	99.4	98.6	1265
<b>Age</b>										
15-19	(0.0)	(95.9)	(0.0)	(4.1)	(0.0)	100.0	(95.9)	(100.0)	(95.9)	42
15-17	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	4
18-19	(0.0)	(95.5)	(0.0)	(4.5)	(0.0)	100.0	(95.5)	(100.0)	(95.5)	38
20-24	0.1	99.3	0.0	0.6	0.0	100.0	99.4	99.3	98.7	514
25-29	0.8	98.2	0.0	1.0	0.0	100.0	99.0	99.0	98.1	1093
30-39	1.0	98.2	0.0	0.8	0.0	100.0	99.2	98.7	98.1	2026
40-49	1.0	98.1	0.0	0.9	0.1	100.0	99.1	98.8	97.9	1271
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	0
Primary or secondary	0.8	98.5	0.0	0.7	0.0	100.0	99.3	99.2	98.6	3804
Primary vocational	1.5	96.9	0.0	1.5	0.0	100.0	98.5	97.7	96.4	377
Secondary vocational	0.9	97.6	0.0	1.5	0.0	100.0	98.5	97.7	96.5	464
Higher	0.0	98.5	0.0	1.5	0.0	100.0	98.5	98.1	96.7	300
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	(1.1)	(96.9)	(0.0)	(2.0)	(0.0)	100.0	(98.0)	(100.0)	(98.0)	37
Has no functional difficulty	0.8	98.3	0.0	0.9	0.0	100.0	99.1	98.9	98.1	4905
<b>Native language of household head</b>										
Turkmen	0.9	98.2	0.0	0.9	0.0	100.0	99.1	98.9	98.1	4203
Uzbek	0.3	99.2	0.0	0.5	0.0	100.0	99.5	99.3	98.8	432
Russian	1.4	97.5	0.0	1.1	0.0	100.0	98.9	97.3	96.7	165
Other language	0.2	98.5	0.0	1.3	0.0	100.0	98.7	100.0	98.7	145
<b>Wealth index quintile</b>										
Poorest	0.6	98.7	0.0	0.7	0.0	100.0	99.3	99.1	98.5	952
Second	1.0	98.2	0.0	0.8	0.0	100.0	99.2	98.9	98.3	956
Middle	0.7	98.2	0.0	1.1	0.0	100.0	98.9	99.4	98.5	931
Fourth	1.0	98.5	0.0	0.5	0.0	100.0	99.5	99.1	98.6	985
Richest	0.9	97.8	0.0	1.2	0.1	100.0	98.7	98.1	96.9	1121

<sup>1</sup>MICS indicator WS.12 - Menstrual hygiene management

<sup>A</sup> Appropriate materials include sanitary pads, tampons or cloth

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

( ) Figures that are based on 25-49 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, Turkmenistan, 2019

	Percentage of women who did not participate in social activities, school or work due to their last menstruation in the last 12 months <sup>1</sup>	Number of women who reported menstruating in the last 12 months
<b>Total</b>	<b>0.9</b>	<b>4946</b>
<b>Area</b>		
Urban	0.9	2240
Rural	0.9	2706
<b>Region</b>		
Ashgabat city	0.0	725
Akhhal velayat	0.3	649
Balkan velayat	1.0	303
Dashoguz velayat	0.2	826
Lebap velayat	2.8	1177
Mary velayat	0.3	1265
<b>Age</b>		
15-19	(0.6)	42
20-24	1.3	514
25-29	0.9	1093
30-39	0.6	2026
40-49	1.1	1271
<b>Education</b>		
Pre-primary or none	(*)	0
Primary or secondary	0.6	3804
Primary vocational	1.8	377
Secondary vocational	1.6	464
Higher	1.5	300
<b>Functional difficulties (age 18-49 years)</b>		
Has functional difficulty	(0.0)	37
Has no functional difficulty	0.9	4905
<b>Native language of household head</b>		
Turkmen	1.0	4203
Uzbek	0.3	432
Russian	0.5	165
Other language	0.0	145
<b>Wealth index quintile</b>		
Poorest	1.8	952
Second	0.6	956
Middle	0.4	931
Fourth	0.5	985
Richest	1.0	1121
<b><sup>1</sup>MICS indicator WS.13 - Exclusion from activities during menstruation</b>		
(*) Figures that are based on fewer than 25 unweighted cases		
( ) Figures that are based on 25-49 unweighted cases		

## 11 EQUITABLE CHANCE IN LIFE

### 11.1 CHILD FUNCTIONING

The Convention on the Rights of Persons with Disabilities<sup>121</sup> 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 2019 Turkmenistan MICS included child functioning modules first time intended to provide an estimate of the number/proportion of children with functional difficulties as reported by their mothers or primary caregivers. The new 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. The percentage of children with difficulties walking when using equipment or receiving assistance and percentage of children with difficulties hearing when using hearing aid are not shown in the table due to the small number of cases found. The further analysis is suggested to look at the distribution and severity of these difficulties.

Table EQ.1.4 is a summary table presenting the percentage of children by age group with functional difficulty.

---

<sup>121</sup> "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, Turkmenistan, 2019

	Percentage of children aged 2-4 years with functional difficulty <sup>A</sup> 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		
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>	<b>0.3</b>	<b>0.2</b>	<b>0.5</b>	<b>1.1</b>	<b>2359</b>
<b>Sex</b>										
Male	0.0	0.0	0.5	0.4	0.2	0.2	0.1	0.6	1.3	1189
Female	0.0	0.0	0.3	0.3	0.2	0.4	0.3	0.3	0.9	1170
<b>Area</b>										
Urban	0.0	0.0	0.2	0.0	0.1	0.2	0.2	0.9	1.2	898
Rural	0.0	0.0	0.6	0.6	0.2	0.4	0.3	0.2	1.0	1462
<b>Region</b>										
Ashgabat city	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3	2.3	247
Akhhal velayat	0.0	0.0	0.0	0.0	0.2	0.0	0.0	1.4	1.6	322
Balkan velayat	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	111
Dashoguz velayat	0.0	0.0	1.0	0.7	0.3	1.0	1.0	0.0	1.0	417
Lebap velayat	0.0	0.0	0.8	0.6	0.3	0.5	0.2	0.1	1.3	662
Mary velayat	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.2	601
<b>Age</b>										
2	0.0	0.0	0.5	0.5	0.2	0.5	0.2	0.3	1.1	787
3	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.7	0.9	772
4	0.0	0.0	0.7	0.5	0.2	0.5	0.5	0.4	1.2	801
<b>Early childhood education attendance<sup>B</sup></b>										
Attending	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.5	0.7	642
Not attending	0.0	0.0	0.6	0.5	0.2	0.4	0.4	0.6	1.3	931
<b>Mother's education</b>										
Pre-primary or none	-	-	-	-	-	-	-	-	-	0
Primary or secondary	0.0	0.0	0.4	0.3	0.2	0.4	0.3	0.5	1.1	1942
Primary vocational	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	184
Secondary vocational	0.0	0.0	0.0	0.0	0.9	0.0	0.0	1.0	1.9	121
Higher	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	112
<b>Mother's functional difficulties</b>										
Has functional difficulty	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16
Has no functional difficulty	0.0	0.0	0.4	0.4	0.2	0.3	0.2	0.5	1.1	2311
No information	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	33
<b>Native language of household head</b>										
Turkmen	0.0	0.0	0.4	0.4	0.2	0.3	0.3	0.6	1.1	2065
Uzbek	0.0	0.0	0.7	0.0	0.0	0.5	0.0	0.0	1.2	193
Russian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	45
Other language	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	57
<b>Wealth index quintile</b>										
Poorest	0.0	0.0	0.8	0.8	0.3	0.6	0.5	0.2	1.2	534
Second	0.0	0.0	1.0	0.8	0.2	0.8	0.6	0.0	1.3	528
Middle	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.6	0.7	465
Fourth	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.7	0.9	437
Richest	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	1.2	396

<sup>A</sup> 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.

<sup>B</sup> Children age 2 are excluded, as early childhood education attendance is only collected for age 3-4 years.

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

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

"-" denotes 0 unweighted case in the denominator

**Table EQ.1.2: Child functioning (children age 5-17 years)**

Percentage of children age 5-17 years who have functional difficulty, by domain, Turkmenistan, 2019

	Percentage of children aged 5-17 years with functional difficulty <sup>A</sup> 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			
<b>Total</b>	<b>0.0</b>	<b>0.2</b>	<b>1.3</b>	<b>0.2</b>	<b>0.3</b>	<b>0.4</b>	<b>0.3</b>	<b>0.2</b>	<b>0.3</b>	<b>0.1</b>	<b>0.5</b>	<b>0.5</b>	<b>0.4</b>	<b>2.6</b>	<b>7788</b>	
<b>Sex</b>																
Male	0.1	0.1	1.1	0.3	0.3	0.4	0.3	0.2	0.3	0.1	0.2	0.5	0.4	2.0	4005	
Female	0.0	0.4	1.5	0.1	0.3	0.3	0.2	0.1	0.4	0.1	0.8	0.5	0.4	3.1	3783	
<b>Area</b>																
Urban	0.1	0.1	2.5	0.2	0.3	0.5	0.3	0.2	0.7	0.2	0.5	1.0	0.7	4.3	3317	
Rural	0.0	0.3	0.4	0.2	0.3	0.3	0.2	0.1	0.1	0.1	0.5	0.2	0.2	1.3	4470	
<b>Region</b>																
Ashgabat city	0.2	0.2	6.4	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.7	1.5	0.6	8.3	912	
Akhal velayat	0.0	0.2	0.4	0.3	0.4	0.2	0.2	0.2	0.1	0.3	0.3	0.7	0.3	1.5	1023	
Balkan velayat	0.0	0.2	1.7	0.1	0.6	0.6	0.6	0.5	0.0	0.2	0.0	0.5	0.3	2.3	470	
Dashoguz velayat	0.0	0.0	0.3	0.2	0.1	0.2	0.2	0.0	0.0	0.1	0.1	0.4	0.1	0.5	1447	
Lebap velayat	0.1	0.6	0.5	0.2	0.5	0.7	0.5	0.2	0.9	0.1	0.8	0.6	1.0	3.2	2024	
Mary velayat	0.0	0.0	0.7	0.2	0.1	0.2	0.1	0.1	0.2	0.0	0.6	0.0	0.1	1.3	1912	
<b>Age</b>																
5-9	0.1	0.1	1.8	0.2	0.3	0.4	0.4	0.2	0.3	0.2	0.3	0.4	0.5	3.0	3889	
10-14	0.1	0.1	0.8	0.2	0.1	0.4	0.1	0.1	0.4	0.1	0.5	0.6	0.4	2.0	2676	
15-17	0.0	0.8	0.6	0.1	0.6	0.2	0.2	0.2	0.1	0.0	0.8	0.7	0.2	2.3	1223	
<b>School attendance</b>																
Attending <sup>B</sup>	0.0	0.2	1.1	0.1	0.1	0.2	0.1	0.0	0.2	0.0	0.3	0.5	0.4	2.3	7129	
Not attending	0.3	0.8	3.8	1.8	2.0	1.8	1.8	1.6	1.6	0.9	1.9	1.2	1.1	5.3	659	
<b>Mother's education</b>																
Pre-primary or none	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	
Primary or secondary	0.0	0.2	1.2	0.1	0.3	0.3	0.3	0.1	0.3	0.1	0.5	0.5	0.4	2.4	6105	
Primary vocational	0.4	0.0	2.3	0.9	0.4	0.9	0.4	0.4	1.3	0.4	0.6	1.2	0.4	4.2	531	
Secondary vocational	0.0	0.0	1.3	0.4	0.2	0.2	0.2	0.2	0.2	0.0	0.8	0.1	0.3	2.0	719	
Higher	0.4	0.4	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.4	3.0	433	
<b>Mother's functional difficulties</b>																
Has functional difficulty	(0.0)	(0.0)	(9.0)	(0.0)	(1.6)	(1.6)	(1.6)	(1.6)	(0.0)	(0.0)	(3.2)	(0.0)	(0.0)	(12.2)	80	
Has no functional difficulty	0.1	0.2	1.2	0.2	0.3	0.4	0.2	0.1	0.3	0.1	0.5	0.5	0.4	2.5	7103	
No information	0.0	0.0	0.7	0.2	0.2	0.2	0.2	0.2	0.2	0.0	0.2	0.7	0.8	1.4	604	
<b>Native language of household head</b>																
Turkmen	0.1	0.3	1.3	0.2	0.3	0.4	0.3	0.2	0.3	0.1	0.5	0.6	0.5	2.7	6532	
Uzbek	0.0	0.0	0.3	0.3	0.0	0.3	0.3	0.1	0.7	0.0	0.3	0.2	0.2	0.9	799	
Russian	0.0	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.3	0.3	4.4	178	
Other language	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	2.9	279	
<b>Wealth index quintile</b>																
Poorest	0.0	0.8	0.6	0.3	0.7	1.0	0.7	0.2	0.3	0.1	0.8	0.2	0.5	2.4	1663	
Second	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.6	0.9	1590	
Middle	0.0	0.1	1.1	0.4	0.2	0.4	0.2	0.2	0.3	0.1	0.5	0.2	0.1	2.0	1562	
Fourth	0.1	0.0	2.0	0.1	0.2	0.2	0.2	0.1	0.6	0.3	0.5	0.7	0.5	3.0	1527	
Richest	0.1	0.1	2.7	0.2	0.2	0.1	0.1	0.1	0.4	0.1	0.4	1.4	0.4	4.7	1447	

<sup>A</sup> 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.

<sup>B</sup> Includes attendance to early childhood education

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

"-" denotes 0 unweighted case in the denominator

**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<sup>A</sup>, Turkmenistan, 2019

	Percentage of children age 2-17 years who:			Number of children age 2-17 years	Percentage of children with difficulties seeing when wearing glasses	Number of children age 2-17 years who wear glasses
	Wear glasses	Use hearing aid	Use equipment or receive assistance for walking			
<b>Total</b>	<b>1.2</b>	<b>0.2</b>	<b>0.3</b>	<b>10147</b>	<b>0.0</b>	<b>123</b>
<b>Sex</b>						
Male	1.1	0.3	0.5	5194	(0.0)	57
Female	1.3	0.1	0.2	4953	(0.0)	66
<b>Area</b>						
Urban	1.7	0.2	0.4	4215	(0.0)	73
Rural	0.8	0.2	0.3	5932	(*)	50
<b>Region</b>						
Ashgabat city	1.9	0.2	0.1	1159	(*)	22
Akhal velayat	0.4	0.0	0.2	1344	(*)	5
Balkan velayat	1.8	0.1	0.3	581	(*)	10
Dashoguz velayat	0.1	0.0	0.3	1864	(*)	3
Lebap velayat	1.9	0.2	0.5	2685	(*)	50
Mary velayat	1.3	0.4	0.3	2513	(*)	33
<b>Age</b>						
2-4	0.2	0.1	0.5	2359	(*)	4
5-9	0.8	0.3	0.3	3889	(*)	32
10-14	1.4	0.1	0.4	2676	(*)	38
15-17	4.0	0.0	0.2	1223	(*)	49
<b>Mother's education</b>						
Pre-primary or none	-	-	-	0	-	0
Primary or secondary	0.8	0.2	0.3	8046	(0.0)	67
Primary vocational	3.1	0.1	1.3	715	(*)	22
Secondary vocational	1.2	0.2	0.4	840	(*)	10
Higher	4.3	0.4	0.0	546	(*)	24
<b>Mother's functional difficulties</b>						
Has functional difficulty	0.4	0.9	1.4	96	(*)	0
Has no functional difficulty	1.1	0.2	0.3	9414	0.0	108
No information	2.2	0.0	0.2	637	(*)	14
<b>Native language of household head</b>						
Turkmen	1.2	0.2	0.4	8597	0.0	104
Uzbek	1.5	0.0	0.2	992	(*)	15
Russian	1.7	0.0	0.0	223	(*)	4
Other language	0.0	0.0	0.0	336	-	0
<b>Wealth index quintile</b>						
Poorest	0.8	0.1	0.5	2197	(*)	17
Second	1.6	0.0	0.4	2117	(*)	33
Middle	0.9	0.4	0.2	2027	(*)	18
Fourth	0.4	0.0	0.4	1963	(*)	7
Richest	2.6	0.4	0.1	1843	0.0	48

<sup>A</sup> The columns "Percentage of children with difficulties walking when using equipment or receiving assistance" and "Percentage of children with difficulties hearing when using hearing aid" are not shown due to the small number of cases.

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

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

"-" denotes 0 unweighted case in the denominator

<b>Table EQ.1.4: Child functioning (children age 2-17 years)</b>						
Percentage of children age 2-4, 5-17 and 2-17 years with functional difficulty, Turkmenistan, 2019						
	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 <sup>1</sup>	Number of children age 2-17 years
<b>Total</b>	<b>1.1</b>	<b>2359</b>	<b>2.6</b>	<b>7788</b>	<b>2.2</b>	<b>10147</b>
<b>Sex</b>						
Male	1.3	1189	2.0	4005	1.9	5194
Female	0.9	1170	3.1	3783	2.6	4953
<b>Area</b>						
Urban	1.2	898	4.3	3317	3.6	4215
Rural	1.0	1462	1.3	4470	1.2	5932
<b>Region</b>						
Ashgabat city	2.3	247	8.3	912	7.0	1159
Akhal velayat	1.6	322	1.5	1023	1.5	1344
Balkan velayat	0.3	111	2.3	470	1.9	581
Dashoguz velayat	1.0	417	0.5	1447	0.6	1864
Lebap velayat	1.3	662	3.2	2024	2.7	2685
Mary velayat	0.2	601	1.3	1912	1.1	2513
<b>Mother's education</b>						
Pre-primary or none	-	0	-	0	-	0
Primary or secondary	1.1	1942	2.4	6105	2.1	8046
Primary vocational	1.0	184	4.2	531	3.4	715
Secondary vocational	1.9	121	2.0	719	2.0	840
Higher	0.0	112	3.0	433	2.4	546
<b>Mother's functional difficulties</b>						
Has functional difficulty	(*)	16	(12.2)	80	10.2	96
Has no functional difficulty	1.1	2311	2.5	7103	2.2	9414
No information	(0.0)	33	1.4	604	1.3	637
<b>Native language of household head</b>						
Turkmen	1.1	2065	2.7	6532	2.3	8597
Uzbek	1.2	193	0.9	799	0.9	992
Russian	0.0	45	4.4	178	3.5	223
Other language	0.0	57	2.9	279	2.4	336
<b>Wealth index quintile</b>						
Poorest	1.2	534	2.4	1663	2.1	2197
Second	1.3	528	0.9	1590	1.0	2117
Middle	0.7	465	2.0	1562	1.7	2027
Fourth	0.9	437	3.0	1527	2.5	1963
Richest	1.2	396	4.7	1447	3.9	1843

<sup>1</sup> MICS indicator EQ.1 - Children with functional difficulty

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

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

"-" denotes 0 unweighted case in the denominator



## 11.2 SOCIAL TRANSFERS

Social protection is the set of public and private policies and programmes aimed at preventing, reducing and eliminating economic and social vulnerabilities to poverty and deprivation. Increasing volatility at the macro and household level, the persistence of inequalities and exclusion, threats posed to sustainable development by climate change and changing population trends have heightened the relevance and political momentum for social protection globally.<sup>122</sup>

Social transfers or external economic support can be defined as ‘free economic help’ and includes various social protection schemes – examples in Turkmenistan include a lump sum payment at the birth of each child, State Allowance for Children, State Social Benefit (monthly benefit for persons not eligible for retirement benefits), Retirement pension, Disability Pension, State Allowance on Disability, Benefit for children with Deceased Parents or any other external assistance program or any other types of ad-hoc support, excluding transfers or assistance from family members, relatives or neighbours.

Health insurance is one protection scheme and table EQ.2.1W present the percentage of women age 15-49 years who have a health insurance and among those with an insurance, the percentage insured by type of insurance. Turkmenistan has a public healthcare system and health insurance is covered through voluntary schemes. 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. Table EQ.2.4A presents the percentage of households who are aware of external economic support by type of support. 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. 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.<sup>123</sup> 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.

Table EQ.2.7 presents the percentage of children age 0-17 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits. Table EQ.2.7A presents the percentage of children under age 3 living in households that received social transfers or benefits in the last 3 months, by type

---

<sup>122</sup> 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=W1siZiZlsljwMTgvdMdcvMTkvMjAvMzcvMzAvNzQ0L1ZpZXRuYW1fUmVwb3J0X1BpbG90X1Rlc3RpbmdfU1BftW9kdWxlX0RlY2VtYmVYXzlwMTZfRkl0QUwuUERGI1d&sha=3df47c3a17992c8f>

<sup>123</sup> 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](http://www.unaids.org/sites/default/files/media_asset/GARPR_2014_guidelines_en_0.pdf).

of transfers or benefits, Table 2.7B presents the percentage of children under age 18 who are currently receiving state benefit on disability and by the length of receiving assistance.

<b>Table EQ.2.1W: Health insurance coverage (women)</b>		
Percentage of women age 15-49 years covered by health insurance, Turkmenistan, 2019		
	Percentage covered by any health insurance <sup>1</sup>	Number of women
<b>Total</b>	<b>33.4</b>	<b>7558</b>
<b>Area</b>		
Urban	50.9	3321
Rural	19.7	4237
<b>Region</b>		
Ashgabat city	86.4	962
Akhhal velayat	46.8	1033
Balkan velayat	37.2	471
Dashoguz velayat	14.2	1478
Lebap velayat	27.1	1717
Mary velayat	18.9	1897
<b>Age</b>		
15-19	25.4	999
20-24	27.1	1227
25-29	32.2	1430
30-34	34.4	1267
35-39	37.3	999
40-44	39.3	908
45-49	42.8	729
<b>Education</b>		
Pre-primary or none	(*)	7
Primary or secondary	24.1	5904
Primary vocational	46.3	531
Secondary vocational	70.3	654
Higher	85.3	462
<b>Marital status</b>		
Ever married/in union	36.0	5519
Never married/in union	26.3	2039
<b>Functional difficulties (age 18-49 years)</b>		
Has functional difficulty	29.6	56
Has no functional difficulty	33.9	6915
<b>Native language of household head</b>		
Turkmen	35.0	6401
Uzbek	15.7	719
Russian	65.8	212
Other language	13.9	227
<b>Wealth index quintile</b>		
Poorest	12.3	1524
Second	15.2	1429
Middle	26.6	1510
Fourth	42.0	1538
Richest	68.9	1556
<sup>1</sup> MICS indicator EQ.2a - Health insurance coverage		
(*) 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, Turkmenistan, 2019

	Percentage covered by any health insurance <sup>1</sup>	Number of children age 5-17 years
<b>Total</b>	<b>37.5</b>	<b>7788</b>
<b>Area</b>		
Urban	53.0	3317
Rural	26.0	4470
<b>Region</b>		
Ashgabat city	91.2	912
Akhhal velayat	52.0	1023
Balkan velayat	41.9	470
Dashoguz velayat	20.2	1447
Lebap velayat	25.6	2024
Mary velayat	28.8	1912
<b>Age</b>		
5-11	38.1	5115
12-14	36.7	1450
15-17	35.8	1223
<b>School attendance</b>		
Attending <sup>A</sup>	38.1	7129
Not attending	30.8	659
<b>Mother's education</b>		
Pre-primary or none	-	0
Primary or secondary	30.8	6105
Primary vocational	46.4	531
Secondary vocational	62.2	719
Higher	80.8	433
<b>Child's functional difficulties</b>		
Has functional difficulty	58.0	199
Has no functional difficulty	37.0	7589
<b>Native language of household head</b>		
Turkmen	39.5	6532
Uzbek	22.3	799
Russian	67.2	178
Other language	16.1	279
<b>Wealth index quintile</b>		
Poorest	16.1	1663
Second	18.6	1590
Middle	35.2	1562
Fourth	49.3	1527
Richest	72.9	1447

<sup>1</sup> MICS indicator EQ.2b - Health insurance coverage (children age 5-17)<sup>A</sup> Includes attendance to early childhood education

"-" denotes 0 unweighted case in the denominator

**Table EQ.2.3: Health insurance coverage (children under age 5)**

Percentage of children under age 5 covered by health insurance, Turkmenistan, 2019

	Percentage covered by any health insurance <sup>1</sup>	Number of children under age 5
<b>Total</b>	<b>38.1</b>	<b>3682</b>
<b>Area</b>		
Urban	55.0	1428
Rural	27.5	2254
<b>Region</b>		
Ashgabat city	93.8	399
Akhal velayat	64.4	521
Balkan velayat	36.7	170
Dashoguz velayat	11.7	673
Lebap velayat	30.1	1058
Mary velayat	27.3	861
<b>Age</b>		
0-11 months	42.3	635
12-23 months	36.5	690
24-35 months	39.1	785
36-47 months	38.3	770
48-59 months	35.1	801
<b>Mother's education</b>		
Pre-primary or none	-	0
Primary or secondary	30.7	3021
Primary vocational	56.4	298
Secondary vocational	78.6	184
Higher	90.9	180
<b>Child's functional difficulties (age 2-4 years)<sup>A</sup></b>		
Has functional difficulty	(33.9)	25
Has no functional difficulty	37.5	2334
<b>Native language of household head</b>		
Turkmen	40.1	3242
Uzbek	14.3	292
Russian	64.4	72
Other language	19.1	75
<b>Wealth index quintile</b>		
Poorest	16.1	829
Second	18.5	797
Middle	35.6	735
Fourth	56.8	694
Richest	74.6	627

<sup>1</sup> MICS indicator EQ.2c - Health insurance coverage (children under age 5)<sup>A</sup> 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

"-" denotes 0 unweighted case in the denominator

**Table EQ.2.4: Awareness and ever use of external economic support**

Percentage of household questionnaire respondents who are aware of and report having received external economic support, Turkmenistan, 2019

	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	
<b>Total</b>	100.0	<b>81.6</b>	<b>6195</b>
<b>Sex of household head</b>			
Male	100.0	80.1	4700
Female	100.0	86.4	1495
<b>Area</b>			
Urban	100.0	77.8	3053
Rural	100.0	85.2	3142
<b>Region</b>			
Ashgabat city	100.0	72.3	1003
Akhhal velayat	100.0	82.7	688
Balkan velayat	100.0	75.1	499
Dashoguz velayat	100.0	78.8	1197
Lebap velayat	100.0	90.9	1247
Mary velayat	100.0	83.8	1560
<b>Age of household head</b>			
15-19	(*)	(*)	4
20-24	(100.0)	(66.8)	45
25-49	100.0	75.8	2546
50+	100.0	85.9	3601
<b>Household with orphans</b>			
With at least one orphan	100.0	89.4	224
With no orphans	100.0	81.3	5971
<b>Native language of household head</b>			
Turkmen	100.0	82.4	5102
Uzbek	100.0	78.2	545
Russian	100.0	75.9	355
Other language	100.0	81.1	193
<b>Wealth index quintiles</b>			
Poorest	100.0	86.8	1156
Second	100.0	85.6	1153
Middle	100.0	83.4	1121
Fourth	100.0	81.6	1185
Richest	100.0	73.5	1581
(*) Figures that are based on fewer than 25 unweighted cases			
( ) Figures that are based on 25–49 unweighted cases			

**Table EQ.2.4A. Awareness of external economic support**

Percentage of household questionnaire respondents who are aware of external economic support by type of transfers or benefits, Turkmenistan, 2019

	Percentage of household questionnaire respondents who are aware of external economic support:								
	State Allowance for Children	State Social Benefit	Retirement pension	Disability Pension	State Allowance on Disability	Benefit for children with Deceased Parents	Any other external assistance program	Any social transfers or benefits	Number of households
<b>Total</b>	<b>99.7</b>	<b>95.0</b>	<b>99.8</b>	<b>98.4</b>	<b>99.0</b>	<b>98.1</b>	<b>61.6</b>	<b>100.0</b>	<b>6195</b>
<b>Sex of household head</b>									
Male	99.7	95.2	99.8	98.5	99.1	98.0	63.0	100.0	4700
Female	99.4	94.2	99.8	98.2	98.7	98.2	57.4	100.0	1495
<b>Area</b>									
Urban	99.5	94.1	99.8	98.4	99.0	97.8	49.5	100.0	3053
Rural	99.8	95.8	99.9	98.4	99.0	98.4	73.4	100.0	3142
<b>Region</b>									
Ashgabat city	99.4	96.4	99.8	99.4	99.7	98.9	7.3	100.0	1003
Akhali velayat	100.0	100.0	99.6	99.5	99.7	99.6	78.1	100.0	688
Balkan velayat	98.9	89.6	99.4	91.9	94.5	91.6	61.1	100.0	499
Dashoguz velayat	99.4	99.7	100.0	99.8	99.7	99.0	82.8	100.0	1197
Lebap velayat	99.8	83.5	99.8	97.3	98.8	98.6	82.1	100.0	1247
Mary velayat	100.0	99.0	99.9	99.3	99.2	97.8	56.8	100.0	1560
<b>Age of household head</b>									
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
20-24	(98.1)	(94.5)	(100.0)	(99.1)	(100.0)	(98.0)	(45.5)	(100.0)	45
25-49	99.8	93.6	99.9	98.4	98.9	97.9	56.3	100.0	2546
50+	99.6	95.9	99.8	98.4	99.1	98.2	65.6	100.0	3601
<b>Household with orphans</b>									
With at least one orphan	100.0	94.4	99.6	97.9	98.7	99.6	60.3	100.0	224
With no orphans	99.7	95.0	99.8	98.4	99.0	98.0	61.7	100.0	5971
<b>Native language of household head</b>									
Turkmen	99.8	94.6	99.8	98.2	98.9	98.1	62.7	100.0	5102
Uzbek	99.5	98.0	100.0	99.8	100.0	98.5	82.4	100.0	545
Russian	99.0	93.9	100.0	98.9	98.7	97.6	25.1	100.0	355
Other language	98.8	98.0	99.0	99.1	98.4	95.3	42.9	100.0	193
<b>Wealth quintile</b>									
Poorest	99.5	91.4	100.0	98.1	99.0	98.1	73.9	100.0	1156
Second	99.8	95.9	99.8	98.5	98.9	98.2	69.3	100.0	1153
Middle	100.0	97.3	99.8	98.6	98.8	98.1	74.8	100.0	1121
Fourth	99.5	96.8	99.8	98.1	99.2	97.8	69.2	100.0	1185
Richest	99.6	93.9	99.7	98.8	99.1	98.0	32.2	100.0	1581

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

() Figures that are based on 25–49 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, Turkmenistan, 2019

	Percentage of household members living in households receiving specific types of support in the last 3 months:							Any social transfers or benefits <sup>1</sup>	No social transfers or benefits	Number of household members
	State Allowance for Children	State Social Benefit	Retirement pension	Disability Pension	State Allowance on Disability	Benefit for children with Deceased Parents	Any other external assistance program			
<b>Total</b>	<b>39.7</b>	<b>12.2</b>	<b>32.0</b>	<b>4.0</b>	<b>5.2</b>	<b>2.6</b>	<b>5.0</b>	<b>67.0</b>	<b>33.0</b>	<b>32338</b>
<b>Sex of household head</b>										
Male	40.4	11.7	26.8	3.9	5.1	1.8	5.3	62.7	37.3	25348
Female	37.4	14.1	50.9	4.2	5.7	5.4	4.1	82.7	17.3	6990
<b>Area</b>										
Urban	34.7	10.0	32.1	4.0	4.4	3.0	4.3	64.9	35.1	14095
Rural	43.6	14.0	32.0	4.0	5.9	2.2	5.6	68.6	31.4	18243
<b>Region</b>										
Ashgabat city	32.7	2.0	31.8	2.3	1.9	1.3	0.1	57.6	42.4	4023
Akhal velayat	46.1	17.8	28.1	2.8	5.6	2.7	4.9	70.3	29.7	4195
Balkan velayat	26.1	16.7	25.9	3.3	4.9	3.2	3.4	57.9	42.1	2060
Dashoguz velayat	36.3	20.0	20.3	5.5	2.7	2.6	4.5	60.8	39.2	6139
Lebap velayat	50.4	1.9	43.3	5.4	7.2	2.7	9.9	76.5	23.5	7648
Mary velayat	36.0	17.2	33.9	3.1	6.8	3.0	3.8	68.1	31.9	8274
<b>Education household head</b>										
Pre-primary or none	(31.3)	(14.2)	(39.8)	(0.0)	(9.2)	(0.0)	(31.3)	(85.3)	(14.7)	41
Primary or secondary	41.0	13.0	31.1	4.3	6.0	3.1	4.9	67.7	32.3	19500
Primary vocational	36.0	4.4	18.8	3.5	7.6	4.6	5.7	56.4	43.6	1837
Secondary vocational	36.8	12.6	36.4	4.2	4.3	2.0	4.9	66.4	33.6	5068
Higher	39.1	12.0	35.5	2.9	2.7	0.9	5.0	68.6	31.4	5885
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
<b>Native language of household head</b>										
Turkmen	41.3	12.5	32.0	3.7	5.2	2.5	5.4	67.6	32.4	27292
Uzbek	36.3	11.5	28.3	6.5	5.8	3.4	3.4	63.9	36.1	2936
Russian	21.8	1.2	48.3	3.0	3.1	1.5	2.4	65.9	34.1	1050
Other language	25.7	17.5	27.3	4.0	7.2	4.0	1.9	61.5	38.5	1060
<b>Wealth quintile</b>										
Poorest	43.3	8.0	29.2	4.7	5.6	2.6	6.8	65.1	34.9	6472
Second	42.4	14.2	34.6	3.6	6.0	2.0	4.7	69.6	30.4	6462
Middle	40.3	18.3	32.8	3.9	7.4	4.1	5.0	70.2	29.8	6467
Fourth	40.2	17.3	32.5	3.8	4.5	2.4	5.7	70.2	29.8	6469
Richest	32.4	3.4	31.0	3.7	2.8	1.9	3.0	60.0	40.0	6469

<sup>1</sup> MICS indicator EQ.3 - Population covered by social transfers; SDG indicator 1.3.1

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

() 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, Turkmenistan, 2019

	Percentage of households receiving specific types of support in the last 3 months:									Number of households in the two lowest wealth quintiles
	State Allowance for Children	State Social Benefit	Retirement pension	Disability Pension	State Allowance on Disability	Benefit for children with Deceased Parents	Any other external assistance program	Any social transfers or benefits <sup>1</sup>	No social transfers or benefits	
<b>Total</b>	<b>34.3</b>	<b>10.9</b>	<b>28.6</b>	<b>4.1</b>	<b>5.5</b>	<b>2.6</b>	<b>4.8</b>	<b>62.0</b>	<b>38.0</b>	<b>2309</b>
<b>Sex of household head</b>										
Male	34.4	10.3	23.6	3.9	4.9	1.7	5.1	56.8	43.2	1863
Female	33.8	13.6	49.6	5.0	7.9	6.6	3.3	83.4	16.6	446
<b>Area</b>										
Urban	34.1	7.3	27.1	4.5	7.7	4.4	4.8	62.3	37.7	259
Rural	34.3	11.4	28.8	4.0	5.2	2.4	4.8	61.9	38.1	2050
<b>Region</b>										
Ashgabat city	-	-	-	-	-	-	-	-	-	0
Akhali velayat	34.5	8.9	20.3	5.7	7.7	4.9	5.1	61.5	38.5	54
Balkan velayat	20.1	15.2	23.9	4.6	13.0	3.2	2.6	63.8	36.2	50
Dashoguz velayat	31.1	16.0	16.9	4.3	3.0	2.8	4.1	54.4	45.6	709
Lebap velayat	46.2	2.0	38.6	5.2	7.0	2.8	8.0	70.8	29.2	734
Mary velayat	26.7	14.6	30.7	2.6	5.7	2.1	2.4	60.4	39.6	761
<b>Age of household head</b>										
15-19	-	-	-	-	-	-	-	-	-	0
20-24	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
25-29	63.0	0.0	2.4	4.4	4.3	1.9	2.9	68.1	31.9	66
30-34	42.4	0.0	1.7	0.0	3.6	2.2	5.8	47.4	52.6	153
35-39	31.5	0.2	1.9	4.4	7.0	3.5	2.0	44.0	56.0	210
40-44	13.0	0.0	2.5	3.4	5.4	3.1	1.8	23.8	76.2	280
45-49	22.8	0.5	1.8	3.8	0.9	3.7	3.7	32.0	68.0	269
50-59	40.9	9.8	20.1	4.5	5.4	3.1	4.8	62.1	37.9	632
60-69	39.8	25.4	74.6	5.5	6.3	1.6	8.4	96.9	3.1	477
70+	32.4	31.1	72.6	3.7	10.1	1.7	4.7	96.6	3.4	217
<b>Education of household head</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Primary or secondary	34.0	10.9	27.3	4.3	5.9	3.2	4.6	61.7	38.3	1644
Primary vocational	34.5	3.4	16.4	3.3	4.1	2.8	6.3	51.3	48.7	156
Secondary vocational	31.6	9.6	33.8	4.3	3.0	1.4	4.3	59.7	40.3	262
Higher	39.2	17.0	39.0	2.6	5.9	0.4	5.6	72.7	27.3	245
<b>Native language of household head</b>										
Turkmen	35.3	10.8	30.0	4.2	5.1	2.7	5.1	63.6	36.4	1977
Uzbek	29.4	9.9	18.7	4.0	7.3	2.8	2.4	51.7	48.3	249
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Other language	23.5	17.9	25.8	1.7	8.3	0.0	2.5	53.6	46.4	77
<b>Wealth quintile</b>										
Poorest	35.1	8.0	25.3	5.1	5.5	3.0	5.7	60.0	40.0	1156
Second	33.5	13.9	31.9	3.0	5.5	2.3	3.9	63.9	36.1	1153

<sup>1</sup> MICS indicator EQ.4 - External economic support to the poorest households

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

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

"-" denotes 0 unweighted case in the denominator



**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, Turkmenistan, 2019

	Percentage of children living in households receiving specific types of support in the last 3 months:										Number of children under age 18
	State Allowance for Children	State Social Benefit	Retirement pension	Disability Pension	State Allowance on Disability	Benefit for children with Deceased Parents	Any other external assistance program	Any social transfers or benefits <sup>1</sup>	No social transfers or benefits		
<b>Total</b>	<b>45.7</b>	<b>11.1</b>	<b>29.5</b>	<b>3.7</b>	<b>5.2</b>	<b>3.1</b>	<b>5.5</b>	<b>68.1</b>	<b>31.9</b>	<b>12071</b>	
<b>Sex of household head</b>											
Male	46.0	10.3	24.1	3.6	5.0	2.2	5.8	63.6	36.4	9504	
Female	44.6	14.2	49.5	4.0	5.7	6.4	4.4	84.6	15.4	2567	
<b>Area</b>											
Urban	42.6	9.5	27.9	3.8	4.4	3.8	5.1	66.3	33.7	4989	
Rural	47.9	12.3	30.7	3.6	5.7	2.6	5.8	69.3	30.7	7082	
<b>Region</b>											
Ashgabat city	41.9	2.2	24.8	2.1	2.3	1.5	0.3	58.4	41.6	1376	
Akhal velayat	50.4	16.6	26.4	2.2	5.5	3.5	4.7	71.5	28.5	1627	
Balkan velayat	34.9	17.4	20.8	3.0	4.7	4.6	3.2	59.7	40.3	672	
Dashoguz velayat	42.3	17.3	18.0	5.3	2.8	2.8	4.8	60.4	39.6	2234	
Lebap velayat	52.8	1.6	41.2	5.1	6.7	2.8	10.5	76.5	23.5	3246	
Mary velayat	42.1	16.6	31.3	2.6	6.5	3.7	4.0	69.3	30.7	2918	
<b>Age of household head</b>											
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
20-24	(86.8)	(0.0)	(0.0)	(0.0)	(0.0)	(7.3)	(8.6)	(86.8)	(13.2)	35	
25-29	73.9	2.0	0.0	0.7	3.6	3.2	3.6	76.9	23.1	398	
30-34	50.6	0.3	1.1	0.6	3.1	3.7	6.3	54.3	45.7	1048	
35-39	33.6	0.3	1.2	1.9	5.1	1.9	1.6	41.0	59.0	1589	
40-44	20.9	0.3	2.3	1.8	3.4	2.4	4.0	30.9	69.1	1504	
45-49	34.9	0.3	2.5	3.5	2.6	4.7	5.0	43.5	56.5	1013	
50-59	61.1	12.6	23.5	5.2	5.5	3.1	6.6	78.4	21.6	2788	
60-69	50.3	25.6	76.3	5.8	7.7	2.8	7.4	96.2	3.8	2573	
70+	41.1	27.5	76.2	4.6	5.9	4.0	6.5	97.6	2.4	1120	
<b>Education of household head</b>											
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16	
Primary or secondary	46.3	11.4	28.6	3.9	6.0	3.5	5.3	68.3	31.7	7594	
Primary vocational	40.8	3.4	16.8	3.4	6.8	5.1	7.7	59.0	41.0	752	
Secondary vocational	44.6	12.6	34.8	4.1	4.1	2.6	5.4	67.7	32.3	1673	
Higher	46.4	11.6	33.3	2.9	2.3	1.0	5.4	70.8	29.2	2034	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
<b>Native language of household head</b>											
Turkmen	46.8	11.2	30.2	3.4	5.1	2.9	5.9	68.9	31.1	10298	
Uzbek	42.0	10.6	25.3	6.6	5.8	3.8	3.8	64.9	35.1	1143	
Russian	36.6	0.0	32.9	1.0	3.8	2.7	4.3	58.9	41.1	261	
Other language	33.1	17.9	22.6	4.3	6.5	5.3	1.2	61.4	38.6	370	
<b>Wealth quintile</b>											
Poorest	46.4	6.3	28.1	3.9	5.2	2.9	6.9	64.6	35.4	2626	
Second	48.0	12.4	32.7	3.7	5.8	2.2	5.1	71.0	29.0	2509	
Middle	45.1	17.0	31.2	3.8	7.6	4.8	5.1	71.1	28.9	2415	
Fourth	47.0	16.6	29.7	3.7	4.1	2.9	6.4	71.5	28.5	2333	
Richest	41.6	3.1	25.5	3.3	2.9	2.5	3.8	62.1	37.9	2188	

<sup>1</sup> MICS indicator EQ.5 - Children in the households that received any type of social transfers

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

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

**Table EQ.2.7A: Coverage of social transfers and benefits: Children under age 3 in all households**

Percentage of children under age 3 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits, Turkmenistan, 2019

	Percentage of children under age 3 living in households receiving specific types of support in the last 3 months:										Number of children under age 3
	State Allowance for Children	State Social Benefit	Retirement pension	Disability Pension	State Allowance on Disability	Benefit for children with Deceased Parents	Any other external assistance program	Any social transfers or benefits	No social transfers or benefits		
<b>Total</b>	<b>96.8</b>	<b>12.0</b>	<b>31.7</b>	<b>3.5</b>	<b>5.0</b>	<b>1.6</b>	<b>11.4</b>	<b>97.6</b>	<b>2.4</b>	<b>2304</b>	
<b>Sex of household head</b>											
Male	97.2	11.9	27.6	3.3	5.1	1.4	11.8	97.9	2.1	1838	
Female	95.1	12.3	47.9	4.2	4.7	2.5	9.7	96.5	3.5	466	
<b>Area</b>											
Urban	96.9	9.2	28.2	3.1	4.5	2.1	10.0	97.4	2.6	911	
Rural	96.7	13.9	33.9	3.8	5.3	1.3	12.3	97.7	2.3	1393	
<b>Region</b>											
Ashgabat city	98.3	3.4	26.3	1.4	1.9	1.5	0.4	98.7	1.3	256	
Akhal velayat	98.5	16.5	25.5	2.9	5.4	1.5	11.6	99.7	0.3	332	
Balkan velayat	96.3	21.7	20.5	2.5	4.6	0.8	10.3	97.7	2.3	102	
Dashoguz velayat	90.6	20.1	22.1	6.7	2.6	0.3	12.3	91.4	8.6	430	
Lebap velayat	97.6	1.4	43.6	4.0	6.1	2.0	17.8	98.6	1.4	682	
Mary velayat	99.2	18.9	32.7	1.7	7.0	2.4	7.7	99.7	0.3	503	
<b>Age (in months)<sup>A</sup></b>											
0-5	96.4	11.0	34.1	2.4	4.3	1.6	42.0	98.2	1.8	295	
6-11	96.1	12.2	30.4	3.1	7.1	1.8	3.4	96.7	3.3	392	
12-23	97.4	12.5	28.6	3.9	3.0	1.0	7.6	98.1	1.9	746	
24-35	97.0	12.2	33.9	3.4	6.1	2.0	8.1	97.6	2.4	845	
<b>Age of household head</b>											
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
20-24	(96.4)	(0.0)	(0.0)	(0.0)	(0.0)	(6.8)	(4.0)	(96.4)	(3.6)	25	
25-29	98.3	0.0	0.0	0.9	2.6	0.9	6.9	98.3	1.7	144	
30-34	97.0	0.8	3.0	0.7	1.2	2.4	14.6	97.0	3.0	190	
35-39	99.2	0.4	1.1	0.4	5.2	2.1	4.9	99.2	0.8	138	
40-44	97.0	0.0	4.0	4.0	3.8	0.0	8.1	97.0	3.0	100	
45-49	95.4	0.5	4.5	0.8	3.3	1.8	13.9	96.4	3.6	190	
50-59	96.7	11.5	24.1	4.8	4.8	0.9	11.0	97.6	2.4	844	
60-69	96.2	23.7	76.3	4.1	8.3	2.0	12.6	98.0	2.0	514	
70+	96.9	34.9	72.4	6.7	6.1	2.9	15.6	97.4	2.6	158	
<b>Education of household head</b>											
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
Primary or secondary	96.4	12.7	31.8	4.0	5.6	1.7	11.1	97.3	2.7	1434	
Primary vocational	96.6	5.3	16.0	0.0	7.6	5.9	16.3	96.6	3.4	130	
Secondary vocational	98.3	12.0	40.8	5.0	4.1	1.3	10.9	98.8	1.2	317	
Higher	97.2	12.0	29.2	1.8	2.9	0.0	11.0	98.0	2.0	421	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	
<b>Native language of household head</b>											
Turkmen	97.1	12.7	31.9	3.4	4.5	1.3	11.8	98.0	2.0	2039	
Uzbek	93.6	8.3	29.0	5.4	9.0	2.7	9.6	93.6	6.4	177	
Russian	98.0	0.0	38.2	0.0	10.8	6.5	8.9	99.2	0.8	45	
Other language	94.0	7.6	23.2	6.2	7.6	3.1	0.9	94.0	6.0	43	
<b>Wealth quintile</b>											
Poorest	93.2	9.2	33.1	4.9	4.0	1.0	13.0	94.8	5.2	534	
Second	98.3	13.4	35.7	4.1	6.6	1.6	12.6	99.0	1.0	474	
Middle	96.5	19.4	32.8	2.3	8.2	1.9	10.1	97.3	2.7	463	
Fourth	99.0	14.0	28.8	2.2	3.7	1.6	13.5	99.3	0.7	439	
Richest	97.6	3.2	26.9	3.7	2.2	1.9	6.9	98.2	1.8	394	

<sup>A</sup> Children with not completed Questionnaire for Children Under 5 are excluded.

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

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

**Table EQ.2.7B: Coverage of state allowance on disability: Children in all households**

Percentage of children under age 18 who are currently receiving state benefit on disability and by the length of receiving assistance, Turkmenistan, 2019

	Percentage of children under age 18 who are currently receiving state allowance on disability	Number of children under age 18	Percentage of children who are currently receiving state benefit on disability for:					Total	Number of children under age 18 who are currently receiving state benefit on disability
			Less than 1 year	1-3 years	4-5 years	6 years and more			
<b>Total</b>	<b>0.5</b>	<b>12071</b>	<b>3.7</b>	<b>32.6</b>	<b>23.0</b>	<b>40.7</b>	<b>100.0</b>	<b>64</b>	
<b>Sex</b>									
Male	0.6	6211	(6.0)	(44.4)	(22.7)	(26.8)	100.0	39	
Female	0.4	5860	(0.0)	(13.4)	(23.5)	(63.0)	100.0	24	
<b>Area</b>									
Urban	0.5	4989	(8.3)	(27.1)	(31.3)	(33.3)	100.0	24	
Rural	0.6	7082	(0.9)	(35.9)	(17.9)	(45.2)	100.0	39	
<b>Region</b>									
Ashgabat city	0.5	1376	(*)	(*)	(*)	(*)	100.0	6	
Akhal velayat	0.6	1627	(*)	(*)	(*)	(*)	100.0	10	
Balkan velayat	0.8	672	(*)	(*)	(*)	(*)	100.0	5	
Dashoguz velayat	0.3	2234	(*)	(*)	(*)	(*)	100.0	6	
Lebap velayat	0.9	3246	(*)	(*)	(*)	(*)	100.0	29	
Mary velayat	0.2	2918	(*)	(*)	(*)	(*)	100.0	7	
<b>Age</b>									
0-2	0.0	2304	(*)	(*)	(*)	(*)	100.0	0	
3-4	0.3	1721	(*)	(*)	(*)	(*)	100.0	6	
5-17	0.7	8046	4.1	26.4	24.7	44.9	100.0	58	
<b>School attendance</b>									
Attending	0.4	8053	(0.0)	(33.0)	(20.6)	(46.5)	100.0	28	
Not Attending	0.9	4018	(6.7)	(32.3)	(25.0)	(36.1)	100.0	36	
<b>Native language of household head</b>									
Turkmen	0.6	10298	3.9	32.9	22.2	41.0	100.0	60	
Uzbek	0.3	1143	(*)	(*)	(*)	(*)	100.0	4	
Russian	0.0	261	(*)	(*)	(*)	(*)	100.0	0	
Other language	0.0	370	(*)	(*)	(*)	(*)	100.0	0	
<b>Wealth quintile</b>									
Poorest	0.9	2626	(*)	(*)	(*)	(*)	100.0	25	
Second	0.4	2509	(*)	(*)	(*)	(*)	100.0	10	
Middle	0.5	2415	(*)	(*)	(*)	(*)	100.0	13	
Fourth	0.4	2333	(*)	(*)	(*)	(*)	100.0	9	
Richest	0.3	2188	(*)	(*)	(*)	(*)	100.0	7	

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

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

### 11.3 DISCRIMINATION AND HARASSMENT

Discrimination can impede individuals from accessing opportunities and services in a fair and equal manner. These questions are designed to measure the experiences of discrimination and harassment of respondents in the 12 months 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. Table EQ.3.1W shows the percentage of women who felt discriminated against based on a number of grounds.

**Table EQ.3.1W: Discrimination and harassment (women)**

Percentage of women age 15-49 years who in the past 12 months have felt discriminated against or harassed and those who have not felt discriminated against or harassed, Turkmenistan, 2019

	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 <sup>1</sup>		
<b>Total</b>	<b>0.3</b>	<b>0.3</b>	<b>0.1</b>	<b>1.0</b>	<b>0.2</b>	<b>0.3</b>	<b>1.0</b>	<b>2.6</b>	<b>97.4</b>	<b>7558</b>
<b>Area</b>										
Urban	0.4	0.3	0.1	0.8	0.3	0.2	1.0	2.6	97.4	3321
Rural	0.1	0.3	0.0	1.2	0.1	0.4	1.0	2.6	97.4	4237
<b>Region</b>										
Ashgabat city	0.6	0.4	0.2	0.5	0.5	0.3	0.3	2.2	97.8	962
Akhhal velayat	0.1	0.1	0.1	1.4	0.1	0.2	0.0	1.7	98.3	1033
Balkan velayat	0.2	0.0	0.3	0.6	0.6	0.8	1.0	3.1	96.9	471
Dashoguz velayat	0.0	0.0	0.0	1.7	0.0	0.2	2.6	4.3	95.7	1478
Lebap velayat	0.1	0.4	0.0	0.1	0.1	0.2	0.3	1.0	99.0	1717
Mary velayat	0.6	0.7	0.1	1.3	0.3	0.5	1.4	3.1	96.9	1897
<b>Age</b>										
15-19	0.3	0.0	0.0	0.3	0.2	0.0	0.5	1.4	98.6	999
15-17	0.2	0.0	0.1	0.1	0.0	0.0	0.4	0.6	99.4	587
18-19	0.5	0.0	0.0	0.6	0.6	0.0	0.8	2.4	97.6	412
20-24	0.1	0.2	0.0	0.3	0.2	0.2	0.7	1.4	98.6	1227
25-29	0.3	0.6	0.2	1.3	0.3	0.6	1.3	3.3	96.7	1430
30-34	0.0	0.3	0.0	1.3	0.3	0.2	1.0	3.0	97.0	1267
35-39	0.2	0.2	0.0	1.0	0.3	0.6	0.9	2.6	97.4	999
40-44	0.3	0.6	0.1	1.2	0.0	0.2	1.2	2.8	97.2	908
45-49	0.9	0.2	0.1	1.5	0.2	0.4	1.7	3.8	96.2	729
<b>Education</b>										
Pre-primary or none	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Primary or secondary	0.2	0.3	0.1	1.1	0.2	0.3	1.0	2.5	97.5	5904
Primary vocational	0.3	0.2	0.3	0.9	0.5	0.5	0.8	2.3	97.7	531
Secondary vocational	0.4	0.7	0.0	0.7	0.3	0.4	1.7	3.0	97.0	654
Higher	0.9	0.3	0.0	0.5	0.5	0.0	0.5	2.4	97.6	462
<b>Functional difficulties (age 18-49 years)</b>										
Has functional difficulty	0.7	0.0	0.0	2.8	0.0	11.9	0.6	12.6	87.4	56
Has no functional difficulty	0.3	0.3	0.1	1.0	0.2	0.2	1.1	2.7	97.3	6915
<b>Native language of household head</b>										
Turkmen	0.2	0.3	0.1	1.0	0.2	0.3	0.9	2.3	97.7	6401
Uzbek	0.3	0.0	0.0	0.6	0.0	0.2	2.5	3.4	96.6	719
Russian	0.9	0.6	0.0	1.1	0.5	0.5	0.0	2.9	97.1	212
Other language	2.6	1.6	0.0	2.8	0.0	0.0	1.8	5.9	94.1	227
<b>Wealth index quintile</b>										
Poorest	0.2	0.3	0.0	0.9	0.1	0.3	0.8	2.5	97.5	1173
Second	0.4	0.4	0.2	1.3	0.3	0.4	1.6	3.3	96.7	1114
Middle	0.1	0.3	0.0	1.1	0.1	0.4	1.2	2.6	97.4	1478
Fourth	0.2	0.1	0.1	1.3	0.3	0.2	0.8	2.5	97.5	1911
Richest	0.6	0.2	0.2	0.5	0.5	0.3	0.5	2.2	97.8	1882

<sup>1</sup> MICS indicator EQ.7 - Discrimination; SDG Indicators 10.3.1 & 16.b.1

(\*) 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 2019 Turkmenistan MICS was to produce statistically reliable estimates of most indicators, at the national level, for urban and rural areas, and for the six regions (the capital and 5 velayats) of the country: Ashgabat city, Akhal, Balkan, Dashoguz, Lebap and Mary velayats. The sampling frame for each of the five provinces was divided into urban and rural strata, with the addition of Ashgabat City (with only the urban stratum); therefore 11 main strata were created for the sampling.

A multi-stage, stratified cluster sampling approach was used for the selection of the survey sample. The sampling frame was based on the 2012 Turkmenistan Country Census of Population and Housing. An updating process was applied for some of the selected EAs which are mainly in Ashagat city and in some other regions, where a significant change has been observed in last years as newly constructed, demolished and migrated areas. The primary sampling units (PSUs) selected at the first stage were the enumeration areas (EAs) defined for the census enumeration. A systematic random sample of 20 households was selected in each sample EA at the second stage after updating the list of households in the selected enumeration areas.

### A.1 SAMPLE SIZE AND SAMPLE ALLOCATION

Since the overall sample size calculation for the 2019 Turkmenistan MICS partly depends on the geographic domains of analysis that are defined for the survey tables, the distribution of EAs and households in Turkmenistan from the updated 2012 Census sampling frame was first examined by velayats, urban and rural strata, shown in Table SD.1.

<b>Table SD.1: Distribution of Enumeration Areas and households in sampling frame</b>						
Distribution of EAs and households, by region, urban and rural strata, Census 2012						
	Number of EAs			Number of Households (2012 Census)		
	Total	Urban	Rural	Total	Urban	Rural
<b>Total</b>	<b>16242</b>	<b>7473</b>	<b>8769</b>	<b>1088495</b>	<b>559607</b>	<b>528888</b>
<b>Region</b>						
Ashgabat city	2112	2112	-	177237	177237	-
Akhal velayat	2441	724	1717	130338	39156	91182
Balkan velayat	1243	995	248	99773	82400	17373
Dasoguz velayat	3537	1065	2472	216972	70298	146674
Lebap velayat	3213	1520	1693	217060	115415	101645
Mary velayat	3696	1057	2639	247115	75101	172014

The overall sample size for the MICS was calculated as 6360 households. For the calculation of the sample size, the key indicator used was share of women who are currently using any type of contraceptive method. Since the survey results are tabulated at the regional level, it was necessary to determine the minimum sample size for each region. The following formula was used to estimate the required sample size for this indicator:

$$n = \frac{[4(r)(1-r)(deff)]}{[(RME \times r)^2 (pb)(AveSize)(RR)]}$$

where:

$n$  = the required sample size, expressed as number of households

- 4 = a factor to achieve the 95 percent level of confidence
- $r$  = the predicted or anticipated value of the indicator, expressed in the form of a proportion
- $deff$  = the design effect for the indicator, estimated from a previous survey or using a default value of 1.5
- $RME$  = the relative margin of error of  $r$  to be tolerated at the 95 percent level of confidence; it is generally not more than 0.12 (12 percent) for national-level estimates
- $pb$  = the proportion of the total population upon which the indicator,  $r$ , is based
- $AveSize$  = the average household size (mean number of persons per household)
- $RR$  = the predicted response rate

For the calculation,  $r$  (share of women who are currently using any type of contraceptive method) was assumed to be 50 percent based on the national estimate from the 2015-2016 Turkmenistan MICS. The value of  $deff$  (design effect) was taken as 1.8 based on the estimate from the 2015-2016 Turkmenistan MICS,  $pb$  (percentage of children age 0-4 years in the total population) was taken as 13 percent,  $AveSize$  (mean household size) was taken as 5.1 households, and the response rate was assumed to be 95 percent, based on the experience from the 2015-2016 Turkmenistan MICS. This resulted a sample size of 6269 households. Although an  $RME$  of 12% is needed for the national-level estimates, for the regional-level estimates it was sufficient to use an  $RME$  of 15% (that is, a margin of error of 0.15  $r$ ). Based on a review of the 2015-2016 Turkmenistan MICS results and given the large variation in the size of the velayats, the sample size also varied by velayats, with a minimum of 880 sample households for the smallest velayats. Partly based on the survey budget, the total sample size was limited to 6360 households. Therefore, the total sample size at the national level of 6360 households also satisfies the calculation for national level.

The number of households selected per cluster for the 2019 Turkmenistan MICS was determined as 20 households, based on several considerations, including the design effect, the budget available, and the time that would be needed per team to complete one cluster. Dividing the total number of households by the number of sample households per cluster, it was calculated that 318 sample clusters would need to be selected at the national level.

In each region, the clusters (primary sampling units) were allocated to the urban and rural strata proportionally to the number of households in the census frame for each stratum within that region. Table SD.2 shows the allocation of the clusters and households to the sampling strata.

<b>Table SD.2: Sample allocation</b>						
Allocation of sample clusters (EAs) and sample households to sampling strata, 2019 Turkmenistan MICS						
	Sample Clusters			Sample Households		
	Total	Urban	Rural	Total	Urban	Rural
<b>Total</b>	<b>318</b>	<b>188</b>	<b>130</b>	<b>6360</b>	<b>3760</b>	<b>2600</b>
<b>Region</b>						
Ashgabat city	66	66	-	1320	1320	
Akhal velayat	44	14	30	880	280	600
Balkan velayat	66	54	12	1320	1080	240
Dashoguz velayat	44	14	30	880	280	600
Lebab velayat	48	24	24	960	480	480
Mary velayat	50	16	34	1000	320	680

## 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, based on the number of households in each enumeration area from the 2012 Census frame where frame was partially updated. Some of the EAs were updated especially for the ones open to new constructions in Ashgabat and some others demolished or become vacant during this process. In addition to this urban/rural status of some enumeration areas have redetermined due to recent administrative changes. The first stage of sampling was thus completed by selecting the required number of sample EAs (specified in Table SD.2) from each of the six regions, separately for the urban and rural strata.

## A.3 LISTING ACTIVITIES

Given that there had been many changes in the households enumerated in the 2012 Census though some of the EAs sizes were updated as counts before listing, 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.

Listing training was held during the period December 11-14, 2019 in Ashgabat city. The training was attended by 3 cartographers, 3 listers, 1 reserve and 1 supervisor from each velayat/Ashgabat city. The program was designed in a way to provide theoretical knowledge during the first 1.5 days, and then to conduct a pilot exercise in the next 2.5 days to consolidate the knowledge gained with practical experience.

The mapping and household listing in the sample clusters for the 2019 Turkmenistan MICS were carried out during the period from December 17, 2018 to January 16, 2019 in all regions of Turkmenistan, in accordance with the schedule developed by the State Statistics Committee of Turkmenistan. During the listing, the following materials were used:

- Manual for Mapping and Household Listing
- Listing Forms
- Schematic maps from the 2012 Census in printed form.

## 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 area) at the State Statistics Committee of Turkmenistan, where the selection of 20 households in each enumeration area was carried out using random systematic selection procedures. The MICS6 spreadsheet template for systematic random selection of households was adapted for this purpose.<sup>124</sup>

## A.5 CALCULATION OF SAMPLE WEIGHTS

The 2019 Turkmenistan MICS sample is not self-weighting. Essentially, by allocating unequal number of sample households to each of the regions, different sampling fractions were used in each region since the number of households in the Census frame also varies by region. 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 ( $i$ ):

---

<sup>124</sup> 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:

$$p_{1hi} = \frac{n_h \times M_{hi}}{M_h},$$

$n_h$  = 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,  $p_{2hi} = 1$

$$p_{3hi} = \frac{20}{M'_{hi}}$$

$M'_{hi}$  = number of households listed in the  $i$ -th sample PSU in stratum  $h$

Since 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, individual overall probabilities of selection for households in each sample EA (cluster) were calculated.

A final component in the calculation of sample weights takes into account the level of non-response for the household and individual interviews, as well as the sample cluster completion rate for each stratum. The adjustment for cluster and household non-response in each stratum is equal to:

$$\frac{n_h}{n'_h} \times \frac{1}{RR_h}$$

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  $h$ . The term  $n'_h$  is the number of sample clusters with complete enumeration in stratum  $h$ , so the first adjustment factor corresponds to the inverse of the sample cluster completion rate for stratum  $h$ . This additional adjustment factor is needed in the case where some sample clusters cannot be enumerated in some strata due to security or accessibility problems. In the case where all the sample clusters in each stratum are enumerated, this cluster adjustment factor is equal to 1 for all strata, so it does not affect the weight. This adjustment of the household weight based on the cluster completion rate is included in the corresponding formulas in the MICS template for calculating the weights.

Similarly, adjustment for non-response at the individual level (women and under-5 children) for each stratum is equal to:

$$\frac{1}{RR_{qh}}$$

where  $RR_{qh}$  is the response rate for the individual questionnaires in stratum  $h$ , defined as the proportion of eligible individuals (women, 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 2019 Turkmenistan 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.

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.

The 2019 Turkmenistan MICS full (raw) weights for the households were calculated by multiplying the inverse of the probabilities of selection by the non-response adjustment factor for each stratum. These weights were then standardised (or normalised), one purpose of which is to make the weighted sum of the interviewed sample units equal to the total sample size at the national level. Normalisation is achieved by dividing the full sample weights (adjusted for nonresponse) by the average of these weights across all households at the national level. This is performed by multiplying the sample weights by a constant factor equal to the unweighted number of households at the national level divided by the weighted total number of households (using the full sample weights adjusted for non-response). A similar standardisation procedure was followed in obtaining standardised weights for the individual women, under-5 and children age 5-17 questionnaires. Adjusted (normalised) household weights varied between 0.185552 and 2.629468 in the 318 sample enumeration areas (clusters).

Sample weights were appended to all data sets, and analyses were performed by weighting the data for households, women, under-5s, and 5-17-year olds with these sample weights.

## APPENDIX B LIST OF PERSONNEL INVOLVED IN THE SURVEY

### State Statistics Committee of Turkmenistan

Silap Welbegov	Chairman of the State Statistics Committee of Turkmenistan
Halykdurdy Gurbanov	Chairman of the State Statistics Committee of Turkmenistan - up to July 2019
Bagul Annamuhammedova	Survey Coordinator, Head of Population Department, (Head of Census Section of Population Department, Head of Population Department, up to November 2019), SSC
Gurbangozel Charyyeva	Fieldwork Coordinator, Deputy Head of Population Department, SSC
Jennet Hojamammedova	Sampling Specialist, Chief Specialist of Population Department, SSC
Lidiya Krziviskaya	Data Processing Specialist, Chief Specialist of Population Department, SSC

### International Organizations

Christine Weigand	UNICEF Representative
Shaheen Nilofer	UNICEF Representative - up to June 2019
Siraj Mahmudlu	UNICEF Deputy Representative
Khamhoung Keovilay	Child Rights Monitoring/M&E Specialist (Stretch Assignment)
Shohrat Orazov	Child Rights Monitoring Specialist – up to January 2020
Shasenem Atabayeva	MICS6 National Consultant
Attila Hancioglu	Senior Adviser/Global MICS Coordinator, UNICEF HQ
Ivana Bjelic	Consultant, Data Processing Expert, UNICEF HQ
Turgay Unalan	Household Survey Specialist, UNICEF HQ
Yadigar Coskun	Data Processing Specialist, UNICEF HQ
Bo Robert Pedersen	Consultant, Household Survey Expert, UNICEF HQ
Eduard Bonet Porqueras	Monitoring and Evaluation Specialist, UNICEF, ECARO
Tatjana Karaulac	Household Survey Expert, UNICEF ECARO
Ikhtier Kholmatov	Consultant, Data Processing Expert, UNICEF
Tijana Comic	Consultant, Household Survey Expert, UNICEF ECARO
Ahmet Sinan Turkyilmaz	Consultant, Sampling Expert, UNICEF
Dovran Yamatov	National Programme Analyst, UNFPA in Turkmenistan

## LISTERS AND MAPPERS

### Regional Listing Coordinators

Shihmurad Genjaliyev  
Eziz Nursahedov  
Ogulbayram Orazmammedova  
Gozel Omarova  
Saida Babakyluyeva  
Ogulkeyik Saparova

Ashgabat city  
Akhhal velayat  
Balkan velayat  
Dashoguz velayat  
Lebap velayat  
Mary velayat

### Listers

A. Bayjayev  
A. Annageldiyev  
Y. Annagulyyev  
Y. Ovezov  
B. Hojashov  
A. Dovletgeldiyev  
R. Amankuliyeva  
B. Amanova  
G. Rejepov  
G. Garashov  
G. Arazmuradova  
B. Saparova  
D. Jorayeva  
Z. Halnazarova  
A. Taganov  
G. Shamyradova  
A. Yelekova  
Z. Seytiyeva

### Mappers

S. Bayramgeldiyev  
R. Dovletova  
G. Rejepova  
Sh. Ishankuliyev  
M. Tachmuhammedov  
M. Annamuhammedov  
D. Annayev  
Y. Durdyev  
A. Rejepov  
G. Rejepov  
A. Amanova  
M. Shajieva  
M. Shirov  
A. Muhammedov  
Y. Kulmuradov  
O. Kadyrov  
J. Hojayev  
E. Allamyradov

### Fieldwork staff

#### Ashgabat city

M. Amandurdyev  
M. Esenov, up to November 2019  
B. Durdyeva  
M. Annayeva  
O. Annayeva  
G. Hojaniyazova  
I. Saidova  
M. Charyyev

Coordinator  
  
Supervisor  
Interviewer  
Interviewer  
Interviewer  
Interviewer  
Measurer

#### Akhhal velayat

H. Caryyev  
E. Nursahedov  
O. Mollakova  
A. Allakova  
B. Urazova  
O. Rustemova  
M. Tachmuhammedov

Coordinator  
Supervisor  
Interviewer  
Interviewer  
Interviewer  
Interviewer  
Measurer

#### Balkan velayat

A. Ovezov  
O. Orazmammedova

Coordinator  
Supervisor

R. Amangulyyeva	Interviewer
G. Rejepova	Interviewer
B. Amanova	Interviewer
A. Orazalyyeva	Interviewer
D. Annayev	Measurer
<b>Dashoguz velayat</b>	
B. Garayev	Coordinator
G. Omarova	Supervisor
G. Garasheva	Interviewer
Y. Atajanova	Interviewer
M. Jumayeva	Interviewer
G. Dushemova	Interviewer
N. Shabayev	Measurer
<b>Lebap velayat</b>	
D. Berkeliyev	Coordinator
S. Babakuliyeva	Supervisor
G. Taganova	Interviewer
G. Rozyyeva	Interviewer
Sh. Babakuliyeva	Interviewer
M. Mamedova	Interviewer
K. Jorayev	Measurer
<b>Mary velayat</b>	
M. Atayev	Coordinator
J. Hojayev	Supervisor
G. Alamazova	Interviewer
D. Orazova	Interviewer
G. Akmyradova	Interviewer
G. Shamyradova	Interviewer
O. Kadyrov	Measurer

**Report writing team**

Gurbangozel Charyyeva  
Lidiya Krziviskaya  
Khamhoung Keovilay  
Shasenem Atabayeva

## APPENDIX C ESTIMATES OF SAMPLING ERRORS

The sample of respondents selected in the Turkmenistan Multiple Indicator Cluster Survey 2019 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 CPro 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), for urban and rural areas (Tables SE.2 and SE.3), and for all regions (Tables SE.4 to SE.9).

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 count reflects the total population living in these households.

- Access to electricity
- Use of basic drinking water services
- Use of basic sanitation services
- 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, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	0.999	0.000	0.000	1.070	1.034	32338	6195	0.999	1.000
Ownership of mobile phone (women)	SR.10	0.911	0.007	0.007	4.216	2.053	7558	7558	0.897	0.924
Use of internet (during the last 3 months) (women)	SR.12a	0.527	0.010	0.019	3.119	1.766	7558	7558	0.507	0.547
ICT skills (women)	SR.13	0.195	0.006	0.029	1.525	1.235	7558	7558	0.183	0.206
<b>Survive</b>										
Neonatal mortality rate	CS.1	22	8	3	na	na	na	na	16	28
Infant mortality rate	CS.3	32	9	3	na	na	na	na	26	38
Under-five mortality rate	CS.5	38	10	3	na	na	na	na	32	44
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	3.0	0.0	0.1	na	na	na	na	2.8	3.1
Adolescent birth rate	TM.1	22.4	10.7	3.3	na	na	na	na	15.8	28.9
Contraceptive prevalence rate	TM.3	0.497	0.008	0.017	1.350	1.162	4973	4917	0.480	0.513
Need for family planning satisfied with modern contraception	TM.4	0.796	0.009	0.011	1.406	1.186	2952	3007	0.779	0.814
Antenatal care coverage (at least four times by any provider)	TM.5b	0.976	0.004	0.004	0.979	0.990	1327	1295	0.967	0.984
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	1327	1295	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	0.565	0.029	0.051	0.949	0.974	273	282	0.507	0.622
Stunting prevalence (moderate and severe)	TC.45a	0.071	0.005	0.073	1.494	1.222	3644	3644	0.061	0.082
Wasting prevalence (moderate and severe)	TC.46a	0.041	0.004	0.092	1.307	1.143	3641	3640	0.033	0.049
Overweight prevalence (moderate and severe)	TC.47a	0.031	0.003	0.098	1.124	1.060	3641	3640	0.025	0.037
Early child development index	TC.53	0.950	0.006	0.006	1.222	1.105	1573	1573	0.938	0.962
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.498	0.019	0.039	1.251	1.118	868	831	0.459	0.537
Completion rate (Primary)	LN.8a	0.994	0.002	0.002	1.251	1.118	1476	1456	0.989	0.998
Completion rate (Lower secondary)	LN.8b	0.988	0.004	0.004	1.298	1.139	1175	1143	0.981	0.995
Completion rate (Upper secondary)	LN.8c	0.969	0.005	0.005	1.178	1.085	1346	1312	0.959	0.980
Children with foundational reading and number skills (reading, attending grade 2/3)	LN.22c	0.713	0.023	0.033	1.659	1.288	1480	627	0.666	0.760
Children with foundational reading and number skills (numeracy, attending grade 2/3)	LN.22f	0.532	0.024	0.046	1.492	1.222	1480	627	0.484	0.581
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	0.999	0.001	0.001	1.056	1.028	3682	3682	0.997	1.000
Violent discipline	PR.2	0.686	0.007	0.010	1.290	1.136	9612	6102	0.672	0.699
Child marriage (before age 15) (women)	PR.4a	0.002	0.001	0.746	1.029	1.014	1227	1216	0.000	0.004
Child marriage (before age 18) (women)	PR.4b	0.061	0.006	0.106	0.885	0.941	1227	1216	0.048	0.074
Safety (women)	PR.14	0.723	0.006	0.009	1.478	1.216	7558	7558	0.710	0.735
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	0.999	0.001	0.001	2.670	1.634	32338	6195	0.997	1.000
Use of improved sanitation facilitation	WS.8	0.994	0.001	0.001	2.216	1.489	32338	6195	0.991	0.997
Use of basic sanitation services	WS.9	0.987	0.004	0.004	6.100	2.470	32338	6195	0.979	0.994
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.022	0.000	0.089	1.086	1.042	10147	6076	0.018	0.026
Population covered by social transfers	EQ.3	0.670	0.010	0.014	2.538	1.593	32338	6195	0.651	0.689
Discrimination (women)	EQ.7	0.026	0.002	0.087	1.522	1.234	7558	7558	0.021	0.030

na: not applicable

**Table SE.2: Sampling errors: Urban**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	0.999	0.000	0.000	0.554	0.744	14095	3610	0.998	1.000
Ownership of mobile phone (women)	SR.10	0.944	0.006	0.007	2.895	1.702	3321	3921	0.931	0.956
Use of internet (during the last 3 months) (women)	SR.12a	0.639	0.013	0.021	3.087	1.757	3321	3921	0.612	0.666
ICT skills (women)	SR.13	0.277	0.010	0.037	2.054	1.433	3321	3921	0.257	0.298
<b>Survive</b>										
Neonatal mortality rate	CS.1	18	13	4	na	na	na	na	10	25
Infant mortality rate	CS.3	25	16	4	na	na	na	na	17	33
Under-five mortality rate	CS.5	29	18	4	na	na	na	na	20	38
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	2.8	0.0	0.1	na	na	na	na	2.6	3.0
Adolescent birth rate	TM.1	19.7	23.7	4.9	na	na	na	na	9.9	29.4
Contraceptive prevalence rate	TM.3	0.546	0.013	0.023	1.548	1.244	2096	2455	0.521	0.571
Need for family planning satisfied with modern contraception	TM.4	0.805	0.013	0.016	1.662	1.289	1358	1627	0.780	0.830
Antenatal care coverage (at least four times by any provider)	TM.5b	0.977	0.007	0.007	1.388	1.178	539	609	0.962	0.991
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	539	609	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	0.555	0.048	0.086	1.256	1.121	118	136	0.459	0.651
Stunting prevalence (moderate and severe)	TC.45a	0.058	0.006	0.104	1.114	1.055	1408	1670	0.046	0.070
Wasting prevalence (moderate and severe)	TC.46a	0.041	0.007	0.158	1.790	1.338	1406	1667	0.028	0.054
Overweight prevalence (moderate and severe)	TC.47a	0.024	0.005	0.214	1.903	1.379	1406	1667	0.014	0.035
Early child development index	TC.53	0.954	0.010	0.011	1.773	1.331	594	716	0.933	0.975
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.726	0.026	0.036	1.404	1.185	354	404	0.674	0.779
Completion rate (Primary)	LN.8a	0.993	0.004	0.004	1.802	1.342	671	773	0.985	1.000
Completion rate (Lower secondary)	LN.8b	0.987	0.006	0.006	1.748	1.322	490	571	0.975	1.000
Completion rate (Upper secondary)	LN.8c	0.967	0.008	0.008	1.280	1.131	556	664	0.951	0.982
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	0.999	0.001	0.001	1.331	1.154	1428	1692	0.996	1.000
Violent discipline	PR.2	0.687	0.011	0.016	1.783	1.335	3950	3019	0.665	0.710
Child marriage (before age 15) (women)	PR.4a	0.003	0.003	0.888	1.445	1.202	482	581	0.000	0.009
Child marriage (before age 18) (women)	PR.4b	0.047	0.010	0.204	1.207	1.099	482	581	0.028	0.067
Safety (women)	PR.14	0.749	0.008	0.011	1.487	1.220	3321	3921	0.732	0.765
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	0.999	0.001	0.001	1.751	1.323	14095	3610	0.998	1.000
Use of improved sanitation facilitation	WS.8	0.994	0.002	0.002	1.620	1.273	14095	3610	0.991	0.998
Use of basic sanitation services	WS.9	0.980	0.008	0.008	10.403	3.225	14095	3610	0.965	0.995
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.036	0.004	0.105	1.271	1.128	4215	3066	0.029	0.044
Population covered by social transfers	EQ.3	0.649	0.014	0.021	3.067	1.751	14095	3610	0.621	0.677
Discrimination (women)	EQ.7	0.026	0.003	0.102	1.078	1.038	3321	3921	0.020	0.031

na: not applicable



**Table SE.3: Sampling errors: Rural**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	0.999	0.001	0.001	1.395	1.181	18243	2585	0.998	1.000
Ownership of mobile phone (women)	SR.10	0.885	0.011	0.012	4.202	2.050	4237	3637	0.863	0.906
Use of internet (during the last 3 months) (women)	SR.12a	0.439	0.014	0.031	2.811	1.677	4237	3637	0.411	0.467
ICT skills (women)	SR.13	0.130	0.006	0.046	1.146	1.071	4237	3637	0.118	0.142
<b>Survive</b>										
Neonatal mortality rate	CS.1	25	16	4	na	na	na	na	17	33
Infant mortality rate	CS.3	36	17	4	na	na	na	na	28	45
Under-five mortality rate	CS.5	44	19	4	na	na	na	na	35	52
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	3.1	0.0	0.1	na	na	na	na	2.9	3.3
Adolescent birth rate	TM.1	24.2	19.6	4.4	na	na	na	na	15.3	33.0
Contraceptive prevalence rate	TM.3	0.461	0.011	0.023	1.158	1.076	2877	2462	0.439	0.482
Need for family planning satisfied with modern contraception	TM.4	0.789	0.012	0.015	1.189	1.090	1594	1380	0.765	0.813
Antenatal care coverage (at least four times by any provider)	TM.5b	0.975	0.005	0.005	0.748	0.865	788	686	0.964	0.985
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	788	686	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	0.572	0.035	0.062	0.737	0.859	155	146	0.502	0.643
Stunting prevalence (moderate and severe)	TC.45a	0.079	0.008	0.096	1.560	1.249	2236	1974	0.064	0.094
Wasting prevalence (moderate and severe)	TC.46a	0.041	0.005	0.111	1.038	1.019	2235	1973	0.032	0.050
Overweight prevalence (moderate and severe)	TC.47a	0.035	0.004	0.106	0.805	0.897	2235	1973	0.028	0.042
Early child development index	TC.53	0.947	0.007	0.008	0.954	0.977	979	857	0.933	0.962
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.341	0.022	0.063	0.884	0.940	514	427	0.298	0.384
Completion rate (Primary)	LN.8a	0.994	0.003	0.003	0.844	0.918	805	683	0.988	0.999
Completion rate (Lower secondary)	LN.8b	0.988	0.004	0.005	0.999	1.000	684	572	0.979	0.997
Completion rate (Upper secondary)	LN.8c	0.971	0.007	0.007	1.078	1.038	790	648	0.958	0.985
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	0.999	0.001	0.001	0.894	0.945	2254	1990	0.997	1.000
Violent discipline	PR.2	0.685	0.008	0.012	0.993	0.996	5662	3083	0.668	0.702
Child marriage (before age 15) (women)	PR.4a	0.000	0.000	1.001	0.298	0.546	745	635	0.000	0.001
Child marriage (before age 18) (women)	PR.4b	0.069	0.009	0.124	0.725	0.851	745	635	0.052	0.086
Safety (women)	PR.14	0.703	0.009	0.013	1.391	1.179	4237	3637	0.685	0.720
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	0.998	0.001	0.001	2.254	1.501	18243	2585	0.996	1.000
Use of improved sanitation facilitation	WS.8	0.994	0.002	0.002	2.179	1.476	18243	2585	0.989	0.998
Use of basic sanitation services	WS.9	0.992	0.003	0.003	2.254	1.501	18243	2585	0.987	0.997
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.012	0.002	0.151	0.840	0.917	5932	3010	0.008	0.016
Population covered by social transfers	EQ.3	0.686	0.013	0.019	2.049	1.431	18243	2585	0.660	0.712
Discrimination (women)	EQ.7	0.026	0.003	0.133	1.712	1.309	4237	3637	0.019	0.033

na: not applicable

**Table SE.4: Sampling errors: Ashgabat city**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	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>
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	1.000	0.000	0.000	na	na	4023	1191	1.000	1.000
Ownership of mobile phone (women)	SR.10	0.992	0.003	0.003	1.556	1.247	962	1125	0.986	0.999
Use of internet (during the last 3 months) (women)	SR.12a	0.658	0.022	0.033	2.420	1.556	962	1125	0.614	0.702
ICT skills (women)	SR.13	0.318	0.017	0.053	1.491	1.221	962	1125	0.284	0.352
<b>Survive</b>										
Neonatal mortality rate	CS.1	17	37	6	na	na	na	na	5	30
Infant mortality rate	CS.3	25	43	7	na	na	na	na	12	38
Under-five mortality rate	CS.5	25	43	7	na	na	na	na	12	38
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	2.7	0.0	0.2	na	na	na	na	2.3	3.1
Adolescent birth rate	TM.1	18.7	49.8	7.1	na	na	na	na	4.6	32.8
Contraceptive prevalence rate	TM.3	0.624	0.019	0.030	1.087	1.043	627	736	0.587	0.661
Need for family planning satisfied with modern contraception	TM.4	0.824	0.018	0.022	1.219	1.104	460	544	0.788	0.860
Antenatal care coverage (at least four times by any provider)	TM.5b	0.993	0.005	0.005	0.683	0.827	156	183	0.982	1.000
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	156	183	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	(0.602)	(0.071)	(0.117)	(0.856)	(0.925)	35	42	(0.461)	(0.744)
Stunting prevalence (moderate and severe)	TC.45a	0.032	0.005	0.155	0.381	0.617	391	475	0.022	0.042
Wasting prevalence (moderate and severe)	TC.46a	0.069	0.018	0.259	2.339	1.529	390	474	0.033	0.104
Overweight prevalence (moderate and severe)	TC.47a	0.025	0.011	0.441	2.397	1.548	390	474	0.003	0.048
Early child development index	TC.53	0.992	0.006	0.006	0.865	0.930	164	199	0.980	1.000
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.839	0.035	0.042	1.105	1.051	102	122	0.769	0.910
Completion rate (Primary)	LN.8a	0.987	0.013	0.013	2.734	1.653	171	210	0.962	1.000
Completion rate (Lower secondary)	LN.8b	0.995	0.001	0.001	0.010	0.098	134	155	0.994	0.996
Completion rate (Upper secondary)	LN.8c	0.977	0.010	0.011	0.928	0.963	164	192	0.957	0.998
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	1.000	0.000	0.000	na	na	399	485	1.000	1.000
Violent discipline	PR.2	0.778	0.023	0.030	2.690	1.640	1104	881	0.732	0.824
Child marriage (before age 15) (women)	PR.4a	0.000	0.000	0.000	na	na	130	150	0.000	0.000
Child marriage (before age 18) (women)	PR.4b	0.027	0.016	0.612	1.521	1.233	130	150	0.000	0.059
Safety (women)	PR.14	0.927	0.010	0.011	1.636	1.279	962	1125	0.907	0.947
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	1.000	0.000	0.000	na	na	4023	1191	1.000	1.000
Use of improved sanitation facilitation	WS.8	1.000	0.000	0.000	na	na	4023	1191	1.000	1.000
Use of basic sanitation services	WS.9	0.995	0.004	0.004	3.748	1.936	4023	1191	0.986	1.000
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.070	0.010	0.146	1.407	1.186	1159	880	0.050	0.091
Population covered by social transfers	EQ.3	0.576	0.026	0.045	3.263	1.806	4023	1191	0.524	0.628
Discrimination (women)	EQ.7	0.022	0.005	0.210	1.091	1.045	962	1125	0.013	0.031

na: not applicable

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

**Table SE.5: Sampling errors: Akhal velayat**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	0.997	0.001	0.001	0.465	0.682	4195	880	0.995	1.000
Ownership of mobile phone (women)	SR.10	0.957	0.008	0.008	2.005	1.416	1033	1398	0.942	0.972
Use of internet (during the last 3 months) (women)	SR.12a	0.457	0.016	0.035	1.453	1.205	1033	1398	0.425	0.489
ICT skills (women)	SR.13	0.060	0.008	0.140	1.750	1.323	1033	1398	0.044	0.077
<b>Survive</b>										
Neonatal mortality rate	CS.1	24	38	6	na	na	na	na	12	37
Infant mortality rate	CS.3	31	46	7	na	na	na	na	17	44
Under-five mortality rate	CS.5	34	43	7	na	na	na	na	21	47
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	3.0	0.0	0.2	na	na	na	na	2.7	3.3
Adolescent birth rate	TM.1	25.4	48.7	7.0	na	na	na	na	11.5	39.4
Contraceptive prevalence rate	TM.3	0.426	0.017	0.039	1.060	1.030	685	924	0.393	0.460
Need for family planning satisfied with modern contraception	TM.4	0.696	0.021	0.030	1.029	1.014	372	502	0.654	0.737
Antenatal care coverage (at least four times by any provider)	TM.5b	1.000	0.000	0.000	na	na	198	268	1.000	1.000
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	198	268	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	0.548	0.040	0.072	0.318	0.564	37	51	0.469	0.627
Stunting prevalence (moderate and severe)	TC.45a	0.040	0.008	0.203	1.254	1.120	521	726	0.024	0.057
Wasting prevalence (moderate and severe)	TC.46a	0.044	0.008	0.181	1.090	1.044	519	723	0.028	0.060
Overweight prevalence (moderate and severe)	TC.47a	0.007	0.002	0.331	0.570	0.755	519	723	0.002	0.012
Early child development index	TC.53	0.996	0.003	0.003	1.028	1.014	218	304	0.990	1.000
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.317	0.035	0.109	0.849	0.921	121	155	0.248	0.386
Completion rate (Primary)	LN.8a	0.987	0.007	0.007	0.998	0.999	183	237	0.973	1.000
Completion rate (Lower secondary)	LN.8b	1.000	0.000	0.000	na	na	171	220	1.000	1.000
Completion rate (Upper secondary)	LN.8c	0.995	0.002	0.002	0.127	0.356	202	258	0.991	0.998
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	1.000	0.000	0.000	na	na	521	726	1.000	1.000
Violent discipline	PR.2	0.552	0.020	0.036	1.806	1.344	1305	1129	0.512	0.592
Child marriage (before age 15) (women)	PR.4a	0.000	0.000	0.000	na	na	185	252	0.000	0.000
Child marriage (before age 18) (women)	PR.4b	0.048	0.015	0.310	1.213	1.102	185	252	0.018	0.078
Safety (women)	PR.14	0.676	0.013	0.019	1.042	1.021	1033	1398	0.651	0.702
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	1.000	0.000	0.000	na	na	4195	880	1.000	1.000
Use of improved sanitation facilitation	WS.8	0.999	0.001	0.001	1.091	1.045	4195	880	0.996	1.000
Use of basic sanitation services	WS.9	0.997	0.002	0.002	1.162	1.078	4195	880	0.994	1.000
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.015	0.003	0.179	0.529	0.727	1344	1090	0.010	0.020
Population covered by social transfers	EQ.3	0.703	0.021	0.030	1.916	1.384	4195	880	0.660	0.746
Discrimination (women)	EQ.7	0.017	0.003	0.175	0.752	0.867	1033	1398	0.011	0.023

na: not applicable

**Table SE.6: Sampling errors: Balkan velayat**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	1.000	0.000	0.000	0.589	0.767	2060	1302	0.999	1.000
Ownership of mobile phone (women)	SR.10	0.945	0.010	0.010	2.344	1.531	471	1249	0.925	0.965
Use of internet (during the last 3 months) (women)	SR.12a	0.474	0.015	0.031	1.071	1.035	471	1249	0.445	0.504
ICT skills (women)	SR.13	0.247	0.012	0.050	1.013	1.007	471	1249	0.222	0.272
<b>Survive</b>										
Neonatal mortality rate	CS.1	(20)	(50)	(7)	na	na	na	na	(0)	(6)
Infant mortality rate	CS.3	(29)	(67)	(8)	na	na	na	na	(0)	(12)
Under-five mortality rate	CS.5	(31)	(69)	(8)	na	na	na	na	(0)	(14)
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	2.4	0.0	0.2	na	na	na	na	2.1	2.8
Adolescent birth rate	TM.1	24.1	79.8	8.9	na	na	na	na	6.2	41.9
Contraceptive prevalence rate	TM.3	0.595	0.018	0.030	0.994	0.997	284	751	0.559	0.630
Need for family planning satisfied with modern contraception	TM.4	0.810	0.017	0.021	0.953	0.976	199	529	0.776	0.843
Antenatal care coverage (at least four times by any provider)	TM.5b	0.955	0.017	0.018	1.037	1.019	61	159	0.921	0.988
Skilled attendant at delivery	TM.9	1.000	0.000	0.000			61	159	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	(0.412)	(0.063)	(0.152)	(0.581)	(0.762)	13	37	(0.287)	(0.537)
Stunting prevalence (moderate and severe)	TC.45a	0.045	0.010	0.222	1.079	1.039	168	466	0.025	0.065
Wasting prevalence (moderate and severe)	TC.46a	0.020	0.005	0.257	0.635	0.797	167	465	0.010	0.031
Overweight prevalence (moderate and severe)	TC.47a	0.016	0.006	0.353	0.943	0.971	167	465	0.005	0.027
Early child development index	TC.53	0.957	0.017	0.018	1.537	1.240	77	216	0.923	0.991
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.673	0.035	0.053	0.735	0.857	50	130	0.602	0.743
Completion rate (Primary)	LN.8a	0.989	0.006	0.007	1.063	1.031	111	286	0.976	1.000
Completion rate (Lower secondary)	LN.8b	0.986	0.011	0.011	1.623	1.274	77	205	0.964	1.000
Completion rate (Upper secondary)	LN.8c	0.982	0.009	0.009	1.094	1.046	85	225	0.963	1.000
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	0.995	0.004	0.004	1.289	1.135	170	472	0.987	1.000
Violent discipline	PR.2	0.783	0.018	0.023	1.812	1.346	523	934	0.747	0.819
Child marriage (before age 15) (women)	PR.4a	0.007	0.006	0.750	0.788	0.887	71	187	0.000	0.019
Child marriage (before age 18) (women)	PR.4b	0.074	0.022	0.293	1.283	1.133	71	187	0.031	0.118
Safety (women)	PR.14	0.523	0.017	0.033	1.502	1.225	471	1249	0.489	0.558
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	1.000	0.000	0.000	0.420	0.648	2060	1302	0.999	1.000
Use of improved sanitation facilitation	WS.8	1.000	0.000	0.000	na	na	2060	1302	1.000	1.000
Use of basic sanitation services	WS.9	0.992	0.004	0.004	3.186	1.785	2060	1302	0.984	1.000
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.019	0.003	0.183	0.646	0.804	581	995	0.012	0.026
Population covered by social transfers	EQ.3	0.579	0.018	0.032	1.795	1.340	2060	1302	0.542	0.615
Discrimination (women)	EQ.7	0.031	0.005	0.155	0.948	0.974	471	1249	0.021	0.040

na: not applicable

( ) Figures that are based on 250–449 unweighted person-years of exposure for indicators CS.1, CS.2 and CS.3

