



MICS

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2021-2022 Multiple Indicator Cluster Survey (MICS) in Uzbekistan

Survey Findings Report

Tashkent-2022



Uzbekistan

Multiple Indicator Cluster Survey 2021-2022

Survey Findings Report

November, 2022



The 2021-2022 Uzbekistan Multiple Indicator Cluster Survey (MICS) was carried out in 2021-2022 by the State Committee of the Republic of Uzbekistan on Statistics as part of the Global MICS Programme. Technical support was provided by the United Nations Children’s Fund (UNICEF), with both government and UNICEF funding. Gavi, the Vaccine Alliance contributed a large part of the funding for the 2021-2022 Uzbekistan MICS. Established in 2000 as the Global Alliance for Vaccines and Immunisation, Gavi is an international organisation – a global Vaccine Alliance, bringing together public and private sectors with the shared goal of creating equal access to new and underused vaccines for all children.

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 Government of Uzbekistan and UNICEF have defined the implementation of MICS as a principal initiative to generate data on SDG indicators and other national and international commitments, providing data to specifically monitor the situation of children and women in the country.

The objective of this report is to facilitate the timely dissemination and use of results from the 2021-2022 Uzbekistan MICS. The report contains detailed information on the survey methodology, and all standard MICS tables. The report is accompanied by a series of Statistical Snapshots of the main findings of the survey.

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

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SUMMARY TABLE OF SURVEY IMPLEMENTATION AND THE SURVEY POPULATION

Survey sample and implementation: Round 1			
Sample frame - Updated	List of mahallas February 2020	Questionnaires	Household Contact information form (administered on paper) Women (age 15-49) Children under five Children age 5-17
Interviewer training	March 2021	Fieldwork	April–June 2021
Survey sample			
Households		Children age 5-17	
- Sampled	11,120	- Number in interviewed households	12,481
- Occupied	10,890	- Eligible ¹	6,760
- Interviewed	10,879	- Mothers/caretakers interviewed	6,742
- Response rate (Percent)	99.9	- Response rate (Percent)	99.7
Women (age 15-49)		Children under five	
- Eligible for interviews	12,935	- Eligible	5,707
- Interviewed	12,838	- Mothers/caretakers interviewed	5,675
- Response rate (Percent)	99.3	- Response rate (Percent)	99.4
Survey population			
Average household size	4.8	Percentage of the population living in	
Percentage of population under:		- Urban areas	46.9
- Age 5	11.0	- Rural areas	53.1
- Age 18	34.9	Geo-economic regions:	
Percentage of women age 15-49 years with at least one live birth in the last 2 years	19.6	- Western	11.5
		- Central	15.4
		- Southern	17.0
		- Central-Eastern	20.6
		- Eastern	29.0
		- Tashkent city	6.5

¹ The Questionnaire for Children Age 5-17 was administered to one randomly selected child in each interviewed household

Survey sample and implementation: Round 2			
Sample frame - Updated	List of mahallas February 2020	Questionnaires	Household Contact information form (administered on paper) Women (age 15-49) Children under five Children age 5-17
Interviewer training	October 2021	Fieldwork	November 2021 – January 2022
Survey sample			
Households		Children age 5-17	
- Sampled	4,507	- Number in interviewed households	4,902
- Occupied	4,248	- Eligible ²	2,657
- Interviewed	4,180	- Mothers/caretakers interviewed	2,587
- Response rate (Percent)	98.4	- Response rate (Percent)	97.4
Women (age 15-49)		Children under five	
- Eligible for interviews	5,068	- Eligible	2,287
- Interviewed	4,772	- Mothers/caretakers interviewed	2,214
- Response rate (Percent)	94.2	- Response rate (Percent)	96.8
Survey population			
Average household size	4.8	Percentage of the population living in	47.0
Percentage of population under:		- Urban areas	53.0
- Age 5	11.6	- Rural areas	
- Age 18	36.5	Geo-economic regions:	
Percentage of women age 15-49 years with at least one live birth in the last 2 years	20.6	- Western	10.6
		- Central	15.8
		- Southern	17.1
		- Central-Eastern	20.2
		- Eastern	29.3
		- Tashkent city	7.1

² The Questionnaire for Children Age 5-17 was administered to one randomly selected child in each interviewed household

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LIST OF ABBREVIATIONS

AED	Academy for Educational Deficiency Syndrome
AIDS	Acquired Immune Deficiency Syndrome
ANAR	Adjusted Net Attendance Rate
ARI	Acute Respiratory Infection
ASFR	Age Specific Fertility Rates
BCG	Bacillus Calmette-Guérin (Tuberculosis)
C-section	Caesarean section
CAPI	Computer-Assisted Personal Interviewing
CBR	Crude Birth Rate
COVID-19	Coronavirus Disease 2019
CRC	Convention on the Rights of the Child
CSPro	Census and Survey Processing System
DHS	Demographic Health Surveys
DIRC	Data Interpretation and Report Compilation (Workshop)
DTP	Diphtheria, Tetanus and Pertussis
EA	Enumeration area (sample cluster)
ECARO	UNICEF Regional Office for Europe and Central Asia
<i>E. coli</i>	Escherichia coli
ECDI	Early Child Development Index
ECDI 2030	Early Childhood Development Index 2030
FANTA	Food and Nutrition Technical Assistance
FCT	Field Check Table
FIGO	International Federation of Gynecology and Obstetrics
g	Grams
GAM	Global AIDS Monitoring
Gavi	Gavi, the Vaccine Alliance
GFR	General Fertility Rate
GPI	Gender Parity Index
HepB	Hepatitis B
Hib	Haemophilus influenzae type B
HIV	Human Immunodeficiency Virus
HPV	Human papillomavirus
ICM	International Confederation of Midwives
ICN	International Council of Nurses
ICT	Information and Communication Technology
IFPRI	International Food Policy Research Institute
IFSS	Internet File Streaming System
ILO	International Labour Organization
IPA	International Pediatric Association
IPV	Inactivated Polio Vaccine
IQ	Intelligence quotient
ISCED	International Standard Classification of Education
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
MMR	Measles, Mumps, and Rubella
ORS	Oral Rehydration Salt Solution
OPV	Oral Polio Vaccine
ORT	Oral Rehydration Therapy
PAHO	Pan American Health Organization
PCR	Polymerase chain reaction
PCV	Pneumococcal conjugate vaccine
Penta	Pentavalent
PLOS	Public Library of Science
PNC	Post-natal Care
PPE	Personal protective equipment
PRH	Population and Reproductive Health
PSU	Primary sampling unit
RME	Relative margin of error
Rota	Rotavirus
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
TFR	Total Fertility Rate
UCDAVIS	University of California, Davis
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNGASS	United Nations General Assembly Special Session on HIV/AIDS
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WG	Washington Group on Disability Statistics
WHO	World Health Organization

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The quality of the information obtained from the MICS results largely depends on the social activity of households who took part in the survey. We would like to commend all the citizens of the Republic of Uzbekistan who agreed to participate in this survey as you made a valuable contribution to the successful completion of this challenging initiative.

1 INTRODUCTION

This report is based on the Uzbekistan Multiple Indicator Cluster Survey (MICS), conducted in 2021-2022 by the State Committee of the Republic of Uzbekistan on Statistics (hereafter, the State Committee on Statistics) in accordance with the resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated July 24, 2019 “On conducting a multiple indicator cluster survey in the Republic of Uzbekistan in 2020-2021” №625. The survey provides statistically sound and internationally comparable data essential for developing evidence-based policies and programmes, and for monitoring progress toward national and Sustainable Development 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...”

Like other countries of the world, Uzbekistan has joined the 2030 Agenda for Sustainable Development and committed itself to the implementation of the Sustainable Development Goals at the national level.

Since the adoption of the global SDGs in 2015, the Government of Uzbekistan has shown a strong commitment to their implementation at the national level. The country adopted 16 national goals and 125 objectives in the field of sustainable development, approved by the Resolution of the Cabinet of Ministers of the Republic of

Uzbekistan dated October 20, 2018, No. 841 “On measures to implement the National goals and objectives in the field of sustainable development for the period up to 2030”.

The nationalization of the SDGs was directly carried out under the leadership of the government of the country in accordance with national priorities and programs. To organize systematic and targeted work to achieve the SDGs at the national level, the country’s government established the Coordinating Council, thematic working groups (“Economic well-being”, “Social protection”, “Health”, “Education”, “Environment”, “Effective Management”) and the Interagency Working Group headed by the State Committee on Statistics.

To monitor the implementation of national SDGs, a list of national SDG indicators was developed based on global SDGs indicators. Currently, the national list includes 190 indicators that are recognized as essential and relevant for Uzbekistan.

The Parliamentary commission to monitor the implementation of the national SDGs was also established with the aim for the timely implementation of the SDGs, ensuring links between citizens and government agencies, economic management bodies and other organizations, establishing close interaction between the parliament, government, and civil society institutions in achieving the SDGs, as well as for implementing a policy focused on ensuring the interests of each person.

In July 2020, Uzbekistan presented the first Voluntary National Review (VNR) at the high-level political forum – UN ECOSOC. The preparation of the VNR was carried out under the leadership of the Ministry of Economic Development and Poverty Reduction, while the main source of information was the statistical data of the State Committee on Statistics, ministries, and state bodies of the republic. In 2023, Uzbekistan plans to present the second VNR. The 2021-2022 Uzbekistan MICS will serve as one of the main sources of information for the review, especially for presenting data on the situation of children and women in Uzbekistan.

The global COVID-19 pandemic outbreak in 2020 had a negative impact on the country's economy, including its efforts toward the attainment of the SDGs. Like other countries, Uzbekistan faced socio-economic and environmental challenges. In response, the country’s government has been taking strong measures to mitigate its socio-economic consequences.

Obtaining and analysing high-quality and detailed data is of particular importance for all countries in the wave of the COVID-19 pandemic faced by the world community. Such data are needed to assess the impact of the pandemic on a country's population, identify key issues, and design evidence-based interventions and programs. The 2021-2022 Uzbekistan MICS will serve as one of the sources of this data.

The 2021-2022 Uzbekistan MICS results are critically important for the purposes of SDG monitoring, as the survey produces information on 20 global SDG indicators fully and 6 global SDG indicators (that consist of sub-indicators) partially relevant for analysis of the situation of households, children and women in Uzbekistan.

The 2021-2022 Uzbekistan MICS has as its primary objectives:

- To provide high-quality data for assessing the situation of children, adolescents, women, and households in 2021-2022;
- 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 2021-2022 Uzbekistan MICS. Following Chapter 2 on survey organisation and methodology, including sample design and implementation, all indicators covered by the survey, with their definitions, are presented in Chapter 3 “Indicators and definitions”. Prior to introducing the survey results, organized into thematic chapters, the coverage of the sample and the main characteristics of respondents is presented in Chapter 4, “Sample coverage and characteristics of respondents”. From Chapter 5, all survey results are presented in seven main 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.

Chapter 6, “Thrive – Reproductive and maternal health”, presents findings on fertility, early childbearing, contraception, unmet need, antenatal care, delivery care, birthweight, post-natal care, and HIV.

Chapter 7, “Thrive – Child health, nutrition and development” presents findings on immunisation, attitudes towards vaccination, disease episodes, diarrhoea, household energy use, symptoms of acute respiratory infection, infant and young child feeding, malnutrition and early childhood development.

Learning is the topic of chapter 8 in which the survey findings on early childhood education, educational attendance and paternal involvement in children’s education are covered.

Chapter 9, “Protected from violence and exploitation”, includes survey results on birth registration, child discipline, participation of children in economic activities and household chores, child marriage, victimisation, feelings of safety, and attitudes toward domestic violence.

Chapter 10, “Live in a safe and clean environment”, covers the topics of drinking water, handwashing, 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, and subjective well-being.

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

2 SURVEY ORGANISATION AND METHODOLOGY

2.1 SURVEY ORGANISATION

The national agency responsible for the implementation of the 2021-2022 Uzbekistan MICS was the State Committee of the Republic of Uzbekistan on Statistics.

On 2 July 2018, the Letter of Agreement to execute the project "Multiple Indicator Cluster Survey (MICS)" was signed by the State Committee of the Republic of Uzbekistan on Statistics and the UNICEF Uzbekistan Country Office.

The need for implementation of the Uzbekistan MICS is stated in the Resolution of the President of the Republic of Uzbekistan PR-4273 dated 9 April 2019 "On additional measures to ensure openness and transparency of public administration, as well as to increase the statistical potential of the country". As per the document, the proposal of the State Committee on Statistics on conducting the MICS in 2020-2021 in the Republic of Uzbekistan jointly with UNICEF was accepted (para #16, the first and second indents).

Pursuant to the Presidential Resolution, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan #625 dated 24 July 2019 "On conducting the Multiple Indicator Cluster Survey in the Republic of Uzbekistan in 2020-2021" (hereafter, Resolution #625) was adopted. As per Resolution #625, the State Committee of the Republic of Uzbekistan on Statistics was determined as the responsible body for conducting the survey.

These three documents created a legal framework for the implementation of MICS6 in Uzbekistan.

The 2021-2022 Uzbekistan MICS was implemented by a national team of the State Committee on Statistics and the UNICEF CO. The national team of the State Committee on Statistics was formed and led by the Department of Social and Sustainable Development Statistics.

Oversight was provided by the National Intersectoral Coordination Council for the MICS in the Republic of Uzbekistan (hereafter, Steering Committee) established by Resolution #625 and technical decisions and processes were guided and supported by the Technical Committee established under the leadership of the State Committee on Statistics³. The Global MICS Team of UNICEF provided on and off-site support and reviews during key phases of the survey as per the standard Technical Collaboration Framework of the global MICS programme and the Letter of Agreement between the State Committee on Statistics and UNICEF.

The 2020-2021 Uzbekistan MICS was planned and conducted in the background of the intensifying Covid-19 pandemic, which led to certain complications. Some MICS activities were rescheduled or redesigned to minimize face-to-face interactions (e.g., questionnaire customisation, online selection of interviews, development of mahalla maps and segmentation) that did not require face-to-face interactions. When the restrictions imposed in the country were relaxed, all possible precautionary measures were taken during the face-to-face events. Personal Protective Equipment (PPE) such as masks and disinfectants and several PCR tests for COVID-19 were used for the duration of these activities. The events, including trainings, took place in spacious places enabling physical distancing. Special training sessions on coronavirus disease and its prevention were organized for the participants of face-to-face events.

The challenges related to COVID-19 were exacerbated by the fact that the last census in Uzbekistan was conducted in 1989, and there was no enumeration area level information available. As a result, an alternative source for the sampling frame had to be used, requiring substantial effort and time.

³ Membership of the National MICS Team and Steering and Technical Committees is listed in Appendix B.

Data were collected for multiple indicators from a nationally representative sample in 2021 in the first round. However, due to a number of factors affecting the quality, including the COVID-19 pandemic, and on the basis of the analysis of the data, it was decided to conduct a second round with a slightly reduced questionnaire. A new representative sample was selected in 2022 and the second round of data collection was conducted during the period of November 2021 – January 2022. The second round of the survey used the same sample design approach in terms of stratification and clustering with a relatively smaller sample size of 4,448 target households. Data analysis of the findings from both rounds showed that the second round's findings better represent the situation in Uzbekistan; therefore, all findings in this report are from Round 2 except findings on modules/topics that were asked only in Round 1 (for more details, see Section 2.3 Questionnaires).

2.2 SAMPLE DESIGN

The Initial sample for the 2020-2021 Uzbekistan 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 14 regions, including Tashkent city:

- Republic of Karakalpakstan,
- Andijan region,
- Bukhara region,
- Jizzakh region,
- Kashkadarya region,
- Navoi region,
- Namangan region,
- Samarkand region,
- Surkhandarya region,
- Syrdarya region,
- Tashkent region,
- Fergana region,
- Khorezm region,
- Tashkent city.

The sampling frame for a national household survey such as MICS is generally based on the information and cartographic materials from the most recent Population Census. In countries where a frame of census enumeration areas is available, it is possible to use a simple stratified two-stage sample design.

As mentioned above, in Uzbekistan, the last census was conducted in 1989. Consequently, its data do not represent a reliable source for the sampling frame, taking into consideration important socio-economic and demographic changes that have happened in the country during the last 30 years.

So in the case of Uzbekistan, the sampling frame was based on a population registry, that represented updated administrative data of 2019 at the level of the mahallas, which were defined as the primary sampling units (PSU)⁴. 726 mahallas were sampled for the Uzbekistan MICS. In the absence of readily available enumeration area level maps, the SCS, with UNICEF's technical support, developed maps of those 726 sampled mahallas jointly with the State Cadastral Committee and divided them into segments of around 100 occupied dwellings each, together with the mahalla leaders and representatives. Further, one segment in each mahalla was randomly selected with probability proportional to size, and mapping and listing operations were conducted in the selected segments of the sampled mahallas.

⁴ A mahalla is part of a district/city/town as an area that is characterized by self-governance at the neighborhood community level.

For the 2021-2022 Uzbekistan MICS, the primary sampling unit (PSU) is a mahalla. To improve the efficiency of the sample design, the sampling frame was divided into 27 sampling strata corresponding to the urban and rural areas of each of the 13 regions and urban areas of Tashkent city.

The initial sample size of the Uzbekistan MICS is 14,520 households with a cluster size of 20 sample households. Within each region, the sample was allocated to the urban and rural strata proportionally to the number of households in the frame for each stratum.

In summary, the sample selection methodology was based on a stratified three-stage sample design:

- In the first stage, 726 mahallas were randomly sampled.
- In the second stage, each mahalla was divided into segments, ideally between 80 to 120 households. One segment was randomly sampled based on the maps and data produced within the stage of map development and customization.
- In the third stage, 20 households were randomly sampled from the completed household listing forms in each segment.

10,879 household interviews in 556 clusters were completed in the first round of the survey that was conducted in 2021. For the second round, which was necessitated by a number of factors, a new representative sample was selected.

The sample design approach for the second round was to visit the same clusters with 8 or more completed interviews out of the 20 households selected during the first round in 566 clusters. For the second round, eight households were selected systematically within each of these clusters from the households not selected in round 1. A sample of 4,448 households allowed estimates at the national level and disaggregation by type of settlement (urban/rural), and for the 6 geo-economic regions (zones) (Western, Central, Southern, Central-Eastern, Eastern and Tashkent city) for most of the indicators. These 6 zones aggregated the regions of Uzbekistan as follows (see the map below):

- Western: Republic of Karakalpakstan and Khorezm region,
- Central: Jizzakh, Syrdarya and Tashkent regions,
- Southern: Kashkadarya and Surkhandarya regions,
- Central-Eastern: Bukhara, Samarkand and Navoi regions,
- Eastern: Fergana, Andijan and Namangan regions,
- Tashkent city.



As the sample is not self-weighting, sample weights are used for reporting survey results. The sample weights were calculated separately for the two rounds and data for the two rounds were analysed separately (see Section 2.12 How to read the tables). A more detailed description of the sample design can be found in Appendix A: Sample Design.

2.3 QUESTIONNAIRES

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

Household Questionnaire	Questionnaire for Individual Women	Questionnaire for Children Age 5-17 Years
<ul style="list-style-type: none"> List of Household Members Education Household Characteristics Social Transfers Household Energy Use Water and Sanitation 	<ul style="list-style-type: none"> Woman's Background Fertility/Birth History Desire for Last Birth Maternal and Newborn Health Post-natal Health Checks Contraception Unmet Need Attitudes Toward Domestic Violence Victimisation Marriage/Union Informed Decision on Reproductive Health Adult Functioning HIV/AIDS 	<ul style="list-style-type: none"> Child's Background Child Labour Child Discipline Child Functioning Parental Involvement
		Questionnaire for Children Under 5
		<ul style="list-style-type: none"> Under-Five's Background Birth Registration Early Childhood Development Child Discipline Child Functioning Breastfeeding and Dietary Intake Immunisation Care of Illness Attitudes towards Vaccination (survey-specific module) Anthropometry

A survey-specific module, 'Attitudes towards Vaccination', was included as the last module in the Questionnaire for Children Under Five.

Additionally, the respondent's personal or communal household phone numbers were collected from all respondents interviewed based on the household questionnaire. For those households who consented to share their phone numbers, paper-based Contact Information Forms were administered to collect the relevant information. Contact information will be valuable for follow-up phone-based interviews, such as the MICS Plus. Moreover, for all children age 0-2 years with a completed Questionnaire for Children Under Five, the

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

Questionnaire Form for Vaccination Records at Health Facility was used to record vaccinations from the registers at health facilities.

The questionnaires were based on the MICS6 standard questionnaires.⁶ From the MICS6 model English and Russian versions, the questionnaires were customised and translated into the Uzbek and Karakalpak languages and were pre-tested in one urban mahalla of Tashkent city, one urban and one rural mahalla of the Tashkent region, and one urban and one rural mahalla of Karakalpakstan during September 2020. Based on the results of the pre-test, modifications were made to the wording and translation of the questionnaires. A copy of the 2021-2022 Uzbekistan MICS questionnaires is provided in Appendix E in the Uzbek, Russian, Karakalpak and English languages.

For the second round of the survey, four questionnaires were used. Some modules and forms from the questionnaires were excluded from Round 2:

- the module “Social transfers” from the Household Questionnaire,
- the modules “Post-natal Health Checks” and “Victimisation” (except question VT22) from the Questionnaire for Individual Women,
- the module “Parental Involvement” from the Questionnaire for Children Age 5-17 Years,
- the modules “Birth Registration”, “Immunisation”, “Care of Illness”, “Attitudes towards Vaccination (non-MICS)” and “Anthropometry”, as well as the Form on For Vaccination Records at Health Facility from the Questionnaire for Children Under 5.

As already mentioned, most of the survey results in this report refer to the second round. The table below shows topics for which data in this report are presented, by round.

Topics	By round
I. Sample coverage and characteristics of respondents	
Results of interviews	1, 2
Housing and household characteristics	2
Household composition	2
Age structure of the household population	2
Respondents’ background characteristics	2
Literacy	2
Migratory status	2
Female adult functioning	2
Household ownership of ICT	2
Children's living arrangements	2
II. Survive	
Survive	2
III. Thrive - Reproductive and Maternal Health	
Fertility	2
Early childbearing	2
Contraception	2
Informed decision-making on reproductive health	2
Antenatal care	2
Delivery care	2

⁶ <http://mics.unicef.org/tools#survey-design>.

Topics	By round
Birthweight	2
Post-natal care	1
Post-natal care: Thermal care for newborns	2
HIV	2
IV. Thrive - Child health, nutrition, and development	
Immunisation	1
Disease episodes	1
Diarrhoea	1
Household energy use	2
Fever	1
Infant and young child feeding	2
Malnutrition	1
Early childhood development	2
Early childhood development index	2
Attitudes towards vaccination	1
V. Learn	
Early childhood education	2
Attendance	2
Parental involvement	1
VI. Protected from violence and exploitation	
Birth registration	1
Child discipline	2
Participation of children in economic activities and household chores	2
Child marriage	2
Victimisation	1
Feelings of safety	1
Attitudes toward domestic violence	2
VII. Live in a safe and clean environment	
Drinking water	2
Handwashing	2
Sanitation	2
Sanitation: Disposal of child's faeces	1
Menstrual hygiene	2
VIII. Equitable chance in life	
Child functioning	2
Social transfers	1
Discrimination and harassment	2

The titles of the tables in this report include information about the round that the findings come from.

2.4 ETHICAL PROTOCOL

The survey protocol was approved by the Ethical Review Board of the Health Media Lab (HML) in March 2020. The protocol included a Protection Protocol, which outlines the potential risks during the life cycle of the survey and management strategies to mitigate these.

Verbal consent was obtained for each respondent participating in the survey 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.

2.5 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 programs⁷ developed under the global MICS programme were adapted to the 2021-2022 Uzbekistan MICS final questionnaires and used throughout. The CAPI application was tested in one urban mahalla of Tashkent city, one urban and one rural mahalla of Tashkent region and one urban and one rural mahalla of Karakalpakstan during December 2020. Based on the results of the CAPI-test, modifications were made to the questionnaires and application.

2.6 TRAINING

Training for the fieldwork of Round 1 was conducted for 27 days in March 2021. 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 with the CAPI application. The trainees spent two days in field practice using paper-based questionnaires in one rural and one urban mahalla of Tashkent region, one day of field practice of CAPI interviewing in one mahalla of Tashkent city and two days on a full pilot survey in one rural and one urban mahalla of Tashkent region. The training agenda was based on the template MICS6 training agenda⁸.

Measurers received dedicated training on anthropometric measurements for a total of 15 days, including 6 days of field practice and a pilot survey.

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

Overall, 98 persons were trained, including 14 field supervisors, 14 measurers and 70 interviewers.

Training for the fieldwork of Round 2 was held for 17 days during 19 October – 6 November 2021, as some time-consuming modules were excluded from the questionnaires. The trainees spent two days in field practice using paper-based questionnaires in one urban mahalla of Tashkent city and one rural mahalla of Tashkent region, one day of field practice of CAPI interviewing in one mahalla of Tashkent city and one day on a full pilot survey in one urban mahalla of Tashkent city. Overall, 39 persons were trained, including 11 field supervisors and 28 interviewers.

⁷ <http://mics.unicef.org/tools#data-processing>

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

2.7 FIELDWORK

The data for the first round were collected by 14 teams; each was comprised of 5 interviewers, two drivers, one measurer and a supervisor. Fieldwork began in April 2021 and concluded in June 2021.

The data for the second round were collected by 11 teams; each was comprised of 2 interviewers, one driver and a supervisor. Fieldwork began in November 2021 and concluded in January 2022.

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

2.8 FIELDWORK QUALITY CONTROL MEASURES

Team supervisors were responsible for the daily monitoring of fieldwork. Mandatory re-interviewing using the module “List of Household Members” of the Household Questionnaire was implemented on at least two households per cluster. Daily observations of interviewer skills and performance were 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 of both rounds, 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.⁹

2.9 DATA MANAGEMENT AND EDITING

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

During data collection and following the completion of fieldwork, data were edited according to the editing process described in detail in the Data Editing Guidelines, a customised version of the standard MICS6 documentation.¹⁰

2.10 ANALYSIS AND REPORTING

Sample weights and background characteristics were computed and added to the final data, as well as an additional variable showing the round to which each household belongs to. Analysis was done using the Statistical Package for Social Sciences (SPSS) software, Version 24. Model syntax and tabulation plans developed by UNICEF were customised and used for this purpose.¹¹

The Survey Findings Report and accompanying Statistical Snapshots were drafted based on the templates developed by the global MICS Programme¹². These were presented and reviewed by subject matter experts during the Data Interpretation and Report Compilation (DIRC) Workshop held in Tashkent city on 10–16 September 2022. The finalisation of the Survey Findings Report and Statistical Snapshots was managed by the

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

¹⁰ <http://mics.unicef.org/tools#data-processing>

¹¹ <http://mics.unicef.org/tools#analysis>

¹² <http://mics.unicef.org/tools#reporting>

National MICS Team with guidance from the regional and international MICS experts, the Technical Committee and the participants in the DIRC Workshop.

2.11 DATA SHARING

Unique identifiers such as location and personal details collected during interviews were removed from datasets to ensure privacy. These anonymised data files are made available on the website of the State Committee on Statistics (<https://stat.uz>) and on the MICS website¹³ and can be freely downloaded for legitimate research purposes. Users are required to submit final research to entities listed in the included ReadMe file, strictly for information purposes.

2.12 HOW TO READ THE TABLES

BACKGROUND CHARACTERISTICS

Education

When education is used as a background characteristic in the tables, primary, lower secondary and upper secondary education levels are defined in line with the current Uzbekistan education system classification (four grades of primary school, five grades of lower secondary school, and two grades of upper secondary school).

The findings for the education category 'Pre-school or none' are mainly based on fewer than 25 unweighted cases, too few to present them separately. Therefore, the category 'Pre-school or none' has been combined with the category 'Primary' and presented as 'Pre-school or none/Primary'.

Age groupings

Age groups presented in this report also include those persons who had reached the full age indicated by the upper limit for an age group, for instance, respondents age 15–49 years include persons who had reached a full 49 years of age, while the age group of children aged 20–23 months includes those who had reached a full 23 months.

MARKINGS USED IN TABLES

In the Uzbekistan MICS, the year of the survey has been indicated as 2021-2022. It should be noted that findings in tables labelled as '(Round 1)' are based on data collected in 2021, while findings presented in '(Round 2)' tables are based on data collected in 2021-2022. As mentioned before, all findings in this report are from Round 2, except for findings on modules/topics that were asked only in Round 1 (for more details, see Section 2.3 Questionnaires).

Tables also contain particular markings that are used consistently to indicate the following:

- (*) — an asterisk in tables indicates that the percentage or proportion is based on fewer than 25 unweighted cases and is therefore suppressed
- (number) — a figure in parenthesis indicates that the percentage or proportion is based on 25 to 49 unweighted cases and should be treated with caution
- '–' — for cases when the denominator is 0

¹³ <http://mics.unicef.org/surveys>

3 INDICATORS AND DEFINITIONS

MICS INDICATOR	SDG ¹⁴	Module ¹⁵	Definition ¹⁶	Value	
SAMPLE COVERAGE AND CHARACTERISTICS OF THE RESPONDENTS					
SR.1		7.1.1	HC	Percentage of household members with access to electricity	99.9
SR.2			WB	Percentage of women and men age 15-24 years who are able to read a short simple statement about everyday life or who attended secondary or higher education: Women	99.9
SR.4			HC	Percentage of households that have a radio	10.8
SR.5			HC	Percentage of households that have a television	98.1
SR.6			HC	Percentage of households that have a telephone (fixed line or mobile phone)	98.1
SR.7			HC	Percentage of households that have a computer	27.3
SR.8			HC	Percentage of households that have access to the internet by any device from home	81.9
SR.18			HL	Percentage of children age 0-17 years living with neither biological parent	2.5
SR.19			HL	Percentage of children age 0-17 years with one or both biological parents dead	3.1
SR.20			HL	Percentage of children age 0-17 years with at least one biological parent living abroad	10.3

¹⁴ 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/>

¹⁵ 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.

¹⁶ 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 ¹⁴	Module ¹⁵	Description ¹⁶	Value
SURVIVE¹⁷					
CS.1	Neonatal mortality rate	3.2.2	BH	Probability of dying within the first month of life	17
CS.2	Post-neonatal mortality rate		BH	Difference between infant and neonatal mortality rates	5
CS.3	Infant mortality rate		CM / BH	Probability of dying between birth and the first birthday	22
CS.4	Child mortality rate		BH	Probability of dying between the first and the fifth birthdays	3
CS.5	Under-five mortality rate	3.2.1	CM / BH	Probability of dying between birth and the fifth birthday	25

¹⁷ Mortality indicators are calculated for the last 5-year period.

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
THRIVE – REPRODUCTIVE AND MATERNAL HEALTH					
TM.1	Adolescent birth rate	3.7.2	CM / BH	Age-specific fertility rate for women age 15-19 years	30
TM.2	Early childbearing		CM / BH	Percentage of women age 20-24 years who have had a live birth before age 18	0.9
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	58.8
TM.4	Need for family planning satisfied with modern contraception ¹⁸	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	80.8
TM.S1	Informed decision on reproductive health care	5.6.1	ID	Percentage of women age 15-49 years currently married or in union who make their own informed decisions regarding sexual relations, contraceptive use and health care	54.7
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	98.2 89.5 53.5
TM.6	Content of antenatal care		MN	Percentage of women age 15-49 years with a live birth in the last 2 years who during the pregnancy of the most recent live birth, at least once, had blood pressure measured and gave urine and blood samples as part of antenatal care	95.9
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	99.1
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	99.2
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	20.9
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	97.3
TM.12	Post-partum stay in health facility		PN	Percentage of women age 15-49 years with a live birth in the last 2 years and delivered the most recent live birth in a health facility who stayed in the health facility for 12 hours or more after the delivery	99.5
TM.13	Post-natal health check for the newborn		PN	Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received a health check while in facility or at home following delivery, or a post-natal care visit within 2 days after delivery	99.6

¹⁸ See Table TM.3.3 for a detailed description

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
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	92.2
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	26.2
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	95.5
TM.19	Post-natal signal care functions ¹⁹		PN	Percentage of women age 15-49 years with a live birth in the last 2 years for whom the most recent live-born child received a least 2 post-natal signal care functions within 2 days of birth	99.7
TM.20	Post-natal health check for the mother		PN	Percentage of women age 15-49 years with a live birth in the last 2 years who received a health check while in facility or at home following delivery, or a post-natal care visit within 2 days after delivery of their most recent live birth	99.5
TM.29	Comprehensive knowledge about HIV prevention among young women		HA	Percentage of women 15-24 years who correctly identify the two ways of preventing the sexual transmission of HIV ²⁰ , who know that a healthy-looking person can be HIV-positive and who reject the two most common misconceptions about HIV transmission	10.3
TM.30	Knowledge of mother-to-child transmission of HIV		HA	Percentage of women 15-49 years who correctly identify all three means ²¹ of mother-to-child transmission of HIV	35.5
TM.31	Discriminatory attitudes towards people living with HIV		HA	Percentage of women age 15-49 years reporting having heard of HIV who report discriminatory attitudes ²² toward people living with HIV	76.0
TM.32	Women 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	58.5
TM.33	Women who have been tested for HIV and know the results		HA	Percentage of women age 15-49 years who report having been tested for HIV in the last 12 months and know their results	15.7

¹⁹ Signal functions are 1) Checking the cord, 2) Counseling on danger signs, 3) Assessing temperature, 4) Observing/counseling on breastfeeding, and 5) Weighing the baby (where applicable).

²⁰ Using condoms and limiting sex to one faithful, uninfected partner

²¹ Transmission during pregnancy, during delivery, and by breastfeeding

²² 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 allowed to attend school with children who do not have HIV?

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	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 ²³ (b) information or counselling on HIV after receiving the HIV test results	27.1 17.1
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	44.7

²³ 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

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
THRIVE – CHILD HEALTH, NUTRITION AND DEVELOPMENT					
TC.1	Tuberculosis immunization coverage		IM	Percentage of children age 12-23 months who received BCG containing vaccine at any time before the survey	100.0
TC.2	Polio immunization coverage		IM	Percentage of children age 12-23 months who received at least one dose of Inactivated Polio Vaccine (IPV) and the third/fourth dose of either IPV or Oral Polio Vaccine (OPV) vaccines at any time before the survey	93.4
TC.3	Diphtheria, tetanus and pertussis (DTP) immunization coverage	3.b.1 & 3.8.1	IM	Percentage of children age 12-23 months who received the third dose of DTP containing vaccine (DTP3) at any time before the survey	95.8
TC.4	Hepatitis B immunization coverage		IM	Percentage of children age 12-23 months who received the third/fourth dose of Hepatitis B containing vaccine (HepB3) at any time before the survey	95.8
TC.5	Haemophilus influenzae type B (Hib) immunization coverage		IM	Percentage of children age 12-23 months who received the third dose of Hib containing vaccine (Hib3) at any time before the survey	95.8
TC.6	Pneumococcal (Conjugate) immunization coverage	3.b.1	IM	Percentage of children age 24-35 months who received the third dose of Pneumococcal (Conjugate) vaccine (PCV3) at any time before the survey	94.5
TC.7	Rotavirus immunization coverage		IM	Percentage of children age 12-23 months who received the second/third dose of Rotavirus vaccine (Rota2/3) at any time before the survey	81.0
TC.8	Rubella immunization coverage		IM	Percentage of children age 24-35 months who received rubella containing vaccine at any time before the survey	97.6
TC.S1	Measles immunization coverage ²⁴	3.b.1	IM	Percentage of children age 24-35 months who received the first measles containing vaccine at any time before the survey	97.6
TC.11a TC.11b	Full immunization coverage ²⁵		IM	Percentage of children who at age a) 12-23 months had received all basic vaccinations at any time before the survey b) 24-35 months had received all vaccinations recommended in the national immunization schedule	94.0 74.4
TC.12	Care-seeking for diarrhoea		CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks for whom advice or treatment was sought from a health facility or provider	59.0

²⁴ In Uzbekistan, the measles vaccine is administered as part of the combined vaccine containing measles, mumps and rubella (MMR). As per the National Immunization Calendar of Uzbekistan, the first dose is given to children at age 12 months or later, while the second dose is given at age 6 years.

²⁵ Basic vaccinations include: BCG, 3 doses of polio, 3 doses of DTP and 1 dose of measles vaccination. All vaccinations include all doses of vaccinations recommended for children under age 2 years in the national schedule.

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
TC.13a TC.13b	Diarrhoea treatment with oral rehydration salt solution (ORS) and zinc		CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks who received a) ORS b) ORS and zinc	67.2 12.8
TC.14	Diarrhoea treatment with oral rehydration therapy (ORT) and continued feeding		CA	Percentage of children under age 5 with diarrhoea in the last 2 weeks who received ORT (ORS packet, pre-packaged ORS fluid, recommended homemade fluid or increased fluids) and continued feeding during the episode of diarrhoea	76.6
TC.15	Primary reliance on clean fuels and technologies for cooking		EU	Percentage of household members with primary reliance on clean fuels and technologies for cooking (living in households that reported cooking)	95.4
TC.16	Primary reliance on clean fuels and technologies for space heating		EU	Percentage of household members with primary reliance on clean fuels and technologies for space heating (living in households that reported the use of space heating)	57.2
TC.17	Primary reliance on clean fuels and technologies for lighting		EU	Percentage of household members with primary reliance on clean fuels and technologies for lighting (living in households that reported the use of lighting)	99.9
TC.18	Primary reliance on clean fuels and technologies for cooking, space heating and lighting	7.1.2	EU	Percentage of household members with primary reliance on clean fuels and technologies for cooking, space heating and lighting ²⁶	56.6
TC.19	Care-seeking for children with acute respiratory infection (ARI) symptoms	3.8.1	CA	Percentage of children under age 5 with ARI symptoms in the last 2 weeks for whom advice or treatment was sought from a health facility or provider	(*)
TC.20	Antibiotic treatment for children with ARI symptoms		CA	Percentage of children under age 5 with ARI symptoms in the last 2 weeks who received antibiotics	(*)
TC.26	Care-seeking for fever		CA	Percentage of children under age 5 with fever in the last 2 weeks for whom advice or treatment was sought from a health facility or provider	71.3
TC.30	Children ever breastfed		MN	Percentage of most recent live-born children to women with a live birth in the last 2 years who were ever breastfed	97.7
TC.31	Early initiation of breastfeeding		MN	Percentage of most recent live-born children to women with a live birth in the last 2 years who were put to the breast within one hour of birth	40.3
TC.32	Exclusive breastfeeding under 6 months		BD	Percentage of infants under 6 months of age who are exclusively breastfed ²⁷	25.2

²⁶ Household members living in households that report no cooking, no space heating, or no lighting are not excluded from the numerator

²⁷ Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
TC.33	Predominant breastfeeding under 6 months		BD	Percentage of infants under 6 months of age who received breast milk as the predominant source of nourishment ²⁸ during the previous day	52.8
TC.34	Continued breastfeeding at 1 year		BD	Percentage of children age 12-15 months who received breast milk during the previous day	77.8
TC.35	Continued breastfeeding at 2 years		BD	Percentage of children age 20-23 months who received breast milk during the previous day	34.5
TC.36	Duration of breastfeeding		BD	The age in months when 50 percent of children age 0-35 months did not receive breast milk during the previous day	20.6
TC.37	Age-appropriate breastfeeding		BD	Percentage of children age 0-23 months appropriately fed ²⁹ during the previous day	56.3
TC.38	Introduction of solid, semi-solid or soft foods		BD	Percentage of infants age 6-8 months who received solid, semi-solid or soft foods during the previous day	86.4
TC.39a TC.39b	Minimum acceptable diet		BD	Percentage of children age 6–23 months who had at least the minimum dietary diversity and the minimum meal frequency during the previous day (a) breastfed children (b) non-breastfed children	41.1 32.3
TC.40	Milk feeding frequency for non-breastfed children		BD	Percentage of non-breastfed children age 6-23 months who received at least 2 milk feedings during the previous day	55.6
TC.41	Minimum dietary diversity		BD	Percentage of children age 6–23 months who received foods from 5 or more food groups ³⁰ during the previous day	56.1
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 ³¹ or more during the previous day	69.0
TC.43	Bottle feeding		BD	Percentage of children age 0-23 months who were fed with a bottle during the previous day	49.2

²⁸ 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)

²⁹ 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

³⁰ 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

³¹ 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 ¹⁴	Module ¹⁵	Description ¹⁶	Value
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	1.8 0.4
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	6.5 1.6
TC.46a TC.46b	Wasting prevalence	2.2.2	AN	Percentage of children under age 5 who fall below (a) minus two standard deviations (moderate and severe) (b) minus three standard deviations (severe) of the median weight for height of the WHO standard	2.4 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	4.5 1.0
TC.49a TC.49b TC.49c	Early stimulation and responsive care		EC	Percentage of children age 24-59 months engaged in four or more activities to provide early stimulation and responsive care in the last 3 days with (a) Any adult household member (b) Father (c) Mother	77.6 5.2 44.4
TC.50	Availability of children's books		EC	Percentage of children under age 5 who have three or more children's books	32.4
TC.51	Availability of playthings		EC	Percentage of children under age 5 who play with two or more types of playthings	58.3
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	11.8
TC.53	Early childhood development index 2030	4.2.1	EC	Percentage of children age 24-59 months who are developmentally on track in health, learning and psychosocial well-being	95.7
TC.S1	Know where to get vaccination		AV	Percentage of mothers/caretakers of children under 5 who know where to get their child vaccinated	99.6
TC.S2	Took child for vaccination		AV	Percentage of mothers/caretakers of children under 5 who have personally taken child for vaccination	97.8
TC.S3	Decision-making autonomy on child vaccinations		AV	Percentage of mothers/caretakers of children under age 5 who have autonomy or jointly make decisions on child vaccination	96.0

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
TC.S4	Mother's/caretaker's travel autonomy		AV	Percentage of mothers/caretakers of children under age 5 who do not need permission to go to the vaccination clinic	87.1
TC.S5	Confidence in vaccine benefits		AV	Percentage of mothers/caretakers of children under 5 who say that vaccines are somewhat or very important for their child's health	99.7
TC.S6	Confidence in vaccine safety		AV	Percentage of mothers/caretakers of children under 5 who say vaccines are somewhat or very safe for their child	93.9
TC.S7	Family norms		AV	Percentage of mothers/caretakers of children under 5 who think most of respondent's family and friends are in favour of vaccination of child	99.6
TC.S8	Religious leader norms		AV	Percentage of mothers/caretakers of children under 5 who think the main religious leaders in respondent's mahalla are in favour of vaccination of child	86.7
TC.S9	Confidence in health workers		AV	Percentage of mothers/caretakers of children under 5 who somewhat or very much trust the health workers who give children vaccines	99.0
TC.S10	Health worker recommendation		AV	Percentage of mothers/caretakers of children under 5 who have received a recommendation by any health care worker that their child should be vaccinated	99.1
TC.S11	Ease of access		AV	Percentage of mothers/caretakers of children under 5 who think that all the following four situations are not true: i. medical facility is too far away, ii. medical facility working times are inconvenient, iii. medical facility sometimes turns people away without vaccinating, iv. the waiting time in the medical facility is too long	78.0
TC.S12	Affordability of vaccination		AV	Percentage of mothers/caretakers of children under 5 who say it is somewhat or very affordable to get child vaccinated	97.8
TC.S13	Vaccination availability		AV	Percentage of mothers/caretakers of children under 5 who have never been turned away when tried to get child vaccinated	98.9
TC.S14	Service quality		AV	Percentage of mothers/caretakers of children under 5 who were somewhat or very satisfied with the quality of the vaccination services during the last visit to the medical facility	98.5

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

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
LEARN					
LN.1	Attendance to early childhood education		UB	Percentage of children age 36-59 months who are attending an early childhood education programme	46.1
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	71.7
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	71.6
LN.4	Net intake rate in primary education		ED	Percentage of children of school-entry age who enter the first grade of primary school	96.8
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	98.9 97.4 93.7
LN.6a LN.6b LN.6c	Out-of-school rate		ED	Percentage of children of (a) primary school age who are not attending early childhood education, 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	0.8 0.6 6.6
LN.7a LN.7b	Gross intake rate to the last grade		ED	Rate of children attending the last grade for the first time to children at appropriate age to the last grade (a) Primary school (b) Lower secondary school	94.4 102.8
LN.8a LN.8b LN.8c	Completion rate		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	99.5 98.4 93.8
LN.9	Effective transition rate to lower secondary school		ED	Percentage of children attending the last grade of primary school during the previous school year who are not repeating the last grade of primary school and in the first grade of lower secondary school during the current school year	100.0
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	0.6 0.3

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
LN.11a LN.11b LN.11c	Education Parity Indices (a) Gender (b) Wealth (c) Area	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)	0.92
				(b) primary school	1.01
				(c) lower secondary school	1.00
				(d) upper secondary school	1.02
				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)	0.73
				(b) primary school	1.02
				(c) lower secondary school	1.03
				(d) upper secondary school	0.94
				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)	0.94
(b) primary school	0.98				
(c) lower secondary school	0.98				
(d) upper secondary school	1.07				
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	97.8
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	97.5
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	92.5
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	69.0
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	95.7
LN.17	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	97.4
LN.21	Support with homework		PR	Percentage of children age 7-14 years attending school who have homework and received help with homework	72.3

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

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
PROTECTED FROM VIOLENCE AND EXPLOITATION					
PR.1	Birth registration	16.9.1	BR	Percentage of children under age 5 whose births are reported registered with a civil authority	100.0
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	62.2
PR.3	Participation of children at age 5-17 years in economic activities and household chores above the age specific thresholds ³²	8.7.1	CL	Percentage of children age 5 to 17 years participated in economic activities and household chores above the age specific thresholds ³³	20.6
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 3.4
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	11.9
PR.6	Polygyny		MA	Percentage of women age 15-49 years who are in a polygynous union	1.2
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	10.4 3.9
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	(*)

³² Indicated as child labour in the SDG framework

³³ Child labourers are defined as children involved in economic activities or in household chores above the age-specific thresholds. While the concept of child labour includes exposure to hazardous working conditions, and this is collected in MICS and was previously included in the reported indicator, the present definition, which is also used for SDG reporting, does not include children who are working under hazardous conditions. See Tables PR.3.1-3.4 for more detailed information on thresholds and classifications.

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
PR.14	Safety	16.1.4	VT	Percentage of women age 15-49 years feeling safe walking alone in their neighbourhood after dark	90.0
PR.15	Attitudes towards domestic violence		DV	Percentage of women age 15-49 years who state that a husband is justified in hitting or beating his wife in at least one of the following circumstances: (1) she goes out without telling him, (2) she neglects the children, (3) she argues with him, (4) she refuses sex with him, (5) she burns the food	39.7
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 do the household chores	40.7

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

MICS INDICATOR	SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
LIVE IN A SAFE AND CLEAN ENVIRONMENT				
WS.1		WS	Percentage of household members using improved sources of drinking water	96.8
WS.2	1.4.1	WS	Percentage of household members using improved sources of drinking water either in their dwelling/yard/plot or within 30 minutes round trip collection time	95.0
WS.3		WS	Percentage of household members with a water source that is available when needed	87.5
WS.S1 ³⁴	1.4.1 & 6.2.1	WS	Percentage of household members with a handwashing facility where water and soap or detergent are present	81.8
WS.8	3.8.1	WS	Percentage of household members using improved sanitation facilities	93.6
WS.9	1.4.1 & 3.8.1 & 6.2.1	WS	Percentage of household members using improved sanitation facilities which are not shared	91.7
WS.10	6.2.1	WS	Percentage of household members with an improved sanitation facility that does not flush to a sewer and with waste never emptied or emptied and buried in a covered pit	85.2
WS.11	6.2.1	WS	Percentage of household members with an improved sanitation facility that does not flush to a sewer and with waste removed by a service provider for treatment off-site	10.5
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	93.6
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	7.2

³⁴ Respondents reported having a handwashing facility with soap or detergent available. This differs from the standard MICS indicator where interviewers observe both the presence of a handwashing facility and the availability of water and soap or detergent. The assumption is that self-reporting is a valid proxy in Uzbekistan. See Section 10.2 for further information.

MICS INDICATOR		SDG ¹⁴	Module ¹⁵	Description ¹⁶	Value
EQUITABLE CHANCE IN LIFE					
EQ.1	Children with functional difficulty		UCF – FCF	Percentage of children age 2-17 years reported with functional difficulty in at least one domain	15.7
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	52.9
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	51.1
EQ.6	School-related support		ED	Percentage of children and young people age 5-24 years currently attending school that received any type of school-related support in the current/most recent academic year	1.7
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	9.5

4 SAMPLE COVERAGE AND CHARACTERISTICS OF RESPONDENTS

4.1 RESULTS OF INTERVIEWS

Tables SR.1.1 (Round 1) and SR.1.1 (Round 2) present the results of the two sample implementations, including response rates.

In Round 1 of the 11,120 households selected for the sample, 10,890 were found occupied. Of these, 10,879 were successfully interviewed, with a household response rate of 99.9 percent.

In the interviewed households, 12,935 women (age 15-49 years) were identified. Of these, 12,838 were successfully interviewed, yielding a response rate of 99.3 percent within the interviewed households.

There were 5,707 children under age five listed in the household questionnaires. Questionnaires were completed for 5,675 of these children, which corresponds to a response rate of 99.4 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 12,481 children age 5-17 years listed in the household questionnaires. Of these, 6,760 children were selected, and questionnaires were completed for 6,742, which corresponds to a response rate of 99.7 percent within the interviewed households.

Overall response rates of 99.1, 99.3 and 99.6 are calculated for the individual interviews of women, children under-5 and children age 5-17 years, respectively.

Table SR.1.1: Results of household, women's, under-5's and children age 5-17's interviews (Round 1)

Number of households, women, children under 5, and children age 5-17 by interview results, by area of residence and region, Uzbekistan, 2021-2022

	Area			Geo-economic region					
	Total	Urban	Rural	Western	Central	Southern	Central-Eastern	Eastern	Tashkent city
Households									
Sampled	11,120	5,820	5,300	1,600	2,200	1,560	2,200	2,460	1,100
Occupied	10,890	5,743	5,147	1,591	2,163	1,507	2,162	2,378	1,089
Interviewed	10,879	5,737	5,142	1,591	2,156	1,507	2,161	2,378	1,086
Household completion rate	97.8	98.6	97.0	99.4	98.0	96.6	98.2	96.7	98.7
Household response rate	99.9	99.9	99.9	100.0	99.7	100.0	100.0	100.0	99.7
Women age 15-49 years									
Eligible	12,935	6,347	6,588	2,102	2,671	1,989	2,460	2,822	891
Interviewed	12,838	6,291	6,547	2,099	2,620	1,984	2,446	2,806	883
Women's response rate	99.3	99.1	99.4	99.9	98.1	99.7	99.4	99.4	99.1
Women's overall response rate	99.1	99.0	99.3	99.9	97.8	99.7	99.4	99.4	98.8
Children under 5 years									
Eligible	5,707	2,744	2,963	934	1,226	902	1,087	1,233	325
Mothers/caretakers interviewed	5,675	2,732	2,943	934	1,217	896	1,084	1,222	322
Under-5's response rate	99.4	99.6	99.3	100.0	99.3	99.3	99.7	99.1	99.1
Under-5's overall response rate	99.3	99.5	99.2	100.0	98.9	99.3	99.7	99.1	98.8
Children age 5-17 years^A									
Number of children in interviewed households	12,481	6,094	6,387	2,050	2,613	1,983	2,304	2,702	829
Eligible	6,760	3,311	3,449	1,117	1,379	1,007	1,306	1,485	466
Mothers/caretakers interviewed	6,742	3,302	3,440	1,116	1,370	1,005	1,305	1,482	464
Children age 5-17's response rate	99.7	99.7	99.7	99.9	99.3	99.8	99.9	99.8	99.6
Children age 5-17's overall response rate	99.6	99.6	99.6	99.9	99.0	99.8	99.9	99.8	99.3

Continued

Table SR.1.1: Results of household, women's, under-5's and children age 5-17's interviews (Round 1)														
Number of households, women, children under 5, and children age 5-17 by interview results, by area of residence and region, Uzbekistan, 2021-2022														
	Region													
	Republic of Karakalpakstan	Andijan region	Bukhara region	Jizzakh region	Kashkadarya region	Navoi region	Namangan region	Samarkand region	Surkhandarya region	Syrdarya region	Tashkent region	Fergana region	Khorezm region	Tashkent city
Households														
Sampled	840	820	700	700	820	820	820	680	740	760	740	820	760	1,100
Occupied	839	794	696	700	783	802	789	664	724	735	728	795	752	1,089
Interviewed	839	794	696	700	783	802	789	663	724	735	721	795	752	1,086
Household completion rate	99.9	96.8	99.4	100.0	95.5	97.8	96.2	97.5	97.8	96.7	97.4	97.0	98.9	98.7
Household response rate	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.8	100.0	100.0	99.0	100.0	100.0	99.7
Women age 15-49 years														
Eligible	1,040	936	837	969	1,019	822	957	801	970	873	829	929	1,062	891
Interviewed	1,039	928	833	960	1,017	817	954	796	967	866	794	924	1,060	883
Women's response rate	99.9	99.1	99.5	99.1	99.8	99.4	99.7	99.4	99.7	99.2	95.8	99.5	99.8	99.1
Women's overall response rate	99.9	99.1	99.5	99.1	99.8	99.4	99.7	99.2	99.7	99.2	94.9	99.5	99.8	98.8
Children under 5 years														
Eligible	481	416	328	506	435	363	420	396	467	382	338	397	453	325
Mothers/caretakers interviewed	481	409	325	504	429	363	420	396	467	377	336	393	453	322
Under-5's response rate	100.0	98.3	99.1	99.6	98.6	100.0	100.0	100.0	100.0	98.7	99.4	99.0	100.0	99.1
Under-5's overall response rate	100.0	98.3	99.1	99.6	98.6	100.0	100.0	99.8	100.0	98.7	98.5	99.0	100.0	98.8
Children age 5-17 years^A														
Number of children in interviewed households	1,069	909	764	996	1,026	763	914	777	957	851	766	879	981	829
Eligible	590	472	434	495	520	452	510	420	487	457	427	503	527	466
Mothers/caretakers interviewed	589	470	434	494	518	451	510	420	487	454	422	502	527	464
Children age 5-17's response rate	99.8	99.6	100.0	99.8	99.6	99.8	100.0	100.0	100.0	99.3	98.8	99.8	100.0	99.6
Children age 5-17's overall response rate	99.8	99.6	100.0	99.8	99.6	99.8	100.0	99.8	100.0	99.3	97.9	99.8	100.0	99.3

^A The Questionnaire for Children Age 5-17 was administered to one randomly selected child in each interviewed household

In Round 2, of the 4,507 households selected for the sample, 4,248 were found occupied. Of these, 4,180 were successfully interviewed with a household response rate of 98.4 percent. The selected number of 4,507 households is greater than the target number of 4,448 households in 556 clusters, as in some cases during the data collection, more than one household was found at one (listed and selected) address.

In the interviewed households, 5,068 women (age 15-49 years) were identified. Of these, 4,772 were successfully interviewed, yielding a response rate of 94.2 percent within the interviewed households.

There were 2,287 children under age five listed in the household questionnaires. Questionnaires were completed for 2,214 of these children, which corresponds to a response rate of 96.8 percent within interviewed households.

As in Round 1, 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 4,902 children age 5-17 years listed in the household questionnaires. Of these, 2,657 children were selected, and questionnaires were completed for 2,587 which corresponds to a response rate of 97.4 percent within the interviewed households.

Overall response rates of 92.7, 95.3 and 95.8 are calculated for the individual interviews of women, children under-5 and children age 5-17 years, respectively.

All tables will be shown for the second round except for modules that are asked only in the first one. The titles of the tables in this report include information on the round that the findings come from.

Table SR.1.1: Results of household, women's, under-5's and children age 5-17's interviews (Round 2)

Number of households, women, children under 5, and children age 5-17 by interview results, by area of residence and region, Uzbekistan, 2021-2022

	Area			Geo-economic region					
	Total	Urban	Rural	Western	Central	Southern	Central-Eastern	Eastern	Tashkent city
Households									
Sampled	4,507	2,370	2,137	643	892	639	892	1,000	441
Occupied	4,248	2,200	2,048	601	865	616	819	920	427
Interviewed	4,180	2,153	2,027	591	851	610	804	898	426
Household completion rate	92.7	90.8	94.9	91.9	95.4	95.5	90.1	89.8	96.6
Household response rate	98.4	97.9	99.0	98.3	98.4	99.0	98.2	97.6	99.8
Women age 15-49 years									
Eligible	5,068	2,462	2,606	769	1,052	812	932	1,116	387
Interviewed	4,772	2,324	2,448	741	1,006	760	861	1,029	375
Women's response rate	94.2	94.4	93.9	96.4	95.6	93.6	92.4	92.2	96.9
Women's overall response rate	92.7	92.4	93.0	94.8	94.1	92.7	90.7	90.0	96.7
Children under 5 years									
Eligible	2,287	1,056	1,231	335	481	388	415	525	143
Mothers/caretakers interviewed	2,214	1,024	1,190	326	470	372	407	499	140
Under-5's response rate	96.8	97.0	96.7	97.3	97.7	95.9	98.1	95.0	97.9
Under-5's overall response rate	95.3	94.9	95.7	95.7	96.1	94.9	96.3	92.8	97.7
Children age 5-17 years^A									
Number of children in interviewed households	4,902	2,413	2,489	730	1,047	795	874	1,099	357
Eligible	2,657	1,306	1,351	401	544	402	513	597	200
Mothers/caretakers interviewed	2,587	1,271	1,316	394	529	395	501	572	196
Children age 5-17's response rate	97.4	97.3	97.4	98.3	97.2	98.3	97.7	95.8	98.0
Children age 5-17's overall response rate	95.8	95.2	96.4	96.6	95.7	97.3	95.9	93.5	97.8

Continued

Table SR.1.1: Results of household, women's, under-5's and children age 5-17's interviews (Round 2)														
Number of households, women, children under 5, and children age 5-17 by interview results, by area of residence and region, Uzbekistan, 2021-2022														
	Region													
	Republic of Karakalpakstan	Andijan region	Bukhara region	Jizzakh region	Kashkadarya region	Navoi region	Namangan region	Samar kand region	Surkhandarya region	Syrdarya region	Tashkent region	Fergana region	Khorezm region	Tashkent city
Households														
Sampled	336	343	284	281	335	332	329	276	304	308	303	328	307	441
Occupied	316	325	260	280	322	290	309	269	294	300	285	286	285	427
Interviewed	312	313	252	278	320	283	305	269	290	291	282	280	279	426
Household completion rate	92.9	91.3	88.7	98.9	95.5	85.2	92.7	97.5	95.4	94.5	93.1	85.4	90.9	96.6
Household response rate	98.7	96.3	96.9	99.3	99.4	97.6	98.7	100.0	98.6	97.0	98.9	97.9	97.9	99.8
Women age 15-49 years														
Eligible	409	386	322	391	435	295	390	315	377	348	313	340	360	387
Interviewed	407	343	286	386	417	275	363	300	343	332	288	323	334	375
Women's response rate	99.5	88.9	88.8	98.7	95.9	93.2	93.1	95.2	91.0	95.4	92.0	95.0	92.8	96.9
Women's overall response rate	98.3	85.6	86.1	98.0	95.3	91.0	91.9	95.2	89.7	92.5	91.0	93.0	90.8	96.7
Children under 5 years														
Eligible	171	179	118	208	204	142	195	155	184	149	124	151	164	143
Mothers/caretakers interviewed	171	164	112	207	199	140	187	155	173	145	118	148	155	140
Under-5's response rate	100.0	91.6	94.9	99.5	97.5	98.6	95.9	100.0	94.0	97.3	95.2	98.0	94.5	97.9
Under-5's overall response rate	98.7	88.2	92.0	98.8	96.9	96.2	94.7	100.0	92.7	94.4	94.2	96.0	92.5	97.7
Children age 5-17 years^A														
Number of children in interviewed households	416	384	265	384	426	288	373	321	369	344	319	342	314	357
Eligible	220	217	163	191	212	177	202	173	190	181	172	178	181	200
Mothers/caretakers interviewed	219	204	152	190	210	177	195	172	185	174	165	173	175	196
Children age 5-17's response rate	99.5	94.0	93.3	99.5	99.1	100.0	96.5	99.4	97.4	96.1	95.9	97.2	96.7	98.0
Children age 5-17's overall response rate	98.3	90.5	90.4	98.8	98.4	97.6	95.3	99.4	96.0	93.2	94.9	95.2	94.6	97.8

^A The Questionnaire for Children Age 5-17 was administered to one randomly selected child in each interviewed household

4.2 HOUSING AND HOUSEHOLD CHARACTERISTICS

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

Table SR.2.1 presents characteristics of housing, disaggregated by 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 the 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 (Round 2)

Percent distribution of households by selected housing characteristics, by area of residence and region, Uzbekistan, 2021-2022									
	Area			Geo-economic region					
	Total	Urban	Rural	Western	Central	Southern	Central-Eastern	Eastern	Tashkent city
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Electricity									
Yes, interconnected grid	99.8	99.9	99.8	99.6	99.8	99.9	99.9	99.9	100.0
Yes, off-grid	0.1	0.1	0.1	0.4	0.1	0.0	0.0	0.1	0.0
No	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.0	0.0
Energy use for cooking^A									
Clean fuels and technologies	95.4	97.2	93.7	99.5	96.0	97.3	95.8	90.9	100.0
Other fuels	4.5	2.7	6.2	0.5	4.0	2.6	3.9	9.1	0.0
No cooking done in the household	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0	0.0
Missing/DK	0.0	0.1	0.0	0.0	0.0	0.0	0.2	0.0	0.0
Internet access at home^B									
Yes	81.9	85.8	78.0	83.5	87.5	77.8	75.8	81.0	94.9
No	17.7	13.5	21.8	16.5	11.9	21.9	24.0	18.2	5.1
Missing/DK	0.4	0.7	0.2	0.0	0.6	0.2	0.3	0.8	0.0
Main material of flooring^C									
Natural floor	0.7	0.4	0.9	0.0	0.0	4.0	0.1	0.0	0.0
Rudimentary floor	4.7	4.1	5.3	15.1	0.7	12.3	2.0	2.0	0.6
Finished floor	94.2	95.2	93.3	84.9	99.3	81.5	97.9	98.0	99.4
Other	0.4	0.2	0.5	0.0	0.0	2.2	0.0	0.0	0.0
Main material of roof^C									
Natural roofing	2.0	1.6	2.4	11.3	0.4	0.4	2.9	0.6	0.0
Rudimentary roofing	6.6	12.8	0.5	2.3	5.5	0.0	4.4	0.7	48.7
Finished roofing	89.9	83.8	96.0	79.9	92.4	97.4	92.5	98.7	50.3
Other	1.3	1.5	1.1	6.1	1.0	2.1	0.1	0.0	1.0
Missing/DK	0.2	0.3	0.0	0.4	0.7	0.0	0.0	0.0	0.0
Main material of exterior walls^C									
Natural walls	3.8	1.5	6.0	15.3	0.2	4.5	4.6	1.7	0.0
Rudimentary walls	1.1	0.5	1.6	2.2	0.8	0.5	0.4	2.0	0.0
Finished walls	91.8	93.9	89.8	82.5	95.9	94.6	93.8	87.2	100.0
Other	3.4	4.1	2.6	0.0	3.1	0.4	1.2	9.1	0.0

Continued

Table SR.2.1: Housing characteristics (Round 2)									
Percent distribution of households by selected housing characteristics, by area of residence and region, Uzbekistan, 2021-2022									
	Area			Geo-economic region					
	Total	Urban	Rural	Western	Central	Southern	Central-Eastern	Eastern	Tashkent city
Rooms used for sleeping									
1	25.3	27.2	23.5	16.3	22.3	36.7	28.1	21.9	23.9
2	45.3	43.2	47.3	42.8	43.9	43.9	44.5	49.1	42.5
3 or more	29.4	29.7	29.2	40.9	33.8	19.4	27.4	28.9	33.6
Number of households	4,180	2,075	2,105	424	639	694	860	1,183	380
Mean number of persons per room used for sleeping	2.4	2.3	2.5	2.2	2.3	2.9	2.4	2.4	1.7
Percentage of household members with access to electricity in the household¹	99.9	100.0	99.9	100.0	99.9	99.8	99.9	100.0	100.0
Number of household members	19,938	9,362	10,576	2,117	3,147	3,400	4,020	5,841	1,413
¹ MICS indicator SR.1 - Access to electricity; SDG Indicator 7.1.1									
^A Calculated for households. For percentage of household members living in households using clean fuels and technologies for cooking, please refer to Table TC.4.1									
^B See Table SR.9.2 for details and indicators on ICT devices in households									
^C Please refer Household Questionnaire in Appendix E, questions HC4, HC5 and HC6 for definitions of natural, rudimentary, finished and other									

Table SR.2.2: Household and personal assets (Round 2)

Percentage of households by ownership of selected household and personal assets, and percent distribution by ownership of dwelling, by area of residence and region, Uzbekistan, 2021-2022

	Area			Geo-economic region					
	Total	Urban	Rural	Western	Central	Southern	Central-Eastern	Eastern	Tashkent city
Percentage of households that own a									
Fixed telephone line ^A	15.4	26.1	4.9	18.3	12.5	3.4	11.4	10.3	63.8
Radio ^A	10.8	10.9	10.8	4.5	10.4	8.9	8.9	14.0	16.6
Cupboard	62.7	62.8	62.6	48.8	69.7	49.1	61.9	71.5	66.2
Khontakhta	86.3	84.8	87.8	97.3	93.0	73.7	83.8	94.0	68.0
Dining-room table	37.6	44.6	30.7	19.8	48.3	15.1	31.6	43.3	76.2
Wardrobe for clothes	89.7	90.8	88.6	85.1	88.7	86.5	88.7	92.3	96.9
Bed	65.8	71.1	60.5	55.5	69.9	39.0	62.0	77.3	91.9
Sofa	56.1	61.7	50.5	52.4	63.5	30.4	48.4	66.9	78.3
Mechanical sewing machine	46.7	40.0	53.2	50.5	46.0	55.4	51.8	46.1	17.9
Television ^A	98.1	98.2	98.0	98.8	98.5	96.5	97.1	99.1	98.3
Refrigerator	81.4	87.8	75.0	93.7	79.6	68.9	79.7	80.9	98.5
Fan	55.7	55.5	55.9	60.3	54.2	57.2	51.2	57.6	54.8
Washing machine	55.7	64.5	47.0	48.3	52.9	28.4	52.7	69.7	82.0
Microwave oven	41.4	46.6	36.3	30.7	44.7	23.1	53.9	37.4	65.8
Air conditioner	28.0	37.6	18.5	22.6	23.5	29.0	22.9	23.7	65.0
Vacuum cleaner	48.3	57.2	39.5	45.7	51.2	34.1	50.3	42.9	84.5
DVD player	21.4	21.7	21.2	20.4	21.3	20.1	20.6	18.4	36.7
Electric sewing machine	12.6	13.6	11.6	9.0	10.6	13.3	15.0	11.3	17.1
Percentage of households that own									
Agricultural land	74.6	57.2	91.7	79.1	68.5	84.9	81.6	80.8	25.7
Farm animals/Livestock	53.3	35.1	71.1	62.7	53.6	72.1	61.7	47.8	5.6

Continued

Table SR.2.2: Household and personal assets (Round 2)

Percentage of households by ownership of selected household and personal assets, and percent distribution by ownership of dwelling, by area of residence and region, Uzbekistan, 2021-2022									
	Area			Geo-economic region					
	Total	Urban	Rural	Western	Central	Southern	Central-Eastern	Eastern	Tashkent city
Percentage of households where at least one member owns or has a									
Wristwatch	40.5	44.4	36.6	27.8	37.0	31.3	40.0	43.0	70.3
Bicycle	54.8	46.7	62.8	63.7	45.6	47.9	60.1	64.8	29.9
Motorcycle or scooter	3.2	2.3	4.1	6.4	1.0	3.6	4.8	2.5	1.0
Animal-drawn cart (arabah)	5.9	3.1	8.6	8.0	11.3	4.2	9.5	2.3	0.1
Car	42.9	41.1	44.6	42.1	45.1	35.8	40.4	43.0	58.0
Boat with a motor	0.4	0.4	0.3	0.2	0.2	0.0	0.9	0.4	0.1
Truck or van	2.9	2.3	3.5	2.3	3.8	3.5	2.6	2.9	1.6
Tractor	2.9	1.3	4.5	4.9	3.1	4.5	3.4	1.6	0.2
Computer or tablet ^A	27.3	34.2	20.4	23.7	27.2	15.7	22.7	25.7	67.4
Mobile telephone ^A	97.9	98.5	97.3	98.1	98.7	97.5	97.4	97.8	98.8
Bank account	71.0	75.2	66.8	69.5	76.4	69.9	68.9	64.8	89.4
Ownership of dwelling									
Owned by a household member	92.9	89.2	96.5	93.9	93.0	90.4	96.5	93.0	87.9
Not owned	7.1	10.7	3.5	6.1	7.0	9.6	3.5	6.9	12.1
Rented	3.6	6.7	0.7	1.5	4.0	2.5	3.1	2.8	11.4
Other	3.4	4.1	2.8	4.7	3.0	7.1	0.5	4.1	0.7
Missing/DK	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0
Number of households	4,180	2,075	2,105	424	639	694	860	1,183	380

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

Table SR.2.3: Wealth quintiles (Round 2)

Percent distribution of the household population, by wealth index quintile, Uzbekistan, 2021-2022

	Wealth index quintile					Total	Number of household members
	Poorest	Second	Middle	Fourth	Richest		
Total	20.0	20.0	20.0	20.0	20.0	100.0	19,938
Area							
Urban	12.4	14.1	16.7	20.6	36.2	100.0	9,362
Rural	26.8	25.2	22.9	19.5	5.6	100.0	10,576
Geo-economic region							
Western	8.2	17.1	24.1	33.6	16.9	100.0	2,117
Central	12.2	12.4	18.6	31.9	25.0	100.0	3,147
Southern	49.6	21.6	13.5	8.9	6.3	100.0	3,400
Central-Eastern	21.9	23.6	21.1	18.5	14.9	100.0	4,020
Eastern	14.8	26.5	27.1	20.4	11.2	100.0	5,841
Tashkent city	0.0	0.0	0.0	2.6	97.4	100.0	1,413

4.3 HOUSEHOLD COMPOSITION

Table SR.3.1 provides the distribution of households by selected background characteristics, including the sex and age of the household head, area, geo-economic region, region, number of household members, education of household head, and mother tongue/native language of household head³⁵. Both unweighted and weighted numbers are presented. Such information is essential for the interpretation of findings presented later in the report and provides background information on the representativeness of the survey sample. The remaining tables in this report are presented only with weighted numbers.³⁶

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.³⁶ The table also shows the weighted mean household size estimated by the survey.

³⁵ This was determined by asking a question about mother tongue/native language of household head: “HC1B. What is the mother tongue/native language of (name of the head of the household from HL2)?” in the Household Questionnaire. A question “HC2. To what ethnic group does (name of the head of the household from HL2) belong?” was not included in the Household Questionnaire of the 2021-2022 Uzbekistan MICS because an ethnic group in Uzbekistan can be associated with tribe (92 Uzbek tribes) rather than ethnicity and many households might not know exactly to what tribe(s) their household belongs. In this regard, the mother tongue/native language of the household head is used.

³⁶ See Appendix A: Sample design, for more details on sample weights.

Table SR.3.1: Household composition (Round 2)

Percent and frequency distribution of households, Uzbekistan, 2021-2022

	Weighted percent	Number of households	
		Weighted	Unweighted
Total	100.0	4,180	4,180
Sex of household head			
Male	76.8	3,212	3,254
Female	23.2	968	926
Age of household head			
<18	0.0	2	3
18-34	9.8	409	422
35-64	74.7	3,120	3,127
65-84	15.0	626	607
85+	0.5	22	21
Area			
Urban	49.6	2,075	2,153
Rural	50.4	2,105	2,027
Geo-economic region			
Western	10.1	424	591
Central	15.3	639	851
Southern	16.6	694	610
Central-Eastern	20.6	860	804
Eastern	28.3	1,183	898
Tashkent city	9.1	380	426
Region			
Republic of Karakalpakstan	5.2	216	312
Andijan region	9.8	411	313
Bukhara region	5.4	225	252
Jizzakh region	4.0	166	278
Kashkadarya region	9.4	392	320
Navoi region	3.1	130	283
Namangan region	8.0	333	305
Samarkand region	12.1	505	269
Surkhandarya region	7.2	303	290
Syrdarya region	2.3	97	291
Tashkent region	9.0	376	282
Fergana region	10.5	439	280
Khorezm region	5.0	208	279
Tashkent city	9.1	380	426
Education of household head			
Pre-school or none / Primary	0.7	30	25
Secondary	43.5	1,819	1,779
Secondary specialized vocational	36.6	1,528	1,517
Higher	18.8	784	841
Missing/DK	0.4	18	18
Number of household members			
1	4.4	182	188
2	8.8	368	382
3	14.4	601	603
4	20.3	847	874
5	20.6	859	852
6	14.8	620	603
7+	16.8	702	678

Table SR.3.1: Household composition (Round 2)			
Percent and frequency distribution of households, Uzbekistan, 2021-2022			
	Weighted percent	Number of households	
		Weighted	Unweighted
Mother tongue/native language of household head			
Uzbek	87.0	3,638	3,571
Russian	3.4	144	154
Karakalpak	1.7	72	116
Tajik	4.4	185	193
Kazakh	1.7	72	66
Other language	1.7	70	80
Households with^A			
At least one child under age 5 years	41.8	1,656	1,641
At least one child age 5-17 years	67.4	2,671	2,657
At least one child age <18 years	81.2	3,217	3,198
At least one woman age 15-49 years	91.1	3,609	3,604
No member age <50	6.9	275	286
No adult (18+) member	0.0	2	3
Mean household size	4.8	4,180	4,180

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

4.4 AGE STRUCTURE OF HOUSEHOLD POPULATION

The weighted age and sex distribution of the survey population are provided in Table SR.4.1. In the households successfully interviewed in the survey, a weighted total of 19,938 household members were listed. Of these, 9,697 were males, and 10,241 were females.³⁷

Table SR.4.1: Age distribution of household population by sex (Round 2)						
Percent and frequency distribution of the household population ^A in five-year age groups and child (age 0-17 years) and adult populations (age 18 or more), by sex, Uzbekistan, 2021-2022						
	Males		Females		Total	
	Number	Percent	Number	Percent	Number	Percent
Total	9,697	100.0	10,241	100.0	19,938	100.0
Age						
0-4	1,214	12.5	1,109	10.8	2,323	11.6
5-9	1,106	11.4	999	9.8	2,105	10.6
10-14	955	9.9	928	9.1	1,883	9.4
15-19	719	7.4	752	7.3	1,471	7.4
15-17	499	5.1	467	4.6	965	4.8
18-19	220	2.3	286	2.8	506	2.5
20-24	557	5.7	692	6.8	1,250	6.3
25-29	810	8.4	863	8.4	1,673	8.4
30-34	816	8.4	874	8.5	1,690	8.5
35-39	663	6.8	749	7.3	1,413	7.1
40-44	542	5.6	623	6.1	1,165	5.8
45-49	556	5.7	548	5.4	1,104	5.5
50-54	492	5.1	571	5.6	1,064	5.3
55-59	455	4.7	512	5.0	967	4.9
60-64	399	4.1	437	4.3	836	4.2
65-69	215	2.2	280	2.7	495	2.5
70-74	114	1.2	157	1.5	271	1.4
75-79	43	0.4	63	0.6	106	0.5
80-84	22	0.2	50	0.5	72	0.4
85+	18	0.2	32	0.3	50	0.2
Child and adult populations						
Children age 0-17 years	3,774	38.9	3,503	34.2	7,277	36.5
Adults age 18+ years	5,923	61.1	6,738	65.8	12,661	63.5

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

³⁷ 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).³⁶ 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 number of observations in each background category. These categories are used in the subsequent tabulations of this report.

Table SR.5.1W provides background characteristics of female respondents, age 15-49 years. The table includes information on the distribution of women according to area, geo-economic region, region, age, education³⁸, marital/union status, motherhood status, functional difficulties (for age 18-49), mother tongue/native language of the household head, and wealth index quintiles.^{39, 40}

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, geo-economic region, region, age in months, mother's (or caretaker's) education, respondent type, functional difficulties (for children under age 5 – data represents for age 2-4 years since the module on child functioning was administered for children of this age group), mother tongue/native language of the household head and wealth Index quintiles.

³⁸ Throughout this report when used as a background variable, unless otherwise stated, "education" refers to highest educational level ever attended by the respondent.

³⁹ The wealth index is a composite indicator of wealth. To construct the wealth index, principal components analysis is performed by using information on the ownership of consumer goods, dwelling characteristics, water and sanitation, and other characteristics that are related to the household's wealth, to generate weights (factor scores) for each of the items used. First, initial factor scores are calculated for the total sample. Then, separate factor scores are calculated for households in urban and rural areas. Finally, the urban and rural factor scores are regressed on the initial factor scores to obtain the combined, final factor scores for the total sample. This is carried out to minimize the urban bias in the wealth index values. Each household in the total sample is then assigned a wealth score based on the assets owned by that household and on the final factor scores obtained as described above. The survey household population is then ranked according to the wealth score of the household they are living in, and is finally divided into 5 equal parts (quintiles) from lowest (poorest) to highest (richest). In the 2021-2022 Uzbekistan MICS, the following assets were used in these calculations: fixed telephone line, radio, cupboard, khontakhta (Uzbek national table with short legs to eat in kneeling position), dining-room table, wardrobe for clothes, bed, sofa, a mechanical sewing machine, television, refrigerator, fan, washing machine, microwave oven, air conditioner, vacuum cleaner, DVD player, electric sewing machine, wristwatch, bicycle, motorcycle/scooter, animal drawn cart, car/truck/van, boat with motor, truck / van, tractor, computer/tablet, mobile telephone, internet at home, electricity connection, land ownership, ownership of livestock, bank account, as well as types of floor, roof, wall, cookstove, energy used at cookstove, household fuel and space heating, sources of light and drinking water, location of water source and sufficiency of water, type and location of sanitation facility. 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>.

⁴⁰ When describing survey results by wealth quintiles, appropriate terminology is used when referring to individual household members, such as for instance "women in the richest population quintile", which is used interchangeably with "women in the wealthiest survey population", "women living in households in the richest population wealth quintile", and similar.

Table SR.5.1W: Women's background characteristics (Round 2)

Percent and frequency distribution of women age 15-49 years, Uzbekistan, 2021-2022

	Weighted percent	Number of women	
		Weighted	Unweighted
Total	100.0	4,772	4,772
Area			
Urban	47.0	2,241	2,324
Rural	53.0	2,531	2,448
Geo-economic region			
Western	10.9	519	741
Central	15.3	731	1,006
Southern	18.1	863	760
Central-Eastern	19.9	951	861
Eastern	29.1	1,387	1,029
Tashkent city	6.7	321	375
Region			
Republic of Karakalpakstan	5.6	268	407
Andijan region	10.0	478	343
Bukhara region	5.8	275	286
Jizzakh region	4.6	218	386
Kashkadarya region	10.4	497	417
Navoi region	2.7	127	275
Namangan region	8.3	397	363
Samarkand region	11.5	549	300
Surkhandarya region	7.7	366	343
Syrdarya region	2.2	107	332
Tashkent region	8.5	405	288
Fergana region	10.7	512	323
Khorezm region	5.3	252	334
Tashkent city	6.7	321	375
Age			
15-19	13.5	642	634
15-17	8.0	380	378
18-19	5.5	262	256
20-24	13.6	647	651
25-29	17.1	815	809
30-34	17.4	829	829
35-39	15.1	719	726
40-44	12.6	602	606
45-49	10.8	517	517
Education			
Pre-school or none / Primary	0.3	15	16
Secondary	42.2	2,015	1,988
Secondary specialized vocational	45.7	2,180	2,186
Higher	11.8	562	582
Marital/Union status			
Currently married/in union	75.5	3,602	3,601
Widowed	1.8	85	87
Divorced	3.9	184	175
Separated	1.1	51	52
Never married/in union	17.8	849	857

Table SR.5.1W: Women's background characteristics (Round 2)			
Percent and frequency distribution of women age 15-49 years, Uzbekistan, 2021-2022			
	Weighted percent	Number of women	
		Weighted	Unweighted
Motherhood and recent births			
Never gave birth	24.8	1,183	1,186
Ever gave birth	75.2	3,589	3,586
Gave birth in last two years	20.6	984	974
No birth in last two years	54.6	2,605	2,612
Functional difficulties (age 18-49 years)			
Has functional difficulty	7.0	306	291
Has no functional difficulty	93.0	4,086	4,103
Mother tongue/native language of household head			
Uzbek	89.6	4,274	4,187
Russian	1.5	71	79
Karakalpak	1.7	83	142
Tajik	4.4	210	219
Kazakh	1.6	74	72
Other language	1.3	60	73
Wealth index quintile			
Poorest	20.7	986	950
Second	20.1	960	906
Middle	19.9	949	910
Fourth	19.1	911	971
Richest	20.2	966	1,035

Table SR.5.2: Children under 5's background characteristics (Round 2)

Percent and frequency distribution of children under five years, Uzbekistan, 2021-2022

	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
Total	100.0	2,214	2,214
Sex			
Male	52.2	1,156	1,148
Female	47.8	1,058	1,066
Area			
Urban	44.8	992	1,024
Rural	55.2	1,222	1,190
Geo-economic region			
Western	10.7	237	326
Central	15.2	336	470
Southern	18.7	414	372
Central-Eastern	20.2	448	407
Eastern	29.7	657	499
Tashkent city	5.5	122	140
Region			
Republic of Karakalpakstan	5.4	121	171
Andijan region	10.4	229	164
Bukhara region	4.5	99	112
Jizzakh region	5.3	117	207
Kashkadarya region	10.5	233	199
Navoi region	2.9	64	140
Namangan region	9.3	205	187
Samarkand region	12.9	285	155
Surkhandarya region	8.2	181	173
Syrdarya region	2.1	48	145
Tashkent region	7.7	171	118
Fergana region	10.1	223	148
Khorezm region	5.3	117	155
Tashkent city	5.5	122	140
Age in months			
0-5	11.7	259	276
6-11	11.0	244	227
12-23	21.2	469	474
24-35	21.5	475	464
36-47	17.4	386	385
48-59	17.2	381	388
Mother's education^A			
Pre-school or none / Primary	0.4	8	9
Secondary	24.8	549	546
Secondary specialized vocational	65.0	1,439	1,426
Higher	9.8	217	232
Missing/DK	0.0	1	1
Respondent to the under-5 questionnaire			
Mother	98.5	2,182	2,181
Other primary caretaker	1.5	32	33
Child's functional difficulties (age 2-4 years)^{B,C}			
Has functional difficulty	2.6	33	34
Has no functional difficulty	97.4	1,209	1,203

Table SR.5.2: Children under 5's background characteristics (Round 2)			
Percent and frequency distribution of children under five years, Uzbekistan, 2021-2022			
	Weighted percent	Number of under-5 children	
		Weighted	Unweighted
Mother's functional difficulties^D			
Has functional difficulty	5.1	112	102
Has no functional difficulty	94.1	2,083	2,091
No information	0.8	18	21
Mother tongue/native language of household head			
Uzbek	91.3	2,021	1,997
Russian	0.6	13	16
Karakalpak	1.2	27	47
Tajik	4.2	94	95
Kazakh	1.5	33	31
Other language	1.2	26	28
Wealth index quintile			
Poorest	20.8	461	447
Second	22.1	489	445
Middle	20.8	460	454
Fourth	18.8	415	447
Richest	17.5	388	421
<p>^A In this table and throughout the report where applicable, mother's education refers to educational attainment of the respondent: Mothers (or caretakers, interviewed only if the mother is deceased or is living elsewhere).</p> <p>^B The results of the Child Functioning module are presented in Chapter 11.1.</p> <p>^C Children age 0-1 years are excluded, as functional difficulties are only collected for age 2-4 years.</p> <p>^D In this table and throughout the report, mother's functional difficulties refer to functional difficulty of the respondent as described in note A. The category of "No information" applies to mothers or caretakers to whom the Adult Functioning module was not administered. This category is not presented in individual tables. Please refer to Table 8.1W for results of the Adult Functioning module.</p>			

Table SR.5.3: Children age 5-17 years' background characteristics (Round 2)

Percent and frequency distribution of children age 5-17 years, Uzbekistan, 2021-2022				
	Weighted percent	Weighted total number of children age 5-17 years ^A	Number of households with at least one child age 5-17 years	
			Weighted	Unweighted
Total	100.0	4,796	2,587	2,587
Sex				
Male	50.5	2,420	1,331	1,319
Female	49.5	2,376	1,256	1,268
Area				
Urban	46.5	2,228	1,205	1,271
Rural	53.5	2,568	1,382	1,316
Geo-economic region				
Western	10.5	503	276	394
Central	16.2	779	401	529
Southern	18.1	870	440	395
Central-Eastern	19.3	927	535	501
Eastern	29.5	1,416	765	572
Tashkent city	6.3	302	170	196
Region				
Republic of Karakalpakstan	5.8	278	147	219
Andijan region	10.2	491	276	204
Bukhara region	4.8	231	145	152
Jizzakh region	4.8	228	114	190
Kashkadarya region	10.2	491	247	210
Navoi region	2.6	126	78	177
Namangan region	8.1	389	211	195
Samarkand region	11.9	569	313	172
Surkhandarya region	7.9	379	193	185
Syrdarya region	2.4	116	60	174
Tashkent region	9.1	434	227	165
Fergana region	11.2	536	277	173
Khorezm region	4.7	225	129	175
Tashkent city	6.3	302	170	196
Age				
5-9	42.6	2,044	1,127	1,129
10-14	36.1	1,731	879	894
15-17	21.3	1,021	582	564
Mother's education^B				
Pre-school or none / Primary	0.4	19	9	8
Secondary	45.9	2,200	1,172	1,157
Secondary specialized vocational	43.5	2,085	1,127	1,135
Higher	10.0	478	270	279
Missing/DK	0.1	6	4	3
Emancipated ^C	0.2	8	6	5
Respondent to the children age 5-17 questionnaire				
Mother	94.4	4,528	2,429	2,436
Other primary caretaker	5.4	260	153	146
Emancipated ^C	0.2	8	6	5
Child's functional difficulties^D				
Has functional difficulty	18.4	882	459	433
Has no functional difficulty	81.6	3,914	2,128	2,154

Table SR.5.3: Children age 5-17 years' background characteristics (Round 2)

Percent and frequency distribution of children age 5-17 years, Uzbekistan, 2021-2022				
	Weighted percent	Weighted total number of children age 5-17 years ^A	Number of households with at least one child age 5-17 years	
			Weighted	Unweighted
Mother's functional difficulties^E				
Has functional difficulty	6.9	330	186	178
Has no functional difficulty	86.1	4,131	2,174	2,191
No information	7.0	335	227	218
Mother tongue/native language of household head				
Uzbek	88.9	4,262	2,303	2,256
Russian	1.4	68	45	49
Karakalpak	2.0	96	52	85
Tajik	4.6	219	110	118
Kazakh	2.0	96	49	45
Other language	1.2	56	29	34
Wealth index quintile				
Poorest	22.9	1,097	571	543
Second	19.3	925	506	472
Middle	19.8	947	505	488
Fourth	18.6	890	485	514
Richest	19.5	937	520	570

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

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

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

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

^E In this table and throughout the report, mother's functional difficulties refer to functional difficulty of the respondent as described in note B. The category of "No information" applies to mothers or caretakers to whom the Adult Functioning module was not administered. Emancipated children are also included in this category. This category is not presented in individual tables. Please refer to Table 8.1W for results of the Adult Functioning module.

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 this table.

Note that those who have ever attended primary school or higher level 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 of 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.

Table SR.6.1W: Literacy (women) (Round 2)

Percent distribution of women age 15-49 years by highest level of school attended and literacy, and the total percentage literate, Uzbekistan, 2021-2022

	Percent distribution of highest level attended and literacy			Total	Total percentage literate ¹	Number of women
	Pre-school or none / Primary		Secondary or higher ^A			
	Literate	Illiterate				
Total	0.2	0.2	99.7	100.0	99.8	4,772
Area						
Urban	0.0	0.1	99.9	100.0	99.9	2,241
Rural	0.3	0.3	99.5	100.0	99.7	2,531
Geo-economic region						
Western	0.0	0.1	99.9	100.0	99.9	519
Central	0.0	0.3	99.7	100.0	99.7	731
Southern	0.5	0.2	99.3	100.0	99.8	863
Central-Eastern	0.2	0.4	99.5	100.0	99.6	951
Eastern	0.1	0.0	99.9	100.0	100.0	1,387
Tashkent city	0.0	0.0	100.0	100.0	100.0	321
Age						
15-24 ¹	0.0	0.1	99.9	100.0	99.9	1,289
15-19	0.0	0.2	99.8	100.0	99.8	642
15-17	0.0	0.0	100.0	100.0	100.0	380
18-19	0.0	0.4	99.6	100.0	99.6	262
20-24	0.0	0.0	100.0	100.0	100.0	647
25-34	0.1	0.3	99.6	100.0	99.7	1,644
35-49	0.3	0.2	99.5	100.0	99.8	1,838
Functional difficulties (age 18-49 years)						
Has functional difficulty	1.8	0.8	97.4	100.0	99.2	306
Has no functional difficulty	0.0	0.1	99.8	100.0	99.9	4,086
Mother tongue/native language of household head						
Uzbek	0.1	0.1	99.7	100.0	99.9	4,274
Russian	0.0	0.0	100.0	100.0	100.0	71
Karakalpak	0.0	0.0	100.0	100.0	100.0	83
Tajik	0.5	0.5	99.0	100.0	99.5	210
Kazakh	0.0	0.9	99.1	100.0	99.1	74
Other language	0.0	0.0	100.0	100.0	100.0	60
Wealth index quintile						
Poorest	0.5	0.5	99.0	100.0	99.5	986
Second	0.3	0.3	99.4	100.0	99.7	960
Middle	0.0	0.0	100.0	100.0	100.0	949
Fourth	0.0	0.0	100.0	100.0	100.0	911
Richest	0.0	0.0	100.0	100.0	100.0	966

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

4.7 MIGRATORY STATUS

The Background module of the 2021-2022 Uzbekistan MICS asked respondents to the Individual Questionnaire for Women how long they have been continuously living in their 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 their last move and 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 (women) (Round 2)

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, Uzbekistan, 2021-2022

	Years since most recent migration					Total	Number of women	Most recent migration was from:				Total	Number of women who ever migrated
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more			City	Town	Rural area	Unable to determine if city/town/rural		
Total	52.5	2.9	10.1	10.3	24.3	100.0	4,772	25.5	12.7	61.3	0.5	100.0	2,266
Area													
Urban	54.0	2.4	10.9	9.8	22.8	100.0	2,241	35.1	14.3	50.5	0.1	100.0	1,031
Rural	51.2	3.3	9.3	10.7	25.6	100.0	2,531	17.5	11.3	70.3	0.9	100.0	1,236
Geo-economic region													
Western	80.3	0.6	3.0	4.8	11.4	100.0	519	25.9	14.2	58.9	1.0	100.0	102
Central	37.4	3.9	14.9	13.2	30.6	100.0	731	29.6	10.4	60.0	0.0	100.0	457
Southern	57.0	2.4	8.4	8.3	23.9	100.0	863	22.5	5.1	72.4	0.0	100.0	371
Central-Eastern	55.2	3.1	8.3	10.7	22.8	100.0	951	17.4	9.9	71.8	0.9	100.0	427
Eastern	40.2	3.8	13.4	13.0	29.6	100.0	1,387	26.3	18.6	54.3	0.9	100.0	829
Tashkent city	75.3	1.1	5.6	4.9	13.2	100.0	321	51.7	12.2	36.1	0.0	100.0	79
Age													
15-19	82.9	6.7	3.7	2.2	4.5	100.0	642	31.9	14.4	53.3	0.5	100.0	109
15-17	89.8	1.0	2.4	1.9	4.9	100.0	380	(49.3)	(6.1)	(44.6)	(0.0)	100.0	39
18-19	72.9	14.9	5.5	2.7	4.0	100.0	262	22.4	18.9	58.0	0.7	100.0	71
20-24	55.6	7.0	28.9	5.6	2.9	100.0	647	20.6	15.9	63.4	0.0	100.0	287
25-29	47.0	2.7	18.5	26.3	5.5	100.0	815	27.2	14.6	57.5	0.6	100.0	432
30-34	47.4	1.8	6.8	14.8	29.1	100.0	829	27.9	10.5	60.9	0.7	100.0	436
35-39	43.9	0.9	6.3	7.9	41.0	100.0	719	24.4	11.2	64.1	0.3	100.0	403
40-44	45.7	1.0	1.2	5.4	46.7	100.0	602	25.9	13.5	59.9	0.7	100.0	327
45-49	47.7	0.0	1.8	2.5	48.0	100.0	517	22.9	9.8	66.3	1.0	100.0	270
Education													
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	100.0	15	(*)	(*)	(*)	(*)	100.0	11
Secondary	55.9	2.6	5.5	7.0	29.0	100.0	2,015	20.3	11.5	67.5	0.6	100.0	889
Secondary specialized vocational	49.5	3.0	13.4	13.5	20.7	100.0	2,180	28.1	13.4	57.9	0.6	100.0	1,102
Higher	52.9	3.1	13.7	9.5	20.8	100.0	562	32.6	13.8	53.7	0.0	100.0	265

Continued

Table SR.7.1W: Migratory status (women) (Round 2)													
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, Uzbekistan, 2021-2022													
	Years since most recent migration					Total	Number of women	Most recent migration was from:				Total	Number of women who ever migrated
	Never migrated	Less than one year	1-4 years	5-9 years	10 years or more			City	Town	Rural area	Unable to determine if city/town/rural		
Marital status													
Ever married/in union	44.8	3.4	11.7	12.0	28.1	100.0	3,923	24.4	12.8	62.3	0.6	100.0	2,164
Never married/in union	87.9	0.5	2.7	2.5	6.4	100.0	849	48.9	10.5	40.1	0.5	100.0	102
Functional difficulties (age 18-49 years)													
Has functional difficulty	41.8	1.1	3.9	13.3	39.9	100.0	306	23.1	15.7	61.2	0.0	100.0	178
Has no functional difficulty	49.8	3.2	11.2	10.8	24.9	100.0	4,086	25.3	12.5	61.6	0.6	100.0	2,049
Mother tongue/native language of household head													
Uzbek	52.2	3.0	10.4	10.3	24.1	100.0	4,274	25.1	12.2	62.3	0.4	100.0	2,041
Russian	77.1	1.2	1.3	4.8	15.6	100.0	71	(*)	(*)	(*)	(*)	100.0	16
Karakalpak	49.8	0.8	7.3	12.6	29.5	100.0	83	(27.7)	(23.4)	(46.4)	(2.4)	100.0	42
Tajik	51.8	2.7	9.1	6.7	29.6	100.0	210	25.9	18.0	54.6	1.6	100.0	101
Kazakh	53.5	0.0	2.6	22.5	21.4	100.0	74	(16.8)	(8.2)	(75.0)	(0.0)	100.0	34
Other language	47.4	0.0	15.9	10.2	26.5	100.0	60	(40.5)	(10.2)	(45.1)	(4.2)	100.0	32
Wealth index quintile													
Poorest	55.3	1.9	6.7	10.7	25.5	100.0	986	10.2	6.5	82.5	0.8	100.0	441
Second	52.7	3.5	9.8	10.2	23.9	100.0	960	19.1	11.0	69.4	0.5	100.0	455
Middle	50.7	2.5	10.1	10.5	26.2	100.0	949	20.9	14.5	63.6	1.0	100.0	468
Fourth	52.7	4.1	10.0	10.4	22.9	100.0	911	25.6	18.3	55.7	0.4	100.0	431
Richest	51.2	2.6	13.7	9.7	22.8	100.0	966	50.6	13.1	36.3	0.0	100.0	472
(*) Figures that are based on fewer than 25 unweighted cases													
() Figures that are based on 25-49 unweighted cases													

4.8 FEMALE 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.⁴¹

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.⁴²

Information at the individual level can also be obtained through a proxy respondent using a roster approach of these questions in the household questionnaire. This would necessitate a single proxy respondent answering on behalf of all adult household members. A proxy respondent can identify a large proportion of difficulties, but tends to under-identify persons with functional difficulties, either deliberately or inadvertently.⁴³

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 (labelled 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 percent) 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.

The recommendation of the WG is to use a proxy respondent for those individuals who cannot respond for themselves, as this would allow estimation of prevalence in the household population age 18-49 years. This approach is not currently sought by MICS, as the majority of data captured in individual questionnaires cannot be collected through a proxy respondent (e.g., the SDG indicators on fertility, child mortality, family planning, delivery attendance, early marriage, etc.).

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).

⁴¹ IAEG-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>.

⁴² 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.

⁴³ "Using the Washington Group Tools for the First Time." Washington Group on Disability Statistics. Accessed August 24, 2018. <http://www.washingtongroup-disability.com/frequently-asked-questions/using-the-wg-questions-for-the-first-time/>.

Table SR.8.1W: Adult functioning (women age 18-49 years) (Round 2)

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 ^A , Uzbekistan, 2021-2022												
	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 ^B	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				
Total	7.7	0.5	1.2	0.4	3.0	0.5	0.2	3.5	7.0	4,392	2.7	340
Area												
Urban	10.6	0.6	1.3	0.2	2.6	0.3	0.1	3.1	6.0	2,067	3.1	220
Rural	5.2	0.4	1.1	0.6	3.4	0.7	0.3	3.9	7.8	2,324	2.1	120
Geo-economic region												
Western	10.0	0.3	1.5	0.4	2.5	0.1	0.7	3.1	6.6	481	5.2	48
Central	8.5	1.2	0.5	0.4	1.9	0.5	0.2	2.2	3.9	667	1.2	57
Southern	5.6	0.2	1.3	0.4	5.2	0.7	0.3	4.7	9.2	789	(2.3)	44
Central-Eastern	8.7	0.2	2.0	0.3	2.5	0.8	0.3	1.6	5.6	878	5.2	77
Eastern	4.9	0.7	1.0	0.5	3.2	0.5	0.0	5.3	9.0	1,278	1.9	63
Tashkent city	17.1	0.0	0.3	0.3	1.7	0.0	0.0	1.9	3.8	298	0.0	51
Age												
18-19	5.6	0.5	0.0	0.0	0.3	0.0	0.0	0.0	0.3	262	(*)	15
20-24	3.7	0.4	0.5	0.0	1.2	0.2	0.3	1.7	3.3	647	(1.3)	24
25-29	4.2	0.4	0.6	0.5	1.5	0.4	0.4	2.6	5.0	815	(6.9)	34
30-34	4.4	1.0	0.6	0.5	1.7	0.0	0.0	4.2	6.1	829	(1.9)	37
35-39	4.9	0.2	1.2	0.5	2.8	1.2	0.1	3.9	7.1	719	(8.0)	35
40-44	8.6	0.7	0.9	0.4	6.0	0.9	0.3	4.8	11.0	602	1.9	52
45-49	27.7	0.0	4.8	0.6	8.1	0.9	0.3	6.1	14.6	517	1.5	143
Education												
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15	-	0
Secondary	7.2	0.2	1.8	0.9	4.3	1.0	0.2	4.9	9.7	1,668	2.3	120
Secondary specialized vocational	6.6	0.8	0.8	0.0	2.6	0.2	0.2	2.8	5.7	2,152	3.5	143
Higher	13.8	0.3	0.5	0.0	0.2	0.0	0.0	1.7	2.4	557	2.1	77

Continued

Table SR.8.1W: Adult functioning (women age 18-49 years) (Round 2)

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 ^A , Uzbekistan, 2021-2022												
	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 ^B	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				
Mother tongue/native language of household head												
Uzbek	7.2	0.5	1.2	0.4	3.1	0.6	0.2	3.6	7.1	3,947	2.3	284
Russian	28.2	0.0	0.0	0.0	1.6	0.0	0.0	1.8	3.3	62	(*)	17
Karakalpak	14.5	0.7	3.3	0.0	4.7	0.0	1.6	3.8	8.6	76	(*)	11
Tajik	7.5	1.3	1.7	0.6	1.7	0.0	0.1	2.9	6.6	186	(*)	14
Kazakh	6.5	0.0	0.0	1.0	3.9	0.0	1.0	2.8	4.9	63	(*)	4
Other language	15.3	0.0	1.7	1.2	0.3	0.0	0.0	3.7	5.7	58	(*)	9
Wealth index quintile												
Poorest	3.5	0.3	1.6	1.2	6.5	1.3	0.4	5.7	11.8	891	(7.6)	31
Second	5.2	0.3	1.2	0.2	2.9	1.1	0.4	3.5	7.5	900	5.5	47
Middle	7.1	0.1	0.9	0.3	2.2	0.1	0.0	3.8	6.4	864	1.1	61
Fourth	8.6	1.0	1.5	0.1	1.6	0.1	0.3	3.1	5.5	841	2.4	72
Richest	14.4	0.8	0.7	0.2	1.8	0.0	0.0	1.5	3.5	896	1.5	129

^A Percentage of women with difficulties hearing when using hearing aid is not shown due to the small number of cases.