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

**Table SE.7: Sampling errors: Dashoguz velayat**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	1.000	0.000	0.000	na	na	6139	865	1.000	1.000
Ownership of mobile phone (women)	SR.10	0.974	0.006	0.007	1.858	1.363	1478	1137	0.961	0.987
Use of internet (during the last 3 months) (women)	SR.12a	0.565	0.022	0.039	2.256	1.502	1478	1137	0.521	0.609
ICT skills (women)	SR.13	0.169	0.014	0.082	1.556	1.247	1478	1137	0.141	0.196
<b>Survive</b>										
Neonatal mortality rate	CS.1	24	51	7	na	na	na	na	10	39
Infant mortality rate	CS.3	36	73	9	na	na	na	na	19	54
Under-five mortality rate	CS.5	43	87	9	na	na	na	na	24	61
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	3.1	0.0	0.2	na	na	na	na	2.7	3.4
Adolescent birth rate	TM.1	15.5	33.7	5.8	na	na	na	na	3.9	27.1
Contraceptive prevalence rate	TM.3	0.485	0.018	0.037	0.880	0.938	886	687	0.449	0.521
Need for family planning satisfied with modern contraception	TM.4	0.860	0.017	0.020	0.938	0.968	492	381	0.826	0.895
Antenatal care coverage (at least four times by any provider)	TM.5b	0.995	0.005	0.005	0.972	0.986	261	204	0.986	1.000
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	261	204	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	(0.523)	(0.070)	(0.135)	(0.933)	(0.966)	56	48	(0.382)	(0.664)
Stunting prevalence (moderate and severe)	TC.45a	0.075	0.013	0.180	1.404	1.185	660	537	0.048	0.102
Wasting prevalence (moderate and severe)	TC.46a	0.036	0.008	0.220	0.956	0.978	660	537	0.020	0.051
Overweight prevalence (moderate and severe)	TC.47a	0.041	0.009	0.210	1.012	1.006	660	537	0.024	0.058
Early child development index	TC.53	0.928	0.018	0.019	1.082	1.040	279	225	0.892	0.964
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.157	0.029	0.183	0.682	0.826	145	110	0.099	0.215
Completion rate (Primary)	LN.8a	0.995	0.005	0.005	1.075	1.037	311	226	0.986	1.000
Completion rate (Lower secondary)	LN.8b	0.964	0.015	0.015	1.067	1.033	243	178	0.934	0.993
Completion rate (Upper secondary)	LN.8c	0.985	0.010	0.010	1.494	1.222	277	206	0.965	1.000
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	0.995	0.003	0.003	0.991	0.995	673	547	0.988	1.000
Violent discipline	PR.2	0.448	0.014	0.032	0.730	0.855	1768	870	0.419	0.477
Child marriage (before age 15) (women)	PR.4a	0.000	0.000	0.000	na	na	236	182	0.000	0.000
Child marriage (before age 18) (women)	PR.4b	0.038	0.015	0.395	1.128	1.062	236	182	0.008	0.069
Safety (women)	PR.14	0.884	0.008	0.010	0.789	0.888	1478	1137	0.867	0.901
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	1.000	0.000	0.000	na	na	6139	865	1.000	1.000
Use of improved sanitation facilitation	WS.8	1.000	0.000	0.000	na	na	6139	865	1.000	1.000
Use of basic sanitation services	WS.9	0.996	0.003	0.003	1.570	1.253	6139	865	0.991	1.000
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.006	0.002	0.362	0.689	0.830	1864	851	0.002	0.011
Population covered by social transfers	EQ.3	0.608	0.019	0.032	1.364	1.168	6139	865	0.569	0.647
Discrimination (women)	EQ.7	0.043	0.007	0.165	1.401	1.184	1478	1137	0.029	0.058

na: not applicable

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

**Table SE.8: Sampling errors: Lebap velayat**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	0.999	0.001	0.001	1.239	1.113	7648	959	0.996	1.000
Ownership of mobile phone (women)	SR.10	0.754	0.023	0.030	3.920	1.980	1717	1384	0.708	0.799
Use of internet (during the last 3 months) (women)	SR.12a	0.486	0.018	0.038	1.857	1.363	1717	1384	0.449	0.522
ICT skills (women)	SR.13	0.221	0.013	0.058	1.329	1.153	1717	1384	0.195	0.247
<b>Survive</b>										
Neonatal mortality rate	CS.1	20	27	5	na	na	na	na	9	30
Infant mortality rate	CS.3	28	26	5	na	na	na	na	18	38
Under-five mortality rate	CS.5	31	30	6	na	na	na	na	20	42
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	3.6	0.0	0.1	na	na	na	na	3.3	3.9
Adolescent birth rate	TM.1	43.4	102.5	10.1	na	na	na	na	23.2	63.7
Contraceptive prevalence rate	TM.3	0.571	0.018	0.032	1.344	1.159	1219	974	0.534	0.608
Need for family planning satisfied with modern contraception	TM.4	0.822	0.015	0.018	0.925	0.962	781	619	0.792	0.851
Antenatal care coverage (at least four times by any provider)	TM.5b	0.997	0.003	0.003	0.837	0.915	381	305	0.992	1.000
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	381	305	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	0.632	0.062	0.098	1.171	1.082	87	72	0.508	0.756
Stunting prevalence (moderate and severe)	TC.45a	0.078	0.010	0.133	1.292	1.137	1054	868	0.057	0.098
Wasting prevalence (moderate and severe)	TC.46a	0.013	0.004	0.316	1.117	1.057	1056	869	0.005	0.021
Overweight prevalence (moderate and severe)	TC.47a	0.023	0.004	0.178	0.660	0.812	1056	869	0.015	0.032
Early child development index	TC.53	0.894	0.016	0.018	1.027	1.013	434	359	0.861	0.927
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.480	0.049	0.101	1.716	1.310	244	183	0.383	0.577
Completion rate (Primary)	LN.8a	1.000	0.000	0.000	na	na	352	272	1.000	1.000
Completion rate (Lower secondary)	LN.8b	0.991	0.007	0.007	0.944	0.972	260	196	0.978	1.000
Completion rate (Upper secondary)	LN.8c	0.976	0.012	0.012	1.244	1.115	255	197	0.952	1.000
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	0.999	0.001	0.001	0.669	0.818	1058	871	0.998	1.000
Violent discipline	PR.2	0.723	0.009	0.012	0.523	0.723	2547	1303	0.706	0.741
Child marriage (before age 15) (women)	PR.4a	0.000	0.000	0.0000	na	na	292	235	0.000	0.000
Child marriage (before age 18) (women)	PR.4b	0.118	0.017	0.140	0.612	0.782	292	235	0.085	0.151
Safety (women)	PR.14	0.554	0.018	0.032	1.797	1.341	1717	1384	0.519	0.590
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	0.998	0.002	0.002	2.196	1.482	7648	959	0.993	1.000
Use of improved sanitation facilitation	WS.8	0.979	0.006	0.006	1.440	1.200	7648	959	0.968	0.990
Use of basic sanitation services	WS.9	0.969	0.009	0.010	2.716	1.648	7648	959	0.951	0.988
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.027	0.005	0.172	1.041	1.020	2685	1255	0.018	0.037
Population covered by social transfers	EQ.3	0.765	0.019	0.024	1.830	1.353	7648	959	0.727	0.802
Discrimination (women)	EQ.7	0.010	0.003	0.275	1.094	1.046	1717	1384	0.005	0.016

na: not applicable

**Table SE.9: Sampling errors: Mary velayat**

Standard errors, coefficients of variation, design effects (deff), square root of design effects (deft), and confidence intervals for selected SDG and MICS indicators, Turkmenistan, 2019

	MICS Indicator	Value (r)	Standard error (se)	Coefficient of variation (se/r)	Design effect (deff)	Square root of design effect (deft)	Weighted count	Unweighted count	Confidence limits	
									Lower bound r - 2se	Upper bound r + 2se
<b>Sample coverage and characteristics of the respondents</b>										
Access to electricity	SR.1	1.000	0.000	0.000	na	na	8274	998	1.000	1.000
Ownership of mobile phone (women)	SR.10	0.928	0.012	0.013	2.743	1.656	1897	1265	0.904	0.952
Use of internet (during the last 3 months) (women)	SR.12a	0.519	0.029	0.055	4.129	2.032	1897	1265	0.462	0.576
ICT skills (women)	SR.13	0.188	0.011	0.061	1.086	1.042	1897	1265	0.165	0.211
<b>Survive</b>										
Neonatal mortality rate	CS.1	24	52	7	na	na	na	na	10	39
Infant mortality rate	CS.3	38	52	7	na	na	na	na	24	53
Under-five mortality rate	CS.5	52	52	7	na	na	na	na	37	66
<b>Thrive - Reproductive and maternal health</b>										
Total fertility rate	-	2.5	0.0	0.2	na	na	na	na	2.1	2.8
Adolescent birth rate	TM.1	6.5	14.0	3.7	na	na	na	na	0.0	14.0
Contraceptive prevalence rate	TM.3	0.387	0.017	0.044	1.042	1.021	1272	845	0.353	0.421
Need for family planning satisfied with modern contraception	TM.4	0.751	0.025	0.034	1.481	1.217	647	432	0.700	0.801
Antenatal care coverage (at least four times by any provider)	TM.5b	0.903	0.017	0.019	0.567	0.753	270	176	0.869	0.937
Skilled attendant at delivery	TM.9	1.000	0.000	0.000	na	na	270	176	1.000	1.000
<b>Thrive - Child health, nutrition and development</b>										
Exclusive breastfeeding under 6 months	TC.32	(0.516)	(0.056)	(0.108)	(0.388)	(0.623)	44	32	(0.404)	(0.628)
Stunting prevalence (moderate and severe)	TC.45a	0.102	0.014	0.139	1.250	1.118	849	572	0.074	0.131
Wasting prevalence (moderate and severe)	TC.46a	0.070	0.010	0.146	0.909	0.954	850	572	0.050	0.090
Overweight prevalence (moderate and severe)	TC.47a	0.052	0.009	0.163	0.840	0.916	850	572	0.035	0.069
Early child development index	TC.53	0.982	0.005	0.006	0.464	0.681	401	270	0.971	0.993
<b>Learn</b>										
Participation rate in organised learning (adjusted)	LN.2	0.656	0.044	0.067	1.106	1.052	206	131	0.568	0.743
Completion rate (Primary)	LN.8a	0.993	0.005	0.005	0.772	0.879	348	225	0.983	1.000
Completion rate (Lower secondary)	LN.8b	0.996	0.004	0.004	0.799	0.894	289	189	0.987	1.000
Completion rate (Upper secondary)	LN.8c	0.932	0.014	0.015	0.758	0.871	362	234	0.903	0.960
<b>Protected from violence and exploitation</b>										
Birth registration	PR.1	1.000	0.000	0.000	na	na	861	581	1.000	1.000
Violent discipline	PR.2	0.832	0.012	0.014	0.933	0.966	2365	985	0.809	0.855
Child marriage (before age 15) (women)	PR.4a	0.004	0.004	1.001	0.895	0.946	313	210	0.000	0.013
Child marriage (before age 18) (women)	PR.4b	0.043	0.012	0.275	0.705	0.840	313	210	0.019	0.066
Safety (women)	PR.14	0.721	0.014	0.019	1.202	1.097	1897	1265	0.693	0.749
<b>Live in a safe and clean environment</b>										
Use of basic drinking water services	WS.2	0.997	0.002	0.002	1.429	1.195	8274	998	0.994	1.000
Use of improved sanitation facilitation	WS.8	0.997	0.002	0.002	1.446	1.203	8274	998	0.993	1.000
Use of basic sanitation services	WS.9	0.985	0.011	0.011	7.723	2.779	8274	998	0.963	1.000
<b>Equitable chance in life</b>										
Children with functional difficulty	EQ.1	0.011	0.003	0.296	0.959	0.979	2513	1005	0.004	0.017
Population covered by social transfers	EQ.3	0.681	0.023	0.034	2.508	1.584	8274	998	0.634	0.727
Discrimination (women)	EQ.7	0.031	0.006	0.179	1.306	1.143	1897	1265	0.020	0.042

na: not applicable

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

## APPENDIX D DATA QUALITY

### D.1 AGE DISTRIBUTION

**Table DQ.1.1: Age distribution of household population**

Single-year age distribution of household population, by sex, Turkmenistan, 2019

Age	Males		Females		Age	Males		Females	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
0	376	2.4	319	1.9	45	144	0.9	173	1.1
1	404	2.5	350	2.1	46	146	0.9	134	0.8
2	458	2.9	398	2.4	47	156	1.0	157	1.0
3	398	2.5	441	2.7	48	145	0.9	136	0.8
4	443	2.8	439	2.7	49	170	1.1	160	1.0
5	439	2.8	401	2.4	50	153	1.0	183	1.1
6	398	2.5	432	2.6	51	145	0.9	160	1.0
7	416	2.6	369	2.3	52	165	1.0	193	1.2
8	441	2.8	350	2.1	53	150	0.9	195	1.2
9	373	2.3	333	2.0	54	156	1.0	167	1.0
10	337	2.1	329	2.0	55	124	0.8	150	0.9
11	306	1.9	321	2.0	56	156	1.0	170	1.0
12	308	1.9	268	1.6	57	141	0.9	188	1.1
13	248	1.6	253	1.5	58	181	1.1	148	0.9
14	215	1.3	219	1.3	59	139	0.9	172	1.1
15	211	1.3	212	1.3	60	117	0.7	167	1.0
16	231	1.4	209	1.3	61	125	0.8	124	0.8
17	211	1.3	217	1.3	62	109	0.7	107	0.7
18	187	1.2	212	1.3	63	69	0.4	113	0.7
19	124	0.8	228	1.4	64	85	0.5	131	0.8
20	197	1.2	228	1.4	65	78	0.5	105	0.6
21	200	1.3	208	1.3	66	52	0.3	69	0.4
22	211	1.3	235	1.4	67	62	0.4	78	0.5
23	270	1.7	297	1.8	68	79	0.5	93	0.6
24	315	2.0	331	2.0	69	50	0.3	81	0.5
25	308	1.9	291	1.8	70	41	0.3	57	0.3
26	303	1.9	339	2.1	71	29	0.2	47	0.3
27	295	1.9	282	1.7	72	34	0.2	44	0.3
28	294	1.8	304	1.9	73	23	0.1	29	0.2
29	312	2.0	293	1.8	74	22	0.1	19	0.1
30	280	1.8	267	1.6	75	18	0.1	10	0.1
31	280	1.8	266	1.6	76	11	0.1	32	0.2
32	287	1.8	265	1.6	77	23	0.1	23	0.1
33	263	1.7	275	1.7	78	30	0.2	21	0.1
34	241	1.5	260	1.6	79	14	0.1	17	0.1
35	204	1.3	234	1.4	80	16	0.1	16	0.1
36	236	1.5	189	1.2	81	12	0.1	17	0.1
37	212	1.3	198	1.2	82	13	0.1	15	0.1
38	209	1.3	224	1.4	83	6	0.0	10	0.1
39	197	1.2	201	1.2	84	6	0.0	5	0.0
40	200	1.3	210	1.3	85+	19	0.1	42	0.3
41	200	1.3	182	1.1					
42	179	1.1	201	1.2	DK/Missing	0	0.0	0	0.0
43	151	0.9	198	1.2					
44	163	1.0	156	1.0	<b>Total</b>	<b>15945</b>	<b>100.0</b>	<b>16393</b>	<b>100.0</b>



**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, by five-year age groups, Turkmenistan, 2019

	<b>Household population of women age 10-54 years</b>	<b>Interviewed women age 15-49 years</b>		Percentage of eligible women interviewed (Completion rate)
	Number	Number	Percent	
<b>Age</b>				
10-14	1390	na	na	na
15-19	1078	1036	13.2	96.1
20-24	1300	1272	16.3	97.9
25-29	1509	1482	18.9	98.3
30-34	1333	1312	16.8	98.5
35-39	1046	1033	13.2	98.7
40-44	949	939	12.0	99.0
45-49	760	754	9.6	99.2
50-54	898	na	na	na
Total (15-49)	7975	7829	100.0	98.2
<b>Ratios</b>				
10-14 to 15-19	1.29	na	na	na
50-54 to 45-49	1.18	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, by single years of age, Turkmenistan, 2019

	<b>Household population of children 0-7 years</b>	<b>Under-5s with completed interviews</b>		Percentage of eligible under-5s with completed interviews (Completion rate)
	Number	Number	Percent	
<b>Age</b>				
0	695	686	17.2	98.7
1	753	744	18.7	98.8
2	856	849	21.3	99.2
3	838	832	20.9	99.2
4	882	872	21.9	98.8
5	840	na	na	na
6	830	na	na	na
7	785	na	na	na
Total (0-4)	4025	3982	100.0	98.9
<b>Ratios</b>				
Ratio of 2 to 1	1.14	na	na	na
Ratio of 5 to 4	0.95	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, by single years of age, Turkmenistan, 2019

	Number of households with at least one household member age 3-20 years	Percent distribution of children selected for interview <sup>A</sup>	5-17s with completed interviews		Percentage of eligible 5-17s with completed interviews (Completion rate)
			Number	Percent	
<b>Age</b>					
3	759	na	na	na	na
4	795	na	na	na	na
5	794	12.4	473	12.4	99.4
6	758	11.4	434	11.4	98.6
7	727	10.1	383	10.0	98.3
8	726	8.9	342	9.0	99.3
9	657	7.9	300	7.9	99.3
10	628	7.7	293	7.7	99.0
11	594	6.8	258	6.8	99.1
12	553	6.6	252	6.6	99.2
13	460	5.9	226	5.9	100.0
14	438	4.9	186	4.9	99.1
15	427	5.3	201	5.3	98.3
16	428	5.9	226	5.9	99.3
17	407	6.3	241	6.3	99.0
18	389	na	na	na	na
19	343	na	na	na	na
20	391	na	na	na	na
Total (5-17)	7597	100.0	3815	100.0	99.0
<b>Ratios</b>					
Ratio of 4 to 5	1.00	na	na	na	na
Ratio of 6 to 7	1.04	1.13	na	na	na
Ratio of 15 to 14	0.97	0.47	na	na	na
Ratio of 18 to 17	0.96	na	na	na	na
na: not applicable					
<sup>A</sup> 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, Turkmenistan, 2019							
	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		
<b>Total</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>32338</b>
<b>Area</b>							
Urban	99.9	0.0	0.0	0.0	0.0	100.0	14095
Rural	100.0	0.0	0.0	0.0	0.0	100.0	18243
<b>Region</b>							
Ashgabat city	99.8	0.1	0.0	0.1	0.0	100.0	4023
Akhhal velayat	100.0	0.0	0.0	0.0	0.0	100.0	4195
Balkan velayat	100.0	0.0	0.0	0.0	0.0	100.0	2060
Dashoguz velayat	99.9	0.1	0.0	0.0	0.0	100.0	6139
Lebap velayat	100.0	0.0	0.0	0.0	0.0	100.0	7648
Mary velayat	100.0	0.0	0.0	0.0	0.0	100.0	8274
<b>Age</b>							
0-4	100.0	0.0	0.0	0.0	0.0	100.0	4025
5-14	100.0	0.0	0.0	0.0	0.0	100.0	6755
15-24	100.0	0.0	0.0	0.0	0.0	100.0	4536
25-49	100.0	0.0	0.0	0.0	0.0	100.0	11173
50-64	100.0	0.0	0.0	0.0	0.0	100.0	4382
65-84	99.9	0.1	0.0	0.0	0.0	100.0	1408
85+	92.5	3.6	0.0	3.9	0.0	100.0	61

**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, Turkmenistan, 2019							
	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		
<b>Total</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>7558</b>
<b>Area</b>							
Urban	100.0	0.0	0.0	0.0	0.0	100.0	3321
Rural	100.0	0.0	0.0	0.0	0.0	100.0	4237
<b>Region</b>							
Ashgabat city	99.9	0.1	0.0	0.0	0.0	100.0	962
Akhhal velayat	100.0	0.0	0.0	0.0	0.0	100.0	1033
Balkan velayat	100.0	0.0	0.0	0.0	0.0	100.0	471
Dashoguz velayat	100.0	0.0	0.0	0.0	0.0	100.0	1478
Lebap velayat	100.0	0.0	0.0	0.0	0.0	100.0	1717
Mary velayat	100.0	0.0	0.0	0.0	0.0	100.0	1897
<b>Age</b>							
15-19	100.0	0.0	0.0	0.0	0.0	100.0	999
20-24	100.0	0.0	0.0	0.0	0.0	100.0	1227
25-29	100.0	0.0	0.0	0.0	0.0	100.0	1430
30-34	100.0	0.0	0.0	0.0	0.0	100.0	1267
35-39	100.0	0.0	0.0	0.0	0.0	100.0	999
40-44	100.0	0.0	0.0	0.0	0.0	100.0	908
45-49	99.9	0.1	0.0	0.0	0.0	100.0	729

**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), Turkmenistan, 2019

	Completeness of reporting of date of birth											
	Date of first live birth				Total	Number of first live births	Date of last birth				Total	Number of most recent live births
	Year and month of birth	Year of birth only	Completed years since first birth only	Missing/DK/Other			Year and month of birth	Year of birth only	Missing/DK/Other			
<b>Total</b>	<b>99.9</b>	<b>0.1</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>5136</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>4246</b>	
<b>Area</b>												
Urban	99.9	0.1	0.0	0.0	100.0	2302	100.0	0.0	0.0	100.0	1804	
Rural	99.9	0.1	0.0	0.0	100.0	2834	100.0	0.0	0.0	100.0	2442	
<b>Region</b>												
Ashgabat city	100.0	0.0	0.0	0.0	100.0	697	100.0	0.0	0.0	100.0	506	
Akhal velayat	99.9	0.1	0.0	0.0	100.0	669	100.0	0.0	0.0	100.0	567	
Balkan velayat	100.0	0.0	0.0	0.0	100.0	310	100.0	0.0	0.0	100.0	251	
Dashoguz velayat	99.8	0.2	0.0	0.0	100.0	898	100.0	0.0	0.0	100.0	755	
Lebap velayat	100.0	0.0	0.0	0.0	100.0	1270	99.9	0.1	0.0	100.0	1086	
Mary velayat	99.7	0.3	0.0	0.0	100.0	1292	100.0	0.0	0.0	100.0	1081	

**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, Turkmenistan, 2019

	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			
<b>Total</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>3682</b>
<b>Area</b>							
Urban	100.0	0.0	0.0	0.0	0.0	100.0	1428
Rural	100.0	0.0	0.0	0.0	0.0	100.0	2254
<b>Region</b>							
Ashgabat city	100.0	0.0	0.0	0.0	0.0	100.0	399
Akhal velayat	100.0	0.0	0.0	0.0	0.0	100.0	521
Balkan velayat	100.0	0.0	0.0	0.0	0.0	100.0	170
Dashoguz velayat	100.0	0.0	0.0	0.0	0.0	100.0	673
Lebap velayat	100.0	0.0	0.0	0.0	0.0	100.0	1058
Mary velayat	100.0	0.0	0.0	0.0	0.0	100.0	861
<b>Age</b>							
0	100.0	0.0	0.0	0.0	0.0	100.0	635
1	100.0	0.0	0.0	0.0	0.0	100.0	688
2	100.0	0.0	0.0	0.0	0.0	100.0	787
3	100.0	0.0	0.0	0.0	0.0	100.0	772
4	100.0	0.0	0.0	0.0	0.0	100.0	801

**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, Turkmenistan, 2019

	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		
<b>Total</b>	<b>100.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>3731</b>
<b>Area</b>							
Urban	100.0	0.0	0.0	0.0	0.0	100.0	1688
Rural	100.0	0.0	0.0	0.0	0.0	100.0	2043
<b>Region</b>							
Ashgabat city	100.0	0.0	0.0	0.0	0.0	100.0	497
Akhal velayat	100.0	0.0	0.0	0.0	0.0	100.0	488
Balkan velayat	100.0	0.0	0.0	0.0	0.0	100.0	255
Dashoguz velayat	100.0	0.0	0.0	0.0	0.0	100.0	678
Lebap velayat	100.0	0.0	0.0	0.0	0.0	100.0	905
Mary velayat	100.0	0.0	0.0	0.0	0.0	100.0	907
<b>Age</b>							
5-9	100.0	0.0	0.0	0.0	0.0	100.0	1889
10-14	100.0	0.0	0.0	0.0	0.0	100.0	1189
15-17	100.0	0.0	0.0	0.0	0.0	100.0	653

### D.3 COMPLETENESS AND MEASUREMENTS

**Table DQ.3.3W: Completeness of information on dates of marriage/union (women)**

Percentage of women age 15-49 years with missing or incomplete information on date of and age at first marriage/union, Turkmenistan, 2019

	Percent with missing/ incomplete information <sup>A</sup>	Number of women
<b>Ever married (age 15-49 years)</b>		
Date of first marriage/union missing	0.5	5519
Only month missing	0.1	5519
Both month and year missing	0.4	5519
Age at first marriage/union missing	0.0	5519

<sup>A</sup> 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, Turkmenistan, 2019

	Valid weight and date of birth	Reason for exclusion from analysis				Total	Percent of children excluded from analysis	Number of children under 5
		Weight not measured	Incomplete date of birth	Weight not measured and incomplete date of birth	Flagged cases (outliers)			
<b>Total</b>	<b>99.2</b>	<b>0.8</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>100.0</b>	<b>0.8</b>	<b>3682</b>
<b>Age (in months)</b>								
<6	99.8	0.2	0.0	0.0	0.0	100.0	0.2	273
6-11	99.7	0.3	0.0	0.0	0.0	100.0	0.3	362
12-23	99.2	0.8	0.0	0.0	0.0	100.0	0.8	690
24-35	99.3	0.7	0.0	0.0	0.0	100.0	0.7	785
36-47	98.6	1.4	0.0	0.0	0.0	100.0	1.4	770
48-59	99.4	0.6	0.0	0.0	0.0	100.0	0.6	801

**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, Turkmenistan, 2019

	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)			
<b>Total</b>	<b>99.0</b>	<b>0.9</b>	<b>0.0</b>	<b>0.0</b>	<b>0.2</b>	<b>100.0</b>	<b>1.0</b>	<b>3682</b>
<b>Age (in months)</b>								
<6	99.1	0.2	0.0	0.0	0.7	100.0	0.9	273
6-11	99.7	0.3	0.0	0.0	0.0	100.0	0.3	362
12-23	98.9	0.8	0.0	0.0	0.3	100.0	1.1	690
24-35	99.1	0.7	0.0	0.0	0.2	100.0	0.9	785
36-47	98.7	1.3	0.0	0.0	0.0	100.0	1.3	770
48-59	98.8	1.1	0.0	0.0	0.1	100.0	1.2	801

**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, Turkmenistan, 2019

	Reason for exclusion from analysis					Total	Percent of children excluded from analysis	Number of children under 5
	Valid weight and length/height	Weight not measured	Length/Height not measured	Weight and length/height not measured	Flagged cases (outliers)			
<b>Total</b>	<b>98.9</b>	<b>0.0</b>	<b>0.1</b>	<b>0.8</b>	<b>0.2</b>	<b>100.0</b>	<b>1.1</b>	<b>3682</b>
<b>Age (in months)</b>								
<6	98.8	0.0	0.0	0.2	1.0	100.0	1.2	273
6-11	99.3	0.0	0.0	0.3	0.4	100.0	0.7	362
12-23	99.1	0.0	0.0	0.8	0.1	100.0	0.9	690
24-35	99.3	0.0	0.0	0.7	0.0	100.0	0.7	785
36-47	98.5	0.0	0.0	1.3	0.1	100.0	1.5	770
48-59	98.6	0.0	0.5	0.6	0.4	100.0	1.4	801

**Table DQ.3.7: Heaping in anthropometric measurements**

Distribution of weight and height/length measurements by decimal digit recorded, Turkmenistan, 2019

	Weight		Height or length	
	Number	Percent	Number	Percent
<b>Total</b>	<b>3653</b>	<b>100.0</b>	<b>3654</b>	<b>100.0</b>
<b>Digit</b>				
0	247	6.8	307	8.4
1	384	10.5	416	11.4
2	443	12.1	451	12.3
3	407	11.2	502	13.7
4	348	9.5	362	9.9
5	324	8.9	311	8.5
6	346	9.5	342	9.4
7	351	9.6	320	8.8
8	421	11.5	356	9.8
9	382	10.4	287	7.9

**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, Turkmenistan, 2019

	Percent distribution of children with:						Percentage of children:						
	Completed foundational learning skills (FL) module	Incomplete FL modules, by reason:				Total	Number of selected children age 7-14 years	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								
<b>Total</b>	<b>97.1</b>	<b>0.7</b>	<b>0.0</b>	<b>1.9</b>	<b>0.2</b>	<b>100.0</b>	<b>2191</b>	<b>0.0</b>	<b>0.1</b>	<b>2129</b>	<b>4.7</b>	<b>971</b>	
<b>Area</b>													
Urban	94.9	1.1	0.1	3.6	0.3	100.0	1013	0.0	0.3	961	5.9	401	
Rural	99.1	0.4	0.0	0.4	0.1	100.0	1178	0.0	0.0	1167	3.9	570	
<b>Region</b>													
Ashgabat city	86.9	2.3	0.0	10.8	0.0	100.0	288	0.0	0.0	250	0.0	105	
Akhal velayat	99.0	0.3	0.0	0.0	0.7	100.0	277	0.0	0.3	274	0.0	135	
Balkan velayat	98.1	0.0	0.7	1.2	0.0	100.0	152	0.0	0.0	149	10.9	57	
Dashoguz velayat	99.4	0.6	0.0	0.0	0.0	100.0	424	0.0	0.0	421	1.4	179	
Lebap velayat	98.5	0.5	0.0	0.7	0.4	100.0	533	0.0	0.4	525	14.5	256	
Mary velayat	98.4	0.6	0.0	1.1	0.0	100.0	518	0.0	0.0	509	0.0	239	
<b>Age</b>													
7	96.2	0.9	0.0	2.3	0.7	100.0	375	0.0	0.5	361	8.9	361	
8	96.0	1.9	0.1	2.0	0.0	100.0	334	0.0	0.4	321	3.2	321	
9	98.7	0.0	0.0	1.3	0.0	100.0	293	0.0	0.0	290	1.2	290	
10	96.8	0.3	0.1	2.8	0.0	100.0	287	0.0	0.0	278	na	na	
11	97.9	0.6	0.0	1.5	0.0	100.0	253	0.0	0.0	247	na	na	
12	97.1	0.0	0.2	2.2	0.6	100.0	246	0.0	0.0	239	na	na	
13	96.3	1.7	0.0	2.0	0.0	100.0	221	0.0	0.0	213	na	na	
14	99.2	0.0	0.0	0.8	0.0	100.0	182	0.0	0.0	181	na	na	
na: not applicable													



## D.4 OBSERVATIONS

<b>Table DQ.4.3: Observation of birth certificates</b>								
Percent distribution of children under 5 by presence of birth certificates, and percentage of birth certificates seen, Turkmenistan, 2019								
	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)						
<b>Total</b>	<b>96.3</b>	<b>3.5</b>	<b>0.2</b>	<b>0.0</b>	<b>100.0</b>	<b>96.5</b>	<b>3682</b>	
<b>Area</b>								
Urban	94.5	5.3	0.2	0.0	100.0	94.7	1428	
Rural	97.5	2.3	0.2	0.0	100.0	97.7	2254	
<b>Region</b>								
Ashgabat city	95.4	4.6	0.0	0.0	100.0	95.4	399	
Akhhal velayat	95.5	4.2	0.4	0.0	100.0	95.8	521	
Balkan velayat	97.7	1.8	0.5	0.0	100.0	98.2	170	
Dashoguz velayat	96.7	2.8	0.5	0.0	100.0	97.2	673	
Lebap velayat	96.3	3.6	0.2	0.0	100.0	96.4	1058	
Mary velayat	96.8	3.2	0.0	0.0	100.0	96.8	861	
<b>Age (in months)</b>								
0-5	92.6	4.7	2.7	0.0	100.0	95.2	273	
6-11	97.4	2.6	0.0	0.0	100.0	97.4	362	
12-23	97.0	2.9	0.1	0.0	100.0	97.1	690	
24-35	97.1	2.9	0.0	0.0	100.0	97.1	785	
36-47	96.0	4.0	0.0	0.0	100.0	96.0	770	
48-59	96.1	3.9	0.0	0.0	100.0	96.1	801	

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 (or most recent) school year, Turkmenistan, 2019

Age <sup>B</sup>	Currently attending <sup>A</sup>														Total	Number of household members age 3-24 years	
	Not attending school	Early Childhood Education	Primary school Grade				Lower secondary school Grade					Upper secondary school Grade		Higher than secondary			
			1	2	3	4	5	6	7	8	9	10	11				
3	57.0	43.0	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	850
4	56.0	43.7	0.1	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	855
5	50.2	47.6	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	868
6	3.4	2.0	90.8	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	798
7	0.9	0.0	6.3	87.3	5.3	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	783
8	0.6	0.0	0.0	4.2	88.8	6.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	773
9	0.3	0.0	0.0	0.2	7.3	85.4	6.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	643
10	0.9	0.0	0.0	0.1	0.3	7.2	87.4	4.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	675
11	0.6	0.0	0.0	0.0	0.2	0.1	7.8	88.5	2.7	0.0	0.0	0.0	0.0	0.0	0.0	100.0	584
12	0.7	0.0	0.0	0.0	0.0	0.0	1.2	87.3	10.4	0.5	0.0	0.0	0.0	0.0	0.0	100.0	564
13	1.1	0.0	0.0	0.0	0.0	0.0	0.4	2.2	87.1	8.5	0.5	0.0	0.0	0.2	0.0	100.0	455
14	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.1	3.5	89.4	5.8	0.4	0.0	0.0	0.0	100.0	457
15	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	3.3	90.5	5.5	0.0	0.0	0.0	100.0	406
16	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	4.1	91.8	2.9	0.0	0.0	100.0	441
17	2.9	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	2.4	93.0	1.0	0.0	100.0	417
18	77.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	6.7	15.6	0.0	100.0	360
19	79.1	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.3	19.3	0.0	100.0	391
20	87.7	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	11.6	0.0	100.0	424
21	88.3	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	11.3	0.0	100.0	405
22	94.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.5	0.0	100.0	518
23	94.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.2	0.0	100.0	615
24 <sup>C</sup>	97.7	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	1.8	0.0	100.0	330

<sup>A</sup> Education levels are shown taking into account two education systems: according to the Law on Education from 2012 (2013/2014 school year), there are 4 grades in primary school, 6 grades in lower secondary and 2 grades in upper secondary school (in total, 12 grades). According to the previous Law on Education, there were 3 grades in primary school, 6 grades in lower secondary and 2 grades in upper secondary school (in total, 11 grades). Having in mind changes in the Law on Education from 2012, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the number of grades in primary and secondary school.

<sup>B</sup> Age is adjusted to take into account age eligibility criteria for starting primary school. Since in 2013 primary school entry age was changed from 7 to 6 during the year of entry, separate calculations were applied for children born in 2006 or earlier and those born afterwards to take into account this change in the age eligibility criteria.

<sup>C</sup> 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 5-24 at the time of interview

D.6 BIRTH HISTORY

**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, by age of women, Turkmenistan, 2019

	Children Ever Born			Children Living			Children Deceased			Number of women
	Sons	Daughters	Sex ratio at birth	Sons	Daughters	Sex ratio	Sons	Daughters	Sex ratio	
<b>Total</b>	<b>7152</b>	<b>6580</b>	<b>1.09</b>	<b>6802</b>	<b>6373</b>	<b>1.07</b>	<b>350</b>	<b>207</b>	<b>1.69</b>	<b>7558</b>
<b>Age</b>										
15-19	16	7	2.33	16	7	2.33	0	0	-	999
20-24	377	353	1.07	365	344	1.06	12	9	1.43	1227
25-29	1212	1067	1.14	1164	1033	1.13	49	33	1.45	1430
30-34	1607	1566	1.03	1535	1537	1.00	72	29	2.45	1267
35-39	1457	1318	1.11	1389	1278	1.09	68	39	1.73	999
40-44	1341	1264	1.06	1270	1222	1.04	71	43	1.66	908
45-49	1142	1006	1.14	1063	952	1.12	79	53	1.47	729

"-" denotes 0 unweighted cases in the denominator

**Table DQ.6.2: Births by periods preceding the survey**

Number of births, sex ratio at birth, and period ratio by periods preceding the survey, according to living, deceased, and total children (imputed), as reported in the birth histories of women age 15-49 years, Turkmenistan, 2019

	Number of births			Percent with complete birth date <sup>A</sup>			Sex ratio at birth <sup>B</sup>			Period ratio <sup>C</sup>		
	Living	Deceased	Total	Living	Deceased	Total	Living	Deceased	Total	Living	Deceased	Total
<b>Total</b>	<b>13175</b>	<b>557</b>	<b>13732</b>	<b>100.0</b>	<b>99.1</b>	<b>99.9</b>	<b>107</b>	<b>169</b>	<b>109</b>	<b>na</b>	<b>na</b>	<b>na</b>
<b>Years preceding survey</b>												
0	626	14	640	100.0	83.6	99.6	120	192	121	na	na	na
1	705	32	737	100.0	100.0	100.0	114	284	118	98	158	100
2	811	26	837	100.0	94.5	99.8	119	134	119	108	84	107
3	803	30	832	100.0	100.0	100.0	91	167	93	98	117	99
4	825	25	850	100.0	100.0	100.0	97	131	98	105	72	104
5	770	41	811	100.0	100.0	100.0	116	143	117	96	158	98
6	778	26	804	100.0	100.0	100.0	92	301	96	104	84	104
7	720	22	741	100.0	100.0	100.0	111	138	111	96	97	96
8	715	19	734	100.0	100.0	100.0	130	252	132	106	80	105
9	633	24	657	100.0	94.7	99.8	112	255	115	19	15	19
10+	5790	298	6089	99.9	100.0	99.9	104	157	106	na	na	na
<b>Five-year periods preceding survey</b>												
0-4	3769	127	3897	100.0	97.0	99.9	107	174	108	na	na	na
5-9	3615	132	3747	100.0	99.0	100.0	111	195	113	na	na	na
10-14	2490	87	2578	99.9	100.0	99.9	103	155	104	na	na	na
15-19	1639	92	1731	100.0	100.0	100.0	100	124	101	na	na	na
20+	1661	119	1780	99.9	100.0	99.9	111	193	115	na	na	na

na: not applicable

<sup>A</sup> Both month and year of birth given. The inverse of the percent reported is the percent with incomplete and therefore imputed date of birth

<sup>B</sup>  $(B_m/B_f) \times 100$ , where  $B_m$  and  $B_f$  are the numbers of male and female births, respectively

<sup>C</sup>  $(2 \times B_t / (B_{t-1} + B_{t+1})) \times 100$ , 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 reported deaths under one month of age by age at death in days and the percentage of neonatal deaths reported to occur at ages 0–6 days, among live-born children to women age 15–49 years, by 5-year periods preceding the survey (imputed), Turkmenistan, 2019

	Number of years preceding the survey				Total for the 20 years preceding the survey
	0–4	5–9	10–14	15–19	
<b>Age at death (in days)</b>					
0	16	10	8	11	44
1	22	19	11	10	62
2	9	8	5	2	25
3	13	7	5	9	34
4	3	2	0	0	5
5	2	1	0	1	4
6	1	2	0	0	4
7	2	4	3	1	11
8	0	1	0	2	3
9	1	0	0	1	2
10	4	1	2	0	7
11	1	2	0	0	3
12	1	2	0	1	4
13	0	3	0	0	3
14	0	0	0	2	2
15	1	1	1	3	6
16	0	0	0	0	0
17	1	0	0	0	1
18	1	0	1	0	2
19	0	0	0	0	0
20	2	2	4	1	9
21	1	0	1	0	3
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	1	0	1	1	3
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	83	64	44	45	237
Percent early neonatal <sup>A</sup>	78.9	76.6	68.5	71.0	74.8

<sup>A</sup> 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), Turkmenistan, 2019

	Number of years preceding the survey				Total for the 20 years preceding the survey
	0-4	5-9	10-14	15-19	
<b>Age at death (in months)</b>					
0 <sup>A</sup>	83	64	44	45	237
1	4	6	2	1	12
2	4	10	4	3	21
3	3	3	3	9	18
4	8	5	1	2	17
5	6	3	5	4	17
6	1	6	3	4	13
7	1	1	2	0	5
8	5	3	3	1	12
9	2	2	0	3	7
10	0	1	0	0	1
11	2	2	3	2	9
12	0	2	0	0	2
13	0	3	0	2	4
14	0	0	0	0	0
15	1	0	0	2	3
16	0	0	1	0	1
17	0	0	2	1	3
18	1	1	1	1	5
19	0	0	0	0	0
20	0	1	0	0	1
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
Total 0-11 months	118	106	71	73	368
Percent neonatal <sup>B</sup>	70.2	60.9	62.4	61.4	64.3

<sup>A</sup> Includes deaths under one month reported in days

<sup>B</sup> Deaths under one month, divided by deaths under one year

The questionnaires of the 2019 Turkmenistan MICS are presented in Appendix E:

- Household questionnaire
- Questionnaire for Individual Women
- Questionnaire for Children Under Five
- Questionnaire for Children Age 5-17

Questionnaires for the 2019 Turkmenistan MICS were available in English, Turkmen and Russian while data were collected using the Turkmen and Russian versions.



## HOUSEHOLD QUESTIONNAIRE

2019 Turkmenistan

Multiple Indicator Cluster Survey



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: _____ / _____ / 201_____		HH7. Region: ASHGABAT CITY ..... 1 AKHAL VELAYAT..... 2 BALKAN VELAYAT..... 3 DASHOGUZ VELAYAT..... 4 LEBAP VELAYAT ..... 5 MARY VELAYAT ..... 6
HH6. Area:	URBAN ..... 1 RURAL..... 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 <b>State Statistics Committee of Turkmenistan</b> . 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. 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	1 ⇒ LIST OF HOUSEHOLD MEMBERS
NO / NOT ASKED ..... 2	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 _____
HOUSEHOLD MEMBERS
WOMEN AGE 15-49
CHILDREN UNDER AGE 5
CHILDREN AGE 5-17

To be filled after the Household Questionnaire is completed	
TOTAL NUMBER	
HH48	_____
HH49	_____
HH51	_____
HH52	_____

To be filled after <u>all</u> the questionnaires are completed	
COMPLETED NUMBER	
HH53	_____
HH55	_____
HH56	ZERO..... 0 ONE..... 1

**LIST OF HOUSEHOLD MEMBERS**

**HL**

First complete HL2-HL4 vertically for all household members, starting with the head of the household. Once HL2-HL4 are complete for all members, 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 servants, 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.  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 completed years.  If age is 95 or above, record '95'.	HL8. Record line number if woman and age 15-49.	HL10. Record line number if age 0-4.	HL11. Age 0-17?	HL12. Is (name)'s natural mother alive?	HL13. Does (name)'s natural mother live in this household?	HL14. Record the line number of mother and go to HL16.	HL15. Where does (name)'s natural mother live?	HL16. Is (name)'s natural father alive?	HL17. Does (name)'s natural father live in this household?	HL18. Record the line number of father and go to HL20.	HL19. Where does (name)'s natural father live?	HL20. Copy the line number of mother from HL14. If blank, ask:  Who is the primary caretaker of (name)?  If 'No one' for a child age 15-17, record '90'.
LINE	NAME	RELATION*	M F	MONTH	YEAR	AGE	W 15-49	0-4	Y N	Y N DK	Y N	MOTHER		Y N DK	Y N	FATHER		
01		0 1	1 2	__	----	__	01	01	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
02		__	1 2	__	----	__	02	02	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
03		__	1 2	__	----	__	03	03	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
04		__	1 2	__	----	__	04	04	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
05		__	1 2	__	----	__	05	05	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
06		__	1 2	__	----	__	06	06	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
07		__	1 2	__	----	__	07	07	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
08		__	1 2	__	----	__	08	08	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
09		__	1 2	__	----	__	09	09	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
10		__	1 2	__	----	__	10	10	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
11		__	1 2	__	----	__	11	11	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
12		__	1 2	__	----	__	12	12	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
13		__	1 2	__	----	__	13	13	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
14		__	1 2	__	----	__	14	14	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
15		__	1 2	__	----	__	15	15	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__

\* Codes for HL3: Relationship to head of household:  
 01 HEAD  
 02 SPOUSE / PARTNER  
 03 SON / DAUGHTER  
 04 SON-IN-LAW / DAUGHTER-IN-LAW  
 05 GRANDCHILD  
 06 PARENT  
 07 PARENT-IN-LAW  
 08 BROTHER / SISTER  
 09 BROTHER-IN-LAW / SISTER-IN-LAW  
 10 UNCLE/AUNT  
 11 NIECE / NEPHEW  
 12 OTHER RELATIVE  
 13 ADOPTED / FOSTER / STEPCHILD  
 14 SERVANT (LIVE-IN)  
 96 OTHER (NOT RELATED)  
 98 DK



EDUCATION 1													ED							
ED1. Line number	ED2. Name and age.  Copy names and ages of <u>all</u> members of the household from HL2 and HL6 to below <u>and</u> to next page of the module.		ED3. Age 3 or above?  1 YES 2 NO ☹ Next Line		ED4. Has ( <i>name</i> ) ever attended school, preschool or kindergarten?  1 YES 2 NO ☹  Next Line		ED5. What is the highest level and grade or year of school ( <i>name</i> ) has ever <u>attended</u> ?  LEVEL: 0 PRE-SCHOOL/ KINDERGARTEN ☹ ED7 1 SECONDARY (1-11) 2 PRIMARY VOCATIONAL 3 SECONDARY VOCATIONAL 4 HIGHER 8 DK						ED6. Did ( <i>name</i> ) ever <u>complete</u> that (grade/year)?  1 YES 2 NO 8 DK			ED7. Age 3-24?  1 YES 2 NO ☹ Next Line		ED8. Check ED4: Ever attended school or preschool/ kindergarten?  1 YES 2 NO ☹ Next Line		
LINE	NAME	AGE	YES	NO	YES	NO	LEVEL				GRADE/YEAR	Y	N	DK	YES	NO	YES	NO		
01		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
02		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
03		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
04		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
05		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
06		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
07		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
08		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
09		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
10		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
11		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
12		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
13		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
14		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
15		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2

EDUCATION 2											ED										
ED1. Line number	ED2. Name and age.		ED9. At any time during the 2018-2019 school year did (name) attend school, preschool or kindergarten?  1 YES 2 NO ∅ <i>ED15</i>		ED10. During 2018-2019 school year, which level and grade or year is (name) attending?  LEVEL: 0 PRESCHOOL/ KINDERGARTEN ∅ <i>ED15</i> 1 SECONDARY (1-11) 2  4 HIGHER 8 DK			GRADE/YEAR: 98 DK	ED15. At any time during the 2017-2018 school year did (name) attend school, preschool or kindergarten?  1 YES 2 NO ∅ <i>Next Line</i> 8 DK ∅ <i>Next Line</i>			ED16. During 2017-2018 school year, which level and grade or year did (name) attend?  LEVEL: 0 PRESCHOOL/ KINDERGARTEN ∅ <i>Next Line</i> 1 SECONDARY (1-11) 2 PRIMARY VOCATIONAL 3 SECONDARY VOCATIONAL 4 HIGHER 8 DK			GRADE/YEAR: 98 DK						
LINE	NAME	AGE	YES	NO	LEVEL					GRADE/YEAR	YES	NO	DK	LEVEL					GRADE/YEAR		
01		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
02		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
03		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
04		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
05		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
06		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
07		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
08		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
09		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
10		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
11		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
12		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
13		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
14		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
15		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___

HOUSEHOLD CHARACTERISTICS		HC
<b>HC1B.</b> What is the native language of ( <i>name of the head of the household from HL2</i> )?	TURKMEN ..... 1 UZBEK.....2 RUSSIAN .....3  OTHER LANGUAGE ( <i>specify</i> ).....6	
<b>HC3.</b> How many rooms do members of this household usually use for sleeping?	NUMBER OF ROOMS ..... __ __	
<b>HC4.</b> <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>	<b>RUDIMENTARY FLOOR</b> WOOD PLANKS .....21  <b>FINISHED FLOOR</b> PARQUET/LAMINATE OR POLISHED WOODFIBERBOARD .....31 VINYL/LINOLEUM .....32 CERAMIC TILES .....33 CARPET .....35 WALL-TO-WALL CARPET .....36  OTHER ( <i>specify</i> ) ..... 96	
<b>HC5.</b> <i>Main material of the roof.</i>  <i>Record observation.</i>	<b>RUDIMENTARY ROOFING</b> WOOD PLANKS .....23  <b>FINISHED ROOFING</b> METAL / METAL SLATE .....31 WOOD .....32 CERAMIC TILES .....34 CONCRETE .....35 ASBESTOS CONCRETE SLATE .....37 RUBEROID .....38  OTHER ( <i>specify</i> ) ..... 96	
<b>HC6.</b> <i>Main material of the exterior walls.</i>  <i>Record observation.</i>	<b>RUDIMENTARY WALLS</b> STONE WITH MUD .....22  <b>FINISHED WALLS</b> CEMENT ..... 31 STONE WITH LIME / CEMENT ..... 32 BRICKS ..... 33 CEMENT BLOCKS ..... 34 COVERED ADOBE..... 35 WOOD PLANKS / SHINGLES ..... 36 MONOLITHIC CONCRETE DESIGN..... 37 PLASTERED WALL ..... 38 WALL SHEETED WITH MARBLE TILE/ALUCOBOND ..... 39  OTHER ( <i>specify</i> ) ..... 96	

<b>HC7.</b> Does your household have:	YES	NO	
[A] A fixed telephone line?	FIXED TELEPHONE LINE .....	1 2	
[B] A radio?	RADIO.....	1 2	
[C] A factory carpet?	FACTORY CARPET .....	1 2	
[D] A handmade carpet (wool or silk)?	HANDMADE CARPET (WOOL OR SILK).....	1 2	
[E] A sofa?	SOFA .....	1 2	
[F] A sideboard?	SLIDEBOARD .....	1 2	
[G] A mechanical sewing machine?	MECHANICAL SEWING MACHINE.....	1 2	
<b>HC8.</b> Does your household have electricity?	YES, INTERCONNECTED GRID .....	1	
	YES, OFF-GRID (GENERATOR/ISOLATED SYSTEM) .....	2	
	NO .....	3	3 ⇒ HC10
<b>HC9.</b> Does your household have:	YES	NO	
[A] A television?	TELEVISION .....	1 2	
[B] A refrigerator?	REFRIGERATOR .....	1 2	
[C] An air conditioner?	AIR CONDITIONER .....	1 2	
[D] A washing machine?	WASHING MACHINE .....	1 2	
[E] A vacuum cleaner?	VACUUM CLEANER .....	1 2	
[F] A DVD player?	DVD PLAYER.....	1 2	
[G] A CD player?	CD PLAYER .....	1 2	
[H] An embroidery machine?	EMBROIDERY MACHINE .....	1 2	
[I] An electric sewing machine?	ELECTRIC SEWING MACHINE .....	1 2	

	YES	NO	
<b>HC10.</b> Does any member of your household own:			
[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	
[G] A tractor/combine harvester?	TRACTOR/ COMBINE HARVESTER .....	1 2	
<b>HC11.</b> Does any member of your household have a computer or a tablet?	YES.....	1	
	NO .....	2	
<b>HC12.</b> Does any member of your household have a mobile telephone?	YES.....	1	
	NO .....	2	
<b>HC13.</b> Does your household have access to internet at home?	YES.....	1	
	NO .....	2	
<b>HC14.</b> Do you or someone living in this household own this dwelling?  <i>If 'No', then ask: Do you rent this dwelling from someone not living in this household or rent from the State?</i>  <i>If 'Rented from a private individual, record '3'. If rented from the State record '4'. For other responses, record '6' and specify.</i>	OWN.....	1	
	RENTED FROM A PRIVATE INDIVIDUAL ....	3	
	RENTED FROM THE STATE .....	4	
	OTHER ( <i>specify</i> ) .....	6	
<b>HC15.</b> Does any member of this household have any land that can be used for agriculture?	YES.....	1	
	NO .....	2	2 ⇒ HC17
<b>HC16.</b> How many hectares or ares of agricultural land do members of this household have?  <i>If 1 hectare or more, circle '1' and record hectares.</i> <i>If 95 or more hectares, circle '1' and record '95'.</i>  <i>If less than 1 hectare, circle '2' and record in ares.</i> <i>If less than 1 are, circle '2' and record "00".</i>  <i>If unknown, circle '998'.</i>	HECTARES.....	1 ____	
	ARES .....	2 ____	
	DK .....	998	
<b>HC17.</b> Does this household own any livestock, herds, other farm animals, or poultry?	YES.....	1	
	NO .....	2	2 ⇒ HC19

<p><b>HC18.</b> How many of the following animals does this household have?</p> <p>[A] Milk cows or bulls?</p> <p>[B] Other cattle?</p> <p>[D] Goats?</p> <p>[E] Sheep?</p> <p>[F] Chickens?</p> <p>[G] Pigs?</p> <p>[H] Horses?</p> <p>[I] Donkeys or mules?</p> <p>[J] Other poultry?</p> <p>[K] Camels?</p> <p>[L] Rabbits?</p> <p><i>If none, record '00'. If 95 or more, record '95'. If unknown, record '98'.</i></p>	<p>MILK COWS OR BULLS ..... __ __</p> <p>OTHER CATTLE..... __ __</p> <p>GOATS..... __ __</p> <p>SHEEP ..... __ __</p> <p>CHICKENS ..... __ __</p> <p>PIGS..... __ __</p> <p>HORSES ..... __ __</p> <p>DONKEYS OR MULES ..... __ __</p> <p>OTHER POULTRY..... __ __</p> <p>CAMELS ..... __ __</p> <p>RABBITS ..... __ __</p>	
<p><b>HC19.</b> 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] STATE ALLOWANCE FOR CHILDCARE	[B] STATE SOCIAL BENEFIT	[C] RETIREMENT PENSION	[D] DISABILITY PENSION	[E] STATE ALLOWANCE ON DISABILITY	[F] BENEFIT FOR CHILDREN WITH DECEASED PARENTS	[X] ANY OTHER EXTERNAL ASSISTANCE PROGRAMME
<b>ST2.</b> 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 ☺ [E]	YES ..... 1 NO ..... 2 ☺ [F]	YES.....1 NO ..... 2 ☺ [X]	YES (specify) ..... 1 NO .....2☺ End
<b>ST3.</b> 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 ☺ [E] DK..... 8 ☺ [E]	YES ..... 1 ☺ ST4 NO ..... 2 ☺ [F] DK ..... 8 ☺ [F]	YES..... 1 ☺ ST4 NO ..... 2 ☺ [X] DK ..... 8 ☺ [X]	YES ..... 1 ☺ ST4 NO ..... 2 ☺ End DK ..... 8 ☺ End
<b>ST4.</b> When was the <u>last time</u> your household or anyone in your household received assistance through ( <i>name of programme</i> )?  <i>If less than one month, record '1' and record '00' in Months.</i> <i>If less than 12 months, record '1' and record in Months.</i> <i>If 1 year/12 months or more, record '2' and record in Years.</i>	MONTHS AGO ..... 1 ___ ☺ [B] YEARS AGO ..... 2 ___ ☺ [B] DK.....998 ☺ [B]	MONTHS AGO ..... 1 ___ ☺ [C] YEARS AGO ..... 2 ___ ☺ [C] DK .....998 ☺ [C]	MONTHS AGO ..... 1 ___ ☺ [D] YEARS AGO ..... 2 ___ ☺ [D] DK.....998 ☺ [D]	MONTHS AGO.....1 ___ ☺ [E] YEARS AGO.....2 ___ ☺ [E] DK.....998 ☺ [E]	MONTHS AGO ..... 1 ___ ☺ [F] YEARS AGO ..... 2 ___ ☺ [F] DK ..... 998 ☺ [F]	MONTHS AGO ..... 1 ___ ☺ [X] YEARS AGO ..... 2 ___ ☺ [X] DK .....998 ☺ [X]	MONTHS AGO ..... 1 ___ ☺ End YEARS AGO ..... 2 ___ ☺ End DK .....998 ☺ End

**SOCIAL TRANSFERS (DISABILITY) ST**

<b>ST5.</b> Check HL6: Are there household members age 0–17 years in the household?	YES..... 1 NO..... 2    2 ⇒ End
<b>ST6.</b> Check ST3[E]: Anyone in the household received assistance through state allowance on disability?	YES, ST3[E] = 1 ..... 1 NO, ST3[E] = 2, 8 OR BLANK ..... 2    2 ⇒ End
<b>ST7.</b> Can you please tell me is there any household member under age 18 who ever received assistance through state allowance on disability?	YES..... 1 NO..... 2    2 ⇒ End

<b>ST8.</b> Please tell me the name and age of each household member under age 18 who ever received assistance through state allowance on disability	<b>ST9.</b> Line number Copy from HLI	<b>ST10.</b> Is ( <i>name</i> ) currently receiving assistance through state allowance on disability?  1 YES 2 NO	<b>ST11.</b> For how long ( <i>name</i> ) has been receiving or received state allowance on disability?  1 LESS THAN 1 YEAR 2 1-3 YEARS 3 4-5 YEARS 4 6 YEARS AND MORE  <i>For any response, go to Next line.</i>
--	--	--	--

NAME	AGE	LINE	Y	N	LENGTH OF SUPPORT
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4
	___	___	1	2	1 2 3 4



WATER AND SANITATION		WS
<p><b>WS1.</b> 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><b>PIPED WATER</b></p> <p>PIPED INTO DWELLING .....11</p> <p>PIPED TO YARD / PLOT .....12</p> <p>PIPED TO NEIGHBOUR .....13</p> <p>PUBLIC TAP/STANDPIPE.....14</p> <p>TUBE WELL / BOREHOLE .....21</p> <p><b>DUG WELL</b></p> <p>PROTECTED WELL.....31</p> <p>UNPROTECTED WELL .....32</p> <p><b>SPRING</b></p> <p>PROTECTED SPRING.....41</p> <p>UNPROTECTED SPRING .....42</p> <p>RAINWATER .....51</p> <p>TANKER-TRUCK.....61</p> <p>CART WITH SMALL TANK .....71</p> <p>SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL).....81</p> <p>BOTTLED WATER.....91</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>81 ⇨WS3</p> <p>91</p> <p>96 ⇨WS3</p>
<p><b>WS2.</b> 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><b>PIPED WATER</b></p> <p>PIPED INTO DWELLING .....11</p> <p>PIPED TO YARD / PLOT .....12</p> <p>PIPED TO NEIGHBOUR .....13</p> <p>PUBLIC TAP / STANDPIPE.....14</p> <p>TUBE WELL / BOREHOLE .....21</p> <p><b>DUG WELL</b></p> <p>PROTECTED WELL.....31</p> <p>UNPROTECTED WELL .....32</p> <p><b>SPRING</b></p> <p>PROTECTED SPRING.....41</p> <p>UNPROTECTED SPRING .....42</p> <p>RAINWATER .....51</p> <p>TANKER-TRUCK.....61</p> <p>CART WITH SMALL TANK .....71</p> <p>SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL).....81</p> <p>OTHER (<i>specify</i>) .....96</p>	<p>11 ⇨WS7</p> <p>12 ⇨WS7</p> <p>13</p> <p>14</p> <p>21</p> <p>31</p> <p>32</p> <p>41</p> <p>42</p> <p>51</p> <p>61 ⇨WS4</p> <p>71 ⇨WS4</p> <p>81</p> <p>96</p>
<p><b>WS3.</b> 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>3</p>

<p><b>WS4.</b> How long does it take for members of your household to go there, get water, and come back?</p>	<p>MEMBERS DO NOT COLLECT..... 000</p> <p>NUMBER OF MINUTES .....</p> <p>DK..... 998</p>	<p>000 ⇨WS7</p>
<p><b>WS5.</b> 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><b>WS6.</b> Since last (<i>day of the week</i>), how many times has this person collected water?</p>	<p>NUMBER OF TIMES.....</p> <p>DK..... 98</p>	
<p><b>WS7.</b> 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><b>WS8.</b> 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><b>WS9.</b> 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><b>WS10.</b> 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>BOIL ..... A</p> <p>ADD BLEACH / CHLORINE ..... B</p> <p>STRAIN IT THROUGH A CLOTH ..... C</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>DK..... Z</p>	

<p><b>WS11.</b> What kind of toilet facility do members of your household usually use?</p> <p><i>If 'Flush' or 'Pour flush', probe: Where does it flush to?</i></p> <p><i>If not possible to determine, ask permission to observe the facility</i></p>	<p><b>FLUSH / POUR FLUSH</b></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><b>PIT LATRINE</b></p> <p>VENTILATED IMPROVED PIT LATRINE..... 21</p> <p>PIT LATRINE WITH SLAB ..... 22</p> <p>PIT LATRINE WITHOUT SLAB / OPEN PIT ..... 23</p> <p>NO FACILITY / BUSH / FIELD..... 95</p> <p>OTHER (<i>specify</i>) ..... 96</p>	<p>95 ⇒End</p>
<p><b>WS14.</b> Where is this toilet facility located?</p>	<p>IN OWN DWELLING ..... 1</p> <p>IN OWN YARD / PLOT..... 2</p> <p>ELSEWHERE..... 3</p>	
<p><b>WS15.</b> Do you share this facility with others who are not members of your household?</p>	<p>YES ..... 1</p> <p>NO..... 2</p>	<p>2 ⇒End</p>
<p><b>WS16.</b> Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?</p>	<p>SHARED WITH KNOWN HOUSEHOLDS (NOT PUBLIC).....1</p> <p>SHARED WITH GENERAL PUBLIC.....2</p>	<p>2 ⇒End</p>
<p><b>WS17.</b> How many households in total use this toilet facility, including your own household?</p>	<p>NUMBER OF HOUSEHOLDS (IF LESS THAN 10) .....0__</p> <p>TEN OR MORE HOUSEHOLDS .....10</p> <p>DK.....98</p>	

<b>HH13.</b> Record the time.	HOUR AND MINUTES .....__ __ : __ __	
<b>HH14.</b> Language of the Questionnaire.	ENGLISH ..... 1 TURKMEN ..... 2 RUSSIAN ..... 3	
<b>HH15.</b> Language of the Interview	ENGLISH ..... 1 TURKMEN ..... 2 RUSSIAN ..... 3  OTHER LANGUAGE (specify) ..... 6	
<b>HH16.</b> Native language of the Respondent.	TURKMEN ..... 2 UZBEK ..... 3 RUSSIAN ..... 4  OTHER LANGUAGE (specify) ..... 6	
<b>HH17.</b> Was a translator used for any parts of this questionnaire?	YES, ENTIRE QUESTIONNAIRE ..... 1 YES, PART OF QUESTIONNAIRE ..... 2 NO, NOT USED ..... 3	
<b>HH18.</b> 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.

<b>HH20.</b> Rank number	<b>HH21.</b> Line number from HL1	<b>HH22.</b> Name from HL2	<b>HH23.</b> Sex from HL4		<b>HH24.</b> 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.

**HH29.** Check HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any women age 15-49?

YES, AT LEAST ONE WOMAN AGE 15-49.....1  
NO .....2

2 ⇒ HH40

**HH30.** Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.

**HH31.** Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?

YES, AT LEAST ONE GIRL AGE 15-17 .....1  
NO .....2

2 ⇒ HH40

**HH32.** Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one girl age 15-17?

YES, AT LEAST ONE GIRL AGE 15-17 WITH HL20≠90.....1  
NO, HL20=90 FOR ALL GIRLS AGE 15-17.....2

2 ⇒ HH40

**HH33.** As part of the survey we are also interviewing women age 15-49. We ask each person we interview for permission. A female interviewer conducts these interviews.

For girls age 15-17 we must also get permission from an adult to interview them. As mentioned before, all the information we obtain will remain strictly confidential and anonymous.

May we interview (*name(s) of female member(s) age 15-17*) later?

- 'Yes' for all girls age 15-17 ⇒Continue with HH40.
- 'No' for at least one girl age 15-17 and 'Yes' to at least one girl age 15-17 ⇒Record '06' in WM17(also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.
- 'No' for all girls age 15-17⇒Record '06' in WM17(also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.

<b>HH40.</b> Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?	YES, AT LEAST ONE.....1	2 ⇒HH41A
	NO .....2	

**HH41.** Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.

<b>HH41A.</b> Another survey related to the health of household members is planned in the next few months and we would like to get your permission to visit your household. May our colleagues visit your household again?	PERMISSION IS GIVEN .....1	
	PERMISSION IS NOT GIVEN .....2	

**HH45.** Now return to the HOUSEHOLD INFORMATION PANEL and,

- 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.

If there is no individual 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.

**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**

WOMAN'S INFORMATION PANEL	WM
<b>WM1. Cluster number:</b> _____	<b>WM2. Household number:</b> _____
<b>WM3. Woman's name and line number:</b> NAME _____	<b>WM4. Supervisor's name and number:</b> NAME _____
<b>WM5. Interviewer's name and number:</b> NAME _____	<b>WM6. Day / Month / Year of interview:</b> _____ / _____ / 20__1__

<p><i>Check woman's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify in HH33 that adult consent for interview is obtained or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in WM17.</i></p>	<b>WM7. Record the time:</b> HOURS : MINUTES _____ : _____
<b>WM8. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</b>	YES, INTERVIEWED ALREADY ..... 1 NO, FIRST INTERVIEW ..... 2 1 ⇨ WM9B 2 ⇨ WM9A
<b>WM9A.</b> Hello, my name is ( <i>your name</i> ). We are from State Statistics Committee of Turkmenistan. 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. 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?	<b>WM9B.</b> 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 ⇨ WOMAN'S BACKGROUND Module 2 ⇨ WM17

<b>WM17. Result of woman's interview.</b>  <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 RESPONDENT AGE 15-17 ..... 06  OTHER ( <i>specify</i> ) _____ 96
---	--



WOMAN'S BACKGROUND		WB
<b>WB1.</b> Check the respondent's line number (WM3) in WOMAN'S INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):	WM3=HH47 ..... 1 WM3≠HH47 ..... 2	2 ⇔ WB3
<b>WB2.</b> Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest <u>level</u> of school attended:	ED5 (LEVEL) =2, 3 OR 4 ..... 1 ED5 (LEVEL) =0, 1, 8 OR BLANK..... 2	1 ⇔ WB14A
<b>WB2A.</b> Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest school <u>class</u> attended:	ED5 (CLASS) =04 OR MORE ..... 1 ED5 (CLASS) =01, 02, 03 OR BLANK..... 2	1 ⇔ WB14A 2 ⇔ WB14
<b>WB3.</b> In what month and year were you born?	DATE OF BIRTH MONTH ..... __ __ DK MONTH ..... 98  YEAR..... __ __ __ __ DK YEAR..... 9998	
<b>WB4.</b> How old are you?  <i>Probe: How old were you at your last birthday?</i>  <i>If responses to WB3 and WB4 are inconsistent, probe further and correct. Age must be recorded.</i>	AGE (IN COMPLETED YEARS)..... __ __	
<b>WB5.</b> Have you ever attended school, any preschool or kindergarten?	YES ..... 1 NO ..... 2	2 ⇔ WB14
<b>WB6.</b> What is the highest level and grade or year of school you have attended?	PRESCHOOL/KINDERGARTEN ..... 000 SECONDARY (1-11) ..... <b>1</b> __ __ PRIMARY VOCATIONAL ..... <b>2</b> __ __ SECONDARY VOCATIONAL ..... <b>3</b> __ __ HIGHER ..... <b>4</b> __ __	000 ⇔ WB14
<b>WB7.</b> Did you complete that (grade/year)?	YES ..... 1 NO ..... 2	
<b>WB8.</b> Check WB4/HL6: Age of respondent:	AGE 15-24 ..... 1 AGE 25-49 ..... 2	2 ⇔ WB13
<b>WB9.</b> At any time during the 2018-2019 school year did you attend school?	YES ..... 1 NO ..... 2	2 ⇔ WB11
<b>WB10.</b> During 2018-2019 school year, which level and grade or year are you <u>attending</u> ?	PRESCHOOL/KINDERGARTEN ..... 000 SECONDARY (1-11) ..... <b>1</b> __ __ PRIMARY VOCATIONAL ..... <b>2</b> __ __ SECONDARY VOCATIONAL ..... <b>3</b> __ __ HIGHER ..... <b>4</b> __ __	
<b>WB11.</b> At any time during the 2017-2018 school year did you attend school?	YES ..... 1 NO ..... 2	2 ⇔ WB13
<b>WB12.</b> During 2017-2018 school year, which level and grade or year did you <u>attend</u> ?	PRESCHOOL/KINDERGARTEN ..... 000 SECONDARY (1-11) ..... <b>1</b> __ __ PRINMARY VOCATIONAL ..... <b>2</b> __ __ SECONDARY VOCATIONAL ..... <b>3</b> __ __ HIGHER ..... <b>4</b> __ __	

<b>WB13.</b> Check WB6/ED5: Highest level of school attended:	WB6 (LEVEL) =2, 3 OR 4 ..... 1 WB6 (LEVEL) =1..... 2	1 ⇔WB14A
<b>WB13A.</b> Check WB6/ED5: Highest school class attended:	WB6 (CLASS) =04 OR MORE ..... 1 WB6 (CLASS) =01, 02 OR 03 ..... 2	1 ⇔WB14A
<b>WB14.</b> Now I would like you to read this sentence to me.  <i>Show sentence on the card to the respondent.</i>  <i>If respondent cannot read whole sentence, probe: Can you read part of the sentence to me?</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	
<b>WB14A.</b> Check WB4/HL6: Age 15-24?	YES, WB4/HL6=15-24..... 1 NO, WB4/HL6=25-49 ..... 2	2 ⇔WB15
<b>WB14B.</b> Check WB9/ED9: Currently attending school?	YES, WB9/ED9=1 ..... 1 NO, WB9/ED9=2..... 2	2 ⇔WB14D
<b>WB14C.</b> Did you attend school within the last 4 weeks?  <i>If 'No', probe to learn if school was on holidays or not in session for any reason.</i>	YES ..... 1 NO..... 2	1 ⇔WB15
<b>WB14D.</b> Did you attend an apprenticeship, internship or work-place training during the last 4 weeks?	YES ..... 1 NO..... 2	1 ⇔WB15
<b>WB14E.</b> In the past 4 weeks, did you attend any courses, seminars, conferences or received private lessons or instruction?	YES ..... 1 NO..... 2	1 ⇔WB15
<b>WB14F.</b> In the last year, that is since ( <i>date of interview minus 1 year</i> ), did you attend such training?	YES ..... 1 NO..... 2	
<b>WB14G.</b> Last week, from Monday to Sunday, did you do any work for a wage, salary or any other pay, even if only for one hour?	YES ..... 1 NO..... 2	1 ⇔WB15
<b>WB14H.</b> Last week, did you run or do any kind of business, farming or other activity to generate income, even if only for one hour?  <i>Probe: Examples of activities include making things for sale, growing produce for sale, buying and reselling things, providing services for pay, raising animals or catching fish for sale.</i>	YES ..... 1 NO..... 2	1 ⇔WB14Q
<b>WB14I.</b> Last week, did you help with the paid job or business of a household or family member?	YES ..... 1 NO..... 2	1 ⇔WB14Q
<b>WB14J.</b> Even though you did not work last week, did you have a paid job or a business?  <i>Probe: Absence could be due to leave, illness, maternity leave, leave to take care of a child under 3 years, seasonality of agricultural activities, etc.</i>	YES ..... 1 NO..... 2	2 ⇔WB14S

<b>WB14K.</b> Was the reason for your absence last week any of the following?		YES NO	
[A] That you have shift work, flexi time, or similar nature of work?	SHIFT WORK .....	1 2	1 ⇒WB14Q
[B] That you were on vacation or holidays?	VACATION.....	1 2	1 ⇒WB14Q
[C] That you were sick, ill, or suffered an accident?	SICK .....	1 2	1 ⇒WB14Q
[D] That you were on paid maternity leave?	PAID MATERNITY.....	1 2	1 ⇒WB14Q
[E] That you were on unpaid leave to take care of a child under 3 years?	UNPAID MATERNITY .....	1 2	1 ⇒WB14Q
<b>WB14L.</b> Was the reason for your absence last week that you are waiting to start new job or business?	YES.....	1	1 ⇒WB14S
	NO.....	2	
<b>WB14M.</b> Was the reason for your absence last week that your paid job or business was in low or off-season?	YES.....	1	
	NO.....	2	2 ⇒WB14O
<b>WB14N.</b> During the low or off-season, do you continue to do some work for that job or business?	YES.....	1	1 ⇒WB14Q
	NO.....	2	2 ⇒WB14S
<b>WB14O.</b> Including the time that you have been absent, will you return to that same job or business in 3 months or less?	YES.....	1	1 ⇒WB14Q
	NO.....	2	
	DK.....	8	
<b>WB14P.</b> Do you continue to receive an income from your job or business during this absence?	YES.....	1	
	NO.....	2	2 ⇒WB14S
	DK.....	8	8 ⇒WB14S
<b>WB14Q.</b> Was this work that you mentioned in:		YES NO	
[A] Farming or rearing farm animals?	FARMING .....	1 2	
[B] Fishing or fish farming?	FISHING.....	1 2	
[X] Another type of job or business?	OTHER .....	1 2	
<i>At least one 'yes' must be recorded in question [A], [B] or [X].</i>			
<b>WB14R.</b> Check WB14Q: Is [X]=1?	YES (WB14Q[X]=1) .....	1	1 ⇒WB15
	NO (WB14Q[X]=2).....	2	2 ⇒WB14T
<b>WB14S.</b> Last week did you do any work in farming, rearing animals, fishing or fish farming?	YES.....	1	
	NO.....	2	2 ⇒WB15
<b>WB14T.</b> Thinking about the products from ( <i>farming and/or fishing</i> ) you worked on, are they intended only for sale, mainly for sale, mainly for family use or only for family use?	ONLY FOR SALE.....	1	1 ⇒WB15
	MAINLY FOR SALE.....	2	2 ⇒WB15
	MAINLY FOR FAMILY USE.....	3	3 ⇒WB14V
	ONLY FOR FAMILY USE.....	4	4 ⇒WB14V
	DK.....	8	

<b>WB14U.</b> In general, in the past have these products been only sold, mainly sold, mainly kept or only kept for family use?	ONLY SOLD ..... 1 MAINLY SOLD ..... 2 MAINLY KEPT FOR FAMILY USE ..... 3 ONLY KEPT FOR FAMILY USE ..... 4	1 ⇒WB15 2 ⇒WB15
<b>WB14V.</b> Were you hired by someone else to do this work?	YES ..... 1 NO ..... 2	
<b>WB15.</b> How long have you been continuously living in ( <i>name of current city, town or village of residence</i> )?  <i>If less than one year, record '00' years.</i>	YEARS ..... __ __ ALWAYS / SINCE BIRTH ..... 95	95 ⇒WB18
<b>WB16.</b> Just before you moved here, did you live in a city, in a town/settlement, or in a rural area?  <i>Probe to identify the type of place.</i>  <u><i>If unable to determine whether the place is a city, a town or a rural area, write the name of the place and then temporarily record '9' until you learn the appropriate category for the response.</i></u>  _____ <i>(Name of place)</i>	CITY ..... 1 TOWN/SETTLEMENT ..... 2 RURAL AREA ..... 3	
<b>WB17.</b> Before you moved here, in which region did you live in?	ASHGABAT CITY ..... 01 AKHAL VELAYAT ..... 02 BALKAN VELAYAT ..... 03 DASHOGUZ VELAYAT ..... 04 LEBAP VELAYAT ..... 05 MARY VELAYAT ..... 06  OUTSIDE OF TURKMENISTAN <i>(specify)</i> _____ 96	
<b>WB18.</b> Are you covered by any health insurance?	YES ..... 1 NO ..... 2	

**MASS MEDIA AND ICT**

**MT**

<p><b>MT1.</b> 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 WEEK ..... 2                  ALMOST EVERY DAY ..... 3</p>	
<p><b>MT2.</b> 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 WEEK ..... 2                  ALMOST EVERY DAY ..... 3</p>	
<p><b>MT3.</b> 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 WEEK ..... 2                  ALMOST EVERY DAY ..... 3</p>	
<p><b>MT4.</b> Have you ever used a computer or a tablet from any location?</p>	<p>YES ..... 1                  NO ..... 2</p>	<p>2 ⇒MT9</p>
<p><b>MT5.</b> 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 WEEK ..... 2                  ALMOST EVERY DAY ..... 3</p>	<p>0 ⇒MT9</p>

MT6. During the last 3 months, did you:	YES NO	
[A] Copy or move a file or folder?	COPY/MOVE FILE ..... 1 2	
[B] Use a copy and paste tool to duplicate or move information within a document?	USE COPY/PASTE IN DOCUMENT ..... 1 2	
[C] Send e-mail with attached file, such as a document, picture or video?	SEND E-MAIL WITH ATTACHMENT ..... 1 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 FILE ..... 1 2	
[I] Write a computer program in any programming language?	PROGRAMMING..... 1 2	
MT9. Have you ever used the internet from any location and any device?	YES ..... 1 NO ..... 2	2 ⇨ MT11
<p>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?</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>	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	
<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 mean have you communicated with someone using a mobile phone.</i></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>	NOT AT ALL..... 0 LESS THAN ONCE A WEEK..... 1 AT LEAST ONCE A WEEK ..... 2 ALMOST EVERY DAY ..... 3	

FERTILITY/BIRTH HISTORY		CM
<p><b>CM1.</b> 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><b>CM2.</b> 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><b>CM3.</b> How many sons live with you?</p> <p><i>If none, record '00'.</i></p>	SONS AT HOME ..... __ __	
<p><b>CM4.</b> How many daughters live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS AT HOME ..... __ __	
<p><b>CM5.</b> 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><b>CM6.</b> How many sons are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	SONS ELSEWHERE ..... __ __	
<p><b>CM7.</b> How many daughters are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS ELSEWHERE ..... __ __	
<p><b>CM8.</b> 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><b>CM9.</b> How many boys have died?</p> <p><i>If none, record '00'.</i></p>	BOYS DEAD ..... __ __	
<p><b>CM10.</b> How many girls have died?</p> <p><i>If none, record '00'.</i></p>	GIRLS DEAD ..... __ __	
<p><b>CM11.</b> <i>Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.</i></p>	SUM ..... __ __	
<p><b>CM12.</b> Just to make sure that I have this right, you have had in total (<b>total number in CM11</b>) births during your life. Is this correct?</p>	YES ..... 1 NO ..... 2	1 ⇒ CM14
<p><b>CM13.</b> <i>Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is 'Yes'.</i></p>		
<p><b>CM14.</b> <i>Check CM11: How many live births?</i></p>	NO LIVE BIRTHS, CM11=00 ..... 0 ONE OR MORE LIVE BIRTH, CM11=01 OR MORE ..... 1	0 ⇒ End

**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 (name of birth) a boy or a girl?		BH4. In what month and year was (name of birth) born?  Probe: What is (his/her) birthday?			BH5. Is (name of birth) still alive?		BH6. How old was (name of birth) at (his/her) last birthday?  Record age in completed years.		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?  If '1 year', probe: How many months old was (name of birth)?  Record days if less than 1 month; record months if less than 2 years; or years.			BH10. Were there any other live births between (name of previous birth) and (name of birth), including any children who died after birth?		
		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	___	___	⇒ Next Birth	DAYS .....1 MONTHS ..2 YEARS .....3	___	___		
02		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
03		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
04		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
05		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
06		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
07		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
08		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2
09		1	2	1	2	___	___	___	___	___	___	1	2	___	___	⇒ BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	___	1	2



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? <i>Probe: What is (his/her) birthday?</i>			BH5. Is (name of birth) still alive?	BH6. How old was (name of birth) at (his/her) last birthday?  <i>Record age in completed years.</i>	BH7. Is (name of birth) living with you?	BH8. Record household line number of child (from HL1)  <i>Record '00' if child is not listed.</i>	BH9. How old was (name of birth) when (he/she) died?  <i>If '1 year', probe: How many months old was (name of birth)?</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 (name of previous birth) and (name of birth), including any children who died after birth?		
				Day	Month	Year					Y	N	Age	Y	N
10		S M 1 2	B G 1 2	___	___	___	1 2 BH9	___	1 2	___	⇒BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	1 2 Add Birth	2 2 Next Birth
11		1 2	1 2	___	___	___	1 2 BH9	___	1 2	___	⇒BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	1 2 Add Birth	2 2 Next Birth
12		1 2	1 2	___	___	___	1 2 BH9	___	1 2	___	⇒BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	1 2 Add Birth	2 2 Next Birth
13		1 2	1 2	___	___	___	1 2 BH9	___	1 2	___	⇒BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	1 2 Add Birth	2 2 Next Birth
14		1 2	1 2	___	___	___	1 2 BH9	___	1 2	___	⇒BH10	DAYS .....1 MONTHS ..2 YEARS .....3	___	1 2 Add Birth	2 2 Next 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			
								NO..... 2							


<p><b>CM15.</b> 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><b>CM16.</b> Probe and reconcile responses in the birth history until response in CM12 is 'Yes'.</p>		
<p><b>CM17.</b> Check BH4: Last birth occurred within the last 2 years, that is, since (<b>month of interview</b>) in (<b>year of interview minus 2</b>)?</p> <p><i>If the month of interview and the month of birth are the same, and the year of birth is (<b>year of interview minus 2</b>), 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><b>CM18.</b> 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
<b>DB1.</b> 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
<b>DB2.</b> When you got pregnant with ( <i>name</i> ), did you want to get pregnant at that time?	YES ..... 1 NO..... 2	1 ⇨ End
<b>DB3.</b> Check CM11: Number of births:	ONLY 1 BIRTH..... 1 2 OR MORE BIRTHS ..... 2	1 ⇨ DB4A 2 ⇨ DB4B
<b>DB4A.</b> Did you want to have a baby later on, or did you not want any children?	LATER..... 1 NO MORE / NONE ..... 2	
<b>DB4B.</b> Did you want to have a baby later on, or did you not want any more children?		

**MATERNAL AND NEWBORN HEALTH**

**MN**

<p><b>MN1.</b> 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>	<p>2 ⇒ End</p>															
<p><b>MN2.</b> Did you see anyone for antenatal care during your pregnancy with (<i>name</i>)?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	<p>2 ⇒ MN19</p>															
<p><b>MN3.</b> Whom did you see?</p> <p>Probe: Anyone else?</p> <p>Probe for the type of person seen and record all answers given.</p>	<p><b>HEALTH PROFESSIONAL</b></p> <p>DOCTOR ..... A</p> <p>NURSE / MIDWIFE ..... B</p> <p>FELDSHER ..... C</p> <p><b>OTHER PERSON</b></p> <p>TRADITIONAL BIRTH ATTENDANT ..... F</p> <p>OTHER (<i>specify</i>) ..... X</p>																
<p><b>MN4.</b> How many weeks or months pregnant were you when you first received antenatal care for this pregnancy?</p> <p>Record the answer as stated by respondent. If “9 months” or later, record 9.</p>	<p>WEEKS ..... 1 _ _</p> <p>MONTHS ..... 2 0 _</p> <p>DK ..... 998</p>																
<p><b>MN5.</b> How many times did you receive antenatal care during this pregnancy?</p> <p>Probe to identify the number of times antenatal 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><b>MN6.</b> As part of your antenatal 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] Ultra sound?</p>	<table border="0"> <tr> <td></td> <td style="text-align: right;">YES</td> <td style="text-align: right;">NO</td> </tr> <tr> <td>BLOOD PRESSURE .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> <tr> <td>URINE SAMPLE .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> <tr> <td>BLOOD SAMPLE .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> <tr> <td>ULTRA SOUND .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> </tr> </table>		YES	NO	BLOOD PRESSURE .....	1	2	URINE SAMPLE .....	1	2	BLOOD SAMPLE .....	1	2	ULTRA SOUND .....	1	2	
	YES	NO															
BLOOD PRESSURE .....	1	2															
URINE SAMPLE .....	1	2															
BLOOD SAMPLE .....	1	2															
ULTRA SOUND .....	1	2															
<p><b>MN19.</b> Who assisted with the delivery of (<i>name</i>)?</p> <p>Probe: Anyone else?</p> <p>Probe for the type of person assisting and record all answers given.</p>	<p><b>HEALTH PROFESSIONAL</b></p> <p>DOCTOR ..... A</p> <p>NURSE / MIDWIFE ..... B</p> <p>FELDSHER ..... C</p> <p><b>OTHER PERSON</b></p> <p>TRADITIONAL BIRTH ATTENDANT ..... F</p> <p>RELATIVE / FRIEND ..... H</p> <p>OTHER (<i>specify</i>) ..... X</p> <p>NO ONE ..... Y</p>																

<p><b>MN20.</b> 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>(Name of place)</p>	<p><b>HOME</b></p> <p>RESPONDENT'S HOME..... 11</p> <p>OTHER HOME..... 12</p> <p><b>PUBLIC MEDICAL SECTOR</b></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><b>PRIVATE MEDICAL SECTOR</b></p> <p>PRIVATE HOSPITAL..... 31</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>11 ⇒MN23</p> <p>12 ⇒MN23</p> <p>96 ⇒MN23</p>
<p><b>MN21.</b> 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</p> <p>NO.....2</p>	<p>2 ⇒MN23</p>
<p><b>MN22.</b> 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</p> <p>AFTER LABOUR PAINS .....2</p>	
<p><b>MN23.</b> 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 Galloway</small></p>	<p>YES .....1</p> <p>NO.....2</p> <p>DK/ DON'T REMEMBER .....8</p>	<p>2 ⇒MN25</p> <p>8 ⇒MN25</p>
<p><b>MN24.</b> Before being placed on the bare skin of your chest, was the baby wrapped up?</p>	<p>YES .....1</p> <p>NO.....2</p> <p>DK/ DON'T REMEMBER .....8</p>	
<p><b>MN25.</b> Was (<i>name</i>) dried or wiped soon after birth?</p>	<p>YES .....1</p> <p>NO.....2</p> <p>DK/ DON'T REMEMBER .....8</p>	

<p><b>MN26.</b> 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’.</i> <i>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.</i> <i>If 24 hours or more, record days.</i></p>	<p>IMMEDIATELY/LESS THAN 1 HOUR.....000</p> <p>HOURS ..... <b>1</b> ___</p> <p>DAYS..... <b>2</b> ___</p> <p>NEVER BATHED .....997</p> <p>DK / DON’T REMEMBER .....998</p>	
<p><b>MN32.</b> 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</p> <p>LARGER THAN AVERAGE.....2</p> <p>AVERAGE.....3</p> <p>SMALLER THAN AVERAGE.....4</p> <p>VERY SMALL .....5</p> <p>DK.....8</p>	
<p><b>MN33.</b> Was (<i>name</i>) weighed at birth?</p>	<p>YES .....1</p> <p>NO.....2</p> <p>DK.....8</p>	<p>2 ⇒MN35</p> <p>8 ⇒MN35</p>
<p><b>MN34.</b> How much did (<i>name</i>) weigh?</p> <p><i>If a medical document is available, record weight from the document.</i></p>	<p>FROM DOCUMENT ..... <b>1 (KG)</b> ___ . ___</p> <p>FROM RECALL ..... <b>2 (KG)</b> ___ . ___</p> <p>DK.....99998</p>	
<p><b>MN35.</b> Has your menstrual period returned since the birth of (<i>name</i>)?</p>	<p>YES .....1</p> <p>NO.....2</p>	
<p><b>MN36.</b> Did you ever breastfeed (<i>name</i>)?</p>	<p>YES .....1</p> <p>NO.....2</p>	<p>2 ⇒MN39B</p>
<p><b>MN37.</b> 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> <i>If less than 24 hours, record hours.</i> <i>Otherwise, record days.</i></p>	<p>IMMEDIATELY.....000</p> <p>HOURS ..... <b>1</b> ___</p> <p>DAYS..... <b>2</b> ___</p> <p>DK / DON’T REMEMBER .....998</p>	
<p><b>MN38.</b> 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>	<p>1 ⇒MN39A</p> <p>2 ⇒End</p>
<p><b>MN39A.</b> 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><b>MN39B.</b> 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 WATER .....B</p> <p>SUGAR OR GLUCOSE WATER .....C</p> <p>GRIPE WATER .....D</p> <p>SUGAR-SALT-WATER SOLUTION.....E</p> <p>FRUIT JUICE .....F</p> <p>INFANT FORMULA.....G</p> <p>TEA / TRADITIONAL HERBAL PREPARATIONS .....H</p> <p>HONEY .....I</p> <p>PRESCRIBED MEDICINE .....J</p> <p>OTHER (<i>specify</i>) .....X</p> <p>NOT GIVEN ANYTHING TO DRINK .....Y</p>	

MARRIAGE/UNION		MA
<b>MA1.</b> Are you currently married or living together with a man in an unregistered marriage?	YES, CURRENTLY MARRIED..... 1 YES, LIVING WITH A PARTNER..... 2 NO, NOT IN UNION ..... 3	3 ⇨MA5
<b>MA2.</b> How old is your (husband/partner)?  <i>Probe:</i> How old was your (husband/partner) on his last birthday?	AGE IN YEARS ..... __ __  DK..... 98	⇨MA7 98 ⇨MA7
<b>MA5.</b> Have you ever been married or lived together with a man in an unregistered marriage?	YES, FORMERLY MARRIED ..... 1 YES, FORMERLY LIVED WITH A PARTNER ..... 2 NO..... 3	3 ⇨Module DV
<b>MA6.</b> What is your marital status now: are you widowed, divorced or separated?	WIDOWED ..... 1 DIVORCED..... 2 SEPARATED ..... 3	
<b>MA7.</b> Have you been married or lived with a man in an unregistered marriage only once or more than once?	ONLY ONCE ..... 1 MORE THAN ONCE..... 2	1 ⇨MA8A 2 ⇨MA8B
<b>MA8A.</b> In what month and year did you start living with your (husband/partner)?  <b>MA8B.</b> In what month and year did you start living with your <u>first</u> (husband/partner)?	DATE OF (FIRST) MARRIAGE/UNION MONTH..... __ __ DK MONTH ..... 98  YEAR..... __ __ __ __ DK YEAR..... 9998	
<b>MA9.</b> Check MA8A/B: Is 'DK YEAR' recorded?	YES, MA8A/B=9998..... 1 NO, MA8A/B≠9998 ..... 2	2 ⇨End
<b>MA10.</b> Check MA7: In union only once?	YES, MA7=1 ..... 1 NO, MA7=2 ..... 2	1 ⇨MA11A 2 ⇨MA11B
<b>MA11A.</b> How old were you when you started living with your (husband/partner)?  <b>MA11B.</b> How old were you when you started living with your <u>first</u> (husband/partner)?	AGE IN YEARS ..... __ __	

**CP0.** I would like to talk with you about another subject – family planning.

Couples use various ways or methods to delay or avoid a pregnancy.

Have you heard about:

<p>[A] Female sterilization?  <i>Probe:</i> Women can have an operation to avoid having any more children.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[B] Male sterilization?  <i>Probe:</i> Men can have an operation to avoid having any more children.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[C] IUD?  <i>Probe:</i> Women can have a loop or coil placed inside them by a doctor or a nurse.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[D] Injectables?  <i>Probe:</i> Women can have an injection by a health provider that stops them from becoming pregnant for one or more months.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[E] Implants?  <i>Probe:</i> Women can have one or more small rods placed in their upper arm by a doctor or nurse which can prevent pregnancy for one or more years.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[F] Pill?  <i>Probe:</i> Women can take a pill every day to avoid becoming pregnant.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[G] Male condom?  <i>Probe:</i> Men can put a rubber sheath on their penis before sexual intercourse.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[H] Female condom?  <i>Probe:</i> Women can place a sheath in their vagina before sexual intercourse.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[I] Diaphragm?  <i>Probe:</i> Women can insert a soft rubber cup in their vagina to block the sperm from entering their uterus or fallopian tubes.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[J] Foam / Jelly?  <i>Probe:</i> Women may use spermicidal products (e.g. foam, jelly, cream) that can kill or prevent the sperm from moving and reaching the egg.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[L] Periodic abstinence / Rhythm method?  <i>Probe:</i> To avoid pregnancy, women do not have sexual intercourse on the days of the month they think they can get pregnant.</p>	<p>YES ..... 1                  NO ..... 2</p>
<p>[M] Withdrawal?  <i>Probe:</i> Men can be careful and pull out before climax.</p>	<p>YES ..... 1                  NO ..... 2</p>



<p>[N] Emergency / postcoital contraception?  <i>Probe: As an emergency measure, within three days after they have unprotected sexual intercourse, women can take special pills to prevent pregnancy.</i></p> <p>[X] Have you heard of any other ways or methods that women or men can use to avoid pregnancy?</p>	<p>YES ..... 1  NO ..... 2</p> <p>YES ..... 1</p> <p>_____</p> <p style="text-align: center;"><i>(specify)</i></p> <p>_____</p> <p style="text-align: center;"><i>(specify)</i></p> <p>NO ..... 2</p>	
<p><b>CP1.</b> Are you pregnant now?</p>	<p>YES, CURRENTLY PREGNANT ..... 1  NO ..... 2</p> <p>DK OR NOT SURE ..... 8</p>	<p>1 ⇒ CP3</p>
<p><b>CP2.</b> 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  NO ..... 2</p>	<p>1 ⇒ CP4</p>
<p><b>CP3.</b> Have you ever done something or used any method to delay or avoid getting pregnant?</p>	<p>YES ..... 1  NO ..... 2</p>	<p>1 ⇒ End  2 ⇒ End</p>
<p><b>CP4.</b> What are you doing to delay or avoid a pregnancy?</p> <p><i>Do not prompt.  If more than one method is mentioned, record each one.</i></p>	<p>FEMALE STERILIZATION ..... A  MALE STERILIZATION ..... B  IUD ..... C  INJECTABLES ..... D  IMPLANTS ..... E  PILL ..... F  MALE CONDOM ..... G  FEMALE CONDOM ..... H  DIAPHRAGM ..... I  FOAM / JELLY ..... J  PERIODIC ABSTINENCE / RHYTHM ..... L  WITHDRAWAL ..... M</p> <p>OTHER (<i>specify</i>) ..... X</p>	

UNMET NEED		UN
<b>UN1.</b> Check CP1: Currently pregnant?	YES, CP1=1 ..... 1 NO, DK OR NOT SURE, CP1=2 OR 8 ..... 2	2 ⇨ UN6
<b>UN2.</b> 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
<b>UN3.</b> Check CM11: Any births?	NO BIRTHS ..... 0 ONE OR MORE BIRTHS ..... 1	0 ⇨ UN4A 1 ⇨ UN4B
<b>UN4A.</b> Did you want to have a baby later on or did you not want any children?  <b>UN4B.</b> Did you want to have a baby later on or did you not want any more children?	LATER ..... 1 NONE / NO MORE ..... 2	
<b>UN5.</b> 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
<b>UN6.</b> Check CP4: Currently using 'Female sterilization'?	YES, CP4=A ..... 1 NO, CP4≠A ..... 2	1 ⇨ UN14
<b>UN7.</b> 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
<b>UN8.</b> 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
<b>UN9.</b> Check CP1: Currently pregnant?	YES, CP1=1 ..... 1 NO, DK OR NOT SURE, CP1=2 OR 8 ..... 2	1 ⇨ UN14
<b>UN10.</b> Check CP2: Currently using a method?	YES, CP2=1 ..... 1 NO, CP2=2 ..... 2	1 ⇨ UN14
<b>UN11.</b> Do you think you are physically able to get pregnant at this time?	YES ..... 1 NO ..... 2  DK ..... 8	1 ⇨ UN14  8 ⇨ UN14

<p><b>UN12.</b> 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</p> <p>OTHER (<i>specify</i>) _____ X</p> <p>DK ..... Z</p>	
<p><b>UN13.</b> Check UN12: 'Never menstruated' mentioned?</p>	<p>MENTIONED, UN12=C ..... 1  NOT MENTIONED, UN12≠C ..... 2</p>	<p>1 ⇒End</p>
<p><b>UN14.</b> 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 __ __</p> <p>WEEKS AGO ..... 2 __ __</p> <p>MONTHS AGO ..... 3 __ __</p> <p>YEARS AGO ..... 4 __ __</p> <p>IN MENOPAUSE / HAS HAD  HYSTERECTOMY ..... 993  BEFORE LAST BIRTH ..... 994  NEVER MENSTRUATED ..... 995</p>	<p>993 ⇒End  994 ⇒End  995 ⇒End</p>
<p><b>UN15.</b> 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><b>UN16.</b> 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</p> <p>DK / NOT SURE / NO SUCH ACTIVITY ..... 8</p>	
<p><b>UN17.</b> During your last menstrual period were you able to wash and change in privacy while at home?</p>	<p>YES ..... 1  NO ..... 2</p> <p>DK ..... 8</p>	
<p><b>UN18.</b> Did you use any materials such as sanitary pads, tampons or cloth?</p>	<p>YES ..... 1  NO ..... 2</p> <p>DK ..... 8</p>	<p>2 ⇒End  8 ⇒End</p>
<p><b>UN19.</b> Were the materials reusable?</p>	<p>YES ..... 1  NO ..... 2</p> <p>DK ..... 8</p>	

INFORMED DECISION ON REPRODUCTIVE HEALTH CARE		ID
<b>ID1.</b> Check MA1: Is woman currently married or living together with someone as if married?	YES, MA1=1 OR 2 ..... 1 NO, MA1=3 OR BLANK..... 2	2 ⇒ End
<b>ID2.</b> Can you say no to your husband/partner if you do not want to have sexual intercourse?	YES..... 1 NO ..... 2  NOT SURE / DEPENDS ..... 8	
<b>ID3.</b> Now, I would like to ask you some questions about health care. Who usually makes decisions about health care for yourself: you, your (husband / partner), you and your (husband / partner) jointly, or someone else? <i>If someone else or together, probe:</i> Could you tell me (with) who(m)?	RESPONDENT ..... 1 HUSBAND / PARTNER..... 2 JOINT DECISION ..... 3  OTHER ( <i>specify</i> ) ..... 6	
<b>ID4.</b> Can you also please tell me, who takes the decision on when you can go to seek reproductive health care; for example, if you experience a painful or burning sensation when urinating?  <i>If someone else or together, probe:</i> Could you tell me (with) who(m)?	MAINLY RESPONDENT ..... 1 MAINLY HUSBAND / PARTNER..... 2 JOINT DECISION OF RESPONDENT AND HUSBAND / PARTNER ..... 3  OTHER ( <i>specify</i> ) ..... 6	
<b>ID5A.</b> Check CP1: Currently pregnant?	YES, CP1=1 ..... 1 NO, NOT SURE, CP1=2 OR 8 ..... 2	1 ⇒ End
<b>ID5B.</b> Check CP2: Is woman currently doing something or using any method to delay or avoid getting pregnant?	YES, CP2=1 ..... 1 NO, CP2=2 ..... 2	1 ⇒ ID6A
<b>ID5C.</b> Check UN12: Is there at least one answer category (A to Z) recorded?	YES, AT LEAST ONE..... 1 NO, NONE RECORDED..... 2	1 ⇒ End 2 ⇒ ID6B
<b>ID6A.</b> You mentioned that you currently use contraception.  Would you say that using contraception is mainly your decision, mainly your husband's/partner's decision, or did you both decide together?	MAINLY RESPONDENT ..... 1 MAINLY HUSBAND / PARTNER..... 2 JOINT DECISION OF RESPONDENT AND HUSBAND / PARTNER ..... 3  OTHER ( <i>specify</i> ) ..... 6	
<b>ID6B.</b> You have mentioned that you currently do not use contraception.  Would you say that not using contraception is mainly your decision, mainly your husband's/partner's decision, or did you both decide together?		