^B 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 26 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 HOUSEHOLD OWNERSHIP OF ICT

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

Table SR.9.2: Household ownership of ICT equipment and access to internet (Round 2)								
Percentage of households with a radio, a television, a telephone and a computer, and have access to the internet at home, Uzbekistan, 2021-2022								
	Percentage of households with a:						Percentage of households that have access to the internet at home ⁵	Number of households
	Radio ¹	Television ²	Telephone		Computer ⁴			
			Fixed line	Mobile phone	Any ³			
Total	10.8	98.1	15.4	97.9	98.1	27.3	81.9	4,180
Area								
Urban	10.9	98.2	26.1	98.5	98.9	34.2	85.8	2,075
Rural	10.8	98.0	4.9	97.3	97.4	20.4	78.0	2,105
Geo-economic region								
Western	4.5	98.8	18.3	98.1	98.1	23.7	83.5	424
Central	10.4	98.5	12.5	98.7	99.1	27.2	87.5	639
Southern	8.9	96.5	3.4	97.5	97.5	15.7	77.8	694
Central-Eastern	8.9	97.1	11.4	97.4	97.4	22.7	75.8	860
Eastern	14.0	99.1	10.3	97.8	98.1	25.7	81.0	1,183
Tashkent city	16.6	98.3	63.8	98.8	99.5	67.4	94.9	380
Education of household head								
Pre-school or none / Primary	(4.3)	(96.6)	(3.7)	(97.5)	(97.5)	(3.2)	(76.9)	30
Secondary	9.8	98.2	8.8	97.5	97.6	16.2	77.2	1,819
Secondary specialized vocational	9.8	98.0	15.7	98.1	98.2	26.6	82.8	1,528
Higher	15.9	97.9	30.5	98.9	99.6	55.8	91.4	784
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
Mother tongue/native language of household head								
Uzbek	10.6	98.1	12.9	98.1	98.1	26.3	81.7	3,638
Russian	14.6	96.5	67.1	92.2	96.5	54.2	83.3	144
Karakalpak	4.5	99.1	26.9	99.1	99.1	20.9	83.1	72
Tajik	15.3	98.2	18.2	99.4	99.4	27.2	81.8	185
Kazakh	2.4	99.4	13.0	98.2	98.2	20.3	88.1	72
Other language	15.8	96.9	24.3	96.3	97.8	36.2	84.3	70
Wealth index quintile								
Poorest	6.6	95.2	1.7	94.0	94.2	3.8	64.1	820
Second	9.0	99.3	2.6	98.4	98.4	9.0	73.1	796
Middle	11.3	98.9	3.6	99.1	99.2	22.1	85.2	788
Fourth	12.6	99.5	15.7	99.2	99.3	38.4	92.3	787
Richest	14.1	97.7	46.2	98.7	99.4	56.6	92.8	990
¹ MICS indicator SR.4 - Households with a radio ² MICS indicator SR.5 - Households with a television ³ MICS indicator SR.6 - Households with a telephone ⁴ MICS indicator SR.7 - Households with a computer ⁵ MICS indicator SR.8 - Households with internet								
(*) Figures that are based on fewer than 25 unweighted cases								
() Figures that are based on 25-49 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 their 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 2021-2022 Uzbekistan MICS included a simple measure of one particular aspect of migration related to what is termed “children left behind”, i.e., for whom one or both parents have moved abroad. While the amount of literature is growing, the long-term effects of the benefits of remittances versus the potential adverse psychosocial effects are not yet conclusive, as there is somewhat conflicting evidence available as to the effects on children. Table SR.11.2 presents information on the living arrangements and co-residence with parents of children under age 18.

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

Table SR.11.1: Children's living arrangements and orphanhood (Round 2)

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, Uzbekistan, 2021-2022															
	Living with both parents	Living with neither biological parent				Living with mother only		Living with father only		Missing information on father/mother	Total	Not living with biological mother	Living with neither biological parent ¹	One or both parents dead ²	Number of children age 0-17 years
		Only father alive	Only mother alive	Both alive	Both dead	Father alive	Father dead	Mother alive	Mother dead						
Total	79.4	0.1	0.2	2.1	0.1	14.1	2.1	1.0	0.5	0.3	100.0	4.2	2.5	3.1	7,277
Sex															
Male	79.7	0.1	0.3	2.1	0.1	13.9	1.9	1.0	0.6	0.2	100.0	4.3	2.5	3.0	3,774
Female	79.2	0.1	0.1	2.2	0.1	14.3	2.4	0.9	0.4	0.3	100.0	4.0	2.5	3.1	3,503
Area															
Urban	79.1	0.1	0.2	2.7	0.1	13.7	2.5	0.7	0.5	0.4	100.0	4.5	3.1	3.4	3,346
Rural	79.7	0.1	0.2	1.6	0.0	14.5	1.9	1.2	0.5	0.2	100.0	3.9	2.0	2.8	3,931
Geo-economic region															
Western	69.5	0.0	0.4	2.0	0.1	22.6	2.3	1.0	0.9	1.1	100.0	5.1	2.6	3.8	770
Central	83.9	0.1	0.1	2.5	0.2	8.9	2.6	1.1	0.5	0.3	100.0	4.6	2.9	3.5	1,158
Southern	74.8	0.3	0.4	3.2	0.0	17.4	2.0	1.1	0.6	0.2	100.0	5.7	3.9	3.3	1,329
Central-Eastern	82.6	0.1	0.0	2.3	0.0	11.1	1.7	1.6	0.6	0.0	100.0	4.7	2.4	2.4	1,433
Eastern	80.4	0.1	0.2	1.6	0.1	14.7	2.1	0.4	0.2	0.2	100.0	2.7	2.0	2.7	2,146
Tashkent city	84.1	0.0	0.2	0.0	0.3	10.5	2.6	1.3	0.3	0.6	100.0	2.6	0.5	3.5	441
Age															
0-4	82.2	0.0	0.0	1.0	0.0	15.7	0.6	0.2	0.0	0.3	100.0	1.4	1.0	0.6	2,323
5-9	79.2	0.1	0.1	1.8	0.1	14.5	2.6	0.8	0.4	0.3	100.0	3.5	2.1	3.3	2,105
10-14	78.2	0.1	0.4	2.4	0.1	13.3	2.6	1.6	0.9	0.3	100.0	5.8	3.0	4.1	1,883
15-17	75.7	0.4	0.6	4.8	0.2	11.3	3.8	1.9	1.0	0.3	100.0	9.2	6.0	6.1	965
Mother tongue/native language of household head															
Uzbek	80.1	0.1	0.2	2.2	0.0	13.8	2.0	0.9	0.5	0.2	100.0	4.0	2.5	2.9	6,520
Russian	51.7	0.0	1.1	6.0	2.5	26.7	11.0	0.5	0.0	0.6	100.0	10.6	9.6	14.6	89
Karakalpak	82.3	0.0	0.5	1.4	0.5	2.8	6.6	1.8	0.0	4.1	100.0	8.4	2.5	8.1	128
Tajik	76.8	0.6	0.0	1.6	0.0	17.9	0.6	2.4	0.0	0.0	100.0	4.7	2.3	1.2	326
Kazakh	79.5	0.0	0.0	0.0	0.0	14.5	2.6	2.1	0.9	0.5	100.0	3.0	0.0	3.5	129
Other language	65.5	0.0	0.0	0.9	0.0	30.1	0.9	1.8	0.0	0.9	100.0	2.7	0.9	0.9	85
Wealth index quintile															
Poorest	74.7	0.2	0.2	2.0	0.0	18.5	2.2	1.0	1.1	0.1	100.0	4.7	2.4	3.6	1,620
Second	79.4	0.3	0.0	2.5	0.0	14.9	1.6	0.8	0.2	0.2	100.0	4.0	2.9	2.2	1,469
Middle	79.5	0.1	0.4	1.4	0.0	14.3	2.4	1.0	0.7	0.2	100.0	3.6	1.9	3.6	1,456
Fourth	84.1	0.0	0.2	2.5	0.1	8.5	2.6	1.3	0.3	0.3	100.0	4.7	2.8	3.2	1,363
Richest	80.4	0.0	0.2	2.2	0.3	13.5	2.0	0.7	0.0	0.7	100.0	4.0	2.7	2.6	1,368

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

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

Table SR.11.2: Children's living arrangements and co-residence with parents (Round 2)

Percentage of children age 0-17 years by co-residence of parents, Uzbekistan, 2021-2022

	Percentage of children age 0-17 years with:								Number of children age 0-17 years
	Mother living elsewhere ^A	Father living elsewhere ^A	Both mother and father living elsewhere ^A	At least one parent living elsewhere ^A	Mother living abroad	Father living abroad	Mother and father living abroad	At least one parent living abroad ¹	
Total	1.3	14.1	2.1	17.4	0.8	8.8	0.6	10.3	7,277
Sex									
Male	1.4	13.9	2.0	17.2	1.0	8.6	0.6	10.1	3,774
Female	1.1	14.2	2.1	17.5	0.7	9.0	0.7	10.4	3,503
Area									
Urban	1.0	13.5	2.6	17.1	1.0	7.7	0.9	9.5	3,346
Rural	1.5	14.6	1.6	17.7	0.7	9.8	0.5	10.9	3,931
Geo-economic region									
Western	1.5	22.4	2.0	25.9	1.2	15.8	0.8	17.7	770
Central	1.3	8.8	2.5	12.6	0.4	3.9	0.9	5.2	1,158
Southern	1.8	17.7	3.0	22.5	1.2	11.7	0.9	13.9	1,329
Central-Eastern	1.6	11.2	2.1	14.9	0.9	8.0	0.8	9.8	1,433
Eastern	0.6	14.5	1.6	16.6	0.7	8.9	0.3	9.9	2,146
Tashkent city	1.5	9.4	0.0	11.0	0.4	2.7	0.0	3.1	441
Age									
0-4	0.2	15.6	1.0	16.8	0.1	10.0	0.5	10.6	2,323
5-9	0.8	14.5	1.8	17.1	0.5	8.6	0.7	9.8	2,105
10-14	2.1	13.2	2.4	17.8	1.4	8.2	0.5	10.1	1,883
15-17	2.9	11.1	4.4	18.4	2.3	7.6	1.1	11.0	965
Orphanhood status									
Both parents alive	1.0	14.4	2.1	17.6	0.7	9.1	0.7	10.5	7,037
Only mother alive	9.0	na	na	9.0	4.0	na	na	4.0	171
Only father alive	na	19.0	na	19.0	na	6.4	na	6.4	44
Both parents deceased	na	na	na	na	na	na	na	na	5
Unknown	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	20
Mother tongue/native language of household head									
Uzbek	1.1	13.7	2.1	16.9	0.8	8.8	0.6	10.2	6,520
Russian	2.2	26.2	6.0	34.4	0.5	13.8	4.8	19.1	89
Karakalpak	3.3	2.8	1.4	7.6	1.1	0.9	0.9	2.9	128
Tajik	2.4	18.5	1.6	22.6	1.6	9.5	0.3	11.4	326
Kazakh	2.1	13.9	0.0	15.9	0.0	8.2	0.0	8.2	129
Other language	1.8	29.2	0.9	31.9	0.0	17.5	0.0	17.5	85
Wealth index quintile									
Poorest	1.5	18.7	1.8	22.0	1.0	13.2	0.4	14.6	1,620
Second	0.9	15.2	2.5	18.6	1.0	9.3	0.3	10.6	1,469
Middle	1.2	14.3	1.4	16.9	0.4	9.8	0.5	10.7	1,456
Fourth	1.5	8.5	2.5	12.5	1.1	5.1	1.1	7.3	1,363
Richest	1.2	12.7	2.1	16.0	0.6	5.7	1.0	7.3	1,368

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

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

na: not applicable

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

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

Table SR.11.3: Children not in parental care (Round 2)

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, Uzbekistan, 2021-2022														
	Percentage of children living with biological parent ¹	Number of children age 0-17 years	Child's relationship to head of household									Total	Percentage of children living in households headed by a family member ^A	Number of children age 0-17 years not living with a biological parent
			Child is head of household	Spouse/ Partner	Grand-child	Brother/ Sister	Other relative	Adopted/ Foster/ Stepchild	Servant (Live-in)	Other not related	Inconsistent/ Don't know/ Missing			
Total	2.5	7,277	1.0	0.0	77.8	0.4	10.5	1.5	0.0	1.2	7.6	100.0	90.1	184
Sex														
Male	2.5	3,774	2.0	0.0	73.7	0.0	9.8	2.5	0.0	1.1	10.9	100.0	86.0	96
Female	2.5	3,503	0.0	0.0	82.2	0.8	11.2	0.5	0.0	1.3	4.0	100.0	94.6	88
Area														
Urban	3.1	3,346	1.8	0.0	76.2	0.7	9.7	1.8	0.0	2.2	7.6	100.0	88.4	104
Rural	2.0	3,931	0.0	0.0	79.9	0.0	11.4	1.1	0.0	0.0	7.6	100.0	92.4	80
Geo-economic region														
Western	2.6	770	(0.0)	(0.0)	(70.4)	(0.0)	(5.5)	(6.5)	(0.0)	(0.0)	(17.6)	100.0	(82.4)	20
Central	2.9	1,158	(0.0)	(0.0)	(81.7)	(2.1)	(5.1)	(0.0)	(0.0)	(0.0)	(11.1)	100.0	(88.9)	33
Southern	3.9	1,329	(3.0)	(0.0)	(68.2)	(0.0)	(14.7)	(2.9)	(0.0)	(4.3)	(7.0)	100.0	(85.7)	52
Central-Eastern	2.4	1,433	(0.9)	(0.0)	(77.2)	(0.0)	(16.2)	(0.0)	(0.0)	(0.0)	(5.7)	100.0	(93.4)	35
Eastern	2.0	2,146	(0.0)	(0.0)	(89.3)	(0.0)	(7.6)	(0.0)	(0.0)	(0.0)	(3.1)	100.0	(96.9)	42
Tashkent city	0.5	441	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Age														
0-4	1.0	2,323	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	24
5-9	2.1	2,105	(0.0)	(0.0)	(94.6)	(0.0)	(2.5)	(0.0)	(0.0)	(0.0)	(2.9)	100.0	(97.1)	44
10-14	3.0	1,883	0.0	0.0	80.3	1.2	11.9	0.0	0.0	0.0	6.6	100.0	93.4	57
15-17	6.0	965	3.2	0.0	62.3	0.0	19.3	0.7	0.0	3.8	10.7	100.0	82.3	58
Orphanhood status														
Both parents alive	2.2	7,037	1.2	0.0	78.5	0.5	10.4	1.5	0.0	1.4	6.4	100.0	90.9	155
Only mother alive	9.0	171	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	15
Only father alive	(19.0)	44	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	8
Both parents deceased	(*)	5	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5
Unknown	(*)	20	-	-	-	-	-	-	-	-	-	-	-	0
Mother tongue / native language of household head														
Uzbek	2.5	6,520	1.1	0.0	80.9	0.4	9.3	1.7	0.0	0.6	6.0	100.0	92.3	164
Russian	9.6	89	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	9
Karakalpak	2.5	128	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	3
Tajik	2.3	326	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Kazakh	0.0	129	-	-	-	-	-	-	-	-	-	-	-	0
Other language	0.9	85	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	1
Wealth index quintile														
Poorest	2.4	1,620	(0.0)	(0.0)	(73.9)	(0.0)	(17.1)	(0.0)	(0.0)	(0.0)	(9.0)	100.0	(91.0)	39
Second	2.9	1,469	(0.0)	(0.0)	(82.5)	(0.0)	(2.8)	(3.5)	(0.0)	(2.8)	(8.4)	100.0	(88.8)	42
Middle	1.9	1,456	(1.9)	(0.0)	(77.0)	(0.0)	(9.7)	(0.0)	(0.0)	(3.9)	(7.5)	100.0	(86.7)	27
Fourth	2.8	1,363	(0.0)	(0.0)	(90.2)	(0.0)	(6.7)	(2.3)	(0.0)	(0.0)	(0.8)	100.0	(99.2)	39
Richest	2.7	1,368	(3.7)	(0.0)	(63.9)	(1.9)	(16.8)	(1.1)	(0.0)	(0.0)	(12.6)	100.0	(83.7)	37

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

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

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

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

"-" denotes 0 unweighted case in the denominator

5 SURVIVE

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

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

- Neonatal mortality (NN): the probability of dying within the first month of life⁴⁴
- Post-neonatal mortality (PNN): the difference between infant and neonatal mortality rates
- Infant mortality (${}_1q_0$): the probability of dying between birth and the first birthday
- Child mortality (${}_4q_1$): the 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.

Table CS.2 provides estimates of child mortality by various background characteristics. Using the rates calculated for the 5-year period immediately preceding the survey, differentials in mortality rates by background characteristics, such as area, sex and wealth are presented.

Mortality rates for socioeconomic characteristics such as geo-economic region, mother's education and mother tongue/native language of household head, as well as those by demographic characteristics such as mother's age at birth, birth order and previous birth interval are not presented in the report because of too few cases of unweighted person-years of exposure to the risk of death per disaggregation category.

⁴⁴ 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 (Round 2)					
Neonatal, post-neonatal, infant, child and under-five mortality rates for five year periods preceding the survey, Uzbekistan, 2021-2022					
	Neonatal mortality rate ¹	Post-neonatal mortality rate ^{2,A}	Infant mortality rate ³	Child mortality rate ⁴	Under-five mortality rate ⁵
Years preceding the survey					
0-4	17	5	22	3	25
5-9	12	8	20	4	24
10-14	21	12	33	5	38
¹ MICS indicator CS.1 - Neonatal mortality rate; SDG indicator 3.2.2 ² MICS indicator CS.2 - Post-neonatal mortality rate ³ MICS indicator CS.3 - Infant mortality rate ⁴ MICS indicator CS.4 - Child mortality rate ⁵ MICS indicator CS.5 - Under-five mortality rate; SDG indicator 3.2.1					
^A Post-neonatal mortality rates are computed as the difference between the infant and neonatal mortality rates					

Table CS.2: Early childhood mortality rates by background characteristics (Round 2)					
Neonatal, post-neonatal, infant, child and under-five mortality rates for the five-year period preceding the survey, by background characteristics, Uzbekistan, 2021-2022					
	Neonatal mortality rate ¹	Post-neonatal mortality rate ^{2,A}	Infant mortality rate ³	Child mortality rate ⁴	Under-five mortality rate ⁵
Total^B	17	5	22	3	25
Area					
Urban	11	4	15	3	18
Rural	21	6	27	4	30
Sex					
Male	19	4	23	3	26
Female	14	6	20	4	24
Wealth index quintile					
Poorest	(29)	(6)	(35)	(0)	(35)
Second	(13)	(6)	(20)	(14)	(34)
Middle	(15)	(4)	(19)	(2)	(21)
Fourth	(10)	(3)	(12)	(0)	(12)
Richest	(15)	(7)	(21)	(0)	(21)
¹ MICS indicator CS.1 - Neonatal mortality rate; SDG indicator 3.2.2 ² MICS indicator CS.2 - Post-neonatal mortality rate ³ MICS indicator CS.3 - Infant mortality rate ⁴ MICS indicator CS.4 - Child mortality rate ⁵ MICS indicator CS.5 - Under-five mortality rate; SDG indicator 3.2.1					
^A Post-neonatal mortality rates are computed as the difference between the infant and neonatal mortality rates ^B Findings by background characteristics "Geo-economic region", "Mother's education", "Mother tongue/native language of household head", "Mother's age at birth", "Birth order" and "Previous birth interval" are not shown due to the low number of unweighted person-years of exposure to the risk of death per disaggregation category. (*) 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					

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 (Round 2)

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, Uzbekistan, 2021-2022

	Urban	Rural	Total
Age^A			
15-19 ¹	34	26	30
20-24	238	252	246
25-29	205	219	213
30-34	121	112	116
35-39	41	44	42
40-44	4	7	6
45-49	0	0	0
TFR (15-49 years) ^B	3.2	3.3	3.3
GFR ^C	105	110	108
CBR ^D	25	26	26

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

^A The age-specific fertility rates (ASFR) are the number of live births in the last 3 years, divided by the average number of women in that age group during the same period, expressed per 1,000 women. The age-specific fertility rate for women age 15-19 years is also termed as the adolescent birth rate

^B TFR: The Total Fertility Rate is the sum of age-specific fertility rates of women age 15-49 years. The TFR denotes the average number of children to which a woman will have given birth by the end of her reproductive years (by age 50) if current fertility rates prevailed. The rate is expressed per woman age 15-49 years

^C GFR: The General Fertility Rate is the number of births in the last 3 years divided by the average number of women age 15-49 years during the same period, expressed per 1,000 women age 15-49 years

^D CBR: The Crude Birth Rate is the number of births in the last 3 years, divided by the total population during the same period, expressed per 1,000 population

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.⁴⁵

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

⁴⁵ 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 (Round 2)

Adolescent birth rates and total fertility rates for the three-year period preceding the survey, Uzbekistan, 2021-2022

	Adolescent birth rate ¹ (Age-specific fertility rate for women age 15-19 years) ^A	Total fertility rate (women age 15-49 years) ^A
Total^B	30	3.3
Area		
Urban	34	3.2
Rural	26	3.3
Geo-economic region		
Western	16	3.0
Central	25	3.4
Southern	25	3.4
Central-Eastern	37	3.4
Eastern	40	3.3
Tashkent city	(14)	(2.5)
Education		
Pre-school or none / Primary	(*)	(*)
Secondary	20	3.2
Secondary specialized vocational	70	3.6
Higher	0	(2.5)
Functional difficulties (age 18-49 years)		
Has functional difficulty	(*)	(*)
Has no functional difficulty	39	3.3
Wealth index quintile		
Poorest	20	3.3
Second	27	3.7
Middle	41	3.4
Fourth	30	2.9
Richest	33	2.9

¹ MICS indicator TM.1 - Adolescent birth rate (age 15-19 years); SDG indicator 3.7.2^A Please see Table TM.1.1 for definitions.^B The background characteristic 'Mother tongue/native language of household head' is not shown in the table because unweighted cases of person-years of exposure for all categories apart from the Uzbek language are fewer than 125.

(*) 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) (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women age 15-19 years who:				Number of women age 15-19 years	Percentage of women age 20-24 years who have had a live birth before age 18 ¹	Number of women age 20-24 years
	Have had a live birth	Are pregnant with first child	Have had a live birth or are pregnant with first child	Have had a live birth before age 15			
Total^A	1.4	5.6	7.0	0.0	642	0.9	647
Area							
Urban	1.5	5.1	6.6	0.0	298	0.9	321
Rural	1.3	6.0	7.3	0.0	344	0.9	326
Geo-economic region							
Western	1.5	0.0	1.5	0.0	59	1.4	77
Central	2.2	5.4	7.6	0.0	109	0.0	95
Southern	1.5	5.7	7.3	0.0	122	0.0	115
Central-Eastern	0.0	9.6	9.6	0.0	125	1.7	115
Eastern	1.4	5.9	7.3	0.0	186	1.4	206
Tashkent city	(2.6)	(0.0)	(2.6)	(0.0)	40	(0.0)	40
Education							
Pre-school or none/Primary	(*)	(*)	(*)	(*)	1	-	0
Secondary	1.6	5.5	7.1	0.0	508	1.6	71
Secondary specialized vocational	1.2	11.3	12.6	0.0	70	1.1	460
Higher	0.0	0.0	0.0	0.0	63	0.0	116
Mother tongue/native language of household head							
Uzbek	1.4	5.8	7.3	0.0	571	0.8	586
Russian	(*)	(*)	(*)	(*)	12	(*)	6
Karakalpak	(*)	(*)	(*)	(*)	9	(*)	13
Tajik	(2.0)	(6.8)	(8.8)	(0.0)	37	(4.7)	24
Kazakh	(*)	(*)	(*)	(*)	11	(*)	7
Other language	(*)	(*)	(*)	(*)	3	(*)	12
Wealth index quintile							
Poorest	0.9	2.6	3.5	0.0	149	0.0	94
Second	1.1	8.1	9.2	0.0	130	0.0	128
Middle	1.6	9.6	11.2	0.0	131	1.6	124
Fourth	0.7	6.5	7.2	0.0	113	1.4	158
Richest	2.7	1.2	4.0	0.0	118	1.2	143

¹ MICS indicator TM.2 - Early childbearing

^A Findings by background characteristic "Functional difficulties (age 18-49 years)" are not shown in the table due to the small number of unweighted cases for the category "Has functional difficulties".

(*) 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) (Round 2)

Percentage of women who have had a live birth, by age 15 and 18, by area of residence, Uzbekistan, 2021-2022

	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
Total	0.1	2,241	1.6	1,942	0.0	2,531	1.2	2,188	0.1	4,772	1.4	4,130
Age												
15-19	0.0	298	na	0	0.0	344	na	0	0.0	642	na	0
15-17	0.0	173	na	0	0.0	207	na	0	0.0	380	na	0
18-19	0.0	125	na	0	0.0	137	na	0	0.0	262	na	0
20-24	0.3	321	0.9	321	0.0	326	0.9	326	0.2	647	0.9	647
25-29	0.0	372	0.3	372	0.0	444	0.2	444	0.0	815	0.2	815
30-34	0.0	376	0.6	376	0.0	453	1.4	453	0.0	829	1.0	829
35-39	0.0	343	1.2	343	0.0	376	1.5	376	0.0	719	1.4	719
40-44	0.3	292	4.4	292	0.2	310	2.1	310	0.3	602	3.2	602
45-49	0.0	237	3.2	237	0.1	280	1.1	280	0.1	517	2.1	517

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.⁴⁶

Table TM.3.0A presents the percentage of women age 15-49 years currently married or in union, who have heard of any contraceptive method, by specific method.

Table TM.3.0B provides information on knowledge of contraceptive methods for 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.

Table TM.3.1 presents the current use of contraception for women who are currently 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.

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.

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 amenorrheic⁴⁷ and iii) fecund⁴⁸ 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).

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

⁴⁶ 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.

⁴⁷ 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.

⁴⁸ 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.

- are pregnant and say they did not want to have a child OR
- are post-partum amenorrhoeic 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 method⁴⁹ 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 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.

⁴⁹ 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 (Round 2)

Percentage of all 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 not married nor in union who have heard of any contraceptive method, by specific method, Uzbekistan, 2021-2022

	Percentage of women age 15–49 years who have heard of contraceptives among:		
	all women	women currently married or in union	women that are not married nor in union
Any method	93.1	99.2	74.2
Any modern method^A	92.9	99.1	73.5
Female sterilization	63.9	72.3	38.2
Male sterilization	12.5	14.2	7.1
IUD	90.0	97.6	66.5
Injectables	67.0	76.1	39.1
Implants	21.1	24.2	11.9
Pill	80.7	89.1	54.9
Male condom	66.3	75.7	37.1
Female condom	16.9	19.8	7.8
Diaphragm	12.8	14.0	9.0
Foam/Jelly	20.4	23.2	12.0
Emergency contraception	26.6	30.2	15.6
Any traditional method	67.4	76.7	38.8
Periodic abstinence	54.4	61.5	32.6
Withdrawal	56.2	65.4	27.9
Other	1.2	1.5	0.3
Mean number of methods known by women	5.9	6.6	3.6
Number of women	4,772	3,602	1,170

^A The lactational amenorrhea method (LAM) was not included in the knowledge question in the 2021-2022 Uzbekistan MICS because there is no official LAM programme in the country.

Table TM.3.0B: Knowledge of contraceptive methods (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women age 15–49 years currently married or in union who have heard of:			Number of women currently married or in union
	any method	any modern method ^A	any traditional method ^B	
Total	99.2	99.1	76.7	3,602
Area				
Urban	98.9	98.9	78.8	1,616
Rural	99.5	99.3	75.0	1,985
Geo-economic region				
Western	99.3	99.3	79.5	394
Central	99.8	99.8	85.9	539
Southern	99.4	99.4	85.8	620
Central-Eastern	98.7	98.6	64.8	735
Eastern	99.1	98.8	70.3	1,094
Tashkent city	99.6	99.6	94.6	220
Age				
15-19	95.7	95.7	45.2	77
15-17	(*)	(*)	(*)	2
18-19	95.6	95.6	46.4	75
20-24	98.4	97.7	74.4	468
25-29	99.0	99.0	78.3	721
30-34	99.1	99.1	79.3	727
35-39	99.6	99.6	76.8	632
40-44	99.8	99.8	78.3	532
45-49	100.0	100.0	75.6	445
Education				
Pre-school or none/Primary	(*)	(*)	(*)	9
Secondary	99.4	99.3	70.5	1,394
Secondary specialized vocational	99.0	98.9	79.1	1,817
Higher	99.8	99.4	89.1	382
Functional difficulties (age 18-49 years)				
Has functional difficulty	99.8	99.8	78.0	244
Has no functional difficulty	99.2	99.1	76.6	3,355
Mother tongue/native language of household head				
Uzbek	99.4	99.3	76.4	3,260
Russian	(100.0)	(100.0)	(88.8)	34
Karakalpak	100.0	100.0	87.9	58
Tajik	97.6	97.6	75.2	151
Kazakh	100.0	100.0	85.4	55
Other language	93.4	93.4	66.9	44
Wealth index quintile				
Poorest	99.6	99.5	70.7	727
Second	99.1	99.1	70.3	751
Middle	99.3	99.3	73.4	751
Fourth	98.4	98.1	81.1	706
Richest	99.7	99.7	89.5	667

^A Female sterilization, male sterilization, IUD, injectables, implants, pill, male condom, female condom, diaphragm, foam/jelly and emergency contraception.

^B 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) (Round 2)

Percentage of women age 15-49 years currently married or in union who are using (or whose partner is using) a contraceptive method, Uzbekistan, 2021-2022

	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	Lactational amenorrhoea method (LAM) ^a	Periodic abstinence	With drawal	Other	Any modern method	Any traditional method	Any method ¹		
Total	41.2	7.5	0.0	42.9	1.4	0.0	1.5	2.4	0.0	0.0	0.5	0.3	1.8	0.4	56.4	2.4	58.8	3,602	
Area																			
Urban	42.8	7.9	0.1	40.4	1.0	0.0	2.0	3.1	0.1	0.0	0.1	0.2	1.8	0.3	54.9	2.3	57.2	1,616	
Rural	39.9	7.2	0.0	44.8	1.8	0.0	1.1	1.9	0.0	0.0	0.7	0.3	1.7	0.5	57.6	2.5	60.1	1,985	
Geo-economic region																			
Western	40.6	7.9	0.0	48.8	0.6	0.0	1.0	0.2	0.0	0.0	0.2	0.2	0.5	0.0	58.7	0.7	59.4	394	
Central	37.2	10.4	0.1	42.6	1.7	0.0	0.9	3.4	0.0	0.0	0.5	0.3	2.3	0.7	59.6	3.3	62.8	539	
Southern	49.3	8.0	0.0	30.4	2.5	0.0	1.4	2.7	0.0	0.2	0.3	0.4	4.4	0.3	45.5	5.2	50.7	620	
Central-Eastern	37.1	9.3	0.0	43.9	1.6	0.0	1.7	2.8	0.0	0.0	1.4	0.3	1.6	0.2	60.7	2.2	62.9	735	
Eastern	42.4	3.3	0.1	48.4	1.1	0.0	1.5	1.2	0.1	0.0	0.0	0.3	0.8	0.6	55.8	1.8	57.6	1,094	
Tashkent city	37.0	13.3	0.0	37.1	0.0	0.0	4.3	8.0	0.0	0.0	0.4	0.0	0.0	0.0	63.0	0.0	63.0	220	
Age																			
15-19	98.1	0.0	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.9	0.0	1.9	77	
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
18-19	98.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0	75	
20-24	62.8	0.0	0.1	29.5	0.0	0.0	1.0	3.9	0.0	0.0	0.6	0.0	2.1	0.1	35.1	2.1	37.2	468	
25-29	49.4	0.4	0.0	42.6	1.0	0.0	1.3	2.1	0.2	0.0	0.0	0.1	2.7	0.2	47.6	3.0	50.6	721	
30-34	34.5	3.9	0.0	51.8	1.8	0.0	1.8	2.6	0.0	0.1	0.4	0.7	1.9	0.5	62.5	3.0	65.5	727	
35-39	29.3	9.5	0.0	52.8	1.5	0.0	2.1	3.0	0.0	0.0	0.1	0.2	0.9	0.5	69.0	1.7	70.7	632	
40-44	27.6	18.2	0.2	44.7	2.5	0.0	2.3	1.4	0.0	0.0	0.3	0.6	1.9	0.2	69.7	2.6	72.4	532	
45-49	39.6	18.6	0.0	33.4	2.0	0.0	0.7	1.7	0.0	0.0	1.9	0.1	0.9	1.1	58.3	2.1	60.4	445	
Education																			
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Secondary	38.8	10.9	0.0	41.7	1.7	0.0	1.9	1.7	0.1	0.0	0.8	0.0	1.5	0.8	58.9	2.3	61.2	1,394	
Secondary specialized vocational	43.7	5.0	0.1	43.4	1.4	0.0	1.2	2.6	0.0	0.1	0.3	0.2	2.0	0.1	54.0	2.3	56.3	1,817	
Higher	39.0	6.6	0.0	44.6	0.5	0.0	1.7	4.3	0.0	0.0	0.0	1.5	1.2	0.6	57.6	3.4	61.0	382	

Continued

Table TM.3.1: Use of contraception (currently married/in union) (Round 2)

Percentage of women age 15-49 years currently married or in union who are using (or whose partner is using) a contraceptive method, Uzbekistan, 2021-2022

	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	Lactational amenorrhoea method (LAM) [^]	Periodic abstinence	With drawal	Other	Any modern method	Any traditional method	Any method ¹	
Number of living children																		
0	98.4	0.0	0.0	0.1	0.0	0.0	0.6	0.8	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	1.6	303
1	65.3	1.2	0.0	26.9	0.1	0.0	0.7	2.8	0.0	0.2	0.4	0.2	2.2	0.1	32.3	2.4	34.7	559
2	36.3	3.7	0.0	51.1	1.5	0.0	1.6	2.2	0.0	0.0	0.4	0.4	2.2	0.5	60.5	3.1	63.7	1,135
3	25.5	11.1	0.0	53.0	2.4	0.0	1.9	3.1	0.1	0.0	0.5	0.3	1.3	0.7	72.1	2.4	74.5	1,143
4+	25.6	20.6	0.3	44.6	1.6	0.0	2.0	1.9	0.0	0.0	0.9	0.1	2.4	0.0	71.9	2.5	74.4	463
Functional difficulties (age 18-49 years)																		
Has functional difficulty	40.5	11.3	0.0	39.0	1.9	0.0	1.0	2.9	0.0	0.0	0.8	0.0	1.8	0.8	57.0	2.6	59.5	244
Has no functional difficulty	41.2	7.3	0.0	43.2	1.4	0.0	1.6	2.4	0.0	0.0	0.4	0.3	1.8	0.4	56.3	2.4	58.8	3,355
Mother tongue / native language of household head																		
Uzbek	41.2	7.6	0.1	42.9	1.5	0.0	1.3	2.4	0.1	0.0	0.5	0.3	1.8	0.4	56.3	2.5	58.8	3,260
Russian	(32.6)	(7.9)	(0.0)	(29.7)	(0.0)	(0.0)	(16.1)	(13.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(67.4)	(0.0)	(67.4)	34
Karakalpak	45.1	7.8	0.0	45.9	0.6	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	54.9	0.0	54.9	58
Tajik	44.7	6.0	0.0	39.9	0.7	0.0	1.9	3.8	0.0	0.0	0.0	0.8	1.5	0.6	52.3	3.0	55.3	151
Kazakh	26.1	6.0	0.0	58.7	3.5	0.0	2.4	0.0	0.0	0.0	0.0	0.0	3.3	0.0	70.6	3.3	73.9	55
Other language	47.8	6.9	0.0	38.5	0.0	0.0	3.7	0.4	0.0	0.0	1.6	0.0	1.0	0.0	51.2	1.0	52.2	44
Wealth index quintile																		
Poorest	41.7	8.0	0.0	40.0	1.8	0.0	1.3	2.1	0.0	0.0	0.7	0.2	3.8	0.4	54.0	4.3	58.3	727
Second	44.7	7.7	0.2	40.5	1.7	0.0	0.9	1.4	0.2	0.1	0.9	0.1	1.4	0.3	53.6	1.8	55.3	751
Middle	40.1	6.2	0.0	45.5	1.9	0.0	1.3	1.6	0.0	0.0	0.6	0.4	1.5	0.8	57.1	2.8	59.9	751
Fourth	38.5	7.5	0.0	47.0	0.9	0.0	1.6	2.4	0.0	0.0	0.0	0.4	1.4	0.3	59.4	2.1	61.5	706
Richest	41.0	8.3	0.1	41.2	0.7	0.0	2.8	4.9	0.0	0.0	0.1	0.2	0.6	0.2	58.0	1.0	59.0	667

¹ MICS indicator TM.3 - Contraceptive prevalence rate[^] There is no official LAM programme in the country, but the method is described to the women by health workers

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

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

Table TM.3.3: Need and demand for family planning (currently married/in union) (Round 2)

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, Uzbekistan, 2021-2022

	Unmet need for family planning			Met need for family planning (currently using contraception)			Total demand for family planning			Number of women currently married or in union	Percentage of demand for family planning satisfied with:		Number of women currently married or in union with need for family planning
	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total		Any method	Modern methods ¹	
Total	6.4	4.6	11.0	26.5	32.3	58.8	32.9	36.8	69.7	3,602	84.3	80.8	2,512
Area													
Urban	6.0	5.8	11.8	26.0	31.2	57.2	32.0	37.0	69.0	1,616	82.9	79.5	1,115
Rural	6.7	3.6	10.3	27.0	33.1	60.1	33.7	36.7	70.4	1,985	85.4	81.8	1,397
Geo-economic region													
Western	5.7	3.2	8.9	31.9	27.5	59.4	37.6	30.7	68.3	394	86.9	85.9	269
Central	5.3	2.6	7.9	25.9	36.9	62.8	31.2	39.5	70.7	539	88.9	84.3	381
Southern	6.7	5.5	12.2	25.8	24.8	50.7	32.5	30.3	62.9	620	80.6	72.4	390
Central-Eastern	6.5	5.1	11.6	24.5	38.4	62.9	31.1	43.4	74.5	735	84.4	81.5	548
Eastern	6.5	5.4	11.9	27.1	30.5	57.6	33.5	35.9	69.4	1,094	82.9	80.4	759
Tashkent city	8.7	3.3	12.0	24.4	38.7	63.0	33.0	42.0	75.0	220	84.1	84.1	165
Age													
15-19	9.6	0.0	9.6	1.9	0.0	1.9	11.6	0.0	11.6	77	(*)	(*)	9
15-17	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2	-	-	0
18-19	9.9	0.0	9.9	2.0	0.0	2.0	11.9	0.0	11.9	75	(*)	(*)	9
20-24	11.2	0.0	11.2	36.2	1.0	37.2	47.4	1.0	48.4	468	76.8	72.4	227
25-29	15.2	0.9	16.1	41.7	8.9	50.6	56.8	9.9	66.7	721	75.9	71.4	481
30-34	5.1	3.4	8.5	42.3	23.2	65.5	47.3	26.6	74.0	727	88.5	84.5	538
35-39	3.0	6.2	9.2	21.9	48.7	70.7	24.9	54.9	79.8	632	88.5	86.4	505
40-44	1.0	8.2	9.2	5.7	66.7	72.4	6.7	74.9	81.6	532	88.7	85.5	434
45-49	0.0	11.2	11.2	1.9	58.6	60.4	1.9	69.8	71.7	445	84.3	81.4	319
Education													
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9	(*)	(*)	9
Secondary	4.4	5.7	10.1	17.4	43.8	61.2	21.8	49.5	71.3	1,394	85.8	82.5	995
Secondary specialized vocational	8.2	3.7	11.9	32.4	23.9	56.3	40.5	27.7	68.2	1,817	82.6	79.2	1,239
Higher	5.4	4.1	9.5	32.5	28.5	61.0	37.9	32.6	70.5	382	86.6	81.7	269

Continued

Table TM.3.3: Need and demand for family planning (currently married/in union) (Round 2)

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, Uzbekistan, 2021-2022

	Unmet need for family planning			Met need for family planning (currently using contraception)			Total demand for family planning			Number of women currently married or in union	Percentage of demand for family planning satisfied with:		Number of women currently married or in union with need for family planning
	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total	For spacing births	For limiting births	Total		Any method	Modern methods ¹	
Functional difficulties (age 18-49 years)													
Has functional difficulty	4.2	6.1	10.2	21.2	38.4	59.5	25.3	44.4	69.8	244	85.3	81.6	171
Has no functional difficulty	6.6	4.5	11.0	26.9	31.8	58.8	33.5	36.3	69.8	3,355	84.2	80.7	2,342
Mother tongue/native language of household head													
Uzbek	6.6	4.6	11.2	26.5	32.3	58.8	33.0	36.9	69.9	3,260	84.0	80.5	2,280
Russian	(3.2)	(3.9)	(7.1)	(27.2)	(40.2)	(67.4)	(30.4)	(44.1)	(74.5)	34	(90.5)	(90.5)	26
Karakalpak	3.6	1.0	4.6	32.2	22.7	54.9	35.8	23.7	59.5	58	92.3	92.3	34
Tajik	5.4	7.1	12.4	21.3	34.0	55.3	26.7	41.0	67.7	151	81.6	77.2	102
Kazakh	3.7	0.0	3.7	32.9	41.0	73.9	36.6	41.0	77.6	55	(95.2)	(91.0)	43
Other language	7.3	3.1	10.3	31.6	20.6	52.2	38.9	23.7	62.6	44	(83.5)	(81.8)	28
Wealth index quintile													
Poorest	7.4	5.8	13.2	26.5	31.8	58.3	33.9	37.6	71.5	727	81.6	75.5	520
Second	7.5	4.9	12.4	22.2	33.2	55.3	29.7	38.1	67.8	751	81.6	79.0	509
Middle	5.8	3.6	9.4	26.8	33.2	59.9	32.6	36.8	69.4	751	86.4	82.4	521
Fourth	5.1	3.6	8.7	29.3	32.2	61.5	34.4	35.8	70.2	706	87.6	84.6	495
Richest	6.0	5.0	11.0	28.3	30.8	59.0	34.3	35.7	70.0	667	84.3	82.9	467

¹ 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

"- " denotes 0 unweighted case in the denominator

6.4 INFORMED DECISION-MAKING ON REPRODUCTIVE 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 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.

Women and girls who can make choices and control their reproductive lives are better able to access good 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.⁵⁰

Table TM.3.5A presents 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. Table TM3.5B presents 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) and the proportion of women age 15-49 years currently married or in union who report that they are currently physically able to get pregnant, and able to make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care.

The MICS6 standard Individual Questionnaire for Women age 15-49 years was modified to include questions that allow the calculation of progress towards the SDG indicator 5.6.1. The questions and algorithms used were developed in collaboration with technical experts of the MICS Global Team and were informed by 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 whether to have sexual relations or not, 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 components:

- 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 her husband/partner; and
- Whether a woman can make her own decisions about health care for herself or whether this is a joint decision with her husband/partner.

The adaptation of this methodology to the MICS: women are 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

⁵⁰ Starbird, E. et al., ‘Investing in Family Planning: Key to Achieving the Sustainable Development Goals’, *Global Health: Science and Practice* June 2016, vol.4, no. 2, 2016, pp. 191–210. <https://pubmed.ncbi.nlm.nih.gov/26681707/>

contraception, either alone or jointly with their husbands or partners; and (3) can say no to sex with their husband/partner if they do not want it.

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

Tale TM.3.5A: Informed decision on health care (women) – indicator components (Round 2)

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, Uzbekistan, 2021-2022

	<u>Can say no to their husband/ partner if they do not want to have sexual intercourse</u>				<u>Percent distribution of who makes decision on use of contraception</u>							<u>Percent distribution of who usually makes decisions on woman's own health care:</u>							Number of women age 15- 49 years currently married or in union	
	Yes	No	Not sure / Depends / Missing	Total	Respon- dent	Husband / Partner	Woman and Husband / Partner jointly	Health care worker	Other	Missing	Not asked ^A	Total	Respon- dent	Husband / Partner	Woman and Husband / Partner jointly	Other	Missing	Total		
Total	85.3	10.2	4.6	100.0	26.3	3.6	43.5	3.0	1.4	0.0	22.2	100.0	29.6	8.0	58.7	3.5	0.1	100.0	3,602	
Current pregnancy status																				
Pregnant	88.7	7.6	3.6	100.0	na	na	na	na	na	na	100.0	100.0	23.0	8.7	61.9	6.4	0.0	100.0	317	
Not pregnant or don't know	84.9	10.4	4.7	100.0	28.9	4.0	47.7	3.3	1.5	0.1	14.7	100.0	30.3	8.0	58.4	3.2	0.1	100.0	3,284	
Not physically able	87.1	8.1	4.8	100.0	na	na	na	na	na	na	100.0	100.0	31.2	10.7	53.5	4.5	0.2	100.0	482	
Physically able or don't know	84.5	10.8	4.7	100.0	33.8	4.7	55.9	3.8	1.7	0.1	0.0	100.0	30.1	7.5	59.3	3.0	0.1	100.0	2,803	
Area																				
Urban	84.6	10.9	4.5	100.0	26.8	3.8	42.9	2.5	1.7	0.1	22.2	100.0	32.1	7.6	57.1	2.9	0.2	100.0	1,616	
Rural	85.8	9.5	4.7	100.0	26.0	3.5	43.9	3.4	1.1	0.0	22.2	100.0	27.6	8.3	60.1	4.0	0.0	100.0	1,985	
Geo-economic region																				
Western	74.3	22.1	3.6	100.0	32.4	5.8	31.2	7.8	2.2	0.0	20.5	100.0	21.2	5.9	70.6	2.3	0.0	100.0	394	
Central	88.4	11.0	0.6	100.0	30.2	3.5	39.8	5.3	0.9	0.0	20.3	100.0	23.6	6.0	68.7	1.7	0.0	100.0	539	
Southern	93.3	5.5	1.2	100.0	26.7	3.8	36.0	2.3	1.6	0.0	29.7	100.0	29.9	13.6	44.5	12.0	0.0	100.0	620	
Central-Eastern	91.0	6.0	3.0	100.0	23.3	3.3	43.6	2.3	3.1	0.0	24.3	100.0	27.4	7.5	62.8	2.3	0.0	100.0	735	
Eastern	78.7	11.1	10.2	100.0	22.1	2.4	54.3	1.3	0.2	0.2	19.6	100.0	30.5	7.1	61.0	1.1	0.3	100.0	1,094	
Tashkent city	87.8	9.3	2.9	100.0	36.3	6.9	40.7	1.1	0.0	0.0	15.0	100.0	61.7	7.5	28.5	2.3	0.0	100.0	220	
Age																				
15-19	72.8	20.6	6.6	100.0	19.8	1.8	24.5	0.0	2.0	0.0	52.0	100.0	28.5	10.0	55.9	5.7	0.0	100.0	77	
15-17	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	2
18-19	72.1	21.2	6.7	100.0	20.3	1.8	25.1	0.0	2.0	0.0	50.8	100.0	29.2	10.3	54.7	5.8	0.0	100.0	75	
20-24	82.4	9.7	7.9	100.0	13.8	3.6	44.4	1.3	3.3	0.4	33.3	100.0	25.1	6.5	59.3	8.7	0.4	100.0	468	
25-29	85.7	9.5	4.9	100.0	23.0	2.2	42.1	3.8	1.5	0.0	27.4	100.0	25.3	7.0	61.1	6.5	0.1	100.0	721	
30-34	84.9	10.0	5.2	100.0	28.4	4.0	47.6	2.9	1.2	0.0	15.9	100.0	26.9	8.7	61.4	3.0	0.0	100.0	727	
35-39	85.5	12.6	1.9	100.0	35.0	3.3	46.1	2.0	1.0	0.0	12.7	100.0	32.4	9.5	56.4	1.6	0.0	100.0	632	
40-44	86.6	8.2	5.2	100.0	30.2	6.1	42.7	3.8	0.9	0.0	16.2	100.0	33.3	8.5	58.1	0.2	0.0	100.0	532	
45-49	88.4	9.3	2.3	100.0	25.7	3.2	38.3	4.4	0.2	0.0	28.2	100.0	37.7	7.1	54.8	0.4	0.0	100.0	445	

Continued

Tale TM.3.5A: Informed decision on health care (women) – indicator components (Round 2)

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, Uzbekistan, 2021-2022

	Can say no to their husband/partner if they do not want to have sexual intercourse			Percent distribution of who makes decision on use of contraception								Percent distribution of 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 / Depends / Missing	Total	Respondent	Husband / Partner	Woman and Husband / Partner jointly	Health care worker	Other	Missing	Not asked ^A	Total	Respondent	Husband / Partner	Woman and Husband / Partner jointly	Other		Missing	Total
Education																			
Pre-school or none/Primary	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	9
Secondary	83.3	12.2	4.6	100.0	26.8	4.6	41.8	3.5	0.9	0.1	22.3	100.0	26.2	10.6	60.1	3.0	0.1	100.0	1,394
Secondary specialized	86.4	9.1	4.5	100.0	25.3	3.2	43.6	2.9	1.8	0.0	23.1	100.0	29.2	7.3	59.1	4.3	0.1	100.0	1,817
Higher	87.0	7.6	5.3	100.0	29.4	2.1	48.8	1.0	0.8	0.0	17.9	100.0	44.0	2.3	52.2	1.5	0.0	100.0	382
Functional difficulties (age 18-49 years)																			
Has functional difficulty	80.3	12.2	7.6	100.0	22.6	5.9	40.5	3.6	2.0	0.0	25.3	100.0	26.2	12.9	54.0	6.8	0.0	100.0	244
Has no functional difficulty	85.6	10.0	4.4	100.0	26.6	3.5	43.7	2.9	1.3	0.1	21.9	100.0	29.9	7.7	59.1	3.3	0.1	100.0	3,355
Mother tongue/native language of household head																			
Uzbek	85.5	9.8	4.7	100.0	25.6	3.5	44.3	2.9	1.4	0.1	22.3	100.0	29.3	8.2	58.8	3.6	0.1	100.0	3,260
Russian	(94.9)	(5.1)	(0.0)	100.0	(53.5)	(0.0)	(37.5)	(0.0)	(0.0)	(0.0)	(9.0)	100.0	(61.7)	(3.0)	(35.4)	(0.0)	(0.0)	100.0	34
Karakalpak	76.0	17.7	6.3	100.0	33.2	6.3	40.8	1.5	0.0	0.0	18.3	100.0	27.4	1.9	69.9	0.8	0.0	100.0	58
Tajik	84.6	12.0	3.4	100.0	29.4	5.4	33.1	2.3	0.6	0.0	29.1	100.0	27.7	7.4	61.8	3.1	0.0	100.0	151
Kazakh	87.4	6.0	6.6	100.0	39.5	7.8	30.1	4.8	3.3	0.0	14.5	100.0	40.2	3.5	53.1	3.3	0.0	100.0	55
Other language	70.4	29.6	0.0	100.0	24.4	1.6	42.8	9.4	1.6	0.0	20.3	100.0	24.6	14.0	58.2	3.2	0.0	100.0	44
Wealth index quintile																			
Poorest	85.5	10.3	4.2	100.0	26.8	4.3	41.4	3.0	1.1	0.0	23.5	100.0	24.6	12.9	54.3	8.1	0.0	100.0	727
Second	84.2	11.1	4.7	100.0	23.4	3.3	43.9	2.7	1.1	0.2	25.5	100.0	30.1	9.0	57.0	3.7	0.2	100.0	751
Middle	85.9	8.9	5.2	100.0	26.7	3.0	40.4	3.7	2.2	0.0	24.1	100.0	29.5	6.4	62.4	1.6	0.1	100.0	751
Fourth	84.8	10.4	4.8	100.0	25.3	2.3	49.4	2.9	1.5	0.0	18.6	100.0	25.4	5.9	66.8	1.9	0.0	100.0	706
Richest	85.9	10.1	4.0	100.0	29.8	5.4	42.4	2.6	0.9	0.0	18.9	100.0	39.1	5.6	52.9	2.3	0.0	100.0	667

^A Women who were currently pregnant or thought themselves physically unable to become pregnant were not asked about contraceptive decision-making.^B Women who thought themselves not physically able to become pregnant but reported use of contraception were also asked about decision-making (no cases in this survey). 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.

na: not applicable

(*) 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 (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who: make their own decisions on ^A :			Percentage of women who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care ^{1,B}	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 ^C	Number of women age 15-49 years currently married or in union who report that they are currently physically able to get pregnant ^C
	can say no to their husband/partner if they do not want to have sexual intercourse	using contraception ^B	their own health care				
Total	85.3	69.7	88.4	54.7	3,602	70.3	2,803
Area							
Urban	84.6	69.6	89.2	55.0	1,616	70.7	1,258
Rural	85.8	69.8	87.7	54.4	1,985	69.9	1,545
Geo-economic region							
Western	74.3	63.7	91.8	48.6	394	61.1	313
Central	88.4	69.8	92.3	56.9	539	71.4	430
Southern	93.3	62.5	74.5	45.8	620	65.1	437
Central-Eastern	91.0	66.9	90.2	56.9	735	75.2	556
Eastern	78.7	76.4	91.5	57.1	1,094	71.1	879
Tashkent city	87.8	76.8	90.2	65.4	220	76.9	187
Age							
15-19	72.8	44.3	84.3	25.6	77	(53.4)	37
15-17	(*)	(*)	(*)	(*)	2	-	0
18-19	72.1	45.4	83.9	26.3	75	(53.4)	37
20-24	82.4	58.0	84.4	43.6	468	65.3	313
25-29	85.7	65.1	86.3	49.5	721	68.2	523
30-34	84.9	75.9	88.3	58.1	727	69.1	612
35-39	85.5	81.0	88.8	64.6	632	73.9	552
40-44	86.6	72.8	91.3	60.3	532	72.0	446
45-49	88.4	64.0	92.5	53.2	445	74.0	320
Education							
Pre-school or none/Primary	(*)	(*)	(*)	(*)	9	(*)	8
Secondary	83.3	68.5	86.2	51.9	1,394	66.8	1,083
Secondary specialized vocational	86.4	68.8	88.3	54.6	1,817	70.9	1,398
Higher	87.0	78.1	96.1	65.0	382	79.1	313
Functional difficulties (age 18-49 years)							
Has functional difficulty	80.3	62.9	80.2	45.2	244	60.5	183
Has no functional difficulty	85.6	70.2	89.0	55.4	3,355	70.9	2,620
Mother tongue/native language of household head							
Uzbek	85.5	69.8	88.1	54.8	3,260	70.5	2,535
Russian	(94.9)	(91.0)	(97.0)	(85.4)	34	(93.9)	31
Karakalpak	76.0	74.0	97.3	56.2	58	68.8	47
Tajik	84.6	62.6	89.5	46.7	151	65.9	107
Kazakh	87.4	69.6	93.3	58.2	55	(68.0)	47
Other language	70.4	67.1	82.8	42.6	44	(53.4)	35
Wealth index quintile							
Poorest	85.5	67.9	78.9	48.8	727	63.7	557
Second	84.2	67.2	87.0	50.0	751	67.1	560
Middle	85.9	67.1	91.9	55.4	751	72.9	570
Fourth	84.8	74.6	92.3	58.5	706	71.8	575
Richest	85.9	72.2	92.1	61.5	667	75.8	541

¹ Survey-specific indicator TM.S1 - Informed decision on reproductive health care; SDG indicator 5.6.1

^A Each is the respective sum of answer categories "Woman alone" and "Woman and Husband/ Partner jointly" in Table TM.3.5A

^B Women who were not asked about decision-making relating to contraception are excluded from the numerator

^C 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 TM.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

"-" denotes 0 unweighted case in the denominator

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.⁵¹ 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.⁵¹

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.

⁵¹ 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 (Round 2)

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, Uzbekistan, 2021-2022

	Provider of antenatal care ^A						Total	Percentage of women who were attended at least once by skilled health personnel ^{1,B}	Number of women with a live birth in the last 2 years
	Medical doctor	Nurse / Midwife	Feldsher	Traditional birth attendant	Other/ Missing	No antenatal care			
Total	95.7	2.4	0.1	0.4	0.2	1.2	100.0	98.2	984
Area									
Urban	96.6	1.3	0.1	0.4	0.4	1.2	100.0	98.0	448
Rural	95.0	3.2	0.2	0.5	0.0	1.1	100.0	98.4	537
Geo-economic region									
Western	97.7	0.5	0.0	0.0	0.0	1.8	100.0	98.2	111
Central	94.1	2.2	0.9	0.0	0.0	2.8	100.0	97.2	159
Southern	97.2	2.1	0.0	0.0	0.0	0.7	100.0	99.3	171
Central-Eastern	93.9	2.3	0.0	1.9	0.0	1.9	100.0	96.2	211
Eastern	95.6	3.8	0.0	0.0	0.6	0.0	100.0	99.4	285
Tashkent city	100.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	48
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	5
Secondary	95.2	2.4	0.2	0.2	0.9	1.1	100.0	97.8	202
Secondary specialized vocational	95.4	2.6	0.2	0.4	0.0	1.4	100.0	98.2	672
Higher	98.5	0.7	0.0	0.8	0.0	0.0	100.0	99.2	105
Age at most recent live birth									
Less than 20	(98.9)	(0.0)	(1.1)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	35
20-34	95.6	2.3	0.1	0.5	0.2	1.3	100.0	98.0	877
35-49	95.9	3.7	0.0	0.0	0.0	0.4	100.0	99.6	73
Functional difficulties (age 18-49 years)									
Has functional difficulty	(94.0)	(3.2)	(0.0)	(0.0)	(0.0)	(2.8)	100.0	(97.2)	42
Has no functional difficulty	95.8	2.3	0.2	0.4	0.2	1.1	100.0	98.3	942
Mother tongue/native language of household head									
Uzbek	95.8	2.4	0.2	0.4	0.2	1.1	100.0	98.3	904
Russian	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	4
Karakalpak	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	13
Tajik	(99.0)	(1.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	39
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	13
Other language	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	11
Wealth index quintile									
Poorest	94.1	4.6	0.0	0.0	0.0	1.3	100.0	98.7	182
Second	93.7	3.5	0.3	0.6	0.8	1.1	100.0	97.5	221
Middle	97.5	2.0	0.0	0.5	0.0	0.0	100.0	99.5	210
Fourth	96.9	1.6	0.3	0.2	0.0	1.1	100.0	98.7	187
Richest	96.5	0.0	0.2	0.7	0.0	2.7	100.0	96.7	184

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

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

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

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

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

Table TM.4.2: Number of antenatal care visits and timing of first visit (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women by number of antenatal care visits:				Percent distribution of women by number of months pregnant at the time of first antenatal care visit					Total	Number of women with a live birth in the last 2 years	Median months pregnant at first ANC visit	Number of women with a live birth in the last 2 years who had at least one ANC visit
	No visits	1-3 visits to any provider	4 or more visits to any provider ¹	8 or more visits to any provider ²	No antenatal care visits	Less than 4 months	4-5 months	6-7 months	8+ months				
Total	1.2	9.3	89.5	53.5	1.2	83.3	5.9	1.1	8.6	100.0	984	2	972
Area													
Urban	1.2	5.4	93.4	59.0	1.2	84.4	5.0	0.6	8.7	100.0	448	2	442
Rural	1.1	12.6	86.3	48.9	1.1	82.4	6.6	1.5	8.5	100.0	537	2	530
Geo-economic region													
Western	1.8	6.1	92.1	36.4	1.8	94.5	2.6	0.7	0.5	100.0	111	2	109
Central	2.8	2.4	94.7	69.4	2.8	94.6	2.4	0.0	0.2	100.0	159	1	154
Southern	0.7	15.7	83.6	38.8	0.7	86.4	9.6	3.0	0.3	100.0	171	2	170
Central-Eastern	1.9	15.9	82.2	44.5	1.9	90.6	6.5	1.1	0.0	100.0	211	2	207
Eastern	0.0	7.2	92.8	60.7	0.0	63.3	6.7	0.9	29.1	100.0	285	3	285
Tashkent city	0.0	0.0	100.0	89.2	0.0	95.7	4.3	0.0	0.0	100.0	48	1	48
Education													
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	5	(*)	5
Secondary	1.1	9.3	89.5	48.8	1.1	80.6	8.6	0.4	9.3	100.0	202	2	200
Secondary specialized vocational	1.4	10.3	88.3	52.4	1.4	83.8	5.3	1.5	8.0	100.0	672	2	663
Higher	0.0	3.4	96.6	69.1	0.0	85.0	4.0	0.0	11.0	100.0	105	2	105
Age at most recent live birth													
Less than 20	(0.0)	(9.3)	(90.7)	(68.2)	(0.0)	(90.0)	(0.0)	(1.6)	(8.4)	100.0	35	(2)	35
20-34	1.3	9.1	89.6	53.8	1.3	82.9	6.0	1.1	8.8	100.0	877	2	865
35-49	0.4	11.4	88.2	42.7	0.4	85.0	7.5	1.0	6.1	100.0	73	2	72
Functional difficulties (age 18-49 years)													
Has functional difficulty	(2.8)	(15.0)	(82.3)	(49.9)	(2.8)	(50.6)	(13.9)	(5.7)	(27.0)	100.0	42	(3)	41
Has no functional difficulty	1.1	9.0	89.8	53.7	1.1	84.8	5.5	0.9	7.8	100.0	942	2	931

Continued

Table TM.4.2: Number of antenatal care visits and timing of first visit (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women by number of antenatal care visits:				Percent distribution of women by number of months pregnant at the time of first antenatal care visit						Total	Number of women with a live birth in the last 2 years	Median months pregnant at first ANC visit	Number of women with a live birth in the last 2 years who had at least one ANC visit
	No visits	1-3 visits to any provider	4 or more visits to any provider ¹	8 or more visits to any provider ²	No antenatal care visits	Less than 4 months	4-5 months	6-7 months	8+ months					
Mother tongue/native language of household head														
Uzbek	1.1	9.5	89.4	53.8	1.1	82.6	6.0	1.2	9.1	100.0	904	2	894	
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	4	(*)	4	
Karakalpak	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	13	(*)	12	
Tajik	(0.0)	(9.5)	(90.5)	(46.6)	(0.0)	(87.7)	(7.5)	(0.0)	(4.8)	100.0	39	(2)	39	
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	13	(*)	13	
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	11	(*)	2	
Wealth index quintile														
Poorest	1.3	17.0	81.7	37.2	1.3	86.1	8.7	1.6	2.2	100.0	182	2	179	
Second	1.1	12.0	86.9	48.7	1.1	84.4	6.6	0.9	7.0	100.0	221	2	218	
Middle	0.0	7.1	92.9	53.8	0.0	80.8	7.3	0.7	11.2	100.0	210	2	210	
Fourth	1.1	5.2	93.8	58.5	1.1	79.7	2.0	1.8	15.5	100.0	187	2	185	
Richest	2.7	5.1	92.2	69.9	2.7	85.8	4.5	0.4	6.7	100.0	184	1	179	
¹ MICS indicator TM.5b - Antenatal care coverage (at least four times by any provider); SDG indicator 3.8.1														
² MICS indicator TM.5c - Antenatal care coverage (at least eight times by any provider)														

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

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

Table TM.4.3: Content of antenatal care (Round 2)

Percentage of women age 15-49 years with a live birth in the last 2 years who, at least once, had their blood pressure measured, urine sample taken, and blood sample taken as part of antenatal care, during the pregnancy of the most recent live birth, Uzbekistan, 2021-2022

	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 ¹	
Total	97.5	97.0	97.8	95.9	984
Area					
Urban	98.1	98.4	98.3	97.8	448
Rural	97.0	95.8	97.4	94.3	537
Geo-economic region					
Western	97.7	97.6	97.6	97.1	111
Central	96.3	97.2	97.2	96.3	159
Southern	96.6	91.0	96.6	89.5	171
Central-Eastern	97.4	97.4	97.4	97.4	211
Eastern	98.4	99.4	98.8	97.1	285
Tashkent city	100.0	100.0	100.0	100.0	48
Education					
Pre-school or none/Primary	(*)	(*)	(*)	(*)	5
Secondary	97.6	94.4	97.2	93.9	202
Secondary specialized vocational	97.3	97.3	97.6	96.0	672
Higher	100.0	100.0	100.0	100.0	105
Age at most recent live birth					
Less than 20	(97.5)	(100.0)	(100.0)	(97.5)	35
20-34	97.4	96.9	97.5	95.8	877
35-49	99.6	96.1	99.6	96.1	73
Functional difficulties (age 18-49 years)					
Has functional difficulty	(94.5)	(97.2)	(97.2)	(94.5)	42
Has no functional difficulty	97.7	97.0	97.8	95.9	942
Mother tongue/native language of household head					
Uzbek	97.7	96.9	97.8	95.9	904
Russian	(*)	(*)	(*)	(*)	4
Karakalpak	(*)	(*)	(*)	(*)	13
Tajik	(94.8)	(100.0)	(100.0)	(94.8)	39
Kazakh	(*)	(*)	(*)	(*)	13
Other language	(*)	(*)	(*)	(*)	11
Wealth index quintile					
Poorest	95.6	91.6	96.6	89.6	182
Second	98.4	98.0	97.7	96.6	221
Middle	99.3	100.0	100.0	99.3	210
Fourth	97.4	97.2	97.7	96.5	187
Richest	96.6	97.3	96.6	96.6	184

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

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

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

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

6.6 DELIVERY CARE

Increasing the proportion of births that are delivered in health facilities is an important factor in reducing the health risks to both the mother and the baby. Proper medical attention and hygienic conditions during delivery can reduce the risks of complications and infection that can cause morbidity and mortality to either the mother or the baby.⁵²

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.⁵³ 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.⁵² 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 definition⁵², 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 to other healthcare facilities. Skilled health personnel includes doctors, nurses and midwives and feldshers.

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.

⁵² 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>.

⁵³ Say, L. et al. "Global Causes of Maternal Death: A WHO Systematic Analysis." *The Lancet Global Health* 2, no. 6 (2014): 323-33. doi:10.1016/s2214-109x(14)70227-x.

Table TM.6.1: Place of delivery (Round 2)

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, Uzbekistan, 2021-2022

	Place of delivery					Delivered in health facility ¹	Number of women with a live birth in the last 2 years
	Health facility		Home	Other	Total		
	Public sector	Private sector					
Total	99.0	0.1	0.7	0.2	100.0	99.1	984
Area							
Urban	99.7	0.0	0.3	0.0	100.0	99.7	448
Rural	98.5	0.2	1.1	0.3	100.0	98.6	537
Geo-economic region							
Western	100.0	0.0	0.0	0.0	100.0	100.0	111
Central	99.9	0.0	0.1	0.0	100.0	99.9	159
Southern	95.5	0.6	2.9	1.0	100.0	96.1	171
Central-Eastern	100.0	0.0	0.0	0.0	100.0	100.0	211
Eastern	99.4	0.0	0.6	0.0	100.0	99.4	285
Tashkent city	100.0	0.0	0.0	0.0	100.0	100.0	48
Education							
Pre-school or none/Primary	(*)	(*)	(*)	(*)	100.0	(*)	5
Secondary	98.5	0.0	1.0	0.4	100.0	98.5	202
Secondary specialized vocational	99.1	0.1	0.6	0.1	100.0	99.3	672
Higher	100.0	0.0	0.0	0.0	100.0	100.0	105
Age at most recent live birth							
Less than 20	(100.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	35
20-34	99.0	0.1	0.8	0.1	100.0	99.1	877
35-49	98.9	0.0	0.0	1.1	100.0	98.9	73
Number of antenatal care visits							
None	(*)	(*)	(*)	(*)	100.0	(*)	12
1-3 visits	97.6	1.1	1.3	0.0	100.0	98.7	92
4+ visits	99.2	0.0	0.6	0.2	100.0	99.2	881
8+ visits	99.0	0.0	0.9	0.2	100.0	99.0	526
Functional difficulties (age 18-49 years)							
Has functional difficulty	(95.0)	(0.0)	(5.0)	(0.0)	100.0	(95.0)	42
Has no functional difficulty	99.2	0.1	0.5	0.2	100.0	99.3	942
Mother tongue/native language of household head							
Uzbek	99.2	0.0	0.6	0.2	100.0	99.2	904
Russian	(*)	(*)	(*)	(*)	100.0	(*)	4
Karakalpak	(*)	(*)	(*)	(*)	100.0	(*)	13
Tajik	(94.4)	(2.5)	(3.2)	(0.0)	100.0	(96.8)	39
Kazakh	(*)	(*)	(*)	(*)	100.0	(*)	13
Other language	(*)	(*)	(*)	(*)	100.0	(*)	11
Wealth index quintile							
Poorest	96.2	0.5	2.8	0.5	100.0	96.8	182
Second	99.1	0.0	0.9	0.0	100.0	99.1	221
Middle	99.6	0.0	0.0	0.4	100.0	99.6	210
Fourth	100.0	0.0	0.0	0.0	100.0	100.0	187
Richest	100.0	0.0	0.0	0.0	100.0	100.0	184

¹ MICS indicator TM.8 - Institutional deliveries

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

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

Table TM.6.2: Assistance during delivery and caesarean section (Round 2)

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, Uzbekistan, 2021-2022

	Person assisting at delivery							Total	Delivery assisted by any skilled attendant ¹	Percent delivered by C-section			Number of women with a live birth in the last 2 years
	Skilled attendant			Other						Decided before onset of labour pains	Decided after onset of labour pains	Total ²	
	Medical doctor	Nurse/Midwife	Feldsher	Traditional birth attendant	Relative/Friend	Other	No attendant						
Total^A	96.5	2.8	0.0	0.2	0.0	0.4	0.1	100.0	99.2	10.2	10.7	20.9	984
Area													
Urban	96.0	3.3	0.0	0.4	0.0	0.0	0.3	100.0	99.3	9.2	13.2	22.4	448
Rural	96.8	2.3	0.0	0.1	0.0	0.8	0.0	100.0	99.2	11.0	8.6	19.7	537
Geo-economic region													
Western	99.5	0.5	0.0	0.0	0.0	0.0	0.0	100.0	100.0	16.2	9.1	25.2	111
Central	98.5	1.2	0.0	0.2	0.0	0.1	0.0	100.0	99.7	13.4	9.8	23.2	159
Southern	92.9	4.0	0.0	0.0	0.0	2.3	0.7	100.0	97.0	9.1	11.0	20.1	171
Central-Eastern	97.0	3.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	10.3	14.8	25.1	211
Eastern	95.2	4.1	0.0	0.6	0.0	0.0	0.0	100.0	99.4	4.8	8.9	13.7	285
Tashkent city	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	21.3	9.0	30.3	48
Education													
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	5
Secondary	95.1	2.5	0.0	0.9	0.0	1.5	0.0	100.0	97.7	11.0	10.8	21.8	202
Secondary specialized vocational	96.5	3.1	0.0	0.0	0.0	0.2	0.2	100.0	99.6	9.9	10.8	20.7	672
Higher	99.5	0.5	0.0	0.0	0.0	0.0	0.0	100.0	100.0	11.3	10.3	21.6	105
Age at most recent live birth													
Less than 20	(96.2)	(3.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	(4.0)	(11.9)	(15.9)	35
20-34	96.6	2.7	0.0	0.2	0.0	0.4	0.1	100.0	99.2	9.6	10.7	20.3	877
35-49	95.1	3.7	0.0	0.0	0.0	1.1	0.0	100.0	98.9	20.1	10.4	30.4	73
Number of antenatal care visits													
None	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	12
1-3 visits	94.7	4.0	0.0	0.0	0.0	0.0	1.3	100.0	98.7	5.6	14.2	19.8	92
4+ visits	96.6	2.7	0.0	0.2	0.0	0.5	0.0	100.0	99.3	10.5	10.3	20.9	881
8+ visits	97.4	2.2	0.0	0.0	0.0	0.4	0.0	100.0	99.6	10.0	11.2	21.2	526

Continued

Table TM.6.2: Assistance during delivery and caesarean section (Round 2)

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, Uzbekistan, 2021-2022

	Person assisting at delivery								Delivery assisted by any skilled attendant ¹	Percent delivered by C-section			Number of women with a live birth in the last 2 years
	Skilled attendant			Other						Decided before onset of labour pains	Decided after onset of labour pains	Total ²	
	Medical doctor	Nurse/Midwife	Feldsher	Traditional birth attendant	Relative/Friend	Other	No attendant	Total					
Functional difficulties (age 18-49 years)													
Has functional difficulty	(95.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.0)	(0.0)	100.0	(95.0)	(7.6)	(10.3)	(17.9)	42
Has no functional difficulty	96.5	2.9	0.0	0.2	0.0	0.2	0.1	100.0	99.4	10.3	10.7	21.0	942
Mother tongue/native language of household head													
Uzbek	96.3	3.0	0.0	0.2	0.0	0.5	0.0	100.0	99.3	9.8	10.8	20.6	904
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	4
Karakalpak	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	13
Tajik	(96.8)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(3.2)	100.0	(96.8)	(14.7)	(11.5)	(26.3)	39
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	13
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	11
Wealth index quintile													
Poorest	93.6	3.4	0.0	0.2	0.0	2.2	0.7	100.0	97.0	7.7	10.9	18.6	182
Second	95.7	3.4	0.0	0.8	0.0	0.1	0.0	100.0	99.1	10.2	9.4	19.5	221
Middle	97.1	2.9	0.0	0.0	0.0	0.0	0.0	100.0	100.0	8.5	13.8	22.2	210
Fourth	97.8	2.2	0.0	0.0	0.0	0.0	0.0	100.0	100.0	10.3	9.7	20.0	187
Richest	98.2	1.8	0.0	0.0	0.0	0.0	0.0	100.0	100.0	14.6	9.6	24.2	184

¹ MICS indicator TM.9 - Skilled attendant at delivery; SDG indicator 3.1.2² MICS indicator TM.10 - Caesarean section^A Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

6.7 BIRTHWEIGHT

Weight at birth is a good indicator not only of a mother's health and nutritional status but also the newborn's chances for survival, growth, long-term health and psychosocial development. Low birth weight (LBW), defined as a birthweight less than 2,500 grams (g) regardless of gestational age, carries a range of grave health and developmental risks for children. LBW babies face a greatly increased risk of dying during their early days with more than 80 percent 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.^{54,55}

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.^{56,57,58} 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.^{59,60} Other factors such as cigarette smoking during pregnancy can increase the risk of LBW, especially among certain age groups.^{61,62}

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 from low and middle-income countries and can further bias LBW estimates.⁶³ To help overcome some of these limitations,

⁵⁴ 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.

⁵⁵ 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.

⁵⁶ Abu-Saad, K., and D. Fraser. "Maternal Nutrition and Birth Outcomes." *Epidemiologic Reviews* 32, no. 1 (2010): 5-25. doi:10.1093/epirev/mxq001.

⁵⁷ 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.

⁵⁸ 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.

⁵⁹ 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.

⁶⁰ 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.

⁶¹ 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.

⁶² 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.

⁶³ 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.

a method was developed to adjust LBW estimates for missing birth weights and heaping on 2,500 g.⁶⁴ 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.

⁶⁴ UNICEF, and WHO. *Low Birthweight: Country, regional and global estimates*. New York: UNICEF, 2004. https://www.unicef.org/publications/files/low_birthweight_from_EY.pdf.

Table TM.7.1: Infants weighed at birth (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of live births weighed at birth:			Number of women with a live birth in the last 2 years	Percentage of weighed live births recorded below 2,500 grams (crude low birth-weight) ^B :			Number of women with a live birth in the last 2 years whose most recent live-born child have a recorded or recalled birthweight
	From card	From recall	Total ^{1,A}		From card	From recall	Total	
Total^C	7.1	90.2	97.3	984	0.3	7.3	7.6	957
Area								
Urban	9.2	87.4	96.6	448	0.1	6.7	6.8	432
Rural	5.5	92.4	97.9	537	0.4	7.8	8.2	525
Geo-economic region								
Western	38.0	61.3	99.4	111	2.7	4.0	6.7	110
Central	0.3	99.4	99.7	159	0.0	6.7	6.7	158
Southern	0.0	95.3	95.3	171	0.0	5.7	5.7	163
Central-Eastern	0.0	99.2	99.2	211	0.0	4.6	4.6	209
Eastern	8.5	86.1	94.6	285	0.0	13.3	13.3	269
Tashkent city	7.1	92.9	100.0	48	0.0	0.0	0.0	48
Education								
Pre-school or none/Primary	(*)	(*)	(*)	5	(*)	(*)	(*)	4
Secondary	4.4	92.6	97.0	202	0.3	9.7	10.0	196
Secondary specialized vocational	8.0	89.4	97.4	672	0.3	7.2	7.4	655
Higher	7.2	90.5	97.8	105	0.6	3.8	4.4	103
Age at most recent live birth								
Less than 20 years	(0.0)	(100.0)	(100.0)	35	(0.0)	(6.7)	(6.7)	35
20-34 years	7.1	90.0	97.1	877	0.3	7.3	7.6	852
35-49 years	11.1	86.8	97.9	73	0.0	8.0	8.0	71
Birth order of most recent live birth								
1	9.0	89.7	98.7	322	0.4	8.6	9.0	318
2-3	5.8	90.2	96.1	555	0.3	6.9	7.2	533
4-5	8.9	90.6	99.4	100	0.0	4.7	4.7	99
6+	(*)	(*)	(*)	7	(*)	(*)	(*)	7
Functional difficulties (age 18-49 years)								
Has functional difficulty	(2.9)	(84.2)	(87.1)	42	(1.7)	(10.9)	(12.7)	37
Has no functional difficulty	7.3	90.4	97.8	942	0.3	7.2	7.4	921

Continued

Table TM.7.1: Infants weighed at birth (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of live births weighed at birth:			Number of women with a live birth in the last 2 years	Percentage of weighed live births recorded below 2,500 grams (crude low birth-weight) ^{B:}			Number of women with a live birth in the last 2 years whose most recent live-born child have a recorded or recalled birthweight
	From card	From recall	Total ^{1,A}		From card	From recall	Total	
Mother tongue/native language of household head								
Uzbek	5.5	91.8	97.3	904	0.3	7.3	7.6	880
Russian	(*)	(*)	(*)	4	(*)	(*)	(*)	4
Karakalpak	(*)	(*)	(*)	13	(*)	(*)	(*)	13
Tajik	(4.7)	(89.5)	(94.2)	39	(0.0)	(15.4)	(15.4)	37
Kazakh	(*)	(*)	(*)	13	(*)	(*)	(*)	13
Other language	(*)	(*)	(*)	11	(*)	(*)	(*)	11
Wealth index quintile								
Poorest	4.3	90.3	94.5	182	0.4	9.8	10.2	172
Second	6.7	93.3	100.0	221	0.4	8.2	8.6	221
Middle	5.4	90.9	96.3	210	0.4	10.0	10.3	202
Fourth	12.5	85.4	97.9	187	0.0	3.8	3.8	183
Richest	7.0	90.3	97.3	184	0.4	4.3	4.7	179

¹ MICS indicator TM.11 - Infants weighed at birth

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

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

^C Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

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 life⁶⁵ and the majority of these deaths occur within a day or two of birth⁶⁶, which is also the time when the majority of maternal deaths occur⁶⁷.

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

In the Republic of Uzbekistan, all women have access to antenatal and postnatal care and all medical personnel employed by antenatal and postnatal care providers have completed medical training in management of pregnancy and childbirth.

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

Safe motherhood programmes recommend that all women and newborns receive a health check within two days of delivery.⁶⁸ To assess the extent of post-natal care utilisation, women were asked whether they and their newborn received a health check after the delivery, the timing of the first check, and the type of health provider for the woman's most recent birth in the two years preceding the survey.

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

Table TM.8.2A shows the percent distribution of women age 15-49 years with a live birth in the last 2 years by the timing of the PNC visit for the most recent live-born child, following discharge from the health facility.

Table TM.8.3A shows data on most recent live-born newborns born to women in the two years prior to the survey, who received their first PNC visit within the first week after discharge from a healthcare facility, by location and provider of the PNC visit.

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

⁶⁵ 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.

⁶⁶ 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.

⁶⁷ 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.

⁶⁸ PNC visits, for mothers and for babies, within two days of delivery, is a WHO recommendation that has been identified as a priority indicator for the Global Strategy for Women's, Children's and Adolescents' Health (2016-2030) and other related global monitoring frameworks like Every Newborn Action Plan and Ending Preventable Maternal Mortality.

contributes to keeping the baby stable and preventing hypothermia. Appropriate cord care is important for preventing life-threatening infections for both mother and baby.⁶⁹ Table TM.8.4 presents the percentage of last-born children in the last 2 years who were dried after birth, percentage who were given skin to skin contact and percent distribution of timing of first bath.

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

Tables TM.8.7A and TM.8.8A present information collected on post-natal visits of the mother and are identical to Tables TM.8.2A and TM.8.3A that present findings for newborns. NAs defined above, a visit does not include a check in the facility or at home following birth.

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

⁶⁹ WHO. *WHO recommendations on Postnatal care of the mother and newborn*. Geneva: WHO Press, 2013. http://apps.who.int/iris/bitstream/handle/10665/97603/9789241506649_eng.pdf?sequence=1.

Table TM.8.1: Post-partum stay in health facility (Round 1)

Percent distribution of women age 15-49 years with a live birth in the last 2 years and delivered the most recent live birth in a health facility by duration of stay in health facility, Uzbekistan, 2021- 2022

	Duration of stay in health facility									Total	12 hours or more ¹	Number of women with a live birth in the last 2 years who delivered the most recent live birth in a health facility
	Less than 12 hours	12 hours or more, but less than 2 days	2 days	3 days	4 days	5 days	6 days	7 days or more				
Total^A	0.5	0.3	2.5	35.7	22.9	23.1	4.0	11.0	100.0	99.5	2,502	
Area												
Urban	0.3	0.6	2.2	34.6	21.4	25.5	3.6	11.8	100.0	99.7	1,153	
Rural	0.6	0.1	2.7	36.7	24.2	21.0	4.3	10.3	100.0	99.4	1,348	
Geo-economic region												
Western	0.9	0.2	0.7	22.5	20.7	36.8	3.6	14.6	100.0	99.1	287	
Central	0.1	0.3	3.2	30.6	23.1	22.8	4.6	15.2	100.0	99.9	407	
Southern	0.3	0.4	5.8	58.7	17.7	13.7	1.9	1.6	100.0	99.7	451	
Central-Eastern	0.4	0.5	2.7	40.6	16.0	18.7	3.3	17.8	100.0	99.6	525	
Eastern	0.8	0.3	0.4	25.9	31.7	26.6	5.7	8.8	100.0	99.2	705	
Tashkent city	0.0	0.0	3.1	34.8	26.1	24.8	4.4	6.8	100.0	100.0	126	
Education												
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	0	
Secondary	0.2	0.6	2.3	38.0	24.7	20.6	3.5	10.1	100.0	99.8	408	
Secondary specialized vocational	0.6	0.3	2.5	35.1	22.7	23.4	4.1	11.4	100.0	99.4	1,853	
Higher	0.0	0.5	2.4	36.5	22.1	25.0	3.8	9.6	100.0	100.0	240	
Age at most recent live birth												
Less than 20	0.0	0.0	3.0	43.2	22.3	20.3	5.4	5.7	100.0	100.0	73	
20-34	0.5	0.4	2.4	35.6	23.0	22.8	4.0	11.2	100.0	99.5	2,257	
35-49	0.4	0.0	2.8	33.7	22.5	27.3	2.9	10.4	100.0	99.6	172	
Type of delivery												
Vaginal birth	0.4	0.4	2.7	41.6	25.3	20.8	3.0	5.8	100.0	99.6	2,074	
C-section	0.8	0.1	1.5	7.1	11.6	34.0	8.7	36.2	100.0	99.2	428	
Mother tongue/native language of household head												
Uzbek	0.5	0.3	2.5	36.3	23.1	22.6	4.3	10.3	100.0	99.5	2,291	
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	19	
Karakalpak	0.0	1.3	0.0	9.2	24.4	47.9	2.6	14.5	100.0	100.0	44	
Tajik	0.0	0.0	3.1	37.4	20.1	17.0	0.0	22.3	100.0	100.0	87	
Kazakh	(0.0)	(0.0)	(3.6)	(19.0)	(24.3)	(28.0)	(1.0)	(24.1)	100.0	(100.0)	40	
Other language	(0.0)	(0.0)	(0.9)	(39.0)	(11.2)	(33.0)	(0.0)	(15.8)	100.0	(100.0)	21	

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

^A Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.2: Post-natal health checks for newborns (Round 1)

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received health checks while in facility or at home following birth, percent distribution who received post-natal care (PNC) visits from any health provider after birth, by timing of visit, and percentage who received post-natal health checks, Uzbekistan, 2021-2022

	Health check following birth while in facility or at home ^A	PNC visit for newborns ^B						Total	Post-natal health check for the newborn ^{1,C}	Number of women with a live birth in the last 2 years
		Same day	1 day following birth	2 days following birth	3-6 days following birth	After the first week following birth	No post-natal care visit			
Total^D	99.6	0.8	0.2	0.8	52.6	44.7	0.9	100.0	99.6	2,510
Sex of newborn										
Male	99.4	0.7	0.0	1.2	52.7	44.2	1.2	100.0	99.5	1,246
Female	99.7	0.9	0.4	0.5	52.4	45.3	0.5	100.0	99.7	1,264
Area										
Urban	99.3	0.9	0.2	1.3	51.0	45.4	1.2	100.0	99.5	1,155
Rural	99.7	0.7	0.3	0.4	53.9	44.2	0.5	100.0	99.8	1,355
Geo-economic region										
Western	99.8	0.2	0.2	0.0	37.2	61.9	0.5	100.0	99.8	290
Central	99.6	1.2	0.0	0.2	41.8	55.0	1.8	100.0	99.7	408
Southern	99.6	2.5	0.3	0.7	70.2	25.7	0.5	100.0	100.0	453
Central-Eastern	99.8	0.6	0.1	2.0	56.2	40.4	0.8	100.0	99.8	528
Eastern	99.3	0.0	0.4	0.5	50.8	47.5	0.8	100.0	99.3	706
Tashkent city	99.6	0.0	0.0	1.9	54.0	43.3	0.8	100.0	99.6	126
Education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	0
Secondary	98.8	0.8	0.0	0.8	55.7	41.5	1.1	100.0	99.2	409
Secondary specialized vocational	99.7	0.8	0.2	0.9	52.0	45.5	0.7	100.0	99.7	1,861
Higher	99.8	1.0	0.5	0.3	51.7	44.5	2.0	100.0	99.8	240
Age at most recent live birth										
Less than 20	100.0	0.5	0.0	0.0	61.5	38.0	0.0	100.0	100.0	73
20-34	99.5	0.8	0.2	0.9	52.3	44.9	0.9	100.0	99.6	2,263
35-49	100.0	1.3	0.5	0.0	52.5	45.3	0.5	100.0	100.0	174
Mother tongue/native language of household head										
Uzbek	99.5	0.8	0.2	0.9	53.8	43.3	0.9	100.0	99.6	2,299
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	19
Karakalpak	100.0	1.3	1.3	0.0	24.1	73.2	0.0	100.0	100.0	44
Tajik	100.0	0.0	1.0	0.0	50.5	48.4	0.0	100.0	100.0	87
Kazakh	(100.0)	(0.0)	(0.0)	(0.0)	(25.8)	(74.2)	(0.0)	100.0	(100.0)	40
Other language	(100.0)	(0.0)	(0.0)	(0.0)	(19.7)	(80.3)	(0.0)	100.0	(100.0)	21

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

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

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

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

^D Findings by background characteristic "Place of delivery" is not shown in the table as almost 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

Table TM.8.2A: Post-natal care visits for newborns following discharge from health facility (Round 1)

Percent distribution of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received a post-natal care (PNC) visit from any health provider after being discharged from the health facility, by timing of visit, Uzbekistan, 2021-2022

	PNC visit for newborns by time following discharge from health facility ^A							Total	Number of women with a live birth in the last two years delivered in health facility
	Within the first week following discharge					After the first week following discharge	No post-natal care visit following discharge		
	Same day	1 day following discharge	2nd day following discharge	3rd day following discharge	4-6 days following discharge ^B				
Total^C	15.6	21.3	25.8	12.6	12.8	11.0	1.0	100.0	2,502
Sex of newborn									
Male	16.3	22.1	25.6	10.9	13.2	10.6	1.3	100.0	1,242
Female	15.0	20.5	25.9	14.2	12.4	11.3	0.6	100.0	1,260
Area									
Urban	17.1	22.0	26.1	8.9	11.7	12.9	1.2	100.0	1,153
Rural	14.4	20.6	25.4	15.7	13.7	9.3	0.8	100.0	1,348
Geo-economic region									
Western	21.9	18.8	26.8	11.9	15.0	5.1	0.5	100.0	287
Central	9.8	17.2	21.3	11.3	14.2	24.0	2.3	100.0	407
Southern	26.5	10.0	26.1	22.7	11.8	2.6	0.3	100.0	451
Central-Eastern	18.0	25.2	24.6	10.7	14.1	6.3	1.2	100.0	525
Eastern	9.1	27.3	27.4	9.1	10.7	15.6	0.8	100.0	705
Tashkent city	8.4	30.2	32.5	9.5	13.0	5.5	0.8	100.0	126
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	0
Secondary	14.0	23.1	25.7	12.4	12.8	10.7	1.4	100.0	408
Secondary specialized vocational	16.0	20.9	26.2	12.4	12.6	11.1	0.8	100.0	1,853
Higher	15.7	21.2	22.6	13.8	14.4	10.2	2.0	100.0	240
Age at most recent live birth									
Less than 20	21.8	11.6	37.7	13.0	10.2	5.6	0.0	100.0	73
20-34	15.3	21.4	25.4	12.7	12.8	11.2	1.1	100.0	2,257
35-49	17.3	23.3	25.3	10.4	13.6	9.7	0.5	100.0	172
Mother tongue/native language of household head									
Uzbek	15.4	21.7	25.9	12.8	12.3	10.9	1.1	100.0	2,291
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	19
Karakalpak	21.4	9.4	32.7	18.9	11.8	5.8	0.0	100.0	44
Tajik	18.6	22.4	21.0	8.0	19.4	10.7	0.0	100.0	87
Kazakh	(18.1)	(8.9)	(26.1)	(12.8)	(16.1)	(18.0)	(0.0)	100.0	40
Other language	(0.0)	(11.3)	(32.8)	(8.6)	(35.3)	(12.1)	(0.0)	100.0	21

^A The same length of stay in the health facility is used for both the mother and the newborn child (since only information on the duration of stay of the mother is collected).

^B Includes 89 newborns for whom the first PNC check was in the same week as discharge, for whom both the reported length of stay in the health facility and time of first PNC check is in weeks

^C Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.3A: Post-natal care visits for newborns within the first week following discharge from health facility (Round 1)

Percent distribution of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child received a post-natal care (PNC) visit within the first week following discharge from the health facility^A, by location and provider of the first PNC visit, Uzbekistan, 2021-2022

	Location of first PNC visit for newborns within the first week following discharge from the health facility					Provider of first PNC visit for newborns within the first week following discharge from the health facility					Number of women with a live birth in the last 2 years whose most recent live-born child had a PNC visit within one week following discharge from the health facility
	Home	Public Sector	Private sector	Other location	Total	Doctor/ nurse/ midwife	Feldsher	Traditional birth attendant	Other	Total	
Total^B	92.8	7.2	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	2,203
Sex of newborn											
Male	92.7	7.3	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	1,093
Female	92.8	7.2	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	1,110
Area											
Urban	93.4	6.6	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	991
Rural	92.2	7.8	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	1,212
Geo-economic region											
Western	98.7	1.3	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	271
Central	97.6	2.2	0.1	0.0	100.0	100.0	0.0	0.0	0.0	100.0	300
Southern	85.8	14.2	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	438
Central-Eastern	95.6	4.4	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	486
Eastern	90.2	9.8	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	590
Tashkent city	93.5	6.5	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	118
Education											
Pre-school or none/Primary	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	0
Secondary	94.5	5.5	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	359
Secondary specialized vocational	92.3	7.7	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	1,633
Higher	93.3	6.7	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	210
Age at most recent live birth											
Less than 20	98.3	1.7	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	69
20-34	92.5	7.5	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	1,980
35-49	94.2	5.8	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	154
Mother tongue/native language of household head											
Uzbek	92.4	7.6	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	2,015
Russian	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	17
Karakalpak	100.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	41
Tajik	96.4	3.6	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	78
Kazakh	(94.7)	(5.3)	(0.0)	(0.0)	100.0	(100.0)	(0.0)	(0.0)	(0.0)	100.0	33
Other language	(100.0)	(0.0)	(0.0)	(0.0)	100.0	(100.0)	(0.0)	(0.0)	(0.0)	100.0	18

^A The same length of stay in the health facility is used for both the mother and the newborn child (since only information on the duration of stay of the mother is collected).

^B The background characteristic "Place of delivery" is not shown in the table as almost 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

Table TM.8.4: Thermal care for newborns (Round 2)

Percentage of women age 15-49 years with a live birth in the last 2 years whose most recent live-born child was dried after birth and percentage given skin to skin contact and percent distribution by timing of first bath of child, Uzbekistan, 2021-2022

	Percentage of children who were:		Timing of first bath of child					Total	Number of women with a live birth in the last 2 years
	Dried (wiped) after birth ¹	Given skin-to-skin contact with mother ²	Less than 6 hours after birth	6-23 hours after birth	24 hours or more after birth ³	Never bathed ^A	DK/Don't remember		
Total^B	92.2	26.2	3.4	0.4	95.5	0.0	0.8	100.0	984
Sex of newborn									
Male	92.2	26.7	3.1	0.6	95.6	0.0	0.7	100.0	515
Female	92.1	25.8	3.6	0.1	95.4	0.0	0.9	100.0	469
Area									
Urban	91.8	24.7	4.4	0.5	94.4	0.0	0.7	100.0	448
Rural	92.5	27.5	2.5	0.3	96.4	0.0	0.8	100.0	537
Geo-economic region									
Western	90.1	30.9	0.0	0.0	98.6	0.0	1.4	100.0	111
Central	94.7	31.9	0.9	0.0	98.2	0.0	0.9	100.0	159
Southern	92.3	33.3	1.9	0.0	95.3	0.0	2.8	100.0	171
Central-Eastern	95.6	29.3	1.4	0.3	98.3	0.0	0.0	100.0	211
Eastern	88.5	17.2	5.5	0.8	93.7	0.0	0.0	100.0	285
Tashkent city	94.7	11.8	20.3	1.5	78.1	0.0	0.0	100.0	48
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	5
Secondary	90.9	32.6	3.7	0.8	94.8	0.0	0.6	100.0	202
Secondary specialized vocational	92.5	24.8	3.0	0.2	96.3	0.0	0.6	100.0	672
Higher	91.9	20.9	4.7	0.7	92.1	0.0	2.4	100.0	105
Age at most recent live birth									
Less than 20	(91.2)	(27.3)	(3.0)	(0.0)	(97.0)	(0.0)	(0.0)	100.0	35
20-34	92.4	26.3	3.5	0.4	95.3	0.0	0.8	100.0	877
35-49	89.9	24.7	2.0	0.0	96.8	0.0	1.2	100.0	73
Functional difficulties (age 18-49 years)									
Has functional difficulty	(80.7)	(18.4)	(8.2)	(0.0)	(88.9)	(0.0)	(2.9)	100.0	42
Has no functional difficulty	92.7	26.6	3.1	0.4	95.8	0.0	0.7	100.0	942
Mother tongue/native language of household head									
Uzbek	92.2	25.8	3.4	0.3	95.6	0.0	0.7	100.0	904
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	4
Karakalpak	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	13
Tajik	(89.5)	(23.0)	(2.9)	(1.6)	(92.4)	(0.0)	(3.2)	100.0	39
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	13
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	11
Wealth index quintile									
Poorest	91.1	32.6	1.0	0.0	97.2	0.0	1.8	100.0	182
Second	94.7	26.6	1.4	0.0	98.0	0.0	0.7	100.0	221
Middle	93.4	21.5	3.3	0.3	96.0	0.0	0.4	100.0	210
Fourth	87.9	28.4	5.9	1.3	92.5	0.0	0.3	100.0	187
Richest	93.1	22.9	5.5	0.4	93.3	0.0	0.8	100.0	184

¹ MICS indicator TM.14 - Newborns dried

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

³ MICS indicator TM.16 - Delayed bathing

^A 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

^B Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.6: Content of postnatal care for newborns (Round 1)

Percentage of women age 15-49 years with a live birth in the last 2 years for whom, within 2 days of the most recent live birth, the umbilical cord was examined, the temperature of the newborn was assessed, breastfeeding counselling was done or breastfeeding observed, the newborn was weighed and counselling on danger signs for newborns was done, Uzbekistan, 2021-2022

	Percentage of newborns receiving post-natal signal care function of:						Receiving information on the symptoms requiring care-seeking	Percentage of newborns who received a least 2 of the preceding post-natal signal care functions within 2 days of birth ¹	Number of women with a live birth in the last 2 years
	Cord examination	Temperature assessment	Breastfeeding		Counselling or observation	Weight assessment			
			Counselling	Observation					
Total^A	99.6	99.3	98.6	93.2	98.9	69.6	64.5	99.7	2,510
Sex of newborn									
Male	99.4	99.0	98.2	93.0	98.6	68.1	65.6	99.6	1,246
Female	99.7	99.6	99.0	93.4	99.1	71.2	63.5	99.9	1,264
Area									
Urban	99.3	98.8	98.4	92.7	98.8	73.1	66.9	99.5	1,155
Rural	99.8	99.7	98.8	93.6	98.9	66.7	62.6	100.0	1,355
Geo-economic region									
Western	99.1	98.9	98.5	97.0	98.9	57.5	60.3	99.6	290
Central	99.5	98.9	95.6	85.2	96.7	64.7	51.2	99.9	408
Southern	99.7	99.7	99.7	99.2	99.7	51.8	54.2	99.7	453
Central-Eastern	99.6	99.3	99.3	95.8	99.3	83.8	75.2	100.0	528
Eastern	99.5	99.3	99.0	91.5	99.1	73.2	68.6	99.5	706
Tashkent city	100.0	100.0	100.0	86.6	100.0	98.8	87.3	100.0	126
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	0
Secondary	100.0	99.4	99.4	94.5	99.6	73.4	61.5	100.0	409
Secondary specialized vocational	99.5	99.1	98.4	92.9	98.7	68.1	65.7	99.7	1,861
Higher	99.4	100.0	99.0	93.3	99.0	74.7	61.0	100.0	240
Age at most recent live birth									
Less than 20	100.0	96.7	100.0	93.0	100.0	67.7	80.1	100.0	73
20-34	99.5	99.4	98.5	93.0	98.7	69.6	64.2	99.7	2,263
35-49	100.0	98.3	100.0	95.6	100.0	71.6	62.4	100.0	174
Mother tongue/native language of household head									
Uzbek	99.6	99.3	98.5	93.1	98.8	70.5	65.9	99.7	2,299
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19
Karakalpak	100.0	100.0	98.4	98.4	98.4	31.3	22.2	100.0	44
Tajik	98.5	97.3	100.0	100.0	100.0	73.5	62.8	100.0	87
Kazakh	(100.0)	(100.0)	(100.0)	(80.5)	(100.0)	(65.2)	(46.1)	(100.0)	40
Other language	(100.0)	(100.0)	(100.0)	(91.9)	(100.0)	(61.2)	(36.5)	(100.0)	21

¹ MICS indicator TM.19 - Post-natal signal care functions

^A Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.7: Post-natal health checks for mothers (Round 1)

Percentage of women age 15-49 years with a live birth in the last 2 years who for the most recent live birth received health checks while in facility or at home following birth, percent distribution who received post-natal care (PNC) visits from any health provider after birth at the time of last birth, by timing of visit, and percentage who received post-natal health checks, Uzbekistan, 2021-2022

	Health check following birth while in facility or at home ^A	PNC visit for mothers ^B						Total	Post-natal health check for the mother ^{1,C}	Number of women with a live birth in the last 2 years
		Same day	1 day following birth	2 days following birth	3-6 days following birth	After the first week following birth	No post-natal care visit			
Total^D	99.5	0.3	0.2	0.6	47.1	45.3	6.5	100.0	99.5	2,510
Sex of newborn										
Male	99.3	0.5	0.1	0.7	47.4	44.5	7.0	100.0	99.3	1,246
Female	99.7	0.1	0.3	0.5	46.9	46.2	6.1	100.0	99.7	1,264
Area										
Urban	99.4	0.3	0.2	1.0	46.5	44.4	7.7	100.0	99.4	1,155
Rural	99.6	0.2	0.2	0.3	47.6	46.2	5.5	100.0	99.6	1,355
Geo-economic region										
Western	99.4	0.4	0.4	0.0	36.5	61.3	1.4	100.0	99.4	290
Central	99.1	0.7	0.0	0.2	37.2	46.6	15.4	100.0	99.2	408
Southern	100.0	0.0	0.1	0.7	69.0	29.2	1.0	100.0	100.0	453
Central-Eastern	99.6	0.5	0.5	1.4	52.9	42.0	2.7	100.0	99.6	528
Eastern	99.3	0.0	0.0	0.1	37.6	51.7	10.5	100.0	99.3	706
Tashkent city	100.0	0.0	0.0	1.9	54.1	41.1	2.8	100.0	100.0	126
Education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	0
Secondary	99.3	0.2	0.0	0.5	50.5	41.2	7.6	100.0	99.4	409
Secondary specialized vocational	99.6	0.3	0.1	0.7	46.6	46.4	5.9	100.0	99.6	1,861
Higher	98.8	0.1	0.7	0.3	45.2	43.9	9.8	100.0	98.8	240
Age at most recent live birth										
Less than 20	100.0	0.5	0.0	0.0	51.2	43.3	5.0	100.0	100.0	73
20-34	99.5	0.3	0.1	0.7	46.8	45.5	6.7	100.0	99.5	2,263
35-49	100.0	0.2	1.1	0.0	49.7	44.2	4.8	100.0	100.0	174
Type of delivery										
Vaginal birth	99.6	0.2	0.2	0.7	51.8	40.6	6.5	100.0	99.6	2,082
C-section	99.2	0.4	0.0	0.2	24.2	68.5	6.7	100.0	99.2	428
Mother tongue/native language of household head										
Uzbek	99.6	0.3	0.1	0.7	48.1	44.4	6.5	100.0	99.6	2,299
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	19
Karakalpak	100.0	1.3	2.9	0.0	20.6	75.2	0.0	100.0	100.0	44
Tajik	98.5	0.0	0.0	0.0	52.7	44.9	2.4	100.0	98.5	87
Kazakh	(96.2)	(0.0)	(0.0)	(0.0)	(9.1)	(59.0)	(31.9)	100.0	(96.2)	40
Other language	(100.0)	(0.0)	(0.0)	(0.0)	(19.7)	(80.3)	(0.0)	100.0	(100.0)	21

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

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

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

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

^D Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.7A: Post-natal care visits for mothers following discharge from health facility (Round 1)

Percent distribution of women age 15-49 years with a live birth in the last 2 years who for the most recent live birth received a post-natal care (PNC) visit from any health provider after being discharged from the health facility, by timing of visit, Uzbekistan, 2021-2022

	PNC visit for mothers by time following discharge from health facility ^A							Total	Number of women with a live birth in the last two years delivered in health facility
	Within the first week following discharge					After the first week following discharge	No post-natal care visit following discharge		
	Same day	1 day following discharge	2nd day following discharge	3rd day following discharge	4-6 days following discharge ^B				
Total^C	13.1	19.2	24.0	11.7	12.4	12.9	6.7	100.0	2,502
Sex of newborn									
Male	13.5	20.8	23.9	10.1	12.0	12.6	7.1	100.0	1,242
Female	12.8	17.7	24.1	13.3	12.7	13.2	6.3	100.0	1,260
Area									
Urban	14.0	20.6	24.0	9.2	11.0	13.5	7.7	100.0	1,153
Rural	12.4	18.0	24.0	13.9	13.5	12.4	5.8	100.0	1,348
Geo-economic region									
Western	20.5	19.4	27.7	12.1	14.7	4.2	1.4	100.0	287
Central	9.0	15.8	18.7	8.0	11.3	21.3	15.9	100.0	407
Southern	18.0	10.6	31.5	23.3	13.4	2.4	0.8	100.0	451
Central-Eastern	16.9	24.3	23.9	10.3	14.7	6.8	3.2	100.0	525
Eastern	7.5	20.9	19.8	7.6	9.5	24.2	10.6	100.0	705
Tashkent city	8.4	30.1	30.3	10.7	13.0	4.7	2.8	100.0	126
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	0
Secondary	11.2	21.6	24.3	11.8	12.0	11.0	8.0	100.0	408
Secondary specialized vocational	13.6	18.9	24.1	11.6	12.5	13.3	6.0	100.0	1,853
Higher	13.2	17.6	22.6	12.4	11.6	12.8	9.8	100.0	240
Age at most recent live birth									
Less than 20	15.9	17.5	30.1	12.4	13.4	5.6	5.0	100.0	73
20-34	12.7	19.2	23.8	11.9	12.2	13.3	6.9	100.0	2,257
35-49	18.0	19.9	24.1	8.8	13.8	10.5	4.9	100.0	172
Type of delivery									
Vaginal birth	12.7	19.1	24.5	13.4	11.5	12.2	6.7	100.0	2,074
C-section	15.1	19.9	21.9	3.5	16.6	16.4	6.7	100.0	428
Mother tongue/native language of household head									
Uzbek	13.0	19.4	23.9	11.9	11.9	13.2	6.6	100.0	2,291
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	19
Karakalpak	18.2	10.6	36.0	16.1	10.3	8.9	0.0	100.0	44
Tajik	15.6	22.4	22.7	9.4	19.4	8.1	2.4	100.0	87
Kazakh	(9.3)	(10.2)	(18.0)	(8.3)	(8.1)	(14.3)	(31.9)	100.0	40
Other language	(0.0)	(7.7)	(36.4)	(8.6)	(35.3)	(12.1)	(0.0)	100.0	21

^A The same length of stay in the health facility is used for both the mother and the newborn child (since only information on the duration of stay of the mother is collected).