**ATTITUDES TOWARD DOMESTIC VIOLENCE**
**DV**

**DV1.** Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife in the following situations:

YES NO DK

[A] If she goes out without telling him?	GOES OUT WITHOUT TELLING.....	1	2	8
[B] If she neglects the children?	NEGLECTS CHILDREN .....	1	2	8
[C] If she argues with him?	ARGUES WITH HIM.....	1	2	8
[D] If she refuses to have sex with him?	REFUSES SEX .....	1	2	8
[E] If she burns the food?	BURNS FOOD .....	1	2	8
[F] If she does not respect her husband's parents?	IF SHE DOES NOT RESPECT HER HUSBAND'S PARENTS .....	1	2	8

**VICTIMISATION**

**VT**

<p><b>VT1.</b> <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 <u>personally</u> 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 (<i>month of interview</i>) (<i>year of interview minus 3</i>), has anyone taken or tried taking something from you, by using force or threatening to use force?</p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household.</i></p> <p><i>If necessary, help the respondent to establish the recall period and make sure that you allow adequate time for the recall. You may reassure: It can be difficult to remember this sort of incidents, so please take your time while you think about your answers.</i></p>	<p>YES..... 1                  NO..... 2                  DK..... 8</p>	<p>2 ⇒VT9B                  8 ⇒VT9B</p>
<p><b>VT2.</b> 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 ⇒VT5B                  8 ⇒VT5B</p>
<p><b>VT3.</b> 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                  TWO TIMES ..... 2                  THREE OR MORE TIMES..... 3                  DK / DON'T REMEMBER ..... 8</p>	
<p><b>VT4.</b> <i>Check VT3: One or more times?</i></p>	<p>ONE TIME, VT3=1 ..... 1                  MORE THAN ONCE OR DK,                  VT3=2, 3 OR 8..... 2</p>	<p>1 ⇒VT5A                  2 ⇒VT5B</p>
<p><b>VT5A.</b> When this happened, was anything stolen from you?</p> <p><b>VT5B.</b> The last time this happened, was anything stolen from you?</p>	<p>YES..... 1                  NO..... 2                  DK / NOT SURE ..... 8</p>	
<p><b>VT6.</b> Did the person(s) have a weapon?</p>	<p>YES..... 1                  NO..... 2                  DK / NOT SURE ..... 8</p>	<p>2 ⇒VT8                  8 ⇒VT8</p>
<p><b>VT7.</b> 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                  YES, A GUN ..... B                  YES, SOMETHING ELSE ..... X</p>	

<p><b>VT8.</b> 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><b>VT9A.</b> 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><b>VT9B.</b> 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><b>VT10.</b> 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><b>VT11.</b> 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><b>VT12A.</b> Where did this happen?</p> <p><b>VT12B.</b> 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><b>VT13.</b> 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>

<p><b>VT14A.</b> At the time of the incident, did you recognize the person?</p> <p><b>VT14B.</b> At the time of the incident, did you recognize at least one of the persons?</p>	<p>YES..... 1 NO..... 2</p> <p>DK / DON'T REMEMBER ..... 8</p>																																	
<p><b>VT17.</b> Did the person(s) have a weapon?</p>	<p>YES..... 1 NO..... 2</p> <p>DK / NOT SURE ..... 8</p>	<p>2 ⇒VT19 8 ⇒VT19</p>																																
<p><b>VT18.</b> 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 YES, A GUN ..... B YES, SOMETHING ELSE ..... X</p>																																	
<p><b>VT19.</b> Did you or anyone else report the incident to the police?</p> <p><i>If 'Yes', probe: Was the incident reported by you or someone else?</i></p>	<p>YES, RESPONDENT REPORTED..... 1 YES, SOMEONE ELSE REPORTED..... 2 NO, NOT REPORTED ..... 3</p> <p>DK / NOT SURE ..... 8</p>																																	
<p><b>VT20.</b> How safe do you feel walking alone in your neighbourhood after dark?</p>	<p>VERY SAFE..... 1 SAFE..... 2 UNSAFE..... 3 VERY UNSAFE ..... 4</p> <p>NEVER WALK ALONE AFTER DARK ..... 7</p>																																	
<p><b>VT21.</b> How safe do you feel when you are at home alone after dark?</p>	<p>VERY SAFE..... 1 SAFE..... 2 UNSAFE..... 3 VERY UNSAFE ..... 4</p> <p>NEVER ALONE AFTER DARK ..... 7</p>																																	
<p><b>VT22.</b> In the past 12 months, have you <u>personally</u> felt discriminated against or harassed on the basis of the following grounds?</p> <p>[A] Ethnic or immigration origin?</p> <p>[B] Sex?</p> <p>[C] Sexual orientation?</p> <p>[D] Age?</p> <p>[E] Religion or belief?</p> <p>[F] Disability?</p> <p>[X] For any other reason?</p>	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> <th>DK</th> </tr> </thead> <tbody> <tr> <td>ETHNIC / IMMIGRATION .....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>SEX.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>SEXUAL ORIENTATION.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>AGE .....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>RELIGION / BELIEF .....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>DISABILITY .....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>OTHER REASON .....</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		YES	NO	DK	ETHNIC / IMMIGRATION .....	1	2	8	SEX.....	1	2	8	SEXUAL ORIENTATION.....	1	2	8	AGE .....	1	2	8	RELIGION / BELIEF .....	1	2	8	DISABILITY .....	1	2	8	OTHER REASON .....	1	2	8	
	YES	NO	DK																															
ETHNIC / IMMIGRATION .....	1	2	8																															
SEX.....	1	2	8																															
SEXUAL ORIENTATION.....	1	2	8																															
AGE .....	1	2	8																															
RELIGION / BELIEF .....	1	2	8																															
DISABILITY .....	1	2	8																															
OTHER REASON .....	1	2	8																															



**ADULT FUNCTIONING**

**AF**

<p><b>AF1.</b> Check WB4: Age of respondent?</p>	<p>AGE 15-17 YEARS .....1 AGE 18-49 YEARS .....2</p>	<p>1 ⇒End</p>
<p><b>AF2.</b> Do you use glasses or contact lenses?  <i>Include the use of glasses for reading.</i></p>	<p>YES .....1 NO .....2</p>	
<p><b>AF3.</b> Do you use a hearing aid?</p>	<p>YES .....1 NO .....2</p>	
<p><b>AF4.</b> I will now ask you about difficulties you may have doing a number of different activities. For each activity there are four possible answers: Please tell me if you have: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty or 4) that you cannot do the activity 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 are: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that you cannot do the activity at all.</p>		
<p><b>AF5.</b> Check AF2: Respondent uses glasses or contact lenses?</p>	<p>YES, AF2=1 .....1 NO, AF2=2 .....2</p>	<p>1 ⇒AF6A 2 ⇒AF6B</p>
<p><b>AF6A.</b> When using your glasses or contact lenses, do you have difficulty seeing?  <b>AF6B.</b> Do you have difficulty seeing?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 CANNOT SEE AT ALL .....4</p>	
<p><b>AF7.</b> Check AF3: Respondent uses a hearing aid?</p>	<p>YES, AF3=1 .....1 NO, AF3=2 .....2</p>	<p>1 ⇒AF8A 2 ⇒AF8B</p>
<p><b>AF8A.</b> When using your hearing aid(s), do you have difficulty hearing?  <b>AF8B.</b> Do you have difficulty hearing?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 CANNOT HEAR AT ALL .....4</p>	
<p><b>AF9.</b> Do you have difficulty walking or climbing steps?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 CANNOT WALK/ CLIMB STEPS AT ALL .....4</p>	
<p><b>AF10.</b> Do you have difficulty remembering or concentrating?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 CANNOT REMEMBER/ CONCENTRATE AT ALL .....4</p>	
<p><b>AF11.</b> Do you have difficulty with self-care, such as washing all over or dressing?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3 CANNOT CARE FOR SELF AT ALL .....4</p>	
<p><b>AF12.</b> Using your usual language, do you have difficulty communicating, for example understanding or being understood?</p>	<p>NO DIFFICULTY .....1 SOME DIFFICULTY .....2 A LOT OF DIFFICULTY .....3</p>	

HIV/AIDS		HA																
<b>HA1.</b> Now I would like to talk with you about something else.  Have you ever heard of an illness called AIDS?	YES ..... 1 NO ..... 2  DK ..... 8	2 ⇒ End																
<b>HA2.</b> Can people reduce their chance of getting the AIDS virus by having just one uninfected sex partner who has no other sex partners?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA3.</b> Can people get the AIDS virus from mosquito bites?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA4.</b> Can people reduce their chance of getting the AIDS virus by using a condom every time they have sex?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA5.</b> Can people get the AIDS virus by sharing food with a person who has the AIDS virus?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA6.</b> Can people get the AIDS virus because of witchcraft or other supernatural means?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA7.</b> Is it possible for a healthy-looking person to have the AIDS virus?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA8.</b> Can the virus that causes AIDS 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															
<b>HA9.</b> Check HA8[A], [B] and [C]: At least one 'Yes' recorded?	YES ..... 1 NO ..... 2	2 ⇒ HA11																
<b>HA10.</b> Are there any special drugs that a doctor or a nurse can give to a woman infected with the AIDS virus to reduce the risk of transmission to the baby?	YES ..... 1 NO ..... 2  DK ..... 8																	
<b>HA11.</b> 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																

<b>HA12.</b> Check MN2: Was antenatal care received?	YES, MN2=1 ..... 1 NO, MN2=2 ..... 2	2⇒HA17
<b>HA13.</b> During any of the antenatal visits for your pregnancy with ( <i>name</i> ), were you given any information about:	YES NO DK	
[A] Babies getting the AIDS virus from their mother?	HIV FROM MOTHER..... 1 2 8	
[B] Things that you can do to prevent getting the AIDS virus?	THINGS TO DO ..... 1 2 8	
[C] Getting tested for the AIDS virus?	TESTED FOR HIV ..... 1 2 8	
Were you:		
[D] Offered a test for the AIDS?	OFFERED A TEST FOR HIV ..... 1 2 8	
<b>HA14.</b> I don't want to know the results, but were you tested for the AIDS virus as part of your antenatal care?	YES ..... 1 NO ..... 2 DK ..... 8	2⇒HA17 8⇒HA17
<b>HA15.</b> 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
<b>HA16.</b> After you received the result, were you given any health information or counselling related to the AIDS virus?	YES ..... 1 NO ..... 2 DK ..... 8	
<b>HA17.</b> 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
<b>HA18.</b> Between the time you went for delivery but before the baby was born were you offered an AIDS virus test?	YES ..... 1 NO ..... 2	
<b>HA19.</b> I don't want to know the results, but were you tested for the AIDS virus at that time?	YES ..... 1 NO ..... 2	2⇒HA21
<b>HA20.</b> 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
<b>HA21.</b> 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
<b>HA22.</b> Have you been tested for the AIDS virus since that time you were tested during your pregnancy?	YES ..... 1 NO ..... 2	1⇒HA25
<b>HA23.</b> How many months ago was your most recent AIDS virus test?	LESS THAN 12 MONTHS AGO ..... 1 12-23 MONTHS AGO ..... 2 2 OR MORE YEARS AGO ..... 3	1⇒HA28 2⇒HA28 3⇒HA28
<b>HA24.</b> I don't want to know the results, but have you ever been tested for the AIDS virus?	YES ..... 1 NO ..... 2	2⇒HA27
<b>HA25.</b> How many months ago was your most recent AIDS virus test?	LESS THAN 12 MONTHS AGO ..... 1 12-23 MONTHS AGO ..... 2 2 OR MORE YEARS AGO ..... 3	

<b>HA26.</b> 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
<b>HA27.</b> Do you know of a place where people can go to get an AIDS virus test?	YES .....1 NO .....2	
<b>HA28.</b> Have you heard of test kits people can use to test themselves for the AIDS virus?	YES .....1 NO .....2	2 ⇒HA30
<b>HA29.</b> Have you ever tested yourself for the AIDS virus using a self-test kit?	YES .....1 NO .....2	
<b>HA30.</b> Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus?	YES .....1 NO .....2  DK / NOT SURE / DEPENDS .....8	
<b>HA31.</b> Do you think children living with the AIDS virus should be allowed to attend school with children who do not have the AIDS virus?	YES .....1 NO .....2  DK / NOT SURE / DEPENDS .....8	
<b>HA32.</b> Do you think people hesitate to take an AIDS virus test because they are afraid of how other people will react if the test result is positive for the AIDS virus?	YES .....1 NO .....2  DK / NOT SURE / DEPENDS .....8	
<b>HA33.</b> Do people talk badly about people living with the AIDS virus, or who are thought to be living with the AIDS virus?	YES .....1 NO .....2  DK / NOT SURE / DEPENDS .....8	
<b>HA34.</b> Do people living with the AIDS virus, or thought to be living with the AIDS virus, lose the respect of other people?	YES .....1 NO .....2  DK / NOT SURE / DEPENDS .....8	
<b>HA35.</b> Do you agree or disagree with the following statement?  I would be ashamed if someone in my family had the AIDS virus.	AGREE .....1 DISAGREE .....2  DK / NOT SURE / DEPENDS .....8	
<b>HA36.</b> Do you fear that you could get the AIDS virus if you come into contact with the saliva of a person living with the AIDS virus?	YES .....1 NO .....2 SAYS SHE HAS AIDS virus .....7  DK / NOT SURE / DEPENDS .....8	

<b>WM10.</b> <i>Record the time.</i>	HOURS AND MINUTES ..... : ..	
<b>WM11.</b> <i>Was the entire interview completed in private or was there anyone else during the entire interview or part of it?</i>	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE ..... 1  NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW ( <i>specify</i> ) ..... 2  NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW ( <i>specify</i> ) ..... 3	
<b>WM12.</b> <i>Language of the Questionnaire.</i>	ENGLISH..... 1 TURKMEN ..... 2 RUSSIAN..... 3	
<b>WM13.</b> <i>Language of the Interview.</i>	ENGLISH..... 1 TURKMEN ..... 2 RUSSIAN..... 3  OTHER LANGUAGE ( <i>specify</i> ) ..... 6	
<b>WM14.</b> <i>Native language of the Respondent.</i>	TURKMEN ..... 2 UZBEK..... 3 RUSSIAN..... 4  OTHER LANGUAGE ( <i>specify</i> ) ..... 6	
<b>WM15.</b> <i>Was a translator used for any parts of this questionnaire</i>	YES, THE ENTIRE QUESTIONNAIRE..... 1 YES, PARTS OF THE QUESTIONNAIRE ..... 2 NO, NOT USED..... 3	

**WM16.** Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:

*Is the respondent the mother or caretaker of any child age 0-4 living in this household?*

- Yes ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN UNDER FIVE for that child and start the interview with this respondent.*
- No ⇒ Check HH26-HH27 in HOUSEHOLD QUESTIONNAIRE: Is there a child age 5-17 selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17?*
  - Yes ⇒ Check column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of the child selected for QUESTIONNAIRE FOR CHILDREN AGE 5-17 in this household?*
    - Yes ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN AGE 5-17 for that child and start the interview with this respondent.*
    - No ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.*
  - No ⇒ Go to WM17 in WOMAN'S INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her for her cooperation. Check to see if there are other questionnaires to be administered in this household.*

**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**

UNDER-FIVE CHILD INFORMATION PANEL		UF
<b>UF1. Cluster number:</b> _____	<b>UF2. Household number:</b> _____	
<b>UF3. Child's name and line number:</b>  NAME _____	<b>UF4. Mother's / Caretaker's name and line number:</b>  NAME _____	
<b>UF5. Interviewer's name and number:</b>  NAME _____	<b>UF6. Supervisor's name and number:</b>  NAME _____	
<b>UF7. Day / Month / Year of interview:</b> _____ / _____ / <u>20</u> <u>1</u> _____	<b>UF8. Record the time:</b>	HOURS : MINUTES _____ : _____

<p><i>Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify that adult consent for interview is obtained (HH33) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in UF17. The respondent must be at least 15 years old.</i></p>		
<b>UF9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</b>	YES, INTERVIEWED ALREADY ..... 1 NO, FIRST INTERVIEW ..... 2	1 ⇒UF10B 2 ⇒UF10A
<b>UF10A. Hello, my name is (<i>your name</i>). We are from State Statistics Committee of Turkmenistan. 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 15 minutes. All the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?</b>	<b>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 15 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?</b>	
YES ..... 1 NO/ NOT ASKED ..... 2	1 ⇒UNDER FIVE'S BACKGROUND Module 2 ⇒UF17	

<b>UF17. Result of interview for children under 5</b>  <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 <i>(specify)</i> _____ 05  NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 ..... 06  OTHER ( <i>specify</i> ) _____ 96
--	---



**UNDER-FIVE'S BACKGROUND**

**UB**

<p><b>UB0.</b> Before I begin the interview, could you please bring (<i>name</i>)'s Birth Certificate? We will need to refer to this document.</p>		
<p><b>UB1.</b> On what day, month and year was (<i>name</i>) born?</p> <p><i>Probe:</i> What is (his/her) birthday?</p> <p><i>If the mother/caretaker knows the exact date of birth, also record the day; otherwise, record '98' for day.</i></p> <p><i>Month and year <u>must</u> be recorded.</i></p>	<p>DATE OF BIRTH DAY ..... _ _</p> <p>DK DAY..... 98</p> <p>MONTH ..... _ _</p> <p>YEAR..... <u>2 0 1</u> _</p>	
<p><b>UB2.</b> How old is (<i>name</i>)?</p> <p><i>Probe:</i> How old was (<i>name</i>) at (his/her) last birthday?</p> <p><i>Record age in completed years.</i></p> <p><i>Record '0' if less than 1 year.</i></p> <p><i>If responses to UB1 and UB2 are inconsistent, probe further and correct.</i></p>	<p>AGE (IN COMPLETED YEARS) ..... _</p>	
<p><b>UB3.</b> Check UB2: Child's age?</p>	<p>AGE 0, 1, OR 2 ..... 1</p> <p>AGE 3 OR 4 ..... 2</p>	<p>1 ⇒ UB9</p>
<p><b>UB4.</b> Check the respondent's line number (UF4) and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):</p>	<p>RESPONDENT IS THE SAME, UF4=HH47.... 1</p> <p>RESPONDENT IS NOT THE SAME, UF4≠HH47 ..... 2</p>	<p>2 ⇒ UB6</p>
<p><b>UB5.</b> Check ED10 in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Is the child attending preschool/kindergarten in the current school year?</p>	<p>YES, ED10=0..... 1</p> <p>NO, ED10≠0 OR BLANK ..... 2</p>	<p>1 ⇒ UB8B</p> <p>2 ⇒ UB8C</p>
<p><b>UB6.</b> Has (<i>name</i>) ever attended any early childhood education programme, such as private or public school, including kindergarten or local preschool?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	<p>2 ⇒ UB8C</p>
<p><b>UB7.</b> At any time since September 2018, did (he/she) attend (programmes mentioned in UB6)?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	<p>1 ⇒ UB8A</p> <p>2 ⇒ UB8C</p>
<p><b>UB8A.</b> Does (he/she) currently attend (programmes mentioned in UB6)?</p> <p><b>UB8B.</b> You have mentioned that (<i>name</i>) has attended an early childhood education programme this school year. Does (he/she) currently attend this programme?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	<p>1 ⇒ UB9</p>

<p><b>UB8C.</b> For what reason has (<i>name</i>) not attended any early childhood education programme, such as school, private or public including kindergarten or local preschool?</p>	<p>UNDER THE CARE OF THE MEMBER OF HOUSEHOLD..... A  UNDER THE CARE OF RELATIVES ..... B  UNDER THE CARE OF BABY/  CHILD NANNY ..... C  TOO EXPENSIVE..... D  ABSENCE OF ANY  INSITUATION NEARBY ..... E    OTHER (<i>specify</i>) _____ X</p>	
<p><b>UB9.</b> Is (<i>name</i>) covered by any health insurance?</p>	<p>YES ..... 1  NO ..... 2</p>	

**BIRTH REGISTRATION**

**BR**

<p><b>BR1.</b> Does (<i>name</i>) have a birth certificate?</p> <p><i>If yes, ask:</i> May I see it?</p>	<p>YES, SEEN.....1                  YES, NOT SEEN .....2                  NO .....3                  DK .....8</p>	<p>1 ⇒End                  2 ⇒End</p>
<p><b>BR2.</b> Has (<i>name</i>)’s birth been registered with the Civil Registry Office?</p>	<p>YES .....1                  NO .....2                  DK .....8</p>	<p>1 ⇒End</p>
<p><b>BR3.</b> Do you know how to register (<i>name</i>)’s birth?</p>	<p>YES .....1                  NO .....2</p>	

EARLY CHILDHOOD DEVELOPMENT		EC
<p><b>EC1.</b> How many children's books or picture books do you have for (<i>name</i>)?</p>	<p>NONE ..... 00</p> <p>NUMBER OF CHILDREN'S BOOKS ..... <u>0</u></p> <p>TEN OR MORE BOOKS ..... 10</p>	
<p><b>EC2.</b> 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 TOYS ..... 1 2 8</p> <p>TOYS FROM A SHOP ..... 1 2 8</p> <p>HOUSEHOLD OBJECTS OR OUTSIDE OBJECTS ..... 1 2 8</p>	
<p><b>EC3.</b> 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><b>EC4.</b> Check UB2: Child's age?</p>	<p>AGE 0 ..... 1</p> <p>AGE 1, 2, 3 OR 4 ..... 2</p>	1 ⇒ End

<p><b>EC5.</b> 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	
	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																																	
<p><b>EC5G.</b> Check UB2: Child's age?</p>	<p>AGE 1 OR 2 ..... 1</p> <p>AGE 3 OR 4 ..... 2</p>	<p>1 ⇒ End</p>																																			
<p><b>EC6.</b> 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><b>EC7.</b> 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><b>EC8.</b> 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>																																				
<p><b>EC9.</b> Can <i>(name)</i> pick up a small object with two fingers, like a stick or a rock from the ground?</p>	<p>YES..... 1</p> <p>NO ..... 2</p> <p>DK ..... 8</p>																																				
<p><b>EC10.</b> Is <i>(name)</i> sometimes too sick to play?</p>	<p>YES..... 1</p> <p>NO ..... 2</p> <p>DK ..... 8</p>																																				

<b>EC11.</b> Does ( <i>name</i> ) follow simple directions on how to do something correctly?	YES..... 1 NO ..... 2  DK ..... 8	
<b>EC12.</b> When given something to do, is ( <i>name</i> ) able to do it independently?	YES..... 1 NO ..... 2  DK ..... 8	
<b>EC13.</b> Does ( <i>name</i> ) get along well with other children?	YES..... 1 NO ..... 2  DK ..... 8	
<b>EC14.</b> Does ( <i>name</i> ) kick, bite, or hit other children or adults?	YES..... 1 NO ..... 2  DK ..... 8	
<b>EC15.</b> Does ( <i>name</i> ) get distracted easily?	YES..... 1 NO ..... 2  DK ..... 8	

CHILD DISCIPLINE		UCD
<b>UCD1.</b> Check UB2: Child's age?	AGE 0 ..... 1 AGE 1, 2, 3 OR 4 ..... 2	1 ⇒ End
<b>UCD2.</b> Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with ( <i>name</i> ) <u>in the past month</u> .	<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 or another name like that. CALLED DUMB, LAZY OR ANOTHER NAME ..... 1 2</p> <p>[I] Hit or slapped (him/her) on the face, head or ears. HIT / SLAPPED ON THE FACE, HEAD OR EARS ..... 1 2</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg. HIT / SLAPPED ON HAND, ARM OR LEG ..... 1 2</p> <p>[K] Beat (him/her) up, that is hit (him/her) over and over as hard as one could. BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD ..... 1 2</p>	
<b>UCD3.</b> 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
<b>UCD4.</b> Check UF4: Has this respondent already responded to the following question (UCD5 or FCD5) for another child?	YES ..... 1 NO ..... 2	1 ⇒ End
<b>UCD5.</b> Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES ..... 1 NO ..... 2 DK / NO OPINION ..... 8	

CHILD FUNCTIONING		UCF
<b>UCF1.</b> Check UB2: Child's age?	AGE 0 OR 1 ..... 1 AGE 2, 3 OR 4 ..... 2	1 ⇒ End
<b>UCF2.</b> 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	
<b>UCF3.</b> Does ( <i>name</i> ) use a hearing aid?	YES ..... 1 NO ..... 2	
<b>UCF4.</b> Does ( <i>name</i> ) use any equipment or receive assistance for walking?	YES ..... 1 NO ..... 2	
<b>UCF5.</b> In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that ( <i>name</i> ) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.  <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?		
<b>UCF6.</b> Check UCF2: Child wears glasses?	YES, UCF2=1 ..... 1 NO, UCF2=2 ..... 2	1 ⇒ UCF7A 2 ⇒ UCF7B
<b>UCF7A.</b> When wearing (his/her) glasses, does ( <i>name</i> ) have difficulty seeing?  <b>UCF7B.</b> Does ( <i>name</i> ) have difficulty seeing?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT SEE AT ALL ..... 4	
<b>UCF8.</b> Check UCF3: Child uses a hearing aid?	YES, UCF3=1 ..... 1 NO, UCF3=2 ..... 2	1 ⇒ UCF9A 2 ⇒ UCF9B
<b>UCF9A.</b> When using (his/her) hearing aid(s), does ( <i>name</i> ) have difficulty hearing sounds like peoples' voices or music?  <b>UCF9B.</b> 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	
<b>UCF10.</b> Check UCF4: Child uses equipment or receives assistance for walking?	YES, UCF4=1 ..... 1 NO, UCF4=2 ..... 2	1 ⇒ UCF11 2 ⇒ UCF13
<b>UCF11.</b> 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	
<b>UCF12.</b> 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
<b>UCF13.</b> Compared with children of the same age, does ( <i>name</i> ) have difficulty walking?	NO DIFFICULTY ..... 1 SOME DIFFICULTY ..... 2 A LOT OF DIFFICULTY ..... 3 CANNOT WALK AT ALL ..... 4	



<p><b>UCF14.</b> 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><b>UCF15.</b> 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><b>UCF16.</b> 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><b>UCF17.</b> Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT LEARN THINGS AT ALL ..... 4</p>	
<p><b>UCF18.</b> 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><b>UCF19.</b> 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>	

BREASTFEEDING AND DIETARY INTAKE		BD		
<b>BD1.</b> Check UB2: Child's age?	AGE 0, 1, OR 2 ..... 1 AGE 3 OR 4 ..... 2	2 ⇒ End		
<b>BD2.</b> Has ( <i>name</i> ) ever been breastfed?	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇒ BD3A 8 ⇒ BD3A		
<b>BD3.</b> Is ( <i>name</i> ) still being breastfed?	YES ..... 1 NO ..... 2 DK ..... 8			
<b>BD3A.</b> Check UB2: Child's age?	AGE 0 OR 1 ..... 1 AGE 2 ..... 2	2 ⇒ End		
<b>BD4.</b> 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			
<b>BD5.</b> Did ( <i>name</i> ) <u>drink Oral Rehydration Salt solution (ORS)</u> yesterday, during the day or night?	YES ..... 1 NO ..... 2 DK ..... 8			
<b>BD6.</b> 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			
<b>BD7.</b> 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.  Please include liquids consumed outside of your home.  Did ( <i>name</i> ) drink ( <i>name of item</i> ) yesterday during the day or the night:		YES	NO	DK
[A] Plain water?	PLAIN WATER	1	2	8
[B] Juice or juice drinks?	JUICE OR JUICE DRINKS	1	2	8
[C] Bouillon?	BOUILLON	1	2	8
[D] Infant formula, such as "Nutrilak", "Mamako", "Similak", "Nestojen", "NAN"?	INFANT FORMULA	1	2 ☹	8 ☹
[D1] How many times did ( <i>name</i> ) drink infant formula? If 7 or more times, record '7'. If unknown, record '8'.	NUMBER OF TIMES DRANK INFANT FORMULA .....			BD7[E] BD7[E]
[E] Milk from animals, such as fresh, tinned, or powdered milk?	MILK	1	2 ☹	8 ☹
[E1] How many times did ( <i>name</i> ) drink milk? If 7 or more times, record '7'. If unknown, record '8'.	NUMBER OF TIMES DRANK MILK .....			BD7[X] BD7[X]
[X] Any other liquids?	OTHER LIQUIDS	1	2 ☹	8 ☹
[X1] Record all other liquids mentioned.	(Specify) _____			BD8 BD8

<p><b>BD8.</b> 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?</p> <p><i>If 'Yes' ask:</i> Please tell me everything (<i>name</i>) ate at that time. <i>Probe:</i> Anything else?</p> <p><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?</p> <p><i>Repeat this string of questions, recording in the food groups, until the respondent tells you that the child went to sleep until the next morning.</i></p>				
<p>For each food group not mentioned after completing the above ask:</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 or kefir (gatyk)? <i>Note that liquid/drinking yogurt or kefir (gatyk) should be captured in BD7[E] or BD7[X], depending on milk content.</i>	YOGURT OR KEFIR	1	2 $\surd$	8 $\surd$
[A1] How many times did ( <i>name</i> ) eat yogurt or kefir (gatyk)? <i>If 7 or more times, record '7'. If unknown, record '8'.</i>	NUMBER OF TIMES ATE YOGURT OR KEFIR (GATYK).....			___
[B] Any industrially enriched baby food, such as Nutrilak», «Mamak», «Similak», «Nestle»?	INDUSTRIALLY ENRICHED BABY FOOD	1	2	8
[C] Bread, rice, semolina, noodles, porridge, or other foods made from grains?	FOODS MADE FROM GRAINS	1	2	8
[D] Pumpkin or carrots?	PUMPKIN OR CARROTS.	1	2	8
[E] Potatoes, turnip, or any other foods made from roots that are white inside?	FOODS MADE FROM ROOTS	1	2	8
[F] Any dark green, leafy vegetables, such as spinach or lettuce?	DARK GREEN, LEAFY VEGETABLES	1	2	8
[G] Ripe persimmon, dried or fresh apricot, raw sour cherry?	RIPE PERSIMMON, DRIED OR FRESH APRICOT OR SOUR CHERRY	1	2	8
[H] Any other fruits or vegetables, such as apples, grapes, cabbage, cucumbers, etc.?	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, camel, chicken, duck or sausages made from these meats?	OTHER MEATS	1	2	8
[K] Eggs?	EGGS	1	2	8
[L] Fish, either fresh or dried?	FRESH OR DRIED FISH	1	2	8
[M] Beans, peas, lentils, mung beans or nuts, including any foods made from these?	FOODS MADE FROM BEANS, PEAS, NUTS, ETC.	1	2	8

[N] Cheese, white cheese, cottage 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 $\surd$ BD9	8 $\surd$ BD9
[X1] Record all other solid, semi-solid, or soft food that do not fit food groups above.	(Specify) _____			
<p><b>BD9.</b> 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>			

<b>UF11.</b> Record the time.	HOURS AND MINUTES ..... : ..	
<b>UF12.</b> Language of the Questionnaire.	ENGLISH..... 1 TURKMEN ..... 2 RUSSIAN..... 3	
<b>UF13.</b> Language of the Interview.	ENGLISH..... 1 TURKMEN ..... 2 RUSSIAN..... 3  OTHER LANGUAGE (specify) ..... 6	
<b>UF14.</b> Native language of the Respondent.	TURKMEN ..... 2 UZBEK..... 3 RUSSIAN..... 4  OTHER LANGUAGE (specify) ..... 6	
<b>UF15.</b> 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><b>UF16.</b> 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>		

**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**

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 ..... 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>201</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.		

**INTERVIEWER'S OBSERVATIONS FOR ANTHROPOMETRY MODULE**

**MEASURER'S OBSERVATIONS FOR ANTHROPOMETRY MODULE**

**SUPERVISOR'S OBSERVATIONS FOR ANTHROPOMETRY MODULE**



5-17 CHILD INFORMATION PANEL		FS
<b>FS1. Cluster number:</b> _____	<b>FS2. Household number:</b> _____	
<b>FS3. Child's name and line number:</b> NAME _____	<b>FS4. Mother's / Caretaker's name and line number:</b> NAME _____	
<b>FS5. Interviewer's name and number:</b> NAME _____	<b>FS6. Supervisor's name and number:</b> NAME _____	
<b>FS7. Day / Month / Year of interview:</b> _____ / _____ / <u>2 0 1</u> _____	<b>FS8. Record the time:</b>	HOURS : MINUTES _____ : _____

<p>Check respondent's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE:</p> <p>If age 15-17, verify that adult consent for interview is obtained (HH33) or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in FS17. The respondent must be at least 15 years old. In the very few cases where a child age 15-17 has no mother or caretaker identified in the household (HL20=90), the respondent will be the child him/herself.</p>		
<b>FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?</b>	YES, INTERVIEWED ALREADY .....1 NO, FIRST INTERVIEW .....2	1 ⇒FS10B 2 ⇒FS10A
<b>FS10A.</b> Hello, my name is ( <i>your name</i> ). We are from <b>State Statistics Committee of Turkmenistan</b> . 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. 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?	<b>FS10B.</b> Now I would like to talk to you about ( <i>child's name from FS3</i> )'s health and well-being in more detail. This interview will take about <b>20</b> minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	
YES ..... 1 NO/ NOT ASKED ..... 2	1 ⇒CHILD'S BACKGROUND Module 2 ⇒FS17	

<b>FS17. Result of interview for child age 5-17 years</b>  <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
--	--

CHILD'S BACKGROUND		CB
<b>CB1.</b> Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47):	FS4=HH47..... 1 FS4≠HH47..... 2	1 ⇒ CB10A
<b>CB2.</b> In what month and year was ( <i>name</i> ) born?  <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH MONTH ..... __ __  YEAR ..... __ __ __ __	
<b>CB3.</b> How old is ( <i>name</i> )?  <i>Probe:</i> How old was ( <i>name</i> ) at (his/her) last birthday?  <i>Record age in completed years.</i>  <i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS)..... __ __	
<b>CB4.</b> Has ( <i>name</i> ) ever attended school, preschool or kindergarten?	YES ..... 1 NO ..... 2	2 ⇒ CB10A
<b>CB5.</b> What is the highest level and grade or year of school ( <i>name</i> ) has ever attended?	PRE-SCHOOL/KINDERGARTEN ..... 000 SECONDARY (1-11)..... <b>1</b> __ __ PRIMARY VOCATIONAL..... <b>2</b> __ __ SECONDARY VOCATIONAL..... <b>3</b> __ __ HIGHER..... <b>4</b> __ __	000 ⇒ CB7
<b>CB6.</b> Did (he/she) ever complete that (grade/year)?	YES ..... 1 NO ..... 2	
<b>CB7.</b> At any time during the 2018-2019 school year did ( <i>name</i> ) attend school or any early childhood education programme?	YES ..... 1 NO ..... 2	2 ⇒ CB9
<b>CB8.</b> During the 2018-2019 school year, which level and grade or year is ( <i>name</i> ) <u>attending</u> ?	PRE-SCHOOL/KINDERGARTEN ..... 000 SECONDARY (1-11)..... <b>1</b> __ __ PRIMARY VOCATIONAL..... <b>2</b> __ __ SECONDARY VOCATIONAL..... <b>3</b> __ __ HIGHER..... <b>4</b> __ __	
<b>CB9.</b> At any time during the 2017-2018 school year, did ( <i>name</i> ) attend school or any early childhood education programme?	YES ..... 1 NO ..... 2	2 ⇒ CB10A
<b>CB10.</b> During the 2017-2018 school year, which level and grade or year did ( <i>name</i> ) <u>attend</u> ?	PRE-SCHOOL/KINDERGARTEN ..... 000 SECONDARY (1-11)..... <b>1</b> __ __ PRIMARY VOCATIONAL..... <b>2</b> __ __ SECONDARY VOCATIONAL..... <b>3</b> __ __ HIGHER..... <b>4</b> __ __	
<b>CB10A.</b> Check CB3: Child's age?  <i>Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</i>	AGE 5-6 YEARS ..... 1 AGE 7-17 YEARS ..... 2	2 ⇒ CB11

<p><b>CB10B.</b> Check CB7: In the 2018-2019 school year did child attend school or any early childhood education programme?</p> <p>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	<p>YES, CB7/ED9=1..... 1  NO, CB7/ED9=2 OR BLANK ..... 2</p>	<p>1⇒ CB11</p>
<p><b>CB10C.</b> For what reason has (<i>name</i>) not attended any early childhood education programme, such as school, private or public including kindergarten or local preschool?</p>	<p>UNDER THE CARE OF THE MEMBER OF HOUSEHOLD ..... A  UNDER THE CARE OF RELATIVES ..... B  UNDER THE CARE OF BABY/  CHILD NANNY ..... C  TOO EXPENSIVE ..... D  ABSENCE OF ANY  INSITUTION NEARBY .....E</p> <p>OTHER (<i>specify</i>) ..... X</p>	
<p><b>CB11.</b> Is (<i>name</i>) covered by any health insurance?</p>	<p>YES ..... 1  NO ..... 2</p>	

CHILD DISCIPLINE		FCD
<b>FCD1.</b> Check CB3: Child's age?	AGE 5-14 YEARS ..... 1 AGE 15-17 YEARS ..... 2	2 ⇒ End
<p><b>FCD2.</b> Now I'd like to talk to you about something else.</p> <p>Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (<i>name</i>) <u>in the past month</u>.</p> <p>[A] Took away privileges, forbade something (<i>name</i>) liked or did not allow (him/her) to leave the house.</p> <p>[B] Explained why (<i>name</i>)'s behaviour was wrong.</p> <p>[C] Shook (him/her).</p> <p>[D] Shouted, yelled at or screamed at (him/her).</p> <p>[E] Gave (him/her) something else to do.</p> <p>[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.</p> <p>[G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object.</p> <p>[H] Called (him/her) dumb, lazy or another name like that.</p> <p>[I] Hit or slapped (him/her) on the face, head or ears.</p> <p>[J] Hit or slapped (him/her) on the hand, arm, or leg.</p> <p>[K] Beat (him/her) up, that is hit him/her over and over as hard as one could.</p>	<p>YES NO</p> <p>TOOK AWAY PRIVILEGES ..... 1 2</p> <p>EXPLAINED WRONG BEHAVIOR ..... 1 2</p> <p>SHOOK HIM/HER ..... 1 2</p> <p>SHOUTED, YELLED, SCREAMED ..... 1 2</p> <p>GAVE SOMETHING ELSE TO DO ..... 1 2</p> <p>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND ..... 1 2</p> <p>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT ..... 1 2</p> <p>CALLED DUMB, LAZY OR ANOTHER NAME ..... 1 2</p> <p>HIT / SLAPPED ON THE FACE, HEAD OR EARS ..... 1 2</p> <p>HIT / SLAPPED ON HAND, ARM OR LEG ..... 1 2</p> <p>BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD ..... 1 2</p>	
<b>FCD3.</b> Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES .....1 NO .....2	2 ⇒ FCD5
<b>FCD4.</b> Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES .....1 NO .....2	1 ⇒ End
<b>FCD5.</b> Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES ..... 1 NO ..... 2 DK / NO OPINION ..... 8	

CHILD FUNCTIONING		FCF
<p><b>FCF1.</b> I would like to ask you some questions about difficulties (<i>name</i>) may have.</p> <p>Does (<i>name</i>) wear glasses or contact lenses?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	
<p><b>FCF2.</b> Does (<i>name</i>) use a hearing aid?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	
<p><b>FCF3.</b> Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p>	
<p><b>FCF4.</b> In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.</p> <p><i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i></p> <p>Remember the four possible answers: Would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?</p>		
<p><b>FCF5.</b> Check FCF1: Child wears glasses or contact lenses?</p>	<p>YES, FCF1=1 ..... 1</p> <p>NO, FCF1=2 ..... 2</p>	<p>1 ⇒FCF6A</p> <p>2 ⇒FCF6B</p>
<p><b>FCF6A.</b> When wearing (his/her) glasses or contact lenses, does (<i>name</i>) have difficulty seeing?</p> <p><b>FCF6B.</b> Does (<i>name</i>) have difficulty seeing?</p>	<p>NO DIFFICULTY ..... 1</p> <p>SOME DIFFICULTY ..... 2</p> <p>A LOT OF DIFFICULTY ..... 3</p> <p>CANNOT SEE AT ALL ..... 4</p>	
<p><b>FCF7.</b> Check FCF2: Child uses a hearing aid?</p>	<p>YES, FCF2=1 ..... 1</p> <p>NO, FCF2=2 ..... 2</p>	<p>1 ⇒FCF8A</p> <p>2 ⇒FCF8B</p>
<p><b>FCF8A.</b> When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p> <p><b>FCF8B.</b> Does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p>	<p>NO DIFFICULTY ..... 1</p> <p>SOME DIFFICULTY ..... 2</p> <p>A LOT OF DIFFICULTY ..... 3</p> <p>CANNOT HEAR AT ALL ..... 4</p>	
<p><b>FCF9.</b> Check FCF3: Child uses equipment or receives assistance for walking?</p>	<p>YES, FCF3=1 ..... 1</p> <p>NO, FCF3=2 ..... 2</p>	<p>2 ⇒FCF14</p>
<p><b>FCF10.</b> Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters/ on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY ..... 2</p> <p>A LOT OF DIFFICULTY ..... 3</p> <p>CANNOT WALK 100 M AT ALL ..... 4</p>	<p>3 ⇒FCF12</p> <p>4 ⇒FCF12</p>

<p><b>FCF11.</b> Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p> <p><i>Note that category 'No difficulty' is not available, as the child uses equipment or receives assistance for walking.</i></p>	<p>SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 M AT ALL ..... 4</p>	
<p><b>FCF12.</b> With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters/ on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 100 M AT ALL ..... 4</p>	<p>3 ⇒FCF16  4 ⇒FCF16</p>
<p><b>FCF13.</b> With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 M AT ALL ..... 4</p>	<p>1 ⇒FCF16  2 ⇒FCF16  3 ⇒FCF16  4 ⇒FCF16</p>
<p><b>FCF14.</b> Compared with children of the same age, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 football field.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 100 M/ AT ALL ..... 4</p>	<p>3 ⇒FCF16  4 ⇒FCF16</p>
<p><b>FCF15.</b> Compared with children of the same age, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT WALK 500 M/ AT ALL ..... 4</p>	
<p><b>FCF16.</b> Does (<i>name</i>) have difficulty with self-care such as feeding or dressing (himself/herself)?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT CARE FOR SELF AT ALL ..... 4</p>	
<p><b>FCF17.</b> When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people inside of this household?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT BE UNDERSTOOD AT ALL ..... 4</p>	
<p><b>FCF18.</b> When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people outside of this household?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT BE UNDERSTOOD AT ALL ..... 4</p>	

<p><b>FCF19.</b> Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT LEARN THINGS AT ALL ..... 4</p>	
<p><b>FCF20.</b> Compared with children of the same age, does (<i>name</i>) have difficulty remembering things?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT REMEMBER THINGS AT ALL ..... 4</p>	
<p><b>FCF21.</b> Does (<i>name</i>) have difficulty concentrating on an activity that (he/she) enjoys doing?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT CONCENTRATE AT ALL ..... 4</p>	
<p><b>FCF22.</b> Does (<i>name</i>) have difficulty accepting changes in (his/her) routine?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT ACCEPT CHANGES AT ALL ..... 4</p>	
<p><b>FCF23.</b> Compared with children of the same age, does (<i>name</i>) have difficulty controlling (his/her) behaviour?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT CONTROL BEHAVIOUR AT ALL .... 4</p>	
<p><b>FCF24.</b> Does (<i>name</i>) have difficulty making friends?</p>	<p>NO DIFFICULTY ..... 1  SOME DIFFICULTY ..... 2  A LOT OF DIFFICULTY ..... 3  CANNOT MAKE FRIENDS AT ALL ..... 4</p>	
<p><b>FCF25.</b> The next questions have different options for answers. I am going to read these to you after each question.</p> <p>I would like to know how often (<i>name</i>) seems very anxious, nervous or worried.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY ..... 1  WEEKLY ..... 2  MONTHLY ..... 3  A FEW TIMES A YEAR ..... 4  NEVER ..... 5</p>	
<p><b>FCF26.</b> I would also like to know how often (<i>name</i>) seems very sad or depressed.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY ..... 1  WEEKLY ..... 2  MONTHLY ..... 3  A FEW TIMES A YEAR ..... 4  NEVER ..... 5</p>	

PARENTAL INVOLVEMENT		PR												
<p><b>PR1.</b> Check CB3: Child's age?</p> <p>Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 was not asked.</p>	AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3	1 ⇒End  3 ⇒End												
<p><b>PR2.</b> At the end of this interview I will ask you if I can talk to (<b>name</b>). If (he/she) is close, can you please ask (him/her) to stay here. If (<b>name</b>) 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.</p>														
<p><b>PR3.</b> Excluding school text books and holy books, how many books do you have for (<b>name</b>) to read at home?</p>	NONE ..... 00 NUMBER OF BOOKS..... 0 ___ TEN OR MORE BOOKS ..... 10													
<p><b>PR4.</b> Check CB7: Did the child attend any school?</p> <p>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	YES, CB7/ED9=1..... 1 NO, CB7/ED9=2 OR BLANK ..... 2	2 ⇒End												
<p><b>PR5.</b> Does (<b>name</b>) ever have homework?</p>	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇒PR7 8 ⇒PR7												
<p><b>PR6.</b> Does anyone help (<b>name</b>) with homework?</p>	YES ..... 1 NO ..... 2 DK ..... 8													
<p><b>PR7.</b> Does (<b>name</b>)'s school have a school governing body in which parents can participate (such as Parents Community)?</p>	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇒PR10 8 ⇒PR10												
<p><b>PR8.</b> In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?</p>	YES ..... 1 NO ..... 2 DK ..... 8	2 ⇒PR10 8 ⇒PR10												
<p><b>PR9.</b> During any of these meetings, was any of the following discussed:</p> <p>[A] A plan for addressing key education issues faced by (<b>name</b>)'s school?</p> <p>[B] School budget or use of funds received by (<b>name</b>)'s school?</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> <th style="text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>PLAN FOR ADDRESSING SCHOOL'S ISSUES .....</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>SCHOOL BUDGET .....</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	PLAN FOR ADDRESSING SCHOOL'S ISSUES .....	1	2	8	SCHOOL BUDGET .....	1	2	8	
	YES	NO	DK											
PLAN FOR ADDRESSING SCHOOL'S ISSUES .....	1	2	8											
SCHOOL BUDGET .....	1	2	8											
<p><b>PR10.</b> In the last 12 months, have you or any other adult from your household received a school report card for (<b>name</b>)?</p>	YES ..... 1 NO ..... 2 DK ..... 8													



<p><b>PR11.</b> In the last 12 months, have you or any adult from your household gone to <i>(name)</i>'s school for any of the following reasons?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss <i>(name)</i>'s progress with (his/her) teachers?</p>	<p style="text-align: right;">YES NO DK</p> <p>CELEBRATION OR SPORT EVENT ..... 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS ..... 1 2 8</p>	
<p><b>PR12.</b> In the last 12 months, has <i>(name)</i>'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, cyclone, epidemics or similar?</p> <p>[B] Man-made disasters, such as fire, building collapse, riots or similar?</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>OTHER..... 1 2 8</p>	
<p><b>PR13.</b> In the last 12 months, was <i>(name)</i> unable to attend class due to (his/her) teacher being absent?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p> <p>DK ..... 8</p>	<p>2 ⇨ End</p> <p>8 ⇨ End</p>
<p><b>PR15.</b> When teacher absence happened did you or any other adult member of your household contact any school officials or school governing body representatives?</p>	<p>YES ..... 1</p> <p>NO ..... 2</p> <p>DK ..... 8</p>	

**FOUNDATIONAL LEARNING SKILLS**

**FL**

<b>FL0.</b> Check CB3: Child's age? Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 WAS NOT ASKED.	AGE 5-6 YEARS .....	1	1 ⇒ End
	AGE 7-14 YEARS.....	2	
	AGE 15-17 YEARS.....	3	3 ⇒ End

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

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

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

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

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

May I talk to ( <i>name</i> )?	YES, PERMISSION IS GIVEN.....	1	2 ⇒ FL28
	NO, PERMISSION IS NOT GIVEN .....	2	

<b>FL2.</b> Record the time.	HOURS AND MINUTES .....	__ : __
------------------------------	-------------------------	---------

**FL3.** My name is (*your name*). I would like to tell you a bit about myself.

Could you tell me a little bit about yourself?

*When the child is comfortable, continue with the verbal consent:*

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

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

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

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

**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.

<b>FL6.</b> 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

<p><b>FL7.</b> Which language do you speak most of the time at home?</p> <p><i>Probe if necessary and read the listed languages.</i></p>	<p>TURKMEN.....1  UZBEK .....2  RUSSIAN .....3    OTHER (<i>specify</i>).....6  DK.....8</p>	
<p><b>FL8.</b> Check CB7: In the current school year, did the child attend school or any early childhood education programme?</p> <p><i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 .....1  NO, CB7/ED9=2 OR BLANK.....2</p>	1 ⇨ FL9A
<p><b>FL8A.</b> Check CB4: Did the child ever attend school or any early childhood education programmes?</p> <p><i>Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.</i></p>	<p>YES, CB4/ED4=1 .....1  NO, CB4/ED4=2 OR BLANK.....2</p>	1 ⇨ FL9B
<p><b>FL8B.</b> Check FL7: Is READING &amp; NUMBERS BOOK available in the language spoken at home?</p>	<p>YES, FL7=1 OR 3.....1  NO, FL7=2, 6 OR 8 .....2</p>	1 ⇨ FL10B 2 ⇨ FL23
<p><b>FL9A.</b> What language do your teachers use most of the time when teaching you in class?</p> <p><b>FL9B.</b> When you were in school, what language did your teachers use most of the time when teaching you in class?</p> <p><i>Probe if necessary and name the listed languages.</i></p>	<p>TURKMEN.....1  RUSSIAN .....2    OTHER (<i>specify</i>) .....6  DK.....8</p>	1 ⇨ FL10A 2 ⇨ FL10A  6 ⇨ FL23 8 ⇨ FL23
<p><b>FL10A.</b> Now I am going to give you a short story to read in (<i>Language recorded in FL9A/B</i>). Would you like to start reading the story?</p> <p><b>FL10B.</b> Now I am going to give you a short story to read in (<i>Language recorded in FL7</i>). Would you like to start reading the story?</p>	<p>YES .....1  NO .....2</p>	2 ⇨ FL23
<p><b>FL11.</b> Check CB3: Child's age?</p> <p><i>Check HL6 in the HOUSEHOLD LISTING Module in the HOUSEHOLD QUESTIONNAIRE for child if CB3 WAS NOT ASKED.</i></p>	<p>AGE 7-9 YEARS .....1  AGE 10-14 YEARS .....2</p>	1 ⇨ FL13
<p><b>FL12.</b> Check CB7: In the current school year, did the child attend school or any early childhood education programme?</p> <p><i>Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</i></p>	<p>YES, CB7/ED9=1 .....1  NO, CB7/ED9=2 OR BLANK.....2</p>	1 ⇨ FL19
<p><b>FL13.</b> Give the child the READING &amp; NUMBERS BOOK.</p> <p><i>Open the page showing the reading practice item and say:</i></p> <p>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.</p> <p><i>Ajdar is a dog. Alaja is a cat. Kemal is 5. Maral is 6.</i></p>		

<b>FL14.</b> Did the child read every word in the practice correctly?	YES ..... 1 NO ..... 2	2 ⇒FL23
<b>FL15.</b> Once the reading is done, ask: How old is Kemal?	KEMAL IS 5 YEARS OLD ..... 1 OTHER ANSWERS ..... 2 NO ANSWER AFTER 5 SECONDS ..... 3	1 ⇒FL17
<b>FL16.</b> Say: Kemal is 5 years old. and go to FL23.		⇒FL23
<b>FL17.</b> Here is another question: Who is older: Kemal or Maral?	MARAL IS OLDER (THAN KEMAL) ..... 1 OTHER ANSWERS ..... 2 NO ANSWER AFTER 5 SECONDS ..... 3	1 ⇒FL19
<b>FL18.</b> Say: Maral is older than Kemal. Maral is 6 and Kemal is 5. and go to FL23.		⇒FL23
<b>FL19.</b> 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.	Aman is in class two. One day,	
	1 2 3 4 5 6 7	
	Aman was going home from his friend's	
	8 9 10 11 12 13 14	
	house. He saw some red flowers on	
	15 16 17 18 19 20 21	
	the way. The flowers were near the	
	22 23 24 25 26 27 28	
	cotton field. Aman wanted to get some	
	29 30 31 32 33 34 35	
	flowers for his mother. Aman ran fast	
	36 37 38 39 40 41 42	
	across the field to get the flowers.	
	43 44 45 46 47 48 49	
	He fell down near the big tree.	
	50 51 52 53 54 55 56	
	Aman started crying. The gardener saw him	
57 58 59 60 61 62 63		
and came. He gave Aman a bunch		
64 65 66 67 68 69 70		
of flowers. Aman was very happy.		
71 72 73 74 75 76		
<b>FL20.</b> Results of the child's reading.	LAST WORD ATTEMPTED ..... NUMBER __ __ TOTAL NUMBER OF WORDS INCORRECTOR MISSED ..... NUMBER __ __	
<b>FL21.</b> How well did the child read the story?	THE CHILD READ AT LEAST ONE WORD CORRECTLY ..... 1	2 ⇒FL23 3 ⇒FL23
	THE CHILD DID NOT READ ANY WORD CORRECTLY ..... 2	
	THE CHILD DID NOT TRY TO READ THE STORY ..... 3	

<p><b>FL22.</b> 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 class is Aman in?</p> <p>[B] What did Aman see on the way home?</p> <p>[C] Why did Aman start crying?</p> <p>[D] Where did Aman fall (down)?</p> <p>[E] Why was Aman happy?</p>	<p>CORRECT ((AMAN IS) IN CLASS TWO).....1  INCORRECT .....2  NO RESPONSE / SAYS ‘I DON’T KNOW’ .....3</p> <p>CORRECT (HE SAW SOME RED FLOWERS) .....1  INCORRECT .....2  NO RESPONSE / SAYS ‘I DON’T KNOW’ .....3</p> <p>CORRECT (BECAUSE HE FELL).....1  INCORRECT .....2  NO RESPONSE / SAYS ‘I DON’T KNOW’ .....3</p> <p>CORRECT ((AMAN FELL DOWN) NEAR THE BIG TREE) .....1  INCORRECT .....2  NO RESPONSE / SAYS ‘I DON’T KNOW’ .....3</p> <p>CORRECT (BECAUSE THE GARDENER GAVE HIM A BUNCH OF FLOWERS / BECAUSE HE HAD FLOWERS TO GIVE TO HIS MOTHER).....1  INCORRECT .....2  NO RESPONSE / SAYS ‘I DON’T KNOW’ .....3</p>	
<p><b>FL23.</b> Turn the page in the <i>READING&amp; NUMBERS BOOK</i> so the child is looking at the list of numbers. Make sure the child is looking at this page.</p> <p>Now here are some numbers. I want you to point to each number and tell me what the number is.</p> <p><i>Point to the first number and say:</i></p> <p>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></p> <p>What is this number?</p> <p><i>If the child does not attempt to read 2 consecutive numbers, say:</i></p> <p>Thank you. That is ok.</p>	<p><b>9</b>  CORRECT .....1  INCORRECT .....2  NO ATTEMPT.....3</p> <p><b>12</b>  CORRECT .....1  INCORRECT .....2  NO ATTEMPT.....3</p> <p><b>30</b>  CORRECT .....1  INCORRECT .....2  NO ATTEMPT.....3</p> <p><b>48</b>  CORRECT .....1  INCORRECT .....2  NO ATTEMPT.....3</p> <p><b>74</b>  CORRECT .....1  INCORRECT .....2  NO ATTEMPT.....3</p> <p><b>331</b>  CORRECT .....1</p>	

	INCORRECT .....2 NO ATTEMPT.....3	
<b>FL23A.</b> Check FL23: Did the child correctly identify two of the first three numbers (9, 12 and 30)?	YES, AT LEAST TWO CORRECT .....1 NO, AT LEAST 2 INCORRECT OR WITH NO ATTEMPT .....2	2 ⇒ FL28
<b>FL24.</b> Turn the page so the child is looking at the first pair of numbers. Make sure the child is looking at this page. Say:  Look at these numbers. Tell me which one is bigger.  Record the child's answer before turning the page in the book and repeating the question for the next pair of numbers.  If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate pair of numbers, turn the booklet page and show the child the next pair of numbers.  If the child does not attempt 2 consecutive pairs, record '3', no attempt, for remaining pairs and say:  Thank you. That is ok. We will go to the next activity.	<b>7 &amp; 5</b> CORRECT (7).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>11 &amp; 24</b> CORRECT (24).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>58 &amp; 49</b> CORRECT (58).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>65 &amp; 67</b> CORRECT (67).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>146 &amp; 154</b> CORRECT (154).....1 INCORRECT .....2 NO ATTEMPT .....3	
<b>FL25.</b> 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 ( <b>number plus number</b> )? Tell me the answer. You can use the pencil and paper if it helps you.  Record the child's answer before turning the page in the book and repeating the question for the next sum.  If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, record '3', no attempt, for the appropriate sum, turn the booklet page and show the child the next addition.  If the child does not attempt 2 consecutive sums, record '3', no attempt, for remaining sums and say:  Thank you. That is ok. We will go to the next activity.	<b>3 + 2</b> CORRECT (5).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>8 + 6</b> CORRECT (14).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>7 + 3</b> CORRECT (10).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>13 + 6</b> CORRECT (19).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>12 + 24</b> CORRECT (36).....1 INCORRECT .....2 NO ATTEMPT .....3	
<b>FL26.</b> Turn to the first practice sheet for pattern recognition. Say: Here are some numbers. 1, 2, __, and 4.  Point to each number and blank space and say: What number goes here?	CORRECT (3).....1 INCORRECT .....2 NO ATTEMPT.....3	2 ⇒ FL26B 3 ⇒ FL26B
<b>FL26A.</b> That's correct, 3. Let's do another one.		⇒ FL26C

<p><b>FL26B.</b> Do not explain how to get the correct answer. Just say: The number 3 goes here. Say the numbers with me. (<i>Point to each number</i>) 1, 2, 3, 4. ‘3’ goes here. Let’s do another one.</p>		
<p><b>FL26C.</b> Here are some more numbers. 5, 10, 15 and __.  <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><b>FL26D.</b> That’s correct, 20.</p>		<p>⇒FL27</p>
<p><b>FL26E.</b> Do not explain how to get the correct answer. Just say: The number 20 goes here. Say the numbers with me. (<i>Point to each number</i>) 5, 10, 15, 20. 20 goes here.</p>		
<p><b>FL26F.</b> CHECK FL26: WAS THE ANSWER CORRECT?</p>	<p>YES, FL26=1 ..... 1 NO, FL26=2 OR 3 ..... 2</p>	<p>2 ⇒FL28</p>
<p><b>FL27.</b> Now I want you to try this on your own.  Here are some more numbers. Tell me what number goes here (<i>pointing to the missing number</i>).  <i>Record the child’s answer before turning the page in the book and repeating the question.</i>  <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>  <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><b>5, 6, 7, __</b> CORRECT (8).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>14, 15, __, 17</b> CORRECT (16).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>20, __, 40, 50</b> CORRECT (30).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>2, 4, 6, __</b> CORRECT (8).....1 INCORRECT .....2 NO ATTEMPT .....3 <b>5, 8, 11, __</b> CORRECT (14).....1 INCORRECT .....2 NO ATTEMPT .....3</p>	

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

<b>FS11. Record the time.</b>	HOURS AND MINUTES ..... ____ : ____	
<b>FS12. Language of the Questionnaire.</b>	ENGLISH..... 1	
	TURKMEN ..... 2	
	RUSSIAN ..... 3	
<b>FS13. Language of the Interview.</b>	ENGLISH..... 1	
	TURKMEN ..... 2	
	RUSSIAN..... 3	
	OTHER LANGUAGE ( <i>specify</i> ) ..... 6	
<b>FS14. Native language of the Respondent.</b>	TURKMEN ..... 2	
	UZBEK..... 3	
	RUSSIAN ..... 4	
	OTHER LANGUAGE ( <i>specify</i> ) ..... 6	
<b>FS15. Was a translator used for any parts of this questionnaire?</b>	YES, THE ENTIRE QUESTIONNAIRE..... 1	
	YES, PARTS OF THE QUESTIONNAIRE ..... 2	
	NO, NOT USED..... 3	
<b>FS16. Thank the respondent and the child for her/his cooperation.</b>  <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>  <i>Make arrangements for the administration of the remaining questionnaire(s) in this household.</i>		



**INTERVIEWER'S OBSERVATIONS**

**SUPERVISOR'S OBSERVATIONS**



**ВОПРОСНИК ДОМОХОЗЯЙСТВА**  
 Кластерное обследование по многим показателям  
 в Туркменистане в 2019 году



ПАНЕЛЬ ИНФОРМАЦИИ О ДОМОХОЗЯЙСТВЕ		НН
НН1. Номер кластера: _____		НН2. Номер домохозяйства: _____
НН3. Имя и номер интервьюера: ИМЯ _____		НН4. Имя и номер руководителя: ИМЯ _____
НН5. День/месяц/год проведения опроса: _____ / _____ / 2 0 1 _____		НН7. Регион: Г. АШХАБАД..... 1 АХАЛСКИЙ ВЕЛАЯТ ..... 2 БАЛКАНСКИЙ ВЕЛАЯТ ..... 3 ДАШОГУЗСКИЙ ВЕЛАЯТ ..... 4 ЛЕБАПСКИЙ ВЕЛАЯТ..... 5 МАРЫЙСКИЙ ВЕЛАЯТ ..... 6
НН6. Местность:	ГОРОДСКАЯ ... 1 СЕЛЬСКАЯ ..... 2	

До начала опроса убедитесь, что респондент(ка) является осведомленным членом домохозяйства и что ему/ей как минимум 18 лет. Опрос ребенка в возрасте 15–17 лет допускается только в том случае, если в домохозяйстве нет ни одного взрослого члена или если все взрослые члены домохозяйства не в состоянии отвечать. Опрос ребенка в возрасте до 15 лет не допускается.	НН11. Внесите время.
	ЧАСЫ : МИНУТЫ _____ : _____

НН12. Здравствуйте, меня зовут (**Ваше имя**). Мы из Государственного комитета Туркменистана по статистике. Мы проводим обследование положения детей, семей и домохозяйств. Я хочу поговорить с Вами на эти темы. Опрос обычно занимает около 20 минут. После него я, возможно, попрошу о дополнительном опросе Вас или других отдельных членов Вашего домохозяйства. Вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?

ДА..... 1      1 ⇨ ОПИСЬ ДОМОХОЗЯЙСТВА  
 НЕТ/ВОПРОС НЕ ЗАДАВАЛСЯ..... 2      2 ⇨ НН46

НН46. Результат опроса домохозяйства:  Всякий результат вида «опрос не проведен» обсудите с руководителем.	ПРОВЕДЕН..... 01
	ОТСУТСТВИЕ ЧЛЕНОВ ДОМОХОЗЯЙСТВА ИЛИ ЛИЦ, КОТОРЫЕ МОГУТ ПРИНЯТЬ УЧАСТИЕ В ОПРОСЕ, ВО ВРЕМЯ ПОСЕЩЕНИЯ..... 02
	ОТСУТСТВИЕ ВСЕХ ЧЛЕНОВ ДОМОХОЗЯЙСТВА В ТЕЧЕНИЕ ДЛИТЕЛЬНОГО ПЕРИОДА ..... 03
	ОТКАЗ ОТ УЧАСТИЯ В ОПРОСЕ..... 04
	ПУСТУЮЩЕЕ ЖИЛИЩЕ/НЕЖИЛОЕ ПОМЕЩЕНИЕ ..... 05
	ЖИЛИЩЕ РАЗРУШЕНО ..... 06
	ЖИЛИЩЕ НЕ ОБНАРУЖЕНО ..... 07
ДРУГОЕ (указать) _____ 96	

НН47. Имя и номер строки респондента(ки), ответившего(ей) на Вопросник домохозяйства:  
ИМЯ \_\_\_\_\_

ОБЩЕЕ ЧИСЛО ЧЛЕНОВ ДОМОХОЗЯЙСТВА

ЧИСЛО ЖЕНЩИН В ВОЗРАСТЕ 15–49 ЛЕТ

ЧИСЛО ДЕТЕЙ В ВОЗРАСТЕ ДО 5 ЛЕТ

ЧИСЛО ДЕТЕЙ В ВОЗРАСТЕ 5–17 ЛЕТ

Заполняется после заполнения Вопросника домохозяйства

ОБЩЕЕ ЧИСЛО

НН48	_____
НН49	_____
НН51	_____
НН52	_____

Заполняется после заполнения всех вопросников

ЧИСЛО ЗАПОЛНЕННЫХ ВОПРОСНИКОВ

НН53	_____
НН55	_____
НН56	НОЛЬ ..... 0 ОДИН ..... 1

**ОПИСЬ ДОМОХОЗЯЙСТВА**

**HL**

Сначала внесите имена всех членов домохозяйства в графы HL2-HL4 сверху вниз, начиная с главы домохозяйства. Заполните HL2-HL4 для всех членов, обязательно спросите, нет ли неупомянутых членов домохозяйства: таких, которых сейчас нет дома, младенцев, других маленьких детей и каких-либо лиц, которые не являются членами семьи (пример: прислуга, друзья), но обычно проживают в этом домохозяйстве.  
 Затем задайте вопросы HL5-HL20 в отношении каждого члена домохозяйства поочередно. Если используется дополнительный бланк вопросника, сделайте отметку здесь: .....

HL1. Номер строки	HL2. Для начала назовите, пожалуйста, имена всех лиц, которые обычно здесь проживают, начиная с главы домохозяйства.  Спросите, нет ли неупомянутых членов домохозяйства.	HL3. Какова степень родства (имя) с (имя главы домохозяйства)?	HL4. (Имя) мужского или женского пола?	HL5. Какова дата рождения (имя)?	HL6. Сколько лет (имя)?  Внесите возраст в полных годах.  Если возраст – 95 лет или более, проставьте «95».	HL8. Если это женщина в возрасте 15–49 лет, внесите номер строки.	HL10. Если возраст ребенка – 0–4 года, внесите номер строки.	HL11. Возраст члена домохозяйства 0–17 лет?	HL12. Родная мать (имя) жива?	HL13. Родная мать (имя) проживает в этом домохозяйстве?	HL14. Внесите номер строки матери и перейдите к HL16.	HL15. Где проживает родная мать (имя)?	HL16. Родной отец (имя) жив?	HL17. Родной отец (имя) проживает в этом домохозяйстве?	HL18. Внесите номер строки отца и перейдите к HL20.	HL19. Где проживает родной отец (имя)?	HL20. Внесите номер строки матери из HL14. Если в HL14 пусто, спросите: Кто основное лицо, осуществляющее уход за (имя)?  Если «Никто» для ребенка в возрасте 15–17 лет, внесите «90».
СТРОКА	ИМЯ	РОДСТВО*	М Ж	МЕСЯЦ ГОД	ВОЗРАСТ	Ж 15-49	0-4	Д Н	Д Н НЗ	Д Н	МАТЬ	Д Н НЗ	Д Н	ОТЕЦ			
01		0 1	1 2	___	----	___	01	01	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
02		___	1 2	___	----	___	02	02	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
03		___	1 2	___	----	___	03	03	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
04		___	1 2	___	----	___	04	04	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
05		___	1 2	___	----	___	05	05	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
06		___	1 2	___	----	___	06	06	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
07		___	1 2	___	----	___	07	07	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
08		___	1 2	___	----	___	08	08	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
09		___	1 2	___	----	___	09	09	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
10		___	1 2	___	----	___	10	10	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
11		___	1 2	___	----	___	11	11	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
12		___	1 2	___	----	___	12	12	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
13		___	1 2	___	----	___	13	13	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
14		___	1 2	___	----	___	14	14	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___
15		___	1 2	___	----	___	15	15	1 2	1 2 8	1 2	___	1 2 8	1 2	___	1 2 3 4 8	___

\* Коды для HL3: 01 ГЛАВА ДОМОХОЗЯЙСТВА 05 ВНУК/ВНУЧКА 09 БРАТ/СЕСТРА МУЖА/ЖЕНЫ, МУЖ СЕСТРЫ/ЖЕНА БРАТА 13 УСЫНОВЛЕННЫЙ/ПРИЕМНЫЙ РЕБЕНОК/ ПАСЫНОК/ПАДЧЕРИЦА  
 02 СУПРУГ(А)/СОЖИТЕЛЬ(НИЦА) 06 РОДИТЕЛЬ 10 ДЯДЯ/ТЕТЯ 14 ПРИСЛУГА (СОВМЕСТНО ПРОЖИВАЮЩЕЕ ЛИЦО)  
 03 СЫН/ДОЧЬ 07 ТЕСТЬ/ТЕЩА/СВЕКОР/СВЕКРОВЬ 11 ПЛЕМЯННИК(ЦА) 12 ДРУГОЙ(А) РОДСТВЕННИК(ЦА) 96 ДРУГОЕ (НЕРОДСТВЕННИК(ЦА))  
 04 ЗЯТЬ/НЕВЕСТКА 08 БРАТ/СЕСТРА 98 НЗ

**ОБРАЗОВАНИЕ 1** **ED**

ED1. Номер строки	ED2. Имя и возраст.  Перенесите имена и возрасты <u>всех</u> членов домохозяйства из HL2 и HL6 в графы ниже и на следующую страницу настоящего модуля.		ED3. Возраст – 3 года или более?  1 ДА 2 НЕТ ☹ Следующая строка		ED4. Посещал(а) ли ( <u>имя</u> ) когда-либо учебное заведение, дошкольное учреждение или детский сад?  1 ДА 2 НЕТ ☹ Следующая строка		ED5. Какой самый высокий уровень образования когда-либо <u>получал(а)</u> и какой самый старший класс/курс <u>посещал(а)</u> ( <u>имя</u> )?  УРОВЕНЬ: 0 ДОШКОЛЬНОЕ/ ДЕТСКИЙ САД ☹  1 СРЕДНЕЕ (1-11) 2 НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ 3 СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ 4 ВЫСШЕЕ 8 НЗ  ED7						ED6. ( <u>Имя</u> ) <u>окончил(а)</u> этот (класс/курс)?			ED7. Возраст – 3–24 года?  1 ДА 2 НЕТ ☹ Следующая строка		ED8. Проверьте ED4: когда-либо <u>посещал(а)</u> учебное заведение или дошкольное учреждение/детский сад?  1 ДА 2 НЕТ ☹ Следующая строка		
СТРОК А	ИМЯ	ВОЗРАСТ	ДА	НЕТ	ДА	НЕТ	УРОВЕНЬ				КЛАСС/КУРС	Д	Н	НЗ	ДА	НЕТ	ДА	НЕТ		
01		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
02		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
03		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
04		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
05		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
06		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
07		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
08		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
09		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
10		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
11		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
12		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
13		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
14		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2
15		___	1	2	1	2	0	1	2	3	4	8	___	1	2	8	1	2	1	2

ОБРАЗОВАНИЕ 2										ED											
ED1. Номер строки	ED2. Имя и возраст		ED9. В какое-либо время в 2018-2019 учебном году ( <i>имя</i> ) посещал(а) учебное заведение, дошкольное учреждение или детский сад?  1 ДА 2 НЕТ <i>ED15</i>		ED10. Какой уровень образования <u>получает</u> и какой класс/курс <u>посещает</u> ( <i>имя</i> ) в 2018-2019 учебном году?  УРОВЕНЬ: 0 ДОШКОЛЬНОЕ/ДЕТСКИЙ САД <i>ED15</i> 1 СРЕДНЕЕ (1-11) 2 НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ 3 СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ 4 ВЫСШЕЕ 8 НЗ  КЛАСС/КУРС: 98 НЗ		ED15. В какое-либо время в 2017-2018 учебном году ( <i>имя</i> ) посещал(а) учебное заведение, дошкольное учреждение или детский сад?  1 ДА 2 НЕТ <i>ED15</i> <i>Следующая строка</i> 8 НЗ <i>ED15</i> <i>Следующая строка</i>		ED16. Какой уровень образования <u>получал(а)</u> и какой класс/курс <u>посещал(а)</u> ( <i>имя</i> ) в 2017-2018 учебном году?  УРОВЕНЬ: 0 ДОШКОЛЬНОЕ/ДЕТСКИЙ САД <i>ED15</i> <i>Следующая строка</i> 1 СРЕДНЕЕ (1-11) 2 НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ 3 СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ 4 ВЫСШЕЕ 8 НЗ  КЛАСС/КУРС: 98 НЗ												
СТРОКА	ИМЯ	ВОЗРАСТ	ДА	НЕТ	УРОВЕНЬ			КЛАСС/КУРС	ДА	НЕТ	НЗ	УРОВЕНЬ			КЛАСС/КУРС						
01		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
02		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
03		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
04		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
05		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
06		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
07		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
08		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
09		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
10		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
11		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
12		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
13		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
14		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___
15		___	1	2	0	1	2	3	4	8	___	1	2	8	0	1	2	3	4	8	___

**ХАРАКТЕРИСТИКИ ДОМОХОЗЯЙСТВ**

**НС**

<p><b>НС1В.</b> Какой язык является для (<i>имя главы домохозяйства из HL2</i>) родным?</p>	<p>ТУРКМЕНСКИЙ ..... 1                  УЗБЕКСКИЙ ..... 2                  РУССКИЙ ..... 3</p> <p>ДРУГОЙ ЯЗЫК                  (<i>указать</i>) ..... 6</p>	
<p><b>НС3.</b> Сколько комнат в этом домохозяйстве обычно используется для сна?</p>	<p>ЧИСЛО КОМНАТ ..... __ __</p>	
<p><b>НС4.</b> <i>Основной материал пола жилища.</i></p> <p><i>Внесите свои наблюдения.</i></p> <p><i>Если наблюдения невозможны, попросите респондента(ку) определить материал пола жилища.</i></p>	<p><b>ПРОСТЕЙШИЙ ПОЛ</b>                  ДЕРЕВЯННЫЕ ДОСКИ ..... 21</p> <p><b>ПОЛ С ОБРАБОТАННОЙ ПОВЕРХНОСТЬЮ</b>                  ПАРКЕТ/ЛАМИНАТ, ПОЛИРОВАННЫЕ                  ДОСКИ ИЛИ КРАГИС ..... 31                  ВИНИЛ/ЛИНОЛЕУМ ..... 32                  КЕРАМИЧЕСКАЯ ПЛИТКА ..... 33                  КОВЕР ..... 35                  КОВРОВЕЕ ПОКРЫТИЕ ОТ СТЕНЫ                  ДО СТЕНЫ ..... 36</p> <p>ДРУГОЕ (<i>указать</i>) ..... 96</p>	
<p><b>НС5.</b> <i>Основной материал крыши.</i></p> <p><i>Внесите свои наблюдения.</i></p>	<p><b>ПРОСТЕЙШАЯ КРОВЛЯ</b>                  ДЕРЕВЯННЫЕ ДОСКИ ..... 23</p> <p><b>КРОВЛЯ С ОТДЕЛАННОЙ ПОВЕРХНОСТЬЮ</b>                  МЕТАЛЛ/МЕТАЛЛОШИФЕР ..... 31                  ДЕРЕВО ..... 32                  КЕРАМИЧЕСКАЯ ЧЕРЕПИЦА ..... 34                  БЕТОН ..... 35                  АСБЕСТОЦЕМЕНТНЫЙ ШИФЕР ..... 37                  РУБЕРОИД ..... 38</p> <p>ДРУГОЕ (<i>указать</i>) ..... 96</p>	
<p><b>НС6.</b> <i>Основной материал наружных стен.</i></p> <p><i>Внесите свои наблюдения.</i></p>	<p><b>ПРОСТЕЙШИЕ СТЕНЫ</b>                  КАМЕНЬ С ГЛИНОЙ ..... 22</p> <p><b>СТЕНЫ С ОТДЕЛАННОЙ ПОВЕРХНОСТЬЮ</b>                  ЦЕМЕНТ ..... 31                  КАМЕНЬ С ИЗВЕСТИЮ/ЦЕМЕНТОМ ..... 32                  КИРПИЧ ..... 33                  БЕТОННЫЕ БЛОКИ ..... 34                  ОТШТУКАТУРЕННЫЙ САМАН ..... 35                  ДЕРЕВЯННАЯ ОБШИВКА/ДРАНКА ..... 36                  МОНОЛИТНАЯ БЕТОННАЯ                  КОНСТРУКЦИЯ ..... 37                  ОТШТУКАТУРЕННЫЕ СТЕНЫ ..... 38                  СТЕНЫ, ПОКРЫТЫЕ МРАМОРНОЙ                  ПЛИТКОЙ/АЛЮКОБОНД ..... 39</p> <p>ДРУГОЕ (<i>указать</i>) ..... 96</p>	

<b>НС7.</b> Имеется ли в Вашем домохозяйстве:	ДА	НЕТ	
[А] стационарная телефонная связь?	СТАЦИОНАРНАЯ СВЯЗЬ.....	1 2	
[В] радиоприемник?	РАДИОПРИЕМНИК .....	1 2	
[С] ковер/палас фабричный?	КОВЕР/ПАЛАС ФАБРИЧНЫЙ .....	1 2	
[D] ковер ручной работы (шерстяной, шелковый)?	КОВЕР РУЧНОЙ РАБОТЫ (ШЕРСТЯНОЙ, ШЕЛКОВЫЙ) .....	1 2	
[Е] диван?	ДИВАН .....	1 2	
[F] сервант/буфет?	СЕРВАНТ/БУФЕТ.....	1 2	
[G] механическая швейная машинка?	МЕХАНИЧЕСКАЯ ШВЕЙНАЯ МАШИНКА.....	1 2	
<b>НС8.</b> Есть ли в вашем домохозяйстве электричество?	ДА, ПОДКЛЮЧЕНО К ЭЛЕКТРОСЕТЯМ.....	1	
	ДА, НЕ ПОДКЛЮЧЕНО К ЭЛЕКТРОСЕТЯМ (ГЕНЕРАТОР/АВТОНОМНАЯ СИСТЕМА).....	2	
	НЕТ .....	3	3 ⇨ НС10
<b>НС9.</b> Имеется ли в Вашем домохозяйстве:	ДА	НЕТ	
[А] телевизор?	ТЕЛЕВИЗОР.....	1 2	
[В] холодильник?	ХОЛОДИЛЬНИК.....	1 2	
[С] кондиционер воздуха?	КОНДИЦИОНЕР ВОЗДУХА .....	1 2	
[D] стиральная машина?	СТИРАЛЬНАЯ МАШИНА.....	1 2	
[Е] пылесос?	ПЫЛЕСОС .....	1 2	
[F] dvd-плеер?	DVD-ПЛЕЙЕР.....	1 2	
[G] cd-плеер?	CD-ПЛЕЙЕР.....	1 2	
[H] вышивальная машина?	ВЫШИВАЛЬНАЯ МАШИНА .....	1 2	
[I] электрическая швейная машинка?	ЭЛЕКТРИЧЕСКАЯ ШВЕЙНАЯ МАШИНКА.....	1 2	

<p><b>НС10.</b> Владеет ли кто-либо из членов Вашего домохозяйства:</p> <p>[А] наручными часами?</p> <p>[В] велосипедом?</p> <p>[С] мотоциклом или мотороллером?</p> <p>[Е] легковой машиной, грузовиком или автофургоном?</p> <p>[G] трактором/комбайном?</p>	<p style="text-align: right;">ДА    НЕТ</p> <p>НАРУЧНЫЕ ЧАСЫ ..... 1    2</p> <p>ВЕЛОСИПЕД..... 1    2</p> <p>МОТОЦИКЛ/МОТОРОЛЛЕР ..... 1    2</p> <p>ЛЕГКОВАЯ МАШИНА/ГРУЗОВИК/ АВТОФУРГОН ..... 1    2</p> <p>ТРАКТОР/КОМБАЙН ..... 1    2</p>	
<p><b>НС11.</b> Есть ли у какого-либо члена Вашего домохозяйства компьютер или электронный планшет?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	
<p><b>НС12.</b> Есть ли у какого-либо члена Вашего домохозяйства мобильный телефон?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	
<p><b>НС13.</b> Есть ли у вашего домохозяйства доступ к интернету дома?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	
<p><b>НС14.</b> Являетесь ли Вы или кто-либо из проживающих в этом домохозяйстве владельцем этого жилища?</p> <p><i>Если «нет», спросите: Арендуете ли вы это жилище у кого-либо, кто не проживает в этом домохозяйстве, или у государства?</i></p> <p><i>Если «Арендованное у частного лица», внесите «3», если «Арендованное у государства» внесите «4». В случае других ответов внесите «6» и укажите конкретный ответ.</i></p>	<p>СОБСТВЕННОЕ ..... 1</p> <p>АРЕНДОВАННОЕ У ЧАСТНОГО ЛИЦА ..... 3</p> <p>АРЕНДОВАННОЕ У ГОСУДАРСТВА ..... 4</p> <p>ДРУГОЕ (указать) _____ 6</p>	
<p><b>НС15.</b> Имеет ли кто-либо из членов этого домохозяйства землю, которая может быть использована в сельскохозяйственных целях?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	2 ⇒ НС17
<p><b>НС16.</b> Сколько гектар или соток сельскохозяйственной земли имеют члены этого домохозяйства?</p> <p><i>Если 1 гектар и более, округлите «1» и отметьте сколько гектаров.</i></p> <p><i>Если 95 гектаров или более, округлите «1» и отметьте «95».</i></p> <p><i>Если менее чем 1 гектар, округлите «2» и отметьте сколько соток.</i></p> <p><i>Если меньше 1 сотки, округлите «2» и отметьте «00».</i></p> <p><i>Если неизвестно, округлите «998».</i></p>	<p>ГЕКТАРЫ..... 1 ___ ___</p> <p>СОТКИ..... 2 ___ ___</p> <p>НЗ ..... 998</p>	



<b>НС17.</b> Владеет ли данное домохозяйство домашним скотом, стадами, другими сельскохозяйственными животными или птицей?	ДА ..... 1 НЕТ ..... 2	2 ⇨ НС19
<b>НС18.</b> Сколько в этом домохозяйстве:  [А] дойных коров или быков?  [В] другого крупнорогатого скота?  [D] коз?  [Е] овец/баранов?  [F] кур?  [G] свиней?  [Н] лошадей?  [I] ослов или мулов?  [J] другие птицы?  [К] верблюдов?  [L] кроликов?  <i>Если ни одного, проставьте «00».</i> <i>Если 95 или больше, проставьте «95».</i> <i>Если неизвестно, проставьте «98».</i>	ДОЙНЫЕ КОРОВЫ ИЛИ БЫКИ..... __ __  ДРУГОЙ КРУПНОРОГАТЫЙ СКОТ ..... __ __  КОЗЫ ..... __ __  ОВЦЫ/БАРАНЫ..... __ __  КУРЫ..... __ __  СВИНЬИ ..... __ __  ЛОШАДИ ..... __ __  ОСЛЫ ИЛИ МУЛЫ ..... __ __  ДРУГИЕ ПТИЦЫ ..... __ __  ВЕРБЛЮДЫ..... __ __  КРОЛИКИ ..... __ __	
<b>НС19.</b> Имеет ли кто-либо из членов этого домохозяйства счет в банке?	ДА ..... 1 НЕТ ..... 2	

**СОЦИАЛЬНЫЕ ВЫПЛАТЫ**
**ST**

**ST1.** Я хочу расспросить Вас о различных программах экономической помощи извне, предоставляемой домохозяйствам. Под помощью извне я подразумеваю помощь, которая исходит от государственных и негосударственных организаций, например, религиозных, благотворительных или местных общественных. Сюда не включается помощь семьи, других родственников, друзей и соседей.

	[A] ГОСУДАРСТВЕННОЕ ПОСОБИЕ ПО УХОДУ ЗА РЕБЕНКОМ	[B] ГОСУДАРСТВЕННОЕ СОЦИАЛЬНОЕ ПОСОБИЕ	[C] ПЕНСИЯ ПО ВОЗРАСТУ	[D] ПЕНСИЯ ПО ИНВАЛИДНОСТИ	[E] ГОСУДАРСТВЕННОЕ ПОСОБИЕ ПО ИНВАЛИДНОСТИ	[F] ПЕНСИЯ ПО ПОТЕРЕ КОРМИЛЬЦА	[X] ЛЮБАЯ ДРУГАЯ ПРОГРАММА ПОМОЩИ ИЗВНЕ
<b>ST2.</b> Знаете ли Вы о существовании ( <i>название программы</i> )?	ДА.....1 НЕТ.....2 ☺ [B]	ДА ..... 1 НЕТ ..... 2 ☺ [C]	ДА ..... 1 НЕТ ..... 2 ☺ [D]	ДА ..... 1 НЕТ ..... 2 ☺ [E]	ДА ..... 1 НЕТ ..... 2 ..... ☺ [F]	ДА.....1 НЕТ .....2☺ [X]	ДА (указать)..... 1 НЕТ ..... 2☺ Конец
<b>ST3.</b> Получало ли Ваше домохозяйство или кто-либо в Вашем домохозяйстве помощь по ( <i>название программы</i> )?	ДА.....1 ☺ НЕТ.....2 ☺ НЗ.....8 ☺ [B]	ДА ..... 1 ☺ НЕТ ..... 2 ☺ НЗ ..... 8 ☺ [C]	ДА ..... 1 ☺ НЕТ ..... 2 ☺ НЗ ..... 8 ☺ [D]	ДА ..... 1 ☺ НЕТ ..... 2 ☺ НЗ ..... 8 ☺ [E]	ДА ..... 1 ☺ НЕТ ..... 2 ☺ НЗ ..... 8 ☺ [F]	ДА.....1 ☺ НЕТ .....2 ☺ НЗ .....8 ☺ [X]	ДА ..... 1 ☺ НЕТ ..... 2 ☺ НЗ ..... 8 ☺ Конец
<b>ST4.</b> Когда в последний раз Ваше домохозяйство или кто-либо в Вашем домохозяйстве получали помощь по ( <i>название программы</i> )?  <i>Если менее одного месяца назад, внесите «1» и укажите «00» в графе «Месяцы».</i> <i>Если менее 12 месяцев назад, внесите «1» и укажите число в графе «Месяцы».</i> <i>Если 1 год/12 месяцев назад или еще раньше, внесите «2» и укажите число в графе «Годы».</i>	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ [B]  ГОДЫ НАЗАД.....2 ___ ..... ☺ [B]  НЗ.....998 ..... ☺ [B]	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ [C]  ГОДЫ НАЗАД.....2 ___ ..... ☺ [C]  НЗ .....998 ..... ☺ [C]	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ [D]  ГОДЫ НАЗАД.....2 ___ ..... ☺ [D]  НЗ .....998 ..... ☺ [D]	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ [E]  ГОДЫ НАЗАД.....2 ___ ..... ☺ [E]  НЗ .....998 ..... ☺ [E]	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ [F]  ГОДЫ НАЗАД.....2 ___ ..... ☺ [F]  НЗ .....998 ..... ☺ [F]	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ [X]  ГОДЫ НАЗАД.....2 ___ ..... ☺ [X]  НЗ .....998 ..... ☺ [X]	МЕСЯЦЫ НАЗАД.....1 ___ ..... ☺ Конец  ГОДЫ НАЗАД.....2 ___ ..... ☺ Конец  НЗ .....998 ..... ☺ Конец

СОЦИАЛЬНЫЕ ВЫПЛАТЫ (ИНВАЛИДНОСТЬ)					ST	
<b>ST5.</b> Проверьте HL6: Есть ли кто-нибудь в домохозяйстве в возрасте 0-17 лет?		ДА..... 1				
		НЕТ ..... 2		2 ⇒ Конец		
<b>ST6.</b> Проверьте ST3[E]: Кто-нибудь в домохозяйстве получает или получал государственное пособие по инвалидности?		ДА, ST3[E] = 1 ..... 1				
		НЕТ, ST3[E] = 2, 8 ИЛИ ПУСТО ..... 2		2 ⇒ Конец		
<b>ST7.</b> Скажите пожалуйста, кто-нибудь из членов данного домохозяйства в возрасте до 18 лет получал когда-нибудь или получает в настоящее время пособие по инвалидности.		ДА..... 1				
		НЕТ ..... 2		2 ⇒ Конец		
<b>ST8.</b> Назовите пожалуйста, имена и возраст всех членов домохозяйства в возрасте до 18 лет, которые получали или получают государственное пособие по инвалидности.		<b>ST9.</b> Номер строки Скопируйте из HL1	<b>ST10.</b> Получает ли в настоящее время ( <i>имя</i> ) помощь в виде государственного пособия по инвалидности?		<b>ST11.</b> Как долго ( <i>имя</i> ) получал или получает государственное пособие по инвалидности?	
			1 ДА 2 НЕТ		1 МЕНЕЕ 1 ГОДА 2 1-3 ГОДА 3 4-5 ЛЕТ 4 6 И БОЛЕЕ ЛЕТ  При любом ответе переходите на следующую строку	
ИМЯ	ВОЗРАСТ	СТРОКА	Д	Н	ДЛИТЕЛЬНОСТЬ ПОЛУЧЕНИЯ	
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4
	___	___	1	2	1	2 3 4

**WS1.** Какой источник питьевой воды является основным для членов Вашего домохозяйства?

*Если источник неясен, при помощи уточняющих вопросов выясните место, откуда члены этого домохозяйства чаще всего берут питьевую воду (пункт водозабора).*

**ВОДОПРОВОДНАЯ ВОДА**

- ВОДА, ПОДВЕДЕННАЯ К ЖИЛИЩУ ..... 11 11 ⇨WS7
- ВОДА, ПОДВЕДЕННАЯ КО ДВОРУ/  
ЗЕМЕЛЬНОМУ УЧАСТКУ ..... 12 12 ⇨WS7
- ВОДА, ПОДВЕДЕННАЯ К СОСЕДЯМ..... 13 13 ⇨WS3
- ОБЩЕСТВЕННЫЙ КРАН/КОЛОНКА..... 14 14 ⇨WS3

ТРУБНЫЙ КОЛОДЕЦ/СКВАЖИНА.....21 21 ⇨WS3

**ВЫКОПАННЫЙ КОЛОДЕЦ**

- ЗАЩИЩЕННЫЙ КОЛОДЕЦ .....31 31 ⇨WS3
- НЕЗАЩИЩЕННЫЙ КОЛОДЕЦ .....32 32 ⇨WS3

**РОДНИКОВАЯ ВОДА**

- ЗАЩИЩЕННЫЙ РОДНИК .....41 41 ⇨WS3
- НЕЗАЩИЩЕННЫЙ РОДНИК .....42 42 ⇨WS3

ДОЖДЕВАЯ ВОДА .....51 51 ⇨WS3

АВТОВОДОЦИСТЕРНА/АВТОВОДОВОЗ ....61 61 ⇨WS4

ПОВОЗКА С НЕБОЛЬШОЙ ЦИСТЕРНОЙ/  
БОЧКОЙ..... 71 71 ⇨WS4

ПОВЕРХНОСТНАЯ ВОДА (РЕКА, ЗАПРУДА,  
ОЗЕРО, ПРУД, РУЧЕЙ, КАНАЛ, В Т. Ч.  
ОРОСИТЕЛЬНЫЙ).....81 81 ⇨WS3

БУТИЛИРОВАННАЯ ВОДА.....91

ДРУГОЕ (*указать*) ..... 96 96 ⇨WS3

**WS2.** Каков основной источник воды, используемой членами Вашего домохозяйства для других целей, таких, как приготовление пищи и мытье рук?