^B Includes 78 women for whom the first PNC check was in the same week as discharge, who reported both length of stay in the health facility and time of first PNC check is in weeks

^C Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.8A: Post-natal care visits for mothers within the first week following discharge from health facility (Round 1)

Percent distribution of women age 15-49 years with a live birth in the last 2 years who for the most recent live birth received a post-natal care (PNC) visit within the first week following discharge from the health facility, by location and provider of the first PNC visit, Uzbekistan, 2021-2022

	Location of first PNC visit for mothers within the first week following discharge from the health facility					Provider of first PNC visit for mothers within the first week following discharge from the health facility					Number of women with a live birth in the last 2 years who received a PNC visit within the first week following discharge from the health facility
	Home	Public Sector	Private sector	Other location	Total	Doctor/ nurse/ midwife	Feldsher	Traditional birth attendant	Other	Total	
	Total^A	95.3	4.5	0.1	0.1	100.0	100.0	0.0	0.0	0.0	
Sex of newborn											
Male	95.4	4.1	0.3	0.2	100.0	100.0	0.0	0.0	0.0	100.0	998
Female	95.2	4.8	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	1,015
Area											
Urban	95.4	4.2	0.3	0.2	100.0	100.0	0.0	0.0	0.0	100.0	909
Rural	95.2	4.7	0.0	0.0	100.0	99.9	0.0	0.1	0.0	100.0	1,103
Geo-economic region											
Western	99.7	0.3	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	271
Central	93.3	6.5	0.1	0.0	100.0	99.8	0.0	0.2	0.0	100.0	255
Southern	96.7	3.1	0.2	0.0	100.0	100.0	0.0	0.0	0.0	100.0	436
Central-Eastern	95.1	4.6	0.3	0.0	100.0	100.0	0.0	0.0	0.0	100.0	473
Eastern	92.2	7.3	0.0	0.4	100.0	100.0	0.0	0.0	0.0	100.0	460
Tashkent city	96.8	3.2	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	116
Education											
Pre-school or none/Primary	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	0
Secondary	96.2	3.8	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	331
Secondary specialized vocational	95.0	4.7	0.2	0.1	100.0	100.0	0.0	0.0	0.0	100.0	1,496
Higher	95.8	4.2	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	186
Age at most recent live birth											
Less than 20	97.6	2.4	0.0	0.0	100.0	99.4	0.0	0.6	0.0	100.0	65
20-34	95.1	4.7	0.2	0.1	100.0	100.0	0.0	0.0	0.0	100.0	1,802
35-49	96.9	3.1	0.0	0.0	100.0	99.9	0.0	0.1	0.0	100.0	145
Type of delivery											
Vaginal birth	95.4	4.4	0.1	0.1	100.0	100.0	0.0	0.0	0.0	100.0	1,684
C-section	94.7	4.8	0.5	0.0	100.0	99.9	0.0	0.1	0.0	100.0	329
Mother tongue/native language of household head											
Uzbek	95.3	4.4	0.2	0.1	100.0	100.0	0.0	0.0	0.0	100.0	1,836
Russian	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	18
Karakalpak	100.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	40
Tajik	93.8	6.2	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	78
Kazakh	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	100.0	22
Other language	(100.0)	(0.0)	(0.0)	(0.0)	100.0	(97.9)	(0.0)	(2.1)	(0.0)	100.0	18

^A Findings by background characteristic "Place of delivery" are not shown in the table as almost 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

Table TM.8.9: Post-natal health checks for mothers and newborns (Round 1)

Percentage of women age 15-49 years with a live birth in the last 2 years by post-natal health checks for the mother and newborn, within 2 days of the most recent live birth, Uzbekistan, 2021-2022

	Percentage of post-natal health checks within 2 days of birth for:				Number of women with a live birth in the last 2 years
	Newborns ¹	Mothers ²	Both mothers and newborns	Neither mother nor newborn	
Total^A	99.6	99.5	99.3	0.1	2,510
Sex of newborn					
Male	99.5	99.3	99.0	0.2	1,246
Female	99.7	99.7	99.5	0.1	1,264
Area					
Urban	99.5	99.4	99.1	0.2	1,155
Rural	99.8	99.6	99.4	0.0	1,355
Geo-economic region					
Western	99.8	99.4	99.4	0.2	290
Central	99.7	99.2	98.8	0.0	408
Southern	100.0	100.0	100.0	0.0	453
Central-Eastern	99.8	99.6	99.4	0.0	528
Eastern	99.3	99.3	98.8	0.3	706
Tashkent city	99.6	100.0	99.6	0.0	126
Education					
Pre-school or none/Primary	(*)	(*)	(*)	(*)	0
Secondary	99.2	99.4	98.6	0.0	409
Secondary specialized vocational	99.7	99.6	99.5	0.1	1,861
Higher	99.8	98.8	98.6	0.0	240
Age at most recent live birth					
Less than 20	100.0	100.0	100.0	0.0	73
20-34	99.6	99.5	99.2	0.1	2,263
35-49	100.0	100.0	100.0	0.0	174
Type of delivery					
Vaginal birth	99.7	99.6	99.4	0.1	2,082
C-section	99.6	99.2	98.8	0.0	428
Mother tongue/native language of household head					
Uzbek	99.6	99.6	99.3	0.1	2,299
Russian	(*)	(*)	(*)	(*)	19
Karakalpak	100.0	100.0	100.0	0.0	44
Tajik	100.0	98.5	98.5	0.0	87
Kazakh	(100.0)	(96.2)	(96.2)	(0.0)	40
Other language	(100.0)	(100.0)	(100.0)	(0.0)	21
¹ MICS indicator TM.13 - Post-natal health check for the newborn					
² MICS indicator TM.20 - Post-natal health check for the mother					
^A Findings by background characteristic "Place of delivery" are not shown in the table as almost 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					

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 its transmission.⁷⁰ Correct information is the first step towards raising awareness and giving adolescents and young people the tools to protect themselves from infection. Misconceptions about HIV are common and can confuse adolescents and young people and hinder prevention efforts.^{71,72} 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.^{73,74} The HIV module administered to women and men 15-49 years of age addresses part of this call.

The Global AIDS Monitoring (GAM) Reporting indicator: the percentage of young people who have comprehensive and correct knowledge of HIV prevention and transmission, is defined as 1) knowing that consistent use of a condom during sexual intercourse and having just one uninfected faithful partner can reduce the chance of getting HIV, 2) knowing that a healthy-looking person can have HIV, and 3) rejecting the two most common local misconceptions about transmission/prevention of HIV. In the 2021-2022 Uzbekistan 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 Uzbekistan, that HIV can be transmitted by supernatural means and sharing food with someone with HIV. The table also provides information on whether women know that HIV cannot be transmitted by mosquito bites.

Knowledge of possibility 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.⁷⁵

The following questions were asked in the 2021-2022 Uzbekistan MICS to measure stigma and discriminatory attitudes that may result in discriminatory acts (or omissions): whether the respondent 1) would buy fresh

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

⁷¹ 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.

⁷² 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.

⁷³ 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.

⁷⁴ 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.

⁷⁵ 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.

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.

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.^{76,77} 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.^{78,79} Table TM.11.6W summarises information on key HIV indicators for young women.

⁷⁶ 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.

⁷⁷ 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.

⁷⁸ 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.

⁷⁹ 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.

Table TM.11.1W: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (women) (Round 2)

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, Uzbekistan, 2021-2022

	Percentage who know transmission can be prevented by:				Percentage who know that a healthy-looking person can be HIV-positive	Percentage who know that HIV cannot be transmitted by:			Percentage who reject the two most common misconceptions and know that a healthy-looking person can be HIV-positive	Percentage with comprehensive knowledge ^{1,A}	Number of women
	Percentage who have heard of AIDS	Having only one faithful uninfected sex partner	Using a condom every time	Both		Mosquito bites	Supernatural means	Sharing food with someone with HIV			
Total	79.9	58.0	44.9	37.4	63.1	35.4	67.3	44.0	22.3	13.7	4,772
Area											
Urban	84.7	62.3	47.8	40.1	66.8	39.9	73.0	50.5	27.3	16.4	2,241
Rural	75.6	54.3	42.3	35.0	59.9	31.5	62.3	38.2	17.9	11.3	2,531
Geo-economic region											
Western	76.8	60.4	43.1	37.8	53.5	30.4	63.8	36.5	17.2	10.9	519
Central	88.5	61.9	52.8	43.2	72.2	51.8	81.6	63.1	36.8	22.8	731
Southern	80.5	62.4	41.8	35.0	68.0	22.7	68.7	39.4	13.7	7.8	863
Central-Eastern	73.9	50.8	43.3	34.3	53.1	28.9	60.7	36.1	16.6	10.6	951
Eastern	76.6	52.0	41.9	35.3	59.6	34.8	59.3	36.8	18.1	11.8	1,387
Tashkent city	94.9	81.0	56.2	48.4	89.7	62.5	90.3	78.8	55.7	30.9	321
Age											
15-24 ¹	78.6	53.4	32.6	26.8	62.0	35.2	68.5	42.2	22.1	10.3	1,289
15-19	71.9	41.8	18.9	15.2	57.5	30.0	63.2	37.2	19.4	6.5	642
15-17	65.5	37.7	13.1	10.8	51.3	29.1	59.2	33.2	19.1	4.8	380
18-19	81.2	47.8	27.4	21.7	66.6	31.4	69.1	43.0	19.8	9.0	262
20-24	85.3	64.9	46.1	38.3	66.3	40.2	73.8	47.2	24.9	14.1	647
25-29	80.9	62.7	48.0	40.3	63.1	36.0	69.5	44.5	20.9	12.6	815
30-39	79.6	58.3	50.0	41.5	64.1	34.9	66.8	44.4	22.3	15.6	1,548
40-49	80.9	59.7	49.8	41.7	63.1	36.1	65.0	45.0	23.6	15.9	1,119
Education											
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Secondary	72.4	48.0	36.0	28.6	55.9	27.9	56.4	32.6	15.6	8.0	2,015
Secondary specialized vocational	83.3	62.7	49.3	41.6	65.0	38.1	72.0	48.5	24.9	16.2	2,180
Higher	94.3	77.0	61.1	53.5	82.6	52.7	89.5	67.9	37.3	25.2	562

Continued

Table TM.11.1W: Knowledge about HIV transmission, misconceptions about HIV, and comprehensive knowledge about HIV transmission (women) (Round 2)

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, Uzbekistan, 2021-2022

	Percentage who know transmission can be prevented by:				Percentage who know that a healthy-looking person can be HIV-positive	Percentage who know that HIV cannot be transmitted by:			Percentage who reject the two most common misconceptions and know that a healthy-looking person can be HIV-positive	Percentage with comprehensive knowledge ^{1,A}	Number of women
	Percentage who have heard of AIDS	Having only one faithful uninfected sex partner	Using a condom every time	Both		Mosquito bites	Supernatural means	Sharing food with someone with HIV			
Marital status											
Ever married/in union	81.5	60.6	49.8	41.4	64.4	36.0	67.6	44.8	22.6	14.8	3,923
Never married/in union	72.1	46.1	22.2	18.6	57.3	32.7	65.7	40.1	21.3	8.6	849
Functional difficulties (age 18-49 years)											
Has functional difficulty	74.1	57.0	47.4	37.6	59.1	31.5	59.6	31.3	11.7	8.9	306
Has no functional difficulty	81.6	60.0	47.7	39.8	64.5	36.3	68.6	45.9	23.4	14.9	4,086
Mother tongue/native language of household head											
Uzbek	80.4	58.0	44.9	37.2	63.4	34.8	67.3	43.7	21.7	13.3	4,274
Russian	96.5	83.2	64.8	56.3	90.9	71.5	92.9	83.3	62.2	35.2	71
Karakalpak	72.7	63.4	50.1	45.5	56.9	46.5	69.0	51.4	33.1	24.7	83
Tajik	69.0	51.8	41.6	35.3	53.8	31.0	55.2	32.5	17.8	11.9	210
Kazakh	79.0	57.5	49.0	41.3	65.9	39.8	74.3	44.9	26.4	16.9	74
Other language	73.0	48.0	24.8	20.4	51.5	35.1	65.9	47.6	19.9	8.6	60
Wealth index quintile											
Poorest	68.6	47.2	33.0	26.2	52.1	18.4	51.1	26.6	9.2	4.9	986
Second	74.8	50.7	38.3	30.5	58.7	27.9	57.7	35.3	14.8	8.0	960
Middle	81.1	58.3	45.6	39.2	61.7	35.0	69.6	43.2	19.4	12.8	949
Fourth	84.5	63.4	53.9	44.4	67.0	43.5	74.6	50.0	28.1	18.1	911
Richest	90.7	71.2	54.6	47.3	76.5	53.0	84.2	65.3	40.7	25.2	966

¹ MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people^A Comprehensive knowledge about HIV prevention includes those who know of the two ways of HIV prevention (having only one faithful uninfected partner and using a condom every time), who know that a healthy-looking person can be HIV-positive and who reject the two most common misconceptions about HIV transmission

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

Table TM.11.2W: Knowledge of mother-to-child HIV transmission (women) (Round 2)

Percentage of women age 15-49 years who correctly identify means of HIV transmission from mother to child, Uzbekistan, 2021-2022

	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 ¹	By at least one of the three means and that risk can be reduced by mother taking special drugs during pregnancy	By breastfeeding and that risk can be reduced by mother taking special drugs during pregnancy			
Total	56.4	58.0	54.3	72.8	35.5	29.0	23.5	27.0	4,772	
Area										
Urban	57.6	61.4	56.1	76.9	35.3	30.8	24.5	23.0	2,241	
Rural	55.3	55.0	52.7	69.3	35.7	27.5	22.7	30.5	2,531	
Geo-economic region										
Western	60.7	54.7	55.1	68.5	42.5	25.2	21.4	30.4	519	
Central	58.6	63.7	66.5	81.6	40.7	39.3	34.1	18.4	731	
Southern	53.3	52.9	51.2	71.0	29.1	25.6	20.7	29.0	863	
Central-Eastern	55.5	52.3	50.1	66.9	34.3	31.5	26.1	33.0	951	
Eastern	56.6	59.1	51.5	71.3	36.3	24.2	18.4	28.5	1,387	
Tashkent city	54.6	76.1	58.1	89.1	29.5	34.7	25.1	10.9	321	
Age group										
15-24	55.6	52.3	58.7	71.0	35.9	28.8	24.8	28.7	1,289	
15-19	48.1	44.2	52.8	61.4	31.0	25.8	23.2	38.2	642	
15-17	43.3	36.9	44.0	52.6	26.3	23.5	20.2	47.1	380	
18-19	55.2	54.9	65.6	74.2	37.8	29.2	27.4	25.4	262	
20-24	63.0	60.4	64.4	80.5	40.7	31.8	26.4	19.3	647	
25-29	57.0	60.9	56.3	74.3	37.4	30.7	25.3	25.4	815	
30-39	57.3	59.4	52.8	73.3	35.4	29.1	22.9	26.7	1,548	
40-49	55.7	60.4	50.0	73.3	33.9	28.1	21.7	26.5	1,119	
Education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Secondary	53.2	50.7	50.0	64.8	34.0	26.1	21.5	34.9	2,015	
Secondary specialized vocational	57.6	61.4	57.2	76.4	36.9	31.1	25.2	23.5	2,180	
Higher	63.8	71.6	59.1	89.1	35.3	32.4	25.0	10.7	562	

Continued

Table TM.11.2W: Knowledge of mother-to-child HIV transmission (women) (Round 2)

Percentage of women age 15-49 years who correctly identify means of HIV transmission from mother to child, Uzbekistan, 2021-2022

	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 ¹	By at least one of the three means and that risk can be reduced by mother taking special drugs during pregnancy	By breastfeeding and that risk can be reduced by mother taking special drugs during pregnancy		
Marital status									
Ever married/in union	58.1	61.1	55.0	75.1	36.9	29.8	23.9	24.7	3,923
Never married/in union	48.6	43.7	51.0	62.5	29.0	25.5	21.9	37.2	849
Functional difficulties (age 18-49 years)									
Has functional difficulty	55.6	56.3	50.3	67.8	35.9	20.4	16.7	31.5	306
Has no functional difficulty	57.7	60.1	55.6	75.1	36.3	30.2	24.4	24.7	4,086
Mother tongue/native language of household head									
Uzbek	56.3	58.3	54.7	73.4	35.2	29.1	23.7	26.5	4,274
Russian	63.2	70.9	41.0	84.3	26.9	33.2	20.7	15.7	71
Karakalpak	62.2	55.8	56.5	68.7	46.5	19.5	16.7	29.6	83
Tajik	53.8	52.2	52.8	64.0	37.9	32.9	29.9	35.7	210
Kazakh	55.0	48.8	52.9	67.9	40.3	26.7	16.5	31.2	74
Other language	59.4	54.6	47.2	63.9	40.3	22.1	13.0	33.8	60
Wealth index quintiles									
Poorest	51.4	47.2	49.1	61.3	32.5	24.6	21.6	38.6	986
Second	54.4	53.5	51.6	68.8	34.3	27.7	22.3	30.7	960
Middle	58.3	58.1	56.4	74.3	37.9	28.4	23.4	25.6	949
Fourth	62.3	63.9	58.3	77.9	39.7	32.6	25.3	21.9	911
Richest	56.1	67.9	56.5	82.3	33.4	32.2	25.2	17.4	966

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

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

Table TM.11.3W: Attitudes towards people living with HIV (women) (Round 2)

Percentage of women age 15-49 years who have heard of AIDS and report discriminating attitudes towards people living with HIV, Uzbekistan, 2021-2022

	Percentage of women who:			Percentage of women who think people:			Percentage of women who:		
	Would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive	Think children living with HIV should not be allowed to attend school with children who do not have HIV	Report discriminatory attitudes towards people living with HIV ^{1,A}	Hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV	Talk badly about people living with HIV, or who are thought to be living with HIV	Living with HIV, or thought to be living with HIV, lose the respect of other people	Would be ashamed if someone in family had HIV	Fear getting HIV if coming into contact with the saliva of a person living with HIV ^B	Number of women who have heard of AIDS
Total	64.7	64.4	76.0	64.5	61.0	59.1	39.2	74.4	3,811
Area									
Urban	61.6	60.6	72.6	62.8	57.2	54.5	37.2	70.5	1,897
Rural	67.9	68.3	79.3	66.3	64.7	63.7	41.2	78.4	1,914
Geo-economic region									
Western	79.1	73.7	86.0	71.2	60.6	60.2	48.2	84.1	399
Central	56.4	55.9	68.7	56.7	51.2	52.4	37.4	61.8	647
Southern	79.6	77.2	88.5	66.9	74.0	76.6	50.4	85.5	695
Central-Eastern	75.6	78.8	86.3	74.8	75.6	74.2	41.5	87.1	703
Eastern	54.4	53.5	66.5	62.9	58.0	49.8	31.7	70.3	1,062
Tashkent city	40.9	46.2	58.3	49.1	29.3	29.4	26.7	48.7	305
Age									
15-24	66.6	63.9	76.4	63.3	55.9	51.4	23.8	72.7	1,013
15-19	70.7	64.2	78.2	61.5	54.7	48.8	21.3	75.4	462
15-17	72.8	64.5	77.5	59.4	51.7	46.9	22.3	78.6	249
18-19	68.2	63.9	79.0	64.0	58.3	51.1	20.1	71.5	213
20-24	63.2	63.6	75.0	64.7	56.9	53.7	25.9	70.4	552
25-29	62.6	68.0	77.9	63.8	64.5	61.8	33.6	75.7	659
30-39	65.7	64.5	75.6	63.1	61.7	61.1	44.0	74.5	1,232
40-49	62.9	62.4	74.5	68.5	63.2	62.9	54.1	75.5	906
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Secondary	73.8	69.5	81.3	64.3	64.5	63.0	45.3	79.4	1,459
Secondary specialized vocational	61.3	62.7	73.8	64.2	59.7	57.2	35.6	73.0	1,815
Higher	51.3	56.2	68.2	66.7	55.6	54.1	34.6	65.6	530

Continued

Table TM.11.3W: Attitudes towards people living with HIV (women) (Round 2)

Percentage of women age 15-49 years who have heard of AIDS and report discriminating attitudes towards people living with HIV, Uzbekistan, 2021-2022

	Percentage of women who:			Percentage of women who think people:			Percentage of women who:		
	Would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive	Think children living with HIV should not be allowed to attend school with children who do not have HIV	Report discriminatory attitudes towards people living with HIV ^{1,A}	Hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV	Talk badly about people living with HIV, or who are thought to be living with HIV	Living with HIV, or thought to be living with HIV, lose the respect of other people	Would be ashamed if someone in family had HIV	Fear getting HIV if coming into contact with the saliva of a person living with HIV ^B	Number of women who have heard of AIDS
Marital status									
Ever married/in union	64.3	65.1	76.1	65.2	61.9	60.7	42.0	74.8	3,199
Never married/in union	66.8	61.0	75.2	60.9	56.1	50.8	24.4	72.3	612
Functional difficulties (age 18-49 years)									
Has functional difficulty	61.9	63.9	77.3	69.4	63.9	66.8	51.0	79.7	227
Has no functional difficulty	64.3	64.5	75.7	64.6	61.5	59.5	39.7	73.8	3,335
Mother tongue/native language of household head									
Uzbek	65.3	64.8	76.5	65.4	61.8	59.7	39.0	75.1	3,434
Russian	37.0	31.6	50.7	50.7	38.7	38.2	23.4	39.4	68
Karakalpak	69.0	61.9	75.9	58.3	38.2	48.2	43.1	69.3	60
Tajik	67.1	71.2	77.0	62.5	65.1	64.0	48.6	75.4	145
Kazakh	60.2	66.1	72.9	48.9	52.1	53.5	44.3	84.7	58
Other language	57.7	64.5	73.7	56.4	60.6	51.4	39.6	68.1	44
Wealth index quintile									
Poorest	80.0	75.1	86.7	66.3	70.2	70.8	47.8	85.1	677
Second	70.1	70.6	82.0	66.2	65.4	62.2	40.9	80.2	718
Middle	68.8	68.0	78.0	67.7	67.1	61.9	38.8	77.2	770
Fourth	58.2	57.5	70.5	64.2	58.7	54.3	36.1	73.2	770
Richest	50.8	54.1	65.7	59.3	46.9	49.3	34.3	60.1	876

¹ MICS indicator TM.31 - Discriminatory attitudes towards people living with HIV^A This is a composite indicator of those who would not buy fresh vegetables from a shopkeeper or vendor who is HIV-positive or think children living with HIV should not be allowed to attend school with children who do not have HIV^B As part of respondent protection, those who answered that they are HIV-positive have been recoded to "No", and thus treated as having no fear of contracting HIV

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

Table TM.11.4W: Knowledge of a place for HIV testing (women) (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who:							Number of women
	Know a place to get tested ¹	Have ever been tested	Have ever been tested and know the result of the most recent test	Have been tested in the last 12 months	Have been tested in the last 12 months and know the result ²	Have heard of test kits people can use to test themselves for HIV ^A	Have tested themselves for HIV using a self-test kit ^{A,B}	
Total	58.5	44.6	41.3	16.9	15.7	11.4	0.8	4,772
Area								
Urban	64.2	50.7	46.7	19.5	18.4	11.0	1.0	2,241
Rural	53.5	39.3	36.5	14.5	13.3	11.8	0.7	2,531
Geo-economic region								
Western	49.5	34.3	30.9	13.0	11.5	12.3	1.4	519
Central	74.8	66.3	64.2	30.0	29.0	13.9	1.3	731
Southern	54.6	37.4	34.8	18.1	16.4	8.7	0.1	863
Central-Eastern	51.6	36.4	31.7	13.7	12.7	15.8	0.9	951
Eastern	55.2	40.6	37.9	11.7	10.7	10.3	0.9	1,387
Tashkent city	81.5	73.5	66.0	21.8	20.3	2.8	0.0	321
Age								
15-24	48.6	31.8	29.5	17.8	16.4	7.7	0.4	1,289
15-19	31.2	11.6	11.4	8.4	8.2	5.4	0.0	642
15-17	22.7	3.2	3.2	1.7	1.7	3.7	0.0	380
18-19	43.6	23.9	23.3	18.3	17.6	7.9	0.0	262
20-24	65.8	51.7	47.5	27.0	24.5	9.9	0.8	647
25-29	68.1	58.4	53.6	23.0	21.4	12.6	0.9	815
30-39	61.8	49.9	46.1	14.2	12.9	12.7	1.3	1,548
40-49	58.4	42.1	39.2	15.1	14.6	13.0	0.6	1,119
Education								
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Secondary	43.8	29.0	26.7	9.7	8.9	8.1	0.2	2,015
Secondary specialized vocational	67.6	55.3	51.3	22.5	21.0	13.3	1.5	2,180
Higher	77.0	60.3	55.5	20.9	19.6	15.8	0.5	562

Continued

Table TM.11.4W: Knowledge of a place for HIV testing (women) (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who:							Number of women
	Know a place to get tested ¹	Have ever been tested	Have ever been tested and know the result of the most recent test	Have been tested in the last 12 months	Have been tested in the last 12 months and know the result ²	Have heard of test kits people can use to test themselves for HIV ^A	Have tested themselves for HIV using a self-test kit ^{A,B}	
Marital status								
Ever married/in union	63.7	52.2	48.2	19.5	18.0	12.5	1.0	3,923
Never married/in union	34.5	9.4	9.2	4.8	4.8	6.4	0.0	849
Functional difficulties (age 18-49 years)								
Has functional difficulty	55.8	37.7	36.0	10.3	9.8	10.8	0.0	306
Has no functional difficulty	62.1	49.0	45.2	18.8	17.4	12.1	1.0	4,086
Mother tongue/native language of household head								
Uzbek	58.5	44.7	41.2	17.0	15.8	11.4	0.8	4,274
Russian	79.1	66.0	63.4	16.5	15.2	6.1	0.0	71
Karakalpak	54.3	29.6	26.8	15.5	13.3	19.6	2.9	83
Tajik	52.6	39.2	36.1	14.4	13.3	9.7	1.1	210
Kazakh	65.1	56.4	54.9	22.3	22.3	14.7	0.0	74
Other language	51.5	41.9	38.5	13.0	10.9	7.8	2.2	60
Wealth index quintile								
Poorest	40.2	26.2	23.5	10.7	9.3	8.2	0.1	986
Second	50.7	35.7	32.1	15.4	13.8	10.1	0.7	960
Middle	59.5	45.3	41.0	16.1	14.7	12.7	0.9	949
Fourth	67.5	53.2	51.2	19.8	19.0	16.5	1.0	911
Richest	75.6	63.4	59.5	22.6	21.8	9.7	1.5	966

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

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

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

^B HIV self-test kits are not sold in pharmacies in Uzbekistan.

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

Table TM.11.5: HIV counselling and testing during antenatal care (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who:							Number of women with a live birth in the last 2 years
	Received antenatal care from a health care professional for the pregnancy of the most recent live birth	Received HIV counselling during antenatal care ^{1,A}	Were offered an HIV test and were tested for HIV during antenatal care	Were offered an HIV test and were tested for HIV during antenatal care, and received the results ²	Received HIV counselling, were offered an HIV test, accepted and received the results	Were offered an HIV test, accepted and received the results, and received post-test health information or counselling related to HIV ³		
Total^B	98.2	27.1	48.3	44.7	21.4	17.1	984	
Area								
Urban	98.0	29.5	53.8	51.3	24.4	20.8	448	
Rural	98.4	25.1	43.7	39.3	19.0	14.0	537	
Geo-economic region								
Western	98.2	19.6	43.6	38.9	15.4	15.1	111	
Central	97.2	41.3	68.6	65.6	38.4	24.2	159	
Southern	99.3	20.0	41.7	39.2	15.9	13.8	171	
Central-Eastern	96.2	22.6	45.9	40.2	18.6	15.8	211	
Eastern	99.4	28.2	38.3	36.3	17.7	11.0	285	
Tashkent city	100.0	35.5	85.0	79.0	33.4	52.3	48	
Age								
15-24	99.3	26.7	48.2	43.7	20.8	15.3	301	
15-19	(*)	(*)	(*)	(*)	(*)	(*)	9	
15-17	-	-	-	-	-	-	0	
18-19	(*)	(*)	(*)	(*)	(*)	(*)	9	
20-24	99.3	26.2	48.2	43.6	20.3	14.3	292	
25-29	98.0	29.4	49.5	47.3	23.8	18.9	375	
30-39	97.4	24.4	46.4	42.3	18.6	15.8	295	
40-49	(*)	(*)	(*)	(*)	(*)	(*)	14	
Education								
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	5	
Secondary	97.8	24.0	40.8	36.5	17.7	14.1	202	
Secondary specialized vocational	98.2	26.0	47.7	44.1	20.5	17.5	672	
Higher	99.2	40.9	68.8	66.7	35.3	20.7	105	

Continued

Table TM.11.5: HIV counselling and testing during antenatal care (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who:						
	Received antenatal care from a health care professional for the pregnancy of the most recent live birth	Received HIV counselling during antenatal care ^{1,A}	Were offered an HIV test and were tested for HIV during antenatal care	Were offered an HIV test and were tested for HIV during antenatal care, and received the results ²	Received HIV counselling, were offered an HIV test, accepted and received the results	Were offered an HIV test, accepted and received the results, and received post-test health information or counselling related to HIV ³	Number of women with a live birth in the last 2 years
Functional difficulties (age 18-49 years)							
Has functional difficulty	(97.2)	(18.8)	(26.4)	(23.2)	(11.6)	(7.3)	42
Has no functional difficulty	98.3	27.5	49.3	45.7	21.9	17.5	942
Mother tongue/native language of household head							
Uzbek	98.3	26.7	49.2	45.7	21.1	16.9	904
Russian	(*)	(*)	(*)	(*)	(*)	(*)	4
Karakalpak	(*)	(*)	(*)	(*)	(*)	(*)	13
Tajik	(100.0)	(31.6)	(33.1)	(29.0)	(25.1)	(21.2)	39
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	13
Other language	(*)	(*)	(*)	(*)	(*)	(*)	11
Wealth index quintile							
Poorest	98.7	14.6	30.9	27.9	10.8	9.6	182
Second	97.5	22.1	40.0	34.6	16.4	10.6	221
Middle	99.5	30.1	50.8	47.7	23.0	16.5	210
Fourth	98.7	35.1	55.5	52.6	28.8	17.0	187
Richest	96.7	33.7	65.2	62.3	28.7	33.0	184

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

² MICS indicator TM.36 - HIV testing during antenatal care

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

^A In this context, counselling means that someone talked with the respondent about all three of the following topics: 1) babies getting the HIV from their mother, 2) preventing HIV, and 3) getting tested for HIV.

^B Findings by background characteristic "Marital status" are not shown in the table as all women age 15-49 with a live birth in the last 2 years are ever married/in union

(*) 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) (Round 2)

Percentage of women age 15-24 years by key HIV and AIDS indicators, Uzbekistan, 2021-2022

	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 ^A	Number of women age 15-24 years who have heard of AIDS
	Have comprehensive knowledge ¹	Know all three means of HIV transmission from mother to child	Know a place to get tested for HIV	Have ever been tested and know the result of the most recent test	Have been tested for HIV in the last 12 months and know the result			
Total^B	10.3	35.9	48.6	29.5	16.4	1,289	76.4	1,013
Area								
Urban	13.6	35.7	56.1	33.0	19.6	620	73.0	528
Rural	7.3	36.0	41.7	26.2	13.4	670	80.2	486
Geo-economic region								
Western	8.7	40.4	37.2	19.4	7.0	136	87.4	107
Central	19.6	41.2	64.8	47.5	27.8	205	68.5	175
Southern	4.7	28.0	47.8	22.2	14.5	237	92.4	192
Central-Eastern	4.6	38.3	43.2	25.9	15.4	239	86.4	178
Eastern	9.6	37.0	44.5	27.4	13.8	392	65.4	288
Tashkent city	27.1	24.7	65.6	43.0	23.8	80	57.1	73
Age								
15-19	6.5	31.0	31.2	11.4	8.2	642	78.2	462
15-17	4.8	26.3	22.7	3.2	1.7	380	77.5	249
18-19	9.0	37.8	43.6	23.3	17.6	262	79.0	213
20-24	14.1	40.7	65.8	47.5	24.5	647	75.0	552
20-22	13.6	40.8	62.2	43.6	26.5	360	72.3	295
23-24	14.9	40.6	70.4	52.4	22.0	288	78.1	257
Education								
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	1	-	0
Secondary	5.6	31.4	30.8	12.4	8.1	579	80.4	401
Secondary specialized vocational	12.5	39.9	64.0	47.1	24.6	530	74.5	450
Higher	19.4	38.6	61.1	33.0	18.7	179	72.0	162
Marital status								
Ever married/in union	12.8	44.3	67.9	56.7	31.7	567	76.6	488
Never married/in union	8.4	29.2	33.4	8.1	4.3	722	76.3	525

Continued

Table TM.11.6W: Key HIV and AIDS indicators (young women) (Round 2)								
Percentage of women age 15-24 years by key HIV and AIDS indicators, Uzbekistan, 2021-2022								
	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 ^A	Number of women age 15-24 years who have heard of AIDS
	Have comprehensive knowledge ¹	Know all three means of HIV transmission from mother to child	Know a place to get tested for HIV	Have ever been tested and know the result of the most recent test	Have been tested for HIV in the last 12 months and know the result			
Mother tongue/native language of household head								
Uzbek	9.8	35.7	49.1	30.2	17.3	1,156	77.0	915
Russian	(*)	(*)	(*)	(*)	(*)	18	(*)	18
Karakalpak	(28.8)	(47.6)	(41.0)	(7.9)	(3.0)	22	(77.5)	16
Tajik	14.0	35.8	39.2	23.6	14.2	61	(68.8)	39
Kazakh	(*)	(*)	(*)	(*)	(*)	18	(*)	12
Other language	(*)	(*)	(*)	(*)	(*)	15	(*)	13
Wealth index quintile								
Poorest	4.4	33.4	34.5	15.2	8.2	244	90.7	171
Second	6.0	36.8	43.2	26.0	12.5	258	76.4	189
Middle	7.7	37.0	44.9	28.1	17.1	256	77.1	204
Fourth	13.9	39.9	57.1	36.3	22.5	271	71.8	219
Richest	19.0	31.9	61.8	40.6	20.6	262	69.8	231
¹ MICS indicator TM.29 - Comprehensive knowledge about HIV prevention among young people								
^A Refer to Table TM.11.3W for the two components.								
^B Findings by background characteristic "Functional difficulties (age 18-49 years)" are not shown in the table due to the small number of unweighted cases for the category "Has functional difficulties".								
(*) Figures that are based on fewer than 25 unweighted cases								
() Figures that are based on 25-49 unweighted cases								

7 THRIVE – CHILD HEALTH, NUTRITION AND DEVELOPMENT

7.1 IMMUNISATION

Immunisation is a proven tool for controlling and eliminating life-threatening infectious diseases and is estimated to avert between 2 and 3 million deaths each year.⁸⁰ It is one of the most cost-effective health investments, with proven strategies that make it accessible to even the most hard-to-reach and vulnerable populations.

The WHO Recommended Routine Immunisations for Children⁸¹ recommends all children to be vaccinated against tuberculosis, diphtheria, tetanus, pertussis, polio, measles, hepatitis B, haemophilus influenzae type b, pneumococcal bacteria/disease, rotavirus, and rubella.⁸²

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

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

The current national immunization calendar of the Republic of Uzbekistan is presented in the table below. There were some changes in the calendar in 2018. In April 2018, the Inactivated Polio Vaccine (IPV) was added to the National Immunization Calendar of Uzbekistan, and OPV at birth was removed from it. Children born before 2018 had to receive OPV, and those born in 2018 and after had to receive IPV instead. As per the National Immunization Calendar of Uzbekistan, IPV is given to children at age 4 months. The third dose of the Rota vaccine was introduced in 2018 for children born in June 2018.

Age	Name of vaccine
First 24 hours of birth	HepB1
2-5 days old	BCG1
2 months old	OPV1, Rota1, Penta1 (DTP1, HepB2, Hib1), PCV1
3 months old	OPV2, Rota2, Penta2 (DTP2, HepB3, Hib2), PCV2
4 months old	OPV3, Rota3, Penta3 (DTP3, HepB4, Hib3), IPV
12 months old	MMR1, PCV3
16 months old	OPV4, DTP4
6 years old	MMR2
7 years old (School grade 1)	OPV5, ADS-M (Td)5
9-13 years old	HPV
16 years old	ADS-M (Td)6

⁸⁰ "Immunization Highlights 2015." World Health Organization. June 27, 2016. Accessed August 23, 2018. <http://www.who.int/immunization/highlights/2015/en/>.

⁸¹ "WHO Recommendations for Routine Immunization - Summary Tables." World Health Organization. August 22, 2018. Accessed August 23, 2018. http://www.who.int/immunization/policy/immunization_tables/en/.

⁸² Additionally, vaccination against the human papillomavirus (HPV) is recommended for girls from 9 to 14 years of age⁸¹, but coverage of this vaccine is not yet included in MICS, as methodology is under development.

For children age 0-24 months, the vaccination schedule followed by the National immunization calendar of the Republic of Uzbekistan provides all the above mentioned vaccinations with birth doses of BCG and Hepatitis B vaccines (within 24 hours of birth), three doses of the Pentavalent vaccine containing DTP, Hepatitis B, and *Haemophilus influenzae* type b (Hib) antigens, four doses of the oral polio vaccine and one dose of the inactivated polio vaccine, three doses of the Pneumococcal (conjugate) vaccine (PCV), three doses of the rotavirus vaccine, one dose of the MMR vaccine containing measles, mumps, and rubella antigens, and, in addition, one dose of the Diphtheria-Tetanus-Pertussis Vaccine. All vaccinations should be received during the first year of life except the doses of MMR and Pneumo-3 at 12 months and OPV-4 and DTP-4 18 months. Taking into consideration this vaccination schedule, the estimates for full vaccination coverage from the 2021-2022 Uzbekistan MICS are based on children age 12-23/24-35 months.

Information on vaccination coverage was collected for all children under three years of age. All mothers or caretakers were asked to provide vaccination cards. If the vaccination card for a child was available, interviewers copied vaccination information from the cards onto the MICS questionnaire. If no vaccination card was available for the child, the interviewer proceeded to ask the mother to recall whether the child had received each of the vaccinations, and, for applicable antigens, how many doses were received.

Information was also obtained from vaccination records at health facilities. In Uzbekistan, the child's outpatient card (Form #112), which records the vaccinations received by the child, and the vaccination card (Form #063), are mainly kept in health facilities and rarely at home. In addition, health facilities maintain a Vaccination Register (Form #64). Therefore, in MICS, vaccination findings are based on information collected from these forms in health facilities, and on mothers'/caretakers' reports in the absence of these forms in health facilities (or in possession of mothers/caretakers).

Table TC.1.2A presents vaccination coverage estimates among children age 12-23 months by background characteristics, while Table TC.1.2B presents vaccination coverage estimates among children age 24-35 months. The figures indicate children receiving the vaccinations at any time up to the date of the survey and are based on information from both the vaccination cards or health facility records and mothers'/caretakers' reports.

Table TC.1.1: Vaccinations in the first years of life (Round 1)

Percentage of children age 12-23 months and 24-35 months vaccinated against vaccine preventable childhood diseases at any time before the survey (Crude coverage) and by their first birthday, Uzbekistan, 2021-2022

	Children age 12-23 months:				Children age 24-35 months:			
	Vaccinated at any time before the survey according to:			Vaccinated by 12 months of age	Vaccinated at any time before the survey according to:			Vaccinated by 12 months of age (OPV4 and DTP4 by 24 months)
	Vaccination records ^A	Mother's report	Either ^B (Crude coverage)		Vaccination records ^A	Mother's report	Either ^B (Crude coverage)	
Antigen								
BCG ¹	97.9	2.1	100.0	99.0	96.6	1.8	98.3	97.0
Polio								
OPV1	97.2	2.6	99.8	97.9	96.5	1.5	97.9	96.3
OPV2	96.8	1.9	98.7	96.3	96.1	1.7	97.8	95.4
OPV3	95.1	1.0	96.2	90.2	95.5	0.4	95.9	91.0
OPV3 and IPV ^{2,C}	88.6	4.8	93.4	79.7	90.2	3.8	94.0	81.8
OPV4	52.7	1.4	54.1	3.0	85.0	0.2	85.2	73.0
HepB at birth^D								
Within 1 day	88.8	0.0	88.8	80.2	87.7	0.0	87.7	79.1
Later	6.8	0.0	6.8	0.5	7.4	0.0	7.4	0.5
Pentavalent: DTP-HepB-Hib								
1	95.4	3.2	98.6	94.3	95.1	2.6	97.7	93.8
2	94.1	3.6	97.7	91.2	94.7	2.6	97.3	92.3
3 ^{3,4,5}	91.7	4.1	95.8	85.5	92.8	3.5	96.3	86.0
4	52.7	20.4	73.1	4.1	85.0	8.3	93.4	80.0
Pneumococcal (Conjugate) vaccine (PCV)								
1	96.2	2.6	98.8	95.7	95.6	2.4	98.0	95.1
2	94.9	2.7	97.7	91.7	94.5	2.9	97.5	92.0
3 ⁶	81.7	9.5	91.2	45.3	88.6	5.9	94.5	61.0
Rotavirus								
1	67.0	21.9	88.8	58.0	81.8	12.3	94.1	78.3
2	64.9	19.6	84.5	53.1	74.6	13.6	88.2	66.6
3 ^{7,E}	49.4	31.6	81.0	37.3	14.3	66.4	80.7	9.0
Measles-Mumps-Rubella (MMR1)^{8,9,F}								
	88.0	6.2	94.3	54.5	94.0	3.6	97.6	93.2

Continued

Table TC.1.1: Vaccinations in the first years of life (Round 1)

Percentage of children age 12-23 months and 24-35 months vaccinated against vaccine preventable childhood diseases at any time before the survey (Crude coverage) and by their first birthday, Uzbekistan, 2021-2022

	Children age 12-23 months:				Children age 24-35 months:			
	Vaccinated at any time before the survey according to:			Vaccinated by 12 months of age	Vaccinated at any time before the survey according to:			Vaccinated by 12 months of age (OPV4 and DTP4 by 24 months)
	Vaccination records ^A	Mother's report	Either ^B (Crude coverage)		Vaccination records ^A	Mother's report	Either ^B (Crude coverage)	
Fully vaccinated								
Basic antigens ^{10,G}	93.2	0.4	93.6	81.6	93.7	0.3	94.0	80.3
All antigens ^{11,H}	na	na	na	na	74.4	0.0	74.4	31.3
No vaccinations	0.0	0.0	0.0	0.6	0.0	1.5	1.5	2.4
Number of children	1,254	1,254	1,254	1,254	1,045	1,045	1,045	1,045

¹ MICS indicator TC.1 - Tuberculosis immunization coverage² MICS indicator TC.2 - Polio immunization coverage³ MICS indicator TC.3 - Diphtheria, tetanus and pertussis (DTP) immunization coverage; SDG indicator 3.b.1 & 3.8.1⁴ MICS indicator TC.4 - Hepatitis B immunization coverage⁵ MICS indicator TC.5 - Haemophilus influenzae type B (Hib) immunization coverage⁶ MICS indicator TC.6 - Pneumococcal (Conjugate) immunization coverage; SDG indicator 3.b.1⁷ MICS indicator TC.7 - Rotavirus immunization coverage⁸ MICS indicator TC.8 - Rubella immunization coverage⁹ MICS indicator TC.S1 - Measles immunization coverage; SDG indicator 3.b.1¹⁰ MICS indicator TC.11a - Full immunization coverage (basic antigens)¹¹ MICS indicator TC.11b - Full immunization coverage (all antigens)

na: not applicable

^A Vaccination card or other documents where the vaccinations are written down^B MICS indicators TC.1, TC.2, TC.3, TC.4, TC.5, TC.6 and TC.7 refer to children age 12-23 months; MICS indicators TC.8, TC.10, TC.11a and TC.11b refer to children age 24-35 months^C In April 2018, Inactivated Polio Vaccine (IPV) was added to the National Immunization Calendar of Uzbekistan, and OPV at birth was removed from it. Children born before 2018 had to receive OPV, and those born in 2018 and after had to receive IPV instead. As per the National Immunization Calendar of Uzbekistan, IPV is given for children at age 4 months.^D The Hepatitis B birth dose is further disaggregated by timing of dose. For children with vaccination records, "Within 1 day" includes records of a dose given on the day of birth or the following day. For children relying on mother's report, "Within 1 day" refers to the 24 hours following birth, as this is specifically used in the recall question. Cases with unknown timing are not shown in the disaggregate, but are included in the total, which therefore may present more cases than the sum of the disaggregate.^E The third dose of Rota vaccine was introduced in 2018 for children born in June 2018^F Measles and rubella are administered through the combined measles, mumps and rubella (MMR) vaccine in Uzbekistan and this vaccine is given to children at age 12 months as per the National Immunization Calendar of Uzbekistan.^G Basic antigens include: BCG, Polio3, Penta3, and MMR1. In Uzbekistan, MMR is received at age 12 months or later, and is therefore excluded from "Basic antigens" for children age 12-23 months, and kept for age 24-35 months. The MICS indicator TC.11a value on coverage by basic antigens is based on children age 24-35 months.^H All antigens include: BCG, HepB0, OPV4, IPV, Penta3, DTP4, PCV3, Rota2, MMR1 for children age 24-35 months as per the National vaccination calendar in Uzbekistan. Rota3 was introduced in 2018 for children born in June 2018, and therefore not included for children age 24-35 months.

Table TC.1.2A: Vaccinations by background characteristics (children age 12-23 months) (Round 1)

Percentage of children age 12-23 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Uzbekistan, 2021-2022

	Percentage of children age 12-23 months who received:															Percentage with:				Number of children age 12-23 months
	Polio					HepB at birth ^B	Penta (DTP-HepB-Hib)			PCV			Rotavirus			Basic antigens ^C	No vaccinations	Vaccination records ^D	Vaccination records seen ^E	
	BCG ¹	OPV 1	OPV 2	OPV 3	OPV 3 & IPV ^{2,A}		1	2	3 ^{3,4,5}	1	2	3 ⁶	1	2	3 ⁷					
Total	100.0	99.8	98.7	96.2	93.4	96.2	98.6	97.7	95.8	98.8	97.7	91.2	88.8	84.5	81.0	93.6	0.0	98.3	98.3	1,254
Sex																				
Male	100.0	99.9	99.5	96.3	93.6	95.7	99.0	98.1	96.5	99.1	98.4	92.1	89.9	84.7	82.5	93.5	0.0	98.1	98.1	652
Female	99.9	99.6	97.9	96.1	93.2	96.7	98.0	97.3	95.0	98.5	96.9	90.2	87.6	84.4	79.4	93.7	0.1	98.4	98.4	602
Area																				
Urban	100.0	99.9	99.0	96.9	93.6	96.4	98.4	97.1	93.9	98.4	97.8	89.4	89.3	85.8	81.2	92.2	0.0	98.5	98.5	569
Rural	99.9	99.7	98.5	95.6	93.3	96.0	98.7	98.3	97.3	99.1	97.5	92.6	88.4	83.5	80.8	94.7	0.1	98.1	98.1	685
Geo-economic region																				
Western	100.0	100.0	100.0	98.2	97.8	95.4	100.0	100.0	99.5	100.0	100.0	97.3	89.7	86.7	85.1	97.7	0.0	99.3	99.3	156
Central	99.7	99.7	99.2	97.9	97.2	98.2	97.6	96.4	90.6	99.1	95.4	82.6	96.9	88.9	84.2	90.4	0.3	98.8	98.8	198
Southern	100.0	99.8	98.1	92.8	90.7	95.0	98.6	98.6	97.7	98.2	98.2	94.5	94.9	91.9	91.2	92.8	0.0	95.0	95.0	224
Central-Eastern	100.0	100.0	99.3	99.1	94.8	98.5	99.3	98.4	98.4	100.0	99.3	94.0	80.7	77.7	74.3	98.1	0.0	99.6	99.6	274
Eastern	100.0	99.5	97.5	94.1	89.9	94.2	98.7	97.5	96.6	97.6	96.5	91.0	85.4	80.7	75.8	93.2	0.0	98.8	98.8	343
Tashkent city	100.0	100.0	100.0	96.9	93.6	96.3	93.5	90.8	78.5	98.1	96.4	79.0	93.4	90.0	82.0	77.3	0.0	96.3	96.3	58
Mother's education																				
Pre-school or none/Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Secondary	99.7	98.6	97.1	95.6	92.2	97.0	97.4	94.6	93.3	97.5	96.2	88.7	88.9	85.1	79.4	91.8	0.3	98.5	98.5	198
Secondary specialized vocational	100.0	100.0	98.9	96.3	93.5	95.7	98.8	98.5	96.7	99.1	98.0	92.2	88.3	84.0	80.6	94.4	0.0	98.0	98.0	952
Higher	100.0	100.0	100.0	96.4	95.0	99.3	98.1	96.6	91.6	99.0	97.1	86.6	92.9	88.8	87.4	89.1	0.0	100.0	100.0	105

Continued

Table TC.1.2A: Vaccinations by background characteristics (children age 12-23 months) (Round 1)

Percentage of children age 12-23 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Uzbekistan, 2021-2022

	Percentage of children age 12-23 months who received:															Percentage with:		Number of children age 12-23 months		
	Polio					HepB at birth ^B	Penta (DTP-HepB-Hib)			PCV			Rotavirus			Basic antigens ^C	No vaccinations		Vaccination records ^D	Vaccination records seen ^E
	BCG ¹	OPV 1	OPV 2	OPV 3	OPV 3 & IPV ^{2,A}		1	2	3 ^{3,4,5}	1	2	3 ⁶	1	2	3 ⁷					
Mother tongue/native language of household head																				
Uzbek	100.0	99.8	98.6	96.0	93.0	96.1	98.4	97.5	95.6	98.7	97.5	91.2	88.3	83.9	80.4	93.4	0.0	98.2	98.2	1,150
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Karakalpak	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(95.2)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(85.0)	(85.0)	(85.0)	(100.0)	(0.0)	(100.0)	(100.0)	17
Tajik	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(98.2)	(100.0)	(100.0)	(100.0)	(100.0)	(100.0)	(92.1)	(96.3)	(93.4)	(93.4)	(100.0)	(0.0)	(100.0)	(100.0)	44
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	25
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11

¹ MICS indicator TC.1 - Tuberculosis immunization coverage² MICS indicator TC.2 - Polio immunization coverage³ MICS indicator TC.3 - Diphtheria, tetanus and pertussis (DTP) immunization coverage; SDG indicator 3.b.1 & 3.8.1⁴ MICS indicator TC.4 - Hepatitis B immunization coverage⁵ MICS indicator TC.5 - Haemophilus influenzae type B (Hib) immunization coverage⁶ MICS indicator TC.6 - Pneumococcal (Conjugate) immunization coverage; SDG indicator 3.b.1⁷ MICS indicator TC.7 - Rotavirus immunization coverage

^A In April 2018, Inactivated Polio Vaccine (IPV) was added to the National Immunization Calendar of Uzbekistan, and OPV at birth was removed from it. Children born before 2018 had to receive OPV, and those born in 2018 and after had to receive IPV instead. As per the National Immunization Calendar of Uzbekistan, IPV is given for children at age 4 months. The third dose of Rota vaccine was introduced in 2018 for children born in June 2018

^B Any record or report of a Hepatitis B birth dose is accepted regardless of timing

^C Basic antigens include: BCG, Polio3, Penta3, and MMR1. In Uzbekistan, MMR is received at age 12 months or later, and is therefore excluded from "Basic antigens" for children age 12-23 months, and kept for age 24-35 months. Therefore, the MICS indicator TC.11a value on coverage by basic antigens in Table TC.1.2B is based on children age 24-35 months.

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

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

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

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

"-" denotes 0 unweighted case in the denominator

Table TC.1.2B: Vaccinations by background characteristics (children age 24-35 months) (Round 1)

Percentage of children age 24-35 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Uzbekistan, 2021-2022

	Percentage of children age 24-35 months who received:						Percentage with:		Number of children age 24-35 months
	MMR1 ^{1,2,A}	OPV4	DTP4	Full vaccination		No vaccinations	Vaccination records ^D	Vaccination records seen ^E	
				Basic antigens ^{3,B}	All antigens ^{4,C}				
Total	97.6	85.2	93.4	94.0	74.4	1.5	97.2	97.2	1,045
Sex									
Male	97.4	83.8	93.0	93.3	72.9	1.6	97.0	97.0	543
Female	97.8	86.7	93.7	94.7	76.1	1.3	97.4	97.4	502
Area									
Urban	97.9	81.7	92.0	94.7	69.2	0.7	98.0	98.0	473
Rural	97.4	88.1	94.4	93.4	78.7	2.1	96.5	96.5	572
Geo-economic region									
Western	98.4	95.0	96.8	98.4	87.6	1.1	98.9	98.9	123
Central	96.6	84.0	91.6	93.6	71.1	2.7	96.8	96.8	170
Southern	97.8	79.2	95.3	92.7	73.1	1.3	92.5	92.5	165
Central-Eastern	99.6	90.8	96.3	97.3	81.0	0.0	99.3	99.3	223
Eastern	96.6	84.7	92.2	91.7	69.8	2.1	97.4	97.4	312
Tashkent city	95.8	64.4	79.0	88.4	57.6	1.6	98.4	98.4	53
Mother's education									
Pre-school or none/Primary	-	-	-	-	-	-	-	-	0
Secondary	96.1	84.9	92.0	92.9	74.9	2.9	96.9	96.9	195
Secondary specialized vocational	97.8	85.9	93.9	94.9	75.2	1.2	97.2	97.2	737
Higher	98.9	81.1	92.2	90.3	68.4	0.5	97.5	97.5	114

Continued

Table TC.1.2B: Vaccinations by background characteristics (children age 24-35 months) (Round 1)									
Percentage of children age 24-35 months currently vaccinated against vaccine preventable childhood diseases (Crude coverage), Uzbekistan, 2021-2022									
	Percentage of children age 24-35 months who received:						Percentage with:		Number of children age 24-35 months
	MMR1 ^{1,2,A}	OPV4	DTP4	Full vaccination		No vaccinations	Vaccination records ^D	Vaccination records seen ^E	
				Basic antigens ^{3,B}	All antigens ^{4,C}				
Mother tongue/native language of household head									
Uzbek	97.5	84.7	93.3	94.0	74.4	1.5	97.1	97.1	961
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Karakalpak	(100.0)	(100.0)	(100.0)	(100.0)	(89.2)	(0.0)	(100.0)	(100.0)	18
Tajik	(96.5)	(96.5)	(96.5)	(96.5)	(85.6)	(3.5)	(96.5)	(96.5)	29
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	14
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	8
¹ MICS indicator TC.8 - Rubella immunization coverage									
² MICS indicator TC.S1 - Measles immunization coverage; SDG indicator 3.b.1									
³ MICS indicator TC.11a - Full immunization coverage (basic antigens)									
⁴ MICS indicator TC.11b - Full immunization coverage (all antigens)									
<p>^A Measles and rubella are administered through the combined measles, mumps and rubella (MMR) vaccine in Uzbekistan and this vaccine is given to children at age 12 months as per the National Immunization Calendar of Uzbekistan.</p> <p>^B Basic antigens include: BCG, Polio3, Penta3, and MMR1. In Uzbekistan, MMR is received at age 12 months or later, and is therefore excluded from "Basic antigens" for children age 12-23 months, and kept for age 24-35 months. Therefore, the MICS indicator TC.11a value on coverage by basic antigens is based on children age 24-35 months.</p> <p>^C All antigens include: BCG, HepB0, OPV4, IPV, Penta3, DTP4, PCV3, Rota3, MMR1 for children age 12-23 months and BCG, HepB0, OPV4, IPV, Penta3, DTP4, PCV3, Rota2, MMR1 for children age 24-35 months as per the National vaccination calendar in Uzbekistan.</p> <p>^D Vaccination card or other documents where the vaccinations are written down</p> <p>^E Includes children for whom vaccination cards or other documents were observed with at least one vaccination dose recorded (Card availability)</p> <p>(*) Figures that are based on fewer than 25 unweighted cases</p> <p>() Figures that are based on 25-49 unweighted cases</p> <p>"-" denotes 0 unweighted case in the denominator</p>									

7.2 DISEASE EPISODES

A key strategy for achieving progress toward SDG 3.2: By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births, is to tackle the diseases such as diarrhoea, pneumonia and malaria which are still among the leading killers of children under 5.⁸³

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

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

⁸³ The main killers of children under age 5 in 2016 included preterm birth complications (18 percent), pneumonia (16 percent), intrapartum related events (12 percent), diarrhoea (8 percent), neonatal sepsis (7 percent) and malaria (5 percent). UNICEF et al. *Levels and Trends in Child Mortality Report 2017*. New York: UNICEF, 2017. https://www.unicef.org/publications/index_101071.html.

Table TC.2.1: Reported disease episodes (Round 1)

Percentage of children age 0-59 months for whom the mother/caretaker reported an episode of diarrhoea, symptoms of acute respiratory infection (ARI), and/or fever in the last two weeks, Uzbekistan, 2021-2022

	Percentage of children who in the last two weeks had:			Number of children
	An episode of diarrhoea	Symptoms of ARI	An episode of fever	
Total	2.8	0.1	5.1	5,675
Sex				
Male	3.1	0.2	5.5	2,966
Female	2.4	0.0	4.7	2,709
Area				
Urban	3.0	0.1	4.9	2,612
Rural	2.6	0.1	5.3	3,063
Geo-economic region				
Western	0.7	0.0	2.0	671
Central	3.0	0.2	5.9	902
Southern	1.7	0.1	2.1	996
Central-Eastern	2.8	0.0	6.8	1,193
Eastern	4.3	0.1	6.7	1,621
Tashkent city	1.9	0.0	4.4	291
Age (in months)				
0-11	3.3	0.0	4.9	1,315
12-23	4.5	0.2	6.3	1,254
24-35	2.8	0.2	5.1	1,045
36-47	1.6	0.0	5.6	1,042
48-59	1.3	0.0	3.5	1,019
Mother's education				
Pre-school or none/Primary	(*)	(*)	(*)	3
Secondary	2.7	0.1	5.5	1,064
Secondary specialized vocational	2.8	0.1	5.0	4,057
Higher	3.0	0.0	5.3	549
Missing/DK	(*)	(*)	(*)	1
Mother tongue/native language of household head				
Uzbek	2.9	0.1	5.4	5,163
Russian	0.7	0.0	1.4	53
Karakalpak	0.0	0.0	0.0	116
Tajik	2.6	0.0	2.2	198
Kazakh	1.5	0.0	6.8	98
Other language	0.0	0.0	3.6	47

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

7.3 DIARRHOEA

Diarrhoea is one of the leading causes of death among children under five worldwide.⁸⁴ Most diarrhoea-related deaths in children are due to dehydration from loss of large quantities of water and electrolytes from the body in liquid stools. Management of diarrhoea – either through oral rehydration salt solution (ORS) or a recommended homemade fluid – can prevent many of these deaths.⁸⁵ In addition, provision of zinc supplements has been shown to reduce the duration and severity of the illness as well as the risk of future episodes within the next two or three months.

Almost 60 percent of deaths due to diarrhoea worldwide are attributable to unsafe drinking water and poor hygiene and sanitation. Hand washing with soap alone can cut the risk of diarrhoea by at least 40 percent and significantly lower the risk of respiratory infections. Clean home environments and good hygiene are important for preventing the spread of both pneumonia and diarrhoea, and safe drinking water and proper disposal of human waste, including child faeces, are vital to stopping the spread of diarrhoeal disease among children and adults.⁸⁴

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

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

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

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

Table TC.3.4 provides the proportion of children age 0-59 months with diarrhoea in the last two weeks prior to the survey who received oral rehydration therapy with continued feeding, and the percentage of children with diarrhoea who received other treatments.

Table TC.3.5 provides information on the source of ORS and zinc for children age 0-59 months who received these treatments.

⁸⁴ UNICEF. *One is Too Many: Ending Child Deaths from Pneumonia and Diarrhoea*. New York: UNICEF, 2016.

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

⁸⁵ In 2004, UNICEF and WHO published a joint statement with diarrhoea treatment recommendations for low-income countries, which promotes low-osmolarity rehydration salts (ORS) and zinc, in addition to continued feeding: WHO, and UNICEF. *Clinical Management of Acute Diarrhoea*. Joint Statement, New York: UNICEF, 2004. https://www.unicef.org/publications/files/ENAcute_Diarrhoea_reprint.pdf.

Table TC.3.1: Care-seeking during diarrhoea (Round 1)

Percentage of children age 0-59 months with diarrhoea in the last two weeks for whom advice or treatment was sought, by source of advice or treatment, Uzbekistan, 2021-2022

	Percentage of children with diarrhoea for whom: Advice or treatment was sought from:					Number of children with diarrhoea in the last two weeks
	Health facilities or providers		Other source	A health facility or provider ^{1,A}	No advice or treatment sought	
	Public	Private				
Total^B	57.0	4.2	1.5	59.0	39.8	159
Sex						
Male	54.0	3.1	2.5	54.5	43.4	93
Female	61.2	5.8	0.0	65.4	34.6	66
Area						
Urban	54.8	6.5	2.5	58.2	39.3	78
Rural	59.1	2.0	0.5	59.8	40.2	81
Geo-economic region						
Western	(*)	(*)	(*)	(*)	(*)	5
Central	61.6	3.9	1.6	63.6	36.4	27
Southern	(*)	(*)	(*)	(*)	(*)	17
Central-Eastern	(52.2)	(8.9)	(0.0)	(53.9)	(46.1)	34
Eastern	52.9	2.9	2.7	55.9	41.4	70
Tashkent city	(*)	(*)	(*)	(*)	(*)	6
Age (in months)						
0-11	71.6	6.1	0.0	71.6	28.4	43
12-23	49.2	5.3	4.2	53.0	43.6	57
24-35	(59.0)	(0.4)	(0.0)	(59.4)	(40.6)	29
36-47	(*)	(*)	(*)	(*)	(*)	17
48-59	(*)	(*)	(*)	(*)	(*)	13
Mother's education						
Pre-school or none/Primary	-	-	-	-	-	0
Secondary	(35.3)	(12.9)	(1.5)	(40.8)	(59.2)	29
Secondary specialized vocational	64.2	2.1	1.7	65.6	32.7	114
Higher	(*)	(*)	(*)	(*)	(*)	16

¹ MICS indicator TC.12 - Care-seeking for diarrhoea

^A Includes all public and private health facilities and providers, as well as those who did not know if public or private. Excludes private pharmacy

^B Findings by background characteristic "Mother tongue/native language of the household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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.3.2: Feeding practices during diarrhoea (Round 1)

Percent distribution of children age 0-59 months with diarrhoea in the last two weeks by amount of liquids and food given during episode of diarrhoea, Uzbekistan, 2021-2022

	Drinking practices during diarrhoea						Eating practices during diarrhoea						Number of children with diarrhoea in the last two weeks
	Child was given to drink:						Child was given to eat:						
	Much less	Somewhat less	About the same	More	Nothing	Total	Much less	Somewhat less	About the same	More	Nothing	Total	
Total^A	5.5	15.1	20.0	58.2	1.1	100.0	16.4	38.8	37.0	5.0	2.8	100.0	159
Sex													
Male	5.9	14.6	20.9	58.6	0.0	100.0	15.9	37.5	35.8	7.0	3.8	100.0	93
Female	5.0	15.9	18.8	57.6	2.7	100.0	17.1	40.7	38.6	2.2	1.3	100.0	66
Area													
Urban	10.0	13.3	15.6	61.1	0.0	100.0	17.9	38.9	30.1	8.9	4.2	100.0	78
Rural	1.3	16.9	24.3	55.4	2.2	100.0	14.9	38.8	43.6	1.2	1.4	100.0	81
Geo-economic region													
Western	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	5
Central	6.6	12.9	34.9	45.6	0.0	100.0	14.0	35.6	45.7	3.7	1.1	100.0	27
Southern	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	17
Central-Eastern	(7.3)	(13.9)	(10.1)	(68.7)	(0.0)	100.0	(29.1)	(34.3)	(27.8)	(6.2)	(2.5)	100.0	34
Eastern	2.7	22.5	20.1	52.1	2.5	100.0	6.5	42.8	39.2	6.9	4.6	100.0	70
Tashkent city	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	6
Age (in months)													
0-11	4.1	14.1	29.2	52.5	0.0	100.0	12.7	22.5	53.5	3.3	8.1	100.0	43
12-23	10.5	15.9	17.6	56.0	0.0	100.0	18.5	41.0	35.2	3.7	1.6	100.0	57
24-35	(3.6)	(7.8)	(10.6)	(77.9)	(0.0)	100.0	(12.3)	(48.0)	(29.0)	(10.7)	(0.0)	100.0	29
36-47	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	17
48-59	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	13
Mother's education													
Pre-school or none/Primary	-	-	-	-	-	-	-	-	-	-	-	-	0
Secondary	(2.6)	(9.7)	(36.7)	(51.0)	(0.0)	100.0	(8.4)	(53.7)	(37.9)	(0.0)	(0.0)	100.0	29
Secondary specialized vocational	4.9	17.7	15.6	61.8	0.0	100.0	17.1	35.6	38.9	4.6	3.9	100.0	114
Higher	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	100.0	16

^A Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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.3.3: Oral rehydration solutions, government-recommended homemade fluid and zinc (Round 1)

Percentage of children age 0-59 months with diarrhoea in the last two weeks, and treatment with oral rehydration salt solution (ORS), government-recommended homemade fluid, and zinc, Uzbekistan, 2021-2022

	Percentage of children with diarrhoea who received:							Number of children with diarrhoea in the last two weeks
	Oral rehydration salt solution (ORS)			Government-recommended homemade fluid	ORS or government-recommended homemade fluid	Zinc tablets or syrup	ORS and zinc ²	
	Fluid from rehydron	Pre-packaged fluid	Any ORS ¹					
Total^A	43.4	47.0	67.2	79.2	90.5	16.0	12.8	159
Sex								
Male	45.1	43.6	67.8	81.4	92.3	17.0	12.8	93
Female	40.9	51.9	66.4	76.1	88.1	14.6	12.8	66
Area								
Urban	53.9	45.6	72.3	78.6	90.0	21.8	16.5	78
Rural	33.3	48.4	62.4	79.8	91.1	10.5	9.3	81
Geo-economic region								
Western	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Central	31.2	35.8	53.3	67.7	90.2	14.2	9.7	27
Southern	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
Central-Eastern	(47.2)	(33.5)	(62.2)	(73.0)	(86.7)	(13.2)	(13.2)	34
Eastern	46.3	55.2	73.5	84.2	91.3	15.2	9.7	70
Tashkent city	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Age (in months)								
0-11	36.4	42.5	64.7	54.2	81.5	7.2	2.7	43
12-23	36.9	45.1	58.5	82.6	87.6	16.7	13.3	57
24-35	(54.8)	(44.6)	(75.2)	(92.6)	(100.0)	(21.7)	(20.6)	29
36-47	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
48-59	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Mother's education								
Pre-school or none/Primary	-	-	-	-	-	-	-	0
Secondary	(55.6)	(37.8)	(71.3)	(87.2)	(100.0)	(14.2)	(14.2)	29
Secondary specialized vocational	40.4	48.0	65.6	79.4	91.0	16.2	11.7	114
Higher	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16

¹ MICS indicator TC.13a - Diarrhoea treatment with oral rehydration salt solution (ORS)

² MICS indicator TC.13b - Diarrhoea treatment with oral rehydration salt solution (ORS) and zinc

^A Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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.3.4: Oral rehydration therapy with continued feeding and other treatments (Round 1)

Percentage of children age 0-59 months with diarrhoea in the last two weeks who were given oral rehydration therapy with continued feeding and percentage who were given other treatments, Uzbekistan, 2021-2022

	Children with diarrhoea who were given:															Number of children with diarrhoea in the last two weeks		
	ORT (ORS or government-recommended homemade fluid or increased fluids)				Other treatments													
	Zinc	ORS or increased fluids	ORT with continued feeding ¹	ORT (ORS or government-recommended homemade fluid or increased fluids)	Pill or syrup				Injection				Home remedy, herbal medicine	Other	No other treatment		Not given any treatment or drug	
					Anti-biotic	Anti-motility	Other	Unknown	Anti-biotic	Non-antibiotic	Unknown	Intra-venous						
Total^A	16.0	84.0	93.2	76.6	7.5	13.1	16.2	1.2	2.2	2.2	0.4	3.0	1.4	13.4	48.3	1.7	159	
Sex																		
Male	17.0	84.7	95.8	77.8	5.3	13.5	21.6	2.0	2.6	3.7	0.0	2.3	1.9	7.9	46.9	0.4	93	
Female	14.6	83.2	89.5	74.8	10.5	12.5	8.4	0.0	1.6	0.0	0.9	4.0	0.8	21.2	50.4	3.5	66	
Area																		
Urban	21.8	85.5	93.8	74.9	10.7	15.5	18.9	0.0	3.1	1.5	0.7	3.4	1.1	11.4	47.2	0.5	78	
Rural	10.5	82.6	92.6	78.2	4.3	10.8	13.5	2.3	1.3	2.9	0.0	2.5	1.7	15.3	49.4	2.8	81	
Geo-economic region																		
Western	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Central	14.2	71.2	90.2	75.1	16.5	15.3	19.3	0.0	2.9	7.0	0.0	0.7	5.0	6.0	43.4	9.8	27	
Southern	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
Central-Eastern	(13.2)	(86.9)	(88.1)	(68.4)	(9.0)	(7.2)	(9.8)	(5.6)	(8.0)	(4.7)	(1.7)	(7.9)	(0.0)	(21.1)	(36.4)	(0.0)	34	
Eastern	15.2	82.5	94.2	83.1	4.8	10.6	15.4	0.0	0.0	0.0	0.0	1.9	0.0	14.9	54.2	0.0	70	
Tashkent city	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6
Age (in months)																		
0-11	7.2	75.2	85.2	68.1	1.9	8.9	17.6	0.0	3.1	2.7	0.0	0.4	2.1	23.0	44.2	6.2	43	
12-23	16.7	85.4	92.3	76.5	14.6	17.4	16.7	3.3	3.7	0.6	1.0	8.0	1.7	13.2	39.9	0.0	57	
24-35	(21.7)	(93.3)	(100.0)	(87.7)	(8.7)	(16.7)	(15.0)	(0.0)	(0.0)	(6.9)	(0.0)	(0.0)	(1.4)	(6.2)	(47.4)	(0.0)	29	
36-47	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	17
48-59	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Mother's education																		
Pre-school or none/Primary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0
Secondary	(14.2)	(92.9)	(100.0)	(91.6)	(5.0)	(7.9)	(22.1)	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(1.5)	(11.7)	(57.1)	(0.0)	29	
Secondary specialized vocational	16.2	83.7	94.7	75.1	6.0	15.3	13.4	1.7	3.0	2.8	0.5	4.2	1.6	15.4	45.8	0.4	114	
Higher	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	16

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

^A Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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.3.5: Source of ORS and zinc (Round 1)Percentage of children age 0-59 months with diarrhoea in the last two weeks who were given ORS, by the source of ORS^A, Uzbekistan, 2021-2022

	Percentage of children for whom the source of ORS was:				Number of children age 0-59 months who were given ORS as treatment for diarrhoea in the last two weeks
	Health facilities or providers		Other source	A health facility or provider ^B	
	Public	Private			
Total^C	72.4	41.4	0.0	100.0	107
Sex					
Male	77.0	36.4	0.0	100.0	63
Female	65.8	48.7	0.0	100.0	44
Area					
Urban	77.4	33.3	0.0	100.0	56
Rural	66.9	50.4	0.0	100.0	51
Geo-economic region					
Western	(*)	(*)	(*)	(*)	3
Central	(64.4)	(42.8)	(0.0)	(100.0)	15
Southern	(*)	(*)	(*)	(*)	12
Central-Eastern	(*)	(*)	(*)	(*)	21
Eastern	(67.7)	(49.0)	(0.0)	(100.0)	52
Tashkent city	(*)	(*)	(*)	(*)	5
Age (in months)					
0-11	(65.7)	(38.2)	(0.0)	(100.0)	28
12-23	(77.3)	(43.1)	(0.0)	(100.0)	33
24-35	(*)	(*)	(*)	(*)	22
36-47	(*)	(*)	(*)	(*)	12
48-59	(*)	(*)	(*)	(*)	12
Mother's education					
Pre-school or none/Primary	-	-	-	-	0
Secondary	(*)	(*)	(*)	(*)	20
Secondary specialized vocational	71.7	41.4	0.0	100.0	75
Higher	(*)	(*)	(*)	(*)	12

^A Percentage of children who were given zinc as treatment for diarrhoea in the last two weeks by the source of zinc is not shown in the table due to the small number of children who were given zinc as treatment for diarrhoea

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

^C Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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

7.4 HOUSEHOLD ENERGY USE

There is a global consensus and an ever-growing body of evidence that expanding access to clean household energy for cooking, heating, and lighting is key to achieving a range of global priorities such as improving health, gender equality, equitable economic development and environmental protection. Goal 7 of the Sustainable Development Goals seeks to ensure access to affordable, reliable sustainable and modern energy for all by 2030 and would be measured as the percentage of the population relying on clean fuels and technology.⁸⁶

The 2021-2022 Uzbekistan MICS included a module with questions to assess the main technologies and fuels used for cooking, heating, and lighting. Information was also collected about the use of technologies with chimneys or other venting mechanisms which can improve indoor air quality through moving a fraction of the pollutants outdoors.

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

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

Households that use clean fuels and technologies for space heating are those mainly relying on central heating or using solar air heater, electricity, piped natural gas, LPG/cooking gas, biogas, or alcohol/ethanol. Table TC.4.4 presents the percent distribution of household members according to type of fuel mainly used for space heating by the household, and percentage of household members living in households using clean fuels and technologies for space heating. Table TC.4.5 presents the percent distribution of household members by the type of space heating mainly used in the household and presence of chimney.

Households that use clean fuels and technologies for lighting are those mainly using electricity, solar lantern, rechargeable or battery powered flashlight, torch or lantern, or biogas lamp. Table TC.4.6 presents the percent distribution of household members according to type of lighting fuel mainly used for lighting by the household, and percentage of household members living in households using clean fuels and technologies for lighting.

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

⁸⁶ WHO. *Burning Opportunity: Clean Household Energy for Health, Sustainable Development, and Wellbeing of Women and Children*. Geneva: WHO Press, 2016.
http://apps.who.int/iris/bitstream/handle/10665/204717/9789241565233_eng.pdf;jsessionid=63CEC48ED96098D4256007A76FEB8907?sequence=1.

Table TC.4.1: Primary reliance on clean fuels and technologies for cooking (Round 2)

Percent distribution of household members by type of cookstove mainly used by the household and percentage of household members living in households using clean fuels and technologies for cooking, Uzbekistan, 2021-2022

	Percentage of household members in households with primary reliance on:														Number of household members	Primary reliance on clean fuels and technologies for cooking (in households that reported cooking) ¹	Number of household members (living in households that reported cooking)	
	Clean fuels and technologies for cooking and using						Other fuels for cooking and using											
	Electric stove	Solar cooker	Liquefied Petroleum Gas (LPG) / Cooking gas stove	Piped natural gas stove	Biogas stove	Liquid fuel stove using alcohol / ethanol	Liquid fuel stove not using alcohol / ethanol	Manufactured solid fuel stove	Traditional solid fuel stove	Three stone stove / Open fire	Other cookstove	No food cooked in the household	Missing	Total				
Total	0.9	0.0	47.4	46.7	0.3	0.0	0.2	0.3	2.3	1.8	0.0	0.0	0.0	100.0	19,938	95.4	19,936	
Area																		
Urban	1.3	0.0	33.5	61.7	0.2	0.0	0.3	0.4	1.7	0.8	0.0	0.0	0.0	100.0	9,362	96.7	9,360	
Rural	0.6	0.0	59.8	33.5	0.3	0.0	0.1	0.2	2.8	2.7	0.0	0.0	0.0	100.0	10,576	94.2	10,576	
Geo-economic region																		
Western	0.2	0.1	29.0	70.4	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	100.0	2,117	99.7	2,117	
Central	0.7	0.0	17.2	78.2	0.0	0.0	0.0	0.2	2.1	1.4	0.1	0.0	0.0	100.0	3,147	96.2	3,147	
Southern	0.6	0.0	73.9	22.5	0.1	0.0	0.0	0.0	1.2	1.5	0.1	0.0	0.0	100.0	3,400	97.1	3,399	
Central-Eastern	0.8	0.0	44.6	50.3	0.3	0.0	0.9	0.2	0.6	2.3	0.0	0.0	0.0	100.0	4,020	96.1	4,019	
Eastern	0.7	0.0	68.4	21.1	0.7	0.0	0.0	0.9	5.5	2.8	0.0	0.0	0.0	100.0	5,841	90.8	5,841	
Tashkent city	4.8	0.0	0.0	95.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	1,413	100.0	1,413	
Education of household head																		
Pre-school or none/Primary	0.0	0.0	56.2	33.7	1.7	0.0	0.0	0.0	4.2	4.2	0.0	0.0	0.0	100.0	150	91.6	150	
Secondary	0.5	0.0	54.2	39.6	0.1	0.0	0.1	0.2	3.1	2.1	0.0	0.0	0.0	100.0	8,885	94.5	8,884	
Secondary specialized vocational	0.7	0.0	45.4	48.8	0.4	0.0	0.4	0.4	1.9	1.9	0.1	0.0	0.0	100.0	7,241	95.4	7,241	
Higher	2.5	0.0	34.3	60.7	0.3	0.0	0.0	0.4	1.0	0.7	0.1	0.0	0.0	100.0	3,566	97.7	3,566	
Missing/DK	0.0	0.0	45.3	54.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	96	100.0	96	
Mother tongue/native language of household head																		
Uzbek	0.8	0.0	49.4	44.6	0.3	0.0	0.2	0.4	2.4	1.8	0.0	0.0	0.0	100.0	17,725	95.1	17,724	
Russian	5.2	0.0	6.5	87.5	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	359	100.0	359	
Karakalpak	0.0	0.3	14.5	84.5	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	100.0	348	99.3	348	
Tajik	1.3	0.0	55.3	38.6	0.0	0.0	0.0	0.0	2.3	2.4	0.0	0.0	0.0	100.0	866	95.3	866	
Kazakh	0.0	0.0	11.2	88.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	100.0	354	100.0	353	
Other language	5.3	0.0	36.6	54.2	0.0	0.0	0.0	0.0	0.0	3.9	0.0	0.0	0.0	100.0	286	96.1	286	

Continued

Table TC.4.1: Primary reliance on clean fuels and technologies for cooking (Round 2)

Percent distribution of household members by type of cookstove mainly used by the household and percentage of household members living in households using clean fuels and technologies for cooking, Uzbekistan, 2021-2022																	
Percentage of household members in households with primary reliance on:																Primary reliance on clean fuels and technologies for cooking (in households that reported cooking) ¹	Number of household members (living in households that reported cooking)
Clean fuels and technologies for cooking and using						Other fuels for cooking and using						No food cooked in the household	Missing	Total	Number of household members		
Electric stove	Solar cooker	Liquefied Petroleum Gas (LPG) / Cooking gas stove	Piped natural gas stove	Biogas stove	Liquid fuel stove using alcohol/ethanol	Liquid fuel stove not using alcohol/ethanol	Manufactured solid fuel stove	Traditional solid fuel stove	Thre e stove / Open fire	Other cookstove							
Wealth index quintile																	
Poorest	0.7	0.0	78.1	6.0	0.2	0.0	0.0	0.1	7.4	7.2	0.1	0.0	0.0	100.0	3,989	85.1	3,988
Second	0.9	0.0	73.3	19.7	0.6	0.0	0.5	0.4	3.2	1.4	0.0	0.0	0.0	100.0	3,988	94.5	3,988
Middle	0.4	0.0	52.5	45.2	0.2	0.0	0.4	0.4	0.6	0.2	0.1	0.0	0.0	100.0	3,986	98.3	3,986
Fourth	0.2	0.0	28.2	70.6	0.1	0.0	0.0	0.6	0.2	0.0	0.0	0.0	0.0	100.0	3,988	99.1	3,987
Richest	2.5	0.0	5.0	92.2	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,988	100.0	3,987

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

Table TC.4.2: Primary reliance on solid fuels for cooking (Round 2)

Percent distribution of household members living in households with primary reliance on clean and other fuels and technology for cooking and percentage of household members living in households using polluting fuels and technologies for cooking, Uzbekistan, 2021-2022

	Percentage of household members in households with primary reliance on:																Solid fuels and technology for cooking	Number of household members	
	Clean fuels and technologies	Solid fuels for cooking													No food cooked in the household	Missing			Total
		Alcohol/Ethanol	Gasoline/Diesel	Kerosene/Paraffin	Coal/Lignite	Char coal	Wood	Crop residue/Grass/Straw/Shrubs	Animal dung/waste	Processed biomass (pellets) or woodchips	Garbage/Plastic	Saw dust	Other fuel for cooking						
Total	95.4	0.0	0.0	0.0	0.3	0.2	3.0	0.3	0.5	0.0	0.0	0.0	0.4	0.0	0.0	100.0	4.6	19,938	
Area																			
Urban	96.7	0.0	0.0	0.0	0.3	0.2	1.8	0.2	0.1	0.0	0.0	0.0	0.6	0.0	0.0	100.0	3.3	9,362	
Rural	94.2	0.0	0.0	0.0	0.3	0.1	4.0	0.4	0.8	0.0	0.0	0.0	0.2	0.0	0.0	100.0	5.8	10,576	
Geo-economic region																			
Western	99.7	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.3	2,117	
Central	96.2	0.0	0.0	0.0	0.0	0.0	2.6	0.0	1.1	0.0	0.0	0.0	0.1	0.0	0.0	100.0	3.8	3,147	
Southern	97.1	0.0	0.0	0.0	0.0	0.0	1.1	0.0	1.4	0.0	0.0	0.0	0.4	0.0	0.0	100.0	2.9	3,400	
Central-Eastern	96.0	0.0	0.0	0.0	0.2	0.0	2.1	0.3	0.3	0.0	0.0	0.0	1.0	0.0	0.0	100.0	3.9	4,020	
Eastern	90.8	0.0	0.0	0.0	0.8	0.6	6.5	0.9	0.0	0.0	0.0	0.0	0.4	0.0	0.0	100.0	9.2	5,841	
Tashkent city	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	1,413	
Education of household head																			
Pre-school or none/Primary	91.6	0.0	0.0	0.0	0.0	0.0	8.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	8.4	150	
Secondary	94.5	0.0	0.0	0.0	0.3	0.1	3.4	0.6	0.8	0.0	0.0	0.0	0.3	0.0	0.0	100.0	5.5	8,885	
Secondary specialized vocational	95.4	0.0	0.0	0.0	0.4	0.1	3.1	0.2	0.3	0.0	0.0	0.0	0.6	0.0	0.0	100.0	4.6	7,241	
Higher	97.7	0.0	0.0	0.0	0.0	0.4	1.7	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	100.0	2.2	3,566	
Missing/DK	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	96	
Mother tongue/native language of household head																			
Uzbek	95.1	0.0	0.0	0.0	0.3	0.2	3.1	0.4	0.5	0.0	0.0	0.0	0.4	0.0	0.0	100.0	4.9	17,725	
Russian	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	359	
Karakalpak	99.3	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.7	348	
Tajik	95.3	0.0	0.0	0.0	0.0	0.0	3.3	0.0	0.9	0.0	0.0	0.0	0.5	0.0	0.0	100.0	4.7	866	
Kazakh	99.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	100.0	0.0	354	
Other language	96.1	0.0	0.0	0.0	0.0	0.0	3.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3.9	286	
Wealth index quintile																			
Poorest	85.0	0.0	0.0	0.0	0.4	0.0	11.4	0.5	2.2	0.0	0.0	0.0	0.3	0.0	0.0	100.0	14.9	3,989	
Second	94.5	0.0	0.0	0.0	0.5	0.0	2.7	1.1	0.1	0.0	0.0	0.0	1.0	0.0	0.0	100.0	5.5	3,988	
Middle	98.3	0.0	0.0	0.0	0.4	0.6	0.3	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	100.0	1.7	3,986	
Fourth	99.1	0.0	0.0	0.0	0.0	0.3	0.4	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	100.0	0.8	3,988	
Richest	99.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	3,988	

Table TC.4.3: Polluting fuels and technologies for cooking by type and characteristics of cookstove and place of cooking (Round 2)

Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking and percent distribution of household members living in households using polluted fuels for cooking by type and characteristics of cookstove and by place of cooking, Uzbekistan, 2021-2022

	Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking	Number of household members	Percentage of household members living in households cooking with polluting fuels and									Percentage of household members living in households cooking with polluting fuels and technology in poorly ventilated locations	Number of household members living in households using polluting fuels and technology for cooking
			Cookstove has		Place of cooking is:						Total		
			Chimney	Fan	In main house			Outdoors					
				No separate room	In a separate room	In a separate building	Open air	On veranda or covered porch	Other place				
Total	4.6	19,938	1.9	0.2	10.4	17.3	16.1	40.2	15.7	0.2	100.0	2.8	917
Area													
Urban	3.3	9,362	1.5	0.0	12.8	9.0	21.1	40.3	16.2	0.6	100.0	3.2	306
Rural	5.8	10,576	2.2	0.3	9.3	21.4	13.6	40.2	15.5	0.0	100.0	2.6	611
Geo-economic region													
Western	0.3	2,117	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	7
Central	3.8	3,147	1.8	0.2	15.9	42.3	0.9	34.3	5.0	1.6	100.0	13.4	120
Southern	2.9	3,400	0.8	0.0	21.4	0.0	24.6	11.6	42.4	0.0	100.0	0.0	98
Central-Eastern	3.9	4,020	0.4	0.0	7.2	25.3	17.0	50.4	0.0	0.0	100.0	0.0	157
Eastern	9.2	5,841	4.7	0.4	7.7	12.0	17.9	44.3	18.1	0.0	100.0	1.7	535
Tashkent city	0.0	1,413	-	-	-	-	-	-	-	-	-	-	0
Education of household head													
Pre-school or none/Primary	8.4	150	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	13
Secondary	5.5	8,885	2.1	0.1	10.1	13.4	16.1	41.5	18.9	0.0	100.0	5.1	491
Secondary specialized vocational	4.6	7,241	1.9	0.1	13.5	13.6	18.0	39.2	15.2	0.6	100.0	0.2	334
Higher	2.2	3,566	1.4	0.5	1.1	51.9	10.5	35.7	0.8	0.0	100.0	0.0	80
Missing/DK	0.0	96	-	-	-	-	-	-	-	-	-	-	0
Mother tongue/native language of household head													
Uzbek	4.9	17,725	2.0	0.2	9.7	16.8	16.6	40.0	16.7	0.2	100.0	3.0	862
Russian	0.0	359	-	-	-	-	-	-	-	-	-	-	0
Karakalpak	0.7	348	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2
Tajik	4.7	866	(2.3)	(0.0)	(24.0)	(33.3)	(10.9)	(31.8)	(0.0)	(0.0)	100.0	(0.0)	41
Kazakh	0.0	354	-	-	-	-	-	-	-	-	-	-	0
Other language	3.9	286	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	11

Continued

Table TC.4.3: Polluting fuels and technologies for cooking by type and characteristics of cookstove and place of cooking (Round 2)

Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking and percent distribution of household members living in households using polluted fuels for cooking by type and characteristics of cookstove and by place of cooking, Uzbekistan, 2021-2022

	Percentage of household members living in households with primary reliance on polluting fuels and technology for cooking	Number of household members	Percentage of household members living in households cooking with polluting fuels and									Percentage of household members living in households cooking with polluting fuels and technology in poorly ventilated locations	Number of household members living in households using polluting fuels and technology for cooking
			Cookstove has		Place of cooking is:						Total		
			Chimney	Fan	In main house			Outdoors					
				No separate room	In a separate room	In a separate building	Open air	On veranda or covered porch	Other place				
Wealth index quintile													
Poorest	14.9	3,989	5.2	0.8	11.2	17.6	7.5	46.3	17.4	0.0	100.0	3.3	596
Second	5.5	3,988	2.6	0.1	10.1	7.9	32.0	31.4	18.5	0.0	100.0	0.0	219
Middle	1.7	3,986	(1.0)	(0.0)	(0.0)	(37.0)	(40.5)	(22.5)	(0.0)	(0.0)	100.0	(0.0)	67
Fourth	0.8	3,988	(0.6)	(0.0)	(19.9)	(35.0)	(17.0)	(28.2)	(0.0)	(0.0)	100.0	(19.9)	33
Richest	0.0	3,988	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	2

(*) 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.4.4: Primary reliance on clean fuels and technologies for space heating (Round 2)

Percent distribution of household members by type of fuel mainly used for space heating by the household, and percentage of household members living in households using clean fuels and technologies for space heating, Uzbekistan, 2021-2022

	Percentage of household members in households with primary reliance on																				Total	Number of household members	Primary reliance on clean fuels and technologies for space heating (in households that reported the use of space heating) ¹	Number of household members (living in households that reported the use of space heating)
	Clean fuels for space heating ^A :							Polluting fuels for space heating ^A :																
Central heating	Solar air heater	Electricity	Piped natural gas	Liquefied Petroleum Gas (LPG) / Cooking gas	Biogas	Alcohol/ Ethanol	Gasoline/ Diesel	Kerosene/ Paraffin	Coal/ Lignite	Charcoal	Wood	Crop residue/ Grass/ Straw/	Animal dung/ waste	Processed biomass (pellets) or woodchips	Garbage/ Plastic	Sawdust	Other	No response	No space heating in the household					
Total	27.7	0.1	8.1	17.7	0.6	3.0	0.0	0.0	9.3	2.0	22.6	0.1	7.0	0.0	0.1	0.8	0.9	0.0	0.1	100.0	19,938	57.2	19,923	
Area																								
Urban	39.1	0.0	10.5	18.6	0.4	3.9	0.0	0.0	7.2	1.8	11.9	0.2	4.1	0.0	0.0	1.4	0.7	0.0	0.2	100.0	9,362	72.6	9,348	
Rural	17.5	0.1	6.0	16.9	0.8	2.1	0.0	0.0	11.1	2.1	32.1	0.1	9.5	0.0	0.2	0.4	1.0	0.0	0.0	100.0	10,576	43.6	10,575	
Geo-economic region																								
Western	53.0	0.0	1.2	17.9	0.3	0.0	0.0	0.0	6.5	0.2	20.3	0.0	0.4	0.0	0.0	0.0	0.2	0.0	0.1	100.0	2,117	72.4	2,114	
Central	50.9	0.0	4.4	22.2	0.0	3.4	0.0	0.0	1.9	0.1	14.3	0.0	2.6	0.0	0.0	0.0	0.2	0.0	0.0	100.0	3,147	81.0	3,146	
Southern	10.2	0.4	13.9	9.9	0.1	0.0	0.0	0.0	3.6	0.0	28.4	0.0	29.0	0.0	0.0	0.1	4.2	0.0	0.0	100.0	3,400	34.6	3,400	
Central-Eastern	13.4	0.0	9.4	25.1	0.3	11.3	0.0	0.0	4.7	0.6	29.7	0.6	4.8	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,020	59.5	4,018	
Eastern	9.5	0.0	10.2	18.7	1.6	0.1	0.0	0.0	23.0	6.2	25.1	0.1	2.0	0.0	0.3	2.8	0.3	0.0	0.1	100.0	5,841	40.1	5,837	
Tashkent city	95.8	0.0	0.8	1.2	0.0	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	100.0	1,413	100.0	1,407	
Education of household head																								
Pre-school or none/Primary	21.5	0.0	6.7	13.8	0.0	0.0	0.0	0.0	10.0	1.1	39.5	0.0	7.3	0.0	0.0	0.0	0.0	0.0	0.0	100.0	150	42.1	150	
Secondary	19.8	0.2	8.0	18.4	1.0	2.9	0.0	0.0	10.8	2.5	24.8	0.2	8.9	0.0	0.2	1.2	1.0	0.0	0.1	100.0	8,885	50.2	8,877	
Secondary specialized vocational	29.3	0.0	7.8	17.9	0.4	3.0	0.0	0.0	8.4	2.0	23.7	0.1	5.8	0.0	0.0	0.7	0.8	0.0	0.1	100.0	7,241	58.5	7,234	
Higher	44.3	0.0	9.3	15.2	0.1	3.2	0.0	0.0	7.0	0.9	14.5	0.0	4.5	0.0	0.0	0.3	0.5	0.1	0.0	100.0	3,566	72.1	3,566	
Missing/DK	27.6	0.0	4.1	41.4	0.0	0.0	0.0	0.0	7.9	0.0	7.4	0.0	6.1	0.0	0.0	0.0	5.5	0.0	0.0	100.0	96	73.1	96	
Mother tongue/native language of household head																								
Uzbek	24.8	0.1	8.3	18.7	0.6	3.1	0.0	0.0	9.7	2.0	23.5	0.2	7.1	0.0	0.1	1.0	0.8	0.0	0.1	100.0	17,725	55.6	17,712	
Russian	70.2	0.0	13.4	9.4	0.0	2.4	0.0	0.0	1.9	0.3	0.0	0.0	2.3	0.0	0.0	0.0	0.0	0.0	0.1	100.0	359	95.6	358	
Karakalpak	77.5	0.0	0.0	6.5	0.0	0.0	0.0	0.0	0.0	0.0	15.3	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.4	100.0	348	84.3	347	
Tajik	18.1	0.0	9.3	14.8	0.5	4.1	0.0	0.0	7.8	4.6	24.4	0.0	13.2	0.0	0.0	0.0	3.1	0.0	0.0	100.0	866	46.8	866	
Kazakh	82.5	0.0	0.0	6.3	0.0	0.0	0.0	0.0	2.9	0.0	8.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	354	88.8	354	
Other language	53.5	0.0	4.8	6.1	2.1	0.0	0.0	0.0	12.6	0.0	18.3	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	100.0	286	66.5	286	
Wealth index quintile																								
Poorest	0.3	0.2	3.2	5.5	0.1	2.7	0.0	0.0	10.8	0.6	46.2	0.2	26.3	0.0	0.0	1.3	2.7	0.0	0.0	100.0	3,989	12.0	3,988	
Second	5.3	0.2	7.8	14.3	1.1	3.2	0.0	0.0	18.2	2.8	36.7	0.5	7.1	0.0	0.4	1.5	0.9	0.0	0.0	100.0	3,988	31.9	3,987	
Middle	18.5	0.0	9.2	27.3	1.4	3.5	0.0	0.0	12.4	2.5	22.4	0.0	1.4	0.0	0.0	1.2	0.2	0.0	0.0	100.0	3,986	59.9	3,984	
Fourth	40.9	0.0	8.9	30.6	0.3	2.4	0.0	0.0	4.7	3.7	7.8	0.0	0.1	0.0	0.0	0.3	0.3	0.0	0.1	100.0	3,988	83.1	3,985	
Richest	73.3	0.0	11.5	11.0	0.1	2.9	0.0	0.0	0.2	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.2	100.0	3,988	99.2	3,978	

¹ MICS indicator TC.16 - Primary reliance on clean fuels and technologies for space heating

^A For those living in households that are not using central heating

Table TC.4.5: Type of space heater mainly used and presence of chimney (Round 2)

Percent distribution of household members by the type of space heating mainly used in the household and presence of chimney, Uzbekistan, 2021-2022

	Percentage of household members mainly using:														Total	Number of household members
	Space heater					Cookstove for space heating					Three stone stove / Open fire for space heating	Other	No space heating in the household	Missing/DK		
	Manufactured		Traditional			Manufactured		Traditional								
	Central heating	With chimney	Without chimney	With chimney	Without chimney	With chimney	Without chimney	With chimney	Without chimney	With chimney	Without chimney					
Total	27.7	7.6	5.3	51.5	0.5	2.3	0.8	2.0	0.1	0.4	1.7	0.1	0.0	100.0	19,938	
Area																
Urban	39.1	7.3	7.4	37.8	0.5	2.5	1.1	1.2	0.1	0.2	2.5	0.2	0.1	100.0	9,362	
Rural	17.5	7.9	3.4	63.6	0.5	2.1	0.6	2.7	0.0	0.6	1.0	0.0	0.0	100.0	10,576	
Geo-economic region																
Western	53.0	14.0	0.7	30.6	0.0	0.0	0.4	0.7	0.0	0.0	0.5	0.1	0.0	100.0	2,117	
Central	50.9	9.5	1.7	31.8	0.1	1.5	1.0	0.6	0.1	0.0	2.9	0.0	0.0	100.0	3,147	
Southern	10.2	1.6	12.9	69.5	0.2	0.5	1.6	0.4	0.0	0.0	3.3	0.0	0.0	100.0	3,400	
Central-Eastern	13.4	4.4	3.6	71.1	0.7	3.8	0.4	0.4	0.1	1.4	0.8	0.0	0.0	100.0	4,020	
Eastern	9.5	11.4	6.8	58.1	1.0	4.0	1.0	5.7	0.2	0.5	1.6	0.1	0.0	100.0	5,841	
Tashkent city	95.8	2.3	0.6	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.5	0.3	100.0	1,413	
Education of household head																
Pre-school or none/Primary	21.5	4.8	3.9	67.3	0.0	0.0	0.7	1.7	0.0	0.0	0.0	0.0	0.0	100.0	150	
Secondary	19.8	7.0	5.4	59.9	0.3	2.4	0.8	2.1	0.0	0.3	1.9	0.1	0.0	100.0	8,885	
Secondary specialized vocational	29.3	8.1	4.9	48.5	0.7	2.5	1.0	2.3	0.0	0.7	1.7	0.1	0.1	100.0	7,241	
Higher	44.3	8.2	6.0	36.0	0.5	1.4	0.6	1.0	0.3	0.3	1.4	0.0	0.1	100.0	3,566	
Missing/DK	27.6	14.1	4.1	52.3	0.0	0.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	100.0	96	
Mother tongue/native language of household head																
Uzbek	24.8	8.1	5.5	53.5	0.5	2.2	0.8	2.1	0.1	0.5	1.8	0.1	0.0	100.0	17,725	
Russian	70.2	3.4	7.3	7.7	0.0	1.9	4.0	2.6	0.0	0.0	2.5	0.1	0.3	100.0	359	
Karakalpak	77.5	0.0	0.0	22.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	100.0	348	
Tajik	18.1	5.1	5.1	61.4	0.8	6.1	0.7	1.9	0.0	0.4	0.5	0.0	0.0	100.0	866	
Kazakh	82.5	2.8	0.0	14.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	354	
Other language	53.5	5.7	2.2	35.9	0.0	0.0	0.6	0.8	0.0	0.0	1.2	0.0	0.0	100.0	286	
Wealth index quintile																
Poorest	0.3	2.3	3.0	88.7	0.8	0.4	0.3	1.9	0.1	0.7	1.5	0.0	0.0	100.0	3,989	
Second	5.3	5.0	5.1	75.2	0.1	3.6	0.7	2.9	0.0	0.8	1.3	0.0	0.0	100.0	3,988	
Middle	18.5	9.8	6.2	55.4	1.0	2.6	0.4	4.2	0.1	0.5	1.3	0.0	0.0	100.0	3,986	
Fourth	40.9	14.7	6.0	33.0	0.1	2.6	0.3	0.6	0.0	0.2	1.4	0.1	0.0	100.0	3,988	
Richest	73.3	6.4	6.2	5.1	0.5	2.0	2.4	0.3	0.3	0.0	3.0	0.2	0.1	100.0	3,988	

Table TC.4.6: Primary reliance on clean fuels and technologies for lighting (Round 2)

Percent distribution of household members by type of lighting fuel mainly used for lighting by the household, and percentage of household members living in households using clean fuels and technologies for lighting, Uzbekistan, 2021-2022

	Percentage of household members in households with primary reliance on																Primary reliance on clean fuels and technologies for lighting in households that reported the use of lighting ¹	Number of household members (in households that reported the use of lighting)	
	Clean fuels for lighting:					Polluting fuels for lighting:													
	Electricity	Solar lantern	Rechargeable flashlight, torch or lantern	Battery powered flashlight, torch or lantern	Biogas lamp	Gasoline lamp	Kerosene or paraffin lamp	Charcoal	Wood	Crop residue/ Grass/ Straw/ Shrubs	Animal dung/waste	Oil lamp	Candle	Other fuel for lighting	No lighting in the household	Total			
Total	99.4	0.0	0.2	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	19,938	99.9	19,938
Area																			
Urban	99.7	0.0	0.2	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	9,362	99.9	9,362
Rural	99.2	0.0	0.2	0.4	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	100.0	10,576	99.8	10,576
Geo-economic region																			
Western	99.8	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	2,117	100.0	2,117
Central	99.6	0.1	0.1	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,147	99.9	3,147
Southern	99.3	0.0	0.0	0.3	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,400	99.6	3,400
Central-Eastern	99.6	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	4,020	100.0	4,020
Eastern	99.0	0.0	0.7	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	100.0	5,841	99.9	5,841
Tashkent city	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	1,413	100.0	1,413
Education of household head																			
Pre-school or none/Primary	94.7	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	150	100.0	150
Secondary	99.2	0.1	0.2	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	100.0	8,885	99.9	8,885
Secondary specialized vocational	99.6	0.0	0.2	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	7,241	99.9	7,241
Higher	99.7	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,566	99.9	3,566
Missing/DK	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	96	100.0	96
Mother tongue/native language of household head																			
Uzbek	99.5	0.0	0.2	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	17,725	99.9	17,725
Russian	99.9	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	359	100.0	359
Karakalpak	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	348	100.0	348
Tajik	98.5	0.2	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	866	100.0	866
Kazakh	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	354	100.0	354
Other language	97.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	286	100.0	286
Wealth index quintile																			
Poorest	98.7	0.0	0.1	0.6	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	100.0	3,989	99.4	3,989
Second	98.7	0.1	0.8	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,988	100.0	3,988
Middle	99.8	0.1	0.1	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	3,986	100.0	3,986
Fourth	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,988	100.0	3,988
Richest	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	3,988	100.0	3,988

¹ MICS indicator TC.17 - Primary reliance on clean fuels and technologies for lighting

Table TC.4.7: Primary reliance on clean fuels and technologies for cooking, space heating, and lighting (Round 2)

Percentage of household members living in households using clean fuels and technologies for cooking, space heating, and lighting, Uzbekistan, 2021-2022		
	Primary reliance on clean fuels and technologies for cooking, space heating and lighting ^{1,A}	Number of household members
Total	56.6	19,938
Area		
Urban	71.9	9,362
Rural	43.0	10,576
Geo-economic region		
Western	72.4	2,117
Central	80.6	3,147
Southern	34.6	3,400
Central-Eastern	58.8	4,020
Eastern	38.6	5,841
Tashkent city	100.0	1,413
Education of household head		
Pre-school or none/Primary	42.1	150
Secondary	49.2	8,885
Secondary specialized vocational	58.2	7,241
Higher	72.0	3,566
Missing/DK	73.1	96
Mother tongue/native language of household head		
Uzbek	55.0	17,725
Russian	95.6	359
Karakalpak	84.3	348
Tajik	45.4	866
Kazakh	88.8	354
Other language	62.6	286
Wealth index quintile		
Poorest	10.3	3,989
Second	30.8	3,988
Middle	59.9	3,986
Fourth	82.8	3,988
Richest	99.1	3,988
¹ MICS indicator TC.18 - Primary reliance on clean fuels and technologies for cooking, space heating, and lighting; SDG Indicator 7.1.2		

^A In order to be able to calculate the indicator, household members living in households that report no cooking, no space heating, or no lighting are not excluded from the numerator

7.5 FEVER

Information on symptoms of ARI was collected during the 2021-2022 Uzbekistan MICS to capture symptoms related to pneumonia, a leading cause of death in children under five.⁸³ Once diagnosed, pneumonia is treated effectively with antibiotics. Studies have shown a limitation in the survey approach of measuring pneumonia because many of the cases reported in surveys by the mothers or caretakers with symptoms of pneumonia are in fact, not true pneumonia.⁸⁷ While this limitation does not affect the level and patterns of care-seeking for symptoms of ARI, it limits the validity of the level of treatment of ARI with antibiotics, as reported through household surveys.