*Если источник неясен, при помощи уточняющих вопросов выясните место, откуда члены этого домохозяйства чаще всего берут воду для других целей.*

**ВОДОПРОВОДНАЯ ВОДА**

- ВОДА, ПОДВЕДЕННАЯ К ЖИЛИЩУ ..... 11 11 ⇨WS7
- ВОДА, ПОДВЕДЕННАЯ КО ДВОРУ/  
ЗЕМЕЛЬНОМУ УЧАСТКУ ..... 12 12 ⇨WS7
- ВОДА, ПОДВЕДЕННАЯ К СОСЕДЯМ..... 13
- ВОДОРАЗБОРНЫЙ КРАН/КОЛОНКА..... 14

ТРУБНЫЙ КОЛОДЕЦ/СКВАЖИНА.....21

**ВЫКОПАННЫЙ КОЛОДЕЦ**

- ЗАЩИЩЕННЫЙ КОЛОДЕЦ .....31
- НЕЗАЩИЩЕННЫЙ КОЛОДЕЦ .....32

**РОДНИКОВАЯ ВОДА**

- ЗАЩИЩЕННЫЙ РОДНИК .....41
- НЕЗАЩИЩЕННЫЙ РОДНИК .....42

ДОЖДЕВАЯ ВОДА .....51

АВТОВОДОЦИСТЕРНА/АВТОВОДОВОЗ ....61 61 ⇨WS4

ПОВОЗКА С НЕБОЛЬШОЙ ЦИСТЕРНОЙ/  
БОЧКОЙ..... 71 71 ⇨WS4

ПОВЕРХНОСТНАЯ ВОДА (РЕКА, ЗАПРУДА,  
ОЗЕРО, ПРУД, РУЧЕЙ, КАНАЛ, В Т. Ч.  
ОРОСИТЕЛЬНЫЙ).....81

ДРУГОЕ (*указать*) ..... 96

<b>WS3.</b> Где находится этот источник воды?	В СОБСТВЕННОМ ЖИЛИЩЕ ..... 1 В СОБСТВЕННОМ ДВОРЕ/НА СОБСТВЕННОМ ЗЕМЕЛЬНОМ УЧАСТКЕ ..... 2 В ДРУГОМ МЕСТЕ ..... 3	1 ⇨WS7  2 ⇨WS7
<b>WS4.</b> Сколько времени уходит у членов Вашего домохозяйства на то, чтобы добраться до источника, набрать воды и вернуться обратно?	ЧЛЕНЫ ДОМОХОЗЯЙСТВА НЕ ХОДЯТ ЗА ВОДОЙ.....000  ЧИСЛО МИНУТ ..... __ __ __  НЗ.....998	000 ⇨WS7
<b>WS5.</b> Кто обычно ходит к этому источнику за водой для Вашего домохозяйства?  <i>Внесите имя этого лица и перенесите номер строки этого лица из модуля «ОПИСЬ ДОМОХОЗЯЙСТВА».</i>	ИМЯ _____  НОМЕР СТРОКИ..... __ __	
<b>WS6.</b> С последнего(й) ( <i>день недели</i> ) сколько раз это лицо ходило за водой?	ЧИСЛО РАЗ..... __ __  НЗ.....98	
<b>WS7.</b> За последний месяц были ли случаи, когда в Вашем домохозяйстве не было питьевой воды в достаточных количествах?	ДА, КАК МИНИМУМ ОДИН..... 1 НЕ БЫЛО, ВОДЫ ВСЕГДА ДОСТАТОЧНО..... 2  НЗ..... 8	2 ⇨WS9  8 ⇨WS9
<b>WS8.</b> Какова была основная причина того, что вы не могли получить воду в достаточных количествах, когда она была вам нужна?	В ИСТОЧНИКЕ НЕ БЫЛО ВОДЫ ..... 1 ВОДА СЛИШКОМ ДОРОГАЯ..... 2 НЕ БЫЛО ДОСТУПА К ИСТОЧНИКУ..... 3  ДРУГОЕ ( <i>указать</i> ) ..... 6  НЗ..... 8	
<b>WS9.</b> Принимаете ли Вы или другие члены Вашего домохозяйства какие-либо меры для того, чтобы сделать воду более безопасной для питья?	ДА..... 1 НЕТ..... 2  НЗ..... 8	2 ⇨WS11  8 ⇨WS11
<b>WS10.</b> Какие меры вы обычно принимаете для того, чтобы сделать воду более безопасной для питья?  <i>Уточните:  Что-нибудь еще?   Отметьте все названные способы.</i>	КИПЯЧЕНИЕ ..... А ДОБАВЛЕНИЕ ОТБЕЛИВАТЕЛЯ/ХЛОРА ..... В ФИЛЬТРОВАНИЕ ЧЕРЕЗ ТКАНЬ..... С ИСПОЛЬЗОВАНИЕ ФИЛЬТРА ДЛЯ ВОДЫ (КЕРАМИЧЕСКОГО, ПЕСОЧНОГО, ИЗ КОМПОЗИТНЫХ МАТЕРИАЛОВ И Т. Д.)..D ОБЕЗЗАРАЖИВАНИЕ НА СОЛНЦЕ..... Е ОТСТАИВАНИЕ И ОСАЖДЕНИЕ..... F  ДРУГОЕ ( <i>указать</i> ) ..... X  НЗ..... Z	

<p><b>WS11.</b> Каким типом туалета обычно пользуются члены Вашего домохозяйства?</p> <p><i>Если это «Туалет со сливом или смывом», спросите:</i> Куда производится слив?</p> <p><i>Если определить это невозможно, попросите разрешения осмотреть туалет.</i></p>	<p><b>ТУАЛЕТ СО СЛИВОМ/СМЫВОМ, СОЕДИНЕННЫЙ</b> С СИСТЕМОЙ КАНАЛИЗАЦИИ.....11 С ОТСТОЙНИКОМ .....12 С ВЫГРЕБНОЙ ЯМОЙ .....13 С ОТХОЖИМ РОВИКОМ .....14 НЕИЗВЕСТНО С ЧЕМ.....18</p> <p><b>ВЫГРЕБНАЯ ЯМА</b> ОБУСТРОЕННАЯ С ВЕНТИЛЯЦИЕЙ .....21 С НАСТИЛОМ .....22 БЕЗ НАСТИЛА/ОТКРЫТАЯ ВЫГРЕБНАЯ ЯМА .....23</p> <p>НЕТ ТУАЛЕТА/КУСТЫ/ПОЛЕ .....95</p> <p>ДРУГОЕ (<i>указать</i>) .....96</p>	<p>95 ⇒ <i>Конец</i></p>
<p><b>WS14.</b> Где находится этот туалет?</p>	<p>В СОБСТВЕННОМ ЖИЛИЩЕ .....1 В СОБСТВЕННОМ ДВОРЕ/НА СОБСТВЕННОМ ЗЕМЕЛЬНОМ УЧАСТКЕ .....2 В ДРУГОМ МЕСТЕ .....3</p>	
<p><b>WS15.</b> Вы пользуетесь этим туалетом совместно с людьми, не являющимися членами Вашего домохозяйства?</p>	<p>ДА .....1 НЕТ .....2</p>	<p>2 ⇒ <i>Конец</i></p>
<p><b>WS16.</b> Вы пользуетесь этим туалетом совместно только с членами других домохозяйств, которые Вы знаете, или этот туалет является общественным?</p>	<p>ПОЛЬЗУЮТСЯ СОВМЕСТНО С ИЗВЕСТНЫМИ ДОМОХОЗЯЙСТВАМИ (НЕ ОБЩЕСТВЕННЫЙ) .....1 ПОЛЬЗУЮТСЯ ОБЩЕСТВЕННЫМ ТУАЛЕТОМ.....2</p>	<p>2 ⇒ <i>Конец</i></p>
<p><b>WS17.</b> Сколько всего домохозяйств, включая Ваше, пользуются этим туалетом?</p>	<p>ЧИСЛО ДОМОХОЗЯЙСТВ (ЕСЛИ МЕНЬШЕ 10)..... <u>0</u> —</p> <p>ДЕСЯТЬ ДОМОХОЗЯЙСТВ ИЛИ БОЛЕЕ .....10</p> <p>НЗ.....98</p>	

<b>НН13.</b> Внесите время.	ЧАС И МИНУТЫ..... __ __ : __ __			
<b>НН14.</b> Язык Вопросника.	АНГЛИЙСКИЙ .....1 ТУРКМЕНСКИЙ.....2 РУССКИЙ.....3			
<b>НН15.</b> Язык, на котором проводился опрос.	АНГЛИЙСКИЙ .....1 ТУРКМЕНСКИЙ.....2 РУССКИЙ .....3  ДРУГОЙ ЯЗЫК (указать) .....6			
<b>НН16.</b> Родной язык респондента(ки):	ТУРКМЕНСКИЙ.....2 УЗБЕКСКИЙ .....3 РУССКИЙ .....4  ДРУГОЙ ЯЗЫК (указать) .....6			
<b>НН17.</b> Переводились ли какие-либо части настоящего вопросника на другой язык?	ДА, ПЕРЕВОДИЛСЯ ВЕСЬ ВОПРОСНИК.....1 ДА, ПЕРЕВОДИЛАСЬ ЧАСТЬ ВОПРОСНИКА ..2 НЕТ, НЕ ПЕРЕВОДИЛИСЬ .....3			
<b>НН18.</b> Обратитесь к графе НЛ6 ОПИСИ ДОМОХОЗЯЙСТВА и укажите общее число детей в возрасте 5–17 лет:	НЕТ ТАКИХ ДЕТЕЙ..... 0  1 РЕБЕНОК ..... 1  2 РЕБЕНКА ИЛИ БОЛЕЕ (ЧИСЛО)..... __	0 ⇨НН29  1 ⇨НН27		
<b>НН19.</b> Перечислите всех детей в возрасте 5–17 лет в том же порядке, в каком они перечислены в ОПИСИ ДОМОХОЗЯЙСТВА. Не перечисляйте других членов домохозяйства, возраст которых не составляет 5–17 лет. Внесите номер строки, имя, пол и возраст каждого ребенка.				
<b>НН20.</b> Поряд- ковый номер	<b>НН21.</b> Номер строки из НЛ1	<b>НН22.</b> Имя из НЛ2	<b>НН23.</b> Пол из НЛ4	<b>НН24.</b> Возраст из НЛ6
ПОРЯД- КОВЫЙ НОМЕР	СТРОКА	ИМЯ	М Ж	ВОЗРАСТ
1	__ __		1 2	__ __
2	__ __		1 2	__ __
3	__ __		1 2	__ __
4	__ __		1 2	__ __
5	__ __		1 2	__ __
6	__ __		1 2	__ __
7	__ __		1 2	__ __
8	__ __		1 2	__ __

**НН25.** Найдите последнюю цифру номера домохозяйства (НН2) из ПАНЕЛИ ИНФОРМАЦИИ О ДОМОХОЗЯЙСТВЕ. Это номер строки, к которому Вы должны перейти в нижеследующей таблице.

Проверьте общее число детей в возрасте 5–17 лет в НН18 выше. Это номер столбца, к которому Вы должны перейти в нижеследующей таблице.

Найдите ячейку, в которой эта строка пересекается с этим столбцом, и внесите номер, занесенный в эту ячейку. Это и является порядковым номером (НН20) выбранного ребенка.

ПОСЛЕДНЯЯ ЦИФРА В НОМЕРЕ ДОМОХОЗЯЙСТВА (ИЗ НН2)	ОБЩЕЕ ЧИСЛО ОТВЕЧАЮЩИХ КРИТЕРИЯМ ДЕТЕЙ В ЭТОМ ДОМОХОЗЯЙСТВЕ (ИЗ НН18)						
	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

**НН26.** Внесите порядковый номер (НН20), номер строки (НН21), имя (НН22) и возраст (НН24) выбранного ребенка.

ПОРЯДКОВЫЙ НОМЕР ..... \_\_

**НН27.** (Если НН18=1 или если в домохозяйстве только один ребенок в возрасте 5–17 лет.) Внесите порядковый номер как «1» и внесите номер строки (НН1), имя (НН2) и возраст (НН6) этого ребенка из ОПИСИ ДОМОХОЗЯЙСТВА.

НОМЕР СТРОКИ ..... \_\_ \_\_

ИМЯ \_\_\_\_\_

ВОЗРАСТ ..... \_\_ \_\_

**НН28.** Оформите ВОПРОСНИК О ДЕТЯХ В ВОЗРАСТЕ 5–17 ЛЕТ для опроса матери этого ребенка/лица, осуществляющего уход за этим ребенком.

**НН29.** Проверьте НН8 в ОПИСИ ДОМОХОЗЯЙСТВА: есть ли в домохозяйстве женщины в возрасте 15–49 лет?

ДА, ЕСТЬ КАК МИНИМУМ ОДНА ЖЕНЩИНА  
В ВОЗРАСТЕ 15–49 ЛЕТ ..... 1  
НЕТ ..... 2

2 ⇒ НН40

**НН30.** Оформите отдельный ИНДИВИДУАЛЬНЫЙ ВОПРОСНИК ДЛЯ ЖЕНЩИН для опроса каждой женщины в возрасте 15–49 лет.

**НН31.** Проверьте НН6 и НН8 в ОПИСИ ДОМОХОЗЯЙСТВА: есть ли в домохозяйстве девочки в возрасте 15–17 лет?

ДА, ЕСТЬ КАК МИНИМУМ ОДНА ДЕВОЧКА  
В ВОЗРАСТЕ 15–17 ЛЕТ ..... 1  
НЕТ ..... 2

2 ⇒ НН40

**НН32.** Проверьте НН20 ОПИСИ ДОМОХОЗЯЙСТВА: требуется ли получение согласия для опроса как минимум одной девочки в возрасте 15–17 лет?

ДА, ЕСТЬ КАК МИНИМУМ ОДНА ДЕВОЧКА В  
ВОЗРАСТЕ 15–17 ЛЕТ,  
ДЛЯ КОТОРОЙ НН20≠90 ..... 1  
НЕТ, НН20=90 ДЛЯ ВСЕХ ДЕВОЧЕК В  
ВОЗРАСТЕ 15–17 ЛЕТ ..... 2

2 ⇒ НН40



**НН33.** В рамках данного обследования мы также опрашиваем женщин в возрасте 15–49 лет. Мы спрашиваем согласие каждого опрашиваемого лица на проведение опроса. Опрос проводит интервьюер-женщина.

В отношении девочек в возрасте 15–17 лет мы обязаны также получить согласие взрослого на проведение их опроса. Как упоминалось выше, вся информация, которую мы получим, останется строго конфиденциальной и анонимной.

Можно нам позднее опросить (*имя (имена) девочек в возрасте 15–17 лет, являющихся членами домохозяйства*)?

- «Да» для всех девочек в возрасте 15–17 лет ⇒ Перейдите к НН40.
- «Нет» как минимум для одной девочки в возрасте 15–17 лет и «Да» как минимум для одной девочки в возрасте 15–17 лет ⇒ Внесите «06» в графу WM17 (а также в графы UF17 и FS17, если применимо) индивидуальных вопросников тех, для кого согласие взрослого не получено. Затем перейдите к НН40.
- «Нет» для всех девочек в возрасте 15–17 лет ⇒ Внесите «06» в графу WM17 (а также в графы UF17 и FS17, если применимо) всех индивидуальных вопросников тех, для кого согласие взрослых не получено. Затем перейдите к НН40.

<b>НН40.</b> Проверьте графу HL10 ОПИСИ ДОМОХОЗЯЙСТВА: есть ли в домохозяйстве дети в возрасте 0–4 лет?	ДА, ЕСТЬ КАК МИНИМУМ ОДИН РЕБЕНОК .. 1 НЕТ ..... 2	2 ⇒ НН41А
---	---	-----------

**НН41.** Оформите отдельный ВОПРОСНИК О ДЕТЯХ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ для опроса о каждом ребенке в возрасте 0–4 лет.

<b>НН41А.</b> В ближайшие несколько месяцев планируется проведение еще одного обследования, касающегося здоровья членов домохозяйства, и мы хотели бы получить ваше разрешение на повторное посещение вашего домохозяйства. Могут ли наши коллеги посетить ваше домохозяйство?	СОГЛАСИЕ ПОЛУЧЕНО.....1 СОГЛАСИЕ НЕ ПОЛУЧЕНО .....2	
--	--	--

**НН45.** Теперь вернитесь к ПАНЕЛИ ИНФОРМАЦИИ О ДОМОХОЗЯЙСТВЕ и:

- в графу НН46 (Результат опроса домохозяйства) внесите «01»;
- в графу НН47 внесите имя и номер строки (из ОПИСИ ДОМОХОЗЯЙСТВА) респондента(ки), опрошенного(й) по Вопроснику домохозяйства;
- заполните графы НН48–НН52;
- поблагодарите респондента(ку) за сотрудничество и
- начните опрос членов данного домохозяйства по оставшимся индивидуальным вопросникам.

Если в данном домохозяйстве опрос по индивидуальным вопросникам не проводится, поблагодарите респондента(ку) за сотрудничество и перейдите к следующему домохозяйству, опрос которого поручен Вам руководителем.

**НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА**

**НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ**

ПАНЕЛЬ ИНФОРМАЦИИ О ЖЕНЩИНЕ		WM
WM1. Номер кластера: _____	WM2. Номер домохозяйства: _____	
WM3. Имя и номер строки женщины: ИМЯ _____	WM4. Имя и номер руководителя: ИМЯ _____	
WM5. Имя и номер интервьюера: ИМЯ _____	WM6. День/месяц/год проведения опроса: _____ / _____ / 2 0 1 _____	

<p><i>Проверьте возраст женщины, указанный в графе HL6 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА: если возраст составляет 15–17 лет, проверьте графу HH33 и убедитесь, что согласие взрослого на проведение опроса получено или не является необходимым (HL20=90). Если согласие необходимо, но не получено, то опрос не должен проводиться, а в WM17 надлежит внести «0б».</i></p>	<p><b>WM7. Внесите время:</b></p> <p align="center">ЧАСЫ : МИНУТЫ</p> <p align="center">_____ : _____</p>
<p><b>WM8.</b> Сверьтесь с заполненными вопросниками этого домохозяйства: Вы или другая участница Вашей команды опрашивали эту респондентку по какому-либо другому вопроснику?</p>	<p>ДА, УЖЕ ОПРАШИВАЛА..... 1     1 ⇨ WM9B                  НЕТ, ПЕРВЫЙ ОПРОС ..... 2     2 ⇨ WM9A</p>
<p><b>WM9A.</b> Здравствуйте, меня зовут (<i>Ваше имя</i>). Мы из Государственного комитета Туркменистана по статистике. Мы проводим обследование положения детей, семей и домохозяйств. Я хочу поговорить с Вами о Вашем здоровье и на другие темы. Опрос обычно занимает около 20 минут. Мы также опрашиваем матерей об их детях. Вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?</p>	<p><b>WM9B.</b> Теперь я хочу подробнее поговорить с Вами о Вашем здоровье и на другие темы. Опрос займет около 20 минут. Повторяю, что вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?</p>
<p>ДА ..... 1                  НЕТ/ВОПРОС НЕ ЗАДАВАЛСЯ..... 2</p>	<p>1 ⇨ Модуль «СВЕДЕНИЯ О ЖЕНЩИНЕ»                  2 ⇨ WM17</p>

<p><b>WM17.</b> Результат опроса женщины.</p> <p><i>Всякий результат вида «опрос не проведен» обсудите с руководителем.</i></p>	<p>ПРОВЕДЕН ..... 01                  НЕТ ДОМА..... 02                  ОТКАЗАЛАСЬ ..... 03                  ПРОВЕДЕН ЧАСТИЧНО..... 04</p> <p>НЕ В СОСТОЯНИИ ОТВЕЧАТЬ                  (<i>указать</i>) ..... 05</p> <p>ОТСУТСТВИЕ СОГЛАСИЯ ВЗРОСЛОГО                  НА ОПРОС РЕСПОНДЕНТКИ                  В ВОЗРАСТЕ 15–17 ЛЕТ ..... 06</p> <p>ДРУГОЕ (<i>указать</i>) ..... 96</p>
---	---

СВЕДЕНИЯ О ЖЕНЩИНЕ		WB
<b>WB1.</b> Проверьте номер строки (WM3) респондентки в ПАНЕЛИ ИНФОРМАЦИИ О ЖЕНЩИНЕ и респондентки(та), опрошенной(зо) по ВОПРОСНИКУ ДОМОХОЗЯЙСТВА (HH47):	WM3=HH47..... 1 WM3≠HH47..... 2	2⇒WB3
<b>WB2.</b> Проверьте ED5 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данной респондентки: самый высокий полученный уровень образования:	ED5 (УРОВЕНЬ) =2, 3 ИЛИ 4 ..... 1 ED5 (УРОВЕНЬ) =0, 1, 8 ИЛИ ПУСТО..... 2	1⇒WB14A
<b>WB2A.</b> Проверьте ED5 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данной респондентки: самый высокий полученный класс образования:	ED5 (КЛАСС) =04 ИЛИ БОЛЕЕ ..... 1 ED5 (КЛАСС) =01, 02 ИЛИ 03 ..... 2	1⇒WB14A 2⇒WB14
<b>WB3.</b> В каком месяце и году Вы родились?	ДАТА РОЖДЕНИЯ МЕСЯЦ..... __ __ НЗ МЕСЯЦ..... 98  ГОД..... __ __ __ __ НЗ ГОД ..... 9998	
<b>WB4.</b> Сколько Вам лет?  <i>Спросите: Сколько Вам исполнилось лет в Ваш последний день рождения?</i>  <i>Если имеется несоответствие между ответами на вопросы WB3 и WB4, задайте уточняющие вопросы и исправьте. Возраст должен быть внесен в обязательном порядке.</i>	ВОЗРАСТ (В ПОЛНЫХ ГОДАХ)..... __ __	
<b>WB5.</b> Посещали ли Вы когда-либо учебное заведение, дошкольное учреждение или детский сад?	ДА ..... 1 НЕТ ..... 2	2⇒WB14
<b>WB6.</b> Какой самый высокий уровень образования Вы когда-либо получали и какой самый старший класс/курс посещали?	ДОШКОЛЬНОЕ/ДЕТСКИЙ САД..... 000 СРЕДНЕЕ (1-11) .....1 __ __ НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ.....2 __ __ СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ.....3 __ __ ВЫСШЕЕ .....4 __ __	000⇒WB14
<b>WB7.</b> Вы окончили этот (класс/курс)?	ДА ..... 1 НЕТ ..... 2	
<b>WB8.</b> Проверьте WB4/HL6: возраст респондентки:	15–24 ГОДА ..... 1 25–49 ЛЕТ ..... 2	2⇒WB13
<b>WB9.</b> В какое-либо время в 2018-2019 учебном году Вы посещали учебное заведение?	ДА ..... 1 НЕТ ..... 2	2⇒WB11

<b>WB10.</b> Какой уровень образования Вы <u>получаете</u> и какой класс/курс <u>посещаете</u> в 2018-2019 учебном году?	ДОШКОЛЬНОЕ/ДЕТСКИЙ САД..... 000 СРЕДНЕЕ (1-11) ..... <b>1</b> __ __ НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ..... <b>2</b> __ __ СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ..... <b>3</b> __ __ ВЫСШЕЕ ..... <b>4</b> __ __	
<b>WB11.</b> В какое-либо время в 2017-2018 учебном году Вы посещали учебное заведение?	ДА ..... 1 НЕТ ..... 2	2⇒WB13
<b>WB12.</b> Какой уровень образования Вы <u>получали</u> и какой класс/курс <u>посещали</u> в 2017-2018 учебном году?	ДОШКОЛЬНОЕ/ДЕТСКИЙ САД..... 000 СРЕДНЕЕ (1-11) ..... <b>1</b> __ __ НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ..... <b>2</b> __ __ СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ..... <b>3</b> __ __ ВЫСШЕЕ ..... <b>4</b> __ __	
<b>WB13.</b> Проверьте WB6/ED5: самый высокий полученный уровень образования:	WB6 (УРОВЕНЬ) =2, 3 ИЛИ 4 ..... 1 WB6 (УРОВЕНЬ) =1..... 2	1⇒WB14A
<b>WB13A.</b> Проверьте WB6/ED5: самый старший класс, который посещала:	WB6 (КЛАСС) =04 ИЛИ БОЛЕЕ ..... 1 WB6 (КЛАСС) =01, 02 ИЛИ 03..... 2	1⇒WB14A
<b>WB14.</b> Теперь я бы хотела, чтобы Вы прочитали мне это предложение.  <i>Покажите респондентке предложение на карточке.</i>  <i>Если респондентка не может прочитать предложение целиком, спросите: Вы могли бы прочитать мне часть этого предложения?</i>	ВООБЩЕ НЕ МОЖЕТ ЧИТАТЬ ..... 1 МОЖЕТ ПРОЧИТАТЬ ТОЛЬКО ОТДЕЛЬНЫЕ ЧАСТИ ПРЕДЛОЖЕНИЯ..... 2 МОЖЕТ ПРОЧИТАТЬ ПРЕДЛОЖЕНИЕ ЦЕЛИКОМ ..... 3  ОТСУТСТВИЕ ПРЕДЛОЖЕНИЯ НА ТРЕБУЕМОМ ЯЗЫКЕ/ЯЗЫКЕ БРАЙЛЯ (указать язык) ..... 4	
<b>WB14A.</b> Проверьте WB4/HL6: Возраст 15-24?	ДА, WB4/HL6=15-24 ..... 1 НЕТ, WB4/HL6=25-49 ..... 2	2⇒WB15
<b>WB14B.</b> Проверьте WB9/ED9: В настоящее время посещает учебное заведение?	ДА, WB9/ED9=1 ..... 1 НЕТ, WB9/ED9=2 ..... 2	2⇒WB14D
<b>WB14C.</b> Вы посещали учебное заведение последние 4 недели?  <i>Если «Нет», выясните были ли школьные каникулы или по какой-либо причине не было учебного семестра.</i>	ДА ..... 1 НЕТ ..... 2	1⇒WB15
<b>WB14D.</b> Проходили ли вы обучение, стажировку (учебную практику) или обучение на рабочем месте в течение последних 4 недель?	ДА ..... 1 НЕТ ..... 2	1⇒WB15
<b>WB14E.</b> За последние 4 недели посещали ли вы любые курсы, семинары, конференции, частные уроки или получали инструктаж?	ДА ..... 1 НЕТ ..... 2	1⇒WB15
<b>WB14F.</b> В прошлом году, с (от даты интервью минус один год) посещали ли вы такие курсы?	ДА ..... 1 НЕТ ..... 2	
<b>WB14G.</b> На прошлой неделе, с понедельника по воскресенье, вы выполняли какую-либо оплачиваемую работу, если даже не больше одного часа?	ДА ..... 1 НЕТ ..... 2	1⇒WB15

<p><b>WB14H.</b> На прошлой неделе, вы управляли или занимались какой-либо деятельностью, сельским хозяйством или другими видами деятельности для получения дохода, если даже не больше одного часа?</p> <p><i>Например:</i> Примеры деятельности включают в себя изготовление вещей для продажи, выращивание продуктов для продажи, покупку и перепродажу вещей, предоставление услуг за плату, разведение животных или ловлю рыбы для продажи.</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	<p>1 ⇒ WB14Q</p>
<p><b>WB14I.</b> На прошлой неделе вы помогали с оплачиваемой работой или делом домохозяйству или члену семьи?</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	<p>1 ⇒ WB14Q</p>
<p><b>WB14J.</b> Даже если вы не работали на прошлой неделе, у вас была оплачиваемая работа или дело?</p> <p><i>Например:</i> отсутствие может быть связано с отпуском, болезнью, декретным отпуском, отпуском по уходу за ребенком до 3 лет, сезонностью сельскохозяйственных работ и т. д.</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	<p>2 ⇒ WB14S</p>
<p><b>WB14K.</b> Была ли причина вашего отсутствия на прошлой неделе одной из следующих?</p> <p>[A] Так как у вас сменная работа, гибкий график или подобный вид работы?</p> <p>[B] Так как вы были в отпуске или праздничные дни?</p> <p>[C] Так как болели или из-за какого-либо происшествия?</p> <p>[D] Так как вы в оплачиваемом декретном отпуске?</p> <p>[E] Так как вы в неоплачиваемом отпуске по уходу за ребенком до 3 лет?</p>	<p style="text-align: right;">ДА    НЕТ</p> <p>СМЕННАЯ РАБОТА..... 1    2</p> <p>ОТПУСК..... 1    2</p> <p>БОЛЕЛ(А) ..... 1    2</p> <p>ОПЛАЧИВАЕМЫЙ ОТПУСК ..... 1    2</p> <p>НЕОПЛАЧИВАЕМЫЙ ОТПУСК..... 1    2</p>	<p>1 ⇒ WB14Q</p> <p>1 ⇒ WB14Q</p> <p>1 ⇒ WB14Q</p> <p>1 ⇒ WB14Q</p> <p>1 ⇒ WB14Q</p>
<p><b>WB14L.</b> Была ли причина вашего отсутствия на прошлой неделе, ожиданием, для начала новой работы или дела?</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	<p>1 ⇒ WB14S</p>
<p><b>WB14M.</b> Была ли причина вашего отсутствия на прошлой неделе, из-за малого объема работы или дела или из-за межсезонья?</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	<p>2 ⇒ WB14O</p>
<p><b>WB14N.</b> Продолжаете ли вы выполнять какую-либо работу или дело на той же работе при малом объеме работ или во время межсезонья?</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	<p>1 ⇒ WB14Q  2 ⇒ WB14S</p>
<p><b>WB14O.</b> Включая время, которое вы отсутствовали, вернетесь ли вы на ту же работу или дело через 3 месяца или менее?</p>	<p>ДА ..... 1  НЕТ ..... 2  НЗ ..... 8</p>	<p>1 ⇒ WB14Q</p>

<b>WB14P.</b> Во время этого отсутствия вы продолжаете получать доход от своей работы или дела?	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8	2 ⇒WB14S 8 ⇒WB14S
<b>WB14Q.</b> Является ли эта работа, которую вы упомянули:  [A] Фермерство или разведение животных?  [B] Рыболовство или рыбоводство?  [X] Другой вид работы или предпринимательства?  <i>По крайней мере одно «да» должно быть записано в вопросе [A], [B] или [X].</i>	ДА НЕТ  ФЕРМЕРСТВО ..... 1 2 РЫБАЛОВСТВО ..... 1 2 ДРУГОЕ..... 1 2	
<b>WB14R.</b> Проверьте WB14Q: [X]=1?	ДА (WB14Q[X]=1)..... 1 НЕТ (WB14Q[X]=2)..... 2	1 ⇒WB15 2 ⇒WB14T
<b>WB14S.</b> На прошлой неделе вы занимались фермерством, разведением животных, рыбаловством или рыбоводством?	ДА ..... 1 НЕТ ..... 2	2 ⇒WB15
<b>WB14T.</b> Если говорить о продуктах, с которыми вы работали ( <i>в фермерстве и/или рыболовстве</i> ), они предназначены только для продажи, в основном для продажи, в основном для семейного использования или только для семейного использования?	ТОЛЬКО ДЛЯ ПРОДАЖИ ..... 1 В ОСНОВНОМ ДЛЯ ПРОДАЖИ ..... 2 В ОСНОВНОМ ДЛЯ СЕМЕЙНОГО ИСПОЛЬЗОВАНИЯ ..... 3 ТОЛЬКО ДЛЯ СЕМЕЙНОГО ИСПОЛЬЗОВАНИЯ ..... 4 НЗ ..... 8	1 ⇒WB15 2 ⇒WB15 3 ⇒WB14V 4 ⇒WB14V
<b>WB14U.</b> В целом, в прошлом эти продукты продавались, в основном продавались, в основном хранились или хранились только для семейного использования?	ПРОДАВАЛИСЬ ..... 1 В ОСНОВНОМ ПРОДАВАЛИСЬ..... 2 В ОСНОВНОМ ХРАНИЛИСЬ ..... 3 ХРАНИЛИСЬ ТОЛЬКО ДЛЯ СЕМЕЙНОГО ИСПОЛЬЗОВАНИЯ..... 4	1 ⇒WB15 2 ⇒WB15
<b>WB14V.</b> Вы были наняты кем-либо другим для этой работы?	ДА ..... 1 НЕТ ..... 2	
<b>WB15.</b> Сколько лет подряд Вы живете в ( <i>название города, поселка или села, где сейчас проживает респондентка</i> )?  <i>Если менее одного года, внесите «00» лет.</i>	ЧИСЛО ЛЕТ..... — — ВСЮ ЖИЗНЬ/С РОЖДЕНИЯ ..... 95	95 ⇒WB18

<p><b>WB16.</b> До того, как Вы сюда переехали, Вы жили в большом, маленьком городе/поселке или в сельской местности?</p> <p><i>Задайте уточняющие вопросы, чтобы определить вид населенного пункта.</i></p> <p><i>Если Вы не можете определить, большой это город, маленький или же сельская местность, внесите название населенного пункта, а затем проставьте «9» на то время, пока не выясните подходящую категорию для этого ответа.</i></p> <p>_____</p> <p><i>(Название населенного пункта)</i></p>	<p>БОЛЬШОЙ ГОРОД..... 1</p> <p>МАЛЕНЬКИЙ ГОРОД/ПОСЕЛОК..... 2</p> <p>СЕЛЬСКАЯ МЕСТНОСТЬ..... 3</p>	
<p><b>WB17.</b> До того, как Вы сюда переехали, в каком регионе Вы проживали?</p>	<p>Г. АШХАБАД..... 01</p> <p>АХАЛСКИЙ ВЕЛАЯТ..... 02</p> <p>БАЛКАНСКИЙ ВЕЛАЯТ..... 03</p> <p>ДАШОГУЗСКИЙ ВЕЛАЯТ..... 04</p> <p>ЛЕБАПСКИЙ ВЕЛАЯТ..... 05</p> <p>МАРЫЙСКИЙ ВЕЛАЯТ..... 06</p> <p>ЗА ПРЕДЕЛАМИ ТУРКМЕНИСТАНА (указать)..... 96</p>	
<p><b>WB18.</b> Есть ли у Вас действующая медицинская страховка?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	



<p><b>МТ1.</b> Вы читаете газету или журнал как минимум один раз в неделю, реже одного раза в неделю или вообще не читаете?</p> <p><i>Если «Как минимум один раз в неделю», спросите: Можете ли Вы сказать, что это происходит почти каждый день?</i></p> <p><i>Если «Да», внесите 3; если «Нет», внесите 2.</i></p>	<p>ВООБЩЕ НЕ ЧИТАЕТ ..... 0  РЕЖЕ ОДНОГО РАЗА В НЕДЕЛЮ ..... 1  КАК МИНИМУМ ОДИН РАЗ В НЕДЕЛЮ ..... 2  ПОЧТИ КАЖДЫЙ ДЕНЬ ..... 3</p>	
<p><b>МТ2.</b> Вы слушаете радио как минимум один раз в неделю, реже одного раза в неделю или вообще не слушаете?</p> <p><i>Если «Как минимум один раз в неделю», спросите: Можно ли сказать, что это происходит почти каждый день?</i></p> <p><i>Если «Да», внесите 3; если «Нет», внесите 2.</i></p>	<p>ВООБЩЕ НЕ СЛУШАЕТ ..... 0  РЕЖЕ ОДНОГО РАЗА В НЕДЕЛЮ ..... 1  КАК МИНИМУМ ОДИН РАЗ В НЕДЕЛЮ ..... 2  ПОЧТИ КАЖДЫЙ ДЕНЬ ..... 3</p>	
<p><b>МТ3.</b> Вы смотрите телевизор как минимум один раз в неделю, реже одного раза в неделю или вообще не смотрите?</p> <p><i>Если «Как минимум один раз в неделю», спросите: Можно ли сказать, что это происходит почти каждый день?</i></p> <p><i>Если «Да», внесите 3; если «Нет», внесите 2.</i></p>	<p>ВООБЩЕ НЕ СМОТРИТ ..... 0  РЕЖЕ ОДНОГО РАЗА В НЕДЕЛЮ ..... 1  КАК МИНИМУМ ОДИН РАЗ В НЕДЕЛЮ ..... 2  ПОЧТИ КАЖДЫЙ ДЕНЬ ..... 3</p>	
<p><b>МТ4.</b> Вы когда-нибудь где-нибудь пользовались компьютером или электронным планшетом?</p>	<p>ДА ..... 1  НЕТ ..... 2</p>	2 ⇒ МТ9
<p><b>МТ5.</b> В течение последних 3 месяцев Вы пользовались компьютером или электронным планшетом как минимум один раз в неделю, реже одного раза в неделю или вообще не пользовались?</p> <p><i>Если «Как минимум один раз в неделю», спросите: Можно ли сказать, что это происходит почти каждый день?</i></p> <p><i>Если «Да», внесите 3; если «Нет», внесите 2.</i></p>	<p>ВООБЩЕ НЕ ПОЛЬЗОВАЛАСЬ ..... 0  РЕЖЕ ОДНОГО РАЗА В НЕДЕЛЮ ..... 1  КАК МИНИМУМ ОДИН РАЗ В НЕДЕЛЮ ..... 2  ПОЧТИ КАЖДЫЙ ДЕНЬ ..... 3</p>	0 ⇒ МТ9

<p><b>MT6.</b> В течение последних 3 месяцев Вы:</p> <p>[A] копировали/перемещали файл или папку?</p> <p>[B] пользовались функцией «копирование – вставка» для копирования или перемещения информации внутри документа?</p> <p>[C] отправляли электронное письмо с вложенным файлом, например, с документом, изображением или видео?</p> <p>[D] пользовались базовой арифметической формулой в электронной таблице?</p> <p>[E] подключали и устанавливали новое устройство, например, модем, камеру или принтер?</p> <p>[F] отыскивали, загружали, устанавливали и настраивали программное обеспечение?</p> <p>[G] создавали электронную презентацию при помощи программы для создания презентаций, включающую в себя текст, изображения, аудио, видео или графики?</p> <p>[H] переносили файл между компьютером и другим устройством?</p> <p>[I] писали компьютерную программу на каком-нибудь языке программирования?</p>	<p style="text-align: right;">ДА    НЕТ</p> <p>КОПИРОВАЛА/ПЕРЕМЕЩАЛА ФАЙЛ..... 1    2</p> <p>ПОЛЬЗОВАЛАСЬ ФУНКЦИЕЙ «КОПИРОВАНИЕ – ВСТАВКА» В ДОКУМЕНТЕ..... 1    2</p> <p>ОТПРАВЛЯЛА ЭЛЕКТРОННОЕ ПИСЬМО С ВЛОЖЕНИЕМ..... 1    2</p> <p>ПОЛЬЗОВАЛАСЬ БАЗОВОЙ ФОРМУЛОЙ В ТАБЛИЦЕ ..... 1    2</p> <p>ПОДКЛЮЧАЛА УСТРОЙСТВО ..... 1    2</p> <p>УСТАНОВЛИВАЛА ПРОГРАМНОЕ ОБЕСПЕЧЕНИЕ..... 1    2</p> <p>СОЗДАВАЛА ПРЕЗЕНТАЦИЮ ..... 1    2</p> <p>ПЕРЕНОСИЛА ФАЙЛ..... 1    2</p> <p>ПРОГРАММИРОВАЛА..... 1    2</p>	
<p><b>MT9.</b> Пользовались ли Вы когда-нибудь где-нибудь Интернетом с какого-либо устройства?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	<p>2 ⇒ MT11</p>
<p><b>MT10.</b> В течение последних 3 месяцев Вы пользовались Интернетом как минимум один раз в неделю, реже одного раза в неделю или вообще не пользовались?</p> <p><i>Если «Как минимум один раз в неделю», спросите: Можно ли сказать, что это происходит почти каждый день?</i></p> <p><i>Если «Да», внесите 3; если «Нет», внесите 2.</i></p>	<p>ВООБЩЕ НЕ ПОЛЬЗОВАЛАСЬ ..... 0</p> <p>РЕЖЕ ОДНОГО РАЗА В НЕДЕЛЮ ..... 1</p> <p>КАК МИНИМУМ ОДИН РАЗ В НЕДЕЛЮ ..... 2</p> <p>ПОЧТИ КАЖДЫЙ ДЕНЬ ..... 3</p>	
<p><b>MT11.</b> Есть ли у Вас свой мобильный телефон?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	
<p><b>MT12.</b> В течение последних 3 месяцев Вы пользовались мобильным телефоном как минимум один раз в неделю, реже одного раза в неделю или вообще не пользовались?</p> <p><i>При необходимости поясните: Я имею в виду, разговаривали с кем-то по мобильному телефону.</i></p> <p><i>Если «Как минимум один раз в неделю», спросите: Можно ли сказать, что это происходит почти каждый день?</i></p> <p><i>Если «Да», внесите 3; если «Нет», внесите 2.</i></p>	<p>ВООБЩЕ НЕ ПОЛЬЗОВАЛАСЬ ..... 0</p> <p>РЕЖЕ ОДНОГО РАЗА В НЕДЕЛЮ ..... 1</p> <p>КАК МИНИМУМ ОДИН РАЗ В НЕДЕЛЮ ..... 2</p> <p>ПОЧТИ КАЖДЫЙ ДЕНЬ ..... 3</p>	

ФЕРТИЛЬНОСТЬ/ИСТОРИЯ РОЖДЕНИЙ		СМ
<p><b>СМ1.</b> А сейчас я хочу поговорить обо всех родах, которые у Вас были в течение Вашей жизни. Вы когда-нибудь рожали?</p> <p><i>В данном модуле и в истории рождений указываются только живорожденные дети. Мертворождения не включаются в ответ ни на какой вопрос.</i></p>	ДА..... 1 НЕТ..... 2	2 ⇒СМ8
<p><b>СМ2.</b> Есть ли у Вас родные сыновья или дочери, которые сейчас проживают с Вами?</p>	ДА..... 1 НЕТ..... 2	2 ⇒СМ5
<p><b>СМ3.</b> Сколько родных сыновей проживает с Вами?</p> <p><i>Если несколько, проставьте «00».</i></p>	СОВМЕСТНО ПРОЖИВАЮЩИЕ СЫНОВЬЯ.. __ __	
<p><b>СМ4.</b> Сколько родных дочерей проживают с Вами?</p> <p><i>Если несколько, проставьте «00».</i></p>	СОВМЕСТНО ПРОЖИВАЮЩИЕ ДОЧЕРИ..... __ __	
<p><b>СМ5.</b> Есть ли у Вас родные сыновья или дочери, которые живы, но не проживают с Вами?</p>	ДА..... 1 НЕТ..... 2	2 ⇒СМ8
<p><b>СМ6.</b> Сколько сыновей живы, но не проживают с Вами?</p> <p><i>Если несколько, проставьте «00».</i></p>	СЫНОВЬЯ, ПРОЖИВАЮЩИЕ ОТДЕЛЬНО..... __ __	
<p><b>СМ7.</b> Сколько дочерей живы, но не проживают с Вами?</p> <p><i>Если несколько, проставьте «00».</i></p>	ДОЧЕРИ, ПРОЖИВАЮЩИЕ ОТДЕЛЬНО ..... __ __	
<p><b>СМ8.</b> Рожали ли Вы когда-нибудь мальчика или девочку, которые родились живыми, но потом умерли?</p> <p><i>Если ответ – «Нет», поясните: Я имею в виду ребенка, который кричал, шевелился, издавал какие-либо звуки, пытался дышать или подавал другие признаки жизни, пусть и очень недолго.</i></p>	ДА..... 1 НЕТ..... 2	2 ⇒СМ11
<p><b>СМ9.</b> Сколько мальчиков умерло?</p> <p><i>Если несколько, проставьте «00».</i></p>	ЧИСЛО УМЕРШИХ МАЛЬЧИКОВ ..... __ __	
<p><b>СМ10.</b> Сколько девочек умерло?</p> <p><i>Если несколько, проставьте «00».</i></p>	ЧИСЛО УМЕРШИХ ДЕВОЧЕК..... __ __	
<p><b>СМ11.</b> Суммируйте ответы на вопросы СМ3, СМ4, СМ6, СМ7, СМ9 и СМ10.</p>	ВСЕГО ..... __ __	
<p><b>СМ12.</b> Только чтобы убедиться, что все записано правильно: в течение всей Вашей жизни у Вас родилось живыми всего (<i>общее число в СМ11</i>) детей. Это правильно?</p>	ДА..... 1 НЕТ..... 2	1 ⇒СМ14
<p><b>СМ13.</b> Проверьте ответы на вопросы СМ1–СМ10 и вносите необходимые исправления до тех пор, пока ответом на СМ12 не будет «Да».</p>		
<p><b>СМ14.</b> Проверьте СМ11: сколько детей родилось живыми?</p>	НИКОЛЬКО, СМ11=00..... 0 ОДИН РЕБЕНОК ИЛИ БОЛЕЕ, СМ11=01 ИЛИ БОЛЕЕ ..... 1	0 ⇒Конец

**ФЕРТИЛЬНОСТЬ/ИСТОРИЯ РОЖДЕНИЙ**

**ВН**

**ВН0.** А сейчас я хотела бы записать имена всех рожденных Вами детей независимо от того, живы они сейчас или нет, начиная с самого первого ребенка, который у Вас родился.

Укажите имена всех рожденных детей в ВН1. Вносите каждого из близнецов в отдельную строку.

ВН0. ВН Номер строки	ВН1. Каким именем был назван Ваш (первый/ следующий) ребенок?	ВН2. Были ли среди этих детей близнецы ?	ВН3. (Имя) мальчик или девочка ?	ВН4. В каком месяце и в каком году родился(лась) (имя)?  Спросите: Когда у него (нее) день рождения?			ВН5. (Имя) сейчас жив(а)?	ВН6. Сколько лет исполнило сь (имя) в последний день рождения?  Внесите возраст в полных годах.	ВН7. (Имя) проживае т с Вами?	ВН8. Перенесите номер строки ребенка (из НЛ1).  Проставьте «00», если ребенок не включен в опись.	ВН9. Сколько было (имя), когда он(а) умер(ла)?  Если «1 год», спросите: Сколько месяцев было (имя)?  Внесите количество дней, если ответ – «меньше 1 месяца», количество месяцев, если ответ – «меньше 2 лет», или количество лет.	ВН10. Между (имя предыдущего ребенка) и (имя данного ребенка) были ли другие живорожденные дети, включая детей, которые умерли после рождения?	
				День	Месяц	Год						Д	Н
01		О Б 1 2	М Д 1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ След. рожд.	___	
02		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.
03		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.
04		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.
05		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.
06		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.
07		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.
08		1 2	1 2	___	___	___	1 2 ВН9	___	1 2	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3 ⇒ ВН10	___	1 2 Добавить След. рожд. рожд.

ВН0. ВН Номер строки	ВН1. Каким именем был назван Ваш (первый/ следующий) ребенок?	ВН2. Были ли среди этих детей близнецы ?		ВН3. (Имя) мальчик или девочка ?		ВН4. В каком месяце и в каком году родился(лась) (имя)?			ВН5. (Имя) сейчас жив(а)?	ВН6. Сколько лет исполнило сь (имя) в последний день рождения?  Внесите возраст в полных годах.	ВН7. (Имя ребенка) живет с Вами?		ВН8. Перенесите номер строки ребенка из Вопросника домохозяйств а (НЛ1).  Проставьте «00», если ребенок не включен в опись.	ВН9. Сколько было (имя), когда он(а) умер(ла)?			ВН10. Между (имя предыдущего ребенка) и (имя данного ребенка) были ли другие живорожденные дети, включая детей, которые умерли после рождения?						
		О	Б	М	Д	День	Месяц	Год			Д	Н		Д	Н	№ строки	Ед. изм.	Номер	Д	Н			
09		1	2	1	2	___	___	___	___	1	2	___	___	___	___	___	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3	___	___	1	2	Добавить След. рожд. рожд.
10		1	2	1	2	___	___	___	___	1	2	___	___	___	___	___	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3	___	___	1	2	Добавить След. рожд. рожд.
11		1	2	1	2	___	___	___	___	1	2	___	___	___	___	___	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3	___	___	1	2	Добавить След. рожд. рожд.
12		1	2	1	2	___	___	___	___	1	2	___	___	___	___	___	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3	___	___	1	2	Добавить След. рожд. рожд.
3		1	2	1	2	___	___	___	___	1	2	___	___	___	___	___	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3	___	___	1	2	Добавить След. рожд. рожд.
14		1	2	1	2	___	___	___	___	1	2	___	___	___	___	___	___	ДНИ.....1 МЕСЯЦЫ..2 ГОДЫ.....3	___	___	1	2	Добавить След. рожд. рожд.
ВН11. Рождались ли у Вас живые дети после рождения (имя последнего ребенка, указанного в модуле «История рождений»)?										ДА..... 1		НЕТ..... 2		1 ⇒Внесите рождение(я) в Историю рождений.									

<p><b>СМ15.</b> Сравните число в СМ11 с числом рожденных детей в модуле «История рождений» выше и проверьте следующее:</p>	<p>ЦИФРЫ СОВПАДАЮТ ..... 1 ЦИФРЫ РАЗЛИЧАЮТСЯ..... 2</p>	<p>1 ⇒ СМ17</p>
<p><b>СМ16.</b> Задавая уточняющие вопросы, приведите ответы в Истории рождений в соответствии, чтобы ответом на СМ12 стало «Да».</p>		
<p><b>СМ17.</b> Проверьте ВН4: последние роды состоялись в последние 2 года, то есть с (месяц проведения опроса) (год проведения опроса минус 2) года?</p> <p>Если месяц проведения опроса и месяц родов совпадают, а год родов – (год проведения опроса минус 2), то считайте их родами, имевшими место в последние 2 года.</p>	<p>НЕ БЫЛО ЖИВОРОЖДЕНИЙ В ПОСЛЕДНИЕ 2 ГОДА ..... 0 ОДНО ЖИВОРОЖДЕНИЕ ИЛИ БОЛЕЕ В ПОСЛЕДНИЕ 2 ГОДА ..... 1</p>	<p>0 ⇒ Конец</p>
<p><b>СМ18.</b> Перенесите имя последнего ребенка, перечисленного в ВН1.</p> <p>Если ребенок умер, будьте особенно внимательны при упоминании имени этого ребенка в следующих модулях.</p>	<p>ИМЯ РЕБЕНКА, РОДИВШЕГОСЯ ПОСЛЕДНИМ</p> <p>_____</p>	

**ЖЕЛАННОСТЬ ПОСЛЕДНЕГО РОЖДЕННОГО РЕБЕНКА**

**DB**


<p><b>DB1.</b> Проверьте СМ17: были ли живорождения в последние 2 года?</p> <p>Перенесите сюда имя (СМ18) последнего родившегося живым ребенка из Истории рождений в данную графу и подставляйте его в указанных местах:</p> <p>Имя _____</p>	<p>ДА, СМ17=1..... 1                  НЕТ, СМ17=0 ИЛИ ПУСТО ..... 2</p>	<p>2 ⇨ Конец</p>
<p><b>DB2.</b> Когда Вы забеременели (<i>имя</i>), была ли эта беременность желанной?</p>	<p>ДА..... 1                  НЕТ..... 2</p>	<p>1 ⇨ Конец</p>
<p><b>DB3.</b> Проверьте СМ11: число рождений:</p>	<p>ТОЛЬКО 1 РОЖДЕНИЕ..... 1                  2 РОЖДЕНИЯ ИЛИ БОЛЕЕ ..... 2</p>	<p>1 ⇨ DB4A                  2 ⇨ DB4B</p>
<p><b>DB4A.</b> Вы хотели иметь ребенка позднее или вообще не хотели детей?</p> <p><b>DB4B.</b> Вы хотели иметь ребенка позднее или вообще не хотели больше детей?</p>	<p>ПОЗДНЕЕ ..... 1                  ВОООЩЕ НЕ ХОТЕЛА/БОЛЬШЕ                  НЕ ХОТЕЛА ДЕТЕЙ ..... 2</p>	

**ЗДОРОВЬЕ МАТЕРИ И НОВОРОЖДЕННОГО**
**MN**

<p><b>MN1.</b> Проверьте CM17: были ли живорождения в последние 2 года?</p> <p>Перенесите сюда имя (CM18) последнего родившегося живым ребенка из Истории рождений в данную графу и подставляйте его в указанных местах:</p> <p>Имя _____</p>	<p>ДА, CM17=1 .....1</p> <p>НЕТ, CM17=0 ИЛИ ПУСТО.....2</p>	<p>2 ⇒Конец</p>
<p><b>MN2.</b> Обращались ли Вы к кому-нибудь за дородовым наблюдением во время беременности (<i>имя</i>)?</p>	<p>ДА .....1</p> <p>НЕТ .....2</p>	<p>2 ⇒MN19</p>
<p><b>MN3.</b> К кому Вы обращались?</p> <p>Спросите: К кому-нибудь еще?</p> <p>Продолжайте расспрашивать, чтобы выяснить, к кому обращалась респондентка, и внесите все данные ею ответы.</p>	<p><b>ПРОФЕССИОНАЛЬНЫЙ МЕДИЦИНСКИЙ РАБОТНИК</b></p> <p>ВРАЧ.....A</p> <p>МЕДСЕСТРА/АКУШЕРКА .....B</p> <p>ФЕЛЬДШЕР .....C</p> <p><b>ДРУГОЕ ЛИЦО</b></p> <p>ТРАДИЦИОННЫЙ ПОМОЩНИК В РОДАХ.....F</p> <p>ДРУГОЕ (<i>указать</i>).....X</p>	
<p><b>MN4.</b> Сколько недель или месяцев Вы были беременны, когда впервые получили дородовое наблюдение в отношении этой беременности?</p> <p>Внесите ответ, сформулированный респонденткой. Если «9 месяцев» или более, внесите «9».</p>	<p>НЕДЕЛЬ .....1 __ __</p> <p>МЕСЯЦЕВ.....2 <u>0</u> __</p> <p>НЗ.....998</p>	
<p><b>MN5.</b> Сколько раз Вы получали дородовое наблюдение во время этой беременности?</p> <p>Уточните число раз, когда было получено дородовое наблюдение. Если дан диапазон, внесите минимальное число раз, когда было получено дородовое наблюдение.</p>	<p>ЧИСЛО РАЗ .....__ __</p> <p>НЗ.....98</p>	
<p><b>MN6.</b> За время дородового наблюдения по поводу этой беременности что из нижеперечисленного было сделано хотя бы один раз?</p> <p>[A] Измерение кровяного давления.</p> <p>[B] Анализ мочи.</p> <p>[C] Анализ крови.</p> <p>[D] УЗИ.</p>	<p>ДА НЕТ</p> <p>ИЗМЕРЕНИЕ КРОВЯНОГО ДАВЛЕНИЯ .....1 2</p> <p>АНАЛИЗ МОЧИ.....1 2</p> <p>АНАЛИЗ КРОВИ .....1 2</p> <p>УЗИ .....1 2</p>	



<p><b>MN19.</b> Кто принимал роды (<i>имя</i>)?</p> <p><i>Спросите:</i> Кто-нибудь еще?</p> <p><i>Продолжайте расспрашивать, чтобы выяснить, кто именно принимал роды, и внесите все данные респонденткой ответы.</i></p>	<p><b>ПРОФЕССИОНАЛЬНЫЙ МЕДИЦИНСКИЙ РАБОТНИК</b>          ВРАЧ..... А          МЕДСЕСТРА/АКУШЕРКА ..... В          ФЕЛЬДШЕР ..... С</p> <p><b>ДРУГОЕ ЛИЦО</b>          ТРАДИЦИОННЫЙ ПОМОЩНИК          В РОДАХ ..... F          РОДСТВЕННИК(ЦА)/(ПО)ДРУГ(А) ..... Н</p> <p>ДРУГОЕ (<i>указать</i>) ..... X          НИКТО ..... Y</p>	
<p><b>MN20.</b> Где Вы рожали (<i>имя</i>)?</p> <p><i>Задавайте уточняющие вопросы, чтобы выяснить вид родовспомогательного учреждения.</i></p> <p><i>Если Вы не можете определить его принадлежность к государственному или частному сектору, внесите название учреждения, а затем укажите «7б» на то время, пока не выясните подходящую категорию для этого ответа.</i></p> <p>_____</p> <p>(Название учреждения)</p>	<p><b>ДОМА</b>          У СЕБЯ ДОМА .....11          В ЧУЖОМ ДОМЕ .....12</p> <p><b>ГОСУДАРСТВЕННЫЙ СЕКТОР</b>          ГОСУДАРСТВЕННЫЙ ГОСПИТАЛЬ .....21          ГОСУДАРСТВЕННАЯ КЛИНИКА/          МЕДИЦИНСКИЙ ЦЕНТР .....22          ГОСУДАРСТВЕННЫЙ ЗДРАВПУНКТ .....23          ДРУГОЕ ГОСУДАРСТВЕННОЕ          УЧРЕЖДЕНИЕ (<i>указать</i>) ..... 26</p> <p><b>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР</b>          ЧАСТНЫЙ ГОСПИТАЛЬ .....31          ДРУГОЕ ЧАСТНОЕ МЕДИЦИНСКОЕ          УЧРЕЖДЕНИЕ          (<i>указать</i>) ..... 36</p> <p>НЗ, ГОСУДАРСТВЕННЫЙ ЛИ          ИЛИ ЧАСТНЫЙ.....76</p> <p>ДРУГОЕ (<i>указать</i>) ..... 96</p>	<p>11 ⇨ MN23          12 ⇨ MN23</p> <p>96 ⇨ MN23</p>
<p><b>MN21.</b> (<i>Имя</i>) родился(ась) при помощи кесарева сечения? То есть разрежали ли Вам живот, чтобы извлечь ребенка?</p>	<p>ДА .....1          НЕТ .....2</p>	<p>2 ⇨ MN23</p>
<p><b>MN22.</b> Когда было принято решение о кесаревом сечении?</p> <p><i>По необходимости спросите:</i> До или после начала схваток?</p>	<p>ДО .....1          ПОСЛЕ .....2</p>	

<p><b>MN23.</b> Сразу после того, как (<i>имя</i>) родился(ась), выкладывали ли его (ее) Вам на открытую грудь?</p> <p><i>Если нужно, покажите картинку с положением «кожа к коже».</i></p>  <p><small>Photo Credit: Joyce Sedwin</small></p>	<p>ДА .....1          НЕТ .....2</p> <p>НЗ/НЕ ПОМНЮ .....8</p>	<p>2 ⇒ MN25</p> <p>8 ⇒ MN25</p>
<p><b>MN24.</b> Запеленали ли ребенка, прежде чем выложить Вам на открытую грудь?</p>	<p>ДА .....1          НЕТ .....2</p> <p>НЗ/НЕ ПОМНЮ .....8</p>	
<p><b>MN25.</b> Обсушили и обтерли ли (<i>имя</i>) вскоре после рождения?</p>	<p>ДА .....1          НЕТ .....2</p> <p>НЗ/НЕ ПОМНЮ .....8</p>	
<p><b>MN26.</b> Спустя какое время после рождения (<i>имя</i>) впервые искупали?</p> <p><i>Если сразу или меньше чем через 1 час, внесите «000».</i>  <i>Если меньше чем через 24 часа, внесите число часов.</i></p> <p><i>Если спустя 1 день или на следующий день, спросите: Примерно через сколько часов после родов?</i></p> <p><i>Если через 24 часа, выясните максимально точное число часов, меньшее, чем 24 часа или 1 день.</i>  <i>Если спустя 24 часа или позже, внесите число дней.</i></p>	<p>СРАЗУ/МЕНЬШЕ ЧЕМ ЧЕРЕЗ 1 ЧАС .....000</p> <p>ЧИСЛО ЧАСОВ ..... <b>1</b> ___</p> <p>ЧИСЛО ДНЕЙ ..... <b>2</b> ___</p> <p>ВООБЩЕ НЕ КУПАЛИ.....997</p> <p>НЗ/НЕ ПОМНЮ .....998</p>	
<p><b>MN32.</b> Когда (<i>имя</i>) родился(лась), какого размера он(а) был(а): очень крупного, больше среднего, среднего, меньше среднего или очень маленького?</p>	<p>ОЧЕНЬ КРУПНОГО .....1          БОЛЬШЕ СРЕДНЕГО.....2          СРЕДНЕГО .....3          МЕНЬШЕ СРЕДНЕГО.....4          ОЧЕНЬ МАЛЕНЬКОГО .....5</p> <p>НЗ.....8</p>	
<p><b>MN33.</b> Взвешивали ли (<i>имя</i>) вскоре после рождения?</p>	<p>ДА .....1          НЕТ .....2</p> <p>НЗ.....8</p>	<p>2 ⇒ MN35</p> <p>8 ⇒ MN35</p>

<p><b>MN34.</b> Сколько весил(а) (<i>имя</i>)? <i>Перенесите данные о весе из медицинского документа, если она имеется.</i></p>	<p>СОГЛАСНО МЕДИЦИНСКОГО ДОКУМЕНТА.....1 (КГ) __ , __ __ __</p> <p>ПО ПАМЯТИ.....2 (КГ) __ , __ __ __</p> <p>НЗ.....99998</p>	
<p><b>MN35.</b> Восстановился ли у Вас менструальный цикл после рождения (<i>имя</i>)?</p>	<p>ДА .....1</p> <p>НЕТ .....2</p>	
<p><b>MN36.</b> Вы когда-нибудь кормили (<i>имя</i>) грудью?</p>	<p>ДА .....1</p> <p>НЕТ .....2</p>	2 ⇒ MN39B
<p><b>MN37.</b> Спустя какое время после родов Вы в первый раз приложили (<i>имя</i>) к груди? <i>Если менее чем через 1 час, укажите «00» часов. Если менее чем через 24 часа, укажите число часов. В ином случае укажите число дней.</i></p>	<p>СРАЗУ ЖЕ .....000</p> <p>ЧАСЫ .....1 __ __</p> <p>ДНИ .....2 __ __</p> <p>НЗ/НЕ ПОМНЮ .....998</p>	
<p><b>MN38.</b> В первые три дня после рождения давали ли (<i>имя</i>) что-нибудь пить, кроме грудного молока?</p>	<p>ДА .....1</p> <p>НЕТ .....2</p>	1 ⇒ MN39A 2 ⇒ Конец
<p><b>MN39A.</b> Что давали пить (<i>имя</i>)? <i>Спросите: Что-нибудь еще?</i> <i>«Ничего не давали пить» не является допустимым ответом – вносить категорию Y нельзя.</i></p> <p><b>MN39B.</b> Что давали пить (<i>имя</i>) в первые три дня после рождения? <i>Спросите: Что-нибудь еще?</i> <i>«Ничего не давали пить» (категория Y) вносится, только если не внесена никакая другая категория ответа.</i></p>	<p>МОЛОКО (НЕГРУДНОЕ) .....A</p> <p>ПРОСТУЮ ВОДУ .....B</p> <p>ВОДУ С САХАРОМ ИЛИ ГЛЮКОЗОЙ.....C</p> <p>РАСТВОР ОТ КОЛИК В ЖИВОТЕ .....D</p> <p>САХАРНО-СОЛЕВОЙ РАСТВОР .....E</p> <p>ФРУКТОВЫЙ СОК.....F</p> <p>ДЕТСКАЯ СМЕСЬ.....G</p> <p>ЧАЙ/ТРАВЯНОЙ НАСТОЙ .....H</p> <p>МЕД.....I</p> <p>ВЫПИСАННОЕ ЛЕКАРСТВО .....J</p> <p>ДРУГОЕ (<i>указать</i>) .....X</p> <p>НИЧЕГО НЕ ДАВАЛИ ПИТЬ .....Y</p>	

БРАК/СОЮЗ		МА
<b>МА1.</b> Вы сейчас замужем или живете с женщиной в незарегистрированном браке?	ДА, СЕЙЧАС ЗАМУЖЕМ ..... 1 ДА, СЕЙЧАС ЖИВЕТ С МУЖЧИНОЙ ..... 2 НЕТ, НЕ СОСТОИТ НИ В КАКОМ СОЮЗЕ ..... 3	3 ⇨ МА5
<b>МА2.</b> Сколько лет Вашему (супругу/партнеру)?  <i>Спросите:</i> Сколько лет исполнилось Вашему (супругу/партнеру) в его последний день рождения?	ВОЗРАСТ В ГОДАХ ..... __ __  НЗ ..... 98	⇨ МА7 98 ⇨ МА7
<b>МА5.</b> Были ли Вы когда-нибудь замужем или жили с женщиной в незарегистрированном браке?	ДА, БЫЛА ЗАМУЖЕМ ..... 1 ДА, ПРЕЖДЕ ЖИЛА С ПАРТНЕРОМ ..... 2 НЕТ ..... 3	3 ⇨ Модуль DV
<b>МА6.</b> Каково Ваше семейное положение на данный момент: Вы вдова, в разводе или живете отдельно?	ВДОВА ..... 1 В РАЗВОДЕ ..... 2 ЖИВЕТ ОТДЕЛЬНО ..... 3	
<b>МА7.</b> Были ли Вы замужем или жили с женщиной в незарегистрированном браке только один раз или несколько раз?	ТОЛЬКО ОДИН РАЗ ..... 1 НЕСКОЛЬКО РАЗ ..... 2	1 ⇨ МА8А 2 ⇨ МА8В
<b>МА8А.</b> В каком месяце и году Вы стали жить со своим (супругом/партнером)?  <b>МА8В.</b> В каком месяце и году Вы стали жить со своим <u>первым</u> (супругом/партнером)?	ДАТА (ПЕРВОГО) БРАКА/СОЮЗА МЕСЯЦ ..... __ __ НЗ МЕСЯЦ ..... 98  ГОД ..... __ __ __ __ НЗ ГОД ..... 9998	
<b>МА9.</b> Проверьте МА8А/В: внесен ли вариант «НЗ ГОД»?	ДА, МА8А/В=9998 ..... 1 НЕТ, МА8А/В≠9998 ..... 2	2 ⇨ Конец
<b>МА10.</b> Проверьте МА7: только один брак/союз?	ДА, МА7=1 ..... 1 НЕТ, МА7=2 ..... 2	1 ⇨ МА11А 2 ⇨ МА11В
<b>МА11А.</b> Сколько Вам было лет, когда Вы стали жить со своим (супругом/партнером)?  <b>МА11В.</b> Сколько Вам было лет, когда Вы стали жить со своим <u>первым</u> (супругом/партнером)?	ВОЗРАСТ В ГОДАХ ..... __ __	

**СР0.** Мне хотелось бы поговорить с Вами на другую тему – на тему планирования семьи.

Пары используют различные способы или методы, чтобы отсрочить беременность или избежать ее.

Слышали ли Вы о:

[A] женской стерилизации? <i>Уточнение:</i> Женщинам может быть сделана операция, чтобы у них больше не было детей.	ДА ..... 1 НЕТ ..... 2
[B] мужской стерилизации? <i>Уточнение:</i> Мужчинам может быть сделана операция, чтобы у них больше не было детей.	ДА ..... 1 НЕТ ..... 2
[C] внутриматочных контрацептивах (ВМК)? <i>Уточнение:</i> Женщины могут использовать петлю или спираль, которая устанавливается внутрь врачом или медсестрой.	ДА ..... 1 НЕТ ..... 2
[D] противозачаточных инъекциях? <i>Уточнение:</i> Поставщик медицинских услуг может делать женщинам инъекции, которые не дают им беременеть в течение одного или нескольких месяцев.	ДА ..... 1 НЕТ ..... 2
[E] противозачаточных имплантатах? <i>Уточнение:</i> Женщины могут использовать одну или несколько маленьких трубочек, которые вживляются врачом или медсестрой в верхнюю часть руки и могут предотвращать беременность в течение одного или нескольких лет.	ДА ..... 1 НЕТ ..... 2
[F] противозачаточных таблетках? <i>Уточнение:</i> Женщины могут каждый день принимать специальную таблетку, чтобы избежать беременности.	ДА ..... 1 НЕТ ..... 2
[G] мужском презервативе? <i>Уточнение:</i> Мужчины могут надевать резиновый чехол на половой член до полового акта.	ДА ..... 1 НЕТ ..... 2
[H] женском презервативе? <i>Уточнение:</i> Женщины могут вставлять защитный чехол во влагалище до полового акта.	ДА ..... 1 НЕТ ..... 2
[I] диафрагме? <i>Уточнение:</i> Женщины могут вставлять мягкий резиновый колпачок во влагалище для предотвращения попадания спермы в матку или фаллопиевы трубы.	ДА ..... 1 НЕТ ..... 2
[J] пене/геле? <i>Уточнение:</i> Женщины могут использовать спермицидные средства (например, пену, гель, крем), которые способны убивать сперматозоиды или предотвращать их передвижение и достижение ими яйцеклетки.	ДА ..... 1 НЕТ ..... 2
[L] методе периодического воздержания/циклическом методе?	ДА ..... 1 НЕТ ..... 2

<p><i>Уточнение:</i> Во избежание беременности женщины не вступают в половые отношения в дни месяца, в которые, как они думают, они могут забеременеть.</p> <p>[М] прерывании полового акта? <i>Уточнение:</i> Мужчины могут проявлять осмотрительность – прекращать половой акт перед эякуляцией.</p> <p>[N] экстренной/посткоитальной контрацепции? <i>Уточнение:</i> В качестве крайней меры женщины в течение трех дней после незащищенного полового акта могут принимать специальные таблетки для предотвращения беременности.</p> <p>[X] Слышали ли вы о каких-либо других способах или методах, которые женщины или мужчины могут использовать во избежание беременности?</p>	<p>ДА ..... 1 НЕТ ..... 2</p> <p>ДА ..... 1 НЕТ ..... 2</p> <p>ДА ..... 1 _____ (указать) _____ (указать) НЕТ ..... 2</p>	
<p><b>СР1.</b> Вы сейчас беременны?</p>	<p>ДА, СЕЙЧАС БЕРЕМЕННА ..... 1 НЕТ ..... 2</p> <p>НЗ ИЛИ НЕ УВЕРЕНА ..... 8</p>	<p>1 ⇨ СР3</p>
<p><b>СР2.</b> Пары используют различные способы или методы, чтобы отложить беременность или избежать ее.</p> <p>Вы сейчас делаете что-нибудь или пользуетесь каким-либо методом, чтобы отложить беременность или избежать ее?</p>	<p>ДА ..... 1 НЕТ ..... 2</p>	<p>1 ⇨ СР4</p>
<p><b>СР3.</b> Вы когда-нибудь делали что-либо или пользовались каким-либо методом, чтобы отложить беременность или избежать ее?</p>	<p>ДА ..... 1 НЕТ ..... 2</p>	<p>1 ⇨ Конец 2 ⇨ Конец</p>
<p><b>СР4.</b> Что Вы делаете для того, чтобы отложить беременность или избежать ее?</p> <p><i>Не подсказывайте. Если названо несколько методов, внесите каждый.</i></p>	<p>ЖЕНСКАЯ СТЕРИЛИЗАЦИЯ ..... А МУЖСКАЯ СТЕРИЛИЗАЦИЯ ..... В ВНУТРИМАТОЧНАЯ СПИРАЛЬ ..... С ИНЪЕКЦИИ ..... D ИМПЛАНТАТЫ ..... E ТАБЛЕТКИ ..... F МУЖСКИЕ ПРЕЗЕРВАТИВЫ ..... G ЖЕНСКИЕ ПРЕЗЕРВАТИВЫ ..... H ДИАФРАГМА ..... I ПЕНА/ГЕЛИ ..... J ПЕРИОДИЧЕСКОЕ ВОЗДЕРЖАНИЕ/ ЦИКЛИЧЕСКИЙ МЕТОД ..... L ПРЕРЫВАНИЕ ПОЛОВОГО АКТА ..... M ДРУГОЕ (указать) ..... X</p>	

НЕУДОВЛЕТВОРЕННАЯ ПОТРЕБНОСТЬ В КОНТРАЦЕПЦИИ		UN
<b>UN1.</b> Проверьте CP1: респондентка в настоящее время беременна?	ДА, CP1=1 ..... 1 НЕТ, НЗ ИЛИ НЕ УВЕРЕНА, CP1=2 ИЛИ 8 ..... 2	2 ⇒ UN6
<b>UN2.</b> Теперь мне хотелось бы поговорить с Вами о Вашей нынешней беременности. Когда Вы забеременели, была ли эта беременность желанной?	ДА ..... 1 НЕТ ..... 2	1 ⇒ UN5
<b>UN3.</b> Проверьте SM11: рождения были?	НЕ БЫЛО ..... 0 ОДНО РОЖДЕНИЕ ИЛИ БОЛЕЕ ..... 1	0 ⇒ UN4A 1 ⇒ UN4B
<b>UN4A.</b> Вы хотели иметь ребенка позднее или вообще не хотели детей? <b>UN4B.</b> Вы хотели иметь ребенка позднее или вообще не хотели больше детей?	ПОЗДНЕЕ ..... 1 ВООБЩЕ НЕ ХОТЕЛА/ БОЛЬШЕ НЕ ХОТЕЛА ..... 2	
<b>UN5.</b> Сейчас я хочу задать Вам несколько вопросов о будущем. После рождения ребенка, которым Вы беременны, хотели бы Вы родить еще одного ребенка или предпочли бы больше не иметь детей?	ЕЩЕ ОДНОГО ..... 1 БОЛЬШЕ НЕ ХОТЕЛА БЫ/ВООБЩЕ НЕ ХОТЕЛА ..... 2 НЕ РЕШИЛА/НЗ ..... 8	1 ⇒ UN8 2 ⇒ UN14 8 ⇒ UN14
<b>UN6.</b> Проверьте CP4: использует в настоящее время женскую стерилизацию?	ДА, CP4=A ..... 1 НЕТ, CP4≠A ..... 2	1 ⇒ UN14
<b>UN7.</b> Сейчас я хочу задать Вам несколько вопросов о будущем. Хотели бы Вы родить (еще одного) ребенка или предпочли бы (больше) не иметь детей?	(ЕЩЕ ОДНОГО) РЕБЕНКА ..... 1 БОЛЬШЕ НЕ ХОТЕЛА БЫ/ ВООБЩЕ НЕ ХОТЕЛА ..... 2 ГОВОРИТ, ЧТО НЕ МОЖЕТ ЗАБЕРЕМЕНЕТЬ ..... 3 НЕ РЕШИЛА/НЗ ..... 8	2 ⇒ UN10 3 ⇒ UN12 8 ⇒ UN10
<b>UN8.</b> Как долго Вы хотели бы подождать до рождения (еще одного) ребенка?  <i>Внесите ответ, сформулированный респонденткой.</i>	МЕСЯЦЫ ..... 1 __ __ ГОДЫ ..... 2 __ __ НЕ ХОЧЕТ ЖДАТЬ (СКОРО/СЕЙЧАС) ..... 993 ГОВОРИТ, ЧТО НЕ МОЖЕТ ЗАБЕРЕМЕНЕТЬ ..... 994 ПОСЛЕ ВСТУПЛЕНИЯ В БРАК ..... 995 ДРУГОЕ ..... 996 НЗ ..... 998	994 ⇒ UN12
<b>UN9.</b> Проверьте CP1: респондентка в настоящее время беременна?	ДА, CP1=1 ..... 1 НЕТ, НЗ ИЛИ НЕ УВЕРЕНА, CP1=2 ИЛИ 8 ..... 2	1 ⇒ UN14
<b>UN10.</b> Проверьте CP2: в настоящее время применяет какой-либо метод?	ДА, CP2=1 ..... 1 НЕТ, CP2=2 ..... 2	1 ⇒ UN14
<b>UN11.</b> Как Вы думаете, в настоящее время Вы физически в состоянии забеременеть?	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8	1 ⇒ UN14 8 ⇒ UN14
<b>UN12.</b> Почему Вы думаете, что Вы физически не в состоянии забеременеть?	РЕДКИЕ ПОЛОВЫЕ ОТНОШЕНИЯ/ ОТСУТСТВИЕ ПОЛОВЫХ ОТНОШЕНИЙ ..... A	

	МЕНОПАУЗА..... В НИКОГДА НЕ БЫЛО МЕНСТРУАЦИЙ..... С ГИСТЕРЭКТОМИЯ (ХИРУРГИЧЕСКОЕ УДАЛЕНИЕ МАТКИ)..... D БЕЗРЕЗУЛЬТАТНО ПЫТАЛАСЬ ЗАБЕРЕМЕНЕТЬ В ТЕЧЕНИЕ 2 ЛЕТ И БОЛЕЕ ..... E ПОСЛЕРОДОВАЯ АМЕНОРЕЯ..... F ГРУДНОЕ ВСКАРМЛИВАНИЕ..... G СЛИШКОМ СТАРАЯ..... H ФАТАЛИСТИЧЕСКИ НАСТРОЕНА..... I  ДРУГОЕ (указать) ..... X  НЗ..... Z	
<b>UN13.</b> Проверьте UN12: упомянуто ли «Никогда не было менструаций»?	УПОМЯНУТО, UN12=C..... 1 НЕ УПОМЯНУТО, UN12≠C ..... 2	1 ⇒ Конец
<b>UN14.</b> Когда начался Ваш последний менструальный цикл?  <i>Внесите ответ в единицах, используемых респонденткой.</i>  <i>Если ответ – «1 год», спросите: Сколько месяцев назад?</i>	ДНЕЙ НАЗАД..... 1 __ __ НЕДЕЛЬ НАЗАД ..... 2 __ __ МЕСЯЦЕВ НАЗАД ..... 3 __ __ ЛЕТ НАЗАД..... 4 __ __  МЕНОПАУЗА/ПОДВЕРГЛАСЬ ГИСТЕРЭКТОМИИ ..... 993 ДО ПОСЛЕДНИХ РОДОВ ..... 994 НИКОГДА НЕ БЫЛО МЕНСТРУАЦИЙ..... 995	993 ⇒ Конец 994 ⇒ Конец 995 ⇒ Конец
<b>UN15.</b> Проверьте UN14: последний менструальный цикл имел место в течение последнего года?	ДА, В ТЕЧЕНИЕ ПОСЛЕДНЕГО ГОДА ..... 1 НЕТ, ОДИН ГОД ИЛИ БОЛЕЕ ОДНОГО ГОДА НАЗАД..... 2	2 ⇒ Конец
<b>UN16.</b> Ваша последняя менструация помешала Вам посетить какие-либо общественные мероприятия, учебное заведение или работу?	ДА ..... 1 НЕТ ..... 2  НЗ/НЕ УВЕРЕНА/НЕТ ТАКИХ МЕРОПРИЯТИЙ ..... 8	
<b>UN17.</b> Во время последней менструации у Вас была возможность мыться и переодеваться в уединении, когда Вы были у себя дома?	ДА ..... 1 НЕТ ..... 2  НЗ..... 8	
<b>UN18.</b> Вы пользовались такими материалами, как гигиенические прокладки, тампоны или ткань?	ДА ..... 1 НЕТ ..... 2  НЗ..... 8	2 ⇒ Конец 8 ⇒ Конец
<b>UN19.</b> Эти материалы можно было использовать повторно?	ДА ..... 1 НЕТ ..... 2  НЗ..... 8	



ОБОСНОВАННОЕ РЕШЕНИЕ ПО РЕПРОДУКТИВНОМУ ЗДОРОВЬЮ		ID
<b>ID1.</b> Проверьте MA1: Если женщина замужем или находится в незарегистрированном браке?	ДА, MA1=1 ИЛИ 2 .....1 НЕТ, MA1=3 ИЛИ ПУСТО.....2	2 ⇒Конец
<b>ID2.</b> Вы можете отказать Вашему супругу/партнеру если не хотите половой близости?	ДА .....1 НЕТ .....2  НЕ УВЕРЕНА/ЗАВИСИТ ОТ ОБСТОЯТЕЛЬСТВ.....8	
<b>ID3.</b> Сейчас, я хотела бы задать вам несколько вопросов о здоровье. Кто обычно принимает решение о вашем здоровье: вы, ваш супруг/партнер, вы и ваш супруг/партнер совместно или кто-то еще?  <i>Если кто-то еще или совместно с кем-то принимает решение, то спросите: Не могли бы сказать мне (с кем/кто)?</i>	РЕСПОНДЕНТКА .....1 СУПРУГ / ПАРТНЕР .....2 СОВМЕСТНОЕ РЕШЕНИЕ .....3  ДРУГОЕ (укажите) ..... 6	
<b>ID4.</b> Можете ли вы также сказать мне, кто принимает решение, когда Вам нужно обратиться за медицинской помощью относительно репродуктивного здоровья, например, если вы испытываете болезненное или жгучее ощущение при мочеиспускании?  <i>Если кто-то еще или совместно с кем-то принимает решение, то спросите: Не могли бы сказать мне с кем (кто)?</i>	В ОСНОВНОМ РЕСПОНДЕНТКА .....1 В ОСНОВНОМ СУПРУГ / ПАРТНЕР.....2 СОВМЕСТНОЕ РЕШЕНИЕ РЕСПОНДЕНТКИ С СУПРУГОМ / ПАРТНЕРОМ .....3  ДРУГОЕ (укажите) ..... 6	
<b>ID5A.</b> Проверьте CP1: В настоящее время вы беременны?	ДА, CP1=1 .....1 НЕТ, НЕ УВЕРЕНА, CP1=2 ИЛИ 8 .....2	1 ⇒Конец
<b>ID5B.</b> Проверьте CP2: Делает ли женщина что-то в настоящее время или использует ли какой-либо метод, для того чтобы отложить или избежать беременность?	ДА, CP2=1 .....1 НЕТ, CP2=2 .....2	1 ⇒ID6A
<b>ID5C.</b> Проверьте UN12: Отмечена ли хотя бы одна категория (от A до Z)?	ДА, ОТМЕЧЕНО .....1 НЕТ, НЕ ОТМЕЧЕНО .....2	1 ⇒Конец 2 ⇒ID6B
<b>ID6A.</b> Вы упомянули, что в настоящее время пользуетесь средствами контрацепции.  Вы можете сказать, что Вы сами принимаете решение об использовании средств контрацепции, или решение принимает Ваш супруг/партнер, или Вы решаете совместно?	В ОСНОВНОМ РЕСПОНДЕНТКА .....1 В ОСНОВНОМ СУПРУГ / ПАРТНЕР.....2 СОВМЕСТНОЕ РЕШЕНИЕ РЕСПОНДЕНТКИ С СУПРУГОМ / ПАРТНЕРОМ .....3  ДРУГОЕ (укажите) ..... 6	
<b>ID6B.</b> Вы упомянули, что вы в настоящее время не используете средства контрацепции.  Вы можете сказать, что Вы сами принимаете решение об не использовании средств контрацепции, или решение принимает Ваш супруг/партнер, или Вы решаете совместно?		