Table TC.5.1, that includes MICS indicators TC.19 "Care-seeking for children with acute respiratory infection (ARI symptoms)" and TC.20 "Antibiotic treatment for children with ARI symptoms", is not shown in the report because the total number of children with symptoms of ARI in the two weeks preceding the survey was fewer than 25 unweighted cases.

Table TC.6.10 presents the percentage of children under five years old with fever in the last two weeks prior to the survey for whom advice or treatment was sought by source of advice or treatment. Table TC.6.11 provides further insight on treatment of children with fever.

⁸⁷ Campbell, H. et al. "Measuring Coverage in MNCH: Challenges in Monitoring the Proportion of Young Children with Pneumonia Who Receive Antibiotic Treatment." *PLoS Med* 10, no.5 (2013). doi:10.1371/journal.pmed.1001421

Table TC.6.10: Care-seeking during fever (Round 1)

Percentage of children age 0-59 months with fever in the last two weeks for whom advice or treatment was sought, by source of advice or treatment, Uzbekistan, 2021-2022

	Percentage of children with fever for whom:					Number of children with fever in last two weeks
	Advice or treatment was sought from:					
	Health facilities or providers		Other source	A health facility or provider ^{1,A}	No advice or treatment sought	
	Public	Private				
Total^B	64.6	10.8	1.0	71.3	28.0	290
Sex						
Male	63.8	8.2	1.7	68.4	30.4	164
Female	65.5	14.2	0.0	75.1	24.9	126
Area						
Urban	67.8	16.5	0.7	76.8	23.2	128
Rural	62.0	6.4	1.2	67.0	31.8	162
Geo-economic region						
Western	(*)	(*)	(*)	(*)	(*)	14
Central	56.8	11.6	0.0	64.6	35.4	54
Southern	(*)	(*)	(*)	(*)	(*)	21
Central-Eastern	66.1	2.3	2.3	67.9	29.8	81
Eastern	67.1	14.7	0.0	75.8	24.2	109
Tashkent city	(*)	(*)	(*)	(*)	(*)	13
Age (in months)						
0-11	74.0	15.7	0.0	88.0	12.0	64
12-23	73.5	10.2	1.1	77.1	22.9	79
24-35	43.8	12.5	0.0	51.4	48.6	53
36-47	61.9	3.9	3.3	65.9	30.9	58
48-59	(62.7)	(12.2)	(0.0)	(66.7)	(33.3)	36
Mother's education						
Pre-school or none/Primary	-	-	-	-	-	0
Secondary	63.1	9.4	4.7	68.1	28.7	59
Secondary specialized vocational	65.6	11.4	0.0	72.5	27.5	203
Higher	(60.0)	(9.8)	(0.0)	(69.8)	(30.2)	29

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

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

^B Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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.6.11: Treatment of children with fever (Round 1)

Percentage of children age 0-59 months who had a fever in the last two weeks, by type of medicine given for the illness, Uzbekistan, 2021-2022

	Children with a fever in the last two weeks who were given:										Number of children with fever in last two weeks
	Antibiotics				Other medications					Not given any treatment or drug	
	Amoxicillin	Cotrimoxazole	Other antibiotic pill or syrup	Other antibiotic injection	Paracetamol/ Panadol/ Acetaminophen	Aspirin	Ibuprofen	Other	Missing/DK		
Total^A	28.5	0.0	13.8	8.3	50.1	1.6	41.6	19.4	0.9	3.6	290
Sex											
Male	29.3	0.0	11.8	8.8	48.6	2.8	40.5	20.6	1.3	1.6	164
Female	27.5	0.0	16.3	7.7	52.0	0.0	43.1	17.9	0.3	6.1	126
Area											
Urban	22.8	0.0	20.6	11.8	41.6	0.6	44.6	24.7	0.6	3.3	128
Rural	33.0	0.0	8.4	5.5	56.8	2.4	39.3	15.3	1.1	3.8	162
Geo-economic region											
Western	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	14
Central	21.0	0.0	15.9	8.1	39.0	0.0	33.3	31.4	0.0	2.7	54
Southern	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	21
Central-Eastern	43.1	0.0	9.9	5.0	43.5	3.1	42.9	16.3	1.8	5.0	81
Eastern	22.1	0.0	13.3	9.2	64.7	1.2	39.4	20.9	1.1	0.0	109
Tashkent city	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Age (in months)											
0-11	25.9	0.0	12.2	11.8	50.3	0.0	52.2	21.7	0.0	1.9	64
12-23	28.4	0.0	14.4	12.6	54.7	3.5	38.6	19.0	0.5	5.0	79
24-35	28.7	0.0	6.4	3.9	42.0	2.6	33.3	14.1	2.0	7.8	53
36-47	29.2	0.0	22.1	4.5	51.0	0.9	49.0	11.5	0.0	1.7	58
48-59	(32.1)	(0.0)	(12.7)	(5.0)	(50.1)	(0.0)	(29.9)	(36.8)	(3.2)	(0.0)	36
Mother's education											
Pre-school or none/Primary	-	-	-	-	-	-	-	-	-	-	0
Secondary	39.5	0.0	12.2	3.8	57.9	3.3	45.7	11.5	2.7	3.5	59
Secondary specialized vocational	25.6	0.0	14.3	9.4	47.3	1.3	40.7	23.3	0.2	4.1	203
Higher	(26.7)	(0.0)	(13.0)	(9.8)	(53.7)	(0.0)	(40.0)	(8.1)	(2.1)	(0.0)	29

^A Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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

7.6 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.⁸⁸ 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.⁸⁹ 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.⁹⁰ 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.⁹¹

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.⁹²

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.^{93,94} The breastfeeding recommendations and guiding principles for complementary feeding for which standard indicators^{95,96} have been developed, and which are collected in this survey, are listed in the table below.

⁸⁸ 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)

⁸⁹ 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>

⁹⁰ 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

⁹¹ 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

⁹² 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>

⁹³ PAHO. *Guiding principles for complementary feeding of the breastfed child*. 2003.

⁹⁴ 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>

⁹⁵ WHO, UNICEF, USAID, AED, UCDAVIS, IFPRI. Indicators for assessing infant and young child feeding practices, Part I definitions. 2008.

⁹⁶ 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 ⁹⁷	Notes on interpretation ⁹⁸	Table
Breastfeed within one hour of birth	Early Initiation of breastfeeding Percentage of most recent live-born children to women with a live birth in the last 2 years who were put to the breast within one hour of birth	This is the only indicator in the series based on historical recall, that is, of what happened up to 2 years before the survey interview.	TC.7.1
Breastfeed exclusively for the first six months of life	Exclusive breastfeeding under 6 months Percentage of infants under 6 months of age who are exclusively breastfed ⁹⁹	Captures the desired practice for the entire population of interest (i.e., all children age 0-5 months should be exclusively breastfed) in a 24-hour period. It does not represent the proportion of infants who are exclusively breastfed every day from birth until they are 6 months of age and should not be interpreted as such.	TC.7.3
Introduce solid, semi-solid and soft foods at the age of 6 months	Introduction of solid, semi-solid or soft foods (age 6-8 months) Percentage of infants age 6-8 months who received solid, semi-solid or soft foods during the previous day	Captures the desired practice for the entire population of interest (i.e., all children age 6-8 months should eat solids) in a 24-hour period. It does not represent the proportion of infants who began receiving solids when they turned 6 months nor the proportion of children age 6-8 months who received solids every day since they turned 6 months of age and should not be interpreted as such.	TC.7.6
Continue frequent, on-demand breastfeeding for two years and beyond	Continued breastfeeding at 1 year and 2 years Percentage of children age 12-15 months (1 year) and 20-23 months (2 years) who received breast milk during the previous day	Captures the desired practice for different populations of interest (children should be breastfed for up to 2 years) in a 24-hour period. However, the label of 1 and 2 years can be confusing given the actual age range in months for each indicator.	TC.7.3
Provide meals with appropriate frequency and energy density	Minimum meal frequency (age 6-23 months) <u>Breastfed children:</u> Depending on age, at least two or three meals/snacks provided during the previous day <u>Non-breastfed children:</u> At least four meals/snacks <u>and/or milk feeds</u> provided during the previous day	This indicator represents the minimum number of meals and not adequacy. In addition, standard questionnaires do not distinguish if milk feeds were provided as part of a solid meal or as a separate meal. Meals may therefore be double counted for some non-breastfed children. Rates should not be compared between breastfed and non-breastfed children.	TC.7.7
Provide foods with appropriate nutrient content	Minimum dietary diversity (age 6-23 months) At least five of eight food groups ¹⁰⁰ 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

⁹⁷ 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.

⁹⁸ 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.

⁹⁹ Infants receiving breast milk, and not receiving any other fluids or foods, with the exception of oral rehydration solution, vitamins, mineral supplements and medicines.

¹⁰⁰ 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

Recommendation/ guiding principle	Indicators /proximate measures ⁹⁷	Notes on interpretation ⁹⁸	Table
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 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 7¹⁰¹ 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,

¹⁰¹ 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.

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.¹⁰² Table TC.7.8 presents the percentage of children age 0-23 months who were bottle-fed with a nipple during the previous day.

¹⁰² 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 (Round 2)

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, Uzbekistan, 2021-2022

	Percentage who were ever breastfed ¹	Percentage of children who were first breastfed:		Number of most recent live-born children to women with a live birth in the last 2 years
		Within one hour of birth ²	Within one day of birth	
Total^A	97.7	40.3	79.0	984
Area				
Urban	97.8	41.8	80.0	448
Rural	97.6	39.0	78.1	537
Geo-economic region				
Western	96.7	48.3	75.9	111
Central	96.2	38.8	81.2	159
Southern	98.1	21.0	82.8	171
Central-Eastern	96.1	23.7	62.7	211
Eastern	99.7	62.6	87.7	285
Tashkent city	98.5	36.5	84.7	48
Months since last birth				
0-11 months	96.7	38.5	77.5	493
12-23 months	98.7	42.1	80.4	491
Mother's education				
Pre-school or none/Primary	(*)	(*)	(*)	5
Secondary	97.5	33.7	77.9	202
Secondary specialized vocational	98.0	42.2	78.9	672
Higher	96.9	39.6	81.5	105
Type of delivery				
Vaginal birth	98.6	48.9	86.8	778
C-Section	94.3	7.9	49.5	206
Mother's functional difficulties				
Has functional difficulty	(94.4)	(44.4)	(81.9)	42
Has no functional difficulty	97.8	40.1	78.8	942
Mother tongue/native language of household head				
Uzbek	98.2	41.0	79.3	904
Russian	(*)	(*)	(*)	4
Karakalpak	(*)	(*)	(*)	13
Tajik	(88.9)	(22.1)	(65.0)	39
Kazakh	(*)	(*)	(*)	13
Other language	(*)	(*)	(*)	11
Wealth index quintile				
Poorest	97.4	26.9	77.8	182
Second	98.6	43.1	79.3	221
Middle	97.2	43.9	78.3	210
Fourth	99.0	48.9	82.5	187
Richest	96.2	37.2	76.9	184

¹ MICS indicator TC.30 - Children ever breastfed

² MICS indicator TC.31 - Early initiation of breastfeeding

^A Findings by background characteristics "Assistance at delivery" and "Place of delivery" are not shown in the table as almost all births took place in public health facilities and with assistance of skilled attendant.

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

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

Table TC.7.2: Newborn feeding (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of children who consumed:											Type ^a of liquids or items (not considering breastmilk) consumed in the first 3 days of life				Number of most recent live-born children to women with a live birth in the last 2 years
	Milk (other than breastmilk)	Plain water	Sugar or glucose water	Gripe water	Fruit juice	Infant formula	Tea/Infusions/ Traditional herbal preparations	Navvat	Breast milk (Other than Mother)	Prescribed medicine/ ORS/Sugar-salt solutions	Other	Milk-based liquids only	Non-milk-based liquids/items only	Both	Any	
Total^b	2.2	0.7	1.5	2.1	0.0	35.6	0.0	0.0	0.2	0.7	0.5	35.0	2.3	2.5	39.8	984
Area																
Urban	2.0	0.7	1.0	1.0	0.1	35.7	0.0	0.0	0.5	0.3	0.4	35.8	1.8	1.5	39.1	448
Rural	2.4	0.7	1.9	3.0	0.0	35.6	0.0	0.0	0.0	1.0	0.6	34.3	2.8	3.3	40.4	537
Geo-economic region																
Western	1.5	0.3	0.0	0.0	0.0	39.3	0.0	0.0	0.0	2.3	1.2	38.9	0.0	1.6	40.5	111
Central	2.4	0.4	1.1	0.0	0.2	34.8	0.0	0.0	0.0	0.0	0.0	36.3	1.5	0.2	38.0	159
Southern	2.4	0.0	5.2	9.9	0.0	41.5	0.0	0.0	0.0	1.0	1.2	33.8	6.2	10.2	50.1	171
Central-Eastern	3.5	0.9	0.4	0.6	0.0	55.4	0.0	0.0	0.0	1.3	0.0	57.4	0.4	1.5	59.4	211
Eastern	1.3	0.5	1.1	0.8	0.0	15.2	0.0	0.0	0.7	0.0	0.5	16.1	2.9	0.0	18.9	285
Tashkent city	1.5	5.6	0.0	0.0	0.0	43.8	0.0	0.0	0.7	0.0	0.0	39.8	1.6	4.0	45.4	48
Months since birth																
0-11 months	3.1	1.0	2.0	2.7	0.0	40.1	0.0	0.0	0.5	0.7	0.5	39.5	2.8	3.4	45.7	493
12-23 months	1.3	0.5	1.0	1.5	0.1	31.2	0.0	0.0	0.0	0.7	0.4	30.5	1.8	1.6	33.9	491
Mother's education																
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Secondary	1.3	0.0	3.2	3.0	0.0	35.0	0.0	0.0	0.5	0.8	1.5	33.1	4.6	3.2	40.9	202
Secondary specialized vocational	1.8	0.9	1.2	1.6	0.1	36.0	0.0	0.0	0.2	0.8	0.2	35.3	1.9	2.1	39.4	672
Higher	6.4	0.7	0.0	3.1	0.0	35.2	0.0	0.0	0.0	0.0	0.5	36.9	0.7	3.6	41.3	105
Mother's functional difficulties																
Has functional difficulty	(1.7)	(0.0)	(7.7)	(3.8)	(0.0)	(34.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(31.4)	(7.0)	(4.5)	(42.9)	42
Has no functional difficulty	2.2	0.7	1.2	2.0	0.0	35.7	0.0	0.0	0.3	0.7	0.5	35.2	2.1	2.4	39.7	942

Continued

Table TC.7.2: Newborn feeding (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of children who consumed:											Type ^A of liquids or items (not considering breastmilk) consumed in the first 3 days of life				Number of most recent live-born children to women with a live birth in the last 2 years
	Milk (other than breastmilk)	Plain water	Sugar or glucose water	Gripe water	Fruit juice	Infant formula	Tea/Infusions/ Traditional herbal preparations	Navvat	Breast milk (Other than Mother)	Prescribed medicine/ ORS/Sugar-salt solutions	Other	Milk-based liquids only	Non-milk-based liquids/items only	Both	Any	
Mother tongue/native language of household head																
Uzbek	2.1	0.7	1.4	2.1	0.0	36.0	0.0	0.0	0.2	0.6	0.4	35.3	2.1	2.4	39.9	904
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	4
Karakalpak	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Tajik	(4.1)	(0.0)	(6.1)	(4.3)	(0.0)	(39.7)	(0.0)	(0.0)	(1.9)	(4.3)	(3.2)	(37.0)	(6.7)	(6.9)	(50.5)	39
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	13
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Wealth index quintile																
Poorest	3.3	0.0	3.4	5.4	0.0	30.2	0.0	0.0	0.7	0.9	1.1	28.5	5.7	4.2	38.5	182
Second	1.4	1.0	1.1	2.6	0.0	40.8	0.0	0.0	0.0	0.9	0.6	39.2	2.4	2.9	44.5	221
Middle	4.6	0.7	0.5	2.0	0.0	35.8	0.0	0.0	0.0	1.0	0.4	37.3	0.7	2.9	40.9	210
Fourth	0.0	0.0	2.7	0.4	0.2	31.1	0.0	0.0	0.4	0.4	0.0	30.3	2.5	0.9	33.6	187
Richest	1.6	1.8	0.0	0.0	0.0	39.3	0.0	0.0	0.2	0.2	0.3	38.5	0.6	1.5	40.5	184

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

^B Findings by background characteristics "Breastfeeding status" are not shown in the table as almost all most recent live-born children were ever breastfed, while findings by background characteristics "Assistance at delivery" and "Place of delivery" are not shown in the table as almost all births took place in public health facilities and with assistance of skilled attendant.

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

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

Table TC.7.3: Breastfeeding status (Round 2)

Percentage of living children according to breastfeeding status at selected age groups, Uzbekistan, 2021-2022

	Children age 0-5 months			Children age 12-15 months		Children age 20-23 months	
	Percent exclusively breastfed ¹	Percent predominantly breastfed ²	Number of children	Percent breastfed (Continued breastfeeding at 1 year) ³	Number of children	Percent breastfed (Continued breastfeeding at 2 years) ⁴	Number of children
Total^A	25.2	52.8	259	77.8	171	34.5	131
Sex							
Male	24.5	52.0	131	80.3	86	43.8	76
Female	25.9	53.6	127	75.4	84	21.7	55
Area							
Urban	23.6	47.0	106	80.3	71	35.4	57
Rural	26.3	56.8	153	76.0	99	33.8	74
Geo-economic region							
Western	(19.0)	(54.3)	29	(77.0)	27	(*)	13
Central	22.5	61.0	40	(77.2)	31	(26.7)	25
Southern	(19.7)	(54.8)	50	(69.1)	36	(*)	19
Central-Eastern	15.3	38.7	59	(72.3)	32	(32.1)	24
Eastern	43.1	58.6	70	(92.9)	39	(37.7)	41
Tashkent city	(*)	(*)	11	(*)	5	(*)	8
Mother's education							
Pre-school or none/Primary	(*)	(*)	2	-	0	(*)	1
Secondary	32.8	63.8	66	(72.9)	33	(35.6)	24
Secondary specialized vocational	24.9	48.2	161	80.6	119	37.6	90
Higher	(11.9)	(54.1)	30	(*)	19	(*)	16
Wealth index quintile							
Poorest	(17.3)	(53.0)	43	(78.8)	35	(23.9)	26
Second	38.0	56.1	68	(82.2)	38	(*)	30
Middle	23.3	48.7	62	(72.3)	26	(47.4)	29
Fourth	(19.3)	(56.7)	44	(78.8)	40	(*)	21
Richest	(21.6)	(49.1)	41	(75.1)	32	(50.2)	24
¹ MICS indicator TC.32 - Exclusive breastfeeding under 6 months							
² MICS indicator TC.33 - Predominant breastfeeding under 6 months							
³ MICS indicator TC.34 - Continued breastfeeding at 1 year							
⁴ MICS indicator TC.35 - Continued breastfeeding at 2 years							
^A Findings by background characteristics "Mother's functional difficulties" and "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category. (*) 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 (Round 2)					
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, Uzbekistan, 2021-2022					
	Median duration (in months) of any breastfeeding ¹	Number of children age 0-35 months	Median duration (in months) of:		Number of children age 0-23 months
			Exclusive breastfeeding	Predominant breastfeeding	
Median	20.6	1,448	0.6	2.8	972
Sex					
Male	21.0	757	0.7	2.7	512
Female	20.1	691	0.6	3.0	461
Area					
Urban	20.3	658	0.5	2.1	442
Rural	20.8	789	0.7	3.3	530
Geo-economic region					
Western	21.1	149	0.6	2.9	112
Central	18.2	221	0.5	4.0	153
Southern	19.2	271	0.5	2.1	177
Central-Eastern	20.7	297	0.5	1.7	203
Eastern	21.1	436	2.2	3.2	281
Tashkent city	21.7	74	0.6	2.5	45
Mother's education					
Pre-school or none/Primary	(*)	6	(*)	(*)	6
Secondary	20.7	325	1.0	4.1	200
Secondary specialized vocational	20.8	969	0.6	2.2	659
Higher	18.4	148	-	-	0
Mother's functional difficulties^A					
Has functional difficulty	15.1	71	(0.0)	(0.8)	41
Has no functional difficulty	20.6	1,368	(0.6)	(3.0)	927
Mother tongue/native language of household head					
Uzbek	20.7	1,328	0.6	3.0	894
Russian	(*)	5	(*)	(*)	4
Karakalpak	(18.2)	18	(*)	(*)	13
Tajik	18.3	60	(0.0)	(0.7)	40
Kazakh	(*)	22	(*)	(*)	10
Other language	(*)	15	(*)	(*)	11
Wealth index quintile					
Poorest	19.6	289	0.5	2.9	182
Second	19.6	320	1.1	3.2	222
Middle	21.3	304	0.8	2.4	203
Fourth	21.3	274	0.4	3.1	186
Richest	20.6	261	0.6	2.5	179
Mean	19.0	1,448	1.7	3.6	972
¹ MICS indicator TC.36 - Duration of breastfeeding					
^A The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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.7.5: Age-appropriate breastfeeding (Round 2)

Percentage of children age 0-23 months who were appropriately breastfed during the previous day, Uzbekistan, 2021-2022

	Children age 0-5 months		Children age 6-11 months		Children age 12-23 months		Children age 6-23 months		Children age 0-23 months	
	Percent exclusively breastfed ¹	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent appropriately breastfed ²	Number of children
Total	25.2	259	79.0	244	61.7	469	67.6	713	56.3	972
Sex										
Male	24.5	131	78.8	130	63.9	250	69.0	380	57.6	512
Female	25.9	127	79.2	114	59.3	220	66.1	333	55.0	461
Area										
Urban	23.6	106	75.0	126	59.6	211	65.3	336	55.3	442
Rural	26.3	153	83.1	118	63.5	259	69.7	377	57.2	530
Geo-economic region										
Western	(19.0)	29	(72.8)	25	68.6	58	69.9	83	56.8	112
Central	22.5	40	(74.3)	30	56.2	83	60.9	113	50.9	153
Southern	(19.7)	50	(80.5)	40	56.8	87	64.3	127	51.7	177
Central-Eastern	15.3	59	(81.6)	57	65.7	88	72.0	144	55.5	203
Eastern	43.1	70	81.9	79	61.7	132	69.3	211	62.8	281
Tashkent city	(*)	11	(*)	13	(68.4)	22	(67.8)	35	55.6	45
Mother's education										
Pre-school or none/Primary	(*)	2	(*)	1	(*)	3	(*)	4	(*)	6
Secondary	32.8	66	(79.8)	47	59.0	87	66.4	134	55.3	200
Secondary specialized vocational	24.9	161	78.4	170	64.6	328	69.3	498	58.4	659
Higher	(11.9)	30	(84.7)	25	48.1	51	60.2	77	46.6	107
Mother's functional difficulties^A										
Has functional difficulty	(*)	16	(*)	8	(*)	18	(*)	26	(40.5)	41
Has no functional difficulty	26.1	243	79.9	235	62.3	449	68.4	684	57.3	927

Continued

Table TC.7.5: Age-appropriate breastfeeding (Round 2)

Percentage of children age 0-23 months who were appropriately breastfed during the previous day, Uzbekistan, 2021-2022

	Children age 0-5 months		Children age 6-11 months		Children age 12-23 months		Children age 6-23 months		Children age 0-23 months	
	Percent exclusively breastfed ¹	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent currently breastfeeding and receiving solid, semi-solid or soft foods	Number of children	Percent appropriately breastfed ²	Number of children
Mother tongue/native language of household head										
Uzbek	26.4	238	80.0	225	61.8	431	68.1	656	57.0	894
Russian	(*)	1	-	0	(*)	3	(*)	3	(*)	4
Karakalpak	(*)	2	(*)	2	(*)	8	(*)	11	(*)	13
Tajik	(*)	15	(*)	13	(*)	12	(54.1)	25	(38.4)	40
Kazakh	(*)	2	(*)	3	(*)	6	(*)	9	(*)	10
Other language	(*)	1	(*)	1	(*)	9	(*)	10	(*)	11
Wealth index quintile										
Poorest	(17.3)	43	(82.0)	50	63.5	89	70.1	139	57.5	182
Second	38.0	68	(90.9)	49	59.8	105	69.6	154	59.9	222
Middle	23.3	62	(71.3)	48	61.8	94	65.0	142	52.3	203
Fourth	(19.3)	44	76.9	48	67.8	94	70.8	142	58.6	186
Richest	(21.6)	41	73.7	50	55.7	87	62.3	137	52.9	179
¹ MICS indicator TC.32 - Exclusive breastfeeding under 6 months										
² MICS indicator TC.37 - Age-appropriate breastfeeding										

^A The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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.7.6: Introduction of solid, semi-solid, or soft foods (Round 2)

Percentage of infants age 6-8 months who received solid, semi-solid, or soft foods during the previous day, Uzbekistan, 2021-2022

	Currently breastfeeding		Currently not breastfeeding		All	
	Percent receiving solid, semi-solid or soft foods	Number of children age 6-8 months	Percent receiving solid, semi-solid or soft foods	Number of children age 6-8 months	Percent receiving solid, semi-solid or soft foods ¹	Number of children age 6-8 months
Total	85.6	112	(*)	19	86.4	131
Sex						
Male	90.2	60	(*)	12	91.8	72
Female	80.4	52	(*)	7	79.8	59
Area						
Urban	85.2	67	(*)	10	85.1	78
Rural	(86.2)	45	(*)	8	(88.4)	54
¹ MICS indicator TC.38 - Introduction of solid, semi-solid or soft foods						
(*) Figures that are based on fewer than 25 unweighted cases						
() Figures that are based on 25-49 unweighted cases						

Table TC.7.7: Infant and young child feeding (IYCF) practices (Round 2)

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, Uzbekistan, 2021-2022

	Currently breastfeeding				Currently not breastfeeding				All				
	Percent of children who received:			Number of children age 6-23 months	Percent of children who received:			At least 2 milk feeds ³	Number of children age 6-23 months	Percent of children who received:			Number of children age 6-23 months
	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{1,C}		Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{2,C}			Minimum dietary diversity ^{4,A}	Minimum meal frequency ^{5,B}	Minimum acceptable diet ^C	
Total^D	55.7	64.4	41.1	512	57.0	80.9	32.3	55.6	201	56.1	69.0	38.6	713
Sex													
Male	57.5	68.1	45.7	277	56.6	79.1	30.1	58.1	103	57.3	71.1	41.5	380
Female	53.7	60.0	35.7	235	57.5	82.7	34.6	53.0	98	54.8	66.7	35.4	333
Area													
Urban	52.4	63.3	37.1	239	56.9	73.7	31.5	57.7	97	53.7	66.3	35.5	336
Rural	58.7	65.3	44.7	273	57.2	87.7	33.0	53.6	104	58.3	71.4	41.5	377
Geo-economic region													
Western	53.1	59.1	34.5	61	(51.3)	(68.7)	(23.4)	(56.3)	23	52.6	61.7	31.5	83
Central	60.9	61.8	44.5	70	51.8	77.6	31.4	62.6	43	57.5	67.8	39.5	113
Southern	65.3	91.4	61.2	83	(68.8)	(100.0)	(41.8)	(52.8)	44	66.5	94.3	54.5	127
Central-Eastern	60.8	54.0	37.1	105	(59.1)	(73.9)	(30.0)	(61.8)	40	60.4	59.5	35.1	144
Eastern	44.6	56.7	31.0	169	(56.4)	(75.3)	(29.2)	(39.2)	42	46.9	60.4	30.6	211
Tashkent city	(70.3)	(90.4)	(66.9)	24	(*)	(*)	(*)	(*)	10	(60.1)	(90.3)	(57.8)	35
Age (in months)													
6-8	23.8	64.1	17.6	112	(*)	(*)	(*)	(*)	19	21.9	68.4	16.6	131
9-11	56.7	64.4	44.3	97	(*)	(*)	(*)	(*)	16	56.0	67.9	44.0	113
12-17	65.6	64.7	45.9	190	63.2	81.6	31.3	53.7	60	65.0	68.7	42.4	249
18-23	70.2	64.1	53.9	113	62.5	76.8	35.2	46.2	107	66.5	70.3	44.8	220
Mother's education													
Pre-school or none/Primary	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	4
Secondary	53.4	70.2	39.6	91	(46.7)	(81.3)	(18.9)	(42.3)	43	51.3	73.8	33.0	134
Secondary specialized vocational	55.0	61.8	39.4	368	57.0	80.4	35.6	60.3	130	55.5	66.6	38.4	498
Higher	64.1	71.5	54.1	51	(70.6)	(85.1)	(36.4)	(54.5)	26	66.3	76.1	48.1	77

Continued

Table TC.7.7: Infant and young child feeding (IYCF) practices (Round 2)

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, Uzbekistan, 2021-2022

	Currently breastfeeding				Currently not breastfeeding				All				
	Percent of children who received:			Number of children age 6-23 months	Percent of children who received:			At least 2 milk feeds ³	Number of children age 6-23 months	Percent of children who received:			Number of children age 6-23 months
	Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{1,C}		Minimum dietary diversity ^A	Minimum meal frequency ^B	Minimum acceptable diet ^{2,C}			Minimum dietary diversity ^{4,A}	Minimum meal frequency ^{5,B}	Minimum acceptable diet ^C	
Mother tongue/native language of household head													
Uzbek	55.1	64.4	40.5	476	56.9	81.7	33.0	55.1	180	55.6	69.1	38.5	656
Russian	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	3
Karakalpak	(*)	(*)	(*)	8	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	11
Tajik	(*)	(*)	(*)	14	(*)	(*)	(*)	(*)	12	(57.9)	(76.2)	(39.7)	25
Kazakh	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	9
Other language	(*)	(*)	(*)	8	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	10
Wealth index quintile													
Poorest	42.5	67.8	31.6	99	(57.9)	(90.5)	(31.1)	(41.5)	40	46.9	74.3	31.5	139
Second	59.5	64.0	41.5	112	(72.6)	(75.8)	(42.8)	(43.8)	42	63.1	67.2	41.8	154
Middle	59.8	60.1	43.3	102	(43.7)	(79.5)	(22.0)	(59.9)	40	55.2	65.6	37.3	142
Fourth	60.6	63.4	41.4	106	(64.2)	(82.9)	(37.7)	(63.9)	36	61.5	68.3	40.5	142
Richest	55.5	66.9	48.1	94	(47.6)	(76.7)	(28.2)	(69.2)	43	53.0	70.0	41.8	137

¹ MICS indicator TC.39a - Minimum acceptable diet (breastfed children)² MICS indicator TC.39b - Minimum acceptable diet (non-breastfed children)³ MICS indicator TC.40 - Milk feeding frequency for non-breastfed children⁴ MICS indicator TC.41 - Minimum dietary diversity⁵ MICS indicator TC.42 - Minimum meal frequency

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

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

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

^D The background characteristics "Functional difficulties (age 18-49 years)" is not shown in the table due to the small number of unweighted cases for the category "Has functional difficulties".

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

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

Table TC.7.8: Bottle feeding (Round 2)

Percentage of children age 0-23 months who were fed with a bottle with a nipple during the previous day, Uzbekistan, 2021-2022

	Percentage of children age 0-23 months fed with a bottle with a nipple ¹	Number of children age 0-23 months
Total	49.2	972
Sex		
Male	49.3	512
Female	49.1	461
Area		
Urban	54.3	442
Rural	44.9	530
Geo-economic region		
Western	42.7	112
Central	55.7	153
Southern	46.9	177
Central-Eastern	57.4	203
Eastern	38.7	281
Tashkent city	80.3	45
Age (in months)		
0-5	52.4	259
6-11	61.2	244
12-23	41.1	469
Mother's education		
Pre-school or none/Primary	(*)	6
Secondary	43.9	200
Secondary specialized vocational	49.6	659
Higher	56.0	107
Mother's functional difficulties^A		
Has functional difficulty	(53.3)	41
Has no functional difficulty	49.0	927
Mother tongue/native language of household head		
Uzbek	48.0	894
Russian	(*)	4
Karakalpak	(*)	13
Tajik	(67.9)	40
Kazakh	(*)	10
Other language	(*)	11
Wealth index quintile		
Poorest	42.2	182
Second	43.2	222
Middle	51.3	203
Fourth	46.4	186
Richest	64.3	179

¹ MICS indicator TC.43 - Bottle feeding

^A The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

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

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

7.7 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.¹⁰³ 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.¹⁰⁴ 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 years old should grow. The reference population used in this report is based on the WHO growth standards.¹⁰⁵ 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.

¹⁰³ 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

¹⁰⁴ 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

¹⁰⁵ WHO. *Child Growth Standards*. Technical Report, Geneva: WHO Press, 2006. 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.¹⁰⁶ 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. Percentages of children by age and reasons for exclusion are shown in the data quality tables DQ.3.4, DQ.3.5, and DQ.3.6 in Appendix D. The tables show that due to implausible measurements, and/or missing weight and/or height, 2 percent of children have been excluded from calculations of the weight-for-age indicator, 3 percent from the height-for-age indicator, and 2 percent for the weight-for-height indicator. The percentage of the youngest children age 0-5 months excluded from analysis was larger than for all other groups (7 percent for weight for age, 8 percent for height for age, and 6 percent for weight for height calculations). This may indicate inaccuracies in malnutrition estimates for this age group.

¹⁰⁶ 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 (Round 1)

Percentage of children under age 5 by nutritional status according to three anthropometric indices: weight for age, height for age, and weight for height, Uzbekistan, 2021-2022

	Weight for age			Number of children with weight and age ^A	Height for age			Number of children with height and age ^A	Weight for height				Number of children with weight and height ^A	
	Underweight		Mean Z-Score (SD)		Stunted		Mean Z-Score (SD)		Wasted		Overweight			Mean Z-Score (SD)
	Percent below -2 SD ¹	Percent below -3 SD ²			Percent below -2 SD ³	Percent below -3 SD ⁴			Percent below -2 SD ⁵	Percent below -3 SD ⁶	Percent above +2 SD ⁷	Percent above +3 SD ⁸		
Total	1.8	0.4	0.0	5,560	6.5	1.6	-0.3	5,519	2.4	1.1	4.5	1.0	0.3	5,556
Sex														
Male	1.9	0.4	0.1	2,909	6.0	1.5	-0.3	2,886	2.9	1.3	5.2	1.3	0.3	2,905
Female	1.7	0.4	0.0	2,651	7.1	1.8	-0.4	2,632	1.9	0.8	3.7	0.7	0.3	2,651
Area														
Urban	1.8	0.4	0.1	2,566	6.1	1.4	-0.3	2,553	2.3	1.1	4.6	0.7	0.4	2,564
Rural	1.8	0.4	0.0	2,994	6.9	1.9	-0.4	2,966	2.5	1.1	4.4	1.2	0.3	2,992
Geo-economic region														
Western	2.5	1.1	0.1	661	8.4	2.6	-0.4	653	0.7	0.1	2.2	0.2	0.5	659
Central	1.3	0.2	0.1	885	5.0	0.8	-0.3	881	1.7	0.8	5.6	0.9	0.4	883
Southern	2.4	0.5	-0.1	955	8.4	2.9	-0.5	942	4.0	1.7	5.0	1.1	0.3	955
Central-Eastern	1.3	0.0	0.0	1,175	4.4	1.0	-0.2	1,171	2.9	1.1	5.2	1.3	0.2	1,177
Eastern	1.8	0.5	0.1	1,603	7.4	1.7	-0.4	1,594	2.6	1.4	4.4	1.3	0.4	1,603
Tashkent city	1.3	0.0	0.1	282	4.2	0.0	-0.3	278	0.6	0.3	2.0	0.0	0.3	279
Age (in months)														
0-5	5.5	1.3	0.0	527	4.5	1.0	0.3	519	11.7	6.2	5.2	1.8	-0.3	533
6-11	0.9	0.0	0.5	739	2.3	1.4	0.4	721	3.1	1.2	6.1	1.1	0.3	737
12-17	1.1	0.4	0.4	567	4.7	1.2	0.0	561	1.4	0.4	7.5	1.2	0.5	566
18-23	1.0	0.2	0.2	664	7.9	2.9	-0.5	665	0.3	0.2	6.6	1.4	0.6	664
24-35	1.6	0.1	0.0	1,027	9.1	2.7	-0.7	1,024	1.1	0.4	3.2	0.9	0.5	1,024
36-47	2.0	0.5	-0.2	1,032	6.1	1.8	-0.6	1,027	1.9	0.6	3.2	0.5	0.3	1,029
48-59	1.3	0.5	-0.2	1,004	8.4	0.5	-0.7	1,002	0.8	0.5	2.5	0.6	0.3	1,002
Mother's education														
Pre-school or none/Primary	(*)	(*)	(*)	3	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	(*)	3
Secondary	2.7	0.5	-0.1	1,045	5.5	1.7	-0.4	1,041	2.2	0.9	4.6	0.8	0.2	1,044
Secondary specialized vocational	1.6	0.4	0.1	3,973	6.8	1.7	-0.3	3,940	2.5	1.2	4.4	1.0	0.4	3,970
Higher	0.9	0.1	0.2	538	6.2	0.9	-0.3	534	2.3	0.9	5.0	1.0	0.4	537
Missing/DK	(*)	(*)	(*)	1	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	(*)	1

Continued

Table TC.8.1: Nutritional status of children (Round 1)

Percentage of children under age 5 by nutritional status according to three anthropometric indices: weight for age, height for age, and weight for height, Uzbekistan, 2021-2022

	Weight for age			Number of children with weight and age ^A	Height for age			Number of children with height and age ^A	Weight for height				Number of children with weight and height ^A	
	Underweight		Mean Z-Score (SD)		Stunted		Mean Z-Score (SD)		Wasted		Overweight			Mean Z-Score (SD)
	Percent below - 2 SD ¹	Percent below - 3 SD ²			Percent below - 2 SD ³	Percent below - 3 SD ⁴			Percent below - 2 SD ⁵	Percent below - 3 SD ⁶	Percent above + 2 SD ⁷	Percent above + 3 SD ⁸		
Mother's age at birth														
Less than 20	2.7	0.2	0.1	460	7.6	1.1	-0.3	456	2.6	1.3	5.8	0.7	0.4	459
20-34	1.6	0.4	0.0	4,713	6.3	1.7	-0.4	4,677	2.2	1.0	4.3	1.0	0.3	4,710
35-49	2.6	0.2	0.0	375	8.3	2.3	-0.2	372	4.4	2.4	6.0	1.7	0.2	373
No information on biological mother	(*)	(*)	(*)	13	(*)	(*)	(*)	13	(*)	(*)	(*)	(*)	(*)	13
Mother tongue/native language of household head														
Uzbek	1.8	0.4	0.0	5,060	6.5	1.7	-0.3	5,018	2.5	1.2	4.5	1.0	0.3	5,057
Russian	2.7	0.0	0.4	51	4.7	0.0	-0.1	51	0.0	0.0	10.5	8.4	0.6	51
Karakalpak	3.6	1.8	0.1	111	4.8	1.7	-0.4	111	0.7	0.0	1.3	0.0	0.5	110
Tajik	1.3	0.0	0.0	195	6.9	0.5	-0.2	195	2.6	0.0	4.9	0.0	0.2	195
Kazakh	0.0	0.0	0.1	98	9.0	1.9	-0.5	98	0.0	0.0	5.1	0.0	0.5	98
Other language	1.6	0.0	0.0	45	5.9	3.8	-0.6	45	4.1	0.4	3.6	0.0	0.4	45
¹ MICS indicator TC.44a - Underweight prevalence (moderate and severe)														
² MICS indicator TC.44b - Underweight prevalence (severe)														
³ MICS indicator TC.45a - Stunting prevalence (moderate and severe); SDG indicator 2.2.1														
⁴ MICS indicator TC.45b - Stunting prevalence (severe)														
⁵ MICS indicator TC.46a - Wasting prevalence (moderate and severe); SDG indicator 2.2.2														
⁶ MICS indicator TC.46b - Wasting prevalence (severe)														
⁷ MICS indicator TC.47a - Overweight prevalence (moderate and severe); SDG indicator 2.2.2														
⁸ MICS indicator TC.47b - Overweight prevalence (severe)														

^A Denominators for weight for age, height for age, and weight for height may be different. Children are excluded from one or more of the anthropometric indicators when their weights and heights have not been measured or are implausible (flagged), or their age is not available, whichever applicable. See Appendix D: Data quality, Tables DQ.3.4-DQ.3.6.

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

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

7.8 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.¹⁰⁷ Children's early experiences with responsive caregiving serves an important neurological function and these interactions can boost cognitive, physical, social and emotional development.¹⁰⁸ In this context, engagement of adults in activities with children, presence of books and playthings in the home for the child, and the conditions of care are important indicators.

Information on a number of activities that provide children with early stimulation and responsive care was collected in the survey and presented in Table TC.10.1. These included the involvement of adult members of the household with children in the following activities: reading books or looking at picture books, telling stories, singing songs, taking children outside the home, compound or yard, playing with children, and spending time with children naming, counting, or drawing things. It should be noted that the questionnaire module did not cover activities that children engage in with adults that are not members of the household, even if such frequently or even daily are taking care of the children.

Exposure to books in early years not only provides children with greater understanding of the nature of print but may also give them opportunities to see others reading, such as older siblings doing schoolwork. 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.¹⁰⁹ 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.

¹⁰⁷ 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.

¹⁰⁸ 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.

¹⁰⁹ 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 (Round 2)

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, Uzbekistan, 2021-2022

	Adult household members			Percentage of children living with their:		Father		Mother		
	Percentage of children with whom adult household members have engaged in four or more activities ¹	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Father	Mother	Percentage of children with whom fathers have engaged in four or more activities ²	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities ³	Mean number of activities with mothers	Number of children age 2-4 years
Total	77.6	4.6	0.8	81.5	98.1	5.2	1.0	44.4	3.2	1,242
Sex										
Male	77.8	4.6	0.5	81.1	98.1	5.8	1.1	43.8	3.2	644
Female	77.4	4.6	1.2	82.0	98.1	4.6	0.9	44.9	3.3	598
Area										
Urban	77.7	4.6	0.6	83.0	98.3	7.0	1.2	44.5	3.3	550
Rural	77.5	4.6	1.0	80.4	97.9	3.8	0.9	44.3	3.2	692
Geo-economic region										
Western	78.6	4.7	1.8	68.4	96.7	1.6	0.7	33.5	2.7	125
Central	82.6	4.9	0.0	88.7	98.0	8.0	1.2	42.3	3.1	183
Southern	72.7	4.2	1.4	74.4	96.4	4.5	1.0	35.7	2.8	236
Central-Eastern	75.6	4.6	1.1	87.2	97.9	4.0	0.9	45.8	3.4	245
Eastern	76.2	4.6	0.5	82.1	99.3	4.1	1.0	50.1	3.5	376
Tashkent city	92.3	4.9	0.0	87.4	100.0	15.9	2.0	61.1	4.0	77
Age										
2	75.3	4.5	0.0	83.2	98.6	4.9	1.0	42.2	3.2	475
3	75.9	4.6	1.3	83.3	97.6	5.1	1.0	47.7	3.3	386
4	82.2	4.7	1.4	77.7	97.9	5.7	1.0	43.7	3.2	381
Mother's education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Secondary	69.7	4.3	1.5	80.4	96.0	1.9	0.7	38.2	3.1	349
Secondary specialized vocational	79.9	4.7	0.7	81.2	98.9	6.2	1.1	43.8	3.2	779
Higher	88.2	5.1	0.0	87.2	99.1	9.1	1.6	69.3	4.1	110
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Continued

Table TC.10.1: Support for learning (Round 2)

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, Uzbekistan, 2021-2022

	Adult household members			Percentage of children living with their:		Father		Mother		
	Percentage of children with whom adult household members have engaged in four or more activities ¹	Mean number of activities with adult household members	Percentage of children with whom no adult household member have engaged in any activity	Father	Mother	Percentage of children with whom fathers have engaged in four or more activities ²	Mean number of activities with fathers	Percentage of children with whom mothers have engaged in four or more activities ³	Mean number of activities with mothers	Number of children age 2-4 years
Father's education										
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Secondary	75.9	4.5	0.6	100.0	99.4	5.2	1.1	45.0	3.2	333
Secondary specialized vocational	78.4	4.7	0.7	100.0	99.3	5.4	1.1	40.9	3.2	512
Higher	87.4	5.0	0.6	100.0	100.0	12.1	1.8	61.4	3.8	167
Biological father not in the household	71.5	4.3	1.6	0.0	91.9	0.0	0.1	39.0	3.0	229
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
Functional difficulties										
Has functional difficulty	(72.6)	(4.3)	(0.0)	(82.7)	(97.2)	(4.5)	(1.0)	(45.7)	(3.4)	33
Has no functional difficulty	77.7	4.6	0.9	81.5	98.1	5.2	1.0	44.3	3.2	1,209
Mother tongue/native language of household head										
Uzbek	77.7	4.6	0.8	82.2	98.3	5.2	1.1	44.9	3.3	1,127
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Karakalpak	(86.4)	(5.1)	(0.0)	(100.0)	(100.0)	(0.0)	(0.8)	(27.6)	(2.4)	15
Tajik	72.0	4.5	1.9	73.2	95.1	4.8	0.7	37.5	3.0	54
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	22
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Wealth index quintile										
Poorest	67.3	4.2	1.9	73.9	96.7	3.1	0.8	35.2	3.0	279
Second	75.5	4.5	0.9	83.4	99.2	5.3	1.0	39.5	3.0	267
Middle	81.6	4.7	0.7	78.3	98.1	2.7	0.8	49.1	3.3	257
Fourth	78.4	4.8	0.0	86.6	98.2	4.6	1.1	46.5	3.4	230
Richest	88.2	4.9	0.3	87.9	98.3	11.8	1.6	54.7	3.6	209
¹ MICS indicator TC.49a - Early stimulation and responsive care by any adult household member										
² MICS Indicator TC.49b - Early stimulation and responsive care by father										
³ MICS Indicator TC.49c - Early stimulation and responsive care by mother										
(*) Figures that are based on fewer than 25 unweighted cases										
() Figures that are based on 25-49 unweighted cases										

Table TC.10.2: Learning materials (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of children living in households that have for the child:		Percentage of children who play with:				Number of children
	3 or more children's books ¹	10 or more children's books	Homemade toys	Toys from a shop / manufactured toys	Household objects/objects found outside	Two or more types of playthings ²	
Total	32.4	6.9	38.7	92.3	43.7	58.3	2,214
Sex							
Male	32.1	7.1	32.9	91.8	41.6	54.5	1,156
Female	32.6	6.7	45.2	92.9	45.9	62.4	1,058
Area							
Urban	36.3	8.7	32.7	93.2	43.4	55.9	992
Rural	29.2	5.5	43.6	91.6	43.9	60.2	1,222
Geo-economic region							
Western	27.1	3.9	47.3	88.4	38.0	63.9	237
Central	34.9	10.0	30.0	93.7	44.8	53.4	336
Southern	25.3	3.6	48.1	88.4	56.6	72.4	414
Central-Eastern	30.7	9.7	39.5	93.9	38.3	54.3	448
Eastern	34.8	4.6	36.8	93.8	36.0	49.9	657
Tashkent city	52.7	17.8	22.0	95.4	68.3	73.0	122
Age							
0-1	13.4	1.9	32.8	84.2	31.5	46.3	972
2-4	47.2	10.9	43.4	98.7	53.2	67.7	1,242
Mother's education							
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	8
Secondary	26.3	4.3	40.5	90.8	43.7	58.2	549
Secondary specialized vocational	32.3	6.3	38.0	92.8	43.1	57.5	1,439
Higher	49.4	17.7	39.3	93.3	47.6	63.5	217
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	1
Functional difficulties (age 2-4 years)							
Has functional difficulty	(32.3)	(10.8)	(54.6)	(95.4)	(51.4)	(67.8)	33
Has no functional difficulty	47.6	10.9	43.1	98.8	53.2	67.7	1,209

Table TC.10.2: Learning materials (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of children living in households that have for the child:		Percentage of children who play with:				Number of children
	3 or more children's books ¹	10 or more children's books	Homemade toys	Toys from a shop / manufactured toys	Household objects/objects found outside	Two or more types of playthings ²	
Mother tongue/native language of household head							
Uzbek	33.0	6.7	37.7	92.3	43.1	57.3	2,021
Russian	(*)	(*)	(*)	(*)	(*)	(*)	13
Karakalpak	(19.3)	(0.0)	(40.0)	(92.0)	(57.5)	(62.4)	27
Tajik	23.4	9.1	57.9	89.1	49.2	73.6	94
Kazakh	(16.1)	(8.0)	(52.1)	(100.0)	(52.6)	(71.7)	33
Other language	(30.3)	(12.7)	(37.7)	(91.8)	(38.4)	(57.1)	26
Wealth index quintile							
Poorest	23.6	2.4	40.5	90.7	42.1	55.9	461
Second	28.0	4.8	33.2	89.5	40.2	52.9	489
Middle	29.5	7.3	41.8	94.4	38.0	55.0	460
Fourth	38.0	8.7	47.4	92.0	46.7	64.6	415
Richest	45.7	12.7	30.8	95.6	53.4	65.0	388
¹ MICS indicator TC.50 - Availability of children's books							
² MICS indicator TC.51 - Availability of playthings							
(*) Figures that are based on fewer than 25 unweighted cases							
() Figures that are based on 25-49 unweighted cases							

Table TC.10.3: Inadequate supervision (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of children:			Number of children
	Left alone in the past week	Left under the supervision of another child younger than 10 years of age in the past week	Left with inadequate supervision in the past week ¹	
Total	4.3	9.5	11.8	2,214
Sex				
Male	4.2	10.3	12.5	1,156
Female	4.4	8.6	11.1	1,058
Area				
Urban	3.4	7.5	9.2	992
Rural	5.1	11.2	14.0	1,222
Geo-economic region				
Western	3.3	6.7	7.9	237
Central	3.9	11.0	13.5	336
Southern	1.9	10.1	11.5	414
Central-Eastern	4.4	7.5	10.5	448
Eastern	6.9	11.6	14.8	657
Tashkent city	1.4	5.1	5.1	122
Age				
0-1	3.0	8.6	10.3	972
2-4	5.3	10.2	13.0	1,242
Mother's education				
Pre-school or none/Primary	(*)	(*)	(*)	8
Secondary	6.2	14.6	17.4	549
Secondary specialized vocational	3.9	8.0	10.3	1,439
Higher	2.2	6.6	8.0	217
Missing/DK	(*)	(*)	(*)	1
Functional difficulties (age 2-4 years)				
Has functional difficulty	(5.8)	(10.9)	(16.7)	33
Has no functional difficulty	5.3	10.2	12.9	1,209
Mother tongue/native language of household head				
Uzbek	4.6	9.8	12.3	2,021
Russian	(*)	(*)	(*)	13
Karakalpak	(0.0)	(2.7)	(2.7)	27
Tajik	0.3	9.5	9.8	94
Kazakh	(4.1)	(4.1)	(4.1)	33
Other language	(2.8)	(2.8)	(5.6)	26
Wealth index quintile				
Poorest	5.8	13.4	15.3	461
Second	5.7	6.6	10.2	489
Middle	3.6	10.2	12.4	460
Fourth	3.9	8.4	11.0	415
Richest	2.1	9.0	10.0	388
¹ MICS indicator TC.52 - Inadequate supervision				
(*) Figures that are based on fewer than 25 unweighted cases				
() Figures that are based on 25-49 unweighted cases				

7.9 EARLY CHILDHOOD DEVELOPMENT INDEX

Early childhood development is a multidimensional process that involves an ordered progression of motor, cognitive, language, socio-emotional and regulatory skills and capacities across the first few years of life.¹¹⁰ While these are distinct domains of early childhood development, they are interconnected. Nurturing and supporting all these dimensions in a holistic manner is key to ensuring children have the best chance to reach their full potential. Physical growth, literacy and numeracy skills, socio-emotional development and learning readiness set the trajectory for lifelong health, learning and well-being.¹¹¹

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

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

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

The ECDI2030 module is not designed to report on individual domains separately. Rather, it is meant to produce a single summary score that captures the interlinked developmental concepts embedded in the three domains mentioned in SDG 4.2.1.¹¹²

The indicator derived from the ECDI2030 module is the percentage of children age 24- 59 months who have achieved the minimum number of milestones expected for their age group.¹¹³ The findings are presented in Table TC.11.1.