		ДА	НЕТ	НЗ	
<b>DV1.</b> Иногда супруг бывает раздражен или рассержен поступками своей жены. По Вашему мнению, вправе ли супруг ударить или побить жену в следующих ситуациях:					
[A]	если она выходит из дома, не сказав ему об этом?	ВЫХОДИТ, НЕ СКАЗАВ ОБ ЭТОМ .....	1	2	8
[B]	если она не заботится о детях?	НЕ ЗАБОТИТСЯ О ДЕТЯХ .....	1	2	8
[C]	если она возражает ему?	ВОЗРАЖАЕТ ЕМУ .....	1	2	8
[D]	если она отказывает ему в половой близости?	ОТКАЗЫВАЕТ В ПОЛОВОЙ БЛИЗОСТИ.....	1	2	8
[E]	если у нее пригорает еда?	ПРИГОРАЕТ ЕДА .....	1	2	8
[F]	если она не уважает родителей своего супруга?	ЕСЛИ ОНА НЕ УВАЖАЕТ РОДИТЕЛЕЙ СВОЕГО СУПРУГА .....	1	2	8

<p><b>VT1.</b> Проверьте, не присутствуют ли другие лица. Прежде чем продолжить, обеспечьте конфиденциальность. Теперь я хотела бы задать Вам несколько вопросов о преступлениях, жертвой которых были <u>лично</u> Вы.</p> <p>Хочу снова заверить Вас, что Ваши ответы являются полностью конфиденциальными и не будут никому сообщаться.</p> <p>За последние три года, то есть с (<i>месяц проведения опроса</i>) (<i>год проведения опроса минус 3</i>) года, кто-либо лишал или пытался лишить Вас чего-либо с применением силы или с угрозой ее применить?</p> <p>Укажите только происшествия, в которых жертвой была лично респондентка; не указывайте происшествия, в которых жертвами были только другие члены домохозяйства.</p> <p>Если необходимо, помогите респондентке установить период припоминания и обязательно дайте достаточное время для припоминания. Можете успокоить ее: Иногда бывает трудно вспомнить такие случаи, поэтому не торопитесь, когда думаете над ответами.</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	<p>2 ⇨ VT9B</p> <p>8 ⇨ VT9B</p>
<p><b>VT2.</b> Это произошло в течение последних 12 месяцев, то есть начиная с (<i>месяц проведения опроса</i>) (<i>год проведения опроса минус 1</i>) года?</p>	<p>ДА, В ТЕЧЕНИЕ ПОСЛЕДНИХ 12 МЕСЯЦЕВ ..... 1</p> <p>НЕТ, БОЛЕЕ ЧЕМ 12 МЕСЯЦЕВ НАЗАД ... 2</p> <p>НЗ/НЕ ПОМНЮ ..... 8</p>	<p>2 ⇨ VT5B</p> <p>8 ⇨ VT5B</p>
<p><b>VT3.</b> Сколько раз за последние 12 месяцев это происходило?</p> <p>Если ответ – «НЗ/Не помню», спросите: Это происходило один, два раза или не менее трех раз?</p>	<p>ОДИН РАЗ ..... 1</p> <p>ДВА РАЗА ..... 2</p> <p>ТРИ РАЗА ИЛИ БОЛЕЕ ..... 3</p> <p>НЗ/НЕ ПОМНЮ ..... 8</p>	
<p><b>VT4.</b> Проверьте VT3: один или несколько раз?</p>	<p>ОДИН РАЗ, VT3=1 ..... 1</p> <p>БОЛЕЕ ОДНОГО РАЗА ИЛИ НЗ, VT3=2, 3 ИЛИ 8 ..... 2</p>	<p>1 ⇨ VT5A</p> <p>2 ⇨ VT5B</p>
<p><b>VT5A.</b> Когда это произошло, у Вас что-нибудь похитили?</p> <p><b>VT5B.</b> В последний раз, когда это произошло, у Вас что-нибудь похитили?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ/НЕ УВЕРЕНА ..... 8</p>	
<p><b>VT6.</b> У этого(их) лиц(а) было оружие?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ/НЕ УВЕРЕНА ..... 8</p>	<p>2 ⇨ VT8</p> <p>8 ⇨ VT8</p>

<p><b>VT7.</b> Использовался ли в качестве оружия нож, ружье или что-то еще?</p> <p><i>Внесите все подходящие категории.</i></p>	<p>ДА, НОЖ..... А          ДА, РУЖЬЕ.....В          ДА, ЧТО-ТО ЕЩЕ..... X</p>	
<p><b>VT8.</b> Вы или кто-то еще заявили о произошедшем в полицию?</p> <p><i>Если «Да», спросите: Заявили Вы сами или кто-то еще?</i></p>	<p>ДА, ЗАЯВИЛА РЕСПОНДЕНТКА..... 1          ДА, ЗАЯВИЛ КТО-ТО ЕЩЕ ..... 2          НЕТ, НЕ ЗАЯВЛЯЛИ..... 3            НЗ/НЕ УВЕРЕНА ..... 8</p>	<p>1 ⇨VT9A          2 ⇨VT9A          3 ⇨VT9A            8⇨VT9A</p>
<p><b>VT9A.</b> Кроме происшествия(й), о котором(ых) Вы только что рассказали, за последние три года, то есть с (<i>месяц проведения опроса</i>) (<i>год проведения опроса минус 3</i>) года, подвергались ли Вы физическому нападению?</p> <p><b>VT9B.</b> В те же последние три года, то есть с (<i>месяц проведения опроса</i>) (<i>год проведения опроса минус 3</i>) года, подвергались ли Вы физическому нападению?</p> <p><i>Если «Нет», поясните: Нападение может иметь место дома или в любом месте за пределами дома, например, дома у кого-то еще, на улице, в учебном заведении, в общественном транспорте, заведениях общественного питания или на рабочем месте.</i></p> <p><i>Укажите только происшествия, жертвой которых была респондентка лично; не указывайте происшествия, которые имели место только с другими членами домохозяйства. Не указывайте происшествия, в которых выказывалось намерение похитить что-либо у респондентки; они указываются в ответе на вопрос VT1.</i></p>	<p>ДА ..... 1          НЕТ ..... 2            НЗ..... 8</p>	<p>2 ⇨VT20            8 ⇨VT20</p>
<p><b>VT10.</b> Это случилось в последние 12 месяцев, то есть с (<i>месяц проведения опроса</i>) (<i>год проведения опроса минус 1</i>) года?</p>	<p>ДА, В ПОСЛЕДНИЕ 12 МЕСЯЦЕВ ..... 1          НЕТ, БОЛЕЕ 12 МЕСЯЦЕВ НАЗАД..... 2            НЗ/НЕ ПОМНЮ ..... 8</p>	<p>2 ⇨VT12B            8 ⇨VT12B</p>
<p><b>VT11.</b> Сколько раз за последние 12 месяцев это происходило?</p> <p><i>Если ответ – «НЗ/Не помню», спросите: Это произошло один раз, два раза или как минимум три раза?</i></p>	<p>ОДИН РАЗ ..... 1          ДВА РАЗА ..... 2          ТРИ РАЗА ИЛИ БОЛЕЕ ..... 3            НЗ/НЕ ПОМНЮ ..... 8</p>	<p>1 ⇨VT12A          2 ⇨VT12B          3 ⇨VT12B            8 ⇨VT12B</p>

<p><b>VT12A.</b> Где это произошло?</p> <p><b>VT12B.</b> Где это произошло в последний раз?</p>	<p>ДОМА..... 11</p> <p>ДОМА У КОГО-ТО ЕЩЕ..... 12</p> <p>НА УЛИЦЕ ..... 21</p> <p>В ОБЩЕСТВЕННОМ ТРАНСПОРТЕ ..... 22</p> <p>В ОБЩЕСТВЕННОМ РЕСТОРАНЕ/ КАФЕ/ БАРЕ..... 23</p> <p>В ДРУГОМ ОБЩЕСТВЕННОМ МЕСТЕ (указать) _____ 26</p> <p>В УЧЕБНОМ ЗАВЕДЕНИИ ..... 31</p> <p>НА РАБОТЕ..... 32</p> <p>В ДРУГОМ МЕСТЕ (указать) _____ 96</p>	
<p><b>VT13.</b> Сколько человек участвовали в этом правонарушении?</p> <p><i>Если ответ – «НЗ/Не помню», спросите: Это был один человек, двое или как минимум трое?</i></p>	<p>ОДИН ЧЕЛОВЕК ..... 1</p> <p>ДВА ЧЕЛОВЕКА ..... 2</p> <p>ТРИ ЧЕЛОВЕКА ИЛИ БОЛЬШЕЕ ЧИСЛО . 3</p> <p>НЗ/НЕ ПОМНЮ ..... 8</p>	<p>1 ⇨VT14A</p> <p>2 ⇨VT14B</p> <p>3 ⇨VT14B</p> <p>8 ⇨VT14B</p>
<p><b>VT14A.</b> В момент происшествия Вы узнали это лицо?</p> <p><b>VT14B.</b> В момент происшествия Вы узнали как минимум одно из этих лиц?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ/НЕ ПОМНЮ ..... 8</p>	
<p><b>VT17.</b> Было ли у этого лица (лиц) оружие?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ/НЕ УВЕРЕНА ..... 8</p>	<p>2 ⇨VT19</p> <p>8 ⇨VT19</p>
<p><b>VT18.</b> Использовался ли в качестве оружия нож, ружье или что-то еще?</p> <p><i>Внесите все подходящие категории.</i></p>	<p>ДА, НОЖ..... А</p> <p>ДА, РУЖЬЕ..... В</p> <p>ДА, ЧТО-ТО ЕЩЕ..... Х</p>	
<p><b>VT19.</b> Вы или кто-то еще заявили о произошедшем в полицию?</p> <p><i>Если «Да», спросите: Заявили Вы сами или кто-то еще?</i></p>	<p>ДА, ЗАЯВИЛА РЕСПОНДЕНТКА..... 1</p> <p>ДА, ЗАЯВИЛ КТО-ТО ЕЩЕ ..... 2</p> <p>НЕТ, НЕ ЗАЯВЛЯЛИ..... 3</p> <p>НЗ/НЕ УВЕРЕНА ..... 8</p>	
<p><b>VT20.</b> До какой степени Вы чувствуете себя в безопасности, когда идете одна по своему району в темное время суток?</p>	<p>ЧУВСТВУЮ СЕБЯ В СОВЕРШЕННОЙ БЕЗОПАСНОСТИ ..... 1</p> <p>ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ..... 2</p> <p>НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ ..... 3</p> <p>СОВЕРШЕННО НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ ..... 4</p> <p>НИКОГДА НЕ ХОЖУ ОДНА В ТЕМНОЕ ВРЕМЯ СУТОК..... 7</p>	

<p><b>VT21.</b> До какой степени Вы чувствуете себя в безопасности, когда находитесь дома одна в темное время суток?</p>	<p>ЧУВСТВУЮ СЕБЯ В СОВЕРШЕННОЙ БЕЗОПАСНОСТИ ..... 1  ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ..... 2  НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ ..... 3  СОВЕРШЕННО НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ ..... 4  НИКОГДА НЕ НАХОЖУСЬ ОДНА В ТЕМНОЕ ВРЕМЯ СУТОК ..... 7</p>	
<p><b>VT22.</b> В последние 12 месяцев Вы <u>лично</u> ощущали дискриминацию или притеснения по следующим признакам:</p> <p>[A] по признаку этнического происхождения или иммиграции?</p> <p>[B] по признаку пола?</p> <p>[C] по признаку сексуальной ориентации?</p> <p>[D] по признаку возраста?</p> <p>[E] по признаку вероисповедания или убеждений?</p> <p>[F] по признаку инвалидности?</p> <p>[X] по какому-либо другому признаку?</p>	<p style="text-align: right;">ДА    НЕТ    НЗ</p> <p>ЭТНИЧЕСКАЯ ПРИНАДЛЕЖНОСТЬ / ИММИГРАЦИЯ .....1    2    8</p> <p>ПОЛ .....1    2    8</p> <p>СЕКСУАЛЬНАЯ ОРИЕНТАЦИЯ .....1    2    8</p> <p>ВОЗРАСТ .....1    2    8</p> <p>ВЕРОИСПОВЕДАНИЕ/ УБЕЖДЕНИЯ .....1    2    8</p> <p>ИНВАЛИДНОСТЬ .....1    2    8</p> <p>ДРУГОЙ ПРИЗНАК.....1    2    8</p>	

ЖИЗНЕДЕЯТЕЛЬНОСТЬ ВЗРОСЛОЙ ЖЕНЩИНЫ		AF
<b>AF1.</b> Проверьте WB4/HL6: возраст респондентки:	15–17 ЛЕТ ..... 1 18–49 ЛЕТ ..... 2	1 ⇨ Конец
<b>AF2.</b> Пользуетесь ли Вы очками или контактными линзами?  <i>Сюда включается пользование очками для чтения.</i>	ДА ..... 1 НЕТ ..... 2	
<b>AF3.</b> Пользуетесь ли Вы слуховым аппаратом?	ДА ..... 1 НЕТ ..... 2	
<b>AF4.</b> Сейчас я спрошу Вас о трудностях, которые Вы, возможно, испытываете в разных жизненных отправлениях. Для каждого жизненного отправления есть четыре возможных ответа: 1) Вам нетрудно, 2) немного трудно, 3) очень трудно и 4) Вы совсем не можете выполнять названное действие.  <i>В каждом отдельном вопросе, во всех случаях, когда респондентка не использует категорию ответа, повторяйте категории:</i> Помните: четыре возможных ответа таковы: 1) Вам нетрудно, 2) немного трудно, 3) очень трудно и 4) Вы совсем не можете выполнять названное действие.		
<b>AF5.</b> Проверьте AF2: респондентка пользуется очками или контактными линзами?	ДА, AF2=1 ..... 1 НЕТ, AF2=2 ..... 2	1 ⇨ AF6A 2 ⇨ AF6B
<b>AF6A.</b> Когда Вы пользуетесь очками или контактными линзами, трудно ли Вам видеть?  <b>AF6B.</b> Трудно ли Вам видеть?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОГУ ВИДЕТЬ ..... 4	
<b>AF7.</b> Проверьте AF3: респондентка пользуется слуховым аппаратом?	ДА, AF3=1 ..... 1 НЕТ, AF3=2 ..... 2	1 ⇨ AF8A 2 ⇨ AF8B
<b>AF8A.</b> Когда Вы пользуетесь своим слуховым аппаратом, трудно ли Вам слышать?  <b>AF8B.</b> Трудно ли Вам слышать?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОГУ СЛЫШАТЬ ..... 4	
<b>AF9.</b> Вам трудно передвигаться пешком или подниматься по ступеням?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОГУ ХОДИТЬ/ ПОДНИМАТЬСЯ ПО СТУПЕНЯМ ..... 4	
<b>AF10.</b> Вам трудно запоминать и сосредоточиваться?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОГУ ЗАПОМИНАТЬ/ СОСРЕДОТОЧИВАТЬСЯ ..... 4	
<b>AF11.</b> Вам трудно обслуживать себя, например, мыться целиком и одеваться?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОГУ СЕБЯ ОБСЛУЖИВАТЬ... 4	
<b>AF12.</b> Вам трудно общаться, например, понимать других и быть понятой, на Вашем обычном языке?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3	

ВИЧ/СПИД		НА								
<b>НА1.</b> А сейчас я хочу поговорить с Вами на другую тему.  Слышали ли Вы когда-нибудь о болезни, которая называется СПИД?	ДА..... 1 НЕТ ..... 2  	2 ⇒ <i>Конец</i>								
<b>НА2.</b> Могут ли люди снизить риск заражения вирусом СПИДа, имея только одного неинфицированного полового партнера, у которого нет других половых партнеров?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА3.</b> Могут ли люди заразиться вирусом СПИДа через комариные укусы?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА4.</b> Могут ли люди снизить риск заражения вирусом СПИДа, используя презерватив при каждом сексуальном контакте?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА5.</b> Могут ли люди заразиться вирусом СПИДа при совместном приеме пищи с человеком с вирусом СПИДа?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА6.</b> Могут ли люди заразиться вирусом СПИДа через колдовство или другим сверхъестественным путем?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА7.</b> Может ли человек, который выглядит здоровым, быть носителем вируса СПИДа?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА8.</b> Может ли вирус, вызывающий СПИД, передаваться от матери ребенку:										
[A] во время беременности?	<table style="width: 100%; border: none;"> <tr> <td></td> <td style="text-align: right;">ДА</td> <td style="text-align: right;">НЕТ</td> <td style="text-align: right;">НЗ</td> </tr> <tr> <td>ВО ВРЕМЯ БЕРЕМЕННОСТИ .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> <td style="text-align: right;">8</td> </tr> </table>		ДА	НЕТ	НЗ	ВО ВРЕМЯ БЕРЕМЕННОСТИ .....	1	2	8	
	ДА	НЕТ	НЗ							
ВО ВРЕМЯ БЕРЕМЕННОСТИ .....	1	2	8							
[B] во время родов?	<table style="width: 100%; border: none;"> <tr> <td>ВО ВРЕМЯ РОДОВ .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> <td style="text-align: right;">8</td> </tr> </table>	ВО ВРЕМЯ РОДОВ .....	1	2	8					
ВО ВРЕМЯ РОДОВ .....	1	2	8							
[C] при грудном вскармливании?	<table style="width: 100%; border: none;"> <tr> <td>ПРИ ГРУДНОМ ВСКАРМЛИВАНИИ .....</td> <td style="text-align: right;">1</td> <td style="text-align: right;">2</td> <td style="text-align: right;">8</td> </tr> </table>	ПРИ ГРУДНОМ ВСКАРМЛИВАНИИ .....	1	2	8					
ПРИ ГРУДНОМ ВСКАРМЛИВАНИИ .....	1	2	8							
<b>НА9.</b> Проверьте НА8[A], [B] и [C]: внесен ли хотя бы один ответ «Да»?	ДА..... 1 НЕТ ..... 2	2 ⇒ <i>НА11</i>								
<b>НА10.</b> Существуют ли специальные лекарства, которые врач или медсестра может дать женщине с вирусом СПИДа, чтобы снизить риск его передачи ребенку?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8									
<b>НА11.</b> Проверьте СМ17: были ли живорождения в последние 2 года?  Перенесите сюда имя (СМ18) последнего родившегося живым ребенка из Истории рождений и подставляйте его в указанных местах:  Имя _____	ДА, СМ17=1 ..... 1 НЕТ, СМ17=0 ИЛИ ПУСТО ..... 2	2 ⇒ <i>НА24</i>								



<b>HA12.</b> Проверьте MN2: было ли получено дородовое наблюдение?	ДА, MN2=1 ..... 1 НЕТ, MN2=2 ..... 2	2 ⇨ HA17
<b>HA13.</b> За время посещения для дородового наблюдения по поводу Вашей беременности (и.мя) была ли Вам предоставлена какая-либо информация:  [А] о передаче вируса СПИДа от матери ребенку?  [В] о мерах, которые Вы можете принять для профилактики заражения вирусом СПИДа?  [С] о том, как пройти тестирование на вирус СПИДа?  Было ли Вам: [D] предложено пройти тестирование на вирус СПИДа?	ДА НЕТ НЗ  ВИЧ ОТ МАТЕРИ..... 1 2 8  МЕРЫ ПРОФИЛАКТИКИ..... 1 2 8  ТЕСТИРОВАНИЕ НА ВИЧ ..... 1 2 8  ПРЕДЛОЖЕНО ТЕСТИРОВАНИЕ ..... 1 2 8	
<b>HA14.</b> Меня не интересует результат, но я хотела бы знать, проходили ли Вы тестирование на вирус СПИДа в период дородового наблюдения.	ДА..... 1 НЕТ ..... 2 НЗ ..... 8	2 ⇨ HA17 8 ⇨ HA17
<b>HA15.</b> Меня не интересует сам результат, но я хотела бы знать, получили ли Вы результат этого теста.	ДА..... 1 НЕТ ..... 2 НЗ ..... 8	2 ⇨ HA17 8 ⇨ HA17
<b>HA16.</b> После того, как Вы получили результат, была ли Вам предоставлена какая-либо информация об охране здоровья или консультация, относящаяся к вирусу СПИДа?	ДА..... 1 НЕТ ..... 2 НЗ ..... 8	
<b>HA17.</b> Проверьте MN20: ребенок рожден в медицинском учреждении?	ДА, MN20=21–36 ИЛИ 76..... 1 НЕТ, MN20=11–12 ИЛИ 96..... 2	2 ⇨ HA21
<b>HA18.</b> Между временем, когда Вы поступили в медицинское учреждение для родоразрешения, и рождением ребенка Вам предлагалось тестирование на вирус СПИДа?	ДА..... 1 НЕТ ..... 2	
<b>HA19.</b> Меня не интересует результат, но я хотела бы знать, проходили ли Вы тестирование на вирусом СПИДа в тот период?	ДА..... 1 НЕТ ..... 2	2 ⇨ HA21
<b>HA20.</b> Меня не интересует сам результат, но я хотела бы знать, получили ли Вы результат этого теста.	ДА..... 1 НЕТ ..... 2	1 ⇨ HA22 2 ⇨ HA22
<b>HA21.</b> Проверьте HA14: респондентка проходила тестирование на ВИЧ в рамках дородового наблюдения?	ДА, HA14=1 ..... 1 НЕТ ИЛИ НЕТ ОТВЕТА, HA14≠1 ..... 2	2 ⇨ HA24
<b>HA22.</b> Проходили ли Вы тестирование на вирус СПИДа после того, как были протестированы во время беременности?	ДА..... 1 НЕТ ..... 2	1 ⇨ HA25
<b>HA23.</b> Когда Вы в последний раз проходили тестирование на вирус СПИДа?	МЕНЕЕ 12 МЕСЯЦЕВ НАЗАД ..... 1 12–23 МЕСЯЦА НАЗАД ..... 2 2 ГОДА НАЗАД ИЛИ ЕЩЕ РАНЬШЕ ..... 3	1 ⇨ HA28 2 ⇨ HA28 3 ⇨ HA28

<b>HA24.</b> Меня не интересует результат, но я хотела бы знать, проходили ли Вы когда-нибудь тестирование на вирус СПИДа.	ДА..... 1 НЕТ ..... 2	2 ⇨ HA27
<b>HA25.</b> Сколько месяцев назад Вы проходили тестирование в самый последний раз?	МЕНЕЕ 12 МЕСЯЦЕВ НАЗАД..... 1 12–23 МЕСЯЦА НАЗАД..... 2 2 ГОДА НАЗАД И БОЛЕЕ..... 3	
<b>HA26.</b> Меня не интересует сам результат, но мне хотелось бы знать, получили ли Вы результат этого теста.	ДА..... 1 НЕТ ..... 2 НЗ ..... 8	1 ⇨ HA28 2 ⇨ HA28 8 ⇨ HA28
<b>HA27.</b> Известно ли Вам, где можно пройти тестирование на вирус СПИДа?	ДА..... 1 НЕТ ..... 2	
<b>HA28.</b> Слышали ли Вы о наборах для самостоятельного тестирования на вирус СПИДа?	ДА..... 1 НЕТ ..... 2	2 ⇨ HA30
<b>HA29.</b> Вы когда-нибудь проверяли себя на вирус СПИДа при помощи набора для самостоятельного тестирования?	ДА..... 1 НЕТ ..... 2	
<b>HA30.</b> Стали бы Вы покупать свежие овощи у продавца, если бы знали, что он заражен вирусом СПИДа?	ДА..... 1 НЕТ ..... 2 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	
<b>HA31.</b> Считаете ли Вы, что детям с вирусом СПИДа должно быть разрешено посещать учебные заведения вместе с детьми, у которых нет вируса СПИДа?	ДА..... 1 НЕТ ..... 2 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	
<b>HA32.</b> Считаете ли Вы, что люди не решаются пройти тестирование на вирус СПИДа, потому что боятся реакции других людей на положительный результат теста?	ДА..... 1 НЕТ ..... 2 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	
<b>HA33.</b> Отзываются ли люди плохо о людях, живущих с вирусом СПИДа или о которых думают, что те живут с вирусом СПИДа?	ДА..... 1 НЕТ ..... 2 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	
<b>HA34.</b> Люди, живущие с вирусом СПИДа или о которых думают, что они живут с вирусом СПИДа, теряют уважение других?	ДА..... 1 НЕТ ..... 2 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	
<b>HA35.</b> Согласны ли Вы со следующим предложением?  Мне было бы стыдно, если бы у кого-то из моей семьи был вирус СПИДа.	СОГЛАСНА ..... 1 НЕ СОГЛАСНА ..... 2 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	
<b>HA36.</b> Бойтесь ли Вы, что можете заразиться вирусом СПИДа в случае контакта со слюной человека, живущего с вирусом СПИДа?	ДА..... 1 НЕТ ..... 2 ГОВОРИТ, ЧТО У НЕЕ ВИРУС СПИДА..... 7 НЗ/НЕ УВЕРЕНА/СМОТРЕ ПО ОБСТОЯТЕЛЬСТВАМ..... 8	

<b>WM10.</b> <i>Внесите время.</i>	ЧАСЫ И МИНУТЫ..... __ : __	
<b>WM11.</b> <i>Весь опрос проводился без свидетелей, или во время проведения опроса или его части присутствовал кто-то еще?</i>	ДА, ВСЬ ОПРОС ПРОВОДИЛСЯ БЕЗ СВИДЕТЕЛЕЙ ..... 1  НЕТ, ВО ВРЕМЯ ВСЕГО ОПРОСА ПРИСУТСТВОВАЛИ ДРУГИЕ ЛИЦА (указать) ..... 2  НЕТ, ВО ВРЕМЯ ЧАСТИ ОПРОСА ПРИСУТСТВОВАЛИ ДРУГИЕ ЛИЦА (указать) ..... 3	
<b>WM12.</b> <i>Язык вопросника.</i>	АНГЛИЙСКИЙ..... 1 ТУРКМЕНСКИЙ ..... 2 РУССКИЙ ..... 3	
<b>WM13.</b> <i>Язык проведения опроса.</i>	АНГЛИЙСКИЙ..... 1 ТУРКМЕНСКИЙ ..... 2 РУССКИЙ ..... 3  ДРУГОЙ ЯЗЫК (указать) ..... 6	
<b>WM14.</b> <i>Родной язык респондентки.</i>	ТУРКМЕНСКИЙ ..... 2 УЗБЕКСКИЙ ..... 3 РУССКИЙ ..... 4  ДРУГОЙ ЯЗЫК (указать) ..... 6	
<b>WM15.</b> <i>Переводились ли какие-либо части настоящего вопросника на другой язык?</i>	ДА, ПЕРЕВОДИЛСЯ ВСЬ ВОПРОСНИК ..... 1 ДА, ПЕРЕВОДИЛАСЬ ЧАСТЬ ВОПРОСНИКА ..... 2 НЕТ, НЕ ПЕРЕВОДИЛИСЬ ..... 3	
<p><b>WM16.</b> <i>Проверьте столбцы HL10 и HL20 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА: является ли респондентка матерью проживающего в этом домохозяйстве ребенка в возрасте 0–4 года или лицом, осуществляющим за ним уход?</i></p> <p><input type="checkbox"/> Да ⇒ Перейдите к графе WM17 ПАНЕЛИ ИНФОРМАЦИИ О ЖЕНЩИНЕ и внесите «01». Затем перейдите к ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ для этого ребенка и приступайте к опросу этой респондентки.</p> <p><input type="checkbox"/> Нет ⇒ Проверьте графы HH26–HH27 ВОПРОСНИКА ДОМОХОЗЯЙСТВА: есть ли в домохозяйстве ребенок в возрасте 5–17 лет, отобранный для опроса по ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ 5–17 ЛЕТ?</p> <p><input type="checkbox"/> Да ⇒ Проверьте столбец HL20 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА: является ли респондентка матерью проживающего в этом домохозяйстве ребенка, отобранного для опроса по ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ 5–17 ЛЕТ, или лицом, осуществляющим за ним уход?</p> <p><input type="checkbox"/> Да ⇒ Перейдите к графе WM17 ПАНЕЛИ ИНФОРМАЦИИ О ЖЕНЩИНЕ и внесите «01». Затем перейдите к ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ 5–17 ЛЕТ для этого ребенка и приступайте к опросу этой респондентки.</p> <p><input type="checkbox"/> Нет ⇒ Перейдите к графе WM17 ПАНЕЛИ ИНФОРМАЦИИ О ЖЕНЩИНЕ и внесите «01». Завершите опрос этой респондентки, поблагодарив ее за сотрудничество. Выясните, не нужно ли заполнить в этом домохозяйстве другие вопросники.</p> <p><input type="checkbox"/> Нет ⇒ Перейдите к графе WM17 ПАНЕЛИ ИНФОРМАЦИИ О ЖЕНЩИНЕ и внесите «01». Завершите опрос этой респондентки, поблагодарив ее за сотрудничество. Выясните, не нужно ли заполнить в этом домохозяйстве другие вопросники.</p>		

**НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА**

**НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ**

ПАНЕЛЬ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ		UF
UF1. Номер кластера: _____	UF2. Номер домохозяйства: _____	
UF3. Имя и номер строки ребенка:  ИМЯ _____	UF4. Имя и номер строки матери ребенка/имя и номер строки лица, осуществляющего за ним уход:  ИМЯ _____	
UF5. Имя и номер интервьюера:  ИМЯ _____	UF6. Имя и номер руководителя:  ИМЯ _____	
UF7. День/месяц/год проведения опроса: _____ / _____ / 2 0 1 _____	UF8. Внесите время:	ЧАСЫ : МИНУТЫ _____ : _____

Проверьте возраст респондентки(та) в графе HL6 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА:

если возраст составляет 15–17 лет, убедитесь, что согласие взрослого на проведение опроса получено (HH33) или не является необходимым (HL20=90). Если согласие необходимо, но не получено, то опрос проводиться не должен, а в UF17 необходимо внести «06». Респондентке(ту) должно быть как минимум 15 лет.

UF9. Проверьте вопросники, заполненные в этом домохозяйстве: Вы или другой участник Вашей команды опрашивали данную(ого) респондентку(та) по другому вопросу?	ДА, УЖЕ ОПРАШИВАЛАСЬ(ЛСЯ).... 1 НЕТ, ПЕРВЫЙ ОПРОС..... 2	1 ⇒ UF10B 2 ⇒ UF10A
UF10A. Здравствуйте, меня зовут ( <i>ваше имя</i> ). Мы из Государственного комитета Туркменистана по статистике. Мы проводим обследование положения детей, семей и домохозяйств. Я хочу поговорить с Вами о здоровье и благополучии ( <i>имя ребенка из UF3</i> ). Этот опрос займет около 15 минут. Вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?	UF10B. Теперь я хотела бы подробнее поговорить с Вами о здоровье и благополучии ( <i>имя ребенка из UF3</i> ). Этот опрос займет около 15 минут. Повторяю, что вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?	
ДА..... 1 НЕТ/ВОПРОС НЕ ЗАДАВАЛСЯ..... 2	1 ⇒ Модуль «СВЕДЕНИЯ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ» 2 ⇒ UF17	

UF17. Результат опроса о ребенке в возрасте до 5 лет  <i>Коды относятся к матери ребенка/лицу, осуществляющему за ним уход. Всякий результат вида «опрос не проведен» обсудите с руководителем.</i>	ПРОВЕДЕН ..... 01 НЕ ОКАЗАЛОСЬ ДОМА..... 02 ОТКАЗ ОТ УЧАСТИЯ В ОПРОСЕ ..... 03 ПРОВЕДЕН ЧАСТИЧНО ..... 04 НЕ В СОСТОЯНИИ ОТВЕЧАТЬ ( <i>указать</i> ) _____ 05  ОТСУТСТВИЕ СОГЛАСИЯ ВЗРОСЛОГО В ОТНОШЕНИИ МАТЕРИ/ЛИЦА, ОСУЩЕСТВЛЯЮЩЕГО УХОД, В ВОЗРАСТЕ 15–17 ЛЕТ..... 06  ДРУГОЕ ( <i>указать</i> ) _____ 96
---	--

СВЕДЕНИЯ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ		UB
<p><b>UB0.</b> Прежде чем я начну опрос, можно ли попросить Вас принести свидетельство о рождении (<b>имя</b>)? Нам необходимо будет обратиться к этому документу.</p>		
<p><b>UB1.</b> В какой день в каком месяце и году родился(ась) (<b>имя</b>)?</p> <p><i>Спросите:</i> Когда у него/нее день рождения?</p> <p><i>Если мать ребенка/лицо, осуществляющее за ним уход, знает точную дату рождения, внесите и день; в ином случае внесите «98» в графу «День».</i></p> <p><i>Месяц и год должны быть внесены в обязательном порядке.</i></p>	<p>ДАТА РОЖДЕНИЯ</p> <p>ДЕНЬ .....</p> <p>НЗ ДЕНЬ.....98</p> <p>МЕСЯЦ.....</p> <p>ГОД..... 2 0 1</p>	
<p><b>UB2.</b> Сколько лет (<b>имя</b>)?</p> <p><i>Спросите:</i> Сколько лет исполнилось (<b>имя</b>) в его/ее последний день рождения?</p> <p><i>Внесите возраст в полных годах.</i></p> <p><i>Если возраст составляет менее 1 года, проставьте «0».</i></p> <p><i>Если ответы на UB1 и UB2 не соответствуют друг другу, задайте уточняющие вопросы и исправьте.</i></p>	<p>ВОЗРАСТ (В ПОЛНЫХ ГОДАХ) .....</p>	
<p><b>UB3.</b> Проверьте UB2: возраст ребенка:</p>	<p>0, 1, ИЛИ 2 ГОДА..... 1</p> <p>3 ИЛИ 4 ГОДА..... 2</p>	<p>1 ⇒ UB9</p>
<p><b>UB4.</b> Проверьте номер строки респондентки(та) (UF4) и респондента(ки), опрошенного(й) по ВОПРОСНИКУ ДОМОХОЗЯЙСТВА (HH47):</p>	<p>РЕСПОНДЕНТ(КА) ОДИН (ОДНА) И ТОТ (ТА) ЖЕ, UF4=HH47 ..... 1</p> <p>РЕСПОНДЕНТЫ РАЗНЫЕ, UF4≠HH47 ..... 2</p>	<p>2 ⇒ UB6</p>
<p><b>UB5.</b> Проверьте ED10 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА: получает ли ребенок дошкольное образование/ходит в детский сад в текущем учебном году?</p>	<p>ДА, ED10=0 ..... 1</p> <p>НЕТ, ГРАФА ED10≠0 ИЛИ ПУСТО ..... 2</p>	<p>1 ⇒ UB8B</p> <p>2 ⇒ UB8C</p>
<p><b>UB6.</b> (<b>Имя</b>) когда-либо посещал(а) какую-либо программу раннего обучения, например, в частном или государственном учреждении, в том числе в детском саду или местном детском дошкольном учреждении?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	<p>2 ⇒ UB8C</p>
<p><b>UB7.</b> В какое-либо время с сентября 2018 года посещал(а) ли он(а) (<b>программы, упомянутые в UB6</b>)?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	<p>1 ⇒ UB8A</p> <p>2 ⇒ UB8C</p>
<p><b>UB8A.</b> А сейчас он(а) посещает (<b>программы, упомянутые в UB6</b>)?</p> <p><b>UB8B.</b> Вы упомянули, что (<b>имя</b>) в этом учебном году посещал(а) программу раннего обучения. Посещает ли он(а) эту программу сейчас?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	<p>1 ⇒ UB9</p>

<p><b>UB8C.</b> По какой причине (имя) не посещает какую-либо программу раннего обучения, например, школу, частное или государственное учреждение, в том числе детский сад или местное дошкольное учреждение?</p>	<p>НАХОДИТСЯ ПОД ПРИСМОТРОМ КОГО-ЛИБО ИЗ ЧЛЕНОВ ДОМОХОЗЯЙСТВА ..... A НАХОДИТСЯ ПОД ПРИСМОТРОМ РОДСТВЕННИКА ..... B НАХОДИТСЯ ПОД ПРИСМОТРОМ НЯНИ ..... C СЛИШКОМ ДОРОГО ..... D ОТСУТСТВУЮТ ПОБЛИЗОСТИ КАКИЕ-ЛИБО УЧРЕЖДЕНИЯ ..... E  ДРУГОЕ (указать) ..... X</p>	
<p><b>UB9.</b> У (имя) есть действующая медицинская страховка?</p>	<p>ДА ..... 1 НЕТ ..... 2</p>	

## РЕГИСТРАЦИЯ РОЖДЕНИЯ

BR

<b>BR1.</b> Есть ли у ( <i>имя</i> ) свидетельство о рождении?  <i>Если да, спросите:</i> Могу ли я его увидеть?	ДА – СВИДЕТЕЛЬСТВО ВИДЕЛА..... 1 ДА – СВИДЕТЕЛЬСТВО НЕ ВИДЕЛА ..... 2 НЕТ ..... 3  НЗ ..... 8	1 ⇒ <i>Конец</i> 2 ⇒ <i>Конец</i>
<b>BR2.</b> Было ли рождение ( <i>имя</i> ) зарегистрировано в органах ЗАГСa?	ДА..... 1 НЕТ ..... 2  НЗ ..... 8	1 ⇒ <i>Конец</i>
<b>BR3.</b> Знаете ли Вы, как зарегистрировать рождение ( <i>имя</i> )?	ДА..... 1 НЕТ ..... 2	



РАЗВИТИЕ В РАННЕМ ДЕТСТВЕ		ЕС
<p><b>ЕС1.</b> Сколько у Вас в доме детских книжек или книжек с картинками для (<i>имя</i>)?</p>	<p>НИ ОДНОЙ ..... 00</p> <p>ЧИСЛО ДЕТСКИХ КНИЖЕК..... 0 _</p> <p>ДЕСЯТЬ ИЛИ БОЛЕЕ..... 10</p>	
<p><b>ЕС2.</b> Меня интересует, с какими предметами (<i>имя</i>) играет дома.</p> <p>Играет ли он(а) с:</p> <p>[А] самодельными игрушками, например, куклами, машинками и другими игрушками, сделанными дома?</p> <p>[В] игрушками из магазина или игрушками фабричного производства?</p> <p>[С] предметами домашнего обихода, например, с мисками или кастрюлями, или предметами, найденными на улице, например, с палками, камешками, ракушками или листьями?</p>	<p>Д Н НЗ</p> <p>САМОДЕЛЬНЫЕ ИГРУШКИ..... 1 2 8</p> <p>ИГРУШКИ ИЗ МАГАЗИНА ..... 1 2 8</p> <p>ПРЕДМЕТЫ ОБИХОДА ИЛИ НАЙДЕННЫЕ НА УЛИЦЕ ПРЕДМЕТЫ ..... 1 2 8</p>	
<p><b>ЕС3.</b> Иногда взрослым, которые ухаживают за детьми, приходится выходить из дома за покупками, постирать одежду или по другим причинам и оставлять маленьких детей.</p> <p>В течение скольких дней за последнюю неделю (<i>имя</i>):</p> <p>[А] оставался(ась) один (одна) более чем на час?</p> <p>[В] оставался(ась) под присмотром другого ребенка в возрасте до 10 лет более чем на час?</p> <p><i>Если ребенок не оставался один вообще, проставьте «0».</i></p> <p><i>Если ответ – «Не знаю», проставьте «8».</i></p>	<p>ЧИСЛО ДНЕЙ, КОГДА РЕБЕНОК ОСТАВАЛСЯ ОДИН БОЛЕЕ ЧЕМ НА ЧАС ..... _</p> <p>ЧИСЛО ДНЕЙ, КОГДА РЕБЕНОК ОСТАВАЛСЯ С ДРУГИМ РЕБЕНКОМ БОЛЕЕ ЧЕМ НА ЧАС ..... _</p>	
<p><b>ЕС4.</b> Проверьте UB2: возраст ребенка:</p>	<p>0 ЛЕТ ..... 1</p> <p>1, 2, 3 ИЛИ 4 ГОДА ..... 2</p>	<p>1 ⇒Конец</p>

<p><b>ЕС5.</b> В последние 3 дня занимались ли Вы или любой член Вашего домохозяйства в возрасте 15 лет и старше чем-либо из нижеперечисленного с (<i>имя</i>):</p> <p><i>Если да, спросите:</i> Кто занимался этим с (<i>имя</i>)?</p> <p><i>Приемная мать/мачеха или приемный отец/отчим, проживающая(ий) в домохозяйстве, которая(ый) занималась(лся) с ребенком, обозначается кодом матери или отца.</i></p> <p><i>Внесите коды всех подходящих ответов.</i></p> <p><i>Если какой-либо член домохозяйства в возрасте 15 лет и старше занимался с ребенком, вариант «Никто» не вносится.</i></p> <p>[A] Читали книжки или рассматривали с (<i>имя</i>) книжки с картинками.</p> <p>[B] Рассказывали сказки (<i>имя</i>).</p> <p>[C] Пели песни (<i>имя</i>) или вместе с ним/ней, в том числе колыбельные.</p> <p>[D] Брали (<i>имя</i>) за пределы дома.</p> <p>[E] Играли с (<i>имя</i>).</p> <p>[F] Называли, считали или рисовали предметы для (<i>имя</i>) или вместе с ним/ней.</p>	<table border="1"> <thead> <tr> <th></th> <th>МАТЬ</th> <th>ОТЕЦ</th> <th>ДРУГОЕ ЛИЦО</th> <th>НИКТО</th> </tr> </thead> <tbody> <tr> <td>ЧИТАЛИ КНИЖКИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>РАССКАЗЫВАЛИ СКАЗКИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ПЕЛИ ПЕСНИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>БРАЛИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ИГРАЛИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>НАЗЫВАЛИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		МАТЬ	ОТЕЦ	ДРУГОЕ ЛИЦО	НИКТО	ЧИТАЛИ КНИЖКИ	A	B	X	Y	РАССКАЗЫВАЛИ СКАЗКИ	A	B	X	Y	ПЕЛИ ПЕСНИ	A	B	X	Y	БРАЛИ	A	B	X	Y	ИГРАЛИ	A	B	X	Y	НАЗЫВАЛИ	A	B	X	Y	
	МАТЬ	ОТЕЦ	ДРУГОЕ ЛИЦО	НИКТО																																	
ЧИТАЛИ КНИЖКИ	A	B	X	Y																																	
РАССКАЗЫВАЛИ СКАЗКИ	A	B	X	Y																																	
ПЕЛИ ПЕСНИ	A	B	X	Y																																	
БРАЛИ	A	B	X	Y																																	
ИГРАЛИ	A	B	X	Y																																	
НАЗЫВАЛИ	A	B	X	Y																																	
<p><b>ЕС5G.</b> Проверьте UB2: возраст ребенка:</p>	<p>1 ИЛИ 2 ГОДА ..... 1</p> <p>3 ИЛИ 4 ГОДА ..... 2</p>	<p>1 ⇒Конец</p>																																			
<p><b>ЕС6.</b> Я хочу задать Вам несколько вопросов о здоровье и развитии (<i>имя</i>). Темпы обучения и развития разных детей неодинаковы. Например, одни начинают ходить раньше других. Данные вопросы касаются некоторых сторон развития (<i>имя</i>).</p> <p>Может ли (<i>имя</i>) узнать или назвать десять или более букв алфавита?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>																																				
<p><b>ЕС7.</b> Может ли (<i>имя</i>) прочитать хотя бы четыре простых, наиболее употребительных слова?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>																																				
<p><b>ЕС8.</b> Может ли (<i>имя</i>) назвать все числа от 1 до 10 и узнаёт ли он(а) их обозначения?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>																																				
<p><b>ЕС9.</b> Может ли (<i>имя</i>) взять двумя пальцами мелкий предмет, например, поднять с земли палочку или камешек?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>																																				

<p><b>ЕС10.</b> Чувствует ли себя (<i>имя</i>) иногда слишком большим(ой), чтобы играть?</p>	<p>ДА ..... 1          НЕТ ..... 2          НЗ ..... 8</p>	
<p><b>ЕС11.</b> Может ли (<i>имя</i>) выполнять простые указания о том, как правильно сделать что-либо?</p>	<p>ДА ..... 1          НЕТ ..... 2          НЗ ..... 8</p>	
<p><b>ЕС12.</b> Когда ему/ей предлагают что-либо сделать, способен(на) ли (<i>имя</i>) сделать это самостоятельно?</p>	<p>ДА ..... 1          НЕТ ..... 2          НЗ ..... 8</p>	
<p><b>ЕС13.</b> Хорошо ли (<i>имя</i>) ладит с другими детьми?</p>	<p>ДА ..... 1          НЕТ ..... 2          НЗ ..... 8</p>	
<p><b>ЕС14.</b> (<i>Имя</i>) пинает, кусает или бьет других детей или взрослых?</p>	<p>ДА ..... 1          НЕТ ..... 2          НЗ ..... 8</p>	
<p><b>ЕС15.</b> Легко ли (<i>имя</i>) отвлекается от того, чем занимается в данный момент?</p>	<p>ДА ..... 1          НЕТ ..... 2          НЗ ..... 8</p>	

**ДИСЦИПЛИНИРОВАНИЕ ДЕТЕЙ**

**UCD**

<p><b>UCD1.</b> Проверьте UB2: возраст ребенка:</p>	<p>0 ЛЕТ .....1 1, 2, 3 ИЛИ 4 ГОДА.....2</p>	<p>1 ⇨Конец</p>
<p><b>UCD2.</b> Взрослые прибегают к различным способам, чтобы научить детей правильно себя вести или чтобы исправлять плохое поведение. Я зачитаю Вам эти различные способы. Пожалуйста, скажите мне, использовались ли они <u>Вами или каким-либо еще взрослым в Вашем домохозяйстве по отношению к (имя) в течение последнего месяца.</u></p> <p>[A] Лишали привилегий (удовольствий), запрещали (имя) то, что ему/ей нравится, или не разрешали ему/ей выходить из дома.</p> <p>[B] Разъясняли (имя), почему его/ее поведение неправильно.</p> <p>[C] Трясли его/ее.</p> <p>[D] Кричали или орали на него/нее.</p> <p>[E] Давали ему/ей какое-либо другое занятие.</p> <p>[F] Шлепали, били или ударяли его/ее по попе рукой.</p> <p>[G] Били его/ее по попе или другим частям тела ремнем, расчёской, палкой или другим твердым предметом.</p> <p>[H] Называли его/ее тупицей, лентяем(йкой) или другими подобными словами.</p> <p>[I] Били или шлепали его/ее по лицу, голове или ушам.</p> <p>[J] Били или шлепали его/ее по рукам, плечам или ногам.</p> <p>[K] Избивали его/ее, то есть били со всей силой много раз подряд.</p>	<p>ДА НЕТ</p> <p>ЛИШАЛИ ПРИВИЛЕГИЙ.....1 2</p> <p>РАЗЪЯСНЯЛИ НЕПРАВИЛЬНОСТЬ ПОВЕДЕНИЯ .....1 2</p> <p>ТРЯСЛИ ЕГО/ЕЕ .....1 2</p> <p>КРИЧАЛИ НА НЕГО/НЕЕ.....1 2</p> <p>ДАВАЛИ ЕМУ/ЕЙ КАКОЕ-ЛИБО ДРУГОЕ ЗАНЯТИЕ .....1 2</p> <p>ШЛЕПАЛИ, БИЛИ ИЛИ УДАРЯЛИ ЕГО/ЕЕ ПО ПОПЕ РУКОЙ .....1 2</p> <p>БИЛИ ЕГО/ЕЕ ПО ПОПЕ ИЛИ ДРУГИМ ЧАСТЯМ ТЕЛА РЕМНЕМ, РАСЧЁСКОЙ, ПАЛКОЙ ИЛИ ДРУГИМ ТВЕРДЫМ ПРЕДМЕТОМ .....1 2</p> <p>НАЗЫВАЛИ ЕГО/ЕЕ ТУПИЦЕЙ, ЛЕНТЯЕМ(ЙКОЙ) ИЛИ ДРУГИМИ ПОДОБНЫМИ СЛОВАМИ .....1 2</p> <p>БИЛИ ИЛИ ШЛЕПАЛИ ЕГО/ЕЕ ПО ЛИЦУ, ГОЛОВЕ ИЛИ УШАМ.....1 2</p> <p>БИЛИ ИЛИ ШЛЕПАЛИ ЕГО/ЕЕ ПО РУКАМ, ПЛЕЧАМ ИЛИ НОГАМ.....1 2</p> <p>ИЗБИВАЛИ ЕГО/ЕЕ, ТО ЕСТЬ БИЛИ СО ВСЕЙ СИЛОЙ МНОГО РАЗ ПОДРЯД.....1 2</p>	<p></p>
<p><b>UCD3.</b> Проверьте UF4: является ли данный(ая) респондент(ка) матерью других детей в возрасте до 5 лет или ребенка в возрасте 5–14 лет, отобранного для опроса по вопроснику о детях в возрасте 5–17 лет, или лицом, осуществляющим уход за таким(и) ребенком (детьми)?</p>	<p>ДА .....1 НЕТ .....2</p>	<p>2 ⇨UCD5</p>
<p><b>UCD4.</b> Проверьте UF4: отвечал(а) ли уже данный(ая) респондент(ка) на следующий вопрос (UCD5 или FCD5) о другом ребенке?</p>	<p>ДА .....1 НЕТ .....2</p>	<p>1 ⇨Конец</p>
<p><b>UCD5.</b> Считаете ли Вы, что для того, чтобы правильно вырастить и воспитать ребенка, его необходимо физически наказывать?</p>	<p>ДА .....1 НЕТ .....2 НЗ/НЕ ИМЕЕТ МНЕНИЯ .....8</p>	<p></p>

ФУНКЦИОНИРОВАНИЕ РЕБЕНКА		UCF
<b>UCF1.</b> Проверьте UB2: возраст ребенка:	0 ИЛИ 1 ГОД ..... 1 2, 3 ИЛИ 4 ГОДА..... 2	1 ⇨ Конец
<b>UCF2.</b> Мне хотелось бы задать Вам несколько вопросов о трудностях, которые может испытывать ( <i>имя</i> ).  Носит ли ( <i>имя</i> ) очки?	ДА ..... 1 НЕТ ..... 2	
<b>UCF3.</b> Пользуется ли ( <i>имя</i> ) слуховым аппаратом?	ДА ..... 1 НЕТ ..... 2	
<b>UCF4.</b> Пользуется ли ( <i>имя</i> ) каким-либо вспомогательным устройством или посторонней помощью, чтобы ходить?	ДА ..... 1 НЕТ ..... 2	
<b>UCF5.</b> В каждом из следующих вопросов я попрошу Вас выбрать один из четырех возможных ответов. Возможные ответы на каждый вопрос таковы: 1) ( <i>имя</i> ) нетрудно, 2) немного трудно, 3) очень трудно и 4) ( <i>имя</i> ) совсем не может выполнять названное действие.  <i>В каждом отдельном вопросе, во всех случаях, когда респондент(ка) не использует категорию ответа, повторяйте категории:</i>  Помните четыре возможных ответа: по-Вашему, ( <i>имя</i> ) 1) нетрудно, 2) немного трудно, 3) очень трудно и 4) ( <i>имя</i> ) совсем не может выполнять названное действие?		
<b>UCF6.</b> Проверьте UCF2: ребенок носит очки?	ДА, UCF2=1 ..... 1 НЕТ, UCF2=2 ..... 2	1 ⇨ UCF7A 2 ⇨ UCF7B
<b>UCF7A.</b> Когда ( <i>имя</i> ) носит свои очки, трудно ли ему/ей видеть?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3	
<b>UCF7B.</b> Трудно ли ( <i>имя</i> ) видеть?	СОВСЕМ НЕ МОЖЕТ ВИДЕТЬ ..... 4	
<b>UCF8.</b> Проверьте UCF3: ребенок пользуется слуховым аппаратом?	ДА, UCF3=1 ..... 1 НЕТ, UCF3=2 ..... 2	1 ⇨ UCF9A 2 ⇨ UCF9B
<b>UCF9A.</b> Когда ( <i>имя</i> ) пользуется своим слуховым аппаратом, трудно ли ему/ей слышать звуки, например, голоса людей или музыку?	НЕТРУДНО ..... 1 НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОЖЕТ СЛЫШАТЬ ..... 4	
<b>UCF9B.</b> Трудно ли ( <i>имя</i> ) слышать звуки, например, голоса людей или музыку?		
<b>UCF10.</b> Проверьте UCF4: ребенок пользуется вспомогательным устройством или посторонней помощью, чтобы ходить?	ДА, UCF4=1 ..... 1 НЕТ, UCF4=2 ..... 2	1 ⇨ UCF11 2 ⇨ UCF13
<b>UCF11.</b> Без своего вспомогательного устройства или посторонней помощи трудно ли ( <i>имя</i> ) ходить?	НЕМНОГО ТРУДНО ..... 2 ОЧЕНЬ ТРУДНО ..... 3 СОВСЕМ НЕ МОЖЕТ ХОДИТЬ ..... 4	

<p><b>UCF12.</b> Со своим вспомогательным устройством или с посторонней помощью трудно ли (<i>имя</i>) ходить?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ХОДИТЬ ..... 4</p>	<p>1 ⇨UCF14  2 ⇨UCF14  3 ⇨UCF14  4 ⇨UCF14</p>
<p><b>UCF13.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) ходить?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ХОДИТЬ ..... 4</p>	
<p><b>UCF14.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) подбирать маленькие предметы своей рукой?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПОДБИРАТЬ ..... 4</p>	
<p><b>UCF15.</b> Трудно ли (<i>имя</i>) понимать Вас?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПОНИМАТЬ ..... 4</p>	
<p><b>UCF16.</b> Когда (<i>имя</i>) говорит, трудно ли Вам понимать его/ее?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТЕ ПОНИМАТЬ ..... 4</p>	
<p><b>UCF17.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) обучаться чему-либо?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ОБУЧАТЬСЯ ..... 4</p>	
<p><b>UCF18.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) играть?</p>	<p>НЕТРУДНО ..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ИГРАТЬ ..... 4</p>	
<p><b>UCF19.</b> У следующего вопроса пять вариантов ответа. Я зачитаю их Вам после самого вопроса.</p> <p>По сравнению со своими сверстниками как часто (<i>имя</i>) пинает, кусает или бьет других детей или взрослых?</p> <p>Вы сказали бы: совсем нет, менее часто, столь же часто, чаще или значительно чаще?</p>	<p>СОВСЕМ НЕТ ..... 1  МЕНЕЕ ЧАСТО ..... 2  СТОЛЬ ЖЕ ЧАСТО ..... 3  ЧАЩЕ ..... 4  ЗНАЧИТЕЛЬНО ЧАЩЕ ..... 5</p>	

ГРУДНОЕ ВСКАРМЛИВАНИЕ И ПИЩЕВОЙ РАЦИОН				BD
<b>BD1.</b> Проверьте UB2: возраст ребенка:	0, 1 ИЛИ 2 ГОДА .....1 3 ИЛИ 4 ГОДА .....2			2⇒Конец
<b>BD2.</b> Кормили ли ( <i>имя</i> ) когда-либо грудью?	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8			2⇒BD3A 8⇒BD3A
<b>BD3.</b> ( <i>Имя</i> ) до сих пор вскармливается грудью?	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8			
<b>BD3A.</b> Проверьте UB2: возраст ребенка:	0 ЛЕТ ИЛИ 1 ГОД ..... 1 2 ГОДА ..... 2			2⇒Конец
<b>BD4.</b> Пил(а) ли ( <i>имя</i> ) в течение вчерашнего дня или минувшей ночи <u>что-нибудь из бутылки с соской?</u>	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8			
<b>BD5.</b> Пил(а) ли ( <i>имя</i> ) в течение вчерашнего дня или минувшей ночи <u>раствор для пероральной регидратации (РПР)?</u>	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8			
<b>BD6.</b> Принимал(а) ли ( <i>имя</i> ) витаминные или минеральные добавки или какие-либо лекарства в течение вчерашнего дня или минувшей ночи?	ДА ..... 1 НЕТ ..... 2 НЗ ..... 8			
<b>BD7.</b> Сейчас мне хотелось бы спросить Вас обо всех других жидкостях, которые ( <i>имя</i> ) пил(а) в течение вчерашнего дня или минувшей ночи.  Указать также жидкости, выпитые за пределами дома.  Пил(а) ли ( <i>имя</i> ) в течение вчерашнего дня или минувшей ночи:		ДА	НЕТ	НЗ
[A] простую воду?	ПРОСТАЯ ВОДА	1	2	8
[B] сок или сокосодержащие напитки?	СОК ИЛИ СОКОСОДЕРЖАЩИЕ НАПИТКИ	1	2	8
[C] бульон?	БУЛЬОН	1	2	8
[D] детскую смесь, например «Nutrilak», «Mamako», «Similak», «Nestojen», «NAN»?	ДЕТСКАЯ СМЕСЬ	1	2 ♡	8 ♡
[D1] Сколько раз ( <i>имя</i> ) пил(а) детскую смесь? Если 7 раз или более, внесите «7». Если неизвестно, внесите «8».	СКОЛЬКО РАЗ ПИЛ(А) ДЕТСКУЮ СМЕСЬ.....			__
[E] свежее, консервированное или порошковое молоко животных?	МОЛОКО	1	2 ♡	8 ♡
[E1] Сколько раз ( <i>имя</i> ) пил(а) молоко? Если 7 раз или более, внесите «7». Если неизвестно, внесите «8».	СКОЛЬКО РАЗ ПИЛ(А) МОЛОКО .....			__
[X] какие-либо другие жидкости?	ДРУГИЕ ЖИДКОСТИ	1	2 ♡	8 ♡
[X1] Внесите все названные другие жидкости.	(Указать) _____			

<p><b>BD8.</b> Теперь мне хотелось бы спросить обо <u>всех продуктах</u>, которые (<b>имя</b>) ел(а) в течение вчерашнего дня или минувшей ночи. Укажите также съеденное за пределами Вашего дома.</p> <p>- Вспомните момент, когда (<b>имя</b>) вчера проснулся(лась). Ел(а) ли он(а) что-нибудь сразу после этого?</p> <p><i>Если «Да», спросите: назовите, пожалуйста, всё, что (<b>имя</b>) тогда ел(а). Спросите: Что-нибудь еще? Внесите ответы, используя пищевые группы, указанные ниже.</i></p> <p>- Что (<b>имя</b>) делал(а) после этого? Ел(а) ли он(а) тогда что-нибудь?</p> <p><i>Повторяйте эту последовательность вопросов, внося ответы в пищевые группы ниже, пока респондент(ка) не скажет, что потом ребенок заснул до следующего утра.</i></p>				
<p><i>В отношении каждой пищевой группы, не упомянутой после заполнения вышеуказанных граф, спросите:</i></p> <p>Просто чтобы уточнить: ел(а) ли (<b>имя</b>) (<b>продукты из пищевой группы</b>) в течение вчерашнего дня или минувшей ночи?</p>		ДА	НЕТ	НЗ
[A] Йогурт или кефир (гатык)? <i>Внимание: жидкий/питьевой йогурт или кефир (гатык) вносится в BD7[E] или BD7[X], в зависимости от содержания молока.</i>	ЙОГУРТ ИЛИ КЕФИР (ГАТЫК)	1	2 <sup>8</sup>	8 <sup>8</sup>
[A1] Сколько раз ( <b>имя</b> ) ел(а) йогурт или кефир (гатык)? <i>Если 7 раз или более, внесите «7».</i> <i>Если неизвестно, внесите «8».</i>	СКОЛЬКО РАЗ ЕЛ(А) ЙОГУРТ ИЛИ КЕФИР (ГАТЫК).....__			
[B] Какое-либо промышленно обогащенного детского питания, например, «Nutrilak», «MamaKo», «Similak», «Nestle»?	ПРОМЫШЛЕННО ОБОГАЩЕННОЕ ДЕТСКОЕ ПИТАНИЕ	1	2	8
[C] Хлеб, рис, манку, лапшу, кашу или иные продукты, изготовленные из зерновых?	ПРОДУКТЫ, ИЗГОТОВЛЕННЫЕ ИЗ ЗЕРНОВЫХ	1	2	8
[D] Тыкву или морковь?	ТЫКВА ИЛИ МОРКОВЬ	1	2	8
[E] Картофель, репа или какие-либо другие продукты, изготовленные из корневищ, которые белые внутри?	ПРОДУКТЫ, ИЗГОТОВЛЕННЫЕ ИЗ КОРНЕВИЩ	1	2	8
[F] Какие-либо темно-зеленые листовые овощи, например, шпинат или салат?	ТЕМНО-ЗЕЛЕННЫЕ ЛИСТОВЫЕ ОВОЩИ	1	2	8
[G] Спелую хурму, сушеный или свежий абрикос, свежую вишню?	СПЕЛУЮ ХУРМУ, СУШЕНЫЙ ИЛИ СВЕЖИЙ АБРИКОС, СВЕЖАЯ ВИШНЯ	1	2	8
[H] Какие-либо другие фрукты или овощи, например яблоки, виноград, капусту, огурцы и другие?	ДРУГИЕ ФРУКТЫ ИЛИ ОВОЩИ	1	2	8
[I] Печень, почки, сердце или другие внутренние органы?	ВНУТРЕННИЕ ОРГАНЫ	1	2	8
[J] Какое-либо другое мясо, например, говядину, свинину, баранину, козлятину, верблюжатина, курятину, утятину или колбасные изделия из этого мяса?	ДРУГОЕ МЯСО	1	2	8
[K] Яйца?	ЯЙЦА	1	2	8
[L] Свежую или вяленую рыбу?	СВЕЖАЯ ИЛИ ВЯЛЕНАЯ РЫБА	1	2	8



[M] Фасоль, горох, чечевицу, маш или орехи, в том числе приготовленные из них продукты?	ПРОДУКТЫ ИЗ ФАСОЛИ, ГОРОХА И Т. П.	1	2	8	
[N] Сыр, брынза, творог или другие продукты из молока животных?	СЫР ИЛИ ДРУГИЕ МОЛОЧНЫЕ ПРОДУКТЫ	1	2	8	
[X] Какую-либо другую твердую, полутвердую или мягкую пищу, которую я не упомянул(а)?	ДРУГАЯ ТВЕРДАЯ, ПОЛУТВЕРДАЯ ИЛИ МЯГКАЯ ПИЩА	1	2 $\surd$ BD9	8 $\surd$ BD9	
[X1] <i>Внесите всю другую твердую, полутвердую или мягкую пищу, не относящуюся к вышеуказанным пищевым группам.</i>	(Указать) _____				
<p><b>BD9.</b> Сколько раз (<i>имя</i>) ел(а) какую-либо твердую, полутвердую или мягкую пищу в течение вчерашнего дня или минувшей ночи?</p> <p><i>Если ответ на BD8[A] – «Да», удостоверьтесь, что этот ответ включает в себя число раз, внесенное для кисломолочного продукта в BD8[A1].</i></p> <p><i>Если 7 раз или более, внесите «7».</i></p>	<p>ЧИСЛО РАЗ .....__</p> <p>НЗ .....8</p>				

<b>UF11.</b> <i>Внесите время.</i>	ЧАСЫ И МИНУТЫ ..... : ..	
<b>UF12.</b> <i>Язык Вопросника.</i>	АНГЛИЙСКИЙ ..... 1 ТУРКМЕНСКИЙ ..... 2 РУССКИЙ ..... 3	
<b>UF13.</b> <i>Язык, на котором проводился опрос.</i>	АНГЛИЙСКИЙ ..... 1 ТУРКМЕНСКИЙ ..... 2 РУССКИЙ ..... 3  ДРУГОЙ ЯЗЫК (указать) ..... 6	
<b>UF14.</b> <i>Родной язык респондентки(та).</i>	ТУРКМЕНСКИЙ ..... 2 УЗБЕКСКИЙ ..... 3 РУССКИЙ ..... 4  ДРУГОЙ ЯЗЫК (указать) ..... 6	
<b>UF15.</b> <i>Переводились ли какие-либо части настоящего вопросника на другой язык?</i>	ДА, ПЕРЕВОДИЛСЯ ВЕСЬ ВОПРОСНИК ..... 1 ДА, ПЕРЕВОДИЛАСЬ ЧАСТЬ ВОПРОСНИКА ..... 2 НЕТ, НЕ ПЕРЕВОДИЛИСЬ ..... 3	
<p><b>UF16.</b> Скажите респондентке(ту), что прежде чем покинуть домохозяйство, Вам необходимо измерить вес и рост ребенка, и что для проведения измерений придет Ваш(а) коллега. Оформите ФОРМУ МОДУЛЯ «АНТРОПОМЕТРИЯ» в отношении данного ребенка и заполните Панель информации этой Формы.</p> <p>Проверьте столбцы HL10 и HL20 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА: является ли респондент(ка) матерью <u>другого</u> ребенка в возрасте 0–4 лет, проживающего в данном домохозяйстве, или лицом, осуществляющим за ним уход?</p> <p><input type="checkbox"/> Да ⇒ Перейдите к UF17 ПАНЕЛИ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ и внесите «01». Затем перейдите к следующему ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ, который заполняется со слов того(й) же респондента(ки).</p> <p><input type="checkbox"/> Нет ⇒ Проверьте HL6 и столбец HL20 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА: является ли респондент(ка) матерью ребенка в возрасте 5–17 лет, отобранного для проведения опроса по Вопроснику о детях в возрасте 5–17 лет в этом домохозяйстве, или лицом, осуществляющим за ним уход?</p> <p><input type="checkbox"/> Да ⇒ Перейдите к UF17 ПАНЕЛИ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ и внесите «01». Затем перейдите к следующему ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ 5–17 ЛЕТ, который заполняется со слов того(й) же респондента(ки).</p> <p><input type="checkbox"/> Нет ⇒ Перейдите к UF17 ПАНЕЛИ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ и внесите «01». Затем завершите опрос этой(го) респондентки(та), поблагодарив ее/его за сотрудничество. Выясните, не нужно ли заполнить в этом домохозяйстве другие вопросники.</p>		

**НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА**

**НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ**

ПАНЕЛЬ ИН ФОРМАЦИИ МОДУЛЯ «АНТРОПОМЕТРИЯ»		AN
AN1. Номер кластера: _____	AN2. Номер домохозяйства: _____	
AN3. Имя и номер строки ребенка: ИМЯ _____	AN4. Возраст ребенка из UB2: ВОЗРАСТ (В ПОЛНЫХ ГОДАХ)..... _____	
AN5. Имя и номер строки матери ребенка/имя и номер строки лица, осуществляющего за ним уход: ИМЯ _____	AN6. Имя и номер интервьюера: ИМЯ _____	

АНТРОПОМЕТРИЯ		
AN7. Имя и номер замерщика: ИМЯ _____		
AN8. Внесите результат измерения веса в точности так, как он объявлен замерщиком.  <i>Прочитайте замерщику внесенное и убедитесь, что он(а) проверил(а) Вашу запись.</i>	КИЛОГРАММОВ (КГ)..... _____ , _____  РЕБЕНОК ОТСУТСТВУЕТ ..... 99,3 РЕБЕНОК ОТКАЗАЛСЯ ..... 99,4 РЕСПОНДЕНТ(КА) ОТКАЗАЛСЯ(ЛАСЬ) ... 99,5  ДРУГОЕ (указать) _____ 99,6	99,3 ⇨ AN13 99,4 ⇨ AN10 99,5 ⇨ AN10 99,6 ⇨ AN10
AN9. Был ли ребенок максимально раздет?	ДА ..... 1 НЕТ, РЕБЕНКА НЕВОЗМОЖНО БЫЛО МАКСИМАЛЬНО РАЗДЕТЬ ..... 2	
AN10. Проверьте AN4: возраст ребенка:	0 ИЛИ 1 ГОД ..... 1 2, 3 ИЛИ 4 ГОДА..... 2	1 ⇨ AN11A 2 ⇨ AN11B
AN11A. Возраст ребенка – менее 2 лет, поэтому измеряется длина тела (в положении лежа). Внесите результат измерения длины тела в точности так, как он объявлен замерщиком.  <i>Прочитайте замерщику внесенное и убедитесь, что он(а) проверил(а) Вашу запись.</i>	ДЛИНА ТЕЛА/РОСТ (СМ) ..... _____ , _____  РЕБЕНОК ОТКАЗАЛСЯ ..... 999,4 РЕСПОНДЕНТ(КА) ОТКАЗАЛСЯ(ЛАСЬ) . 999,5  ДРУГОЕ (указать) _____ 999,6	999,4 ⇨ AN13 999,5 ⇨ AN13 999,6 ⇨ AN13
AN11B. Возраст ребенка – как минимум 2 года, поэтому измеряется рост (в положении стоя). Внесите результат измерения роста в точности так, как он объявлен замерщиком.  <i>Прочитайте замерщику внесенное и убедитесь, что он(а) проверил(а) Вашу запись.</i>		
AN12. Как фактически измеряли ребенка? Лежа или стоя?	ЛЕЖА ..... 1 СТОЯ ..... 2	
AN13. Сегодняшняя дата: день/месяц/год: _____ / _____ / <u>2 0 1</u> _____		
AN14. Есть ли в домохозяйстве другой ребенок в возрасте до 5 лет, который подлежит обмериванию?	ДА ..... 1 НЕТ ..... 2	1 ⇨ След. ребенок
AN15. Поблагодарите респондентку(та) за сотрудничество и сообщите руководителю, что вы с замерщиком завершили все измерения в этом домохозяйстве.		

**НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА, ОТНОСЯЩИЕСЯ К МОДУЛЮ «АНТРОПОМЕТРИЯ»**

**НАБЛЮДЕНИЯ ЗАМЕРЩИКА, ОТНОСЯЩИЕСЯ К МОДУЛЮ «АНТРОПОМЕТРИЯ»**

**НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ, ОТНОСЯЩИЕСЯ К МОДУЛЮ «АНТРОПОМЕТРИЯ»**

<b>ПАНЕЛЬ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ 5–17 ЛЕТ</b>		<b>FS</b>
<b>FS1.</b> Номер кластера: _____	<b>FS2.</b> Номер домохозяйства: _____	
<b>FS3.</b> Имя и номер строки ребенка:  ИМЯ _____	<b>FS4.</b> Имя и номер строки матери ребенка/имя и номер строки лица, осуществляющего за ним уход:  ИМЯ _____	
<b>FS5.</b> Имя и номер интервьюера:  ИМЯ _____	<b>FS6.</b> Имя и номер руководителя:  ИМЯ _____	
<b>FS7.</b> День/месяц/год проведения опроса:  _____ / _____ / <b>2 0 1</b> _____	<b>FS8.</b> Внесите время:	ЧАСЫ : МИНУТЫ  _____ : _____

Проверьте возраст респондентки(та) в графе НЛ6 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА:

если возраст составляет 15–17 лет, убедитесь, что согласие взрослого на проведение опроса получено (НН33) или не является необходимым (НЛ20=90). Если согласие необходимо, но не получено, то опрос проводиться не должен, а в FS17 необходимо внести «06». Респондентке(ту) должно быть как минимум 15 лет. В тех немногих случаях, когда у ребенка в возрасте 15–17 лет нет в домохозяйстве ни матери, ни лица, осуществляющего за ним уход (НЛ20=90), респонденткой(том) будет сам ребенок.

<b>FS9.</b> Проверьте вопросники, заполненные в этом домохозяйстве: Вы или другой участник Вашей команды опрашивали данную(ого) респондентку(та) по другому вопросу?	ДА, УЖЕ ОПРАШИВАЛИ ..... 1 НЕТ, ПЕРВЫЙ ОПРОС ..... 2	1 ⇨ FS10B 2 ⇨ FS10A
<b>FS10A.</b> Здравствуйте, меня зовут ( <i>ваше имя</i> ). Мы из Государственного комитета Туркменистана по статистике. Мы проводим обследование положения детей, семей и домохозяйств. Я хочу поговорить с Вами о здоровье и благополучии ( <i>имя ребенка из FS3</i> ) Этот опрос займет около 20 минут. Вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?	<b>FS10B.</b> Теперь я хотела бы подробнее поговорить с Вами о здоровье и благополучии ( <i>имя ребенка из FS3</i> ) Этот опрос займет около 20 минут. Повторяю, что вся информация, которую мы получим, останется строго конфиденциальной и анонимной. Если Вы не захотите отвечать на тот или иной вопрос или пожелаете прекратить опрос, дайте мне знать. Могу я начать?	
ДА ..... 1 НЕТ/ВОПРОС НЕ ЗАДАВАЛСЯ ..... 2	1 ⇨ Модуль «СВЕДЕНИЯ О РЕБЕНКЕ» 2 ⇨ FS17	

<b>FS17.</b> Результат опроса о ребенке в возрасте 5–17 лет  <i>Коды относятся к респондентке(ту).</i>  <i>Всякий результат вида «опрос не проведен» обсудите с руководителем.</i>	ПРОВЕДЕН ..... 01 НЕ ОКАЗАЛОСЬ ДОМА ..... 02 ОТКАЗ ОТ УЧАСТИЯ В ОПРОСЕ ..... 03 ПРОВЕДЕН ЧАСТИЧНО ..... 04 НЕ В СОСТОЯНИИ ОТВЕЧАТЬ (указать) _____ 05  ОТСУТСТВИЕ СОГЛАСИЯ ВЗРОСЛОГО ДЛЯ ПРОВЕДЕНИЯ ОПРОСА МАТЕРИ/ЛИЦА, ОСУЩЕСТВЛЯЮЩЕГО УХОД ЗА РЕБЕНКОМ, В ВОЗРАСТЕ 15–17 ЛЕТ ..... 06  ДРУГОЕ (указать) _____ 96
--	---

СВЕДЕНИЯ О РЕБЕНКЕ		СВ
<b>СВ1.</b> Проверьте номер строки респондентки(та) в ПАНЕЛИ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ 5–17 ЛЕТ (FS4) и респондентки(та), опрошенной(ого) по ВОПРОСНИКУ ДОМОХОЗЯЙСТВА (НН47):	FS4=НН47 ..... 1 FS4≠НН47 ..... 2	1 ⇒СВ10А
<b>СВ2.</b> В каком месяце и году родился(ась) ( <i>имя</i> )?  <i>Месяц и год должны быть записаны в обязательном порядке.</i>	ДАТА РОЖДЕНИЯ МЕСЯЦ..... __ __  ГОД..... __ __ __ __	
<b>СВ3.</b> Сколько лет ( <i>имя</i> )?  <i>Уточните:</i> Сколько лет исполнилось ( <i>имя</i> ) в его/ее последний день рождения?  <i>Внесите возраст в полных годах.</i>  <i>Если ответы на СВ2 и СВ3 не соответствуют друг другу, задайте уточняющие вопросы и исправьте.</i>	ВОЗРАСТ (В ПОЛНЫХ ГОДАХ)..... __ __	
<b>СВ4.</b> ( <i>Имя</i> ) когда-либо посещал(а) учебное заведение или дошкольное учреждение?	ДА ..... 1 НЕТ ..... 2	2 ⇒СВ10А
<b>СВ5.</b> Какой самый высокий уровень образования когда-либо получал(а) ( <i>имя</i> ) и какой самый старший класс/курс посещал(а) ( <i>имя</i> )?	ДОШКОЛЬНОЕ/ДЕТСКИЙ САД..... 000 СРЕДНЕЕ (1-11) ..... 1 __ __ НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ ..... 2 __ __ СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ..... 3 __ __ ВЫСШЕЕ ..... 4 __ __	000 ⇒СВ7
<b>СВ6.</b> Он(а) окончил(а) этот (класс/курс)?	ДА ..... 1 НЕТ ..... 2	
<b>СВ7.</b> В какое-либо время в 2018-2019 учебном году ( <i>имя</i> ) посещал(а) учебное заведение или дошкольное учреждение?	ДА ..... 1 НЕТ ..... 2	2 ⇒СВ9
<b>СВ8.</b> Какой уровень образования <u>получает</u> и какой класс/курс <u>посещает</u> ( <i>имя</i> ) в 2018-2019 учебном году?	ДОШКОЛЬНОЕ/ ДЕТСКИЙ САД..... 000 СРЕДНЕЕ (1-11) ..... 1 __ __ НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ ..... 2 __ __ СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ..... 3 __ __ ВЫСШЕЕ ..... 4 __ __	
<b>СВ9.</b> В какое-либо время в течение 2017-2018 учебного года ( <i>имя</i> ) посещал(а) учебное заведение или дошкольное учреждение?	ДА ..... 1 НЕТ ..... 2	2 ⇒СВ10А
<b>СВ10.</b> Какой уровень образования <u>получал(а)</u> и какой класс/курс <u>посещал(а)</u> ( <i>имя</i> ) в 2017-2018 учебном году?	ДОШКОЛЬНОЕ/ДЕТСКИЙ САД..... 000 СРЕДНЕЕ (1-11) ..... 1 __ __ НАЧАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ ..... 2 __ __ СРЕДНЕЕ ПРОФЕССИОНАЛЬНОЕ ..... 3 __ __ ВЫСШЕЕ ..... 4 __ __	

<p><b>СВ10А.</b> Проверьте СВ3: Возраст ребенка?</p> <p>Проверьте НЛ6 в Модуле ОПИСЬ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА, если СВ3 не отмечено у ребенка.</p>	<p>5-6 ЛЕТ ..... 1 7-17 ЛЕТ ..... 2</p>	<p>2⇒СВ11</p>
<p><b>СВ10В.</b> Проверьте СВ7: В какое-либо время в 2018-2019 учебном году ребенок посещал(а) учебное заведение или дошкольное учреждение?</p> <p>Проверьте ED9 в Модуле ОБРАЗОВАНИЕ в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА, если СВ7 не отмечено у ребенка.</p>	<p>ДА, СВ7/ED9=1 ..... 1 НЕТ, СВ7/ED9=2 ИЛИ ПУСТО ..... 2</p>	<p>1⇒ СВ11</p>
<p><b>СВ10С.</b> По какой причине (<i>имя</i>) не посещает какую-либо программу раннего обучения, например, школу, частное или государственное учреждение, в том числе детский сад или местное дошкольное учреждение?</p>	<p>НАХОДИТСЯ ПОД ПРИСМОТРОМ КОГО-ЛИБО ИЗ ЧЛЕНОВ ДОМОХОЗЯЙСТВА ..... А НАХОДИТСЯ ПОД ПРИСМОТРОМ РОДСТВЕННИКА ..... В НАХОДИТСЯ ПОД ПРИСМОТРОМ няни ..... С СЛИШКОМ ДОРОГО ..... D ОТСУТСТВУЮТ ПОБЛИЗОСТИ КАКИЕ-ЛИБО УЧРЕЖДЕНИЯ ..... Е ДРУГОЕ (<i>указать</i>) ..... X</p>	
<p><b>СВ11.</b> Есть ли у (<i>имя</i>) действующая медицинская страховка?</p>	<p>ДА ..... 1 НЕТ ..... 2</p>	





<b>FCD4.</b> Проверьте FS4: отвечал(а) ли уже данная(ый) респондент(ка) на следующий вопрос (UCD5) о другом ребенке?	ДА..... 1 НЕТ..... 2	1 ⇒Конец
<b>FCD5.</b> Считаете ли Вы, что для того, чтобы правильно вырастить и воспитать ребенка, его необходимо физически наказывать?	ДА..... 1 НЕТ..... 2  НЗ/НЕ ИМЕЕТ МНЕНИЯ ..... 8	

<p><b>FCF1.</b> Мне хотелось бы задать Вам несколько вопросов о затруднениях, которые может испытывать (<i>имя</i>).</p> <p>Носит ли (<i>имя</i>) очки или контактные линзы?</p>	<p>ДА ..... 1                  НЕТ ..... 2</p>	
<p><b>FCF2.</b> Пользуется ли (<i>имя</i>) слуховым аппаратом?</p>	<p>ДА ..... 1                  НЕТ ..... 2</p>	
<p><b>FCF3.</b> Пользуется ли (<i>имя</i>) каким-либо вспомогательным устройством или посторонней помощью, чтобы ходить?</p>	<p>ДА ..... 1                  НЕТ ..... 2</p>	
<p><b>FCF4.</b> В каждом из следующих вопросов я попрошу Вас выбрать один из четырех возможных ответов. Возможные ответы на каждый вопрос таковы: 1) (<i>имя</i>) нетрудно, 2) немного трудно, 3) очень трудно и 4) (<i>имя</i>) совсем не может выполнять названное действие.</p> <p><i>В каждом отдельном вопросе, во всех случаях, когда респондент(ка) не использует категорию ответа, повторяйте категории:</i></p> <p>Помните четыре возможных ответа: по-Вашему, (<i>имя</i>) 1) нетрудно, 2) немного трудно, 3) очень трудно и 4) (<i>имя</i>) совсем не может выполнять названное действие?</p>		
<p><b>FCF5.</b> Проверьте FCF1: ребенок носит очки или контактные линзы?</p>	<p>ДА, FCF1=1 ..... 1                  НЕТ, FCF1=2 ..... 2</p>	<p>1 ⇒ FCF6A                  2 ⇒ FCF6B</p>
<p><b>FCF6A.</b> Когда (<i>имя</i>) носит свои очки или контактные линзы, трудно ли ему/ей видеть?</p> <p><b>FCF6B.</b> Трудно ли (<i>имя</i>) видеть?</p>	<p>НЕТРУДНО ..... 1                  НЕМНОГО ТРУДНО ..... 2                  ОЧЕНЬ ТРУДНО ..... 3                  СОВСЕМ НЕ МОЖЕТ ВИДЕТЬ ..... 4</p>	
<p><b>FCF7.</b> Проверьте FCF2: ребенок пользуется слуховым аппаратом?</p>	<p>ДА, FCF2=1 ..... 1                  НЕТ, FCF2=2 ..... 2</p>	<p>1 ⇒ FCF8A                  2 ⇒ FCF8B</p>
<p><b>FCF8A.</b> Когда (<i>имя</i>) пользуется своим слуховым аппаратом, трудно ли ему/ей слышать звуки, например, голоса людей или музыку?</p> <p><b>FCF8B.</b> Трудно ли (<i>имя</i>) слышать звуки, например, голоса людей или музыку?</p>	<p>НЕТРУДНО ..... 1                  НЕМНОГО ТРУДНО ..... 2                  ОЧЕНЬ ТРУДНО ..... 3                  СОВСЕМ НЕ МОЖЕТ СЛЫШАТЬ ..... 4</p>	
<p><b>FCF9.</b> Проверьте FCF3: ребенок пользуется вспомогательным устройством или посторонней помощью, чтобы ходить?</p>	<p>ДА, FCF3=1 ..... 1                  НЕТ, FCF3=2 ..... 2</p>	<p>2 ⇒ FCF14</p>

<p><b>FCF10.</b> Без своего вспомогательного устройства или посторонней помощи трудно ли (<i>имя</i>) пройти 100 метров по ровной поверхности?</p> <p><i>Поясните:</i> Это примерная длина 1 футбольного поля.</p> <p><i>Внимание:</i> категория «Нетрудно» отсутствует, так как при ходьбе ребенок пользуется вспомогательным устройством или посторонней помощью.</p>	<p>НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРОЙТИ 100 М ..... 4</p>	<p>3⇒FCF12  4⇒FCF12</p>
<p><b>FCF11.</b> Без своего вспомогательного устройства или посторонней помощи трудно ли (<i>имя</i>) пройти 500 метров по ровной поверхности?</p> <p><i>Поясните:</i> Это примерная длина 5 футбольных полей.</p> <p><i>Внимание:</i> категория «Нетрудно» отсутствует, так как при ходьбе ребенок пользуется вспомогательным устройством или посторонней помощью.</p>	<p>НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРОЙТИ 500 М ..... 4</p>	
<p><b>FCF12.</b> Со своим вспомогательным устройством или с посторонней помощью трудно ли (<i>имя</i>) пройти 100 метров по ровной поверхности?</p> <p><i>Поясните:</i> Это примерная длина 1 футбольного поля.</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРОЙТИ 100 М ..... 4</p>	<p>3⇒FCF16  4⇒FCF16</p>
<p><b>FCF13.</b> Со своим вспомогательным устройством или с посторонней помощью трудно ли (<i>имя</i>) пройти 500 метров по ровной поверхности?</p> <p><i>Поясните:</i> Это примерная длина 5 футбольных полей.</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРОЙТИ 500 М ..... 4</p>	<p>1⇒FCF16  2⇒FCF16  3⇒FCF16  4⇒FCF16</p>
<p><b>FCF14.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) пройти 100 метров по ровной поверхности?</p> <p><i>Поясните:</i> Это примерная длина 1 футбольного поля.</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРОЙТИ 100 М ..... 4</p>	<p>3⇒FCF16  4⇒FCF16</p>
<p><b>FCF15.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) пройти 500 метров по ровной поверхности?</p> <p><i>Поясните:</i> Это примерная длина 5 футбольных полей.</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРОЙТИ 500 М ..... 4</p>	
<p><b>FCF16.</b> Трудно ли (<i>имя</i>) справиться самому(ой), например, при приеме пищи или одевании?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ СПРАВЛЯТЬСЯ САМ(А) ..... 4</p>	

<p><b>FCF17.</b> Трудно ли (<i>имя</i>) говорить так, чтобы его/ее понимали люди, проживающие в этом домохозяйстве?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ БЫТЬ ПОНЯТЫМ(ОЙ)..... 4</p>	
<p><b>FCF18.</b> Трудно ли (<i>имя</i>) говорить так, чтобы его/ее понимали люди за пределами этого домохозяйства?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ БЫТЬ ПОНЯТЫМ(ОЙ)..... 4</p>	
<p><b>FCF19.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) обучаться чему-либо?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ОБУЧАТЬСЯ..... 4</p>	
<p><b>FCF20.</b> По сравнению со своими сверстниками трудно ли (<i>имя</i>) вспоминать что-либо?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ВСПОМИНАТЬ ..... 4</p>	
<p><b>FCF21.</b> Трудно ли (<i>имя</i>) концентрироваться на какой-либо деятельности, которой ему/ей нравится заниматься?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ КОНЦЕНТРИРОВАТЬСЯ ..... 4</p>	
<p><b>FCF22.</b> Трудно ли (<i>имя</i>) принимать изменения в своем повседневном расписании?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ПРИНИМАТЬ ИЗМЕНЕНИЯ ..... 4</p>	
<p><b>FCF23.</b> По сравнению с детьми этого же возраста трудно ли (<i>имя</i>) контролировать свое поведение?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ КОНТРОЛИРОВАТЬ СВОЕ ПОВЕДЕНИЕ ..... 4</p>	
<p><b>FCF24.</b> Трудно ли (<i>имя</i>) заводить друзей?</p>	<p>НЕТРУДНО..... 1  НЕМНОГО ТРУДНО ..... 2  ОЧЕНЬ ТРУДНО ..... 3  СОВСЕМ НЕ МОЖЕТ ЗАВОДИТЬ ДРУЗЕЙ ... 4</p>	
<p><b>FCF25.</b> У следующих вопросов есть разные варианты ответа. Я буду зачитывать их Вам после каждого вопроса.</p> <p>Мне хотелось бы знать, как часто (<i>имя</i>) кажется выглядит очень встревоженным(ой), взволнованным(ой) или обеспокоенным(ой).</p> <p>Вы сказали бы, что (<i>имя</i>) выглядит так: ежедневно, еженедельно, ежемесячно, несколько раз в год или не выглядит так никогда?</p>	<p>ЕЖЕДНЕВНО ..... 1  ЕЖЕНЕДЕЛЬНО ..... 2  ЕЖЕМЕСЯЧНО ..... 3  НЕСКОЛЬКО РАЗ В ГОД ..... 4  НИКОГДА..... 5</p>	
<p><b>FCF26.</b> Мне бы также хотелось знать, как часто (<i>имя</i>) выглядит очень грустным(ой) или подавленным(ой).</p> <p>Вы сказали бы, что (<i>имя</i>) выглядит так: ежедневно, еженедельно, ежемесячно, несколько раз в год или не выглядит так никогда?</p>	<p>ЕЖЕДНЕВНО ..... 1  ЕЖЕНЕДЕЛЬНО ..... 2  ЕЖЕМЕСЯЧНО ..... 3  НЕСКОЛЬКО РАЗ В ГОД ..... 4  НИКОГДА..... 5</p>	

<p><b>PR1.</b> Проверьте СВ3: возраст ребенка:</p> <p>Проверьте HL6 в Модуле ОПИСЬ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА, если СВ3 не отмечено у ребенка.</p>	<p>5–6 ЛЕТ ..... 1</p> <p>7–14 ЛЕТ ..... 2</p> <p>15–17 ЛЕТ..... 3</p>	<p>1 ⇨Конец</p> <p>3 ⇨Конец</p>
<p><b>PR2.</b> В конце данного опроса я попрошу у Вас разрешения поговорить с (<i>имя</i>). Если он(а) рядом, пожалуйста, попросите его/ее остаться здесь. Если (<i>имя</i>) сейчас не с Вами, можно ли сделать так, чтобы он(а) вернулся(лась)? Если это невозможно, позже мы обсудим, в какое время мне удобно будет прийти сюда еще раз.</p>		
<p><b>PR3.</b> Сколько книг для (<i>имя</i>) есть у Вас дома, кроме учебников и религиозных книг?</p>	<p>НИСКОЛЬКО..... 00</p> <p>ЧИСЛО КНИГ ..... 0</p> <p>ДЕСЯТЬ КНИГ ИЛИ БОЛЕЕ ..... 10</p>	
<p><b>PR4.</b> Проверьте СВ7: посещал ли ребенок какое-либо учебное заведение?</p> <p>Проверьте ED9 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данного ребенка, если вопрос СВ7 не задавался.</p>	<p>ДА, СВ7/ED9=1..... 1</p> <p>НЕТ, ГРАФА СВ7/ED9=2 ИЛИ ПУСТО ..... 2</p>	<p>2 ⇨Конец</p>
<p><b>PR5.</b> Задают ли (<i>имя</i>) когда-нибудь домашнее задание?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	<p>2 ⇨PR7</p> <p>8 ⇨PR7</p>
<p><b>PR6.</b> Кто-нибудь помогает (<i>имя</i>) делать домашнее задание?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	
<p><b>PR7.</b> Есть ли в школе (<i>имя</i>) орган управления школой, в котором могут участвовать родители (например, родительский комитет)?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	<p>2 ⇨PR10</p> <p>8 ⇨PR10</p>
<p><b>PR8.</b> В последние 12 месяцев Вы или какой-либо другой взрослый из Вашего домохозяйства присутствовали на собрании, созванном этим органом управления школой?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	<p>2 ⇨PR10</p> <p>8 ⇨PR10</p>
<p><b>PR9.</b> Во время любого из этих собраний обсуждалось ли что-либо из следующего:</p> <p>[А] План решения основных образовательных проблем, с которыми сталкивается школа (<i>имя</i>)?</p> <p>[В] Бюджет школы или использование средств, получаемых школой (<i>имя</i>)?</p>	<p>ДА НЕТ НЗ</p> <p>ПЛАН РЕШЕНИЯ ПРОБЛЕМ ШКОЛЫ ..... 1 2 8</p> <p>БЮДЖЕТ ШКОЛЫ ..... 1 2 8</p>	
<p><b>PR10.</b> В последние 12 месяцев получали ли Вы или какой-либо другой взрослый из Вашего домохозяйства табель успеваемости (<i>имя</i>)?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	

<p><b>PR11.</b> В последние 12 месяцев ходили ли Вы или какой-либо другой взрослый из Вашего домохозяйства в школу (<i>имя</i>) по какой-либо из следующих причин:</p> <p>[А] Школьный праздник или спортивное мероприятие?</p> <p>[В] Обсуждение успеваемости (<i>имя</i>) с учителями?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>ПРАЗДНИК ИЛИ СПОРТИВНОЕ МЕРОПРИЯТИЕ..... 1 2 8</p> <p>ОБСУЖДЕНИЕ УСПЕВАЕМОСТИ С УЧИТЕЛЯМИ..... 1 2 8</p>	
<p><b>PR12.</b> За последние 12 месяцев была ли школа (<i>имя</i>) закрыта в учебный день по какой-либо из следующих причин:</p> <p>[А] Стихийные бедствия, например, наводнение, циклон, эпидемия и т. п.?</p> <p>[В] Антропогенные катастрофы, например, пожар, обрушение здания, массовые беспорядки и т. п.?</p> <p>[X] Другая причина?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>СТИХИЙНЫЕ БЕДСТВИЯ ..... 1 2 8</p> <p>АНТРОПОГЕННЫЕ КАТАСТРОФЫ..... 1 2 8</p> <p>ДРУГАЯ ПРИЧИНА ..... 1 2 8</p>	
<p><b>PR13.</b> В последние 12 месяцев бывало ли так, что (<i>имя</i>) не мог(ла) посещать занятия из-за отсутствия учителя?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	<p>2 ⇨ <i>Конец</i></p> <p>8 ⇨ <i>Конец</i></p>
<p><b>PR15.</b> Когда имела(о) место отсутствие учителя, Вы или какой-либо другой взрослый из Вашего домохозяйства связывались с должностными лицами школы или представителями органа управления школой?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p> <p>НЗ ..... 8</p>	

<b>FL0.</b> Проверьте СВЗ: возраст ребенка: Проверьте НЛБ в Модуле ОПИСЬ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА, если СВЗ не отмечено у ребенка.	5–6 ЛЕТ .....	1	1 ⇨ Конец
	7–14 ЛЕТ .....	2	
	15–17 ЛЕТ .....	3	3 ⇨ Конец

**FL1.** А теперь я хотел(а) бы поговорить с (*имя*). Я задам ему/ей несколько вопросов о нем/ней самом(й) и о чтении, а затем попрошу его/ее выполнить несколько заданий на чтение и счет.

Это не школьные проверочные работы, и результаты не будут сообщаться никому другому, в том числе другим родителям и школе.

Вы не получите никаких прямых выгод от выполнения этого задания, и я не обучен(а) информированию Вас о том, насколько успешно (*имя*) справился(лась) с заданием.

Эти задания призваны помочь нам выяснить, насколько успешно дети в этой стране учатся читать и считать, с тем чтобы могли быть внесены улучшения.

Выполнение заданий займет около 20 минут. Повторяю, что вся полученная нами информации останется строго конфиденциальной и анонимной.

Можно мне поговорить с ( <i>имя</i> )?	ДА, СОГЛАСИЕ ПОЛУЧЕНО.....1 НЕТ, СОГЛАСИЕ НЕ ПОЛУЧЕНО .....	2	2 ⇨ FL28
--	--	---	----------

<b>FL2.</b> Внесите время.	ЧАСЫ И МИНУТЫ .....	___ : ___	
----------------------------	---------------------	-----------	--

**FL3.** Меня зовут (*Ваше имя*). Я хотел(а) бы рассказать тебе немного о себе.

Мог(ла) бы ты рассказать мне немного о себе?

*Когда ребенок освоится, перейдите к получению устного согласия:*

Я расскажу тебе, почему я сегодня здесь. Я из Государственного комитета Туркменистана по статистике. Я участник(ца) команды, которая старается выяснить, как дети учатся писать и считать. Мы также разговариваем об этом с некоторыми детьми и просим их выполнить несколько заданий на чтение и счет. (Твоя мама/*имя лица, осуществляющего уход за ребенком*) сказал(а), что ты сам(а) можешь решить, хочешь ли ты помочь нам. Если да, я задам тебе несколько вопросов и попрошу выполнить несколько заданий. Я объясню каждое задание, а ты можешь в любое время задавать мне вопросы. Ты не обязан(а) делать что бы то ни было против своего желания. Если после того, как мы начнем, ты не захочешь отвечать на вопрос или продолжать, это будет абсолютно нормально.

Ты готов(а) начать?	ДА.....1 НЕТ/ВОПРОС НЕ ЗАДАВАЛСЯ. ....2	2	2 ⇨ FL28
---------------------	--	---	----------

**FL4.** Прежде чем переходить к заданиям на чтение и счет, сделайте отметку в каждой графе, чтобы показать, что:

- Вы не один на один с ребенком, но что ребенок находится как минимум в пределах видимости взрослого, которого ребенок знает;
- Вы завязали беседу и установили контакт с ребенком, например, воспользовавшись темой, способной «растопить лед»;
- ребенок удобно уселся и может без затруднений пользоваться КНИГОЙ ДЛЯ ЧТЕНИЯ И СЧЕТА, а Вы видите, на какой странице она открыта.

<b>FL5.</b> Помни: ты можешь задать мне вопрос в любое время, если будет что-то непонятное тебе. Ты можешь в любое время попросить меня прекратить.			
---	--	--	--



<p><b>FL6.</b> Сначала мы поговорим о чтении.</p> <p>[А] Ты читаешь книги дома?</p> <p>[В] Тебе кто-нибудь читает дома?</p>	<p style="text-align: right;">ДА    НЕТ</p> <p>РЕБЕНОК ЧИТАЕТ КНИГИ ДОМА..... 1    2</p> <p>РЕБЕНКУ ЧИТАЮТ ДОМА..... 1    2</p>	
<p><b>FL7.</b> На каком языке ты говоришь дома большую часть времени?</p> <p><i>При необходимости задайте уточняющие вопросы и зачитайте список языков.</i></p>	<p>ТУРКМЕНСКИЙ..... 1</p> <p>УЗБЕКСКИЙ ..... 2</p> <p>РУССКИЙ..... 3</p> <p>ДРУГОЙ (указать) _____ 6</p> <p>НЗ ..... 8</p>	
<p><b>FL8.</b> Проверьте СВ7: в текущем учебном году посещал ли ребенок какое-либо учебное заведение или дошкольное учреждение?</p> <p><i>Проверьте ED9 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данного ребенка, если вопрос СВ7 не задавался.</i></p>	<p>ДА, СВ7/ED9=1 ..... 1</p> <p>НЕТ, ГРАФА СВ7/ED9=2 ИЛИ ПУСТО..... 2</p>	1 ⇒FL9A
<p><b>FL8A.</b> Проверьте СВ4: посещал ли ребенок когда-либо учебное заведение или какие-либо дошкольные учреждения?</p> <p><i>Проверьте ED4 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данного ребенка, если вопрос СВ4 не задавался.</i></p>	<p>ДА, СВ4/ED4=1 ..... 1</p> <p>НЕТ, ГРАФА СВ4/ED4=2 ИЛИ ПУСТО..... 2</p>	1 ⇒FL9B
<p><b>FL8B.</b> Проверьте FL7: имеется ли КНИГА ДЛЯ ЧТЕНИЯ И СЧЕТА на языке, на котором разговаривают дома?</p>	<p>ДА, FL7=1 ИЛИ 3..... 1</p> <p>НЕТ, FL7=2, 6 ИЛИ 8..... 2</p>	1 ⇒FL10B 2 ⇒FL23
<p><b>FL9A.</b> Каким языком большую часть времени пользуются твои учителя, когда преподают тебе в классе?</p> <p><b>FL9B.</b> Когда ты учился(лась) в школе, каким языком большую часть времени пользовались твои учителя, когда преподавали тебе в классе?</p> <p><i>При необходимости задайте уточняющие вопросы и зачитайте список языков.</i></p>	<p>ТУРКМЕНСКИЙ..... 1</p> <p>РУССКИЙ..... 2</p> <p>ДРУГОЙ (указать) _____ 6</p> <p>НЗ ..... 8</p>	1 ⇒FL10A 2 ⇒FL10A 6 ⇒FL23 8 ⇒FL23
<p><b>FL10A.</b> А теперь я дам тебе короткий рассказ на (языке, внесенном в FL9A/В). Ты хочешь приступить к чтению этого рассказа?</p> <p><b>FL10B.</b> А теперь я дам тебе короткий рассказ на (языке, внесенном в FL7). Ты хочешь приступить к чтению этого рассказа?</p>	<p>ДА ..... 1</p> <p>НЕТ ..... 2</p>	2 ⇒FL23
<p><b>FL11.</b> Проверьте СВ3: возраст ребенка:</p> <p><i>Проверьте HL6 в Модуле ОПИСЬ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА, если СВ3 не отмечено у ребенка.</i></p>	<p>7–9 ЛЕТ ..... 1</p> <p>10–14 лет ..... 2</p>	1 ⇒FL13

<p><b>FL12.</b> Проверьте СВ7: в текущем учебном году посещал ли ребенок какое-либо учебное заведение или дошкольное учреждение?</p> <p>Проверьте ED9 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данного ребенка, если вопрос СВ7 не задавался.</p>	<p>ДА, СВ7/ED9=1 ..... 1          НЕТ, ГРАФА СВ7/ED9=2 ИЛИ ПУСТО..... 2</p>	<p>1 ⇒FL19</p>
<p><b>FL13.</b> Дайте ребенку КНИГУ ДЛЯ ЧТЕНИЯ И СЧЕТА.</p> <p>Откройте страницу с заданием на чтение и скажите:</p> <p>А теперь мы читаем. Укажите на предложение. Я хотел(а) бы, чтобы ты прочитал(а) это вслух. Затем я, может быть, задам тебе вопрос.</p> <p>Аждар – собака. Аладжа – кошка. Кемалу 5 лет. Марале 6 лет.</p>		
<p><b>FL14.</b> Правильно ли ребенок прочитал каждое слово задания?</p>	<p>ДА ..... 1          НЕТ ..... 2</p>	<p>2 ⇒FL23</p>
<p><b>FL15.</b> Когда ребенок закончит читать, спросите:          Сколько лет Кемалу?</p>	<p>КЕМАЛУ 5 ЛЕТ ..... 1          ДРУГИЕ ОТВЕТЫ ..... 2          СПУСТЯ 5 СЕКУНД ОТВЕТ ВСЕ ЕЩЕ НЕ ДАН.. 3</p>	<p>1 ⇒FL17</p>
<p><b>FL16.</b> Скажите:          Кемалу 5 лет.          и перейдите к FL23.</p>		<p>⇒FL23</p>
<p><b>FL17.</b> А вот еще один вопрос:          Кто старше: Кемал или Марал?</p>	<p>МАРАЛ СТАРШЕ (КЕМАЛА) ..... 1          ДРУГИЕ ОТВЕТЫ ..... 2          СПУСТЯ 5 СЕКУНД ОТВЕТ ВСЕ ЕЩЕ НЕ ДАН.. 3</p>	<p>1 ⇒FL19</p>
<p><b>FL18.</b> Скажите:          Марал старше Кемала. Марале 6 лет, а Кемалу 5.          и перейдите к FL23.</p>		<p>⇒FL23</p>

<p><b>FL19.</b> <i>Переверните страницу и откройте отрывок для чтения.</i></p> <p>Спасибо. А теперь я хотел(а) бы, чтобы ты выполнил(а) вот это задание.</p> <p>Вот рассказ. Я хотел(а) бы, чтобы бы прочитал(а) его вслух так внимательно, как только можешь.</p> <p>Начни здесь (<i>укажите на первое слово первой строки</i>) и читай строку за строкой (<i>покажите направление чтения каждой строки</i>).</p> <p>Когда ты закончишь, я задам тебе несколько вопросов о прочитанном.</p> <p>Если тебе попадется незнакомое слово, переходи к следующему слову.</p> <p>Покажи пальцем первое слово. Готов(а)? Начинай.</p>	Аман	учится	во	втором	классе.	Как-	то
	1	2	3	4	5	6	7
	раз	Аман	шел	домой	от	друга.	По
	8	9	10	11	12	13	14
	дороге	он	увидел	несколько	красных	цветов.	Цветы
	15	16	17	18	19	20	21
	выросли	около	поля,	где	растет	хлопок.	Аман
	22	23	24	25	26	27	28
	хотел	сорвать	немного	цветов	для	своей	мамы.
	29	30	31	32	33	34	35
	Аман	побежал	очень	быстро	через	поле	за
	36	37	38	39	40	41	42
	цветами	Около	большого	дерева	он	упал.	Аман
	43	44	45	46	47	48	49
начал	плакать.	Садовник	увидел	его	и	подошел	
50	51	52	53	54	55	56	
к	нему.	Он	дал	Аману	целый	букет	
57	58	59	60	61	62	63	
цветов.	И	Аман	был	очень	рад.		
64	65	66	67	68	69		
<p><b>FL20.</b> <i>Результаты выполнения ребенком задания на чтение.</i></p>	<p>ПОСЛЕДНЕЕ СЛОВО, КОТОРОЕ РЕБЕНОК ПОПЫТАЛСЯ ПРОЧИТАТЬ.....НОМЕР ___</p> <p>ОБЩЕЕ ЧИСЛО НЕПРАВИЛЬНО ПРОЧИТАННЫХ И ПРОПУЩЕННЫХ СЛОВ..... ЧИСЛО ___</p>						
<p><b>FL21.</b> <i>Насколько хорошо ребенок прочитал рассказ?</i></p>	<p>РЕБЕНОК ПРАВИЛЬНО ПРОЧИТАЛ ХОТЯ БЫ ОДНО СЛОВО.....1</p> <p>РЕБЕНОК НЕ ПРОЧИТАЛ ПРАВИЛЬНО НИ ОДНОГО СЛОВА.....2</p> <p>РЕБЕНОК НЕ ПЫТАЛСЯ ПРОЧИТАТЬ РАССКАЗ .....3</p>						<p>2 ⇒FL23</p> <p>3 ⇒FL23</p>

<p><b>FL22.</b> А теперь я задам тебе несколько вопросов о прочитанном.</p> <p><i>Если спустя несколько секунд ребенок не дает ответа, повторите вопрос. Если после того, как Вы повторили вопрос, Вы видите, что ребенок не в состоянии дать ответ, отметьте категорию «Нет ответа» и скажите: Спасибо. Всё хорошо. Идём дальше.</i></p> <p><i>Убедитесь, что ребенок по-прежнему видит рассказ, и спросите:</i></p> <p>[A] В каком классе учится Аман?</p> <p>[B] Что Аман увидел по дороге домой?</p> <p>[C] Почему Аман начал плакать?</p> <p>[D] Где упал Аман?</p> <p>[E] Почему был рад Аман?</p>	<p>ВЕРНО ((АМАН УЧИТСЯ) ВО ВТОРОМ КЛАССЕ)..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕТ ОТВЕТА/«НЕ ЗНАЮ»..... 3</p> <p>ВЕРНО (ОН УВИДЕЛ НЕСКОЛЬКО КРАСНЫХ ЦВЕТОВ) ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕТ ОТВЕТА/«НЕ ЗНАЮ»..... 3</p> <p>ВЕРНО (ПОТОМУ ЧТО ОН УПАЛ) ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕТ ОТВЕТА/«НЕ ЗНАЮ»..... 3</p> <p>ВЕРНО ((АМАН УПАЛ) ОКОЛО БОЛЬШОГО ДЕРЕВА)..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕТ ОТВЕТА/«НЕ ЗНАЮ»..... 3</p> <p>ВЕРНО (ПОТОМУ ЧТО САДОВНИК ДАЛ ЕМУ ЦЕЛЫЙ БУКЕТ ЦВЕТОВ/ПОТОМУ ЧТО У НЕГО БЫЛИ ЦВЕТЫ ДЛЯ МАМЫ)..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕТ ОТВЕТА/«НЕ ЗНАЮ»..... 3</p>	
--	---	--

<p><b>FL23.</b> <i>Переверните страницу КНИГИ ДЛЯ ЧТЕНИЯ И СЧЕТА, так чтобы ребенок видел список чисел. Убедитесь, что ребенок смотрит на эту страницу.</i></p> <p>А вот несколько чисел. Я хотел(а) бы, чтобы ты указывал(а) на каждое число и говорил(а) мне, какое это число.</p> <p><i>Укажите на первое число и скажите:</i></p> <p>Начни здесь.</p> <p><i>Если ребенок не может с ходу назвать число, назовите это число ребенку, пометьте число как «Не пытался(лась) назвать», укажите на следующее число и скажите:</i></p> <p>Какое это число?</p> <p><i>Если в отношении 2 чисел подряд ребенок не делает попыток прочитать их, скажите:</i></p> <p>Спасибо. Всё хорошо.</p>	<p><b>9</b></p> <p>ВЕРНО ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕ ПЫТАЛСЯ(ЛАСЬ) НАЗВАТЬ ..... 3</p> <p><b>12</b></p> <p>ВЕРНО ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕ ПЫТАЛСЯ(ЛАСЬ) НАЗВАТЬ ..... 3</p> <p><b>30</b></p> <p>ВЕРНО ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕ ПЫТАЛСЯ(ЛАСЬ) НАЗВАТЬ ..... 3</p> <p><b>48</b></p> <p>ВЕРНО ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕ ПЫТАЛСЯ(ЛАСЬ) НАЗВАТЬ ..... 3</p> <p><b>74</b></p> <p>ВЕРНО ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕ ПЫТАЛСЯ(ЛАСЬ) НАЗВАТЬ ..... 3</p> <p><b>331</b></p> <p>ВЕРНО ..... 1</p> <p>НЕВЕРНО ..... 2</p> <p>НЕ ПЫТАЛСЯ(ЛАСЬ) НАЗВАТЬ ..... 3</p>	
<p><b>FL23A.</b> <i>Проверьте FL23: назвал ли ребенок правильно два из первых трех чисел (9, 12 и 30)?</i></p>	<p>ДА, КАК МИНИМУМ ДВА ПРАВИЛЬНЫ ..... 1</p> <p>НЕТ, КАК МИНИМУМ 2 НЕПРАВИЛЬНЫ ИЛИ НЕ ДЕЛАЛОСЬ ПОПЫТКИ ИХ НАЗВАТЬ ..... 2</p>	<p>2 ⇒ FL28</p>

<p><b>FL24.</b> <i>Переверните страницу, так чтобы ребенок видел первую пару чисел. Убедитесь, что ребенок смотрит на эту страницу. Скажите:</i></p> <p>Посмотри на эти числа. Скажи мне, которое из них больше.</p> <p><i>Внесите ответ ребенка, прежде чем перевернуть страницу и повторять вопрос для следующей пары чисел.</i></p> <p><i>Если спустя несколько секунд ребенок не дает ответа, повторите вопрос. Если Вы видите, что ребенок не в состоянии дать ответ после того, как Вы повторили вопрос, отметьте «3, не пытался(лась) назвать» для соответствующей пары чисел, переверните страницу брошюры и покажите ребенку следующую пару чисел.</i></p> <p><i>Если в отношении 2 пар чисел подряд ребенок не делает попыток выполнить задание, отметьте «3, не пытался(лась) назвать» для остальной части и скажите:</i></p> <p>Спасибо. Всё хорошо. Переходим к следующему заданию.</p>	<p><b>7&amp;5</b>          ВЕРНО (7) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>11&amp;24</b>          ВЕРНО (24) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>58&amp;49</b>          ВЕРНО (58) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>65&amp;67</b>          ВЕРНО (67) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>146&amp;154</b>          ВЕРНО (154) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p>	
<p><b>FL25.</b> <i>Дайте ребенку карандаш и бумагу. Переверните страницу, так чтобы ребенок видел первый пример на сложение. Убедитесь, что ребенок смотрит на эту страницу. Скажите:</i></p> <p>Посмотри на этот пример. Сколько будет (<b>число плюс число</b>)? Скажи мне ответ. Если нужно, можешь пользоваться карандашом и бумагой.</p> <p><i>Внесите ответ ребенка, прежде чем перевернуть страницу и повторять вопрос для следующего примера.</i></p> <p><i>Если спустя несколько секунд ребенок не дает ответа, повторите вопрос. Если Вы видите, что ребенок не в состоянии дать ответ после того, как Вы повторили вопрос, отметьте «3, не пытался(лась) назвать» для соответствующей суммы чисел, переверните страницу брошюры и покажите ребенку следующий пример на сложение.</i></p> <p><i>Если в отношении 2 пар чисел подряд ребенок не делает попыток выполнить задание, отметьте «3, не пытался(лась) назвать» для соответствующей оставшейся суммы чисел и, скажите:</i></p> <p>Спасибо. Всё хорошо. Переходим к следующему заданию.</p>	<p><b>3+2</b>          ВЕРНО (5) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>8+6</b>          ВЕРНО (14) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>7+3</b>          ВЕРНО (10) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>13+6</b>          ВЕРНО (19) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p> <p><b>12+24</b>          ВЕРНО (36) ..... 1          НЕВЕРНО..... 2          НЕ ПЫТАЛСЯ(ЛАСЬ)          НАЗВАТЬ ..... 3</p>	

<p><b>FL26.</b> Переверните страницу и откройте страницу с упражнениями на пропущенные числа. Скажите: Вот несколько чисел: 1, 2, __ и 4.</p> <p>Укажите на каждое число и на пропущенное число, и скажи: Какое число должно здесь стоять?</p>	<p>ВЕРНО (3) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p>	<p>2 ⇒FL26B 3 ⇒FL26B</p>
<p><b>FL26A.</b> Правильно, 3. Переходим к следующему ряду чисел.</p>		<p>⇒FL26C</p>
<p><b>FL26B.</b> Не объясняйте ребенку, как получить правильный ответ. Просто скажите: Пропущено число 3. Назови вместе со мной эти числа (указывайте на каждое число): 1, 2, 3, 4. Здесь должно стоять число «3». Переходим к следующему ряду чисел.</p>		
<p><b>FL26C.</b> Вот еще несколько чисел. 5, 10, 15 и ____. Укажите на каждое число и на пропущенное число, и скажи: Какое число должно здесь стоять?</p>	<p>ВЕРНО (20) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p>	<p>2 ⇒FL26E 3 ⇒FL26E</p>
<p><b>FL26D.</b> Правильно, 20.</p>		<p>⇒FL27</p>
<p><b>FL26E.</b> Не объясняйте ребенку, как получить правильный ответ. Просто скажите: Здесь должно стоять число 20. Назови вместе со мной эти числа (указывайте на каждое число): 5, 10, 15, 20. Здесь должно стоять число «20».</p>		
<p><b>FL26F.</b> Проверьте FL26. Был ли ответ правильным?</p>	<p>ДА, FL26=1..... 1 НЕТ, FL26=2 или 3 ..... 2</p>	<p>2 ⇒FL28</p>
<p><b>FL27.</b> Теперь я хочу, чтобы вы попробовали это сами.</p> <p>Вот еще несколько чисел. Скажи мне, какое число должно здесь стоять (указывайте на пропущенное число).</p> <p>Внесите ответ ребенка, прежде чем перевернуть страницу и повторить вопрос.</p> <p>Если спустя несколько секунд ребенок не дает ответа, повторите вопрос. Если Вы видите, что ребенок не в состоянии дать ответ после того, как Вы повторили вопрос, отметьте «3, не пытался(лась) назвать» для соответствующего вопроса, переверните страницу и покажите ребенку следующее задание</p> <p>Если в отношении 2 заданий подряд ребенок не делает попыток их выполнить, отметьте «3, не пытался(лась) назвать» для оставшихся заданий и скажите:</p> <p>Спасибо. Все хорошо.</p>	<p><b>5, 6, 7, __</b> ВЕРНО (8) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p> <p><b>14, 15, __, 17</b> ВЕРНО (16) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p> <p><b>20, __, 40, 50</b> ВЕРНО (30) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p> <p><b>2, 4, 6, __</b> ВЕРНО (8) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p> <p><b>5, 8, 11, __</b> ВЕРНО (14) ..... 1 НЕВЕРНО..... 2 НЕ ПЫТАЛСЯ(ЛАСЬ)     НАЗВАТЬ ..... 3</p>	

<b>FL28. Результат опроса ребенка.</b>  <i>Всякий результат вида «опрос не проведен» обсудите с руководителем.</i>	ПРОВЕДЕН .....	01
	НЕ ОКАЗАЛОСЬ ДОМА .....	02
	ОТКАЗ МАТЕРИ РЕБЕНКА/ЛИЦА, ОСУЩЕСТВЛЯЮЩЕГО ЗА НИМ УХОД ОТ УЧАСТИЯ В ОПРОСЕ.....	03
	ОТКАЗ РЕБЕНКА ОТ УЧАСТИЯ В ОПРОСЕ .....	04
	ПРОВЕДЕН ЧАСТИЧНО.....	05
	НЕ В СОСТОЯНИИ ОТВЕЧАТЬ .....	06
	ДРУГОЕ (указать) .....	96

<b>FS11. Внесите время.</b>	ЧАСЫ И МИНУТЫ.....	__ : __
<b>FS12. Язык Вопросника.</b>	АНГЛИЙСКИЙ .....	1
	ТУРКМЕНСКИЙ .....	2
	РУССКИЙ .....	3
<b>FS13. Язык, на котором проводился опрос.</b>	АНГЛИЙСКИЙ .....	1
	ТУРКМЕНСКИЙ .....	2
	РУССКИЙ .....	3
	ДРУГОЙ ЯЗЫК (указать) .....	6
<b>FS14. Родной язык респондента(ки).</b>	ТУРКМЕНСКИЙ .....	2
	УЗБЕКСКИЙ .....	3
	РУССКИЙ .....	4
	ДРУГОЙ ЯЗЫК (указать) .....	6
<b>FS15. Переводились ли какие-либо части настоящего вопросника на другой язык?</b>	ДА, ПЕРЕВОДИЛСЯ ВЕСЬ ВОПРОСНИК.....	1
	ДА, ПЕРЕВОДИЛИСЬ ЧАСТИ ВОПРОСНИКА.....	2
	НЕТ, НЕ ПЕРЕВОДИЛИСЬ .....	3
<b>FS16. Поблагодарите респондентку(та) и ребенка за сотрудничество.</b>  <i>Переходите к заполнению результата в графе FS17 ПАНЕЛИ ИНФОРМАЦИИ О РЕБЕНКЕ 5–17 ЛЕТ, а затем перейдите к ВОПРОСНИКУ ДОМОХОЗЯЙСТВА и заполните графу НН56.</i>  <i>Организируйте опрос данного домохозяйства по оставшимся вопросникам.</i>		



**НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА**

**НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ**



**ÖÝ HOJALYKLARYNYŇ SOWALNAMASY**  
2019-njy ýylda Türkmenistanda köp görkezijiler boýunça klasterleýin  
gözgeçilik



**ÖÝ HOJALYGY BARADA MAGLUMATLARYŇ TOPLUMY**

**HH**

<b>HH1.</b> Klasteriň belgisi: _____		<b>HH2.</b> Öý hojalygynyň belgisi _____	
<b>HH3.</b> Interwýuýeriň ady we belgisi: ADY _____		<b>HH4.</b> Ýolbaşçynyň ady we belgisi: ADY _____	
<b>HH5</b> Sorag-jogabyň geçirilen günü /aýy /ýyly: _____ / _____ / 2 0 1 _____		<b>HH7.</b> Sebit: AŞGABAT Ş..... 1 AHAL WELAYATY ..... 2 BALKAN WELAYATY ..... 3 DAŞOGUZ WELAYATY ..... 4 LEBAP WELAYATY ..... 5 MARY WELAYATY ..... 6	
<b>HH6.</b> Ilatly ýeriň görnüşi:	ŞÄHER ..... 1 OBA ..... 2		

Sorag-jogaby almazdan ön respondentiniň öý hojalygynyň ýaşajylyary barada habarly bolup azyndan 18 ýaşyndadygyna göz ýetiriň. Öý hojalygynda hiçbir ulynyň ýoklugunda ýa-da bar bolan ulularyň jogap bermäge bolmadyk ýagdaýynda, diňe şol ýagdaýda 15-17 ýaşly çagalar soraşylar. 15 ýaşly çaga bilen sorag-jogap alyşmaly däldir.

**HH11.** Wagty ýazyň

SAGAT : MINUT

\_\_\_\_\_ : \_\_\_\_\_

**HH12.** Salam, meniň adym (**Siziň adyňyz**). Biz Türkmenistanyň statistika baradaky döwlet komitetiniň wekilleri bolup, çagalaryň, maşgalanyň we öý hojalygynyň ýagdaýy barada gözgeçilik geçirýäris. Men Siz bilen aşakdaky temalar boýunça gürründeşlik geçirmek isleýärim. Biziň sorag-jogabymyz ortaça 20 minuda golaý wagt alar. Ondan soňra, Sizden ýa-da öý hojalygyňyzyň beýleki aýratyn agzalaryndan goşmaça soraşma geçirmäge haýys etmegim mümkin. Biziň sizden aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy da bir soraga jogap beresiniň gelme ýa-da soraşmany togtatjak bolsaňyz, onda maňa duýduryň. Men soraşma başlap bilerinmi?

HAWA ..... 1  
ÝOK/SORALMADY ..... 2

1 ⇨ ÖÝ HOJALYGYNYŇ ÝAZGYSY  
2 ⇨ HH46

<b>HH46.</b> Öý hojalygynda geçirilen soraşmanyň netijesi:  “Sorag-jogap geçirilmedi” diýen ähli netijeleri ýolbaşçyňyz bilen maslahatlaşyň.	GEÇIRILDI ..... 01
	GELNEN WAGTYNDA ÖH-nyň AGZALARY ÝA-DA SORAŞMA GATNAŞYP BILJEK ADAMLARYŇ BOLMAZLYGY ..... 02
	ÖH-nyň AGZALARYNYŇ HEMMESINIŇ UZAK WAGTYŇ DOWAMYNDA BOLMAZLYGY ..... 03
	SORAŞMA GATNAŞMAKDAN BOÝUN GAÇYRDY ..... 04
	BOŞ DURAN ÝAŞAÝYŞ JAÝLARY/ÝAŞAÝYŞ DÄL BINALAR ..... 05
	ÝAŞAÝYŞ JAÝY ÝYKYLYP AÝRYLDY ..... 06
	ÝAŞAÝYŞ JAÝY TAPYLMADY ..... 07
	BEÝLEKI (görkeziň) ..... 96

**HH47.** Öý hojalygynyň sowalnamasyna jogap beren respondentiniň ady we setiriň nomeri:

ADY \_\_\_\_\_

ÖÝ HOJALYGYNYŇ AGZALARYNYŇ UMUMY SANY

15-49 ÝAŞDAKY ZENANLARYŇ SANY

5 ÝAŞA ÇENLI ÇAGALARYŇ SANY

5-17 ÝAŞDAKY ÇAGALARYŇ SANY

Öý hojalygynyň sowalnamasy doldurylandan soňra indiki maglumatlar girizilýär

UMUMY SANY

**HH48** \_\_\_\_\_

**HH49** \_\_\_\_\_

**HH51** \_\_\_\_\_

**HH52** \_\_\_\_\_

Ähli sowalnamalar doldurylandan soňra indiki maglumatlar girizilýär

DOLDURULAN SOWALNAMALARYŇ SANY

**HH53** \_\_\_\_\_

**HH55** \_\_\_\_\_

**HH56** NOL ..... 0  
BIR ..... 1

# ÖY HOJALYGYNYŇ ÝAZGYSY

HL

Ilki bilen öý hojalygynyň baştutanynan başlap, şu öý hojalygynda ýaşayan ähli adamlaryň atlaryny ýokardan aşaga tarap HL2-HL4 sütünlerinde belläň. Öý hojalygynyň adamlary üçin HL2-HL4 sütünlerini doldurandan soňra öý hojalygynyň sanawyna girizilmedik adamlary ýok my diýip hökman soran: esasan şol öý hojalykda ýaşayan, yöne şu wagt öýde bolmadyk, bäbek, beýleki kiçi çagalar we beýleki maşgala agzasy hasaplanylmaýan (mysal üçin: horzmatkärler, dostlar)  
Soňra nobat boýunça öý hojalygynyň her bir adamyna degişli HL5- HL20 sütünlerini soraglaryny beriň. Eger Öý hojalygynyň goşmaça sowalnamasy ulanyan bolsa, onda şu ýeri belläň... □

HL1. Setiriň belgisi	HL2. Ilki bilen öý hojalygynyň baştutanynan başlap, adaç şa ýerde ýaşayan adamlaryň adyny aýtmagyňyzy haýs edýarin  Öý hojalygynyň beýleki bellemmedik agzalary barmy diýip soran.	HL3. (Ady) öý hojalygynyň baştutanyna garyndaşlyk gatnaşygy?	HL4. (Ady) erkekmi ýada zenan?	HL5. (Ady) doglan senesi?	HL6. (Ady) näçe ýaşynda?	HL8. Eger-de zenan 15-49 ýaşynda bolsa, onda setiriň belgisini giriziň.	HL10. Eger-de çaga 0-4 ýaşda bolsa, onda setiriň belgisini giriziň.	HL11. Öý hojalygynyň agzasy 0-17 ýaşynda my?	HL12. (Ady) hakyky ejesi dirimi?	HL13. (Ady) hakyky ejesi şa öý hojalygynda ýaşayarmy?	HL14. Ejesiniň setir belgisini jazyn we HL16 geçiň.	HL15. (Ady) hakyky ejesi niredede ýaşayar?	HL16. (Ady) hakyky kakasy dirimi?	HL17. (Ady) hakyky kakasy şa öý hojalygynda ýaşayarmy?	HL18. Kakasyň setir belgisini jazyn we HL20 geçiň.	HL19. (Ady) hakyky kakasy niredede ýaşayar?	HL20. HL14-den ejesiniň setir belgisini geçiriň. Eger HL14 boş bolsa, onda soran:  (Ady) ideg edýän adam kim?  Eger 15-17 ýaşly çaga üçin "Hiçkim" bolsa, onda "90" giriziň.	
SETIR	ADY	GARYNDASLYK GATNAŞYGY*	E Z	AÝY	ÝYLY	ÝAŞY	Z 15-49	0-4	H Ý	H Ý BM	H Ý	EJESI	H Ý BM	H Ý	KAKASY			
01		0 1	1 2	___	----	___	01	01	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
02		___	1 2	___	----	___	02	02	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
03		___	1 2	___	----	___	03	03	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
04		___	1 2	___	----	___	04	04	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
05		___	1 2	___	----	___	05	05	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
06		___	1 2	___	----	___	06	06	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
07		___	1 2	___	----	___	07	07	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
08		___	1 2	___	----	___	08	08	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
09		___	1 2	___	----	___	09	09	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
10		___	1 2	___	----	___	10	10	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
11		___	1 2	___	----	___	11	11	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
12		___	1 2	___	----	___	12	12	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
13		___	1 2	___	----	___	13	13	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
14		___	1 2	___	----	___	14	14	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
15		___	1 2	___	----	___	15	15	1 2	1 2 8	1 2	___	1 2 3 4 8	1 2 8	1 2	___	1 2 3 4 8	___
* HL3 üçin kodlar: öý hojalygynyň baştutanyna garyndaşlyk gatnaşygy:		01 ÖY HOJALYGYNYŇ BAŞTUTANY 02 ÄRI/AÝALY, BILE ÝAŞAŞYANY 03 OGLY/GYZY 04 GIÝEWISI/GELNI		05 OGUL/GYZ AGTYGY 06 ENE-ATASY 07 GAÝYNATASY/GAÝYNENESI 08 ERKEK DOGANY/AÝAL DOGANY		09 GAÝYNAGASY/BALDYZY/AÝALYNYŇ ERKEK DOGANY/AÝAL DOGANY, AÝAL DOGANYNYŇ ADAMSY/ ERKEK DOGANYNYŇ AÝALY 10 DAÝYSY/DAÝZASY 11 ÝEGENI 12 BEÝLEKI GARYNDAŞLARY		13 OGUL EDILEN/ALNAN ÇAGA/OGULLYGY/GYZLYGY 14 HYZMATKÄR (BILE ÝAŞAÝAN ADAMLARY) 96 BEÝLEKI (GARYNDAŞ DÄL) 98 BM										

BILIM 1													ED									
ED1. Setiriň belgisi	ED2. Ady we ýaşy. Öý hojalygynyň ähli agzalarynyň atlaryny we ýaşlaryny HL2 we HL6-den şu modulyň aşakdaky sütünlerine <u>we</u> indiki sahypasyna geçiriň.		ED3. Ýaşy - 3 ýaş we ondan uly? 1 HAWA 2 ÝOK ☺ <i>Indiki setir</i>		ED4. (Ady) Haçandyr bir wagt okuw jaýyna, mekdebe çenli ýaşly çagalar edarasyna ýa-da çagalar bagyna gatnadymy?  1 HAWA 2 ÝOK ☺ <i>Indiki setir</i>		ED5. (Ady) haçandyr bir wagt <u>alan</u> iň ýokary derejeli bilimi we <u>gatnan</u> iň ýokary synpy/ kursy haýsydy?  DEREJE: 0 MEKDEBE ÇENLI ÝAŞLY/ÇAGALAR BAGY ☺ <i>ED7</i>  1 ORTA (1-11) 2 BAŞLANGYÇ HÜNÄR 3 ORTA HÜNÄR 4 ÝOKARY 8 BM						ED6. (Ady) şu (synpy/kursy) <u>tamamladymy?</u>  1 HAWA 2 ÝOK 8 BM			ED7. Ýaşy – 3–24 ýaş?  1 HAWA 2 ÝOK ☺ <i>Indiki setir</i>		ED8. ED4 barlaň: haçandyr bir wagt okuw jaýyna ýa-da mekdebe çenli ýaşly çagalar edarasyna/ çagalar bagyna gatnadymy?  1 HAWA 2 ÝOK ☺ <i>Indiki setir</i>				
SETIR	ADY	ÝAŞY	HAWA	ÝOK	HAWA	ÝOK	DEREJESI						SYNPY/KURSY			H	Ý	BM	HAWA	ÝOK	HAWA	ÝOK
01		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
02		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
03		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
04		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
05		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
06		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
07		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
08		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
09		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
10		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
11		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
12		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
13		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
14		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	
15		___	1	2	1	2	0	1	2	3	4	8	___	___	1	2	8	1	2	1	2	

BILIM 2										ED
ED1. Setiriň belgisi	ED2. Ady we ýaşı	ED9. 2018-2019 okuw ýylynda (ady) haýsydyr bir wagtyň dowamynda okuw jaýyna, mekdebe çenli ýaşly çagalar edarasyna ýa-da çagalar bagyna gatnadymy?	ED10. (Ady) 2018-2019 okuw ýylynda haýsy bilim derejesini alýar we haýsy synpa/kursa gatnaýar?	ED15. 2017-2018 okuw ýylynda (ady) haýsydyr bir wagtyň dowamynda okuw jaýyna, mekdebe çenli ýaşly çagalar edarasyna ýa-da çagalar bagyna gatnadymy?	ED16. (Ady) 2017-2018 okuw ýylynda haýsy bilim derejesini aldy we haýsy synpa/kursa gatnady?					
		DEREJE: 0 MEKDEBE ÇENLI ÝAŞLY/ÇAGALAR BAGY ☹ ED15 1 ORTA (1-11) 2 BAŞLANGYÇ HÜNÄR 3 ORTA HÜNÄR 4 ÝOKARY 8 BM	DEREJE: 0 MEKDEBE ÇENLI ÝAŞLY/ÇAGALAR BAGY ☹ ED15 1 ORTA (1-11) 2 BAŞLANGYÇ HÜNÄR 3 ORTA HÜNÄR 4 ÝOKARY 8 BM	DEREJE: 0 MEKDEBE ÇENLI ÝAŞLY/ÇAGALAR BAGY ☹ ED15 1 ORTA (1-11) 2 BAŞLANGYÇ HÜNÄR 3 ORTA HÜNÄR 4 ÝOKARY 8 BM	DEREJE: 0 MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY ☹ Indiki setir 1 ORTA (1-11) 2 BAŞLANGYÇ HÜNÄR 3 ORTA HÜNÄR 4 ÝOKARY 8 BM					
SETIR	ADY	ÝAŞY	HAWA ÝOK	DEREJESI	SYNPY/KURSY	HAWA ÝOK BM	DEREJESI	SYNPY/KURSY		
01		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
02		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
03		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
04		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
05		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
06		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
07		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
08		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
09		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
10		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
11		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
12		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
13		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
14		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		
15		___	1 2	0 1 2 3 4 8	___	1 2 8	0 1 2 3 4 8	___		

ÖÝ HOJALYGynyň HÄSIÝETNAMASY		HC
<b>HC1B.</b> Bu öý hojalygynyň baştutanynyň (öý <i>hojalygynyň baştutanynyň ady HL2-den</i> ) ene dili haýsy?	TÜRKMEN ..... 1 ÖZBEK..... 2 RUS ..... 3  BEÝLEKI DIL (görkeziň) ..... 6	
<b>HC3.</b> Bu öý hojalygynda ýatmak üçin näçe otag ulanylýar?	OTAGLARYŇ SANY ..... _ _	
<b>HC4.</b> <i>Ýaşayyş jaýynyň polunyň esasy materialy.</i>  <i>Öz gözegçiligiňizi ýazyň.</i>  <i>Eger gözegçilik edip bolmasa, respondentden jaýyň polunyň materialyny kesgitlemesini soraň.</i>	<b>ÝÖNEKEÝ ÖRTÜK</b> TAGTADAN..... 21  <b>ÝOKARSY IŞLENIP BEJERILEN ÖRTÜK</b> PARKET/LAMINAT, ÝYLMANAN AGAÇDAN ÝA-DA KRAGIS ..... 31 WINIL/LINOLEUM..... 32 KERAMIKI PLITKADAN ..... 33 HALY ..... 35 DIWARDAN DIWARA ÇENLI HALY ÖRTÜGI ..... 36  BEÝLEKI (görkeziň) ..... 96	
<b>HC5.</b> <i>Üçegiň esasy materialy.</i>  <i>Öz gözegçiligiňizi ýazyň.</i>	<b>ÝÖNEKEÝ ÖRTÜK</b> TAGTADAN..... 23  <b>ÝOKARSY IŞLENIP BEJERILEN ÖRTÜK</b> DEMIR/DEMIR ŞIFER..... 31 AGAÇ..... 32 KERAMIKI ÇEREPISA ..... 34 BETON ..... 35 ASBESTSEMENT ŞIFER..... 37 RUBEROID ..... 38  BEÝLEKI (görkeziň) ..... 96	

<p><b>HC6. Daşky diwarlaryň esasy materialy.</b></p> <p>Öz gözegçiligiňizi ýazyň.</p>	<p><b>ÝÖNEKEÝ DIWARLAR</b></p> <p>PALÇYKLY DAŞ..... 22</p> <p><b>IŞLENIP BEJERILEN DIWARLAR</b></p> <p>SEMENT ..... 31</p> <p>HEKLI/SEMENTLI DAŞ..... 32</p> <p>KERPIÇ ..... 33</p> <p>BETON BLOKLAR ..... 34</p> <p>SAMANLY SUWAG ..... 35</p> <p>AGAÇ BÖLEJIKLERI</p> <p>    BILEN BEJERILEN ..... 36</p> <p>MONOLIT BETON KONSTRUKSIÝA ..... 37</p> <p>SUWALAN DIWARLAR ..... 38</p> <p>MERMER PLITKALAR BILEN</p> <p>    ÖRTÜLEN DIWARLAR/</p> <p>    ALÝUKOBOND ..... 39</p> <p>BEÝLEKI (görkeziň) ..... 96</p>	
<p><b>HC7. Siziň öý hojalygyňyzda barmy:</b></p> <p>[A] stasionar telefon aragatnaşygy?</p> <p>[B] radio?</p> <p>[C] fabrik halysy/palasy?</p> <p>[D] elde dokalan haly (ýüň, ýüpek)?</p> <p>[E] diwan?</p> <p>[F] serwant/bufet?</p> <p>[G] mehanik usulynda işleýän tikin maşyn?</p>	<p style="text-align: right;"><b>HAWA ÝOK</b></p> <p>STACIONAR ARAGATNAŞYK ..... 1 2</p> <p>RADIO ..... 1 2</p> <p>FABRIK HALSYY/PALASY ..... 1 2</p> <p>ELDE DOKALAN</p> <p>    HALY (ÝÜŇ, ÝÜPEK)..... 1 2</p> <p>DIWAN ..... 1 2</p> <p>SERWANT/BUFET ..... 1 2</p> <p>MEHANIK USULYND A IŞLEÝÄN</p> <p>    TIKIN MAŞYN ..... 1 2</p>	
<p><b>HC8. Siziň öý hojalygyňyzda elektrik togy barmy?</b></p>	<p>HAWA, ELEKTRIK TOGUNA</p> <p>    BIRIKDIRILEN ..... 1</p> <p>HAWA, ELEKTRIK TOGUNA</p> <p>    BIRIKDIRILMEDIK (GENERATOR/</p> <p>    AWTONOM ULGAMY) ..... 2</p> <p>ÝOK ..... 3</p>	<p>3⇒HC10</p>

<p><b>HC9.</b> Siziň öý hojalygyňyzda barmy:</p> <p>[A] telewizor?</p> <p>[B] sowadyjy?</p> <p>[C] howa kondisioneri?</p> <p>[D] kir ýuwujy maşyn?</p> <p>[E] tozan sorujy?</p> <p>[F] dvd-pleýer?</p> <p>[G] cd-pleýer?</p> <p>[H] nagyş edýän maşyn?</p> <p>[I] tokdan işleýän tikin maşyn?</p>	<p style="text-align: right;">HAWA ÝOK</p> <p>TELEWIZOR ..... 1 2</p> <p>SOWADYJY ..... 1 2</p> <p>HOWA KONDISIONERI ..... 1 2</p> <p>KIR ÝUWUJY MAŞYN ..... 1 2</p> <p>TOZAN SORUJY ..... 1 2</p> <p>DVD-PLEÝER ..... 1 2</p> <p>CD-PLEÝER ..... 1 2</p> <p>NAGYŞ EDÝÄN MAŞYN ..... 1 2</p> <p>TOKDAN IŞLEÝÄN TIKIN MAŞYN ..... 1 2</p>	
<p><b>HC10.</b> Siziň öý hojalygyňyzyň agzalarynyň kimdir birinde aşakdaky zatlary barmy:</p> <p>[A] el sagady?</p> <p>[B] tigiri?</p> <p>[C] motosikl ýa-da motoroller?</p> <p>[E] ýeňil awtoulag/ýük awtoulag ýa-da awtofurgon?</p> <p>[G] traktor/kombaýn?</p>	<p style="text-align: right;">HAWA ÝOK</p> <p>EL SAGADY ..... 1 2</p> <p>TIGIR ..... 1 2</p> <p>MOTOSIKL/ MOTOROLLER ..... 1 2</p> <p>ÝEÑIL AWTOULAG/ÝÜK AWTOULAG ÝA-DA AWTOFURGON ..... 1 2</p> <p>TRAKTOR/KOMBAÝN ..... 1 2</p>	
<p><b>HC11.</b> Siziň öý hojalygyňyzyň agzalarynyň kimdir birinde kompýuter ýa-da elektron planşet barmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>HC12.</b> Siziň öý hojalygyňyzyň agzalarynyň kimdir birinde öýjüklü telefony barmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>HC13.</b> Siziň öý hojalygyňyzda öý internedi barmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>HC14.</b> Siz ýa-da öý hojalykda ýaşayanlaryň biri şu ýaşayyş jaýynyň eýesimi?</p> <p><i>Eger «ýok» bolsa soraň: Ýaşayyş jaýyny şu öý hojalygynda ýaşamaýan adamdan ýa-da döwletden kärendesine alýarmy?</i></p> <p><i>Eger «Şahsy adamdan kärendesine alnan bolsa “3” giriziň. Eger ýaşayyş jaýynyň eýesi döwlet bolsa, “4” giriziň. Başga jogap berilse “6” giriziň we anyk jogaby görkeziň.</i></p>	<p>ŞAHSY ..... 1</p> <p>ŞAHSY ADAMDAN KÄRENDESINE ALNAN ..... 3</p> <p>DÖWLETDEN KÄRENDESINE ALNAN ..... 4</p> <p>BEÝLEKI (<i>görkeziň</i>) ..... 6</p>	



<p><b>HC15.</b> Siziň öý hojalygyňyzyň agzalarynyň kimdir biriniň oba hojalyk maksatlary üçin ulanyp boljak ýeri barmy?</p>	<p>HAWA..... 1 ÝOK ..... 2</p>	<p>2⇒HC17</p>
<p><b>HC16.</b> Şu öý hojalyk agzalarynyň näçe gektar ýa-da sotka oba hojalyk ýeri bar?</p> <p><i>Eger 1 gektar we ondan köp bolsa «1» daşyny tegelän we näçe gektardygyny görkeziň.</i></p> <p><i>Eger-de 95 gektar we ondan köp bolsa «1» daşyny tegelän we «95» belläň.</i></p> <p><i>Eger 1 gekdardan az bolsa «2» goýuň we näçe sotkadygyny belläň.</i></p> <p><i>Eger 1 sotkadan az bolsa «2» daşyny tegelän «00» belläň.</i></p> <p><i>Eger näbelli bolsa «998» belläň.</i></p>	<p>GEKTAR..... 1 ____ SOTKA..... 2 ____</p> <p>BM..... 998</p>	
<p><b>HC17.</b> Şu öý hojalygynyň öý mallary, sürüleri, beýleki oba hojalyk mallary ýa-da towuklary barmy?</p>	<p>HAWA..... 1 ÝOK ..... 2</p>	<p>2⇒HC19</p>
<p><b>HC18.</b> Şu öý hojalygynda aşakda sanalan mallaryň näçesi bar:</p> <p>[A] süýt berýän sygyr ýa-da öküz?</p> <p>[B] beýleki iri şahly mal?</p> <p>[D] geçiler?</p> <p>[E] goýunlar/goçlar?</p> <p>[F] towuklar?</p> <p>[G] doňuzlar?</p> <p>[H] atlar?</p> <p>[I] eşekler ýa-da gatyrlar?</p> <p>[J] beýleki guşlar?</p> <p>[K] düýeler?</p> <p>[L] towşanlar?</p> <p><i>Eger-de ýok bolsa, “00” ýazyň.</i> <i>Eger-de 95-den köp bolsa, “95” ýazyň.</i> <i>Eger näbelli bolsa, “98” ýazyň.</i></p>	<p>SÜÝT BERÝÄN SYGYR ÝA-DA ÖKÜZ..... ____</p> <p>BEÝLEKI IRI ŞAHLY MAL..... ____</p> <p>GEÇILER ..... ____</p> <p>GOÝUNLAR/GOÇLAR ..... ____</p> <p>TOWUKLAR ..... ____</p> <p>DOŇUZLAR ..... ____</p> <p>ATLAR..... ____</p> <p>EŞEKLER ÝA-DA GATYRLAR ..... ____</p> <p>BEÝLEKI GUŞLAR ..... ____</p> <p>DÜÝELER ..... ____</p> <p>TOWŞANLAR..... ____</p>	
<p><b>HC19.</b> Öý hojalygynyň agzalarynyň kimdir biriniň bankda hasaby barmy?</p>	<p>HAWA..... 1 ÝOK ..... 2</p>	

**DURMUŞ TÖLEGLERI**

**ST**

**ST1.** Men Sizden öý hojalyklaryna daşyndan edilýän her dürli ykdysady kömek maksatnamalary barada soramakçy. Daşyndan kömek diýip döwlet guramalaryndan ýa-da döwlete degişli däl, meselem, dini, haýyr-sahawatly ýa-da ýerli jemgyýetçilik guramalaryndan edilýän kömegi hasap edýän. Maşgalanyň, beýleki garyndaşlaryň, dostlaryň we goňşylaryň kömegi bu ýere degişli däldir.

	[A] ÇAGA SERETMEK BOÝUNÇA DÖWLET KÖMEK PULY	[B] DÖWLET DURMUŞ KÖMEK PULY	[C] ÝAŞ BOÝUNÇA PENSIÝA	[D] MAÝYPLYK BOÝUNÇA PENSIÝA	[E] MAÝYPLYK BOÝUNÇA DÖWLET KÖMEK PULY	[F] EKLEÝJISINI ÝITIRENDIGI BOÝUNÇA PENSIÝA	[X] DAŞYNDAN GELÝÄN ÄHLI BAŞGA KÖMEGI
<b>ST2.</b> Siz ( <i>maksatnamanyň ady</i> ) bardygyny bilýäňizmi?	HAWA ..... 1 ÝOK.....2 ♪ [B]	HAWA .....1 ÝOK.....2 ♪ [C]	HAWA ..... 1 ÝOK ..... 2 ♪ [D]	HAWA ..... 1 ÝOK ..... 2 ♪ [E]	HAWA.....1 ÝOK .....2 ♪ [F]	HAWA.....1 ÝOK ..... 2♪ [X]	HAWA (görkeziň) ___ 1 ÝOK.....2♪ Soňy
<b>ST3.</b> Siziň öý hojalygyňyz ýa-da siziň öý hojalygyňyzdan kimdir biri ( <i>maksatnamanyň ady</i> ) boýunça kömek aldymy?	HAWA ..... 1 ♪ ST4 ÝOK.....2 ♪ [B] BM .....8 ♪ [B]	HAWA .....1 ♪ ST4 ÝOK.....2 ♪ [C] BM .....8 ♪ [C]	HAWA ..... 1 ♪ ST4 ÝOK ..... 2 ♪ [D] BM.....8 ♪ [D]	HAWA ..... 1 ♪ ST4 ÝOK ..... 2 ♪ [E] BM.....8 ♪ [E]	HAWA.....1 ♪ ST4 ÝOK .....2 ♪ [F] BM.....8 ♪ [F]	HAWA.....1 ♪ ST4 ÝOK .....2 ♪ [X] BM.....8 ♪ [X]	HAWA..... 1 ♪ ST4 ÝOK..... 2 ♪ Soňy BM..... 8 ♪ Soňy
<b>ST4.</b> Siziň öý hojalygyňyz ýa-da siziň öý hojalygyňyzdan kimdir biri ( <i>maksatnamanyň ady</i> ) boýunça kömegi <u>in soňky sapa</u> haçan aldy?  <i>Eger bir aýdan az wagtda bolsa, onda “1” giriziň we “Aýlar” sütüninde “00” görkeziň.</i> <i>Eger 12 aýdan az wagtda bolsa, onda “1” giriziň we “Aýlar” sütüninde sanyny görkeziň.</i> <i>Eger 1 ýyldan/12 aýdan öň ýa-da ondan hem öň wagtda bolsa, onda “2” giriziň we “Ýyllar” sütüninde sanyny görkeziň.</i>	AÝLAR Öň..... 1 ___ ♪ [B] ÝYLLAR Öň..... 2 ___ ♪ [B] BM ..... 998 ♪ [B]	AÝLAR Öň.....1 ___ ♪ [C] ÝYLLAR Öň.....2 ___ ♪ [C] BM .....998 ♪ [C]	AÝLAR Öň..... 1 ___ ♪ [D] ÝYLLAR Öň..... 2 ___ ♪ [D] BM..... 998 ♪ [D]	AÝLAR Öň.....1 ___ ♪ [E] ÝYLLAR Öň..... 2 ___ ♪ [E] BM.....998 ♪ [E]	AÝLAR Öň.....1 ___ ♪ [F] ÝYLLAR Öň.....2 ___ ♪ [F] BM.....998 ♪ [F]	AÝLAR Öň.....1 ___ ♪ [X] ÝYLLAR Öň.....2 ___ ♪ [X] BM.....998 ♪ [X]	AÝLAR Öň.....1 ___ ♪ Soňy ÝYLLAR Öň.....2 ___ ♪ Soňy BM.....998 ♪ Soňy

**DURMUŞ TÖLEGLERI (MAÝYPLYK) ST**

<b>ST5.</b> HL6 barlaň: Öý hojalygynda kimdir biri 0-17 ýaşynda barmy?	HAWA ..... 1	2 ⇒ Soňy
	ÝOK..... 2	
<b>ST6.</b> ST3[E] barlaň: Öý hojalygynda kimdir biri maýyplyk boýunça döwlet kömek puluny häzir alýarmy ya-da alýardymy?	HAWA, ST3[E] = 1 ..... 1	2 ⇒ Soňy
	ÝOK, ST3[E] = 2, 8 ÝA-DA BOŞ ..... 2	
<b>ST7.</b> Siziň öý hojalygyňyzyň 18 ýaşamadyk agzasy haçan-da bir wagt ýa-da häzirki wagtda maýyplyk boýunça döwlet kömek puluny alýarmy?	HAWA ..... 1	2 ⇒ Soňy
	ÝOK..... 2	

<b>ST8.</b> Maýyplyk boýunça döwlet kömek puluny haçanda bir wagt ýa-da häzirki wagtda alýan, siziň öý hojalygyňyzyň agzasynyň adyny we ýaşyny aýtmagyňyzy haýyş edýärim.	<b>ST9.</b> Setir belgisi <i>HLI-den göçürüň</i>	<b>ST10.</b> (Ady) häzirki wagtda maýyplyk boýunça döwlet kömek puluny alýarmy?  1 HAWA 2 ÝOK	<b>ST11.</b> (Ady) näçe wagtyň dowamynda maýyplyk boýunça döwlet kömek puluny alýar?  1 1 ÝYLDAN AZ 2 1-3 ÝYL 3 4-5 ÝYL 4 6 WE ONDAN KÖP ÝYL  <i>Jogap haýsy bolsa-da indiki setire geçiň</i>

ADY	ÝAŞ	SETIR	H	Ý	DOWAMLYLYGY			
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4
	_____	_____	1	2	1	2	3	4

**WS1.** Siziň öý hojalygynyzyň agzalary üçin esasy agyz suw çeşmesi haýsy?

*Eger suw çeşmesi düşnüksiz bolsa, anyklaýjy soraglardan peýdalanylýp, bu öý hojalygynyň agzalarynyň agyz suwunyň has köp nireden alýandygyny öwreniň (suw alynýan nokady).*

<b>SUW GEÇIRIJINIŇ SUWY</b>		
ÝAŞAÝYŞ JAÝYNA ÇEKILEN SUW .....	11	11 ⇨WS7
HOWLUDAKY/MELLEK ÝERINDÄKI SUW GEÇIRIJI .....	12	12 ⇨WS7
GOŇSULARA GEÇIRILEN SUW GEÇIRIJI .....	13	13 ⇨WS3
UMUMYLYKDA PEÝDALANMAK ÜÇIN NIÝETLENEN SUW GEÇIRIJIDEN ALNAN KRAN/KOLONKA.....	14	14 ⇨WS3
TURBALY GUÝY, SKWAŽINA .....	21	21 ⇨WS3
<b>GAZMA GUÝY</b>		
GERMEWLI GUÝY.....	31	31 ⇨WS3
GERMEWSIZ GUÝY .....	32	32 ⇨WS3
<b>ÇEŞME SUWY</b>		
GERMEWLI ÇEŞME.....	41	41 ⇨WS3
GERMEWSIZ ÇEŞME.....	42	42 ⇨WS3
ÝAGYŞ SUWY .....	51	51 ⇨WS3
AWTOSUWGAP/SUW DAŞAYAN MAŞYN .....	61	61 ⇨WS4
SUW ÜÇIN GABY BOLAN SUW DAŞAÝJY MAŞYN .....	71	71 ⇨WS4
ÝERÜSTI SUW (DERÝA, ÇEŞME, SUW S AKLANÝAN ÝER, KÖL, HOWDAN, KANAL, ŞOL SANDA SUWARYŞ KANALY WE Ş.M)....	81	81 ⇨WS3
ÇÜÝŞELERE GAPLANAN SUW .....	91	
BEÝLEKI (görkeziň) .....	96	96 ⇨WS3

**WS2.** Siziň öý hojalygynyzyň agzalarynyň nahar taýýarlamak we el ýuwmak ýaly maksatlar üçin ulanýan suwunyň esasy çeşmesi haýsy?

*Eger suw çeşmesi düşnüksiz bolsa, anyllaýjy soraglardan peýdalanylýp, bu öý hojalygynyň agzalarynyň beýleki maksatlar üçin ulanýan suwy has köp nireden alýandygyny öwreniň.*

<b>SUW GEÇIRIJINIŇ SUWY</b>		
ÝAŞAÝYŞ JAÝYNA ÇEKILEN SUW .....	11	11 ⇨WS7
HOWLUDAKY/MELLEK ÝERINDÄKI SUW GEÇIRIJI.....	12	12 ⇨WS7
GOŇSULARA GEÇIRILEN SUW GEÇIRIJI .....	13	
UMUMYLYKDA PEÝDALANMAK ÜÇIN NIÝETLENEN SUW GEÇIRIJIDEN ALNAN KRAN/KOLONKA.....	14	
TURBALY GUÝY, SKWAŽINA .....	21	
<b>GAZMA GUÝY</b>		
GERMEWLI GUÝY.....	31	
GERMEWSIZ GUÝY .....	32	
<b>ÇEŞME SUWY</b>		
GERMEWLI ÇEŞME.....	41	
GERMEWSIZ ÇEŞME.....	42	
ÝAGYŞ SUWY .....	51	
AWTOSUWGAP/SUW DAŞAYAN MAŞYN .....	61	61 ⇨WS4
SUW ÜÇIN GABY BOLAN SUW DAŞAÝJY MAŞYN .....	71	71 ⇨WS4
ÝERÜSTI SUW (DERÝA, ÇEŞME, SUW S AKLANÝAN ÝER, KÖL, HOWDAN, KANAL, ŞOL SANDA SUWARYŞ KANALY WE Ş.M)....	81	
ÇÜÝŞELERE GAPLANAN SUW .....	91	
BEÝLEKI (görkeziň) .....	96	

<b>WS3.</b> Bu suw çeşmesi nirede ýerleşýär?	HUSUSY ÝAŞAÝYŞ JAÝYNDA ..... 1 ÖZ HOWLUSYNDA/ÖZ MELLEK ÝERINDE..... 2 BAŞGA ÝERDE..... 3	1 ⇒WS7 2 ⇒WS7
<b>WS4.</b> Suwuň gözbaşysyna barmak, suw almak we öýe gaýdyp gelmek üçin näçe wagt sarp edilýär?	ÖÝ HOJALYGYNYŇ AGZALARY SUW ALMAGA GITMEÝÄR ..... 000  WAGT MINUT HASABYNDA ..... __ __ __  BM ..... 998	000 ⇒WS7
<b>WS5.</b> Siziň öý hojalygyňyz üçin şol suw gözbaşysyna, adaty, kim gidýär?  <i>Bu adamyň adyny giriziň we “ÖÝ HOJALYGYNYŇ ÝAZGYSY” modulyndan bu adamyň setir belgisini geçiriň</i>	ADY _____  SETIR BELGISI _____	
<b>WS6.</b> Soňky ( <i>hepdäniň gününde</i> ) şol adam näçe sapar suw almaga gitdi?	GEZEKLERIŇ SANY ..... __ __  BM ..... 98	
<b>WS7.</b> Siziň öý hojalygyňyzda soňky aýda agyz suwyň ýeterli möçberde bolmadyk wagty boldymy?	HAWA, AZYNDAN BIR SAPAR ..... 1 BOLMADY; SUW MYDAMA ÝETERLI ..... 2  BM ..... 8	2 ⇒WS9 8 ⇒WS9
<b>WS8.</b> Size gerek wagty suwy ýeterli möçberde alyp bilmedigiňiziň esasy sebäbi näme?	ÇEŞMEDE SUW ÝOKDY ..... 1 SUW HAS GYMMAT ..... 2 GÖZBAŞY EL ÝETERLI DÄLDI ..... 3  BEÝLEKI ( <i>görkeziň</i> ) ..... 6  BM ..... 8	
<b>WS9.</b> Suwy içmek üçin has howpsuz etmek boýunça Siz ýa-da siziň öý hojalygyňyzyň başga agzalary haýsydyr bir çäre görýärsiňizmi?	HAWA ..... 1 ÝOK ..... 2  BM ..... 8	2 ⇒WS11 8 ⇒WS11
<b>WS10.</b> İçmek üçin suwy howpsuzlandyrmak boýunça Siz adaty haýsy çäreleri görýärsiňiz?  <i>Anyklaň:</i> Ýene-de nämeler?  <i>Jogaplaryň ählisini belläň.</i>	GAÝNATMAK ..... A HLOR AGARDYJYSYNY GARMAK/HLOR ..... B MATADAN SÜZMEK ..... C SÜZGÜÇ ULANMAK (KERAMIKI, ÇÄGEDEN, GARYŞYK WE Ş.M.) ..... D GÜN ARKALY ÝOKANÇSYZLANDYRMAK ..... E SUWY DURLAMAGA GOÝMAK ..... F  BEÝLEKI ( <i>görkeziň</i> ) ..... X  BM ..... Z	

<p><b>WS11.</b> Siziň öý hojalygynyň agzalary adaty haýsy görnüşdäki hajathanadan peýdalanýarlar?</p> <p><i>Eger bu «ýuwulýan hajathana» bolsa soraň: Suwy nirä akdyrylýar?</i></p> <p><i>Eger anyklap bolmasa, hajathana girip görmäge haýyş ediň.</i></p>	<p><b>SUW BILEN ÝUWUP ARASSALANÝAN BIRIKDIRILEN</b></p> <p>LAGYM ULGAMY BILEN.....11  DURLANDYRYJY BILEN.....12  ÇUKUR BILEN.....13  ÇUKURJYK (HÄNDEJIK) BILEN .....14  NÄBELLI ZAT BILEN .....18</p> <p><b>GAZYLAN ÇUKUR</b></p> <p>HOWASYNY ÇALYŞMAK ÜÇIN  ENJAMLAŞDYRYLAN .....21  ÜSTI ÝAPYK ÇUKUR.....22  ÜSTI ÝAPYLMADYK/AÇYK ÇUKUR .....23</p> <p>HAJATHANA ÝOK, AGAÇLYK  ÝA-DA MEÝDAN .....95</p> <p>BEÝLEKI (görkeziň) .....96</p>	<p>95 ⇨ <i>Soňy</i></p>
<p><b>WS14.</b> Bu hajathana nirede ýerleşýär?</p>	<p>HUSUSY ÝAŞAÝYŞ JAÝYNDA .....1  ÖZ HOWLUSYNDA/ÖZ MELLEK ÝERINDE.....2  BAŞGA ÝERDE.....3</p>	
<p><b>WS15.</b> Siz bu hajathanadan siziň öý hojalygynyň agzasy hasaplanylmaýan başga adamlar bilen bilelikde peýdalanýarsyňyzmy?</p>	<p>HAWA .....1  ÝOK.....2</p>	<p>2 ⇨ <i>Soňy</i></p>
<p><b>WS16.</b> Bu hajathanadan diňe Siz we Size tanyş bolan başga öý hojalygynyň agzalary hem peýdalanýarmy ýa-da ol jemgyýetçilik üçin niýetlenilenmi?</p>	<p>TANYŞ BOLAN BAŞGA ÖÝ HOJALYGYNÝŇ AGZALARY BILEN PEÝDALANÝAR (JEMGYÝETÇILIK DÄL) .....1  JEMGYÝETÇILIK HAJATHANASY.....2</p>	<p>2 ⇨ <i>Soňy</i></p>
<p><b>WS17.</b> Siziň öý hojalygynyzy goşmak bilen, bu hajathanadan näçe öý hojalygy peýdalanýar?</p>	<p>ÖÝ HOJALYKLARYNYŇ SANY (EGER 10-DAN AZ BOLSA) ..... <u>0</u> —  ON ÝA-DA ONDAN KÖP  ÖÝ HOJALYKLARY .....10  BM .....98</p>	

<b>HH13.</b> <i>Wagty ýazyň.</i>	SAGAT WE MINUT ..... _ _ : _ _			
<b>HH14.</b> <i>Sowalnamanyň dili.</i>	IŇLIS..... 1 TÜRKMEN ..... 2 RUS..... 3			
<b>HH15.</b> <i>Sowalnama haýsy dilde jogap berdi.</i>	IŇLIS..... 1 TÜRKMEN ..... 2 RUS ..... 3  BEÝLEKI DILDE (görkeziň) ..... 6			
<b>HH16.</b> <i>Respondentiň ene dili:</i>	TÜRKMEN ..... 2 ÖZBEK..... 3 RUS ..... 4  BEÝLEKI DIL (görkeziň) ..... 6			
<b>HH17.</b> <i>Bu Sowalnamanyň käbir bölekleri beýleki dile terjime edildi mi?</i>	HAWA, TUTUŞ SOWALNAMA TERJIME EDILDI..... 1 HAWA, SOWALNAMANYŇ BIR BÖLEGI TERJIME EDILDI..... 2 ÝOK, TERJIME EDILMEDI..... 3			
<b>HH18.</b> <i>ÖÝ HOJALYGynyň ÝAZGYSYNYŇ HL6 sütüninden 5-17 ýaşly çagalaryň umumy sanyny görkeziň:</i>	OLAR ÝALY ÇAGA ÝOK..... 0  1 ÇAGA ..... 1  2 ÝA ONDAN KÖP ÇAGA (SANY)..... _	0⇒HH29  1⇒HH27		
<b>HH19.</b> <i>5-17 ýaşly ähli çagalary ÖÝ HOJALYKLARYŇ ÝAZGYSYNDA nähili sanalan bolsa, şol tertipde de geçiriň. 5-17 ýaşly bolmadyk öý hojalygyň agzalaryny geçirmäň. Her çaganyň setir belgisini, adyny, jynsyny we ýaşyny belläň.</i>				
<b>HH20.</b> <i>Tertip belgisi</i>	<b>HH21.</b> <i>HL1-den setir belgisi</i>	<b>HH22.</b> <i>HL2-den ady</i>	<b>HH23.</b> <i>HL4-den jynsy</i>	<b>HH24.</b> <i>HL6-dan ýaşy</i>
TERTIP BELGISI	SETIR	ADY	E Z	ÝAŞY
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.** ÖÝ HOJALYKLAR BARADA MAGLUMATLARYŇ TOPLUMYNDAN öý hojalygyň belgisiniň (HH2) iň soňky belgisini tapyň. Bu belgi aşakda görkezilen tablisada geçilmeli setiriň belgisidir.

5-17 ýaşly çagalaryň umumy sanyny ýokardaky HH18-dan barlaň. Bu belgi aşakda görkezilen tablisada geçilmeli sütüniň belgisidir.

Sütün bilen setiriň kesişen ýerdäki öýjügi tapyň we ol öýjükdäki belgini belläň. Bu seçip alnan çaganyň tertip belgisi (HH20) bolup durýar.

ÖÝ HOJALYGYNYŇ BELGISINDE IŇ SOŇKY BELGI (HH2-den)	BU ÖÝ HOJALYGYNDA ÖLÇEGLERE LAÝYK GELÝAN ÇAGALAYŇ UMUMY SANY (HH18-den)						
	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.** Seçilip alnan çaganyň tertip belgisini (HH20), setir belgisini (HH21), adyny (HH22) we ýaşyny (HH24) belläň.

TERTIP BELGISI .....

**HH27.** (Eger HH18=1 ýa-da öý hojalygynda 5-17 ýaşly çaga diňe bir sany bolsa) tertip belgisini "1" diýip belläň we ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAN şu çaganyň setir belgisini (HL1), adyny (HL2) we ýaşyny (HL6) belläň.

SETIR BELGISI.....

ADY.....

ÝAŞY .....

**HH28.** Bu çaganyň ejesi/çaga ideg edýän adam bilen sorag-jogap alyşmak üçin 5-17 ÝAŞLY ÇAGALAR BARADA SOWALNAMANY dolduryň.

**HH29.** ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAN HL8 barlaň: 15-49 ýaşly zenanlar barmy? diýip soraň.

HAWA, 15-49 ÝAŞLY AZYNDAN

BIR ZENAN BAR ..... 1

ÝOK..... 2

2 ⇒ HH40

**HH30.** 15-49 ýaşly zenanlar bilen sorag-jogap alyşmak üçin ZENANLAR ÜÇIN AÝRATYN SOWALNAMANY dolduryň.

**HH31.** ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAN HL6 we HL8 barlaň: Öý hojalygyňyzda 15-17 ýaşly gyzlar barmy? diýip soraň

HAWA, 15-17 ÝAŞLY AZYNDAN

BIR GYZ BAR ..... 1

ÝOK..... 2

2 ⇒ HH40

**HH32.** ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAN HL20 barlaň: 15-17 ýaşly azyndan bir gyz bilen sorag-jogap alyşmak üçin razyçylyk gerek mi?

HAWA, 15-17 ÝAŞLY, HL20≠90 BOLAN

AZYNDAN BIR GYZ BAR..... 1

ÝOK, 15-17 ÝAŞLY ÄHLI GYZLAR ÜÇIN

HL20=90..... 2

2 ⇒ HH40



**HH33.** Biz bu gözegçiligiň çäginde 15-49 ýaşly zenanlary hem soraşdyrýarys. Biz soraşylýan ähli adamlardan sorag-jogap alyşmaga razyçylygyny soraýarys. Sorag-jogaby zenan-interwýuýer geçirýär.

15-17 ýaşly gyzlara degişli bolanda, olary soraşdyrmak üçin biz ulynyň razyçylygyny almaga borçlydyrys. Ýokarda bellenilişi ýaly, alnan ähli maglumatlar berk ýaşyrynlykda we gizlinlikde galar.

Biz soňra (**15-17 ýaşly, şu öý hojalygynyň agzasy bolan gyznyň (gyzlaryň) ady**) soraşdyryp bileris mi?

- «Hawa» 15-17 ýaşly ähli gyzlar üçin ⇒ HH40 geçiň.
- «Ýok» 15-17 ýaşly azyndan bir gyz üçin we “Hawa” 15-17 ýaşly azyndan bir gyz üçin ⇒ ulularyň razyçylygy alnanlar üçin aýratyn sowalnamalaryň WM17 sütüninde «06» belläň (şeyle hem, UF17 we FS17 sütünlerinde, eger degişli bolsa). Soňra HH40 geçiň.
- «Ýok» 15-17 ýaşly ähli gyzlar üçin ⇒ ulularyň razyçylygy alnanlar üçin ähli aýratyn sowalnamalaryň WM17 sütüninde «06» belläň (şeyle hem, UF17 we FS17 sütünlerinde, eger degişli bolsa). Soňra HH40 geçiň.

<b>HH40.</b> ÖÝ HOJALYKLARYŇ ÝAZGYSYNDADA HL10 barlaň: 0-4 ýaşly çagalar barmy? diýip soraň.	HAWA, AZYNDAN BIR ÇAGA ..... 1 ÝOK..... 2	2 ⇒ HH41A
---	--	-----------

**HH41.** 0-4 ýaşly her bir çaga barada sorag-jogap alyşmak üçin BÄŞ ÝAŞA ÇENLI ÇAGALAR BARADA AÝRATYN SOWALNAMANY dolduryň.

<b>HH41A</b> Ýakyn aýlarda öý hojalyklarynyň agzalarynyň saglygy barada ýene bir gözegçilik geçiriler we biz Siziň öý hojalygynyňyzyň bu soraşma ýene-de gatnaşmagyna rugsat bermegiňizi Sizden haýyş edýäris. Siziň öý hojalygynyza biziň işdeşlerimiz gelip bilermi?	RAZYÇYLYGY ALYNDY ..... 1 RAZYÇYLYGY ALYNMADY..... 2	
--	---	--

**HH45.** Indi ÖÝ HOJALYKLAR BARADA MAGLUMATLARYŇ TOPLUMYNA dolanyň we:

- HH46 sütüninde (öý hojalyklaryny soraşdyrmagyň netijeleri) «01» belläň;
- HH47 sütüninde Öý hojalyklarynyň Sowalnamasy boýunça (ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAN) soraşdyrylan respondentiniň adyny we setir belgisini belläň;
- HH48–HH52 sütünlerini dolduryň;
- Respondente hyzmatdaşlyk edeni üçin minnetdarlyk bildiriň we
- galan aýratyn sowalnamalar boýunça bu öý hojalygynyň agzalaryny soraşdyrmaga başlaň.

Eger bu öý hojalygynda aýratyn sowalnamalar boýunça soraşdyrma geçirilmeyän bolsa, respondente hyzmatdaşlyk edeni üçin minnetdarlyk bildiriň we ýolbaşçyňyzyň tabşyran indiki öý hojalygyna geçiň.

**INTERWÝUÝERİŇ GÖZEGÇILIGI**

**ÝOLBAŞÇYNYŇ GÖZEGÇILIGI**

ZENANLAR BARADA MAGLUMAT	WM
WM1. Klasteriň belgisi: _____	WM2. Öý hojalygynyň belgisi: _____
WM3. Zenanyň ady we setir belgisi: ADY _____	WM4. Ýolbaşçynyň ady we belgisi: ADY _____
WM5. Interwýuýeriň ady we belgisi: ADY _____	WM6. Soraşmanyň geçirilen günü/aýy/ýyly: _____ / _____ / <u>2</u> <u>0</u> <u>1</u>

<p><b>ÖÝ HOJALYKLARYNYŇ SOWALNAMASYNDA HOJALYGYŇ ÝAZGYSY</b> modulyndaky HL6 sütüninde bellenen zenanyň ýaşyny barlaň: 15-17 ýaşda bolsa, HH33 sütünini barlap, ulynyň razyçylygy alnandygyna ýa-da zerurulyk ýokdugyna (HL20=90) göz ýetiriň. Eger razyçylygy hökman bolup alynmadyk ýagdaýynda, onda soraşma geçirilmeli däldir, WM17 bolsa “06” bellenmelidir.</p>	<p><b>WM7. Wagtyny ýazyň:</b></p> <p style="text-align: center;">SAGAT : MINUT</p> <p style="text-align: center;">_____ : _____</p>						
<p><b>WM8.</b> Bu öý hojalygy üçin doldurylan sowalnamalary deňeşdirip barlaň: Siz ýa-da siziň toparyňyzyň beýleki gatnaşyjysy haýsam bolsa başga bir sowalnama boýunça bu respondent bilen soraşma geçirdimi?</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">HAWA, EÝÝÄM SORAŞMA GEÇIRILDI .....</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 35%;">1 ⇨ WM9B</td> </tr> <tr> <td>ÝOK, ILKINJI SORAŞMA .....</td> <td style="text-align: center;">2</td> <td>2 ⇨ WM9A</td> </tr> </table>	HAWA, EÝÝÄM SORAŞMA GEÇIRILDI .....	1	1 ⇨ WM9B	ÝOK, ILKINJI SORAŞMA .....	2	2 ⇨ WM9A
HAWA, EÝÝÄM SORAŞMA GEÇIRILDI .....	1	1 ⇨ WM9B					
ÝOK, ILKINJI SORAŞMA .....	2	2 ⇨ WM9A					
<p><b>WM9A.</b> Salam, meniň adym (<b>Siziň adyňyz</b>). Biz Türkmenistanyň Statistika baradaky döwlet komitetiniň wekilleri. Biz çagalaryň, maşgalanyň we öý hojalygynyň ýagdaýy barada gözegçilik geçiryäris. Meniň Siz bilen saglygyňyz we beýleki temalar boýunça gürrüňdeşlik geçiresim gelýär. Biziň sorag-jogabymyz ortaça 20 minuda golaý wagt alýar. Biziň sizden aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy-da bir soraga jogap beresiňiz gelmese ýa-da soraşmany togtatjak bolsaňyz, onda maňa duýduryň. Başlap bilerismi?</p>	<p><b>WM9B.</b> Indi meniň siz bilen siziň saglygyňyz we beýleki temalar barada gürrüňdeş bolasym gelýär. Bu soraşma takmynan 20 minut wagty alar. Ýene bir gezek gaýtalaýaryn, biziň aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy-da bir soraga jogap beresiňiz gelmese ýa-da soraşmany togtatjak bolsaňyz, onda maňa duýduryň. Başlap bilerismi?</p>						
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">HAWA .....</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 35%;">1 ⇨ «ZENANLAR BARADA MAGLUMAT» MODULY</td> </tr> <tr> <td>ÝOK/SORAG BERILMEDI.....</td> <td style="text-align: center;">2</td> <td>2 ⇨ WM17</td> </tr> </table>	HAWA .....	1	1 ⇨ «ZENANLAR BARADA MAGLUMAT» MODULY	ÝOK/SORAG BERILMEDI.....	2	2 ⇨ WM17	
HAWA .....	1	1 ⇨ «ZENANLAR BARADA MAGLUMAT» MODULY					
ÝOK/SORAG BERILMEDI.....	2	2 ⇨ WM17					

<p><b>WM17.</b> Zenanlarda geçirilen soraşmanyň netijesi.</p> <p>“Soraşma geçirilmedi” diýen ähli netijeleri ýolbaşçyňyz bilen maslahatlaşyň.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">GEÇIRILDI.....</td> <td style="width: 20%; text-align: right;">01</td> </tr> <tr> <td>ÖÝLERINDE ÝOK .....</td> <td style="text-align: right;">02</td> </tr> <tr> <td>SORAŞMA GATNAŞMAKDAN BOÝUN GAÇYRDY .....</td> <td style="text-align: right;">03</td> </tr> <tr> <td>BÖLEKLEÝIN GEÇIRILDI .....</td> <td style="text-align: right;">04</td> </tr> <tr> <td>JOGAP BERMÄGE ÝAGDAÝY</td> <td></td> </tr> <tr> <td>    ÝOK (görkeziň) _____</td> <td style="text-align: right;">05</td> </tr> <tr> <td>15-17 ÝAŞLY RESPONDENTI SORAŞDYRMAK ÜÇIN ULYNYŇ RAZYÇYLYGynyň BOLMAZLYGY .....</td> <td style="text-align: right;">06</td> </tr> <tr> <td>BEÝLEKI (görkeziň) _____</td> <td style="text-align: right;">96</td> </tr> </table>	GEÇIRILDI.....	01	ÖÝLERINDE ÝOK .....	02	SORAŞMA GATNAŞMAKDAN BOÝUN GAÇYRDY .....	03	BÖLEKLEÝIN GEÇIRILDI .....	04	JOGAP BERMÄGE ÝAGDAÝY		ÝOK (görkeziň) _____	05	15-17 ÝAŞLY RESPONDENTI SORAŞDYRMAK ÜÇIN ULYNYŇ RAZYÇYLYGynyň BOLMAZLYGY .....	06	BEÝLEKI (görkeziň) _____	96
GEÇIRILDI.....	01																
ÖÝLERINDE ÝOK .....	02																
SORAŞMA GATNAŞMAKDAN BOÝUN GAÇYRDY .....	03																
BÖLEKLEÝIN GEÇIRILDI .....	04																
JOGAP BERMÄGE ÝAGDAÝY																	
ÝOK (görkeziň) _____	05																
15-17 ÝAŞLY RESPONDENTI SORAŞDYRMAK ÜÇIN ULYNYŇ RAZYÇYLYGynyň BOLMAZLYGY .....	06																
BEÝLEKI (görkeziň) _____	96																

ZENAN BARADA MAGLUMAT		WB
<b>WB1.</b> ZENAN BARADA MAGLUMAT modulynda respondentini setir belgisini (WM3) we ÖÝ HOJALYKLARYNYŇ SOWALNAMASYNDAN soraşylan respondentini setir belgisini (HH47) barlaň:	WM3=HH47 ..... 1 WM3≠HH47 ..... 2	2 ⇒ WB3
<b>WB2.</b> ÖÝ HOJALYKLARYNYŇ SOWALNAMASYNYŇ “BILIM” modulyndaky ED5, ýagny şu respondent barada: alan in uly derejeli bilimini barlaň	ED5 (DEREJE) =2, 3 ÝA-DA 4 ..... 1 ED5 (DEREJE) =0, 1, 8 ÝA-DA BOŞ ..... 2	1 ⇒ WB14A
<b>WB2A.</b> ÖÝ HOJALYKLARYNYŇ SOWALNAMASYNYŇ “BILIM” modulyndaky ED5, ýagny şu respondent barada: alan in uly synp bilimini barlaň	ED5 (SYNP) =04 ÝA-DA ONDAN KÖP ..... 1 ED5(SYNP) =01, 02 ÝA-DA 03 ..... 2	1 ⇒ WB14A 2 ⇒ WB14
<b>WB3.</b> Siz näçinji ýylda we haýsy aýda doguldyňyz?	DOGLAN SENESI AÝY ..... BM AÝY ..... 98  ÝYLY ..... BM ÝYLY .....9998	
<b>WB4.</b> Siz näçe ýaşyňyzda?  <i>Anyklaň: Siziň soňky doglan gününüzde näçe ýaşyňyz doldy?</i>  <i>Eger WB3 we WB4 jogaplary bir-birine gabat gelmese, anyklaýjy soraglary beriň we düzediň. Ýaşy hökmany suratda doldurylmalydyr.</i>	ÝAŞY (DOLAN ÝAŞYNYŇ SANY).....	
<b>WB5.</b> Siz haçandyr bir wagt okuw jaýyna, mekdebe çenli ýaşly edara ýa-da çagalar bagyna gatnadyňyzmy?	HAWA ..... 1 ÝOK..... 2	2 ⇒ WB14
<b>WB6.</b> Siz haýsy in ýokary bilim derejesini aldyňyz (alýarsyňyz) we haýsy in ýokary synpa/kursa gatnadyňyz (gatnaýarsyňyz)?	MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY ..... 000 ORTA (1-11)..... 1. ____ BAŞLANGYÇ HÜNÄR ..... 2. ____ ORTA HÜNÄR ..... 3. ____ ÝOKARY ..... 4. ____	000 ⇒ WB14
<b>WB7.</b> Siz bu (synpy/kursy) tamamladyňyzmy?	HAWA ..... 1 ÝOK..... 2	
<b>WB8.</b> WB4/HL6 barlaň: respondentini ýaşy:	15–24 ÝAŞ ..... 1 25–49 ÝAŞ ..... 2	2 ⇒ WB13
<b>WB9.</b> 2018-2019-njy okuw ýylynyň haýsydyr bir wagtynda okuw jaýyna gatnadyňyzmy?	HAWA ..... 1 ÝOK..... 2	2 ⇒ WB11

<b>WB10.</b> 2018-2019-njy okuw ýylynda haýsy derejeli bilim <u>alýarsyňyz</u> we haýsy synpa/kursa <u>gatnaýarsyňyz?</u>	MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY ..... 000 ORTA (1-11)..... <b>1.</b> ___ BAŞLANGYÇ HÜNÄR ..... <b>2.</b> ___ ORTA HÜNÄR ..... <b>3.</b> ___ ÝOKARY ..... <b>4.</b> ___	
<b>WB11.</b> 2017-2018-nji okuw ýylynyň haýsydyr bir wagtynda okuw jaýyna gatnadyňyzmy?	HAWA ..... 1 ÝOK..... 2	2 ⇒WB13
<b>WB12.</b> 2017-2018-nji okuw ýylynda haýsy derejeli bilim <u>aldyňyz</u> we haýsy synpa/kursa <u>gatnadyňyz?</u>	MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY ..... 000 ORTA (1-11)..... <b>1.</b> ___ BAŞLANGYÇ HÜNÄR ..... <b>2.</b> ___ ORTA HÜNÄR ..... <b>3.</b> ___ ÝOKARY ..... <b>4.</b> ___	
<b>WB13.</b> WB6/ED5 barlaň: <i>alan iň ýokary derejeli bilimi:</i>	WB6 (DEREJE) =2, 3 ÝA-DA 4 ..... 1 WB6 (DEREJE) =1 ..... 2	1 ⇒WB14A
<b>WB13A.</b> WB6/ED5 barlaň: <i>gatnan iň ýokary synpy:</i>	WB6 (SYNP) =04 ÝA-DA ONDAN KÖP ..... 1 WB6 (SYNP) =01, 02 ÝA-DA 03 ..... 2	1 ⇒WB14A
<b>WB14.</b> Indi Siziň maňa şu sözlemi okap bermeginizi haýys edýärin.  <i>Respondente kartoçkadaky sözlemi görkeziň.</i>  <i>Eger respondent sözlemi tutuşlygyna okap bilmese, onda soraň: Siz maňa şu sözlemiň bir bölegini okap berip bilersiňizmi?</i>	DÜYBÜNDEN OKAP BILMEÝÄR..... 1 DIÑE SÖZLEMIÑ KÄBIR BÖLEKLERINI OKAP BILÝÄR..... 2 SÖZLEMI DOLY OKAP BILÝÄR..... 3  TALAP EDILÝÄN DILDE SÖZLEM ÝOK/BRAÝL DILINDE ( <i>dilini görkeziň</i> )..... 4	
<b>WB14A.</b> WB4/HL6 barlaň: <i>ýaşy 15-24?</i>	HAWA, WB4/HL6=15-24..... 1 ÝOK, WB4/HL6=25-49 ..... 2	2 ⇒WB15
<b>WB14B.</b> WB9/ED9 barlaň: <i>Şu wagt okuw jaýyna gatnaýarmy?</i>	HAWA, WB9/ED9=1 ..... 1 ÝOK, WB9/ED9=2..... 2	2 ⇒WB14D
<b>WB14C.</b> Soňky 4 hepdäniň dowamynda okuw jaýyna gitdiňizmi?  <i>Eger «Ýok» diýip jogap berse, onda dynç alyşda bolupdyrmy ýa-da haýsydyr bir sebäbe görä okuw semestriniň bolmandygyny anyklaň.</i>	HAWA ..... 1 ÝOK..... 2	1 ⇒WB15
<b>WB14D.</b> Soňky 4 hepdäniň dowamynda Siz bilim aldyňyzmy, stažirowka (okuw tejribesini) geçdiňizmi ýa-da iş ýeriňizde okuw geçdiňizmi?	HAWA ..... 1 ÝOK..... 2	1 ⇒WB15
<b>WB14E.</b> Soňky 4 hepdäniň dowamynda Siz haýsy-da bolsa bir kurslara, seminarlara, konferensiýalara, hususy sapaklara gatnaşdyňyzmy ýa-da tälim aldyňyzmy?	HAWA ..... 1 ÝOK..... 2	1 ⇒WB15

<b>WB14F.</b> Siz geçen ýyl ( <i>soraşma geçirilen seneden bir ýyl aýyrmaly</i> ) şeýle kurslara gatnadyňyzmy?	HAWA ..... 1 ÝOK..... 2	
<b>WB14G.</b> Eger bir sagatdan köp bolmasa-da, siz geçen hepdede duşenbeden ýekşenbä çenli, töleg edilyän haýsydyr bir işiň görnüşini ýerine ýetirdiňizmi?	HAWA ..... 1 ÝOK..... 2	1⇒WB15
<b>WB14H.</b> Eger bir sagatdan köp bolmasa-da, siz geçen hepdede haýsydyr bir oba hojalyk önümçiligini dolandyrdyňyzmy ýa-da girdeji almak üçin işiň beýleki görnüşleri bilen meşgullandyňyzmy?  <i>Mysal üçin:</i> Önümçiligiň görnüşleri: satlyk üçin zatlary taýýarlamagy, satlyk üçin azyk önümlerini ösdürüp ýetişdirmegi, zatlary satyn almagy we satmagy, tölegli hyzmatlary, mallary köpeltmegi ýa-da satlyk üçin balyk tutmagy öz içine alýar.	HAWA ..... 1 ÝOK..... 2	1⇒WB14Q
<b>WB14I.</b> Siz geçen hepdede tölegli iş ýa-da gazanç bilen öý hojalygyna ýa-da maşgalanyň agzasyna kömekleşdiňizmi?	HAWA ..... 1 ÝOK..... 2	1⇒WB14Q
<b>WB14J.</b> Eger Siz geçen hepdede işlemedik bolsaňyz hem siziň tölegli işiňiz ýa-da meşgullanýan işiňiz barmydy?  <i>Mysal üçin:</i> işde bolmazlygy zähmet rugsady, näsaglyk, dekret rugsady, 3 ýaşa çenli çaga seretmek rugsady, oba hojalyk işleriniň möwsümleýinligi we ş.m. bilen bagly bolmagy mümkin.	HAWA ..... 1 ÝOK..... 2	2⇒WB14S
<b>WB14K.</b> Siziň geçen hepdede işde bolmazlygyňyz aşakdakylaryň biri sebäplimi?  [A] Siziň işiňiziň çalşykly, maýyşgak grafikli ýa-da işiň şeýle görnüşli bolanlygy sebäplimi?  [B] Zähmet rugsadynda bolanlygyňyz ýa-da baýramçylyk güni bolanlygy sebäplimi?  [C] Kesellänligiňiz ýa-da haýsydyr bir hadysa sebäplimi?  [D] Tölegli, dekret rugsadynda bolanlygyňyz sebäplimi?  [E] Tölegsiz, 3 ýaşa çenli çaga seretmek rugsadyndamy?	HAWA ÝOK  ÇALŞYKLY IŞ..... 1 2  ZÄHMET RUGSADY..... 1 2  KESELLEDIM ..... 1 2  TÖLEGLI RUGSAT..... 1 2  TÖLEGSIZ RUGSAT ..... 1 2	  1⇒WB14Q  1⇒WB14Q  1⇒WB14Q  1⇒WB14Q  1⇒WB14Q
<b>WB14L.</b> Siziň geçen hepdede işde bolmazlygyňyzyň sebäbi täze işe ýa-da käre başlamaga garaşmak bilen baglanyşyklymy?	HAWA ..... 1 ÝOK..... 2	1⇒WB14S
<b>WB14M.</b> Siziň geçen hepdede işde bolmazlygyňyzyň sebäbi işiň görwürminiň azlygy ýa-da möwsümaralygy sebäplimi?	HAWA ..... 1 ÝOK..... 2	2⇒WB14O

<b>WB14N.</b> Şol işiňizde işleriň göwrümi az bolanda ýa-da möwsümarada haýsydyr bir işi ýerine ýetirmegi dowam etdirýärsiňizmi?	HAWA ..... 1 ÝOK..... 2	1 ⇒WB14Q 2 ⇒WB14S
<b>WB14O.</b> Işe gelmedik wagtyňyzy hasaba almak bilen şol işiňize ýa-da käriňize 3 aýdan ýa-da ondan az wagtda dolanyp gelersiňizmi?	HAWA ..... 1 ÝOK..... 2  BM ..... 8	1 ⇒WB14Q
<b>WB14P.</b> Işe gelmedik wagtyňyzda hem siz öz işiňizden ýa-da käriňizden girdeji almagy dowam edýärsiňizmi?	HAWA ..... 1 ÝOK..... 2  BM ..... 8	2 ⇒WB14S  8 ⇒WB14S
<b>WB14Q.</b> Şu işler Siziň agzan işiňizmi:  [A] Fermerçilik ýa-da mallary köpeltmekmi?  [B] Balyk tutmakmy ýa-da balyklary köpeltmekmi?  [X] Iş iň ýa-da telekeçiligiň beýleki görnüşimi?  <i>[A], [B] ýa-da [X] soraglarda iň bolmanda bir sany «hawa» ýazylmaly.</i>	HAWA ÝOK	
	FERMERÇILIK..... 1 2  BALYK TUTMAK..... 1 2  BEÝLEKI ..... 1 2	
<b>WB14R.</b> WB14Q barlaň: [X]=1?	HAWA (WB14Q[X]=1) ..... 1 ÝOK (WB14Q[X]=2) ..... 2	1 ⇒WB15 2 ⇒WB14T
<b>WB14S.</b> Geçen hepdede Siz fermerçilik, mallary köpeltmek, balyk tutmak ýa-da balyklary köpeltmek bilen meşgullandyňyzmy?	HAWA ..... 1 ÝOK..... 2	2 ⇒WB15
<b>WB14T.</b> Eger Siziň işlän azyk önümleriňiz barada gürrüň etsek ( <i>fermerçilikde ýa-da balyk köpeltmekde</i> ) olar diňe satlyk üçinmi, esasan satlyk üçinmi, esasan maşgalanyň ulanmagy üçinmi ýa-da diňe maşgalanyň ulanmagy üçinmi?	DIÑE SATLYK ÜÇIN..... 1 ESASAN SATLYK ÜÇIN..... 2 ESASAN MAŞGALANYŇ ULANMAGY ÜÇIN..... 3 DIÑE MAŞGALANYŇ ULANMAGY ÜÇIN.... 4  BM ..... 8	1 ⇒WB15 2 ⇒WB15 3 ⇒WB14V 4 ⇒WB14V
<b>WB14U.</b> Umuman, bu azyk önümleri öň satylýardymy, esasan satylýardymy, esasan saklanýardymy ýa-da diňe maşgalanyň ulanmagy üçin saklanýardymy?	SATYLÝARDY ..... 1 ESASAN SATYLÝARDY ..... 2 ESASAN SAKLANÝARDY ..... 3 DIÑE MAŞGALANYŇ ULANMAGY ÜÇIN SAKLANÝARDY ..... 4	1 ⇒WB15 2 ⇒WB15
<b>WB14V.</b> Şu iş üçin Siz kimdir biri tarapyndan hakyna tutuldyňyzmy?	HAWA ..... 1 ÝOK..... 2	
<b>WB15.</b> Siz yzly-yzyna näçe ýyl ( <i>respondentiň şu mahal ýaşayan şäheriniň, şäherçesiniň ýa-da obasynyň ady</i> ) ýaşayaňyz?  <i>Eger bir ýyldan az bolsa, onda «00» ýyl belläň.</i>	ÝYL SANY ..... BÜTIN ÖMÜR/DOGLANDAN BÄRI ..... 95	95 ⇒WB18

<p><b>WB16.</b> Bu ýere göçmezden öň Siz uly, kiçi şäherde/şäherçede ýa-da oba ýerinde ýaşadyňyzmy?</p> <p><i>Ilatly ýeriň görnüşini aňlamak üçin, kesgitleýiji soraglary soraň.</i></p> <p><i>Eger Siz şäheriň uly ýa kiçidigini, ýa-da oba ýeridigini kesgitlep bilmeseňiz, onda ilatly ýeriň adyny belläň, we wagtlaýynça, bu jogap üçin laýyk derejäni bilýänçäňiz, “9”-y belläň.</i></p> <p>_____</p> <p><i>(Ilatly ýeriň ady)</i></p>	<p>ULY ŞÄHER..... 1</p> <p>KIÇI ŞÄHER/ŞÄHERÇE..... 2</p> <p>OBA ÝERI..... 3</p>	
<p><b>WB17.</b> Bu ýere göçmezden öň Siz haýsy welaýatda ýaşadyňyz?</p>	<p>AŞGABAT ş..... 01</p> <p>AHAL WELAYATY..... 02</p> <p>BALKAN WELAYATY ..... 03</p> <p>DAŞOGUZ WELAYATY ..... 04</p> <p>LEBAP WELAYATY ..... 05</p> <p>MARY WELAYATY ..... 06</p> <p>TÜRKMENISTANYŇ ÇÄGINDEN DAŞARDA (görkezil) ..... 96</p>	
<p><b>WB18.</b> Sizde hereket edýän saglyk ätiýaçnamasy barmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK..... 2</p>	



<p><b>MT1.</b> Siz gazet ýa-da žurnal okaýarsyňyzmy: hepdede azyndan bir gezek, hepdede bir gezekden az ýa-da bütinleý okamaýarsyňyzmy?</p> <p><i>Eger “Hepdede azyndan bir gezek” bolsa, onda soraň: Siz her gün diýen ýaly okaýaryn diýip belersiňizmi? Eger «Hawa» bolsa, 3 belläň; eger «Ýok» bolsa, 2 belläň.</i></p>	<p>BÜTINLEÝ OKAMAÝAR .....0                  HEPDEDE BIR GEZEKDEN AZ ..... 1                  HEPDEDE AZYNDAN BIR GEZEK .....2                  HER GÜN DIÝEN ÝALY.....3</p>	
<p><b>MT2.</b> Siz radiony hepdede azyndan bir gezek, hepdede bir gezekden az diňleýärsiňizmi ýa-da bütinleý diňläňzokmy?</p> <p><i>Eger “Hepdede azyndan bir gezek” bolsa, onda soraň: Siz her gün diýen ýaly diňleýän diýip belersiňizmi? Eger «Hawa» bolsa, 3 belläň; eger «Ýok» bolsa, 2 belläň.</i></p>	<p>BÜTINLEÝ DIŇLEMEÝÄR .....0                  HEPDEDE BIR GEZEKDEN AZ ..... 1                  HEPDEDE AZYNDAN BIR GEZEK .....2                  HER GÜN DIÝEN ÝALY.....3</p>	
<p><b>MT3.</b> Siz telewizory hepdede azyndan bir gezek, hepdede bir gezekden az seredýäňizmi ýa-da bütinleý seredeňzokmy?</p> <p><i>Eger “Hepdede azyndan bir gezek” bolsa, onda soraň: Siz her gün diýen ýaly seredýän diýip belersiňizmi? Eger «Hawa» bolsa, 3 belläň; eger «Ýok» bolsa, 2 belläň.</i></p>	<p>BÜTINLEÝ SERETMEÝÄR .....0                  HEPDEDE BIR GEZEKDEN AZ ..... 1                  HEPDEDE AZYNDAN BIR GEZEK .....2                  HER GÜN DIÝEN ÝALY.....3</p>	
<p><b>MT4.</b> Siz haçanda we nirede bolsada kompýuterden ýa-da elketron planşetden peýdalandyňyzmy?</p>	<p>HAWA ..... 1                  ÝOK .....2</p>	<p>2 ⇒MT9</p>
<p><b>MT5.</b> Soňky 3 aýyň dowamynda Siz kompýuterden ýa-da elektron planşetden hepdede azyndan bir gezek, hepdede bir gezekden az peýdalandyňyzmy ýa-da bütinleý peýdalanmadyňyzmy?</p> <p><i>Eger “Hepdede azyndan bir gezek” bolsa, onda soraň: Siz her gün diýen ýaly peýdalanýan diýip belersiňizmi? Eger «Hawa» bolsa, 3 belläň; eger «Ýok» bolsa, 2 belläň.</i></p>	<p>BÜTINLEÝ PEÝDALANMADY .....0                  HEPDEDE BIR GEZEKDEN AZ ..... 1                  HEPDEDE AZYNDAN BIR GEZEK .....2                  HER GÜN DIÝEN ÝALY.....3</p>	<p>0 ⇒MT9</p>

<p><b>MT6.</b> Soňky 3 aýyň dowamynda Siz:</p> <p>[A] faýly ýa-da papkany göçürdiňizmi/ýerini üýgetdiňizmi?</p> <p>[B] Dokumentiň içinde maglumatlary göçürmek ýa-da ýerini üýgetmek üçin “göçürmek - girizmek” funksiýasyny (wezipesini) ulandyňyzmy?</p> <p>[C] içine salnana faýl bilen elektron haty ugratdyňyzmy, mysal üçin, dokument, surat ýa-da wideo bilen?</p> <p>[D] elektron tablisada esasy arifmetik formulalaryndan peýdalandyňyzmy?</p> <p>[E] täze gurallary birikdirdiňizmi we gurnadyňyzmy, mysal üçin, modem, kamera ýa-da printer?</p> <p>[F] programma üpjünçiligini gözlediňizmi, ýüklediňizmi, gurnadyňyzmy, düzdüňizmi?</p> <p>[G] Tekstli, suratly, sesli, wideoly ýa-da grafikli tanyşdyrmany döretmek üçin programmanyň kömegi bilen elektron tanyşdyrmany döretdiňizmi?</p> <p>[H] Kompýuter bilen beýleki gural arasynda faýl geçirdiňizmi?</p> <p>[I] programmirlmegiň haýsy-da bolsa bir dilinde kompýuter programmasyny ýazdyňyzmy?</p>	<p style="text-align: right;">HAWA ÝOK</p> <p>FAÝLY GÖÇÜRDİ/ÝERINI ÜÝTGETDI..... 1 2</p> <p>DOKUMENTDE “GÖÇÜRMEK – GIRIZMEK” FUNKSIÝALARDAN PEÝDALANDY..... 1 2</p> <p>IÇINE SALNAN FAÝL BILEN ELEKTRON HATY UGRATDY ..... 1 2</p> <p>TABLISADA ESASY FORMULADAN PEÝDALANDY..... 1 2</p> <p>GURAL BIRIKDIRDI..... 1 2</p> <p>PROGRAMMA ÜPJÜNÇILIGINI GURNADY..... 1 2</p> <p>TANYŞDYRMA DÖRETDI ..... 1 2</p> <p>FAÝL GEÇİRDİ ..... 1 2</p> <p>PROGRAMMIRLEDİ ..... 1 2</p>	
<p><b>MT9.</b> Siz haçanda bir wagt haýsy-da bolsa bir ýerde haýsy-da bolsa bir guralda internetden peýdalandyňyzmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK..... 2</p>	<p>2⇒MT11</p>
<p><b>MT10.</b> Soňky 3 aýyň dowamynda Siz internetden hepdede azyndan bir gezek, hepdede bir gezekden az peýdalandyňyzmy ýa-da bütinleý peýdalanmadyňyzmy?</p> <p><i>Eger “Hepdede azyndan bir gezek” bolsa, onda soraň: Siz her gün diýen ýaly peýdalanýan diýip belersiňizmi?</i></p> <p><i>Eger «Hawa» bolsa, 3 belläň; eger «Ýok» bolsa, 2 belläň.</i></p>	<p>BÜTINLEÝ PEÝDALANMADY ..... 0</p> <p>HEPDEDE BIR GEZEKDEN AZ ..... 1</p> <p>HEPDEDE AZYNDAN BIR GEZEK ..... 2</p> <p>HER GÜN DIÝEN ÝALY..... 3</p>	
<p><b>MT11.</b> Siziň özüňizde öýjüklü telefon barmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>MT12.</b> Soňky 3 aýyň dowamynda Siz öýjüklü telefonda hepdede azyndan bir gezek, hepdede bir gezekden az peýdalandyňyzmy ýa-da bütinleý peýdalanmadyňyzmy?</p> <p><i>Gerek bolsa düşündiriň: Men kimdir biri bilen öýjüklü telefonda gürleşdiňizmi diýmek isleýän.</i></p> <p><i>Eger “Hepdede azyndan bir gezek” bolsa, onda soraň: Siz her gün diýen ýaly peýdalanýan diýip belersiňizmi?</i></p> <p><i>Eger «Hawa» bolsa, 3 belläň; eger «Ýok» bolsa, 2 belläň.</i></p>	<p>BÜTINLEÝ PEÝDALANMADY ..... 0</p> <p>HEPDEDE BIR GEZEKDEN AZ ..... 1</p> <p>HEPDEDE AZYNDAN BIR GEZEK ..... 2</p> <p>HER GÜN DIÝEN ÝALY..... 3</p>	

ÇAGA DOGURMAGA UKYPLYLYK / DOGURMAGYŇ TARYHY		CM
<p><b>CM1.</b> Indi men Siziň ömrüňiziň dowamynda ähli doguran çagalaryňyz barada Size sowal bermek isleýärin. Siz haçan-da bolsa bir wagt çaga dogurdyňyzmy?</p> <p><i>Bu modulda we dogurmagyň taryhynda diňe diri doglan çagalar bellenýär. Öli doglan çagalar hiçbir soragyň jogabyna goşulmaýar.</i></p>	HAWA ..... 1 ÝOK ..... 2	2 ⇒ CM8
<p><b>CM2.</b> Häzirki wagtda Siz bilen bile ýaşayan hakyky ogullaryňyz ýa-da gyzlaryňyz barmy?</p>	HAWA ..... 1 ÝOK ..... 2	2 ⇒ CM5
<p><b>CM3.</b> Näçe sany hakyky ogluňyz Siz bilen bile ýaşayar?</p> <p><i>Eger ýaşamaýan bolsa «00» goýuň.</i></p>	BILE ÝAŞAÝAN OGULLARY ..... _ _	
<p><b>CM4.</b> Näçe sany hakyky gyzyňyz Siz bilen bile ýaşayar?</p> <p><i>Eger ýaşamaýan bolsa «00» goýuň.</i></p>	BILE ÝAŞAÝAN GYZLARY ..... _ _	
<p><b>CM5.</b> Siziň diri, ýöne siz bilen bile ýaşamaýan hakyky ogullaryňyz ýa-da gyzlaryňyz barmy?</p>	HAWA ..... 1 ÝOK ..... 2	2 ⇒ CM8
<p><b>CM6.</b> Siziň näçe ogluňyz diri, ýöne siz bilen bile ýaşamaýar?</p> <p><i>Eger ýaşamaýan bolsa «00» goýuň.</i></p>	AÝRATYN ÝAŞAÝAN OGULLARY ..... _ _	
<p><b>CM7.</b> Siziň näçe gyzyňyz diri, ýöne siz bilen bile ýaşamaýar?</p> <p><i>Eger ýaşamaýan bolsa «00» goýuň.</i></p>	AÝRATYN ÝAŞAÝAN GYZLARY ..... _ _	
<p><b>CM8.</b> Siz haçandyr bir wagt diri doglup, soňra ýogalan oglan ýa-da gyz çaga dogurdyňyzmy?</p> <p><i>Eger – «Ýok» jogap berilse anyklaň: Men doglanda aglan, dem alan ýa-da diriligiň başga alamatlary bolan, iň bärkisi biraz wagt diri bolan çagany göz öňüne tutýaryn.</i></p>	HAWA ..... 1 ÝOK ..... 2	2 ⇒ CM11
<p><b>CM9.</b> Näçe ogluňyz ýogaldy?</p> <p><i>Eger ýogalmadyk bolsa «00» goýuň.</i></p>	ÝOGALAN OGULLARYNYŇ SANY ..... _ _	
<p><b>CM10.</b> Näçe gyzyňyz ýogaldy?</p> <p><i>Eger ýogalmadyk bolsa «00» goýuň.</i></p>	ÝOGALAN GYZLARYŇ SANY ..... _ _	
<p><b>CM11.</b> CM3, CM4, CM6, CM7, CM9 we CM10 soraglar boýunça jogaplary jemläň.</p>	JEMI ..... _ _	
<p><b>CM12.</b> Diňe ýazan zatlaryň dogrudygyna göz ýetirmek üçin: Siz ömrüňiziň dowamynda (<b>CM11 umumy sany</b>) diri çaga dogurdyňyz. Bu dogrumy?</p>	HAWA ..... 1 ÝOK ..... 2	1 ⇒ CM14
<p><b>CM13.</b> CM1–CM10 soraglara berilen jogaplary barlaň we CM12-niň jogaby “Hawa” bolýança düzedişleri giriziň</p>		
<p><b>CM14.</b> CM11 barlaň: näçe çaga diri doguldy?</p>	HIÇBIRI, CM11=00 ..... 0 BIR ÝA-DA ONDAN KÖP ÇAGA, CM11=01 ÝA-DA KÖP ..... 1	0 ⇒ Soňy

**ÇAGA DOGURMAGA UKYPLYLYK / DOGURMAGYŇ TARYHY**

**BH**

**BH0.** Indi bolsa men Siziň ilkinji dogran çagaňyzdan başlap, häzirki wagtda olaryň diridigine ýa-da dældigine garamazdan, ähli dogran çagalaryňyzyň atларыny ýazmak isleýärin.

*BH1-de doglan çagalaryň ählisiniň atларыny görkeziiň. Ekizleriň her birini aýratyn setirde ýazyň.*

BH0. BH Setiriň belgisi	BH1. Siz çagaňyzy nähili atlandyrdyňyz (birinji/indiki- ler)?	BH2. Çagalaryň arasynda ekizi barmydy?	BH3. (Ady) ogulmy ýa-da gyz?	BH4. (Ady) haýsy aýda we haýsy ýylda doguldy?  Soraň: Onuň doglan güni haçan?			BH5. (Ady) häzir dirimi?		BH6. (Ady) soňky doglan gününde näçe ýaşy doldy?  Ýaşyny dolan ýaşynyň sany görnüşinde ýazyň.	BH7. (Ady) Siz bilen bile ýaşaýar my?	BH8. Öý hojalygynyň sowalnamasyn dan çaganyň setir belgisini göçürüň.  Eger çaga sanawa girizilmedik bolsa «00» goýuň.	BH9. (Ady) ýogalan wagtynda näçe ýaşyndady?  Eger «1 ýaş» bolsa, soraň: (Ady) näçe aýlykdy?  Eger jogap 1 aýdan az bolsa, gününüň sanyny; 2 yaşdan az bolsa aýynyň sanyny; ya-da ýaş sanyny ýazyň.		BH10. (Öňki çaganyň ady) we (şu çaganyň ady), diri doglup, soň ýogalan çagalary goşmak bilen, olaryň arasynda başga-da diri doglan çagalaryňyz boldumy?			
				Ý	E	O	G	Güni				Aýy	Ýyly	H	Ý	Ýaşy	H
01		1 2	1 2	___	___	___	1	2	___	1 2	⇒ Beýleki dogurma	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___				
02		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2
03		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2
04		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2
05		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2
06		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2
07		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2
08		1 2	1 2	___	___	___	1	2	___	1 2	⇒ BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1	2	1	2


BH0. BH Setiriň belgisi	BH1. Siz çagaňyzy nähili atlandyrdyňyz (birinji/indiki-ler)?	BH2. Çagalaryň arasynda ekizi barmydy?	BH3. (Ady) ogulmy ýa-da gyz?	BH4. (Ady) haýsy aýda we haýsy ýylda doguldy? <i>Soraň: Onuň doglan güni haçan?</i>			BH5. (Ady) häzir dirimi?		BH6. (Ady) soňky doglan gününde näçe ýaşy doldy?  <i>Ýaşyny dolan ýaşynyň sany görnüşinde ýazyň.</i>	BH7. (Ady) Siz bilen bile ýaşayarmy?		BH8. Öý hojalygynyň sowalnamasyn -dan çaganyň setir belgisini göçürüň.  <i>Eger çaga sanawa girizilmedik bolsa «00» goýuň.</i>	BH9. (Ady) ýogalan wagtynda näçe ýaşyndady?  <i>Eger «1 ýaş» bolsa, soraň: (Ady) näçe aýlykdy?  <i>Eger jogap 1 aýdan az bolsa, gününüň sanyny; 2 ýaşdan az bolsa aýynyň sanyny; 2 ýaş ya-da köp bolsa, ýylynyň sanyny ýazyň.</i></i>		BH10. (Öňki çaganyň ady) we (şu çaganyň ady), diri doglup, soň ýogalan çagalary goşmak bilen, olaryň arasynda başga-da diri doglan çagalaryňyz boldumy?	
				Ý	E	O	G	Güni		Aýy	Ýyly		H	Ý	Ýaşy	H
09		1 2	1 2	___	___	___	___	1 2 BH9	___	1 2	⇒BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1 2 Dogrumy goşmaly	2 2 Indiki dogrum	
10		1 2	1 2	___	___	___	___	1 2 BH9	___	1 2	⇒BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1 2 Dogrumy goşmaly	2 2 Indiki dogrum.	
11		1 2	1 2	___	___	___	___	1 2 BH9	___	1 2	⇒BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1 2 Dogrumy goşmaly	2 2 Indiki dogrum	
12		1 2	1 2	___	___	___	___	1 2 BH9	___	1 2	⇒BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1 2 Dogrumy goşmaly	2 2 Indiki dogrum	
13		1 2	1 2	___	___	___	___	1 2 BH9	___	1 2	⇒BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1 2 Dogrumy goşmaly	2 2 Indiki dogrum	
14		1 2	1 2	___	___	___	___	1 2 BH9	___	1 2	⇒BH10	GÜN..... 1 AÝ..... 2 ÝYL..... 3	___	1 2 Dogrumy goşmaly	2 2 Indiki dogrum	
BH11. («DOGURMANYŇ TARYHY» modulda görkezilen çaganyň ady) soň başga diri çaga dogurdyňyzmy?									HAWA..... 1			ÝOK ..... 2		1 ⇒ Dogluşy Dogurmagyň taryhyna ýazyň		

<p><b>CM15.</b> CM11-däki doglan çagalaryň sanyny «Dogurmagyň Taryhy» modulyndaky bilen deňeşdiriň we şulary anyklaň:</p>	<p>SANLAR LAÝYK GELÝÄR..... 1 SANLAR TAPAWUTLANÝAR..... 2</p>	<p>1 ⇒ CM17</p>
<p><b>CM16.</b> Kesgitleýän soraglary sorap, CM12-niň jogaby “Hawa” bolar ýaly, Doguramagyň taryhyndaky jogaplary deňlige getiriň.</p>		
<p><b>CM17.</b> BH4 barlaň: soňky gezek çaga dogurmak soňky 2 ýylda bolupdy, ýagny (soraşmanyň geçirilen aýy) (soraşmanyň geçirilen ýylyndan 2 ýyl aýyrmaly) ýyldamy?</p> <p>Eger soraşmanyň geçirilýän aý bilen doguran aýy deň gelýän bolsa, doguran ýyly – (soraşmanyň geçirilen ýylyndan 2 ýyl aýyrmaly) ýyl bolsa, onda bu dogrumy soňky 2 ýylda dogran diýip hasap ediň.</p>	<p>SOŇKY 2 ÝYLDA DIRI ÇAGA DOGURMADY..... 0 SOŇKY 2 ÝYLDA BIR ÝA-DA ONDAN KÖP DIRI ÇAGA DOGURDY..... 1</p>	<p>0 ⇒ Soňy</p>
<p><b>CM18.</b> BH1-de sanalan soňky doglan çaganyň adyny geçiriň</p> <p>Eger çaga ýogalan bolsa indiki modullarda ýogalan çaganyň adyny tutanyňyzda örän seresaply boluň.</p>	<p>SOŇKY DOGLAN ÇAGANYŇ ADY</p> <hr/>	

<p><b>DB1.</b> <i>CM17 barlaň: soňky 2 ýylyň dowamynda diri çaga doguldymy?</i></p> <p><i>Bu süütüne Dogurmagyň taryhyndan soňky diri doglan çaganyň adyny (CM18) geçiriň we bellenen ýerlerde goýuň:</i></p> <p>Ady _____</p>	<p>HAWA, CM17=1..... 1</p> <p>ÝOK, CM17=0 ÝA-DA BOŞ..... 2</p>	<p>2 ⇨ Soňy</p>
<p><b>DB2.</b> Siz (<i>ady</i>) bilen göwreli bolanyňyzda, göwrelilik öz islegiňize görämidi?</p>	<p>HAWA ..... 1</p> <p>ÝOK..... 2</p>	<p>1 ⇨ Soňy</p>
<p><b>DB3.</b> <i>CM11 baralaň: dogurmanyň sany:</i></p>	<p>DIÑE BIR DOGURMA ..... 1</p> <p>2 ÝA-DA ONDAN KÖP DOGURMA ..... 2</p>	<p>1 ⇨ DB4A</p> <p>2 ⇨ DB4B</p>
<p><b>DB4A.</b> Siz bu çaganyň gijiräk bolmagyny islediňizmi ýa-da çaganyň bolmagyny düýbünden islemediňizmi?</p> <p><b>DB4B.</b> Siz bu çaganyň gijiräk bolmagyny islediňizmi ýa-da başga çaganyň bolmagyny düýbünden islemediňizmi?</p>	<p>GIÇKI ..... 1</p> <p>DÜÝBÜNDEN ISLEMEDIM /BAŞGA ÇAGA ISLEMEDIM..... 2</p>	

<p><b>MN1.</b> CM17 barlaň: soňky 2 ýylda diri çaga doguldymy?</p> <p><i>Bu sütüne Dogurmagyň taryhyndan soňky diri doglan çaganyň adyny (CM18) geçiriň we bellenen ýerlerde goýuň:</i></p> <p>Ady _____</p>	<p>HAWA, CM17=1 .....1</p> <p>ÝOK, CM17=0 ÝA-DA BOŞ.....2</p>	<p>2 ⇒Soňy</p>
<p><b>MN2.</b> Siz (<i>ady</i>) bilen göwreli wagtyňyzda dogruma çenli gözegçilik maksady bilen kimdir birine ýüz tutduňyzmy?</p>	<p>HAWA.....1</p> <p>ÝOK .....2</p>	<p>2 ⇒MN19</p>
<p><b>MN3.</b> Siz kime ýüz tutduňyz?</p> <p><i>Soraň: Ýene kimdir birine ýüz tutduňyzmy?</i></p> <p><i>Zenanyň kime ýüz tutandygyny anyklamak üçin soraw bermekligi dowam etdiriň we jogaplarynyň ählisini giriziň.</i></p>	<p><b>SAGLYGY GORAÝYŞ IŞGÄRI</b></p> <p>LUKMAN.....A</p> <p>ŞEPAGAT UÝASY/GÖBEGENE .....B</p> <p>FELDŞER .....C</p> <p><b>BAŞGA ADAM</b></p> <p>ÇAGA DOGURMAGA BERÝÄN ADATY KÖMEKÇISI .....F</p> <p>BEÝLEKI (<i>görkeziň</i>).....X</p>	
<p><b>MN4.</b> Siz şu göwrelilige degişli dogruma çenli ilkinji gezek gözegçilik edenlerinde näçe hepdelik ýa-da aýlyk göwrelidiňiz?</p> <p><i>Respondent tarapyndan berlen jogaby ýazyň. Eger “9 aý” we odan köp bolsa, onda “9” belläň.</i></p>	<p>HEPDE .....1 _ _</p> <p>AÝ .....2 0 _</p> <p>BM.....998</p>	
<p><b>MN5.</b> Size şu göwrelilik wagtyňyzda näçe gezek dogruma çenli gözegçilik etdiler?</p> <p><i>Dogruma çenli edilen gözegçilikleriň sanyny anyklaň. Eger diapazon berlen bolsa dogruma çenli edilen gözegçilikleriň iň az sanyny takyklaň.</i></p>	<p>GEZEKLERIŇ SANY....._ _</p> <p>BM.....98</p>	
<p><b>MN6.</b> Size şu göwrelilik babatynda dogruma çenli gözegçilikde şu aşakdakylaryň haýsydyr birisi hiç bolmanda bir gezek edildimi?</p> <p>[A] Gan basyşyny ölçetdiňizmi?</p> <p>[B] Peşewiň seljermesini geçdiňizmi?</p> <p>[C] Ganyň seljermesini geçdiňizmi?</p> <p>[D] UZI.</p>	<p>HAWA ÝOK</p> <p>GAN BASYŞY ÖLÇETDIŇIZMI .....1 2</p> <p>PEŞEWIŇ SELJERMESI.....1 2</p> <p>GANYŇ SELJERMESINI .....1 2</p> <p>UZI .....1 2</p>	
<p><b>MN19.</b> (<i>Ady</i>) kim dogurtdy?</p> <p><i>Soraň: Ýene-de kimdir biri kömek etdimi?</i></p> <p><i>Anyk kimiň dogumy kabul edendigini bilmek üçin sorag bermegi dowam ediň we respondentiniň jogaplaryny belläň.</i></p>	<p><b>SAGLYGY GORAÝYŞ IŞGÄRI</b></p> <p>LUKMAN.....A</p> <p>ŞEPEGAT UÝASY/GÖBEGENE.....B</p> <p>FELDŞER .....C</p> <p><b>BAŞGA ADAM</b></p> <p>ÇAGA DOGURMAGA KÖMEK BERÝÄN ADATY KÖMEKÇISI .....F</p> <p>GARYNDAŞY/JORASY .....H</p> <p>BEÝLEKI (<i>görkeziň</i>).....X</p> <p>HIÇ KIM .....Y</p>	



<p><b>MN20.</b> Siz (<i>ady</i>) nirede dogurdyňyz?</p> <p><i>Dogurýan aýallara kömek edýän edaranyň görnüşini takykklamak üçin degişli soraglary beriň.</i></p> <p><i>Eger Siz onuň döwlete ýa-da hususy eýeçilige degişlidigini anyklap bilmeseňiz edaranyň adyny ýazyň, soňra bu jogaba laýyk bendini anyklaýançaňyz “76”-ny belläň.</i></p> <p>_____</p> <p>(<i>Edaranyň ady</i>)</p>	<p><b>ÖÝDE</b></p> <p>ÖZ ÖÝÜNDE.....11 11 ⇒MN23</p> <p>KESEKINIŇ ÖÝÜNDE.....12 12 ⇒MN23</p> <p><b>DÖWLETE DEGIŞLI</b></p> <p>DÖWLET HASSANHANASY .....21</p> <p>DÖWLET KLINIKASY/ LUKMANÇYLYK MERKEZI.....22</p> <p>DÖWLET SAGLYK NOKADY.....23</p> <p>BEÝLEKI DÖWLET EDARASY (<i>görkeziň</i>)..... 26</p> <p><b>HUSUSY LUKMANÇYLYK BÖLEGI</b></p> <p>HUSUSY HASSAHANA .....31</p> <p>BEÝLEKI HUSUSY LUKMANÇYLYK EDARASY (<i>görkeziň</i>) ..... 36</p> <p>BM, DÖWLET ÝA-DA HUSUSY .....76</p> <p>BEÝLEKI (<i>görkeziň</i>) .....96 96 ⇒MN23</p>	
<p><b>MN21.</b> (<i>Ady</i>) kesar kesimiň üsti bilen doguldymy? Ýagny, çaga garnyňyzdan kesip alynanmy?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p>	<p>2 ⇒MN23</p>
<p><b>MN22.</b> Kesar kesimini etmek hakynda haçan netijä gelindi?</p> <p><i>Gerek bolsa soraň: Burgy tutmankamy ýa-da tutup başlandan soňmy?</i></p>	<p>ÇENLI.....1</p> <p>SOŇ .....2</p>	
<p><b>MN23.</b> (<i>Ady</i>) doglan badyna açyk düşüňiziň üstüne goýdularmy?</p> <p><i>Gerek bolsa “derisi dersine” ýagdaýynyň suratyny görkeziň</i></p>  <p><small>Photo Credit: Joyce Odwin</small></p>	<p>HAWA .....1</p> <p>ÝOK.....2</p> <p>BM/ÝADYMA DÜŞENOK .....8</p>	<p>2 ⇒MN25</p> <p>8 ⇒MN25</p>
<p><b>MN24.</b> Açyk düşüňize goymazdan ön çagany gundadylarmy?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p> <p>BM/ÝADYMA DÜŞENOK .....8</p>	
<p><b>MN25.</b> Doglan badyna (<i>ady</i>) süpürüp guratdylarmy?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p> <p>BM/ÝADYMA DÜŞENOK .....8</p>	

<p><b>MN26. (Ady)</b> doglandan näçe wagt geçenden soň ilkinji sapa suwa düşürildi?</p> <p><i>Eger 1 sagat ýa-da ondan az wagt geçenden soň bolsa, onda “000” belläň. Eger 24 sagatdan az wagtyň içinde bolsa, onda sagat sanyny belläň.</i></p> <p><i>Eger 1 gün geçenden soň ýa-da ertesi gün bolsa, onda soraň: Dogurmadan takmynan näçe wagt geçenden soň?</i></p> <p><i>Eger 24 sagat geçenden soň bolsa, 24 sagatdan ýa-da 1 günden az bolan has takyk sagat sanyny öwreniň.</i></p> <p><i>Eger 24 ýa-da ondan köp sagat geçenden soň bolsa, onda günleriň sanyny belläň</i></p>	<p>DOGLAN BADYNA/1 SAGATDAN AZ GEÇEN BOLSA .....000</p> <p>SAGAT SANY ..... <b>1</b> ___</p> <p>GÜNLERIŇ SANY ..... <b>2</b> ___</p> <p>SUWA DÜŞÜRMEDELER.....997</p> <p>BM/ÝADYMA DÜŞENOK .....998</p>	
<p><b>MN32. (Ady)</b> haçanda dogulanda, nähili ölçegdedi: örän iri, ortaçadan ýokary, ortaça, ortaçadan kiçidimi ýa-da örän kiçidimi?</p>	<p>ÖRÄN IRI.....1</p> <p>ORTAÇADAN ÝOKARY.....2</p> <p>ORTAÇA .....3</p> <p>ORTAÇADAN KIÇI .....4</p> <p>ÖRÄN KIÇI .....5</p> <p>BM .....8</p>	
<p><b>MN33. (Ady)</b> doglan badyna agramyny ölçedilermi?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p> <p>BM .....8</p>	<p>2 ⇒ MN35</p> <p>8 ⇒ MN35</p>
<p><b>MN34. (Ady)</b> agramy näçedi?</p> <p><i>Eger bar bolsa, agramyny çaganyň saglyk resminamasyndan alyp ýazyň.</i></p>	<p>SAGLYK RESMINAMA BOÝUNÇA ..... <b>1 (KG)</b> __ , ___</p> <p>ÝATDAN..... <b>2 (KG)</b> __ , ___</p> <p>BM .....99998</p>	
<p><b>MN35. (Ady)</b> doglandan soň Siziň aýbaşyňyz kadalaşdymy (zygider gelip başladymy)?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p>	
<p><b>MN36.</b> Haçandyr bir wagt (<b>ady</b>) ene süýdi bilen emdirdiňizmi?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p>	<p>2 ⇒ MN39B</p>
<p><b>MN37. (Ady)</b> doglandan soň näçe wagt geçirip ilkinji gezek emdirdiňiz?</p> <p><i>Eger 1 sagatdan az bolsa, ‘00’ sagat ýazyň.</i></p> <p><i>Eger 24 sagatdan az bolsa, sagatlaryň sanyny ýazyň.</i></p> <p><i>Başga ýagdaýda, günleri ýazyň.</i></p>	<p>ŞOL BADA.....000</p> <p>SAGAT ..... <b>1</b> ___</p> <p>GÜN..... <b>2</b> ___</p> <p>BM/ÝADYMDA ÝOK.....998</p>	
<p><b>MN38. (Ady)</b> doglandan soň ilkinji üç günde ene süýdinden başga-da içmäge zat berdiňizmi?</p>	<p>HAWA .....1</p> <p>ÝOK.....2</p>	<p>1 ⇒ MN39A</p> <p>2 ⇒ Soňy</p>
<p><b>MN39A. (Ady)</b> içmäge näme berdiňiz?</p> <p><i>Soraň: Başga-da zat berdiňizmi?</i></p> <p><i>“Içmäge hiç zat bermedik” jogaba rugsat berilýän däl</i></p> <p><i>– Y bendini bellemeli däl</i></p> <p><b>MN39B. (Ady)</b> doglandan soň ilkinji üç günde içmäge näme berdiňiz?</p> <p><i>Soraň: Başga-da zat berdiňizmi?</i></p> <p><i>“Içmäge hiç zat bermedik” (Y bendi) diňe başga bent bellemmedik ýagdaýynda bellenilýär.</i></p>	<p>SÜÝT (ENE SÜÝDI DÄL) .....A</p> <p>ADATY SUW.....B</p> <p>GLÝUKOZALY ÝA-DA SÜÝJILI SUW .....C</p> <p>GARYN SANJYSYNDA ULANYLYAN ERGIN.....D</p> <p>SÜÝJILI-DUZLY ERGIN .....E</p> <p>MIWE ŞIRESI .....F</p> <p>ÇAGA GARYNDYSY .....G</p> <p>ÇAÝ/OT ERGINI .....H</p> <p>BAL .....I</p> <p>ÝAZYP BERLEN DERMAN.....J</p> <p>BEÝLEKI (görkeziň) .....X</p> <p>IÇMÄGE HIÇ ZAT BERMEDIK.....Y</p>	

<b>MA1.</b> Siz häzir durmuşa çykanmy ýa-da erkek adam bilen resmi däl nikada ýaşasýarmyşyňyz?	HAWA, HÄZIR DURMUŞA ÇYKAN..... 1 HAWA, HÄZIR ERKEK ADAM BILEN ÝAŞAŞYARYN ..... 2 ÝOK, HIÇ HILI NIKADA DURMAÝARYN ..... 3	3 ⇒MA5
<b>MA2.</b> Siziň (adamyňyz/ýaşasýanyňyz) näçe ýaşynda?  <i>Soraň:</i> Siziň adamyňyzyň/ýaşasýanyňyzyň soňky doglan gününde näçe ýaşy doldy?	ÝAŞY ÝYLLARDA..... __ __  BM..... 98	⇒MA7  98 ⇒MA7
<b>MA5.</b> Siz haçandyr bir wagt durmuşa çykdyňyzmy ýa-da erkek adam bilen resmi däl nikada ýaşasdyňyzmy?	HAWA, OZAL DURMUŞA ÇYKAN ..... 1 HAWA, OZAL ERKEK ADAM BILEN ÝAŞAŞDYM..... 2 ÝOK..... 3	3 ⇒ DV moduly
<b>MA6.</b> Häzirki wagtda Siziň maşgala ýagdaýyňyz nähili: Siz dul galdyňyzmy, aýrylyşdyňyzmy ýa-da aýra ýaşasýaryňyzmy?	DUL ..... 1 AÝRYLYŞAN..... 2 AÝRA ÝAŞAÝAR..... 3	
<b>MA7.</b> Siz durmuşa bir gezek ýa-da bir gezekden köp çykdyňyzmy ýa-da erkek adam bilen resmi däl nikada birnäçe gezek ýaşasdyňyzmy?	DIÑE BIR GEZEK ..... 1 BIRNÄÇE GEZEK..... 2	1 ⇒MA8A 2 ⇒MA8B
<b>MA8A.</b> Siz haýsy aýda we ýylda (adamyňyz/ýaşasýanyňyz) bilen ýaşasyp başladyňyz?  <b>MA8B.</b> Siz haýsy aýda we ýylda <u>ilkinji</u> (adamyňyz/ýaşasýanyňyz) bilen ýaşasyp başladyňyz?	(ILKINJI GEZEK) NIKANYŇ/ BIRLEŞMÄNIŇ SENESI AÝY..... __ __ AÝYNY BM..... 98  ÝYLY ..... __ __ __ __ ÝYLYNY BM ..... 9998	
<b>MA9.</b> MA8A/B barlaň: «ÝYLYNY BM» jogaby girizilenmi?	HAWA, MA8A/B=9998..... 1 ÝOK, MA8A/B≠9998..... 2	2 ⇒Soňy
<b>MA10.</b> MA7 barlaň: diňe bir nika/birleşmemi?	HAWA, MA7=1 ..... 1 ÝOK, MA7=2 ..... 2	1 ⇒MA11A 2 ⇒MA11B
<b>MA11A.</b> Öz (adamyňyz/ ýaşasýanyňyz) bilen ýaşap başlanyňyzda, Siz näçe ýaşyňyzdadyňyz?  <b>MA11B.</b> Öz <u>ilkinji</u> (adamyňyz/ ýaşasýanyňyz) bilen ýaşap başlanyňyzda, Siz näçe ýaşyňyzdadyňyz?	ÝAŞY ÝYLLARDA..... __ __	

**CP0.** Meniň siz bilen başga mesele barada, ýagny maşgalany meýilleşdirmek dogrusynda söhbetdeşlik geçiresim gelýär.

Çatynjalar göwreliligiň önüni almak ýa-da gijikdirmek üçin dürli usullary ulanýarlar.

Siz şular barada eşitdiňizmi:

[A] Zenanlaryň sterilizasiýasy?

*Takyklama:* Mundan soňra çagasynyň bolmazlygy üçin aýallarda geçirilýän operasiýa.

HAWA ..... 1  
ÝOK ..... 2

[B] Erkekleriň sterilizasiýasy?

*Takyklama:* Mundan soňra çagasynyň bolmazlygy üçin erkeklerde geçirilýän operasiýa.

HAWA ..... 1  
ÝOK ..... 2

[C] Ýatgynyň içine goýulýan spiral?

*Takyklama:* Lukman ýa-da şepagat uýasy tarapyndan ýatgynyň içine goýulýan halkany ýa-da spiraly ulanyp bilerler.

HAWA ..... 1  
ÝOK ..... 2

[D] Göwreliligiň önüni alýan sanjym?

*Takyklama:* Lukmançylyk hyzmatyny berýänler aýallara bir ýa-da birnäçe aý göwreliligiň önüni alýan sanjym edip bilerler.

HAWA ..... 1  
ÝOK ..... 2

[E] Göwreliligiň önüni alýan implantatlar?

*Takyklama:* Aýallar bir ýa-da birnäçe ýyl göwreliligiň önüni alýan, lukman ýa-da şepagat uýasy tarapyndan eliň ýokarky böleginiň içine goýulýan kiçijik bir ýa-da birnäçe turbajygy goýduryp bilerler.

HAWA ..... 1  
ÝOK ..... 2

[F] Göwreliligiň önüni alýan tabletkalar?

*Takyklama:* Aýallar göwreliligiň önüni alýan ýörite tabletkalary her gün içip bilerler.

HAWA ..... 1  
ÝOK ..... 2

[G] Erkekleriň prezerwatiwi?

*Takyklama:* Erkekler jyns ýakynlygyna çenli jyns organyna rezin daşlygy geýip bilerler.

HAWA ..... 1  
ÝOK ..... 2

[H] Zenanlaryň prezerwatiwleri?

*Takyklama:* Zenanlar jyns ýakynlygyna çenli bu serişdäni jyns organynyň agzyna goýup bilerler.

HAWA ..... 1  
ÝOK ..... 2

[I] Diafragma?

*Takyklama:* Aýallar spermatozoidiň ýatga ýa-da ýatgy turbasyna düşmeginiň önüni almak üçin jyns organynyň agzyna gapajyk goýýarlar.

HAWA ..... 1  
ÝOK ..... 2

[J] Köpürjik/ gel?

*Takyklama:* Zenanlar spermatolitiki serişdeleri (köpürjik, gel) ulanmak bilen spermatozoidleriň hereketini bozup, ýumurtgalyga barmaklygyň önüni alýar.

HAWA ..... 1  
ÝOK ..... 2

[L] Döwürleýin saklanmak usuly?

*Takyklama:* Aýallaryň pikiri boýunça göwrelilik boljak wagtlary, olaryň mümkinçiligi bar bolan aýyň günlerinde jyns ýakynlaşygyndan saklanýarlar.

HAWA ..... 1  
ÝOK ..... 2

<p>[M] Jynsy ýakynlaşygyň arasyny kesmek? <i>Takyklama:</i> Erkekler eýakulýasiýany (tohum göýbermek) öňünden bilip ýakynlaşygyň arasyny kesýär.</p> <p>[N] Gyssagly postkoital/kontrasepsiýa? <i>Takyklama:</i> Soňky çäre hökmünde aýallar goragsyz jynsy ýakynlaşanda göwreliligiň öňüni almak maksady bilen üç günňüň dowamynda ýörite tabletkalary içip bilýär.</p> <p>[X] Göwreliligiň öňüni almak üçin erkekleriň ýa-da aýallaryň ulanyp biljek haýsydyr bir başga çäräniň bardygy hakynda eşidipdiňizmi?</p>	<p>HAWA ..... 1 ÝOK ..... 2</p> <p>HAWA ..... 1 ÝOK ..... 2</p> <p>HAWA ..... 1</p> <p>_____ (görkeziň)</p> <p>_____ (görkeziň)</p> <p>ÝOK ..... 2</p>	
<p><b>CP1.</b> Siz häzir göwrelimi?</p>	<p>HAWA, HÄZIR GÖWRELI ..... 1 ÝOK ..... 2</p> <p>BM ÝA-DA YNAMYM ÝOK ..... 8</p>	<p>1 ⇒ CP3</p>
<p><b>CP2.</b> Çatynjalar göwreliligiň öňüni almak ýa-da gijikdirmek üçin dürli usullary ulanýarlar.</p> <p>Siz häzirki wagtda göwreliligi soňa süýşürmek ýa-da göwreli bolmazlyk üçin nämedir bir zat ýa-da haýsydyr bir usul ullanyarmyşyňyz?</p>	<p>HAWA ..... 1 ÝOK ..... 2</p>	<p>1 ⇒ CP4</p>
<p><b>CP3.</b> Siz haçandyr bir wagt göwreliligi soňa süýşürmek ýa-da ondan goranmak üçin haýsydyr bir usuldan peýdalandyňyzmy ya-da bir zat etdiňizmi?</p>	<p>HAWA ..... 1 ÝOK ..... 2</p>	<p>1 ⇒ Soňy 2 ⇒ Soňy</p>
<p><b>CP4.</b> Siz göwreliligi soňa süýşürmek ýa-da öňüni almak üçin näme edýärsiňiz?</p> <p><i>Sowal berilýäne gapdaldan kömek bermäň. Eger birnäçe usullar agzalan bolsa, olaryň her haýsýsyny giriziň.</i></p>	<p>ZENANLARYŇ STERILIZASIÝASY ..... A ERKEKLERIŇ STERILIZASIÝASY ..... B ÝATGY IÇINDÄKI SPIRAL ..... C SANJYM ..... D IMPLANTATLAR ..... E TABLETKALAR (IÇILÝÄN) ..... F ERKEKLERIŇ PREZERWATIWI ..... G ZENANLARYŇ PREZERWATIWI ..... H DIAFRAGMA ..... I KÖPÜRJIK/ GEL ..... J DÖWÜRLEÝIN SAKLANMAK ..... L JYNSY ÝAKYNLAŞYGYŇ ARASYN Y KESMEK ..... M</p> <p>BEÝLEKI (görkeziň) ..... X</p>	

**KONTRASEPSIÝADA TALABY KANAGATLANDYRYLMADYK**
**UN**

<b>UN1.</b> CP1 barlaň: respondent häzirki wagtda göwrelimi?	HAWA, CP1=1 ..... 1 ÝOK, BM ÝA-DA YNAMY ÝOK, CP1=2 ÝA-DA 8..... 2	2 ⇨ UN6
<b>UN2.</b> Men Siziň häzirki göwreliligiňiz barada söhbetdeşlik geçiresim gelýär. Siziň häzirki göwreliligiňiz öz islegiňiz boýunçamy?	HAWA ..... 1 ÝOK ..... 2	1 ⇨ UN5
<b>UN3.</b> CM11 barlaň: dogurumy barmy?	DOGMADY ..... 0 BIR ÝA-DA ONDAN KÖP DOGURMA ..... 1	0 ⇨ UN4A 1 ⇨ UN4B
<b>UN4A.</b> Siz çaganyň giçki bolmagyny isleýärdiňizmi ýa-da çaganyň bolmagyny düýbünden islemeýärdiňizmi?  <b>UN4B.</b> Siz çaganyň giçki bolmagyny isleýärdiňizmi ýa-da başga çaganyň bolmagyny düýbünden islemeýärdiňizmi?	GIÇKI BOLMAGYNY ISLEÝÄRDIM ..... 1 DÜÝBÜNDEN ÇAGA ISLEMEÝÄRDIM/ BAŞGA ÇAGA ISLEMEÝÄRDIM..... 2	
<b>UN5.</b> Häzir men Size gelejek barada birnäçe sorag beresim gelýär. Häzirki boljak çagadan başga-da çaga dogurmak isleýärsiňizmi ýa-da şundan başga çaga dogurmak islemeýärsiňizmi?	ÝENE BIR ÇAGA BOLMAGYNY ISLEÝÄRIN..... 1 ŞUNDAN BAŞKA ÇAGA ISLÄMOK/DÜÝBÜNDEN ISLÄMOK ..... 2 NETIJÄ GELEMOK/BM ..... 8	1 ⇨ UN8 2 ⇨ UN14 8 ⇨ UN14
<b>UN6.</b> CP4 barlaň: häzirki wagtda aýallaryň sterilizasiýasyny ulanýarmy?	HAWA, CP4=A ..... 1 ÝOK, CP4≠A ..... 2	1 ⇨ UN14
<b>UN7.</b> Häzir men size gelejek barada birnäçe sorag beresim gelýär. Siz (başga-da) çaga dogurmak isleýärsiňizmi ýa-da (başga) çaga bolmagyny islemeýärsiňizmi?	(ÝENE BIR) ÇAGANYŇ BOLMAGYNY ISLEÝÄRIN..... 1 ŞUNDAN BAŞKA ÇAGA ISLÄMOK/DÜÝBÜNDEN ISLÄMOK ..... 2 GÖWRELI BOLUP BILMEÝÄNDIGINI AÝDÝAR..... 3 NETIJÄ GELEMOK/BM ..... 8	2 ⇨ UN10 3 ⇨ UN12 8 ⇨ UN10
<b>UN8.</b> Siz çagaňyzyň (ýene bir çagaňyzyň) bolmagy üçin näçe wagt garaşasyňyz gelýär?  <i>Respondentiň beren jogabyny ýazyň.</i>	AÝ ..... 1 ___ ÝYL ..... 2 ___  GARAŞMAK ISLEMEÝÄR (BASYM/HÄZIR)..... 993 GÖWRELI BOLUP BILMEÝÄNDIGINI AÝDÝAR..... 994 NIKA BAGLAŞANDAN SOŇ ..... 995 BEÝLEKI..... 996  BM ..... 998	994 ⇨ UN12
<b>UN9.</b> CP1 barlaň: respondent häzirki wagtda göwrelimi?	HAWA, CP1=1 ..... 1 ÝOK, BM ÝA-DA YNAMYM ÝOK, CP1=2 ÝA-DA 8..... 2	1 ⇨ UN14
<b>UN10.</b> CP2 barlaň: häzirki wagtda haýsydyr bir usuly ulanýarmy?	HAWA, CP2=1 ..... 1 ÝOK, CP2=2 ..... 2	1 ⇨ UN14
<b>UN11.</b> Siziň pikiriňizçe, häzirki wagtda Siz fiziki taýdan göwrelilige taýýarmy?	HAWA ..... 1 ÝOK ..... 2  BM ..... 8	1 ⇨ UN14 8 ⇨ UN14

<p><b>UN12.</b> Siz näme üçin göwrelilige fiziki taýdan taýýar däl diýip hasap edýärsiňiz?</p>	<p>SEÝREK JYNS ÝAKYNLAŞYK BOLÝAR/          JYNSY ÝAKYNLAŞYGY ÝOK ..... A          MENOPAUZA..... B          HIÇ WAGT AÝBAŞY GÖRÜNMEDE ..... C          GISTEREKTOMIÝA (HIRURGIÝA          TARAPDAN ÝATGY AÝRYLAN) ..... D          IKI WE ONDAN KÖP ÝYL          NETIJESIZ GÖWRELI BOLUP BILMEDE.....E          DOGUMDAN SOŇKY AMINOREÝA ..... F          ENE SÜÝDI BILEN EMDIRMEK ..... G          GARRY ..... H          FATALISTIK MEÝILLI ..... I</p> <p>BEÝLEKI (görkeziň) _____ X</p> <p>BM ..... Z</p>	
<p><b>UN13.</b> UN12 barlaň: «Hiç wagt aýbaşysy görünmedi» bellenenmi?</p>	<p>BELLENEN, UN12=C ..... 1          BELLENMEDIK, UN12≠C ..... 2</p>	<p>1 ⇨ Soňy</p>
<p><b>UN14.</b> Soňky aýbaşy tapgyryňyz haçan başlady?</p> <p><i>Jogaplary respondent tarapyndan ulanylýan birlikde ýazyň.</i></p> <p><i>Eger jogap – «1 ýyl» bolsa, onda soraň: Mundan näçe aý öň?</i></p>	<p>GÜN ÖŇ ..... 1 __ __</p> <p>HEPDE ÖŇ ..... 2 __ __</p> <p>AÝ ÖŇ ..... 3 __ __</p> <p>ÝYL ÖŇ..... 4 __ __</p> <p>MENOPAUZA/          GISTEREKTOMIÝA EDILEN ..... 993          SOŇKY DOGURUMA ÇENLI..... 994          HIÇ WAGT AÝBAŞYSY GÖRÜNMEDE ..... 995</p>	<p>993 ⇨ Soňy          994 ⇨ Soňy          995 ⇨ Soňy</p>
<p><b>UN15.</b> UN14 barlaň: soňky ýylyň dowamynda aýbaşy tapgyry geçdimi?</p>	<p>HAWA, SOŇKY ÝYLYŇ DOWAMYNDA ..... 1          ÝOK, BIR ÝA-DA ONDAN KÖP ÝYL          OZAL ..... 2</p>	<p>2 ⇨ Soňy</p>
<p><b>UN16.</b> Siziň soňky aýbaşyňyz haýsy-da bolsa bir jemgyýetçilik çäresine, okuw jaýyna ýa-da işiňize gitmäge päsgelçilik döretdimi?</p>	<p>HAWA ..... 1          ÝOK ..... 2</p> <p>BM/YNAMYM ÝOK/ŞULAR ÝALY          ÇÄRE ÝOK ..... 8</p>	
<p><b>UN17.</b> Soňky aýbaşyňyzyň dowamynda öz öýüňizde ýuwunmaga we eşiňiňizi çalyşmaga mümkinçiligiňiz boldymy?</p>	<p>HAWA ..... 1          ÝOK ..... 2</p> <p>BM ..... 8</p>	
<p><b>UN18.</b> Siz gigiýenik prokladka, tampon ýa-da mata ýaly serşdeleri ulandyňyzmy?</p>	<p>HAWA ..... 1          ÝOK ..... 2</p> <p>BM ..... 8</p>	<p>2 ⇨ Soňy          8 ⇨ Soňy</p>
<p><b>UN19.</b> Şol serişdeleri ikilenji gezek ulanyp bolýardymy?</p>	<p>HAWA ..... 1          ÝOK ..... 2</p> <p>BM ..... 8</p>	

**ÇAĞA DOĞURMA SAĞLYGY BOÝUNÇA ESASLY KARAR**

**ID**

<p><b>ID1.</b> MA1 barlaň: zenan durmuşa çykanmy ýa-da erkek adam bilen resmi däl nikada ýaşaşýarmy?</p>	<p>HAWA, MA1=1 ÝA-DA 2 ..... 1                  ÝOK, MA1=3 ÝA-DA BOŞ ..... 2</p>	<p>2 ⇨ Soňy</p>
<p><b>ID2.</b> Eger Siz jynsy ýakynlaşygyňy islemeseňiz Öz adamyňyza/ýaşaşýanyňyza ýok diýip belersiňizmi?</p>	<p>HAWA ..... 1                  ÝOK ..... 2</p> <p>YNAMYM ÝOK/ŞERTLERE BAGLY ..... 8</p>	
<p><b>ID3.</b> Häzir men saglyk barada birnäçe sorag beresim gelýär. Siziň saglygyňyz bilen bagly kararlary hemişe kim kabul edýär: siz, siziň adamyňyz/ýaşaşýanyňyz, adamyňyz/ýaşaşýanyňyz bilen bilelikde ýa-da başga biri?</p> <p>Eger başga biri ýa-da kimdir biri bilen bilelikde bolsa, onda soraň:                  (Kim bilen/kim) karar alýandygyňyzy aýdyp bilersiňizmi?</p>	<p>RESPONDENT ..... 1                  ADAMSY/ÝAŞAŞÝANY ..... 2                  BILELIKDÄKI KARAR ..... 3</p> <p>BEÝLEKI (görkeziň) ..... 6</p>	
<p><b>ID4.</b> Şeýle hem maňa, çaga dogurma saglygyňyz babatda lukmançylyk kömegi üçin ýüz tutumaly bolanyňyzda kim karar alýandygyny aýdyp bilersiňizmi, mysal üçin, peşew çykaranyňyzda awyny ýa-da ýiti agryny duýanyňyzda?</p> <p>Eger başga biri ýa-da kimdir biri bilen bilelikde bolsa, onda soraň:                  (Kim bilen/kim) karar alýandygyňyzy aýdyp bilersiňizmi?</p>	<p>ESASAN RESPONDENT ..... 1                  ESASAN ADAMSY/ ÝAŞAŞÝANY ..... 2                  ADAMSY/ÝAŞAŞÝANY BILEN BILELIKDE ..... 3</p> <p>BEÝLEKI (görkeziň) ..... 6</p>	
<p><b>ID5A.</b> CP1 barlaň: respondent häzirki wagtda göwrelimi?</p>	<p>HAWA, CP1=1 ..... 1                  ÝOK, YNAMY ÝOK, CP1=2 ÝA-DA 8 ..... 2</p>	<p>1 ⇨ Soňy</p>
<p><b>ID5B.</b> CP2 barlaň: Zenan häzirki wagtda göwreliligi soňa süýşürmek ýa-da göwreli bolmazlyk üçin nämedir bir zat ýa-da haýsydyr bir usul ullanyarmy?</p>	<p>HAWA CP2=1 ..... 1                  ÝOK, CP2=2 ..... 2</p>	<p>1 ⇨ ID6A</p>
<p><b>ID5C.</b> UN12 barlaň: (A we Z arasynda) bentleriň haýsy-da bolsa biri bellenenmi?</p>	<p>HAWA, BELLENEN ..... 1                  ÝOK, BELLENMEDIK ..... 2</p>	<p>1 ⇨ Soňy                  2 ⇨ ID6B</p>
<p><b>ID6A.</b> Siz häzir göwreli bolmazlyk üçin serişdeleri ýa-da usullary ulanýan diýip aýtdyňyz.</p> <p>Siz göwreli bolmazlyk üçin serişdeleri ulanmak barada karary özüňiz kabul edýärsiňiz diýip bilersiňizmi, ýa-da Siziň adamyňyz/ýaşaşýanyňyz, ýa-da bilelikde kabul edýäňizmi?</p> <p><b>ID6B.</b> Siz häzir göwreli bolmazlyk üçin serişdeleri ýa-da usullary ulanmaýan diýip aýtdyňyz.</p> <p>Siz göwreli bolmazlyk üçin serişdeleri ulanmazlyk barada karary özüňiz kabul edýärsiňiz diýip bilersiňizmi, ýa-da Siziň adamyňyz/ýaşaşýanyňyz, ýa-da bilelikde kabul edýäňizmi?</p>	<p>ESASAN RESPONDENT ..... 1                  ESASAN ADAMSY/ÝAŞAŞÝANY ..... 2                  ADAMSY/ÝAŞAŞÝANY BILEN BILELIKDE ..... 3</p> <p>BEÝLEKI (görkeziň) ..... 6</p>	



<p><b>DV1.</b> Käwagt adamsy öz aýalynyň edýän hereketlerinden göwni suw içmeýär ýa-da närazy bolýar. Siz aşakdaky halatlarda adamsy aýalyny urmaga ýa-da ýençmäge hakly diýip hasap edýärsiňizmi:</p>	<p>HAWA ÝOK BM</p>			
<p>[A] eger aýaly adamsyna aýtman öýden çykyp gitse?</p>	<p>HIÇ ZAT AÝTMAN ÇYKYP GIDÝÄR.....1</p>	<p>2</p>	<p>8</p>	
<p>[B] eger aýaly çagalary barada alada etmeýän bolsa?</p>	<p>ÇAGALARY BARADA ALADA ETMEÝÄR.....1</p>	<p>2</p>	<p>8</p>	
<p>[C] eger aýaly adamsyna dil gaýtarsa?</p>	<p>DIL GAÝTARÝAR.....1</p>	<p>2</p>	<p>8</p>	
<p>[D] eger aýaly adamsy bilen jynsy ýakynlaşyk etmekden boýun gaçyrsa?</p>	<p>JYNSY ÝAKYNLAŞYK ETMEKDEN BOÝUN GAÇYRÝAR.....1</p>	<p>2</p>	<p>8</p>	
<p>[E] eger aýaly nahary ýaksa?</p>	<p>NAHARY ÝAKÝAR.....1</p>	<p>2</p>	<p>8</p>	
<p>[F] eger öz adamsynyň ene-atasyny sylamaýan bolsa?</p>	<p>ADAMSYNYŇ ENE-ATASYNY SYLAMAÝAR.....1</p>	<p>2</p>	<p>8</p>	

<p><b>VT1.</b> Başka adamlaryň bar-ýoguny barlaň. Dowam etmezden öň, gizlinligi üpjün ediň.</p> <p>Indi men <u>Siziň</u> jebir çeken pursatlaryňyz barada birnäçe sorag beresim gelýär.</p> <p>Ýene bir gezek gaýtalaýaryn, biziň aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez.</p> <p>Soňky üç ýylda, ýagny (<i>soraşmanyň geçirilýän aýy</i>) (<i>soraşmanyň geçirilýän ýylyndan üç ýyl aýyrmaly</i>) ýyldan başlap, kimdir biri zorluk bilen ýa-da haýbat bilen Sizden bir zat almakçy boldymy ýa-da aldymy?</p> <p><i>Diňe respondentiniň hut özüniň jenaýatyň pidasy bolan hadysalaryny belläp alyň, diňe öý hojalygyň başga agzalarynyň jenaýatyň pidasy bolan hadysalaryny bellemäň.</i></p> <p><i>Gerek bolsa, ýatlamak döwrini kesgitlemek üçin ýardam beriň we ýatlamak üçin hökman gerek bolan wagty beriň. Ony köşeşdirip bilersiňiz:</i></p> <p>Käwagt bular ýaly hadysalary ýatlamak kyn bolýar, şonuň üçin Siz howlukman pikirlenip jogap berip bilersiňiz.</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM ..... 8</p>	<p>2 ⇨VT9B</p> <p>8 ⇨VT9B</p>
<p><b>VT2.</b> Bu hadysa soňky 12 aýyň dowamynda bolup geçdimi, ýagny (<i>soraşmanyň geçirilýän aýy</i>) (<i>soraşmanyň geçirilýän ýylyndan bir ýyl aýyrmaly</i>) ýyldan başlap?</p>	<p>HAWA, SOŇKY 12 AÝYŇ DOWAMYNDA ..... 1</p> <p>ÝOK, 12 AÝDAN KÖP WAGT GEÇDI ..... 2</p> <p>BM/ÝADYMA DÜŞENOK ..... 8</p>	<p>2 ⇨VT5B</p> <p>8 ⇨VT5B</p>
<p><b>VT3.</b> Soňky 12 aýyň içinde bu hadysa näçe gezek bolup geçdi?</p> <p><i>Eger jogap – «BM/Ýadyma düşenok» bolsa, onda soraň: Bu hadysa bir, iki ýa-da üçden az däl gezek bolup geçdimi?</i></p>	<p>BIR GEZEK ..... 1</p> <p>IKI GEZEK ..... 2</p> <p>ÜÇ WE ONDAN KÖP GEZEK ..... 3</p> <p>BM/ÝADYMA DÜŞENOK ..... 8</p>	
<p><b>VT4.</b> VT3 barlaň: birmi ýa-da birnäçe gezekmi?</p>	<p>BIR GEZEK, VT3=1 ..... 1</p> <p>BIRDEN KÖP GEZEK ÝA-DA BM, VT3=2, 3 ÝA-DA 8 ..... 2</p>	<p>1 ⇨VT5A</p> <p>2 ⇨VT5B</p>
<p><b>VT5A.</b> Bu hadysa bolup geçende Sizden nämendir bir zady ogurladylarmy?</p> <p><b>VT5B.</b> Soňky gezek bu hadysa bolup geçende Sizden nämendir bir zady ogurladylarmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM/ÝADYMA DÜŞENOK ..... 8</p>	
<p><b>VT6.</b> Bu adamda (adamlarda) ýarag bardymy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM/YNAMYM ÝOK ..... 8</p>	<p>2 ⇨VT8</p> <p>8 ⇨VT8</p>
<p><b>VT7.</b> Ýarag hökmünde pyçak, tüpeň ýa-da ýene bir zat ulanyldymy?</p> <p><i>Değişli bolan ähli bentleri belläň.</i></p>	<p>HAWA, PYÇAK ..... A</p> <p>HAWA, TÜPEŇ ..... B</p> <p>HAWA, ÝENE BIR ZAT ..... X</p>	

<p><b>VT8.</b> Siz ýa-da başga biri bolup geçen hadysa barada polisiýa habar berdimi?</p> <p><i>Eger «Hawa» bolsa, onda soraň: Siziň özünüz habar berdiňizmi ýa-da keseki birimi?</i></p>	<p>HAWA, RESPONDENT HABAR BERDI..... 1</p> <p>HAWA, KESEKI BIRI HABAR BERDI ..... 2</p> <p>ÝOK, HABAR BERILMEDI ..... 3</p> <p>BM/YNAMYM ÝOK ..... 8</p>	<p>1 ⇨VT9A</p> <p>2 ⇨VT9A</p> <p>3 ⇨VT9A</p> <p>8⇨VT9A</p>
<p><b>VT9A.</b> Siziň ýaňyja aýdyp beren hadysalaryňyzdan başga, soňky üç ýylyň içinde, ýagny (<i>soraşmanyň geçirilýän aýy</i>) (<i>soraşmanyň geçirilýän ýylyndan üç ýyl aýyrmaly</i>) ýylda Siz fiziki hüjüme sezewar bolduňyzmy?</p> <p><b>VT9B.</b> Şol soňky üç ýylyň içinde, ýagny (<i>soraşmanyň geçirilýän aýy</i>) (<i>soraşmanyň geçirilýän ýylyndan üç ýyl aýyrmaly</i>) ýyldan başlap, Siz fiziki hüjüme sezewar bolduňyzmy?</p> <p><i>Eger “Ýok” bolsa, onda anyklaň: Hüjüm öýde ýa-da öýüň daşynda haýsy-da bolsa başga bir ýerde, meselem, başga biriniň öýünde, köçede, okuw jaýynda, jemgyýetçilik ulagynda, jemgyýetçilik iýmit edarasynda ýa-da iş yerinde bolup biler.</i></p> <p><i>Diňe respondentiniň hut özüniň jenaýatyň pidasy bolan hadysalaryny belläp alyň, diňe öý hojalygyň başga agzalarynyň jenaýatyň pidasy bolan hadysalaryny bellemäň. Respondentden bir zadý ogurlamakçy niýetli bolan hadysalary bellemäň, sebäbi olar VT1 soragyň jogabynda bellenen.</i></p>	<p>HAWA ..... 1</p> <p>ÝOK..... 2</p> <p>BM ..... 8</p>	<p>2 ⇨VT20</p> <p>8 ⇨VT20</p>
<p><b>VT10.</b> Bu hadysa soňky 12 aýda boldumy, ýagny (<i>soraşmanyň geçirilýän aýy</i>) (<i>soraşmanyň geçirilýän ýylyndan bir ýyl aýyrmaly</i>) ýyldan başlap?</p>	<p>HAWA, SOŇKY 12 AÝDA ..... 1</p> <p>ÝOK, 12 AÝDAN KÖP WAGT GEÇDI..... 2</p> <p>BM/ÝADYMA DÜŞENOK ..... 8</p>	<p>2 ⇨VT12B</p> <p>8 ⇨VT12B</p>
<p><b>VT11.</b> Soňky 12 aýyň içinde bu hadysa näçe gezek bolup geçdi?</p> <p><i>Eger jogap – «BM/Ýadyma düşenok» bolsa, onda soraň: Bu hadysa bir, iki ýa-da üçden az däl gezek bolup geçdimi?</i></p>	<p>BIR GEZEK ..... 1</p> <p>IKI GEZEK ..... 2</p> <p>ÜÇ WE ONDAN KÖP GEZEK..... 3</p> <p>BM/ÝADYMA DÜŞENOK ..... 8</p>	<p>1 ⇨VT12A</p> <p>2 ⇨VT12B</p> <p>3 ⇨VT12B</p> <p>8 ⇨VT12B</p>
<p><b>VT12A.</b> Bu hadysa nirede bolup geçdi?</p> <p><b>VT12B.</b> Soňky gezek bu hadysa nirede bolup geçdi?</p>	<p>ÖÝDE ..... 11</p> <p>BAŞGA BIRINIŇ ÖÝÜNDE ..... 12</p> <p>KÖÇEDE ..... 21</p> <p>JEMGYÝETÇILIK ULAGYNDAN ..... 22</p> <p>JEMGYÝETÇILIK RESTORANDA/KAFEDE/BARDA ..... 23</p> <p>BAŞGA JEMGYÝETÇILIK ÝERDE (görkeziň) ..... 26</p> <p>OKUW JAÝYNDAN ..... 31</p> <p>IŞ ÝERINDE..... 32</p> <p>BAŞGA ÝERDE (görkeziň) ..... 96</p>	
<p><b>VT13.</b> Bu jenaýata näçe adam gatnaşdy?</p> <p><i>Eger jogap – «BM/Ýadyma düşenok» bolsa, onda soraň: Bir, iki ýa-da üçden az däl adamdylar?</i></p>	<p>BIR ADAM..... 1</p> <p>IKI ADAM..... 2</p> <p>ÜÇ ÝA-DA ONDAN KÖP ADAM..... 3</p> <p>BM/ÝADYMA DÜŞENOK ..... 8</p>	<p>1 ⇨VT14A</p> <p>2 ⇨VT14B</p> <p>3 ⇨VT14B</p> <p>8 ⇨VT14B</p>

<b>VT14A.</b> Bu hadysa bolanda, Siz şol adamy tanadyňyzmy?	HAWA ..... 1 ÝOK ..... 2	
<b>VT14B.</b> Bu hadysa bolanda, Siz azyndan bir adamy tanadyňyzmy?	BM/ÝADYMA DÜŞENOK ..... 8	
<b>VT17.</b> Bu adam (adamlar) ýaraglydymy?	HAWA ..... 1 ÝOK ..... 2 BM/ÝADYMA DÜŞENOK ..... 8	2 ⇨ VT19 8 ⇨ VT19
<b>VT18.</b> Ýarag hökmünde pyçak, tüpeň ýa-da ýene bir zat ulanyldymy? <i>Değişli bolan ähli bentleri belläň.</i>	HAWA, PYÇAK ..... A HAWA, TÜPEŇ ..... B HAWA, ÝENE BIR ZAT ..... X	
<b>VT19.</b> Siz ýa-da başga biri bolup geçen hadysa barada polisiýa habar berdiňizmi? <i>Eger «Hawa» bolsa, onda soraň: Siziň özüňiz habar berdiňizmi ýa-da keseki birimi?</i>	HAWA, RESPONDENT HABAR BERDI ..... 1 HAWA, KESEKI BIRI HABAR BERDI ..... 2 ÝOK, HABAR BERILMEDI ..... 3 BM/YNAMYM ÝOK ..... 8	
<b>VT20.</b> Garaňky gijede öz etrapçaňyzda ýeke özüňiz barýarkaňyz, özüňizi nähili derejede gorkusyz duýýarsyňyz?	ÖZÜMI DÜÝBÜNDEN GORKUSYZ DUÝÝARYN ..... 1 ÖZÜMI GORKUSYZ DUÝÝARYN ..... 2 ÖZÜMI GORKUSYZ DUÝMAÝARYN ..... 3 ÖZÜMI DÜÝBÜNDEN GORKUSYZ DUÝMAÝARYN ..... 4 GARAŇKY GIJEDE HIÇWAGT ÝEKE ÝÖRÄMOK ..... 7	
<b>VT21.</b> Garaňky gijede öýüňizde ýeke özüňiz oturanyňyzda, özüňizi nähili derejede gorkusyz duýýarsyňyz?	ÖZÜMI DÜÝBÜNDEN GORKUSYZ DUÝÝARYN ..... 1 ÖZÜMI GORKUSYZ DUÝÝARYN ..... 2 ÖZÜMI GORKUSYZ DUÝMAÝARYN ..... 3 ÖZÜMI DÜÝBÜNDEN GORKUSYZ DUÝMAÝARYN ..... 4 GARAŇKY GIJEDE HIÇWAGT ÝEKE OTURAMOK ..... 7	
<b>VT22.</b> Soňky 12 aýda şu aşakdaky alamatlar boýunça Siziň <u>özüňiziň</u> hukuklaryňyzyň kemsidilendigini ýa-da gysylmasyny duýduňyzmy:  [A] etniki gelip çykyş ýa-da immigrasiýa alamatlary boýunça? [B] jyns alamaty boýunça? [C] jyns oriýentasiýasy alamaty boýunça? [D] ýaş alamaty boýunça? [E] din ýa-da dünýägaraýşy alamatlary boýunça? [F] maýyplyk alamaty boýunça? [X] haýsy-da bolsa başga alamatlar boýunça?	HAWA ÝOK BM  ETNIKI GELIP ÇYKYŞ / IMMIGRASIÝA ..... 1 2 8 JYNS ..... 1 2 8 JYNSY ORIÝENTASIÝASY ..... 1 2 8 ÝAŞ ..... 1 2 8 DIN/DÜNÝÄGARAÝŞY ..... 1 2 8 MAÝYPLYK ..... 1 2 8 BAŞGA ALAMATLAR ..... 1 2 8	

ÝETİŞEN ZENANYŇ ÝAŞAÝSA UKYPLYLYGY		AF
<b>AF1.</b> WB4/HL6 barlaň: respondentiniň ýaşı:	15–17 ÝAŞ ..... 1 18–49 ÝAŞ ..... 2	1 ⇨ Soňky
<b>AF2.</b> Siz äýnek ýa-da kontakt linza dakynýaňyzmy?  <i>Okamak üçin ulanylýan äýnekler hem bu ýere goşulýar.</i>	HAWA ..... 1 ÝOK ..... 2	
<b>AF3.</b> Eşidiş aparatyny ulanýaňyzmy?	HAWA ..... 1 ÝOK ..... 2	
<b>AF4.</b> Indi men Sizden dürli durmuşy ýagdaýlarynda ähtimal başyňyzdan geçen kynçylyklar barada sorasym gelýär. Her durmuşy ýagdaý üçin dört sany mümkin bolan jogap bardyr: 1) Size kyn dälmi, 2) biraz kyn, 3) örän kyn we 4) aýdylan hereketi Siz düýbünden ýerine ýetirip bileňzok.  <i>Respondentiň bu jogaplary saýlamadyk ahli halatlarda, her aýratyn sowalda şu bentleri gaýtalaň:</i> Ýatlaň: dört sany mümkin bolan jogap şulardyr : 1) Size kyn dälmi, 2) biraz kyn, 3) örän kyn we 4) aýdylan hereketi Siz düýbünden ýerine ýetirip bileňzok.		
<b>AF5.</b> AF2 barlaň: respondent äýnek ýa-da kontakt linzasyny dakynýarmy?	HAWA, AF2=1 ..... 1 ÝOK, AF2=2 ..... 2	1 ⇨ AF6A 2 ⇨ AF6B
<b>AF6A.</b> Äýnek ýa-da kontakt linzasyny dakynanyňyzda görmek kynmy?  <b>AF6B.</b> Görmek kynmy?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEN GÖRÜP BILEMOK ..... 4	
<b>AF7.</b> AF3 barlaň: respondent eşidiş aparatyny ulanýarmy?	HAWA, AF3=1 ..... 1 ÝOK, AF3=2 ..... 2	1 ⇨ AF8A 2 ⇨ AF8B
<b>AF8A.</b> Eşidiş aparatyny ulananyňyzda eşitmek kyn düşýärmimi?  <b>AF8B.</b> Eşitmek kyn düşýärmimi?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEN EŞIDIP BILEMOK ..... 4	
<b>AF9.</b> Siz pyýada ýöräniňizde ýa-da basgançaklardan ýokary galanyňyzda kynçylyk çekýärsiňizmi?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEN ÝÖRÄP BILEMOK/ BASGANÇAKLARDAN ÝOKARY GALYP BILEMOK ..... 4	
<b>AF10.</b> Siziň üçin ýatlamak we pikiriňizi jemlemek kyn düşýärmimi?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEN ÝATLAP BILEMOK/ PIKIRIMI JEMLÄP BILEMOK ..... 4	
<b>AF11.</b> Siz özüňize hyzmat etmekde kynçylyk çekýäňizmi, meselem, tutuş ýuwunanyňyzda we geýineniňizde?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 ÖZÜME DÜÝBÜNDEN HYZMAT EDIP BILEMOK ..... 4	
<b>AF12.</b> Siz öz hemişeki gürlýän diliňizde beýlekiler bilen gürläşeniňizde kynçylyk çekýäňizmi, meselem, beýlekileri düşünmekde we düşündirip bilmekde?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3	

AIW/SPID KESELI		HA
<p><b>HA1.</b> Häzir men Siz bilen başga zat barada gürrüňleşmek isleýärin.</p> <p>Siz haçandyr bir wagt SPID diýlip atlandyrylýan kesel barada eşidipmidiňiz?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	2 ⇒ Soňy
<p><b>HA2.</b> SPID wirusy ýokmadyk we başgalar bilen jynsy gatnaşykda bolmadyk adam bilen jynsy gatnaşykda bolýan adamlar SPID wirusy ýokmagynyň töwekgelçiligini peseldip bilermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA3.</b> Çybyn çakmasy arkaly SPID wirusy ýokuşyp bilermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA4.</b> Her bir jynsy gatnaşykda prezerwatiwi ulanmak arkaly adamlar SPID wirusynyň ýokmagynyň töwekgelçiligini peseldip bilerlermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA5.</b> SPID wirusy ýokan adam bilen bile naharlansa, adamlara SPID wirusy ýokuşyp bilermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA6.</b> Adamlara jady ya-da adatdan daşary güýçleriň täsiri netijesinde SPID wirusy ýokuşup bilermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA7.</b> Daşyndan göräýmäge sagdyn görünýän adamda SPID wirusy bolup bilermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA8.</b> SPID döredýän wirus eneden çaga geçip bilermi:</p> <p>[A] göwrelilik döwründe?</p> <p>[B] çaga dogurýan wagty?</p> <p>[C] emdirmek bilen?</p>	<p style="text-align: right;">HAWA ÝOK BM</p> <p>GÖWRELILIK DÖWRÜNDE.....1 2 8</p> <p>ÇAGA DOGURÝAN WAGTY .....1 2 8</p> <p>EMDIRMEK BILEN .....1 2 8</p>	
<p><b>HA9.</b> HA8[A], [B] we [C] barlaň: azyndan bir “Hawa” jogaby bellenenmi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	2 ⇒ HA11
<p><b>HA10.</b> Lukmanyň ýa-da şepagat uýasynyň berip biljek dermany, ýagny SPID wirusynyň çagalara ýokmagynyň töwekgelçiligini peseldir ýaly aýallara berilýän ýörite dermanlar barmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA11.</b> CM17 barlaň: soňky iki ýylyň dowamynda diri çaga dogurdymy?</p> <p>Bu sütiüne Dogurmagyň taryhyndan soňky diri doglan çaganyň adyny (CM18) geçiriň we bellenen ýerlerde goýuň:</p> <p>Ady _____</p>	<p>HAWA, CM17=1 ..... 1</p> <p>ÝOK, CM17=0 ÝA-DA BOŞ ..... 2</p>	2 ⇒ HA24
<p><b>HA12.</b> MN2 barlaň: dogrumdan öňki gözegçilik geçirildimi?</p>	<p>HAWA, MN2=1 ..... 1</p> <p>ÝOK, MN2=2..... 2</p>	2 ⇒ HA17

<p><b>HA13.</b> Siz (<i>çaganyň ady</i>) göwrelikä dogrumdan öňki gözegçilige gatnan döwrüňizde, Size şular barada haýsydyr bir maglumat berildimi:</p> <p>[A] enelerden çaga SPID virusynyň geçmegi barada?</p> <p>[B] SPID virusyň önüni almak boýunça siziň görmeli çäreleriňiz hakynda?</p> <p>[C] SPID virus testini nädip geçmeklik barada?</p> <p>We Size:</p> <p>[D] SPID virus testini geçmeklik teklip edildimi?</p>	<p style="text-align: right;">HAWA ÝOK BM</p> <p>ENELERDEN ÇAGA SPID..... 1 2 8</p> <p>ÖNÜNI ALMA ÇÄRELERI..... 1 2 8</p> <p>SPID TESTINI ..... 1 2 8</p> <p>TEST GEÇMEKLIK TEKLIBI EDILDI..... 1 2 8</p>	
<p><b>HA14.</b> Meni testiň netijesi gyzyklandyрмаýar, ýöne Siz dogruma çenli göwrelilik döwrüňizde SPID virusy babatda test geçdiňizmi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	<p>2⇒HA17</p> <p>8⇒HA17</p>
<p><b>HA15.</b> Meni testiň netijesi gyzyklandyрмаýar, ýöne Siz testiň netijesini aldyňyzmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	<p>2⇒HA17</p> <p>8⇒HA17</p>
<p><b>HA16.</b> Siz testiň netijelerini alanyňyzdan soň, Size saglygy goraýyş barada nähili – de bolsa bir maglumat ýa-da SPID virusyna degişli maslahat berdilermi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>	
<p><b>HA17.</b> MN20 barlaň: çaga saglygy goraýyş edarasyn-da doglanmy?</p>	<p>HAWA, MN20=21–36 ÝA-DA 76 ..... 1</p> <p>ÝOK, MN20=11–12 ÝA-DA 96..... 2</p>	<p>2⇒HA21</p>
<p><b>HA18.</b> Siz saglygy goraýyş edarasyna çaga dogurmaga geleniňizde, emma çaga dogulmagyndan öň SPID virusy babatda test geçdiňizmi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>HA19.</b> Meni testiň netijesi gyzyklandyрмаýar, ýöne bilesim gelýär, şol döwürde SPID virusy babatda test geçdiňizmi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	<p>2⇒HA21</p>
<p><b>HA20.</b> Meni testiň netijesi gyzyklandyрмаýar, ýöne bilesim gelýär, Siz bu testiň netijelerini aldyňyzmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	<p>1⇒HA22</p> <p>2⇒HA22</p>
<p><b>HA21.</b> HA14 barlaň: dogrumdan öňki gözegçiligiň çäginde respondent SPID virusy testini geçdimi?</p>	<p>HAWA, HA14=1..... 1</p> <p>ÝOK ÝA-DA JOGAP ÝOK, HA14≠1..... 2</p>	<p>2⇒HA24</p>
<p><b>HA22.</b> Göwrelilik döwründe test geçeniňiz soň ýene-de SPID virusy babatda test geçdiňizmi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	<p>1⇒HA25</p>
<p><b>HA23.</b> Siz SPID virusy babatda testi soňky gezek haçan geçdiňiz?</p>	<p>12 AÝDAN AZ WAGT ÖŇ..... 1</p> <p>12–23 AÝ ÖŇ ..... 2</p> <p>2 ÝYL MUNDAN OZAL ÝA-DA ONDAN HEM ÖŇ ..... 3</p>	<p>1⇒HA28</p> <p>2⇒HA28</p> <p>3⇒HA28</p>
<p><b>HA24.</b> Meni testiň netijesi gyzyklandyрмаýar, ýöne bilesim gelýär, Siz haçandyr bir wagt SPID virusy babatda test geçdiňizmi?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	<p>2⇒HA27</p>
<p><b>HA25.</b> Siz soňky gezek näçe aý mundan ozal test geçdiňiz?</p>	<p>12 AÝDAN AZ WAGT ÖŇ..... 1</p> <p>12–23 AÝ ÖŇ ..... 2</p> <p>2 ÝYL MUNDAN OZAL ÝA-DA ONDAN HEM ÖŇ..... 3</p>	

<b>HA26.</b> Meni testiň netijesi gyzyklandyрмаýar, ýöne bilesim gelyär, Siz şol testiň netijelerini aldyňyzmy?	HAWA ..... 1 ÝOK ..... 2  BM..... 8	1 ⇒HA28 2 ⇒HA28  8 ⇒HA28
<b>HA27.</b> SPID wirusy babatda testden nirede geçip bolýandygyny bilýäňizmi?	HAWA ..... 1 ÝOK ..... 2	
<b>HA28.</b> Siz özbaşdak SPID wirusy babatda test etmek üçin toplumlar barada eşitdiňizmi?	HAWA ..... 1 ÝOK ..... 2	2 ⇒HA30
<b>HA29.</b> Siz özbaşdak test etmek üçin toplumlaryň üsti bilen SPID wirusy babatda özüňizi barladyňyzmy?	HAWA ..... 1 ÝOK ..... 2	
<b>HA30.</b> Eger azyk önümlerini satýan satyjyda SPID wirusynyň bardygyny bilýän bolsaňyz, Siz ondan ter gök önümlerini satyn alarmydyňyz?	HAWA ..... 1 ÝOK ..... 2  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	
<b>HA31.</b> Siziň pikiriňizçe, SPID wirusy çaganyň, SPID wirusy ýokuşmadyk çagalar bilen bir mekdebe gatnamagyna rugsat berip bolarmy?	HAWA ..... 1 ÝOK ..... 2  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	
<b>HA32.</b> Siziň pikiriňizçe, adamlar SPID wirusynyň testyndan geçmäge çekinýändiginiň sebäbi olar testyň oňyn netijesine başga adamlaryň garaşyndan gorkýanlygyndanmy?	HAWA ..... 1 ÝOK ..... 2  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	
<b>HA33.</b> SPID wirusly ýaşayan ýa-da SPID wirusly ýaşandyrlar diýip pikir edilýän adamlar barada adamlar ýaramaz zatlar aýdýarmy?	HAWA ..... 1 ÝOK ..... 2  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	
<b>HA34.</b> SPID wirusly ýaşayan ýa-da SPID wirusly ýaşandyrlar diýip pikir edilýän adamlar sylagdan düşýärlermi?	HAWA ..... 1 ÝOK ..... 2  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	
<b>HA35.</b> Siz aşakdaky sözlem bilen razymy?  Meniň maşgalamyň haýsy-da bolsa birisi SPID wirusy bilen kesellän bolsa, men utanardym.	RAZY ..... 1 RAZY DÄL..... 2  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	
<b>HA36.</b> Siz SPID wirusy keseli bilen ýaşayan adamyň tüküliginden SPID keseli ýokuşyp biler diýip gorkýarsyňyzmy?	HAWA ..... 1 ÝOK ..... 2 SPID WIRUSY BAR DIÝÝÄR..... 7  BM/ YNAMYM ÝOK / ÝAGDAÝA BAGLYLYKDA ..... 8	

<b>WM10.</b> Wagtyny ýazyň.	SAGAT WE MINUT ..... : .....	
-----------------------------	------------------------------	--



<b>WM11.</b> <i>Tutuş soraşma şaýatsyz geçdimi, ýa-da soraşma ýa-da onuň bölekleri geçirilende ýene kimdir biri bardymy?</i>	HAWA, TUTUŞ SORAŞMA ŞAÝATSYZ GEÇDI..... 1 ÝOK, TUTUŞ SORAŞMA GEÇIRILENDE BAŞGA ADAMLAR HEM BARDY (görkeziň) ..... 2 ÝOK, SORAŞMANYŇ BIR BÖLEGI GEÇIRILENDE BAŞGA ADAMALAR BARDY (görkeziň) ..... 3	
<b>WM12.</b> <i>Sowalanamanyň dili.</i>	İNLİŞÇE..... 1 TÜRKMENÇE ..... 2 RUSÇA ..... 3	
<b>WM13.</b> <i>Soraşdyrma haýsy dilde geçirildi.</i>	İNLİŞÇE..... 1 TÜRKMENÇE ..... 2 RUSÇA ..... 3 BEÝLEKI DİL (görkeziň) ..... 6	
<b>WM14.</b> <i>Respondentiň ene dili.</i>	TÜRKMEN ..... 2 ÖZBEK..... 3 RUS ..... 4 BEÝLEKI DİL (görkeziň) ..... 6	
<b>WM15.</b> <i>Şu sowalnamanyň haýsydyr bir bölegi başga dile terjime edildimi?</i>	HAWA, TUTUŞ SOWALNAMA TERJIME EDILDI..... 1 HAWA, SOWALNAMANYŇ BÖLEGI TERJIME EDILDI..... 2 ÝOK, TERJIME EDILMEDI..... 3	
<p><b>WM16.</b> <i>ÖÝ HOJALYKLARYŇ SOWALNAMASYNDAN ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAKY HL10 we HL20 sütünlerini barlaň: respondent bu öý hojalygynda ýaşayan 0-4 ýaşly çaganyň ejesimi ýa-da oňa ideg edýän adammy?</i></p> <p><input type="checkbox"/> <i>Hawa</i> ⇒ ZENAN BARADA MAGLUMAT BÖLEGIŇ WM17 sütünine geçiň we «01» belläň. Soňra bu çaga üçin BÄŞ ÝAŞLY ÇAGALAR BARADA SOWALNAMA geçiň we respondentini soraşdyrmaga başlaň.</p> <p><input type="checkbox"/> <i>Ýok</i> ⇒ ÖÝ HOJALYKLARYŇ SOWALNAMASYNDAN HH26–HH27 sütünlerini barlaň: Öý hojalygynda 5-17 ÝAŞLY ÇAGALAR HAKYND A SOWALNAMA boýunça soraşdyrmak üçin saýlanan 5-17 ýaşly çaga barmy?</p> <p><input type="checkbox"/> <i>Hawa</i> ⇒ ÖÝ HOJALYKLARYŇ SOWALNAMASYNDAN ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAKY HL20 sütünini barlaň: respondent bu öý hojalygynda ýaşayan 5-17 ÝAŞLY ÇAGALAR HAKYND A SOWALNAMA boýunça soraşdyrmak üçin saýlanan 5-17 ýaşly çaganyň ejesimi ýa-da oňa ideg edýän adammy?</p> <p><input type="checkbox"/> <i>Hawa</i> ⇒ ZENAN BARADA MAGLUMAT BÖLEGIŇ WM17 sütünine geçiň we «01» belläň. Soňra bu çaga üçin 5-17 ÝAŞLY ÇAGALAR HAKYND A SOWALNAMA geçiň we respondentini soraşdyrmaga başlaň.</p> <p><input type="checkbox"/> <i>Ýok</i> ⇒ ZENAN BARADA MAGLUMAT BÖLEGIŇ WM17 sütünine geçiň we «01» belläň. Respondente hyzmatdaşlyk edeni üçin minetdarlyk bildirip, soraşmany bitiriň. Bu öý hojalygynda beýleki sowalnamalary doldurmalymy, anyklaň.</p> <p><input type="checkbox"/> <i>Ýok</i> ⇒ ZENAN BARADA MAGLUMAT BÖLEGIŇ WM17 sütünine geçiň we «01» belläň. Respondente hyzmatdaşlyk edeni üçin minetdarlyk bildirip, soraşmany bitiriň. Bu öý hojalygynda beýleki sowalnamalary doldurmalymy, anyklaň.</p>		

**INTERWÝUÝERIŇ GÖZEGÇILIGI**

**ÝOLBAŞÇYNYŇ GÖZEGÇILIGI**

**5 ÝAŞA ÇENLI ÇAGA BARADA MAGLUMAT**

**UF**

<b>UF1.</b> Klasteriň belgisi: _____	<b>UF2.</b> Öý hojalygynyň belgisi: _____	
<b>UF3.</b> Çagananyň ady we setiriniň belgisi:  ADY _____	<b>UF4.</b> Çaganyň ejesiniň ady we setir belgisi/çaga ideg edýän adamyň ady we setir belgisi:  ADY _____	
<b>UF5.</b> Interwýuýeriň ady we belgisi:  ADY _____	<b>UF6.</b> Ýolbaşçynyň ady we belgisi:  ADY _____	
<b>UF7.</b> Soraşmanyň geçirilen güni/aýy/ýyly: _____ / _____ / 2 0 1 _____	<b>UF8.</b> Wagtyny belläň:  SAGAT : MINUT _____ : _____	

ÖÝ HOJALYKLARYNYŇ SOWALNAMASYNDA HOJALYGYŇ ÝAZGYSY modulyndaky HL6 sütüninde bellenen respondentiniň ýaşyny barlaň: 15-17 ýaşda bolsa, HH33 sütünini barlap, ulynyň razyçylygy alnandygyna ýa-da zerurlyk ýokdugyna (HL20=90) göz ýetiriň. Eger razyçylygy hökman bolup alynmadyk ýagdaýynda soraşma geçirilmeli däldir, UF17 bolsa "06" bellenmelidir. Respondent azyndan 15 ýaşynda bolmalydyr.

<b>UF9.</b> Bu öý hojalygy üçin doldurylan sowalnamalary deňeşdirip barlaň: Siz ýa-da siziň toparyňyzyň beýleki gantaşyjysy haýsam bolsa başga bir sowalnama boýunça bu respondent bilen soraşma geçirdimi?	HAWA, EÝÝÄM SORAŞMA GEÇIRILDI..... 1	1 ⇒UF10B
	ÝOK, ILKINJI GEZEK SORAŞMA GEÇIRILÝÄR..... 2	2 ⇒UF10A
<b>UF10A.</b> Salam, meniň adym ( <i>Siziň adyňyz</i> ). Biz Türkmenistanyň Statistika baradaky döwlet komitetiniň wekilleri. Biz çagalaryň, maşgalanyň we öý hojalygynyň ýagdaýy barada gözegçilik geçirýäris. Meniň Siz bilen ( <i>UF3-den çaganyň ady</i> ) saglyk-amanlygy boýunça gürründeşlik geçiresim gelýär. Biziň sorag-jogabymyz ortaça 15 minuda golaý wagat alýar. Biziň sizden aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy-da bir soraga jogap beresiňiz gelmese ýa-da soraşmany togtatjak bolsaňyz, onda meni duýduryň. Başlap bilerinmi?	<b>UF10B.</b> Indi meniň siz bilen ( <i>UF3-den çaganyň ady</i> ) saglyk-amanlygy boýunça jikme-jik gürleşim gelýär. Bu soraşma takmynan 15 minut wagty alar. Ýene bir gezek gaýtalaýaryn, biziň aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy-da bir soraga jogap beresiňiz gelmese ýa-da soraşmany togtatjak bolsaňyz, onda maňa duýduryň. Başlap bilerinmi?	
HAWA ..... 1	1 ⇒ «BÄŞ ÝAŞA ÇENLI ÇAGALAR BARADA MAGLUMAT» moduly	
ÝOK/SORAG BERILMEDI ..... 2	2 ⇒UF17	

<b>UF17.</b> Bäs ýaş çenli çagalara barada soraşmanyň netijesi.  <i>Kodlar çaganyň ejesine/çaga ideg edýän adama degişli. "Soraşma geçirilmedi" diýen ähli netijeleri ýolbaşçyňyz bilen maslahatlaşyň.</i>	GEÇIRILDI..... 01
	ÖÝLERINDE ÝOK ..... 02
	SORAŞMA GATNAŞMAKDAN BOÝUN GAÇYRDY ..... 03
	BÖLEKLEÝIN GEÇIRILDI..... 04
	JOGAP BERMÄGE ÝAGDAÝY ÝOK (görkeziň) ..... 05
	15-17 ÝAŞLY EJE /ÇAGA IDEG EDÝÄN ADAM BILEN SORAŞMA GEÇIRMEK ÜÇIN ULYNYŇ RAZYÇYLYGYNÝŇ BOLMAZLYGY..... 06
BEÝLEKI (görkeziň) _____ 96	

<p><b>UB0.</b> Soraşma başlamazdan öň, Sizden (<i>ady</i>) Dogluş hakynda şahadatnamasyny getirip bermegiňizi haýyş etjekdim? Biz şu resminamany görmeli bolarys.</p>		
<p><b>UB1.</b> (<i>Ady</i>) haýsy günde, aýda we ýylda doguldy?</p> <p><i>Soraň:</i> Onuň dogulan senesi haçan?</p> <p><i>Eger çaganyň ejesi/çaga ideg edýän adam takyk doglan gününü bilýän bolsa, onda gününü hem belläň; başga halatda “Gün” sütüninde “98” belläň.</i></p> <p><i>Aýyny we ýylyny hökmany tertipde bellemeli.</i></p>	<p>DOGLAN SENESI GÜN ..... _ _</p> <p>GÜNI BM ..... 98</p> <p>AÝY ..... _ _</p> <p>ÝYLY ..... <u>2</u> <u>0</u> <u>1</u> _</p>	
<p><b>UB2.</b> (<i>Ady</i>) näçe ýaşynda?</p> <p><i>Soraň:</i> (<i>Ady</i>) soňky doglan gününde näçe ýaşy doldy?</p> <p><i>Ýaşyny doly ýyllarda görkeziň.</i></p> <p><i>Eger ýaşy 1-den kiçi bolsa, “0” belläň.</i></p> <p><i>Eger UB1 we UB2 jogaplary bir birine gabat gelmese, anyklaýjy soraglary beriň we düzediň.</i></p>	<p>ÝAŞY (ÝAŞY DOLY ÝYLLARDA)..... _</p>	
<p><b>UB3.</b> UB2 barlaň: çaganyň ýaşy:</p>	<p>0, 1, ÝA-DA 2 ÝAŞ ..... 1</p> <p>3 ÝA-DA 4 ÝAŞ ..... 2</p>	<p>1 ⇒UB9</p>
<p><b>UB4.</b> Respondentiň (UF4) setir belgisini we ÖÝ HOJALYKLARYŇ SOWALNAMASY boýunça soraşylan respondentini setir belgisini (HH47) barlaň:</p>	<p>ŞOL BIR RESPONDENT, UF4=HH47 ..... 1</p> <p>AÝRY-AÝRY RESPONDENTLER, UF4≠HH47 ... 2</p>	<p>2 ⇒UB6</p>
<p><b>UB5.</b> ÖÝ HOJALYKLARYŇ SOWALNAMASYNYŇ “BILIM” modulynda ED10 barlaň: şu ýyl mekdebe çenli ýaşly çagalar edarasyna/çagalar bagyna gatnaýarmy?</p>	<p>HAWA, ED10=0 ..... 1</p> <p>ÝOK, SÜTÜN ED10≠0 ÝA-DA BOŞ ..... 2</p>	<p>1 ⇒UB8B</p> <p>2 ⇒UB8C</p>
<p><b>UB6.</b> (<i>Ady</i>) haýsy-da bir wagt irki bilim berme programmasyna gatnadymy, meselem, hususy ýa-da döwlet edaralaryna, şol sanda çagalar bagyna ýa-da ýerli, mekdebe çenli ýaşly çagalar edarasyna?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p>	<p>2 ⇒UB8C</p>
<p><b>UB7.</b> Ol 2018-nji ýylyň sentýabr aýyndan başlap haýsy-da bolsa bir wagt (<b>UB6 bellenen programmalar</b>) gatnaşdymy?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p>	<p>1 ⇒UB8A</p> <p>2 ⇒UB8C</p>
<p><b>UB8A.</b> Häzir ol (<b>UB6 bellenen programmalar</b>) gatnaýarmy?</p> <p><b>UB8B.</b> Siz (<i>ady</i>) şu okuw ýylynda irki bilim berme edarasyna gatnady diyip bellediňiz. Ol bu programma şu wagt gatnaýarmy?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p>	<p>1 ⇒UB9</p>

<p><b>UB8C. (Ady)</b> näme sebäpli haýsy-da bolsa bir irki bilim berme programmasyna, mysal üçin, mekdep, hususy ýa-da döwlet edarasyna, şol sanda çagalar bagyna ýa-da çagalar üçin ýerli mekdebe çenli ýaşly edaralaryna, gatnamaýar?</p>	<p>ÖÝ HOJALYGYNYŇ HAÝSY-DA BOLSA          BIR AGZASYNYŇ IDEGINDE..... A          GARYNDAŞYNYŇ IDEGINDE ..... B          ENEKESINIŇ IDEGINDE ..... C          ÖRÄN GYMMAT..... D          ÝAKYNYNDA HAÝSY-DA BOLSA BIR          ŞOLAR ÝALY EDARANYŇ          BOLMAZLYGY ..... E</p> <p>BEÝLEKI (<i>görkezň</i>) _____ X</p>	
<p><b>UB9. (Ady)</b> saglyk hereket edýän ätiýaçnamasy barmy?</p>	<p>HAWA..... 1          ÝOK ..... 2</p>	

**ÇAGANYŇ DOGLUŞYNY BELLIGE ALMAK****BR**

<b>BR1. (Ady)</b> dogluş hakynda şahadatnamasy barmy?  <i>Eger “Hawa” bolsa, soraň:</i> Men ony görüp bilerinmi?	HAWA – ŞAHADATNAMANY GÖRDÜM .....1 HAWA – ŞAHADATNAMANY GÖRMEDİM...2 ÝOK .....3  BM.....8	1 ⇔ <i>Soňy</i> 2 ⇔ <i>Soňy</i>
<b>BR2. (Ady)</b> doglany RÝNÝ edaralarynda bellige alyndymy?	HAWA.....1 ÝOK .....2  BM.....8	1 ⇔ <i>Soňy</i>
<b>BR3. (Ady)</b> doglandygyny nähili bellige aldyrmalydygyny Siz bilýärsiňizmi?	HAWA.....1 ÝOK .....2	

<p><b>EC1.</b> Siziň öýňüzde (<i>ady</i>) üçin näçe sany çagalar üçin kitaplar ýa-da suratly kitaplar bar?</p>	<p>HIÇ BIRI ..... 00</p> <p>ÇAGA KITAPLARYNYŇ SANY ..... <u>0</u> —</p> <p>ON WE ONDAN KÖP ..... 10</p>	
<p><b>EC2.</b> Meni (<i>ady</i>) öýde nähili zatlar oýnaýandygy gyzyklandyrýar.</p> <p>Ol aşakdakylary oýnaýarmy:</p> <p>[A] ýasama oýunjaklar, mysal üçin gurjak, maşyn ýa-da başga öýde ýasalan oýunjaklar bilen?</p> <p>[B] dükandan satyn alnan, fabrikde ýasalan oýnawaçlar bilen?</p> <p>[C] hojalykda ulanylýan gaplar bilen mysal üçin, bulgur, piti ýaly, ýa-da köçeden tapylan zatlar bilen, mysal üçin, taýak, daş, balykgulak ýa-da ýapraklar ýaly zatlar bilen.</p>	<p style="text-align: right;">H Ý BM</p> <p>ÝASAMA OÝUNJAKLAR ..... 1 2 8</p> <p>DÜKANDAN ALNAN OÝUNJAKLAR ..... 1 2 8</p> <p>HOJALYKDA ULANYLÝAN ÝA-DA KÖÇEDEN TAPYLAN ZATLAR ..... 1 2 8</p>	
<p><b>EC3.</b> Çagalara ideg edýän ulular zat satyn almak, eşikleri ýuwmak ýa-da beýleki sebäpler zerurly käwagt öýden gitmeli we çagalary galdyrmaly bolýarlar.</p> <p>(<i>Ady</i>) soňky hepdäniň dowamynda näçe gün:</p> <p>[A] bir sagatdan köp wagt ýeke özi galdymy?</p> <p>[B] 10 ýaşa çenli çaganyň gözegçiligine bir sagatdan köp wagtyň dowamynda çaga goýup gidildimi?</p> <p><i>Eger çaga hiç ýeke galdyrylmadyk bolsa «0» goýuň.</i> <i>Eger jogap – «Bilmeyärin» bolsa «8» goýuň.</i></p>	<p>ÇAGANYŇ BIR SAGATDAN KÖP WAGT ÝEKE GALDYRYLAN GÜNLERINIŇ SANY ..... —</p> <p>ÇAGANYŇ BIR SAGATDAN KÖP BEÝLEKI ÇAGA BILEN GALDYRYLAN GÜNLERINIŇ SANY ..... —</p>	
<p><b>EC4.</b> UB2 barlaň: çaganyň ýaşı:</p>	<p>0 ÝAŞ ..... 1</p> <p>1, 2, 3 ÝA-DA 4 ÝAŞ ..... 2</p>	<p>1 ⇔ Soňy</p>

<p><b>EC5.</b> Soňky üç günde siz ýa-da siziň öý hojalygyňyzyň 15 ýaşdaky we ondan uly bolan haýsy-da bolsa bir agzasy (<i>ady</i>) bilen aşakdaky sanalanlar bilen meşgul boldumy?</p> <p><i>Eger hawa bolsa, soraň:</i> Kim (<i>ady</i>) bilen meşgullandy?</p> <p><i>Öý hojalygynda ýaşayan we çaga bilen meşgullanan öweý ene/enelik ýa-da öweý ata/atalyk ejesiniň ýa-da kakasynyň kody bilen bellenýär.</i></p> <p><i>Değişli jogaplaryň ählisiniň koduny belläň.</i></p> <p><i>Eger öý hojalygynda 15 ýaşdaky we ondan uly bolan haýsy-da bolsa bir agzasy çaga bilen meşgul bolan bolsa “Hiçkim” bendi girizilmeyär.</i></p> <p>[A] (<i>Ady</i>) bilen kitap okadyňyzy ýa-da suratly kitaplara seretdiňizmi?</p> <p>[B] (<i>Ady</i>) erteki aýdyp berdiňizmi?</p> <p>[C] (<i>Ady</i>) ýa-da onuň bilen bilelikde aýdym aýtdyňyzy şol sanda hüwdileri?</p> <p>[D] (<i>Ady</i>) bilen öýden daşaryk çykdyňyzy?</p> <p>[E] (<i>Ady</i>) bilen oýnadyňyzy?</p> <p>[F] (<i>Ady</i>) üçin ýa-da onuň bilen bilelikde esbaplaryň adyny aýtdyňyzy, sanadyňyzy ýa-da surat çekdiňizmi?</p>	<table border="1"> <thead> <tr> <th></th> <th>EJESI</th> <th>KAKAS Y</th> <th>BAŞGA ADAM</th> <th>HIÇKI M</th> </tr> </thead> <tbody> <tr> <td>KITAP OKADY</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ERTEKI AÝDYP BERDI</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>AÝDYM AÝDYP BERDI</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>DAŞARYK ÇYKDY</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>OÝNADY</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>AÝTDY</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		EJESI	KAKAS Y	BAŞGA ADAM	HIÇKI M	KITAP OKADY	A	B	X	Y	ERTEKI AÝDYP BERDI	A	B	X	Y	AÝDYM AÝDYP BERDI	A	B	X	Y	DAŞARYK ÇYKDY	A	B	X	Y	OÝNADY	A	B	X	Y	AÝTDY	A	B	X	Y	
	EJESI	KAKAS Y	BAŞGA ADAM	HIÇKI M																																	
KITAP OKADY	A	B	X	Y																																	
ERTEKI AÝDYP BERDI	A	B	X	Y																																	
AÝDYM AÝDYP BERDI	A	B	X	Y																																	
DAŞARYK ÇYKDY	A	B	X	Y																																	
OÝNADY	A	B	X	Y																																	
AÝTDY	A	B	X	Y																																	
<p><b>EC5G.</b> UB2 barlaň: çaganyň ýaşı:</p>	<p>1 ÝA-DA 2 ÝAŞ ..... 1</p> <p>3 ÝA-DA 4 ÝAŞ ..... 2</p>	<p>1 ⇒ Soňy</p>																																			
<p><b>EC6.</b> Meniň Size (<i>ady</i>) saglygy we ösüşi barada birnäçe sorag beresim gelýär. Okamaklyk ukyby we ösüş depgini hemme çagalarda deň däl. Mysal üçin, käbir çaga beýlekilerden ir yöräp başlaýar. Häzirki soraglar (<i>ady</i>) ösüşiniň käbir jähtlerine değişli.</p> <p>(<i>Ady</i>) harplaryň on sanysyny ýa-da ondan köprägin tanap ýa-da atlandyryp bilýärmí?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>																																				
<p><b>EC7.</b> (<i>Ady</i>) iň bolmanda dört sany ýygy-ýygydan ulanylýan ýönekeý sözi okap bilýärmí?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>																																				
<p><b>EC8.</b> (<i>Ady</i>) 1-den 10-a çenli sanap bilýärmí we olaryň alamatlaryny tanaýarmy?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>																																				
<p><b>EC9.</b> (<i>Ady</i>) iki barmagy bilen kiçijik zatlary, mysal üçin ýerden taýajyk, daş alyp bilýärmí?</p>	<p>HAWA..... 1</p> <p>ÝOK ..... 2</p> <p>BM..... 8</p>																																				



<b>EC10.</b> ( <i>Ady</i> ) özüni käwagt, oýnamak üçin has näsag duýýarmy?	HAWA..... 1 ÝOK ..... 2  BM..... 8	
<b>EC11.</b> ( <i>Ady</i> ) haýsydyr bir zady dogry berjaý etmek barada ýönekeý görkezmäni ýerine ýetirip bilýärmä?	HAWA..... 1 ÝOK ..... 2  BM..... 8	
<b>EC12.</b> ( <i>Ady</i> ) haýsy hem bolsa bir iş tabşyrylanda özbaşdak ýerine ýetirmäge ukyplymy?	HAWA..... 1 ÝOK ..... 2  BM..... 8	
<b>EC13.</b> ( <i>Ady</i> ) başga çagalar bilen oňat oňuşýarmy?	HAWA..... 1 ÝOK ..... 2  BM..... 8	
<b>EC14.</b> ( <i>Ady</i> ) beýleki çagalary ýa-da uly ýaşly adamlary depýärmä, dişleýärmä ýa-da urýarmy?	HAWA..... 1 ÝOK ..... 2  BM..... 8	
<b>EC15.</b> ( <i>Ady</i> ) şu mahalky edip oturan işinden ünsüni başga ýere aňsat sowýarmy?	HAWA..... 1 ÝOK ..... 2  BM..... 8	

ÇAGALARY TERBIÝELEME		UCD
<b>UCD1.</b> UB2 barlaň: çaganyň ýaşy:	0 ÝAŞ.....1 1, 2, 3 ÝA-DA 4 ÝAŞ.....2	1 ⇔ Soňy
<b>UCD2.</b> Ulular çagalaryň özlerini dogry alyp barmaklaryny öwretmek ýa-da ýaramaz endiklerini düzetmek üçin dürli usullary ulanýarlar. Men size şol usullary sanap bereýin. <u>Siz ýa-da siziň öý hojalygynyňdaky ulular (ady) babatda soňky aýyň dowamynda şol usullary ulandylarmy diýen sowalyma jogap bermegiňizi haýyş edýärim.</u>	HAWA ÝOK	
[A] (Ady) ýeňilliklerden (lezzetden) mahrum etdiňizmi, oňa ýaraýan zatlary etmegi ýa-da öýden çykmagy gadagan etdiňizmi?	AÝRATYN ÝEÑILLIKLERDEN MAHRUM ETDIÑIZ.....1 2	
[B] (Ady) onuň özüni alyp barsyňyň name üçin nädogrydygyny düşündirdiňizmi?	ÖZÜNI ALYP BARŞYNYŇ NAME ÜÇIN NÄDOGRUDYGyny DÜŞÜNDIRDIDIÑIZ .....1 2	
[C] Ony silkelediňizmi?	ONY SILKELEDIDIÑIZ .....1 2	
[D] Onuň üstüne gygyrdyňyzmy ýa-da heňkirdiňizmi?	ONUŇ ÜSTÜNE GYGYRDIÑYZ ÝA-DA HEŇKIRDIÑIZ .....1 2	
[E] Oňa başga zat bilen meşgullanmagy teklip etdiňizmi?	OŇA BAŞGA ZAT BILEN MEŞGULLANMAGY TEKLIP ETDIÑIZ .....1 2	
[F] Eliňiz bilen onuň uýlugyna şarpyk çaldyňyzmy?	ELIÑIZ BILEN ONUŇ UÝLUGYNA ŞARPYK ÇALDYÑYZ .....1 2	
[G] Guşak, darak, taýak ýa-da beýleki gaty zatlar bilen onuň uýlugyna ýa-da bedeniniň başga ýerlerine urduňyzmy?	GUŞAK, DARAK, TAÝAK ÝA-DA BEÝLEKI GATY ZATLAR BILEN ONUŇ UÝLUGYNA ÝA-DA BEDENINIŇ BAŞGA ÝERLERINE URDUÑYZ .....1 2	
[H] Oňa kütek, ýalta ýa-da şoňa meňzeş sözleri aýtdyňyzmy?	OŇA KÜTEK, ÝALTA ÝA-DA ŞOŇA MEŇZEŞ SÖZLERI AÝTDYÑYZMY .....1 2	
[I] Ýüzüne, kellesine ýa-da gulagyna urduňyzmy ýa-da şarpyk çaldyňyzmy?	ÝÜZÜNE, KELLESINE ÝA-DA GULAGYNA URDUÑYZMY ÝA-DA ŞARPYK ÇALDYÑYZ .....1 2	
[J] Eline, egnine, aýaklaryna urduňyzmy ýa-da şarpyk çaldyňyzmy?	ELINE, EGNINE, AÝAKLARYNA URDUÑYZMY ÝA-DA ŞARPYK ÇALDYÑYZ .....1 2	
[K] Ony urýarsyňyzmy, ýagny birnäçe gezek yzly-yzyna güýçli urduňyzmy?	ONY URÝARŞYŇYZMY, ÝAGNY BIRNÄÇE GEZEK YZLY-YZYNA GÜÝÇLI URDUÑYZ .....1 2	

<b>UCD3.</b> <i>UF4 barlaň: bu respondent 5-17 ýaşly çagalar barada sowalnama boýunça sorasylymak üçin saýlanan beýleki 5 ýaşa çenli çagalaryň ýa-da 5-14 ýaşly çaganyň ejesimi ýa-da şolar ýaly çaga (çagalara) ideg edýän adammy?</i>	HAWA ..... 1 ÝOK..... 2	2 ⇒UCD5
<b>UCD4.</b> <i>UF4 barlaň: bu respondent başga çaga barada indiki soraglara eýýäm jogap berdimi (UCD5 ýa-da FCD5)?</i>	HAWA ..... 1 ÝOK..... 2	1 ⇒Soňy
<b>UCD5.</b> <i>Çagany dogry ösdürip ýetişdirmek we terbiýelemek üçin ony beden taýdan jezalandyrmak zerur diýip hasap edýärsiňizmi?</i>	HAWA .....1 ÝOK.....2  BM/PIKIRI ÝOK.....8	

ÇAGANYŇ HEREKET EDIŞI		UCF
<b>UCF1.</b> UB2 barlaň: çaganyň ýaşy:	0 ÝA-DA 1 ÝAŞ ..... 1 2, 3 ÝA-DA 4 ÝAŞ ..... 2	1 ⇒Soňy
<b>UCF2.</b> Indi men Sizden ( <i>ady</i> ) mümkin bolan başyndan geçiren kynçylyklary barada sorasym gelýär.  ( <i>Ady</i> ) äýnek dakynýarmy?	HAWA ..... 1 ÝOK ..... 2	
<b>UCF3.</b> ( <i>Ady</i> ) eşi diş apparadyny ulanýarmy?	HAWA ..... 1 ÝOK ..... 2	
<b>UCF4.</b> ( <i>Ady</i> ) ýörände nähilide bolsa kömek ediji gurallar ýa-da kesekiniň kömegi bilen peýdalanýarmy?	HAWA ..... 1 ÝOK ..... 2	
<b>UCF5.</b> Men Sizden indiki her soragdan dört sany mümkin bolan jogabyň birisini saýlamagyňyzy haýyş etjek. Her soraga mümkin bolan jogaplar şular ýalydyr: 1) ( <i>ady</i> ) kyn däl, 2) biraz kyn, 3) örän kyn we 4) aýdylan hereketi ( <i>ady</i> ) düýbünden ýerine ýetirip bilmeýär.  <i>Respondentiň bu jogaplary saýlamadyk ahli halatlarda, her aýratyn sowalda şu bentleri gaýtalaň:</i> Ýatlaň: dört sany mümkin bolan jogap: ( <i>ady</i> ), Siziň pikiriňizçe: 1) kyn däl, 2) biraz kyn, 3) örän kyn we 4) aýdylan hereketi ( <i>ady</i> ) düýbünden ýerine ýetirip bilmeýär.		
<b>UCF6.</b> UCF2 barlaň: çaga äýnek dakynýarmy?	HAWA, UCF2=1 ..... 1 ÝOK, UCF2=2 ..... 2	1 ⇒UCF7A 2 ⇒UCF7B
<b>UCF7A.</b> ( <i>Ady</i> ) äýnek dakynan wagty oňa görmek kyn düşýärmimi?  <b>UCF7B.</b> ( <i>Ady</i> ) görmek kyn düşýärmimi?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEŇ GÖRÜP BILMEÝÄR ..... 4	
<b>UCF8.</b> UCF3 barlaň: çaga eşi diş apparatyny ulanýarmy?	HAWA, UCF3=1 ..... 1 ÝOK, UCF3=2 ..... 2	1 ⇒UCF9A 2 ⇒UCF9B
<b>UCF9A.</b> ( <i>Ady</i> ) eşi diş apparatyny ulanan wagtynda oňa ses, mysal üçin, adamlaryň sesini eşitmek, saz diňlemek kyn düşýärmimi?  <b>UCF9B.</b> ( <i>Ady</i> ) ses, mysal üçin, adamlaryň ýa-da sazyň sesini eşitmek kyn düşýärmimi?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEŇ EŞIDIP BILMEÝÄR ..... 4	
<b>UCF10.</b> UCF4 barlaň: çaga ýöremek üçin goşmaça enjamlardan ýa-da kesekiniň kömeginden peýdalanýarmy?	HAWA, UCF4=1 ..... 1 ÝOK, UCF4=2 ..... 2	1 ⇒UCF11 2 ⇒UCF13
<b>UCF11.</b> ( <i>Ady</i> ) kömekçi enjamsyz ýa-da kesekiniň kömegini peýdalanmazdan ýöremek kyn düşýärmimi?	BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEŇ ÝÖRÄP BILMEÝÄR ..... 4	
<b>UCF12.</b> ( <i>Ady</i> ) kömekçi enjamly ýa-da kesekiniň kömegini peýdalananda ýöremek kyn düşýärmimi?	KYN DÄL ..... 1 BIRAZ KYN ..... 2 ÖRÄN KYN ..... 3 DÜÝBÜNDEŇ ÝÖRÄP BILMEÝÄR ..... 4	1 ⇒UCF14 2 ⇒UCF14 3 ⇒UCF14 4 ⇒UCF14

<p><b>UCF13.</b> Öz deň-duşlaryna garanda (<i>ady</i>) ýöremek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1  BIRAZ KYN ..... 2  ÖRÄN KYN ..... 3  DÜÝBÜNDEŇ ÝÖRÄP BILMEÝÄR ..... 4</p>	
<p><b>UCF14.</b> Öz deň-duşlaryna garanda (<i>ady</i>) ownuk zatlary öz eli bilen galdyrmak kyn düşýärmí?</p>	<p>KYN DÄL ..... 1  BIRAZ KYN ..... 2  ÖRÄN KYN ..... 3  DÜÝBÜNDEŇ GALDYRYP BILMEÝÄR ..... 4</p>	
<p><b>UCF15.</b> (<i>Ady</i>) Size düşünmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1  BIRAZ KYN ..... 2  ÖRÄN KYN ..... 3  DÜÝBÜNDEŇ DÜŞÜNIP BILMEÝÄR ..... 4</p>	
<p><b>UCF16.</b> (<i>Ady</i>) gürlände Size ony düşünmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1  BIRAZ KYN ..... 2  ÖRÄN KYN ..... 3  DÜÝBÜNDEŇ DÜŞÜNIP BILMEÝÄR ..... 4</p>	
<p><b>UCF17.</b> Öz deň-duşlaryna garanda (<i>ady</i>) haýsy-da bolsa bir zady öwrenmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1  BIRAZ KYN ..... 2  ÖRÄN KYN ..... 3  DÜÝBÜNDEŇ ÖWRENIP BILMEÝÄR ..... 4</p>	
<p><b>UCF18.</b> Öz deň-duşlaryna garanda (<i>ady</i>) oýnamak kyn düşýärmí?</p>	<p>KYN DÄL ..... 1  BIRAZ KYN ..... 2  ÖRÄN KYN ..... 3  DÜÝBÜNDEŇ OÝNAP BILMEÝÄR ..... 4</p>	
<p><b>UCF19.</b> Indiki soragyň baş sany jogap görnüşi bar. Men olary soragy berenimden soň okaryn.</p> <p>Öz deň-duşlaryna garanda (<i>ady</i>) nähili ýyglykda beýleki çagalary ýa-da ululary depýär, dişleýär ýa-da urýar?</p> <p>Siz: hiç haçan, ýygy däl, deň ýyglykda, ýygy-ýygydan, örän ýygy diýerdiňizmi?</p>	<p>HIÇ HAÇAN ..... 1  ÝYGY DÄL ..... 2  DEŇ ÝYGYLYKDA ..... 3  ÝYGY-ÝYGYDAN ..... 4  ÖRÄN ÝYGY ..... 5</p>	

ENE SÜÝDI BILEN EMDIRMEK, AZYK IÝMITI				BD
<b>BD1.</b> UB2 barlaň: çaganyň ýaşy:	0, 1 ÝA-DA 2 ÝAŞ..... 1 3 ÝA-DA 4 ÝAŞ..... 2			2 ⇨ Soňy
<b>BD2.</b> (Ady) haçandyr bir wagt göwüs bilen emdiridňizmi?	HAWA..... 1 ÝOK..... 2 BM..... 8			2 ⇨ BD3A 8 ⇨ BD3A
<b>BD3.</b> (Ady) häzire çenli göwüs bilen emdirilýärimi?	HAWA..... 1 ÝOK..... 2 BM..... 8			
<b>BD3A.</b> UB2 barlaň: çaganyň ýaşy:	0 ÝAŞ ÝA-DA 1 ÝAŞ..... 1 2 ÝAŞ ..... 2			2 ⇨ Soňy
<b>BD4.</b> Düşnki günüň we öten gijäniň dowamynda (ady) emzikli çüýşeden nämedir bir zat içdimi?	HAWA..... 1 ÝOK..... 2 BM..... 8			
<b>BD5.</b> Düşnki günüň we öten gijäniň dowamynda (ady) peroral regidraşiya suwuklygyny (PRS) içdimi?	HAWA..... 1 ÝOK..... 2 BM..... 8			
<b>BD6.</b> Düşnki günüň we öten gijäniň dowamynda (ady) witaminleri ýa-da mineral goşundylary ýa-da haýsydyr bir dermanlary içdimi?	HAWA..... 1 ÝOK..... 2 BM..... 8			
<b>BD7.</b> Häzir meniň sizden (ady) düşnki günüň we öten gijäniň dowamynda içen (başga) suwuklyklary barada soramak isleýärim.  Öýden daşarda içen suwuklyklary hem bellemeli.  (Ady) düşnki günüň we öten gijäniň dowamynda içdimi:		HAWA	ÝOK	BM
[A] arassa suwy?	ARASSA SUW	1	2	8
[B] miwe şiresi we düzüminde miwe şiresi bolan içgini?	MIWE ŞIRESI ÝA-DA DÜZÜMINDE MIWE ŞIRESI BOLAN IÇGI	1	2	8
[C] çorbanyň suwuny?	ÇORBANYŇ SUWY	1	2	8
[D] çaga garyndylaryny, mysal üçin «Nutrilak», «Mamako», «Similak», «Nestojen», «NAN»?	ÇAGA GARYNDY	1	2 ȳ BD7[E]	8 ȳ BD7[E]
[D1] (Ady) näçe gezek çaga garyndysyny içdi? Eger 7 ýa-da onda köp gezek bolsa, onda “7” belläň. Belli däl bolsa, onda “8” belläň.	NÄÇE GEZEK ÇAGA GARYNDYNY IÇDI.....__			
[E] mallaryň täze sagylan, konserwirlenen ýa-da gury süýdünü?	SÜÝT	1	2 ȳ BD7[X]	8 ȳ BD7[X]
[E1] (Ady) süýdi näçe gezek içdi? Eger 7 ýa-da onda köp gezek bolsa, onda “7” belläň. Belli däl bolsa, onda “8” belläň	NÄÇE GEZEK SÜÝT IÇDI.....__			
[X] haýsam bolsa başga suwuklyklar?	BAŞGA SUWUKLYKLAR	1	2 ȳ BD8	8 ȳ BD8
[X1] Agzalan beýleki suwuklyklaryň ählisini görkeziň.	(Görkeziň) _____			

<p><b>BD8.</b> Indi bolsa men sizden (<i>ady</i>) dünki günüň we öten gijäniň dowamynda iýen ähli iýmitleri barada sorasym gelýär. Öýden daşarda iýenlerini hem bellän.</p> <p>- (<i>Ady</i>) dünki gün oýanandan soňky pursadyny ýatlaň. Oýanan badyna ol nämede bolsa bir zat iýdimi?</p> <p><i>Eger “Hawa” bolsa, onda soraň: (ady) şol wagt iýen zatlarynyň ählisini atlandyryň. Soraň: Ýene bir zat?</i></p> <p><i>Aşakda görkezilen iýmit toparlaryndan peýdalanyp jogaplary bellän.</i></p> <p>- (<i>Ady</i>) şondan soň näme etdi? Şonda bir zat iýdimi?</p> <p><i>Aşakdaky iýmit toparlarynda jogaplary belläp, respondent soňra çaga ertire çenli uklady diýip jogap berýänçä, soraglaryň yzygiderliligini gaýtalaň.</i></p>				
<p><i>Ýokardaky sütünleri dolduranda bellemmedik her iýmit toparyna degişlilikde soraň:</i></p> <p>Ýöne anyklamak üçin: (<i>ady</i>) dünki günüň we öten gijäniň dowamynda (<i>iýmit toparyndaky önümleri</i>) iýdimi?</p>				
		HAWA	ÝOK	BM
[A] Ýogurt ýa-da kefir (gatyk)? <i>Üns beriň: suwuklyk/içilýän ýogurt ýa-da kefir (gatyk) önümleri, süýdüň barlygyna baglylykda, BD7[E] ýa-da BD7[X] belleyenär</i>	ÝOGURT ÝA-DA GATYK	1	2 BD8[B]	8 BD8[B]
[A1] ( <i>Ady</i> ) näçe gezek kefir (gatyk) içdi ýa-da ýogurt iýdi? <i>Eger 7 gezek we ondan köp bolsa, onda «7» ýazyň. Eger näbelli bolsa, onda «8» ýazyň.</i>	NÄÇE GEZEK KEFIR (GATYK) IÇDI ÝA-DA ÝOGURT IÝDI.....			___
[B] Senagat taýdan baýlaşdyrylan haýsydyr bir çaga iýmitini, mysal üçin, «Nutrilak», «Mamako», «Similak», «Nestle»?	SENAGAT TAÝDAN BAÝLAŞDYRYLAN ÇAGA IÝMITI	1	2	8
[C] Çörek, bürünç, manka, aş, kaşa ýa-da däneli ekinlerden taýýarlanan beýleki iýmitleri?	DÄNELI EKINLERDEN TAÝÝARLANAN IÝMIT	1	2	8
[D] Kädi ýa-da käşir?	KÄDI ÝA-DA KÄŞIR	1	2	8
[E] Kartoşka, şalgam (turp) ýa-da içi ak kökli ekinlerden taýýarlanan beýleki önümlerini?	KÖKLI EKINLERDEN TAÝÝARLANAN ÖNÜMLER	1	2	8
[F] Haýsydyr bir goýy gök ýaprakly gök önümleri, mysal üçin, ysmanak, salat?	GOÝY GÖK ÝAPRAKLY GÖK ÖNÜMLER	1	2	8
[G] Bişen hurma, kakadylan ýa-da ter erik, ter ülje?	BIŞEN HURMA, KAKADYLAN ÝA- DA TER ERIK, TER ÜLJE	1	2	8
[H] Ýene haýsydyr bir miwe ýa-da gök önümlerini, mysal üçin alma, üzüm, kelem, hyýar we beýlekileri?	BEÝLEKI MIWE ÝA- DA GÖK ÖNÜMLERI	1	2	8
[I] Bagyr, böwrek, ýürek ýa-da malyň beýleki iç goşlary?	IÇ GOŞLARY	1	2	8
[J] Haýsydyr bir et, mysal üçin, sygyr, doňuz, goýun, geçi, düýe, towuk, ördek ýa-da şolar ýaly etden şohlat önümlerini?	BAŞGA ET	1	2	8
[K] Ýumurtga?	ÝUMURTGA	1	2	8

[L] Täze ýa-da kakadylyan balyk?	TÄZE ÝA-DA KAKADYLAN BALYK	1	2	8
[M] Noýba, nohut, merjimek, mäş ýa-da hoz, şeýle hem şolardan taýýarlanan haýsydyr bir önümlerini?	NOÝABADAN, NOHUTDAN WE Ş.M. ÖNÜM	1	2	8
[N] Syr, peýnir, dorag ýa-da beýleki süýt önümlerini?	SYR ÝA-DA BEÝLEKI SÜÝT ÖNÜMLERI	1	2	8
[X] Meniň adyny agzamadyk haýsydyr bir gaty ýa-da ýarymgaty ýimitlerini?	BEÝLEKI GATY, ÝARYMGATY ÝA- DA ÝUMŞAK IÝMIT	1	2 <i>8</i> <i>BD9</i>	8 <i>8</i> <i>BD9</i>
[X1] Ýokarda görkezilen ýimit toparyna degişli bolmadyk beýleki ahli gaty, ýarymgaty ýa-da ýumşak ýimiti görkeziň.	(Görkeziň) _____			
<b>BD9.</b> Dýynki günüň we öten gijäniň dowamynda gaty, ýarymgaty ýa-da ýumşak ýimitiň haýsydyr bir görnüşini ( <i>ady</i> ) näçe gezek iýdi?  <i>Eger BD8[A] jogaby “Hawa” bolsa, bu jogap BD8[A1] girizilen süýt önümleri üçin gezekleriň sanyny öz içine alýandygyny kesgitleň.</i>  <i>Eger 7 ýa-da ondan köp bolsa, onda «7» belläň.</i>	GEZEKLERIŇ SANY .....  BM .....8			



<b>UF11. Wagtyny ýazyň.</b>	SAGAT WE MINUT ..... : .....	
<b>UF12. Sowalamanyň dili.</b>	IŇLISÇE..... 1 TÜRKMENÇE ..... 2 RUSÇA..... 3	
<b>UF13. Soraşdyrma haýsy dilde geçirildi.</b>	IŇLISÇE..... 1 TÜRKMENÇE ..... 2 RUSÇA..... 3  BEÝLEKI DİL (görkeziň) ..... 6	
<b>UF14. Respondentiň ene dili.</b>	TÜRKMENÇE ..... 2 ÖZBEK ..... 3 RUSÇA ..... 4  BEÝLEKI DİL (görkeziň) ..... 6	
<b>UF15. Şu sowalamanyň haýsydyr bir bölegi başga dile terjime edildimi?</b>	HAWA, TUTUŞ SOWALNAMA TERJIME EDILDI ..... 1 HAWA, SOWALNAMANYŇ BÖLEGI TERJIME EDILDI ..... 2 ÝOK, TERJIME EDILMEDI ..... 3	
<p><b>UF16. Öý hojalygyndan gitmezden öň, çaganyň boýuny we agramyny ölçemelidigini we ölçegi geçirmek üçin Siziň işdeşiňiz geljekdigini respondente aýdyň. Bu çaga üçin “ANTROPOMETRIÝA” MODULYŇ GÖRNÜŞINI taýýarlaň we bu Görnüşiň Maglumat bölegini dolduryň.</b></p> <p><b>ÖÝ HOJALYKLARYŇ SOWALNAMASYNDAN ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAKY HL10 we HL20 sütünlerini barlaň: respondent bu öý hojalygynda ýaşayan 0-4 ýaşly <u>beýleki</u> çaganyň ejesimi ýa-da oňa ideg edýän adammy?</b></p> <p><input type="checkbox"/> <b>Hawa</b> ⇒ <b>BÄŞ ÝAŞA ÇENLI ÇAGA BARADA MAGLUMAT BÖLEGINIŇ UF17 sütünine geçiň we “01” belläň. Soňra şol bir respondentiniň sözünden doldurylýan beýleki BÄŞ ÝAŞA ÇENLI ÇAGALAR BARADA SOWALNAMA geçiň.</b></p> <p><input type="checkbox"/> <b>Ýok</b> ⇒ <b>ÖÝ HOJALYKLARYŇ SOWALNAMASYNDAN ÖÝ HOJALYKLARYŇ ÝAZGYSYNDAKY HL6 we HL20 sütünlerini barlaň: respondent bu öý hojalygynda ýaşayan 5-17 ÝAŞLY ÇAGALAR BARADA SOWALNAMA boýunça soraşdyrmak üçin saýlanan 5-17 ýaşly çaganyň ejesimi ýa-da oňa ideg edýän adammy?</b></p> <p><input type="checkbox"/> <b>Hawa</b> ⇒ <b>BÄŞ ÝAŞA ÇENLI ÇAGA BARADA MAGLUMAT BÖLEGINIŇ UF17 sütünine geçiň we “01” belläň. Soňra şol bir respondentiniň sözünden doldurylýan beýleki 5-17 ÝAŞLY ÇAGALAR BARADA SOWALNAMA geçiň.</b></p> <p><input type="checkbox"/> <b>Ýok</b> ⇒ <b>BÄŞ ÝAŞA ÇENLI ÇAGA BARADA MAGLUMAT BÖLEGINIŇ UF17 sütünine geçiň we “01” belläň. Respondente hyzmatdaşlyk edeni üçin minetdarlyk bildirip, soraşmany bitiriň. Bu öý hojalygynda beýleki sowalamalary doldurmalymy, anyklaň.</b></p>		

**INTERWÝUÝERIŇ GÖZEGÇILIGI**

**ÝOLBAŞÇYNYŇ GÖZEGÇILIGI**

“ANTROPOMETRIÝA” MODULYŇ MAGLUMAT BÖLEGI		AN
AN1. Klasteriň belgisi: _____	AN2. Öý hojalygynyň belgisi: _____	
AN3. Çaganyň ady we setir belgisi: ADY _____	AN4. UB2-den çaganyň ýaşı: ÝAŞY (ÝAŞY DOLY ÝYLLARDA) .....	
AN5. Çaganyň ejesiniň ady we setir belgisi/oňa gözegçilik edýän adamyň ady we setir belgisi: ADY _____	AN6. Interwýuýeriň ady we setir belgisi: ADY _____	

ANTROPOMETRIÝA		
AN7. Ölçeyän hünärmeniň ady we belgisi: ADY _____		
AN8. Ölçeyän hünärmeniň hut beýan edişi ýaly agramyň ölçeginiň netijesini belläň.  <i>Bellenen netijäni ölçeyän hünärmene okaň we onuň Siziň bellikleriňizi barlandygyna göz ýetiriň.</i>	KILOGRAMM (KG)..... _____ , _____  ÇAGA ÝOK ..... 99,3      99,3 ⇒ AN13 ÇAGA ÖLÇEGDEN BOÝUN GAÇYRDY ..... 99,4      99,4 ⇒ AN10 RESPONDENT BOÝUN GAÇYRDY ..... 99,5      99,5 ⇒ AN10  BEÝLEKI (görkeziň) _____ 99,6      99,6 ⇒ AN10	
AN9. Çaganyň hemme eşikleri çykarylandymy?	HAWA ..... 1 ÝOK, ÇAGANYŇ HEMME EŞIKLERINI ÇYKARMAK MÜMKIN BOLMADY ..... 2	
AN10. AN4 barlaň: çaganyň ýaşı:	0 ÝA-DA 1 ÝAŞ ..... 1 2, 3 ÝA-DA 4 ÝAŞ ..... 2	1 ⇒ AN11A 2 ⇒ AN11B
AN11A. Çaganyň ýaşı – 2 ýaşdan az, şol sebäpli böýunyň uzynlygy (ýatyrka) ölçenýär. Ölçeyän hünärmeniň hut beýan edişi ýaly bedeniniň boýunyň ölçeginiň netijesini belläň.  <i>Bellenen netijäni ölçeyän hünärmene okaň we onuň Siziň bellikleriňizi barlandygyna göz ýetiriň.</i>	BEDENIŇ UZYNLYGUY/ BOÝY (SM) ..... _____ , _____  ÇAGA BOÝUN GAÇYRDY ..... 999,4      999,4 ⇒ AN13 RESPONDENT BOÝUN GAÇYRDY ..... 999,5      999,5 ⇒ AN13  BEÝLEKI (gorkeziň) _____ 999,6      999,6 ⇒ AN13	
AN11B. Çaganyň ýaşı – azyndan 2 ýaş, şol sebäpli böýunyň uzynlygy (dik duran ýerinde) ölçenýär. Ölçeyän hünärmeniň hut beýan edişi ýaly bedeniniň boýunyň ölçeginiň netijesini belläň.  <i>Bellenen netijäni ölçeyän hünärmene okaň we onuň Siziň bellikleriňizi barlandygyna göz ýetiriň.</i>		
AN12. Çaganyň boýuny nähili ölçediňiz? Ýatyrkamy ýa-da durka?	ÝATYRKA ..... 1 DIK DURKA ..... 2	
AN13. Şu günki sene: gün/ay/ýyl: _____ / _____ / 2 0 1 _____		
AN14. Öý hojalygynda ölçenmäge degişli baş ýaşa çenli başga çaga barmy?	HAWA ..... 1 ÝOK ..... 2	1 ⇒ Indiki çaga
AN15. Respondente hyzmatdaşlyk edeni üçin minetdarlyk bildiriň we ýolbaşçyňyza Siz we ölçeyän hünärmen bu öý hojalygynda ähli ölçemeleri bitirendigiňizi habar beriň.		

**“ANTROPOMETRİÝA” MODULYNA DEGIŞLI INTERWÝUÝERİŇ GÖZEGÇILIKLERI**

**“ANTROPOMETRİÝA” MODULYNA DEGIŞLI ÖLÇEÝÄN HÜNÄRMENİŇ GÖZEGÇILIKLERI**

**“ANTROPOMETRİÝA” MODULYNA DEGIŞLI ÝOLBAŞÇYNYŇ GÖZEGÇILIKLERI**

<b>5-17 ÝAŞDAKY ÇAGALAR HAKYNDAGY MAGLUMAT</b>		<b>FS</b>
FS1. Klasteriň belgisi: _____	FS2. Öý hojalygynyň belgisi: _____	
FS3. Çaganyň ady we setiriniň belgisi:  ADY _____	FS4. Çaganyň ejesiniň ady we setiriniň belgisi/ýa-da çaga ideg edýän adamyň ady we setiriniň belgisi:  ADY _____	
FS5. Interwýuýeriň ady we belgisi:  ADY _____	FS6. Ýolbaşçynyň ady we belgisi:  ADY _____	
FS7. Soraşma geçirilen gün/ay/ýyl:  _____ / _____ / <u>20</u> <u>1</u>	FS8. Wagtyny ýazyň:	SAGAT : MINUT  _____ : _____

**ÖÝ HOJALYKLARYNYŇ SOWALNAMASYNYDA HOJALYGYŇ ÝAZGYSY** modulyndaky HL6 sütüninde bellenen respondentiniň ýaşyny barlaň: 15-17 ýaşda bolsa, ulynyň razyçylygy alnandygyna (HH33) ýa-da zerurlyk ýokdugyna (HL20=90) göz ýetiriň. Eger razyçylygy hökman bolup alynmadyk ýagdaýynda, onda soraşma geçirilmeli däldir, FS17 bolsa “06” bellenenlidir. Respondent azyndan 15 ýaşynda bolmalydyr. Seýrek ýagdaýlarda, çaga 15 – 17 ýaşynda bolup, öý hojalygynda ejesi, oňa ideg edýän adam bolmadyk ýagdaýynda (HL20=90), onda çaganyň özi respondent bolup biler.

FS9. Bu öý hojalygy üçin doldurylan sowalnamalary deňeşdirip barlaň: Siz ýa-da siziň toparyňyzyň beýleki gantaşyjysy haýsam bolsa başga bir sowalnama boýunça bu respondent bilen soraşma geçirdimi?	HAWA, EÝÝÄM SORAŞMA GEÇIRILDI.....1	1 ⇒FS10B
	ÝOK, ILKINJI GEZEK SORAŞMA GEÇIRILÝÄR.....2	2 ⇒FS10A
FS10A. Salam, meniň adym ( <b>Siziň adyňyz</b> ). Biz Türkmenistanyň Statistika baradaky döwlet komitetiniň wekilleri. Biz çagalaryň, maşgalanyň we öý hojalygynyň ýagdaýy barada gözegçilik geçirýäris. Meniň Siz bilen ( <b>FS3-den çaganyň ady</b> ) saglyk-amanlygy boýunça gürründeşlik geçiresim gelýär. Biziň sorag-jogabymyz ortaça 20 minuda golaý wagt alýar. Biziň sizden aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy-da bir soraga jogap beresiňiz gelmese ýa-da soraşmany togtatjak bolsaňyz, onda maňa duýduryň. Başlap bilerin mi?	FS10B. Indi meniň siz bilen ( <b>FS3-den çaganyň ady</b> ) saglyk-amanlygy boýunça jikme-jik gürründeşim gelýär. Bu soraşma takmynan 20 minut wagty alar. Ýene bir gezek gaýtalaýaryn, biziň aljak ähli maglumatlarymyz berk gizlinlikde galar we siziň jogaplaryňyzy hiç kim bilmez. Eger Siz haýsy-da bir soraga jogap beresiňiz gelmese ýa-da soraşmany togtatjak bolsaňyz, onda maňa duýduryň. Başlap bilerin mi?	
HAWA..... 1	1 ⇒ «ÇAGALAR BARADA MAGLUMAT» moduly	
ÝOK/SORAG BERILMEDI. .... 2	2 ⇒FS17	

FS17. 5-17 ýaşdaky çaga barada soraşmanyň netijesi  <i>Kodlar respondente degişli.</i>  “Soraşma geçirilmedi” diýen ähli netijeleri ýolbaşçyňyz bilen maslahatlaşyň.	GEÇIRILDI..... 01
	ÖÝLERINDE ÝOK ..... 02
	SORAŞMA GATNAŞMAKDAN BOÝUN GAÇYRDY..... 03
	BÖLEKLEÝIN GEÇIRILDI ..... 04
	JOGAP BERMÄGE ÝAGDAÝY ÝOK (görkezni) _____ 05
	15-17 ÝAŞLY EJE /ÇAGA IDEG EDÝÄN ADAM BILEN SORAŞMA GEÇIRMEK ÜÇIN ULYNYŇ RAZYÇYLYGYNÝŇ BOLMAZLYGY ..... 06
	BEÝLEKI (görkezni) _____ 96

ÇAGA BARADA MAGLUMAT		CB
<b>CB1. 5 – 17 ÝAŞDAKY ÇAGA BARADA MAGLUMAT</b> <i>BÖLEGINDE bellenen respondentiniň setir belgisini (FS4) we ÖÝ HOJALYKLARYNYŇ SOWALNAMASY boýunça soraşma geçirilen respondentiniň setir belgisini (HH47) barlaň:</i>	FS4=HH47.....1 FS4≠HH47.....2	1 ⇒CB10A
<b>CB2.</b> Haýsy aýda we ýylda doguldy ( <i>ady</i> )?  <i>Aýy we ýyly <u>hökmany tertipde</u> ýazylmaly.</i>	DOGLAN SENESI AÝY .....__ __  ÝYLY .....__ __ __	
<b>CB3. (Ady)</b> näçe ýaşynda?  <i>Anyklaň: (Ady) soňky doglan gününde näçe ýaşy doldy?  Ýaşyny doly ýyllarda görkeziň.  Eger CB2 we CB3 biri-birine gabat gelmese, onda anyklaýjy soraglary beriň.</i>	ÝAŞY (ÝAŞY DOLY ÝYLLARDA)..... __ __	
<b>CB4. (Ady)</b> haçandyr bir wagt okuw jaýyna ýa-da mekdebe çenli ýaşly çagalar edaralaryna gatnadymy?	HAWA.....1 ÝOK .....2	2 ⇒CB10A
<b>CB5. (Ady)</b> haçandyr bir wagt alan in ýokary derejeli bilimi we gatnan in ýokary synpy/kursy haýsydy?	MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY .....000 ORTA (1-11) ..... 1 __ __ BAŞLANGYÇ HÜNÄR..... 2 __ __ ORTA HÜNÄR..... 3 __ __ ÝOKARY ..... 4 __ __	000 ⇒CB7
<b>CB6. (Ady)</b> şu (synpy/kursy) tamamladymy?	HAWA..... 1 ÝOK ..... 2	
<b>CB7.</b> 2018-2019-njy okuw ýylynda ( <i>ady</i> ) haýsydyr bir wagtyň dowamynda okuw jaýyna ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnadymy?	HAWA.....1 ÝOK .....2	2 ⇒CB9
<b>CB8. (Ady)</b> 2018-2019-njy okuw ýylynda haýsy bilim derejesini <u>alýar</u> we haýsy synpa/kursa <u>gatnaýar</u> ?	MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY .....000 ORTA (1-11) ..... 1 __ __ BAŞLANGYÇ HÜNÄR..... 2 __ __ ORTA HÜNÄR..... 3 __ __ ÝOKARY ..... 4 __ __	
<b>CB9.</b> 2017-2018-nji okuw ýylynda ( <i>ady</i> ) haýsydyr bir wagtyň dowamynda okuw jaýyna ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnadymy?	HAWA.....1 ÝOK .....2	2 ⇒CB10A
<b>CB10. (Ady)</b> 2017-2018-nji okuw ýylynda haýsy bilim derejesini <u>alýar</u> we haýsy synpa/kursa <u>gatnaýar</u> ?	MEKDEBE ÇENLI ÝAŞLY/ ÇAGALAR BAGY .....000 ORTA (1-11) ..... 1 __ __ BAŞLANGYÇ HÜNÄR..... 2 __ __ ORTA HÜNÄR..... 3 __ __ ÝOKARY ..... 4 __ __	
<b>CB10A.</b> CB3 barlaň: <i>Çaganyň ýaşy?</i>  <i>Eger çaga üçin CB3 bellenedik bolsa, ÖÝ HOJALYKARYŇ SOWALNAMASYNYŇ ÖÝ HOJALYGYNÝŇ ÝAZGYSY modulyndaky HL6 barlaň.</i>	5-6 ÝAŞ..... 1 7-17 ÝAŞ..... 2	2 ⇒CB11

<p><b>CB10B.</b> <i>CB7 barlaň: 2018-2019-njy okuw ýylynda çaga haýsydyr bir wagtyň dowamynda okuw jaýyna ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnadymy?</i></p> <p><i>Eger çaga üçin CB7 bellemmedik bolsa, ÖÝ HOJALYKARYŇ SOWALNAMASYNYŇ BILIM modulyndaky ED9 barlaň.</i></p>	<p>HAWA, CB7/ED9=1 ..... 1          ÝOK, CB7/ED9=2 ÝA-DA BOŞ ..... 2</p>	<p>1⇒ <i>CB11</i></p>
<p><b>CB10C.</b> <i>(Ady) näme sebäpli haýsy-da bolsa bir irki bilim berme programmasyna, mysal üçin, mekdep, hususy ýa-da döwlet edarasyna, şol sanda çagalar bagyna ýa-da çagalar üçin ýerli mekdebe çenli ýaşly edaralaryna, gatnamayar?</i></p>	<p>ÖÝ HOJALYGynyň haýsy-da bolsa bir agzasynyň ideginde ..... A          GARYNDAŞYNYŇ IDEGINDE ..... B          ENEKESINIŇ IDEGINDE ..... C          ÖRÄN GYMMAT ..... D          ÝAKYNYNDA HAÝSY-DA BOLSA BIR ŞOLAR ÝALY EDARANYŇ BOLMAZLYGY ..... E</p> <p>BEÝLEKI (<i>görkeziň</i>) ..... X</p>	
<p><b>CB11.</b> <i>(Ady) hereket edýän saglyk ätiýaçnamasy barmy?</i></p>	<p>HAWA ..... 1          ÝOK ..... 2</p>	

<p><b>FCD1.</b> CB3 barlaň: çaganyň ýaşı:</p> <p><i>Eger çaga üçin CB3 bellemmedik bolsa, ÖÝ HOJALYKARYŇ SOWALNAMASYNYŇ ÖÝ HOJALYGynyň ÝAZGYSY modulýndaky HL6 barlaň.</i></p>	<p>5–14 ÝAŞ ..... 1</p> <p>15–17 ÝAŞ ..... 2</p>	<p>2 ⇨ Soňy</p>
<p><b>FCD2.</b> Indi men Siz bilen ýene bir zat barada gürleşsim gelyär.</p> <p>Ulular çagalaryň özlerini dogry alyp barmaklaryny öwretmek ýa-da ýaramaz endiklerini düzetmek üçin dürli usullary ulanýarlar. Men size şol usullary sanap bereýin. <u>Siz ýa-da siziň öý hojalygynyňdaky ulular (ady) babatda soňky aýyň dowamynda şol usullary ulandyrlarmy diýen sowalyma jogap bermegiňizi haýyş edýärin.</u></p> <p>[A] (Ady) ýenilliklerden (lezzetden) mahrum etdiňizmi, oňa ýaraýan zatlary etmegi ýa-da öýden çykmagy gadagan etdiňizmi.</p> <p>[B] (Ady) onuň özüni alyp barşynyň name üçin nädogrudygyny düşündirdiňizmi.</p> <p>[C] Ony silkelediňizmi?</p> <p>[D] Onuň üstüne gygyrdyňyzmy ýa-da heňkirdiňizmi.</p> <p>[E] Oňa başga zat bilen meşgullanmagy teklip etdiňizmi.</p> <p>[F] Eliňiz bilen onuň uýlugyna şarpyk çaldyňyzmy.</p> <p>[G] Guşak, darak, taýak ýa-da beýleki gaty zatlary bilen onuň uýlugyna ýa-da bedeniniň başga ýerlerine urduňyzmy?</p> <p>[H] Oňa kütek, ýalta ýa-da şoňa meňzeş sözleri aýtdyňyzmy?</p> <p>[I] Ýüzüne, kellesine ýa-da gulagyna urduňyzmy ýa-da şarpyk çaldyňyzmy.</p> <p>[J] Eline, egnine, aýaklaryna urduňyzmy ýa-da şarpyk çaldyňyzmy?</p> <p>[K] Ony urýarsyňyzmy, ýagny birnäçe gezek yzly-yzyna güýçli urduňyzmy?</p>	<p>HAWA ÝOK</p> <p>AÝRATYN ÝEÑILLIKLERDEN MAHRUM ETDIŇIZ ..... 1 2</p> <p>ÖZÜNI ALYP BARŞYNYŇ NAME ÜÇIN NÄDOGRUDYGYNY DÜŞÜNDIRDIŇIZ..... 1 2</p> <p>ONY SILKELEDIŇIZ ..... 1 2</p> <p>ONUŇ ÜSTÜNE GYGYRDIŇYZ ÝA-DA HEŇKIRDIŇIZ ..... 1 2</p> <p>OŇA BAŞGA ZAT BILEN MEŞGULLANMAGY TEKLIP ETDIŇIZ ..... 1 2</p> <p>ELIŇIZ BILEN ONUŇ UÝLUGYNA ŞARPYK ÇALDYŇYZ ..... 1 2</p> <p>GUŞAK, DARAK, TAÝAK ÝA-DA BEÝLEKI GATY ZATLAR BILEN ONUŇ UÝLUGYNA ÝA-DA BEDENINIŇ BAŞGA ÝERLERINE URDUŇYZ..... 1 2</p> <p>OŇA KÜTEK, ÝALTA ÝA-DA ŞOŇA MEŇZEŞ SÖZLERI AÝTDYŇYZMY ..... 1 2</p> <p>ÝÜZÜNE, KELLESINE ÝA-DA GULAGYNA URDUŇYZMY ÝA-DA ŞARPYK ÇALDYŇYZMY ..... 1 2</p> <p>ELINE, EGNINE, AÝAKLARYNA URDUŇYZMY ÝA-DA ŞARPYK ÇALDYŇYZ ..... 1 2</p> <p>ONY URÝARSYŇYZMY, ÝAGNY BIRNÄÇE GEZEK YZLY-YZYNA GÜÝÇLI URDUŇYZ..... 1 2</p>	



<b>FCD3.</b> FS4 barlaň: bu respondent 5 ýaşa çenli beýleki çagalaryň ejesimi ýa-da şolar ýaly çagalara ideg edýän adammy?	HAWA ..... 1 ÝOK ..... 2	2 ⇨ FCD5
<b>FCD4.</b> FS4 barlaň: bu respondent başga çaga barada indiki soraga (UCD5) eýýäm jogap berdimi?	HAWA ..... 1 ÝOK ..... 2	1 ⇨ Soňy
<b>FCD5.</b> Çagany dogry ösdürip ýetişdirmek we terbiýelemek üçin ony beden taýdan jezalandyrmak zerur diýip hasap edýärsiňizmi?	HAWA ..... 1 ÝOK ..... 2 BM/PIKIRI ÝOK ..... 8	

ÇAGANYŇ HEREKET EDIŞI		FCF
<p><b>FCF1.</b> Men (<i>ady</i>) kynçylyk çekmegi mümkin zatlary barada Size birnäçe sorag beresim gelýär.</p> <p>(<i>Ady</i>) äýnek ýa-da kontakt linzasyny dakynýarmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>FCF2.</b> (<i>Ady</i>) eşi diş apparatyndan peýdalanýarmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>FCF3.</b> (<i>Ady</i>) ýörände nähilide bolsa kömek edişi gurallar ýa-da başga biriniň kömegi bilen peýdalanýarmy?</p>	<p>HAWA ..... 1</p> <p>ÝOK ..... 2</p>	
<p><b>FCF4.</b> Men Sizden indiki her soragdan dört sany mümkin bolan jogabyň birisini saýlamagyňyzy haýyş etjek: 1) (<i>ady</i>) kyn dälmi, 2) biraz kyn, 3) örän kyn we 4) aýdylan hereketi (<i>ady</i>) düýbünden ýerine ýetirip bilmeýär.</p> <p><i>Respondentiň bu jogaplary saýlamadyk ahli halatlarda, her aýratyn sowalda şu bentleri gaýtalaň:</i></p> <p>Ýatlaň: dört sany mümkin bolan jogap: (<i>ady</i>), Siziň pikiriniňize: 1) kyn däl, 2) biraz kyn, 3) örän kyn we 4) aýdylan hereketi (<i>ady</i>) düýbünden ýerine ýetirip bilmeýär.</p>		
<p><b>FCF5.</b> <i>FCF1</i> barlaň: çaga äýnek ýa-da kontakt linzasyny dakynýarmy?</p>	<p>HAWA, FCF1=1 ..... 1</p> <p>ÝOK, FCF1=2 ..... 2</p>	<p>1 ⇒FCF6A</p> <p>2 ⇒FCF6B</p>
<p><b>FCF6A.</b> (<i>Ady</i>) äýnek ýa-da kontakt linzasyny dakynan wagty oňa görmek kyn düşýärmí?</p> <p><b>FCF6B.</b> (<i>Ady</i>) görmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>DÜÝBÜNDEN GÖRÜP BILMEÝÄR..... 4</p>	
<p><b>FCF7.</b> <i>FCF2</i> barlaň: çaga eşi diş apparatyny ulanýarmy?</p>	<p>HAWA, FCF2=1 ..... 1</p> <p>ÝOK, FCF2=2 ..... 2</p>	<p>1 ⇒FCF8A</p> <p>2 ⇒FCF8B</p>
<p><b>FCF8A.</b> (<i>Ady</i>) eşi diş apparatyny ulanan wagtynda oňa ses, mysal üçin, adamlaryň sesini eşitmek, saz diňlemek kyn düşýärmí?</p> <p><b>FCF8B.</b> (<i>Ady</i>) ses, mysal üçin, adamlaryň ýa-da sazyň sesini eşitmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>DÜÝBÜNDEN EŞITMEÝÄR ..... 4</p>	
<p><b>FCF9.</b> <i>FCF3</i> barlaň: çaga ýöremek üçin goşmaça enjamlardan ýa-da kesekiniň kömeginden peýdalanýarmy?</p>	<p>HAWA, FCF3=1 ..... 1</p> <p>ÝOK, FCF3=2 ..... 2</p>	<p>2 ⇒FCF14</p>
<p><b>FCF10.</b> (<i>Ady</i>) kömekçi enjamsyz ýa-da kesekiniň kömeginden peýdalanmazdan düz ýerde 100 metr aralyga ýöremek kyn düşýärmí?</p> <p><i>Aýdyňlaşdyryň:</i> Bu takmynan 1 futbol meýdançasynyň uzynlygy.</p> <p><i>Üns beriň:</i> çaga ýörän wagtynda kömekçi enjamlardan ýa-da kesekiniň kömeginden peýdalanýandygy sebäpli jogaplaryň «kyn däl» görnüşi aýrylýar.</p>	<p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>100 METRI DÜÝBÜNDEN GEÇIP BILMEÝÄR ..... 4</p>	<p>3 ⇒FCF12</p> <p>4 ⇒FCF12</p>

<p><b>FCF11.</b> (Ady) kömekçi enjamsyz ýa-da kesekiniň kömegini peýdalanmazdan düz ýerde 500 metr aralyga ýöremek kyn düşýärmí?</p> <p><i>Aýdyňlaşdyryň:</i> Bu takmynan 5 sany futbol meýdançasynyň uzynlygy.</p> <p><i>Üns beriň:</i> çaga ýörän wagtynda kömekçi enjamlardan ýa-da kesekiniň kömeginden peýdalanýandygy sebäpli jogaplaryň «kyn däl» görnüşi aýrylýar.</p>	<p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>500 METRI DÜÝBÜNDEŇ GEÇIP BILMEÝÄR ..... 4</p>	
<p><b>FCF12.</b> (Ady) kömekçi enjamyň ýa-da kesekiniň kömegi bilen düz ýerde 100 metr aralyga ýöremek kyn düşýärmí?</p> <p><i>Aýdyňlaşdyryň:</i> Bu takmynan 1 futbol meýdançasynyň uzynlygy.</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>100 METRI DÜÝBÜNDEŇ GEÇIP BILMEÝÄR ..... 4</p>	<p>3 ⇒FCF16</p> <p>4 ⇒FCF16</p>
<p><b>FCF13.</b> (Ady) kömekçi enjamyň ýa-da kesekiniň kömegi bilen düz ýerde 500 metr aralyga ýöremek kyn düşýärmí?</p> <p><i>Aýdyňlaşdyryň:</i> Bu takmynan 5 futbol meýdançasynyň uzynlygy.</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>500 METRI DÜÝBÜNDEŇ GEÇIP BILMEÝÄR ..... 4</p>	<p>1 ⇒FCF16</p> <p>2 ⇒FCF16</p> <p>3 ⇒FCF16</p> <p>4 ⇒FCF16</p>
<p><b>FCF14.</b> (Ady) öz deň-duşlaryna garanyňda düz ýerde 100 metr aralygy geçmek kyn düşýärmí?</p> <p><i>Aýdyňlaşdyryň:</i> Bu takmynan 1 futbol meýdançasynyň uzynlygy.</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>100 METRI DÜÝBÜNDEŇ GEÇIP BILMEÝÄR ..... 4</p>	<p>3 ⇒FCF16</p> <p>4 ⇒FCF16</p>
<p><b>FCF15.</b> (Ady) öz deň-duşlaryna garanyňda düz ýerde 500 metr aralygy geçmek kyn düşýärmí?</p> <p><i>Aýdyňlaşdyryň:</i> Bu takmynan 5 futbol meýdançasynyň uzynlygy.</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>500 METRI DÜÝBÜNDEŇ GEÇIP BILMEÝÄR ..... 4</p>	
<p><b>FCF16.</b> (Ady) özüne, mysal üçin, nahar iýmek ýa-da geýinmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>ÖZI DÜÝBÜNDEŇ BAŞARMAÝAR ..... 4</p>	
<p><b>FCF17.</b> Şu öý hojalygynyň içindäkilere düşnükli bolar ýaly geplemek (ady) kyn düşýärmí?</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>DÜÝBÜNDEŇ DÜŞNÜKSIZ ..... 4</p>	
<p><b>FCF18.</b> Şu öý hojalygynyň daşyndakylara düşnükli bolar ýaly geplemek (ady) kyn düşýärmí?</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>DÜÝBÜNDEŇ DÜŞNÜKSIZ ..... 4</p>	
<p><b>FCF19.</b> Öz deň-duşlaryna garanyňda (ady) haýsydyr bir zady öwrenmek kyn düşýärmí?</p>	<p>KYN DÄL ..... 1</p> <p>BIRAZ KYN ..... 2</p> <p>ÖRÄN KYN ..... 3</p> <p>DÜÝBÜNDEŇ ÖWRENIP BILMEÝÄR ..... 4</p>	

<p><b>FCF20.</b> Öz deň-duşlaryna garanynda (<i>ady</i>) haýsydyr bir zady ýatlamak kyn düşýämi?</p>	<p>KYN DÄL ..... 1          BIRAZ KYN ..... 2          ÖRÄN KYN ..... 3          DÜÝBÜNDEN ÝATLAP BILMEÝÄR ..... 4</p>	
<p><b>FCF21.</b> (<i>Ady</i>) öz göwnüne ýaraýan haýsydyr bir işe ünsüni bermek kyn düşýämi?</p>	<p>KYN DÄL ..... 1          BIRAZ KYN ..... 2          ÖRÄN KYN ..... 3          DÜÝBÜNDEN ÜNSÜNI JEMLÄP BILMEÝÄR. 4</p>	
<p><b>FCF22.</b> (<i>Ady</i>) öz gün tertibiniň üýtgedilmegini kabul etmek kyn düşýämi?</p>	<p>KYN DÄL ..... 1          BIRAZ KYN ..... 2          ÖRÄN KYN ..... 3          DÜÝBÜNDEN GÜN TERTIBINIŇ          ÜÝTGEDILMEGINI KABUL          EDIP BILMEÝÄR..... 4</p>	
<p><b>FCF23.</b> Öz deň-duşlary bilen deňşdireniňde (<i>ady</i>) özüne erk etmek kyn düşýämi?</p>	<p>KYN DÄL ..... 1          BIRAZ KYN ..... 2          ÖRÄN KYN ..... 3          DÜÝBÜNDEN ERK EDIP BILMEÝÄR ..... 4</p>	
<p><b>FCF24.</b> (<i>Ady</i>) dostlaşmak kyn düşýämi?</p>	<p>KYN DÄL ..... 1          BIRAZ KYN ..... 2          ÖRÄN KYN ..... 3          DÜÝBÜNDEN DOSTLAŞYP BILMEÝÄR ..... 4</p>	
<p><b>FCF25.</b> Indiki soraglaryň jogaplarynyň dürli görnüşi bar. Men olary soragy berenimden soň okaryn.</p> <p>Meniň (<i>ady</i>) nahili ýyglykda ynalyksyz, howsalaly ýa-da birahat görünýändigini bilsem gelýär.</p> <p>Siz (<i>ady</i>) her gün, her hepde, her aý, ýylda birnäçe gezek ýa-da hiç haçan şeýle görünmeýär diýerdinizmi?</p>	<p>HER GÜN ..... 1          HER HEPDE ..... 2          HER AÝ ..... 3          ÝYLDA BIRNÄÇE GEZEK..... 4          HIÇ HAÇAN ..... 5</p>	
<p><b>FCF26.</b> Şeýle hem meniň (<i>ady</i>) nähili ýyglykda gaýgylý ýa-da ruhuçökgün ýagdaýda bolýandygyny bilsem gelýär.</p> <p>Siz (<i>ady</i>) şeýle ýagdaýda her gün, her hepde, her aý, ýylda birnäçe gezek bolýar ýa-da hiç haçan şeýle bolmaýar diýerdinizmi?</p>	<p>HER GÜN ..... 1          HER HEPDE ..... 2          HER AÝ ..... 3          ÝYLDA BIRNÄÇE GEZEK..... 4          HIÇ HAÇAN ..... 5</p>	

BILIM BERMÄGE ENE-ATALARYŇ GATNAŞYGY		PR
<p><b>PR1.</b> CB3 barlaň: çaganyň ýaşı:</p> <p>Eger çaga üçin CB3 bellemmedik bolsa, ÖÝ HOJALYKARYŇ SOWALNAMASYNYŇ ÖÝ HOJALYGynyň ÝAZGYSY modulyndaky HL6 barlaň.</p>	5–6 ÝAŞ.....1 7–14 ÝAŞ.....2 15–17 ÝAŞ.....3	1 ⇒ Soňy  3 ⇒ Soňy
<p><b>PR2.</b> Şu soragyň soňunda men (<i>ady</i>) bilen gürleşmäge rugsat bermeginizi haýyş etjek. Eger-de ol şu ýerde bolsa onuň gelmegini haýyş ediň. Eger (<i>ady</i>) bu ýerde däl bolsa, onuň gelmegini haýyş edip bolmazmy? Eger häzir mümkin bolmasa, men size amatly bolan wagtda ýene-de bir gezek gelmäge taýyn.</p>		
<p><b>PR3.</b> Okuw we dini kitaplardan başga (<i>ady</i>) üçin öýüňizde näçe kitap bar?</p>	HIÇ HILI KITAP ÝOK..... 00  KITAPLARYŇ SANY ..... <u>0</u> ___  ON KITAP ÝA-DA ONDAN KÖP ..... 10	
<p><b>PR4.</b> CB7 barlaň: çaga haýsydyr bir okuw mekdebine ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnapdyrmy?</p> <p>ÖÝ HOJALYGynyň SOWALNAMASYNDAKY «BILIM» modulyndaky ED9 barlaň, şol çaganyň öý hojalygyna gatnaşygy babatda CB7 soragy berilmedik bolsa.</p>	HAWA, CB7/ED9=1 .....1 ÝOK, CB7/ED9=2 SÜTÜN ÝA-DA BOŞ .....2	2 ⇒ Soňy
<p><b>PR5.</b> (<i>Ady</i>) haçandyr bir wagt mekdepde öý işleri tabşyrylýarmy?</p>	HAWA .....1 ÝOK .....2  BM .....8	2 ⇒ PR7  8 ⇒ PR7
<p><b>PR6.</b> (<i>Ady</i>) öý işlerini yerine ýetirmäge kimdir biri kömekleşýärmä?</p>	HAWA .....1 ÝOK .....2  BM .....8	
<p><b>PR7.</b> (<i>Ady</i>) okaýan mekdebinde ene-atalaryň gatnaşýan, mekdebi dolandyryş guramasy barmy (mysal üçin, ene-atalar komiteti)?</p>	HAWA .....1 ÝOK .....2  BM .....8	2 ⇒ PR10  8 ⇒ PR10
<p><b>PR8.</b> Soňky 12 aýyň dowamynda Siz ýa-da Siziň maşgalaňyzyň ulularyndan kimdir biri ene-atalar komiteti tarapyndan geçirilýän ýygnaga gatnaşdymy?</p>	HAWA .....1 ÝOK .....2  BM .....8	2 ⇒ PR10  8 ⇒ PR10
<p><b>PR9.</b> Şol ýygnaklaryň haýsy hem bolsa birisinde şu aşakdakylaryň biri ara alnyp maslahatlaşyldymy:</p> <p>[A] (<i>Ady</i>) okaýan mekdebinde ýüze çykýan esasy bilim meselelerini çözmegiň meýilnamasy?</p> <p>[B] (<i>Ady</i>) okaýan mekdebiniň býujeti ýa-da mekdep tarapyndan alynýan serişdeleri peýdalanmak?</p>	<p style="text-align: right;">HAWA ÝOK BM</p> <p>MEKDEBIN DEGIŞLI MESELÄNI ÇÖZMEGIŇ MEÝILNAMASY .....1 2 8</p> <p>MEKDEBIN BÝUJETI.....1 2 8</p>	

<p><b>PR10.</b> (<i>Ady</i>) soňky 12 aýyň dowamynda Siz ýa-da Siziň öý hojalygynyň ulularyndan kimdir biri ýetişik tabelini aldymy?</p>	<p>HAWA .....1          ÝOK .....2          BM .....8</p>	
<p><b>PR11.</b> Soňky 12 aýyň dowamynda Siz ýa-da Siziň maşgalaňyzyň ulularyndan kimdir biri aşakda görkezilen sebäpler boýunça (<i>ady</i>) mekdebine gitdimi?</p> <p>[A] Mekdep baýramçylygy ýa-da sport çäresi?</p> <p>[B] (<i>Ady</i>) ýetişigini mugallymlar bilen ara alyp maslahatlaşmak?</p>	<p style="text-align: right;">HAWA ÝOK BM</p> <p>BAÝRAMÇYLYK ÝA-DA          SPORT ÇÄRESI .....1 2 8</p> <p>ÝETIŞIGINI MUGALLYMLAR          BILEN ARA ALYP          MASLAHATLAŞMAK .....1 2 8</p>	
<p><b>PR12.</b> Soňky 12 aýyň dowamynda aşakda agzalan sebäpler boýunça (<i>ady</i>) mekdebi bir günlük hem bolsa ýapyldymy:</p> <p>[A] Tebigy betbagtçylyk, mysal üçin, suw joşmasy, harasat, epidemiýa we ş.m.?</p> <p>[B] Antropogen heläkçilikler, mysal üçin, ýangyn, binanyň ýykylmagy, köpçülikleýin bidüzgünçilikler we ş.m.?</p> <p>[X] Beýleki sebäp?</p>	<p style="text-align: right;">HAWA ÝOK BM</p> <p>TEBIGY BETBAGTÇYLYK .....1 2 8</p> <p>ANTROPOGEN          HELÄKÇILIGI .....1 2 8</p> <p>BEÝLEKI SEBÄP .....1 2 8</p>	
<p><b>PR13.</b> (<i>Ady</i>) soňky 12 aýyň dowamynda mugallymyň bolmanlygy sebäpli, okuwa barmadyk wagty boldumy?</p>	<p>HAWA .....1          ÝOK .....2          BM .....8</p>	<p>2 ⇒ <i>Soňy</i>          8 ⇒ <i>Soňy</i></p>
<p><b>PR15.</b> Haçan-da mekdepde mugallym iş ýerine gelmedik ýagdaýynda Siz ýa-da Siziň öý hojalygynyň ulularyndan kimdir biri mekdebiň ýolbaşçylary ýa-da ene-atalar komiteti bilen duşuşdymy?</p>	<p>HAWA .....1          ÝOK .....2          BM .....8</p>	

<b>FL0.</b> CB3 barlaň: çaganyň ýaşı: Eger çaga üçin CB3 bellemmedik bolsa, ÖÝ HOJALYKARYŇ SOWALNAMASYNYŇ ÖÝ HOJALYGynyň ÝAZGYSY modulyndaky HL6 barlaň.	5–6 ÝAŞ.....1 7–14 ÝAŞ.....2 15–17 ÝAŞ.....3	1 ⇔ Soňy 3 ⇔ Soňy
<p><b>FL1.</b> Indi men (<b>ady</b>) bilen gürleşmek isleýärim. Men oňa özi we okaýşy hakynda birnäçe sorag beresim gelýär, soňra okamak we hasaplamak boýunça birnäçe ýumuş berip, ony ýerine ýetirmegini haýys etjek.</p> <p>Bu mekdebiň barlag işi däl we netijesi hiç kime habar berilmez hatda beýleki çagalaryň ene-atalary, mekdep hem bilmez.</p> <p>(<b>Ady</b>) Siz bu ýumuşy ýerine ýetireniňiz üçin hiç hili gönümel peýda görmersiňiz we (<b>ady</b>) bu ýumuşy haýsy derejede üstünlikli ýerine ýetirilendiginden habar bermegime görkezme ýok.</p> <p>Bu ýumuşlar bu ýurduň çagalarynyň nähili derejede okap we sanap bilýändigini ýüze çykarmak, gowy zatlary girizmek üçin işlenip düzüldi.</p> <p>Ýumuşlary ýerine ýetirmek üçin 20 minuda golaý wagt gerek bolar. Ýene-de bir gezek gaýtalaýaryn, alnan ähli maglumatlar gizlin bolar we siziň jogaplaryňyzy hiç kim bilmez.</p>		
( <b>Ady</b> ) bilen gürleşmek mümkinmi?	HAWA, RAZYÇYLYK BERILDI .....1 ÝOK, RAZYÇYLYK BERILMEDI.....2	2 ⇔ FL28

<b>FL2.</b> Wagty belläň.	SAGAT WE MINUT ..... : .....	
<p><b>FL3.</b> Meniň adym (<b>Siziň adyňyz</b>). Men saňa özüm hakda azajyk gürrüň beresim gelýär.</p> <p>Sen maňa özüm hakda azajyk gürrüň berip bilersiňmi?</p> <p>Çaga özleşdireden soň dil üsti bilen razyçylyk almaga girişiň:</p> <p>Men şu ýere näme üçin gelendigimi gürrüň bereýin. Men Türkmenistanyň Statistika baradaky döwlet komitetinden. Men çagalaryň okamagy we hasaplamagy öwrenişlerini ýüze çykarmak boýunça alada edýän toparyň wekili. Biz çagalaryň käbiri bilen bu hakda gürrüňdeşlik geçiryäris we okamak we sanamak boýunça birnäçe ýumuşlary ýerine ýetirmeklerini haýys edýäris. (Seniň ejeň/<b>çaga ideg edýän adamyň ady</b>) seniň özüm bu meseläni özbaşdak çözmegi başaryandygyňy habar berdi, sen bize kömek etjekmi. Eger hawa diýseňiz men saňa birnäçe sorag berjek we birnäçe ýumuşy ýerine ýetirmegi haýys etjek. Men her ýumuşy düşündirerin, sen islendik wagt maňa sorag berip bilersiň. Eger sen islemeýän bolsaň, öz islegiň garşysyna gitmek hökman däl. Biz başlanymyzdan soň hem soraglara jogap bermek islemeseň jogap bermän bilersiň.</p>		
Sen başlamaga taýynmy?	HAWA .....1 ÝOK/SORAG BERILMEDI.....2	2 ⇔ FL28

<p><b>FL4.</b> Okamak we hasaplamak ýumuşlaryna geçmezden ozal aşakdakylary görkezmek üçin her bölümde bellik ediň:</p> <p><input type="checkbox"/> Siz çaga bilen ikiçäk dälisiňiz, çaganyň tanaýan ulularynyň birisiniň gözyetiminde otyr;</p> <p><input type="checkbox"/> Siz çaga bilen söhbetdeşlige girişdiňiz we mysal üçin, «ynam gapysyn» açýan temadan peýdalanmak bilen onuň bilen dil tapşdyňyz;</p> <p><input type="checkbox"/> Çaga oňaly bolar ýaly ýerleşdi OKAMAK WE HASAPLAMAK ÜÇIN KITAPDAN päsgelçiliksiz peýdalanyp biler, Siz bolsa haýsy sahypanyň açykdygyny görer ýaly ýerleşdiňiz.</p>		
<b>FL5.</b> Ýatda sakla: eger saňa nämedir bir zat düşnüksiz bolsa, sen maňa islendik wagt sorag berip bilersiň. Sen islendik wagt bes etmegi haýys edip bilersiň.		
<b>FL6.</b> Biz ilki bada okamak hakynda gürleşeliň.	HAWA ÝOK	
[A] Sen öýde kitap okaýarmyň?	ÇAGA ÖÝDE KITAP OKAÝAR.....1	2
[B] Saňa öýüňizde kimdir biri kitap okap berýärmi?	ÇAGA ÖÝDE KITABY OKAP BERÝÄRLER .....1	2

<p><b>FL7.</b> Sen öýde köplenç haýsy dilde gürlýärsiň?</p> <p><i>Zerur bolsa anyklaýjy soraglary beriň we dilleriň sanawyny gaýtadan okap beriň.</i></p>	<p>TÜRKMENÇE ..... 1  ÖZBEKÇE ..... 2  RUSÇA ..... 3  BEÝLEKI (görkeziň) ..... 6  BM ..... 8</p>	
<p><b>FL8.</b> CB7 barlaň: <i>şu okuw ýylynda çaga haýsydyr bir okuw mekdebine ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnapdyrmy?</i>  <i>Eger CB7 soragy berilmedik bolsa, ÖÝ HOJALYGYNÝŇ SOWALNAMASYNYŇ «BILIM" modulynda şu çaga degişli ED9 soragyny barlaň.</i></p>	<p>HAWA, CB7/ED9=1 ..... 1  ÝOK, CB7/ED9=2 ÝA-DA BOŞ..... 2</p>	1 ⇒FL9A
<p><b>FL8A.</b> CB4 barlaň: <i>çaga haçandyr bir wagt okuw mekdebine ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnapdyrmy?</i>  <i>Eger CB4 soragy berilmedik bolsa, ÖÝ HOJALYGYNÝŇ SOWALNAMASYNYŇ «BILIM" modulynda şu çaga degişli ED4 soragyny barlaň.</i></p>	<p>HAWA, CB4/ED4=1 ..... 1  ÝOK, CB4/ED4=2 ÝA-DA BOŞ..... 2</p>	1 ⇒FL9B
<p><b>FL8B.</b> FL7 barlaň: <i>öýde gürlýän dillerindäki OKAMAK WE SANAMAK ÜÇIN KITAPLAR barmy?</i></p>	<p>HAWA, FL7=1 ÝA-DA 3..... 1  ÝOK, FL7=2, 6 ÝA-DA 8..... 2</p>	1 ⇒FL10B 2 ⇒FL23
<p><b>FL9A.</b> Seni synpda okadýan mugallymlaryň sapagyň agramly bölegini düşündürmek üçin haýsy dili ulanýarlar?</p> <p><b>FL9B.</b> Sen mekdepde okan wagtynda mugallymlaryň synpda wagtyňyň köp bölegini haýsy dilde gürlýärdiler?</p> <p><i>Zerur bolsa anyklaýjy soraglary beriň we dilleriň sanawyny okap beriň.</i></p>	<p>TÜRKMENÇE ..... 1  RUSÇA ..... 2    BEÝLEKI (görkeziň) ..... 6    BM ..... 8</p>	1 ⇒FL10A 2 ⇒FL10A  6 ⇒FL23 8 ⇒FL23
<p><b>FL10A.</b> Indi bolsa men size (<b>FL9A/B girizilen dilde</b>) okamak üçin gysgajyk hekaýa bermekçi. Sen bu hekaýany okap bermäge taýýarmy?</p> <p><b>FL10B.</b> Indi bolsa men size (<b>FL7 girizilen dilde</b>) okamak üçin gysgajyk hekaýa bermekçi. Sen bu hekaýany okap bermäge taýýarmy?</p>	<p>HAWA ..... 1  ÝOK ..... 2</p>	2 ⇒FL23
<p><b>FL11.</b> CB3 barlaň: <i>çaganyň ýaşı:</i>  <i>Eger çaga üçin CB3 bellenmedik bolsa, ÖÝ HOJALYKARYŇ SOWALNAMASYNYŇ ÖÝ HOJALYGYNÝŇ ÝAZGYSY modulyndaky HL6 barlaň.</i></p>	<p>7–9 ÝAŞ..... 1  10–14 ÝAŞ..... 2</p>	1 ⇒FL13
<p><b>FL12.</b> CB7 barlaň: <i>şu okuw ýylynda çaga haýsydyr bir okuw mekdebine ýa-da mekdebe çenli ýaşly çagalar edarasyna gatnapdyrmy?</i>  <i>Eger CB7 soragy berilmedik bolsa, ÖÝ HOJALYGYNÝŇ SOWALNAMASYNYŇ «BILIM" modulynda şu çaga degişli ED9 soragyny barlaň.</i></p>	<p>HAWA, CB7/ED9=1 ..... 1  ÝOK, CB7/ED9=2 ÝA-DA BOŞ..... 2</p>	1 ⇒FL19
<p><b>FL13.</b> Çaga OKAMAK WE HASAPLAMAK ÜÇIN KITABY beriň.  Okamak üçin ýumuşly sahypany açyň we aýdyň:  Indi bolsa biz okamaga başlaýyň. <i>Sözlemi görkeziň.</i> Men seniň sesli okamagyňy haýys edýärim. Meniň soňra saňa sorag bermegim mümkin.  <i>Aždar – güjük. Alaja – pişik. Kemal 5 ýaşynda. Maral 6 ýaşynda.</i></p>		
<p><b>FL14.</b> Çaga ýumuşyň her bir sözünü dogry okadymy?</p>	<p>HAWA..... 1  ÝOK ..... 2</p>	2 ⇒FL23



<b>FL15.</b> <i>Çaga okap bolandan soň sorañ:</i> Kemal näçe ýaşynda?	KEMAL 5 ÝAŞYNYDA ..... 1 BEÝLEKI JOGAPLAR..... 2 5 SEKUND GEÇSE-DE ENTEK JOGAP ÝOK 3		1 ⇒FL17				
<b>FL16.</b> <i>Aýdyň:</i> Kemal 5 ýaşynda. <i>we FL23 geçiň.</i>			⇒FL23				
<b>FL17.</b> Ýene-de bir sorag: Kim uly: Kemalmy ýa-da Maral?	MARAL ULY (KEMALDAN)..... 1 BEÝLEKI JOGAPLAR..... 2 5 SEKUND GEÇSE-DE ENTEK JOGAP ÝOK 3		1 ⇒FL19				
<b>FL18.</b> <i>Aýdyň:</i> Maral Kemaldan uly. Maral 6 ýaşynda, Kemal bolsa 5 ýaşynda. <i>we FL23 geçiň.</i>			⇒FL23				
<b>FL19.</b> <i>Sahypany agdaryň we okamak üçin berlen bölegi açyň.</i>  Sag bol. Indi men seniň şu ýumuşy bitirmegiňi isleýärin.  Ine hekaýa. Men seniň şu hekaýany başardygyňça üns bilen, sesli okap bermegiňi isleýärin. Şu ýerden başla ( <i>birinji setiriň birinji sözünü görkeziň</i> ) we setirleri yzly-yzyna oka ( <i>her setiriň okalmaly ugruny görkeziň</i> ).  Okap bolanyňdan soň, men saňa okan ýerleriň boýunça birnäçe sorag bermekçi.  Eger saňa nätanyş söz gabat gelse, indiki söze geçiber.  Barmagyň bilen birinji sözi görkez. Taýýarmy? Başla	Aman	ikinci	synpda	okaýar.	Aman	bir	gün
	1	2	3	4	5	6	7
	dostunyň	öýünden	gelyärdi.	Ol	ýolda	birnäçe	gyzyl
	8	9	10	11	12	13	14
	gülüň	ösyändigini	gördi.	Güller	pagta	meýdanyň	golaýynda
	15	16	17	18	19	20	21
	ösyärdi	Aman	ejesi	üçin	biraz	gül	ýygmagy
	22	23	24	25	26	27	28
	isledi.	Aman	meýdanyň	içinden	güllere	tarap	gaty
	29	30	31	32	33	34	35
	ylgady.	Ol	uly	agajyň	ýanynda	ýykyldy.	Aman
	36	37	38	39	40	41	42
	aglamaga	başlady.	Bagban	ony	gördi	we	onuň
	43	44	45	46	47	48	49
	ýanyna	bardy.	Ol	Amana	bir	gül	çemenini
	50	51	52	53	54	55	56
	berdi.	Aman	örän	şatlandy			
	57	58	59	60			
<b>FL20.</b> <i>Çaganyň okamak üçin berlen ýumuşy ýerine ýetirijiniň netijesi.</i>	ÇAGANYŇ OKAMAGA SYNANYŞAN SOŇKY SÖZI..... BELGI __ __  ÝALŇYŞ OKALAN WE OKALMAN GOÝBERILEN SÖZLERIŇ UMUMY SANY..... SAN __ __						
<b>FL21.</b> <i>Çaga hekaýany nähili okady?</i>	ÇAGA IŇ BOLMANDA BIR SÖZI DOGRY OKADY ..... 1		ÇAGA BIR SÖZI HEM DOGRY OKAMADY ..... 2		ÇAGA HEKAÝANY OKAMAGA SYNANYŞMADY ..... 3		1 ⇒FL23
							2 ⇒FL23
							3 ⇒FL23

<p><b>FL22.</b> Indi men okan ýerleriň barada birnäçe sorag bermekçi.</p> <p><i>Eger çaga birnäçe sekuntdan soň jogap bermese, soragy ýene-de gaýtalaň. Eger-de siz soragy gaýtalaryňyzdan soň hem çaga soraga jogap bermegi başarmasa, “Jogap ýok” görnüşini belläň we Sag boluň ähli zat gowy, dowam edeliň diýiň.</i></p> <p><i>Çaganyň hekayany görýändigine göz ýetiriň we soraň:</i></p> <p>[A] Aman näçenji synpda okaýar?</p> <p>[B] Aman öýe gaýdyşyn ýolda näme gördi?</p> <p>[C] Aman näme üçin aglamaga başlady?</p> <p>[D] Aman nirede ýykyldy?</p> <p>[E] Aman nämä şatlandy?</p>	<p>DOGRY (AMAN IKINJI SYNPDADA OKAÝAR) ..... 1  ÝALŇYŞ ..... 2  JOGAP ÝOK/«BILEMOK» ..... 3</p> <p>DOGRY (OL BIRNÄÇE GYZYL GÜL GÖRDI)..... 1  ÝALŇYŞ ..... 2  JOGAP ÝOK/«BILEMOK» ..... 3</p> <p>DOGRY (SEBÄBI OL ÝYKYLDY)..... 1  ÝALŇYŞ ..... 2  JOGAP ÝOK/«BILEMOK» ..... 3</p> <p>DOGRY (AMAN ULY AGAJYŇ ÝANYNDA  ÝYKYLDY) ..... 1  ÝALŇYŞ ..... 2  JOGAP ÝOK/«BILEMOK» ..... 3</p> <p>DOGRY (SEBÄBI BAGBAN OŇA BIR GÜL  ÇEMENINI BERDI/SEBÄBI ONUŇ EJESI  ÜÇIN GÜLLERI BARDY)..... 1  ÝALŇYŞ ..... 2  JOGAP ÝOK/«BILEMOK» ..... 3</p>	
---	--	--

<p><b>FL23.</b> «OKAMAK WE HASAPLAMAK ÜÇİN KITABYŇ» sahypany çaganyň sanlaryň sanawyny görer ýaly edip agdaryň. Çaganyň bu sahypany görýändigine göz ýetiriň.</p> <p>Ine birnäçe san. Men seniň her bir sany görkezmegiňi we haýsy sandygyny aýtmagyňy isleýärim.</p> <p>Birinji sany görkeziň we aýdyň:</p> <p>Şu ýerden başla.</p> <p>Eger çaga ýüzugra sany aýdyp bilmese, sana «aýtmaga synanyşmady» belligi goýuň we indiki sany görkeziň we aýdyň:</p> <p>Bu haýsy san?</p> <p>Eger-de çaga yzygiderli 2 sany okamak üçin synanşyk etmeyän bolsa, aýdyň:</p> <p>Sag bol. Hemme zat gowy.</p>	<p><b>9</b> DOGRY ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>12</b> DOGRY ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>30</b> DOGRY ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>48</b> DOGRY ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>74</b> DOGRY ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>331</b> DOGRY ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p>	
<p><b>FL23A.</b> FL23 barlaň: çaga görkezilen üç sanyň ilkinji ikisini dogry aýtdymy (9, 12 we 30)?</p>	<p>HAWA, AZYNDAN IKISI DOGRY ..... 1 ÝOK, AZYNDAN IKISI ÝALŇYŞ ÝA-DA OLARY AÝTMAGA SYNANŞMADY ..... 2</p>	<p>2 ⇒ FL28</p>
<p><b>FL24.</b> Sahypany çaga ilkinji iki sany görer ýaly edip agdaryň. Çaganyň şol sahypany seredýändigine göz ýetiriň. Aýdyň:</p> <p>Şu sanlara seret. Şu sanlaryň haýsynyň köpdüginini aýdyň.</p> <p>Sahypany agdarmazdan we indiki jübüt san üçin soragy aýtmazdan ozal çaganyň jogabyny ýazyň.</p> <p>Eger birnäçe sekuntdan soň çaga jogap bermese soragy gaýtalaň. Eger siz soragy gaýtalanyňyzdan soň hem çaganyň jogap bermäge ýagdaýynyň ýokdugyny bilseňiz sowalnamanyň degişli setirinde bu sorag üçin “3, aýtmaga synanşmady” belligi goýuň we sahypany agdaryp, çaga indiki jübüt sanlary görkeziň.</p> <p>Eger çaga yzygiderli 2 jübüt san boýunça ýumuşy ýerine ýetirmek üçin synanşyk etmeyän bolsa, galan bölek üçin “3, aýtmaga synanşmady” belläň we aýdyň:</p> <p>Sag bol. Hemme zat gowy. Indiki ýumuşa geçýäris.</p>	<p><b>7&amp;5</b> DOGRY (7) ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>11&amp;24</b> DOGRY (24) ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>58&amp;49</b> DOGRY (58) ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>65&amp;67</b> DOGRY (67) ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p> <p><b>146&amp;154</b> DOGRY (154) ..... 1 ÝALŇYŞ ..... 2 AÝTMAGA SYNANŞMADY ..... 3</p>	

<p><b>FL25.</b> <i>Çaga galam we kagyž beriň. Ilkinji goşmak mysalyny görer ýaly edip sahypany agdaryň. Çaganyň bu sahypany seredýändigine göz ýetiriň. Aýdyň:</i></p> <p>Şu mysala serediň. Näçe bolar (<b>san goşmak san</b>)? Maňa jogabyny aýdyň. Eger zerur bolsa galamdan we kagyždan peýdalanyp bilersiň.</p> <p><i>Sahypany agdarmazdan we indiki soragy gaýtalamazdan ozal çaganyň jogabyny belläň.</i></p> <p><i>Eger birnäçe sekuntdan soň çaga jogap bermese soragy gaýtalaň. Eger siz soragy gaýtalanýňyzdan soň çaganyň jogap bermäge ýagdaýynyň ýokdugyna göz ýetirseňiz, sowalnamanyň degişli setirinde bu sorag üçin “3, aýtmaga synanşmady” belligi goýuň we sahypany agdaryp, çaga indiki goşmaly sanlary görkeziň.</i></p> <p><i>Eger çaga yzygiderli 2 jübüt san boýunça ýumuşy ýerine ýetirmek üçin synanyşyk etmese, galan goşmaly sanlar üçin sowalnamanyň degişli setirinde galan sorag üçin “3, aýtmaga synanşmady” belligi goýuň we aýdyň:</i></p> <p>Sag bol. Hemme zat gowy. Indiki ýumuşa geçýäris.</p>	<p><b>3+2</b> DOGRY (5) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p> <p><b>8+6</b> DOGRY (14) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p> <p><b>7+3</b> DOGRY (10) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p> <p><b>13+6</b> DOGRY (19) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p> <p><b>12+24</b> DOGRY (36) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p>	
<p><b>FL26.</b> <i>Sahypany agdaryň we galdyrylan sanly ýumuşly sahypasyny açyň. Aýdyň:</i> Ine birnäçe san: 1, 2, __ we 4.</p> <p><i>Her bir sany we galdyrylan sanyň ýerini görkeziň hem-de soraň:</i></p> <p>Şu ýerde haýsy san bolmaly?</p>	<p>DOGRY (3) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p>	<p>2 ⇒FL26B 3 ⇒FL26B</p>
<p><b>FL26A</b> Dogry, 3. Indiki sanlaryň hataryna geçýäris.</p>		<p>⇒FL26C</p>
<p><b>FL26B.</b> <i>Çaga dogry jogaby nähili almalydygyny düşündirmäň. Ýöne aýdyň:</i></p> <p>Goýberlen san 3. Meniň bilen bilelikde sanlary gaýtala (<i>her sany görkeziň</i>): 1, 2, 3, 4. Şu ýerde «3» san durmaly. Indiki sanlaryň hataryna geçýäris.</p>		
<p><b>FL26C.</b> Ine ýene-de birnäçe san. 5, 10, 15 we ____.</p> <p><i>Her bir sany we galdyrylan sanyň ýerini görkeziň we aýdyň:</i></p> <p>Şu ýerde haýsy san durmaly?</p>	<p>DOGRY (20) ..... 1 ÝALŇYŞ..... 2 AÝTMAGA SYNANYŞMADY..... 3</p>	<p>2 ⇒FL26E 3 ⇒FL26E</p>
<p><b>FL26D.</b> Dogry, 20.</p>		<p>⇒FL27</p>
<p><b>FL26E.</b> <i>Çaga dogry jogaby nähili almalydygyny öwretmäň. Ýöne aýdyň:</i> Şu ýerde 20 san durmaly. Meniň bilen bilelikde bu sanlary oka (<i>her sany görkeziň</i>): 5, 10, 15, 20. Şu ýerde «20» san durmaly.</p>		
<p><b>FL26F.</b> <i>FL26 barlaň. Jogaplar dogrumy?</i></p>	<p>HAWA, FL26=1 ..... 1 ÝOK, FL26=2 ÝA-DA 3..... 2</p>	<p>2 ⇒FL28</p>

<p><b>FL27.</b> Indi men muňa özüňiziň synanyşmagyňyzy isleýärin.</p> <p>Ine ýene-de birnäçe san. Maňa aýdyň, şu ýerde haýsy san durmaly (<i>galdyrylan sanyň ýerini görkeziň</i>)?</p> <p><i>Sahypany agdarmazdan we soragy gaýtalamazdan ozal çaganyň jogabyňy belläň.</i></p> <p><i>Eger birnäçe sekuntdan soň çaga jogap bermese soragy gaýtalaň. Eger siz soragy gaýtalanýňyzdan soň çaganyň jogap bermäge ýagdaýynyň ýokdugyna göz ýetirseňiz, sowalnamanyň degişli setirinde “3, aýtmaga synanyşmady” belligi goýuň, sahypany agdaryň we çaga indiki ýumuşy görkeziň.</i></p> <p><i>Eger çaga yzygiderli 2 ýumuş boýunça olary ýerine ýetirmek üçin synanyşmasy galan sorag üçin “3, aýtmaga synanyşmady”, aýdyň:</i></p> <p>Sag bol. Hemme zat gowy.</p>	<p><b>5, 6, 7, __</b>  DOGRY (8) ..... 1  ÝALŇYŞ ..... 2  AÝTMAGA SYNANYŞMADY ..... 3</p> <p><b>14, 15, __, 17</b>  DOGRY (16) ..... 1  ÝALŇYŞ ..... 2  AÝTMAGA SYNANYŞMADY ..... 3</p> <p><b>20, __, 40, 50</b>  DOGRY (30) ..... 1  ÝALŇYŞ ..... 2  AÝTMAGA SYNANYŞMADY ..... 3</p> <p><b>2, 4, 6, __</b>  DOGRY (8) ..... 1  ÝALŇYŞ ..... 2  AÝTMAGA SYNANYŞMADY ..... 3</p> <p><b>5, 8, 11, __</b>  DOGRY (14) ..... 1  ÝALŇYŞ ..... 2  AÝTMAGA SYNANYŞMADY ..... 3</p>	
--	---	--

<p><b>FL28.</b> Çaga bilen soraşmanyň netijesi.</p> <p><i>“Soraşma geçirilmedi” diýen ähli netijeleri ýolbaşçyňyz bilen maslahatlaşyň.</i></p>	<p>GEÇIRILDI ..... 01  ÖÝLERINDE ÝOK ..... 02  EJESI/ÇAGA IDEG EDÝÄN  ADAMYŇ SORAŞMA GATNAŞMAKDAN  BOÝUN GAÇYRDY ..... 03  ÇAGANYŇ SORAŞMA GATNAŞMAKDAN  BOÝUN GAÇYRMAGY ..... 04  BÖLEKLEÝIN GEÇIRILDI ..... 05  JOGAP BERMÄGE ÝAGDAÝY ÝOK ..... 06</p> <p>BEÝLEKI (<i>görkeziň</i>) ..... 96</p>	
--	--	--

<b>FS11.</b> <i>Wagty belläň.</i>	SAGAT WE MINUT..... : ..	
<b>FS12.</b> <i>Sowalanamanyň dili.</i>	İNĬLISÇE..... 1 TÜRKMENÇE ..... 2 RUSÇA..... 3	
<b>FS13.</b> <i>Soraşmanyň geçirilen dili.</i>	İNĬLISÇE..... 1 TÜRKMENÇE..... 2 RUSÇA..... 3  BEÝLEKI DILDE (görkeziň)..... 6	
<b>FS14.</b> <i>Respondentiň ene dili.</i>	TÜRKMEN ..... 2 ÖZBEK..... 3 RUS ..... 4  BEÝLEKI DIL (görkeziň)..... 6	
<b>FS15.</b> <i>Şu sowalnamanyň haýsydyr bir bölegi başga dile terjime edildimi?</i>	HAWA, SOWALNAMA TUTUŞLYGYNA TERJIME EDILDI..... 1 HAWA, SOWALNAMANYŇ BIR BÖLEGI TERJIME EDILDI..... 2 ÝOK, TERJIME EDILMEDI..... 3	
<b>FS16.</b> <i>Respondente we çaga hyzmatdaşlyk edendikleri üçin minnetdarlyk bildiriň.</i>  <i>FS17 5 – 17 ÝAŞDAKY ÇAGALAR HAKYNDAGY MAGLUMAT GÖRKEZIJILERI bölümüne netijeleri doldurmaga geçiň, soňra ÖÝ HOJALYKLARYŇ SOWALNAMASYNDAGY HH56 bölümünü dolduryň.</i>  <i>Galan sowalnamalar boýunça şu öý hojalygy boýunça soraşma geçirmegi gurnaň.</i>		

**INTERWÝUÝERIŇ GÖZEGÇILIGI**

**ÝOLBAŞÇYNYŇ GÖZEGÇILIGI**

Çaga kitap okaýar.  
Aýna çagalar bagyna gatnaýar.  
Biziň mekdebimizde köp okuwçylar bar.  
Biz öz Watanymyzy söýýäris.

Чага китап окаяр.  
Айна чагалар багына гатнаяр.  
Бизиң мекдебимизде көп окувчылар бар.  
Биз өз Ватанымызы сөййәрис.

Ребёнок читает книгу.  
Айна ходит в детский сад.  
В нашей школе много учеников.  
Мы любим свою Родину.

Бола китоб укияпти.  
Айна болалар богига катнайди.  
Бизнинг мактабимизда куп укувчилар бор.  
Биз уз Ватанимизни севамиз.

Zag kitabo wanit.  
Aýna gonden zagani бага rowt.  
Ammeý maktowa şkoly bazand.  
Amma woty watana dosdaren.





Аждар - собака. Аладжа - кошка. Кемалу 5 лет.  
Марале 6 лет



Аман учится во втором классе. Как-то раз Аман шел домой от друга. По дороге он увидел несколько красных цветов. Цветы выросли около поля, где растет хлопок. Аман хотел сорвать немного цветов для своей мамы. Аман побежал очень быстро через поле за цветами. Около большого дерева он упал. Аман начал плакать. Садовник увидел его и подошел к нему. Он дал Аману целый букет цветов. И Аман был очень рад.

Aždar - güjük. Alaja - pişik. Kemal 5 ýaşynda.  
Maral 6 ýaşynda.



Aman ikinji synpda okaýar. Aman bir gün dostunyň öýünden gelýärdi. Ol ýolda birnäçe gyzyl gülüň ösýändigini gördi. Güller pagta meýdanyň golaýynda ösýärdi. Aman ejesi üçin biraz gül ýygmagy isledi. Aman meýdanyň içinden güllere tarap gaty ylgady. Ol uly agajyň ýanynda ýykyldy. Aman aglamaga başlady. Bagban ony gördi we onuň ýanyna bardy. Ol Amana bir gül çemenini berdi. Aman öran şatlandy.

9

12

30

48

74

331

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 —