¹¹⁰ 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

¹¹¹ 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.

¹¹² For details about the development of the ECDI2030 module and related indicator, see 'ECDI2030-Frequently-Asked-Questions': <https://data.unicef.org/resources/early-childhood-development-index-2030-ecdi2030/>

¹¹³ The indicator generated by the ECDI2030 module is not entirely comparable to the one generated by the ECDI module that was introduced in the MICS surveys in 2009. For more information see 'ECDI2030-Frequently-Asked-Questions'.

Table TC.11.1: Early childhood development index (Round 2)		
Percentage of children age 24-59 months who are developmentally on-track in health, learning and psychosocial well-being, Uzbekistan, 2021-2022		
	Early childhood development index 2030 ¹	Number of children age 24-59 months
Total	95.7	1,242
Sex		
Male	94.6	644
Female	96.7	598
Area		
Urban	97.2	550
Rural	94.4	692
Geo-economic region		
Western	95.7	125
Central	97.3	183
Southern	90.2	236
Central-Eastern	96.2	245
Eastern	97.2	376
Tashkent city	98.8	77
Age (in months)		
24-35	95.5	475
36-47	95.0	386
48-59	96.6	381
Attendance to early childhood education^A		
Attending	96.6	353
Not attending	95.3	889
Mother's education		
Pre-school or none/Primary	(*)	3
Secondary	97.6	349
Secondary specialized vocational	94.9	779
Higher	94.5	110
Missing/DK	(*)	1
Functional difficulties		
Has functional difficulty	(95.7)	33
Has no functional difficulty	95.7	1,209
Mother tongue/native language of household head		
Uzbek	95.6	1,127
Russian	(*)	9
Karakalpak	(95.6)	15
Tajik	96.3	54
Kazakh	(*)	22
Other language	(*)	15
Wealth index quintile		
Poorest	94.3	279
Second	95.2	267
Middle	96.0	257
Fourth	95.1	230
Richest	98.4	209
¹ MICS indicator TC.53 - Early childhood development index 2030; SDG Indicator 4.2.1		
^A Children age 24-35 months are excluded, as early childhood education attendance is only collected for age 36-59 months.		
(*) Figures that are based on fewer than 25 unweighted cases		
() Figures that are based on 25-49 unweighted cases		

7.10 ATTITUDES TOWARDS VACCINATION

Vaccines are one of the greatest public health achievements of the 20th century. However, millions of people globally do not benefit from vaccines that can prevent serious disease and death. For example, global immunization coverage of infants for 3 doses of diphtheria-tetanus-pertussis (DTP3) vaccine dropped from 86 percent in 2019 to 83 percent in 2020, meaning that 22.7 million children missed out, and 3.7 million more children were left under-vaccinated than in 2019.¹¹⁴

Studies often find lower coverage among people living in poverty, with lower education and health literacy, with larger families, with less access to health services, living in rural or remote areas, or in areas with high levels of instability, conflict, or violence.¹¹⁵ These studies of root causes need to be complemented with an assessment of the more proximal behavioural and social causes of low uptake.

The behavioural and social drivers (BeSD) of vaccination are defined as beliefs and experiences specific to vaccination that are potentially modifiable to increase vaccine uptake.

To support measurement of a wider range of drivers of vaccination, and based on discussions with core partners, WHO established the Measuring Behavioural and Social Drivers of Vaccination global working group in October 2018.¹¹⁶ The BeSD working group initially set out to identify the behavioural and social drivers of uptake of childhood vaccines from the perspective of caregivers.

The behavioural and social drivers of vaccination can be grouped and measured in four domains:

- 1) Thinking and feeling, which includes the cognitive and emotional responses of people to vaccine-preventable diseases and vaccines;
- 2) Social processes, which include social norms about vaccination and receiving recommendations to be vaccinated;
- 3) Motivation, which includes the intention, willingness, and hesitancy of people to get vaccinated; and
- 4) Practical issues, which include the experiences people have when trying to get vaccinated, including barriers faced, e.g. accessing the clinic or costs of transport to the clinic.

A special non-MICS module "Attitudes towards vaccination" was developed and included in the Uzbekistan MICS. The module was introduced as the last module in the Questionnaire for Children Under Five. The purpose of this module is to collect data on the attitudes of mothers/primary caretakers of children under 5 towards vaccination of their children.

Table TC.12.1 presents information on decision-making on vaccinations. It shows the percentage of mothers/caretakers of children under 5 who know where to get their child vaccinated, who have personally taken their child to get vaccinated, who have autonomy or jointly make decisions on child vaccination and who do not need permission to go to the vaccination clinic.

In Table TC.12.2 the completeness and timeliness of vaccinations is presented. It shows the percent distribution of mothers/caretakers of children under 5, reporting whether the child received vaccinations recommended for

¹¹⁴ Immunization coverage. Geneva: World Health Organization; July 2021 (<https://www.who.int/news-room/fact-sheets/detail/immunization-coverage>, accessed April 2022).

¹¹⁵ Equity Reference Group for Immunization (<https://sites.google.com/view/erg4immunisation/home>, accessed April 2022).

¹¹⁶ Meeting report: Measuring behavioural and social drivers (BeSD) of vaccination working group; 1–3 May 2019. Geneva: World Health Organization. WHO Expert Working Group on Acceptance and Demand Data (https://cdn.who.int/media/docs/default-source/immunization/meeting_report-may2019-final.pdf?sfvrsn=4c4aee69_3, accessed April 2022).

their age, reporting whether the child that received all vaccinations recommended for their age received the vaccinations on time, and among those mother's whose children did not receive all the recommended vaccinations for their age, reporting whether they plan to take their child to receive the remaining recommended vaccinations. Table TC.12.3 show the reasons for non-vaccination or delay.

Table TC.12.4 looks into the views on vaccinations by domain of thinking and feeling: views on how important vaccines are for the child's health, whether vaccinating children protects other people in the community from diseases, how safe vaccines are for children and whether the mother/caretaker is concerned that vaccines could cause an adverse serious reaction to their child.

Opinions of mothers/ caretakers of children on the main benefits of vaccination are provided in Table TC.12.5. Table TC.12.6 shows the main and most trusted sources of vaccination information, while Table TC.12.7 presents social circle views on vaccinations.

Table TC.12.8 presents the views of mothers/caretakers on health care services providing vaccinations, while Table TC.12.9 shows satisfaction with health care services providing vaccinations.

Table TC.12.1: Decision-making on vaccinations (Round 1)

Percentage of mothers/caretakers of children under 5 who know where to get their child vaccinated, who have personally taken their child to get vaccinated, who have autonomy or jointly make decisions on child vaccination and who do not need permission to go to the vaccination clinic, Uzbekistan, 2021-2022

	Percentage of mothers/caretakers who:				Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	know where to get their child vaccinated ¹	have personally taken their child for vaccination ²	have autonomy or jointly make decisions on child vaccination ³	do not need permission to go to the vaccination clinic ⁴	
Total	99.6	97.8	96.0	87.1	4,261
Sex					
Male	(*)	(*)	(*)	(*)	7
Female	99.6	97.8	96.1	87.1	4,254
Area					
Urban	99.6	97.6	95.4	86.8	1,915
Rural	99.6	97.9	96.5	87.3	2,346
Geo-economic region					
Western	99.4	97.1	98.2	95.4	525
Central	99.8	97.9	91.4	90.2	680
Southern	99.4	98.1	99.6	97.8	707
Central-Eastern	99.8	98.4	96.2	79.7	900
Eastern	99.6	97.1	95.0	79.0	1,214
Tashkent city	100.0	98.4	98.0	97.0	235
Age					
<25	99.7	95.5	94.7	84.7	918
25-34	99.6	98.6	96.6	87.5	2,677
35-49	99.4	98.0	97.0	88.8	647
50+	100.0	88.6	37.2	91.9	18
Education					
Pre-school or none / Primary	(*)	(*)	(*)	(*)	3
Secondary	99.9	97.7	94.8	86.4	819
Secondary specialized vocational	99.6	97.7	96.3	87.0	3,022
Higher	99.6	98.4	96.5	88.5	415
Missing/DK	(*)	(*)	(*)	(*)	1
Mother tongue/native language of household head					
Uzbek	99.7	97.9	96.0	86.6	3,865
Russian	100.0	99.2	100.0	97.7	46
Karakalpak	99.4	96.1	98.5	99.2	93
Tajik	97.3	96.8	95.3	86.4	148
Kazakh	100.0	97.6	91.2	92.4	71
Other language	(100.0)	(91.7)	(100.0)	(89.3)	38
¹ Survey-specific indicator TC.S1 - Know where to get vaccination					
² Survey-specific indicator TC.S2 - Took child for vaccination					
³ Survey-specific indicator TC.S3 - Decision-making autonomy on child vaccinations					
⁴ Survey-specific indicator TC.S4 - Mother's/caretaker's travel autonomy					
^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator.					
() Figures that are based on 25-49 unweighted cases					
(*) Figures that are based on fewer than 25 unweighted cases					

Table TC.12.2: Completeness and timeliness of vaccinations (Round 1)

Percent distribution of mothers/caretakers of children under 5 reporting whether the child received vaccinations recommended for their age, percent distribution of mothers/caretakers who reported that the child received all vaccinations recommended for age by whether the child received the vaccinations on time, and the percentage of mothers/caretakers reporting that the child did not receive all recommended vaccinations for their age who plan to take the child to receive the remaining recommended vaccinations, Uzbekistan, 2021-2022

	Vaccinations recommended for age						Total	Number of mothers/caretakers responding to the attitudes towards vaccination module ^A	Vaccinations on time					Total	Number of mothers/caretakers responding to the attitudes towards vaccination module reporting that the child received all vaccinations recommended for their age ^A	Percentage of mothers/caretakers who plan to take their child to receive the remaining recommended vaccinations	Number of mothers/caretakers responding to the attitudes towards vaccination module reporting that child did not receive all recommended vaccinations for age ^A
	Received all the vaccines	Received most vaccines	Received a few vaccines	Received no vaccinations at all	DK	No response			All received on time	Most received on time	A few received on time	No vaccinations received on time	DK				
Total	94.5	3.9	1.3	0.2	0.1	0.0	100.0	4,261	97.1	2.7	0.2	0.0	0.0	100.0	4,028	82.6	230
Sex																	
Male	(*)	(*)	(*)	(*)	(*)	(*)	100.0	7	(*)	(*)	(*)	(*)	(*)	100.0	7	-	0
Female	94.5	3.9	1.3	0.2	0.1	0.0	100.0	4,254	97.1	2.7	0.2	0.0	0.0	100.0	4,021	82.6	230
Area																	
Urban	94.1	4.4	1.4	0.1	0.0	0.0	100.0	1,915	97.3	2.6	0.1	0.0	0.0	100.0	1,801	92.9	113
Rural	94.9	3.5	1.3	0.2	0.1	0.0	100.0	2,346	97.0	2.7	0.3	0.0	0.0	100.0	2,227	72.6	117
Geo-economic region																	
Western	96.9	1.5	1.5	0.1	0.0	0.0	100.0	525	99.6	0.4	0.0	0.0	0.0	100.0	509	(*)	16
Central	87.8	8.8	3.1	0.2	0.1	0.0	100.0	680	95.2	4.7	0.1	0.0	0.0	100.0	597	78.2	82
Southern	97.4	1.6	0.9	0.1	0.0	0.0	100.0	707	99.6	0.3	0.1	0.0	0.0	100.0	689	(*)	18
Central-Eastern	96.1	3.3	0.4	0.2	0.0	0.0	100.0	900	92.9	7.1	0.0	0.0	0.0	100.0	864	(88.3)	35
Eastern	96.1	2.6	0.9	0.3	0.2	0.0	100.0	1,214	98.7	0.7	0.6	0.0	0.0	100.0	1,167	(68.0)	45
Tashkent city	85.9	11.5	2.6	0.0	0.0	0.0	100.0	235	96.4	3.6	0.0	0.0	0.0	100.0	202	(100.0)	33
Age																	
<25	93.0	5.2	1.5	0.1	0.2	0.0	100.0	918	95.9	3.6	0.5	0.0	0.0	100.0	854	94.5	62
25-34	94.8	3.8	1.2	0.2	0.0	0.0	100.0	2,677	97.6	2.3	0.1	0.0	0.0	100.0	2,539	79.2	138
35-49	95.3	2.9	1.6	0.2	0.0	0.0	100.0	647	96.7	3.0	0.3	0.0	0.0	100.0	617	(73.6)	30
50+	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18	(*)	(*)	(*)	(*)	(*)	100.0	18	-	0

Continued

Table TC.12.2: Completeness and timeliness of vaccinations (Round 1)

Percent distribution of mothers/caretakers of children under 5 reporting whether the child received vaccinations recommended for their age, percent distribution of mothers/caretakers who reported that the child received all vaccinations recommended for age by whether the child received the vaccinations on time, and the percentage of mothers/caretakers reporting that the child did not receive all recommended vaccinations for their age who plan to take the child to receive the remaining recommended vaccinations, Uzbekistan, 2021-2022

	Vaccinations recommended for age						Total	Number of mothers/caretakers responding to the attitudes towards vaccination module ^A	Vaccinations on time					Total	Number of mothers/caretakers responding to the attitudes towards vaccination module reporting that the child received all vaccinations recommended for their age ^A	Percentage of mothers/caretakers who plan to take their child to receive the remaining recommended vaccinations	Number of mothers/caretakers responding to the attitudes towards vaccination module reporting that child did not receive all recommended vaccinations for age ^A
	Received all the vaccines	Received most vaccines	Received a few vaccines	Received no vaccinations at all	DK	No response			All received on time	Most received on time	A few received on time	No vaccinations received on time	DK				
Education																	
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	100.0	3	(*)	(*)	(*)	(*)	(*)	100.0	3	-	0
Secondary	95.7	2.4	1.1	0.8	0.0	0.0	100.0	819	96.7	2.8	0.5	0.0	0.0	100.0	784	(86.9)	35
Secondary specialized vocational	94.2	4.2	1.4	0.0	0.1	0.0	100.0	3,022	97.4	2.4	0.2	0.0	0.0	100.0	2,847	80.0	172
Higher	94.4	4.6	1.0	0.0	0.0	0.0	100.0	415	95.4	4.6	0.0	0.0	0.0	100.0	392	(95.4)	23
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1	(*)	(*)	(*)	(*)	(*)	100.0	1	-	0
Mother tongue/native language of household head																	
Uzbek	94.5	3.9	1.3	0.2	0.1	0.0	100.0	3,865	97.2	2.6	0.2	0.0	0.0	100.0	3,651	81.8	211
Russian	(89.3)	(7.4)	(3.3)	(0.0)	(0.0)	(0.0)	100.0	46	(94.0)	(6.0)	(0.0)	(0.0)	(0.0)	100.0	41	(*)	5
Karakalpak	99.3	0.0	0.7	0.0	0.0	0.0	100.0	93	100.0	0.0	0.0	0.0	0.0	100.0	93	(*)	1
Tajik	92.4	5.9	1.7	0.0	0.0	0.0	100.0	148	97.9	2.1	0.0	0.0	0.0	100.0	137	(*)	11
Kazakh	97.3	2.7	0.0	0.0	0.0	0.0	100.0	71	89.8	10.2	0.0	0.0	0.0	100.0	69	(*)	2
Other language	(97.9)	(1.0)	(1.1)	(0.0)	(0.0)	(0.0)	100.0	38	(97.0)	(3.0)	(0.0)	(0.0)	(0.0)	100.0	37	(*)	1

^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator.

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

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

"-" denotes 0 unweighted case in the denominator

Table TC.12.3: Reasons for no vaccinations or delay (Round 1)

Percentage of mothers/caretakers of children under 5 reporting that the child was not fully vaccinated or that vaccination was delayed, by reasons for no vaccination or delay, Uzbekistan, 2021-2022

	Reasons for no vaccination or delay						Number of mothers/caretakers responding to the attitudes towards vaccination module reporting that the child was not fully vaccinated or that vaccination was delayed ^A
	Child ill at the time or allergic	Vaccines not available at the time	Distance too long to travel	Too busy at the time	Wanted to learn more about the vaccine(s)	Other reasons	
Total^B	46.3	13.8	5.7	3.2	6.7	37.0	348
Sex							
Male	-	-	-	-	-	-	0
Female	46.3	13.8	5.7	3.2	6.7	37.0	348
Area							
Urban	53.9	17.4	2.5	4.0	8.7	42.0	162
Rural	39.6	10.7	8.5	2.6	5.0	32.6	185
Geo-economic region							
Western	(*)	(*)	(*)	(*)	(*)	(*)	18
Central	62.0	3.6	14.5	1.1	6.7	23.7	111
Southern	(*)	(*)	(*)	(*)	(*)	(*)	21
Central-Eastern	28.6	19.2	0.0	4.5	3.4	58.8	97
Eastern	(29.4)	(26.9)	(6.3)	(6.1)	(9.7)	(35.7)	60
Tashkent city	(75.3)	(12.1)	(0.0)	(4.8)	(4.3)	(37.0)	40
Age							
<25	35.3	16.8	3.5	5.5	2.3	39.5	97
25-34	52.9	12.0	4.7	2.5	9.5	31.7	200
35-49	(41.1)	(15.2)	(14.1)	(1.8)	(4.3)	(53.0)	51
50+	-	-	-	-	-	-	0
Education							
Pre-school or none / Primary	-	-	-	-	-	-	0
Secondary	54.7	10.3	7.3	3.6	7.6	37.5	61
Secondary specialized vocational	44.0	15.8	5.1	3.4	5.6	36.5	245
Higher	(47.5)	(7.1)	(6.8)	(1.6)	(12.1)	(39.3)	41
Child's vaccination status^{C,D}							
Fully vaccinated but not on time	45.7	9.7	4.2	2.7	2.4	40.2	117
Received some vaccines	47.6	16.3	6.7	3.6	7.1	34.9	223
Some and planning to fully vaccinate	47.9	17.2	6.0	3.8	7.0	36.2	184
Some and do not plan to fully vaccinate or DK	(46.3)	(11.9)	(9.9)	(3.0)	(7.9)	(28.6)	38
Not vaccinated	(*)	(*)	(*)	(*)	(*)	(*)	8

^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator

^B Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

^C The module is designed to capture mothers'/caretakers' attitudes toward vaccination. The number of children does not represent all children under five found in households, as each identified mother/caretaker was eligible for the module only once.

^D Findings by background characteristic of Child's vaccination status relies exclusively on the mother's/caretaker's report and can therefore not be compared with the findings presented in Tables TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status. The disaggregation here does not include children who had received all vaccination doses on time as per the National Immunization Calendar, as such are not included in the denominator.

(*) 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.12.4: Views on vaccinations – domain of thinking and feeling (Round 1)

Percentage of mothers/caretakers of children under 5 by views on how important vaccines are for the child's health, whether vaccinating children protects other people in the community from diseases, whether vaccines are safe for children and whether they are concerned that their child could have an adverse serious reaction to vaccines, Uzbekistan, 2021-2022

	Percentage of mothers/caretakers who:				Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	say that vaccines are somewhat or very important for their child's health ¹	think that vaccinating children somewhat or very much protect other people in the community from diseases	say vaccines are somewhat or very safe for their child ²	are not at all or not very concerned that their child could have an adverse serious reaction to vaccines	
Total	99.7	99.2	93.9	59.1	4,261
Sex					
Male	(*)	(*)	(*)	(*)	7
Female	99.7	99.2	93.9	59.1	4,254
Area					
Urban	99.7	99.1	94.1	62.3	1,915
Rural	99.6	99.2	93.8	56.5	2,346
Geo-economic region					
Western	99.8	99.7	96.6	82.6	525
Central	99.1	100.0	96.7	55.4	680
Southern	99.8	100.0	99.7	64.9	707
Central-Eastern	99.9	97.4	94.0	36.1	900
Eastern	99.7	99.3	87.3	67.2	1,214
Tashkent city	99.6	98.8	96.3	45.6	235
Age					
<25	99.5	98.4	93.1	59.3	918
25-34	99.7	99.6	93.6	58.9	2,677
35-49	99.9	98.2	96.1	59.9	647
50+	(*)	(*)	(*)	(*)	18
Education					
Pre-school or none / Primary	(*)	(*)	(*)	(*)	3
Secondary	99.5	98.6	94.8	59.4	819
Secondary specialized vocational	99.7	99.4	93.4	59.4	3,022
Higher	99.9	98.7	95.6	56.6	415
Missing/DK	(*)	(*)	(*)	(*)	1
Child's vaccination status^{B,C}					
Vaccinated	99.7	99.2	93.9	59.1	4,251
Fully	99.7	99.1	94.1	60.0	4,028
Not fully	99.0	99.5	90.6	42.7	223
Not vaccinated/DK/Missing	(*)	(*)	(*)	(*)	11
Mother tongue/native language of household head					
Uzbek	99.7	99.2	93.6	59.0	3,865
Russian	(98.0)	(100.0)	(97.7)	(46.5)	46
Karakalpak	100.0	99.5	97.8	93.9	93
Tajik	99.1	96.1	95.5	47.2	148
Kazakh	100.0	100.0	96.5	43.9	71
Other language	(100.0)	(100.0)	(98.0)	(76.5)	38

¹ Survey-specific indicator TC.S5 - Confidence in vaccine benefits

² Survey-specific indicator TC.S6 - Confidence in vaccine safety

^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator.

^B The module is designed to capture mothers'/caretakers' attitudes toward vaccination and was administered only for one child under five years if the respondent has more than one child under five years old. Therefore, the number of children does not represent all children under five found in households.

^C Child vaccination status in this table relies only on the mother's/caretaker's report and cannot be compared with the results on immunization from Tables TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status.

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

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

Table TC.12.5: Main benefits of vaccination (Round 1)

Percentage of mothers/caretakers of children under 5 by opinions on main benefits of vaccination, Uzbekistan, 2021-2022

	Main benefits of vaccination									Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	Prevent deaths of children	Prevent diseases of children	Prevent disabilities of children	Build immunity against diseases	Cost-effective	Eliminate diseases	Other	DK	Vaccines have no benefits	
Total	32.4	85.9	48.0	79.5	8.7	29.6	0.1	0.0	0.1	4,261
Sex										
Male	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Female	32.4	85.9	48.1	79.5	8.6	29.7	0.1	0.0	0.1	4,254
Area										
Urban	35.2	88.0	51.7	80.2	9.7	32.6	0.1	0.0	0.1	1,915
Rural	30.0	84.2	45.1	78.9	7.8	27.2	0.0	0.0	0.0	2,346
Geo-economic region										
Western	55.8	88.6	59.1	75.2	15.7	35.2	0.0	0.0	0.0	525
Central	29.4	92.7	61.8	86.5	9.1	24.7	0.0	0.0	0.0	680
Southern	37.0	85.0	40.3	81.2	7.8	34.7	0.1	0.0	0.3	707
Central-Eastern	17.2	83.1	25.9	68.2	4.3	16.7	0.1	0.0	0.1	900
Eastern	28.9	81.5	53.1	83.4	6.3	32.7	0.0	0.0	0.0	1,214
Tashkent city	50.5	96.6	65.3	86.7	23.2	50.0	0.4	0.0	0.0	235
Age										
<25	32.1	86.5	45.1	79.1	8.9	30.7	0.1	0.0	0.0	918
25-34	32.9	85.1	49.5	80.2	8.7	29.5	0.1	0.0	0.1	2,677
35-49	31.2	87.9	47.3	77.4	8.2	28.9	0.0	0.0	0.0	647
50+	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
Education										
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Secondary	30.3	86.3	47.9	78.5	6.7	27.8	0.0	0.0	0.0	819
Secondary specialized vocational	32.8	85.1	48.1	79.8	8.7	29.2	0.1	0.0	0.1	3,022
Higher	33.6	90.7	48.4	79.2	12.0	36.5	0.0	0.0	0.2	415
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Continued

Table TC.12.5: Main benefits of vaccination (Round 1)										
Percentage of mothers/caretakers of children under 5 by opinions on main benefits of vaccination, Uzbekistan, 2021-2022										
	Main benefits of vaccination									Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	Prevent deaths of children	Prevent diseases of children	Prevent disabilities of children	Build immunity against diseases	Cost-effective	Eliminate diseases	Other	DK	Vaccines have no benefits	
Child's vaccination status^{B,C}										
Vaccinated	32.4	85.9	48.0	79.5	8.7	29.6	0.1	0.0	0.1	4,251
Fully	32.8	85.7	48.2	79.3	8.7	29.5	0.1	0.0	0.1	4,028
Not fully	26.4	90.0	45.2	83.3	8.1	31.4	0.0	0.0	0.0	223
Not vaccinated/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Mother tongue/native language of household head										
Uzbek	31.4	85.5	47.4	79.4	8.9	30.3	0.1	0.0	0.1	3,865
Russian	(46.5)	(93.6)	(62.5)	(59.3)	(10.0)	(27.9)	(0.0)	(0.0)	(0.0)	46
Karakalpak	63.7	88.9	65.7	80.6	0.6	6.7	0.0	0.0	0.0	93
Tajik	28.6	85.8	48.7	81.6	5.8	31.4	0.0	0.0	0.0	148
Kazakh	29.6	95.3	44.0	89.8	8.8	20.6	0.0	0.0	0.0	71
Other language	(57.5)	(88.5)	(55.4)	(88.2)	(11.4)	(26.2)	(0.0)	(0.0)	(0.0)	38
^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator. ^B The module is designed to capture mothers'/caretakers' attitudes toward vaccination and was administered only for one child under five years if the respondent has more than one child under five years old. Therefore, the number of children does not represent all children under five found in households. ^C Child vaccination status in this table relies only on the mother's/caretaker's report and cannot be compared with the results on immunization from Tables TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status. (*) Figures that are based on fewer than 25 unweighted cases () Figures that are based on 25-49 unweighted cases										

Table TC.12.6: Sources of vaccination information (Round 1)

Percent distribution of mothers/caretakers of children under 5 by main source of information for anything related to the vaccination of the child and by the most trusted source of information for anything related to the vaccination of the child, Uzbekistan, 2021-2022

	Main source of information								Most trusted source of information								Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	Paediatrician/ Nurse	Friends/ Family	Religious group/ Leader	TV/Press/ Radio	Internet, social media, Google, etc.	Other	No response	Total	Paediatrician/ Nurse	Friends/ Family	Religious group/ Leader	TV/Press/ Radio	Internet, social media, Google, etc.	Other	No response	Total	
Total	99.7	0.1	0.0	0.0	0.1	0.0	0.0	100.0	99.4	0.1	0.0	0.2	0.2	0.0	0.0	100.0	4,261
Sex																	
Male	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	0.0	(*)	(*)	(*)	(*)	100.0	7
Female	99.7	0.1	0.0	0.0	0.1	0.0	0.0	100.0	99.4	0.1	0.0	0.2	0.2	0.0	0.0	100.0	4,254
Area																	
Urban	99.5	0.2	0.0	0.0	0.3	0.0	0.0	100.0	99.2	0.2	0.0	0.2	0.3	0.1	0.0	100.0	1,915
Rural	99.9	0.0	0.0	0.0	0.0	0.0	0.0	100.0	99.6	0.0	0.0	0.1	0.2	0.0	0.0	100.0	2,346
Geo-economic region																	
Western	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	525
Central	99.2	0.4	0.0	0.1	0.2	0.0	0.0	100.0	98.6	0.3	0.0	0.6	0.5	0.0	0.0	100.0	680
Southern	99.9	0.0	0.0	0.0	0.1	0.0	0.0	100.0	99.7	0.0	0.0	0.1	0.1	0.0	0.0	100.0	707
Central-Eastern	99.9	0.0	0.0	0.0	0.1	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	900
Eastern	99.7	0.2	0.0	0.0	0.1	0.0	0.0	100.0	99.3	0.1	0.0	0.2	0.4	0.1	0.0	100.0	1,214
Tashkent city	99.7	0.0	0.0	0.0	0.3	0.0	0.0	100.0	98.4	0.9	0.0	0.0	0.7	0.0	0.0	100.0	235
Age																	
<25	99.3	0.3	0.0	0.1	0.3	0.0	0.0	100.0	99.4	0.0	0.0	0.1	0.5	0.0	0.0	100.0	918
25-34	99.8	0.1	0.0	0.0	0.1	0.0	0.0	100.0	99.4	0.2	0.0	0.2	0.2	0.0	0.0	100.0	2,677
35-49	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	99.6	0.0	0.0	0.3	0.1	0.0	0.0	100.0	647
50+	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	18
Education																	
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	3
Secondary	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	99.8	0.0	0.0	0.2	0.0	0.0	0.0	100.0	819
Secondary specialized vocational	99.7	0.1	0.0	0.0	0.2	0.0	0.0	100.0	99.4	0.2	0.0	0.2	0.2	0.0	0.0	100.0	3,022
Higher	99.8	0.0	0.0	0.0	0.2	0.0	0.0	100.0	98.7	0.0	0.0	0.0	1.0	0.3	0.0	100.0	415
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	1

Continued

Table TC.12.6: Sources of vaccination information (Round 1)

Percent distribution of mothers/caretakers of children under 5 by main source of information for anything related to the vaccination of the child and by the most trusted source of information for anything related to the vaccination of the child, Uzbekistan, 2021-2022

	Main source of information							Most trusted source of information							Number of mothers/caretakers responding to the attitudes towards vaccination module ^A		
	Paediatrician/ Nurse	Friends/ Family	Religious group/ Leader	TV/Press/ Radio	Internet, social media, Google, etc.	Other	No response	Total	Paediatrician/ Nurse	Friends/ Family	Religious group/ Leader	TV/Press/ Radio	Internet, social media, Google, etc.	Other		No response	Total
Child's vaccination status^{B,C}																	
Vaccinated	99.7	0.1	0.0	0.0	0.1	0.0	0.0	100.0	99.4	0.1	0.0	0.2	0.2	0.0	0.0	100.0	4,251
Fully	99.8	0.1	0.0	0.0	0.1	0.0	0.0	100.0	99.5	0.1	0.0	0.2	0.3	0.0	0.0	100.0	4,028
Not fully	99.0	1.0	0.0	0.0	0.0	0.0	0.0	100.0	98.6	1.3	0.0	0.0	0.2	0.0	0.0	100.0	223
Not vaccinated/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	11
Mother tongue/native language of household head																	
Uzbek	99.7	0.1	0.0	0.0	0.1	0.0	0.0	100.0	99.4	0.1	0.0	0.2	0.3	0.0	0.0	100.0	3,865
Russian	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(97.8)	(2.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	46
Karakalpak	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	93
Tajik	99.4	0.0	0.0	0.0	0.4	0.2	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	148
Kazakh	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	71
Other language	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(97.1)	(2.9)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	38

^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator.

^B The module is designed to capture mothers/caretakers' attitudes toward vaccination and was administered only for one child under five years if the respondent has more than one child under five years old. Therefore, the number of children does not represent all children under five found in households.

^C Child vaccination status in this table relies only on the mother's/caretaker's report and cannot be compared with the results on immunization from Tables TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status.

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

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

Table TC.12.7: Social circle views on vaccinations (Round 1)

Percentage of mothers/caretakers of children under 5 who in the last 12 months have heard specific opinions on vaccinating children, percentage who think family, friends and community are in favour of vaccines and vaccination, and percentage whose religious or spiritual beliefs encourage vaccination, Uzbekistan, 2021-2022

	Specific opinions heard in last 12 months				General opinions and behaviours of family, friends and community			Percentage of respondents who say that their religious or spiritual beliefs "encourage" vaccination	Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	Against vaccinating children	In favour of vaccinating children	That vaccines are not safe	That vaccines are safe	Most of the parents known to respondent got their children vaccinated with all the recommended vaccines	Most of respondent's family and friends are in favour of vaccination of child ¹	The main religious leaders in respondent's mahalla are in favour of vaccination of child ²		
Total	2.9	93.7	5.4	87.5	98.3	99.6	86.7	95.6	4,261
Sex									
Male	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Female	2.9	93.7	5.4	87.5	98.3	99.6	86.7	95.6	4,254
Area									
Urban	3.4	94.3	6.2	87.6	98.5	99.7	88.6	94.5	1,915
Rural	2.4	93.2	4.8	87.3	98.2	99.6	85.1	96.6	2,346
Geo-economic region									
Western	1.8	99.4	0.8	92.0	99.4	99.7	98.7	99.5	525
Central	6.5	84.2	12.4	77.9	96.6	99.8	87.5	93.3	680
Southern	1.0	91.1	0.8	85.1	99.6	100.0	98.4	97.6	707
Central-Eastern	3.1	93.9	7.5	87.2	96.9	100.0	66.8	96.8	900
Eastern	1.5	97.1	3.7	90.7	99.1	99.1	87.4	92.9	1,214
Tashkent city	6.3	97.3	10.5	96.4	98.5	99.2	94.6	97.4	235
Age									
<25	2.1	95.6	4.4	88.7	97.8	99.8	85.7	95.9	918
25-34	3.2	93.4	5.8	87.1	98.5	99.5	87.1	95.4	2,677
35-49	2.7	92.2	5.4	87.2	98.1	99.7	86.9	95.9	647
50+	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
Education									
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Secondary	2.7	90.1	5.3	84.9	98.0	99.8	84.4	95.9	819
Secondary specialized vocational	2.8	94.7	5.3	88.2	98.4	99.6	87.2	95.9	3,022
Higher	3.3	93.5	6.2	86.7	98.4	99.4	86.8	93.1	415
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Table TC.12.7: Social circle views on vaccinations (Round 1)									
Percentage of mothers/caretakers of children under 5 who in the last 12 months have heard specific opinions on vaccinating children, percentage who think family, friends and community are in favour of vaccines and vaccination, and percentage whose religious or spiritual beliefs encourage vaccination, Uzbekistan, 2021-2022									
	Specific opinions heard in last 12 months				General opinions and behaviours of family, friends and community			Percentage of respondents who say that their religious or spiritual beliefs "encourage" vaccination	Number of mothers/caretakers responding to the attitudes towards vaccination module ^A
	Against vaccinating children	In favour of vaccinating children	That vaccines are not safe	That vaccines are safe	Most of the parents known to respondent got their children vaccinated with all the recommended vaccines	Most of respondent's family and friends are in favour of vaccination of child ¹	The main religious leaders in respondent's mahalla are in favour of vaccination of child ²		
Child's vaccination status^{B,C}									
Vaccinated	2.9	93.8	5.4	87.5	98.3	99.6	86.7	95.7	4,251
Fully	2.7	93.9	5.1	87.9	98.7	99.6	86.7	95.7	4,028
Not fully	5.9	91.0	10.2	79.9	91.8	99.9	86.9	94.6	223
Not vaccinated/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Mother tongue/native language of household head									
Uzbek	2.5	94.1	5.1	87.9	98.4	99.7	86.8	95.7	3,865
Russian	(10.1)	(91.1)	(15.7)	(88.0)	(95.9)	(98.2)	(73.9)	(85.7)	46
Karakalpak	1.9	99.0	0.4	86.7	99.6	98.7	95.5	99.4	93
Tajik	5.6	91.3	8.5	88.7	97.9	98.8	75.5	93.0	148
Kazakh	16.1	69.7	16.8	65.0	94.9	100.0	99.0	99.1	71
Other language	(0.0)	(96.8)	(4.4)	(82.1)	(100.0)	(97.5)	(86.2)	(96.2)	38
¹ Survey-specific indicator TC.S7 - Family norms									
² Survey-specific indicator TC.S8 - Religious leader norms									
^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator.									
^B The module is designed to capture mothers/caretakers' attitudes toward vaccination and was administered only for one child under five years if the respondent has more than one child under five years old. Therefore, the number of children does not represent all children under five found in households.									
^C Child vaccination status in this table relies only on the mother's/caretaker's report and cannot be compared with the results on immunization from Tables TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status.									
(*) Figures that are based on fewer than 25 unweighted cases									
() Figures that are based on 25-49 unweighted cases									

Table TC.12.8: Views on health care services providing vaccinations (Round 1)

Percentage of mothers/caretakers of children under 5 who trust the health workers who give children vaccines somewhat or very much, who were recommended by any health care worker to vaccinate their child, percentage of mothers/caretakers who think various situations are true for the medical facility where the child should be taken for vaccination, and percentage of mothers/caretakers by level of how affordable^A it is to vaccinate the child, Uzbekistan, 2021-2022

	Percentage of mothers/caretakers who somewhat or very much trust the health workers who give children vaccines ¹	Percentage of mothers/caretakers who have received a recommendation by any health care worker that their child should be vaccinated ²	Percentage of mothers/caretakers who think that it is true that:				Percentage of mothers/caretakers who think that all four situations are not true ³	Percentage of mothers/caretakers who say it is somewhat or very affordable ^A to get the child vaccinated ⁴	Number of mothers/caretakers responding to the attitudes towards vaccination module ^B
			medical facility is too far away	medical facility working times are inconvenient	medical facility sometimes turns people away without vaccinating	the waiting time in the medical facility is too long			
Total	99.0	99.1	7.7	7.8	1.5	10.6	78.0	97.8	4,261
Sex									
Male	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	7
Female	99.0	99.1	7.7	7.8	1.5	10.6	78.1	97.8	4,254
Area									
Urban	98.8	99.3	3.9	7.5	2.1	11.7	80.3	96.9	1,915
Rural	99.1	99.0	10.8	8.0	1.1	9.8	76.2	98.5	2,346
Geo-economic region									
Western	99.8	98.0	5.0	16.5	2.0	0.5	77.4	86.8	525
Central	98.4	98.1	17.9	10.8	3.9	22.8	59.3	99.5	680
Southern	99.9	99.5	1.9	9.4	1.4	1.0	88.4	99.0	707
Central-Eastern	98.6	99.7	6.1	4.4	0.4	6.0	85.2	99.8	900
Eastern	98.7	99.6	8.9	4.8	1.1	14.2	78.6	98.9	1,214
Tashkent city	99.1	99.1	1.3	3.5	0.9	26.1	72.3	100.0	235
Age									
<25	98.9	98.8	6.5	7.7	1.7	9.9	78.7	98.1	918
25-34	99.1	99.4	8.0	7.5	1.4	11.0	77.6	97.8	2,677
35-49	98.9	98.6	8.4	9.4	1.8	10.2	78.2	97.1	647
50+	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	18
Education									
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Secondary	99.1	99.1	11.3	7.9	1.4	9.1	76.7	97.7	819
Secondary specialized vocational	99.0	99.1	7.1	7.9	1.6	11.2	77.7	97.8	3,022
Higher	99.3	99.5	4.9	6.6	1.8	9.5	83.1	97.4	415
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Continued

Table TC.12.8: Views on health care services providing vaccinations (Round 1)

Percentage of mothers/caretakers of children under 5 who trust the health workers who give children vaccines somewhat or very much, who were recommended by any health care worker to vaccinate their child, percentage of mothers/caretakers who think various situations are true for the medical facility where the child should be taken for vaccination, and percentage of mothers/caretakers by level of how affordable^A it is to vaccinate the child, Uzbekistan, 2021-2022

	Percentage of mothers/caretakers who somewhat or very much trust the health workers who give children vaccines ¹	Percentage of mothers/caretakers who have received a recommendation by any health care worker that their child should be vaccinated ²	Percentage of mothers/caretakers who think that it is true that:				Percentage of mothers/caretakers who think that all four situations are not true ³	Percentage of mothers/caretakers who say it is somewhat or very affordable ^A to get the child vaccinated ⁴	Number of mothers/caretakers responding to the attitudes towards vaccination module ^B
			medical facility is too far away	medical facility working times are inconvenient	medical facility sometimes turns people away without vaccinating	the waiting time in the medical facility is too long			
Child's vaccination status^{C,D}									
Vaccinated	99.0	99.2	7.7	7.8	1.5	10.6	78.1	97.8	4,251
Fully	99.1	99.3	7.3	7.4	1.4	9.5	79.2	97.7	4,028
Not fully	97.2	97.4	14.5	14.9	4.5	29.4	57.7	99.2	223
Not vaccinated/DK/Missing	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Mother tongue/native language of household head									
Uzbek	99.0	99.3	7.4	7.9	1.5	10.2	78.6	98.4	3,865
Russian	(97.9)	(100.0)	(5.1)	(7.7)	(0.0)	(27.2)	(64.2)	(100.0)	46
Karakalpak	100.0	95.4	11.4	2.0	2.2	0.0	85.0	79.1	93
Tajik	98.7	100.0	6.3	8.1	2.0	10.7	81.5	99.3	148
Kazakh	99.3	94.7	23.0	8.2	5.0	38.1	43.9	92.6	71
Other language	(99.2)	(98.0)	(10.8)	(10.0)	(2.0)	(4.8)	(74.4)	(84.5)	38
¹ Survey-specific indicator TC.S9 - Confidence in health workers ² Survey-specific indicator TC.S10 - Health worker recommendation ³ Survey-specific indicator TC.S11 - Ease of access ⁴ Survey-specific indicator TC.S12 - Affordability of vaccination									
^A Includes any payment to the clinic, the costs of getting to health facility, the costs of taking time away from work, etc. ^B Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator. ^C The module is designed to capture mothers'/caretakers' attitudes toward vaccination and was administered only for one child under five years if the respondent has more than one child under five years old. Therefore, the number of children does not represent all children under five found in households. ^D Child vaccination status in this table relies only on the mother's/caretaker's report and cannot be compared with the results on immunization from TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status. (*) Figures that are based on fewer than 25 unweighted cases () Figures that are based on 25-49 unweighted cases									

Table TC.12.9: Satisfaction with health care services providing vaccinations (Round 1)

Percentage of mothers/caretakers of children under 5 personally taking the child to get vaccinated who have never been turned away when trying to get the child vaccinated, percentage who were somewhat or very satisfied with the quality of the vaccination services during the last visit to the medical facility, and who say that the vaccination clinic staff were somewhat or very respectful during the last visit, Uzbekistan, 2021-2022

	Percentage of mothers/caretakers who			Number of mothers/caretakers responding to the attitudes towards vaccination module personally taking the child to get vaccinated ^A
	have never been turned away when trying to get the child vaccinated ¹	were somewhat or very satisfied with the quality of the vaccination services during the last visit to the medical facility ²	say that vaccination clinic staff were somewhat or very respectful during the last visit	
Total	98.9	98.5	99.3	4,166
Sex				
Male	(*)	(*)	(*)	6
Female	98.9	98.5	99.3	4,161
Area				
Urban	99.0	98.6	99.3	1,868
Rural	98.9	98.4	99.2	2,298
Geo-economic region				
Western	99.8	99.7	100.0	510
Central	97.7	97.4	98.6	666
Southern	99.5	99.6	100.0	694
Central-Eastern	98.9	99.0	100.0	886
Eastern	98.8	97.4	98.3	1,179
Tashkent city	99.2	99.1	99.2	231
Age				
<25	99.2	98.7	99.6	876
25-34	98.9	98.2	99.0	2,639
35-49	98.7	99.4	99.9	634
50+	(*)	(*)	(*)	16
Education				
Pre-school or none / Primary	(*)	(*)	(*)	3
Secondary	99.1	98.6	99.0	800
Secondary specialized vocational	98.8	98.5	99.3	2,953
Higher	99.7	98.6	99.9	409
Missing/DK	(*)	(*)	(*)	1
Child's vaccination status^{B,C}				
Vaccinated	98.9	98.5	99.3	4,163
Fully	99.2	98.5	99.2	3,961
Not fully	93.1	97.8	100.0	202
Not vaccinated/DK/Missing	(*)	(*)	(*)	3
Mother tongue/native language of household head				
Uzbek	98.9	98.4	99.3	3,783
Russian	(100.0)	(100.0)	(98.1)	45
Karakalpak	100.0	100.0	100.0	90
Tajik	100.0	100.0	100.0	144
Kazakh	95.3	99.3	98.0	69
Other language	(100.0)	(100.0)	(97.5)	35

¹ Survey-specific indicator TC.S13 - Vaccination availability

² Survey-specific indicator TC.S14 - Service quality

^A Due to an interviewer error, 231 mothers/caretakers of children under five were not asked this module and are excluded from the denominator

^B The module is designed to capture mothers/caretakers' attitudes toward vaccination and was administered only for one child under five years if the respondent has more than one child under five years old. Therefore, the number of children does not represent all children under five found in households.

^C The background characteristic of Child's vaccination status relies exclusively on the mother's/caretaker's report and can therefore not be compared with the findings presented in Tables TC.1.1, TC.1.2A and TC.1.2B, which present the actual coverage status. The disaggregation here does not include children of mothers/caretakers who did not personally take the child to get vaccinated, as such are not included in the denominator.

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

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

8.1 EARLY CHILDHOOD EDUCATION

Readiness of children for primary school can be improved through attendance to early childhood education programmes or through pre-school. Early childhood education programmes include programmes for children that have organised learning components as opposed to baby-sitting and day-care which do not typically have organised education and learning. In Uzbekistan, such programs are implemented by preschool educational institutions.

In Uzbekistan, preschool education is the main level of education and corresponded to ISCED-0, includes both a basic educational component and additional programs aimed at the comprehensive development of the personality of a child of early and preschool age in accordance with the child's age and individual capabilities, abilities and needs, the formation of the child's moral standards, the child's acquisition of social experience.

The educational program of preschool education and upbringing ensures the organization of the educational process aimed at the full comprehensive development of the child. It should provide: cognitive and intellectual development of the child; interaction with legal representatives of the child; introducing children to national and universal values, customs and traditions of nations and nationalities living in the Republic of Uzbekistan; social adaptation of the child; carrying out correctional-pedagogical and medical-psychological work with children with special educational needs; preparation of children for general secondary education. As per the Law of the Republic of Uzbekistan on Education adopted in September 2020, pre-school education and upbringing provide for a mandatory one-year preparation of children age six to seven years for primary education.

Table LN.1.1 shows the percent of children age 3 and 4 years currently attending early childhood education. A child currently attending school is a child who regularly attends school at the time of the survey. If the child is not attending school at the time of the interview due to school holidays or breaks, but the child regularly attends school, the child is considered as currently attending school. This indicator is based on question UB8 in the Questionnaire for Children Under 5.

Table LN.1.2 looks at children's exposure to organised learning programmes in the year before the official primary entry age. The official primary school entry age in Uzbekistan is 7 years. Table LN.1.2 therefore refers to children who were 6 years old by the end of the calendar year.¹¹⁷ In Uzbekistan, the school year begins in September.

The indicator corresponds to SDG indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age) and is calculated as an adjusted¹¹⁸ net attendance rate (ANAR). This indicator is based on question UB7 in the Questionnaire for Children Under 5.

Additionally, Table LN.1.2 presents the gender, wealth and area parity indices for SDG indicator 4.2.2. These indices contribute to SDG indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators that can be disaggregated. Generally, when a parity index value falls between 0.97 and

¹¹⁷ In MICS, the age of household members is the age at the time of the survey. This determines eligibility for individual questionnaires, modules and questions. Age is also used to define indicators. However, in analysis of the majority of education-related indicators based on the age of children, e.g., adjusted net attendance rates, completion rates, etc., a variable is created to reflect the age at the beginning of the school year. This eliminates issues relating to the timing and length of survey fieldwork and creates comparable findings across countries, while taking age-criteria for enrolment into account. 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 2021 calendar year..

¹¹⁸ Rates presented in this table are "adjusted" since the numerator includes children one year younger than the official primary entry age attending either ECE or primary education.

1.03, it is regarded as parity between two groups. The likely more disadvantaged group (e.g., female, poor and rural) is placed in the numerator, so parity index values below 0.97 indicate disadvantage for those groups. For example, in the gender parity index (GPI), a value between 0.97 and 1.03 indicates parity between the sexes, a GPI value lower than 0.97 indicates female disadvantage and a value greater than 1.03 suggests male disadvantage. The further from 1.00 that a parity index lies, the greater the disparity between groups. The indices do not reveal the overall indicator levels, as parity may be achieved, while overall levels for both groups are low.

Parity indices are also presented in Table LN.2.8 (for attendance to primary, lower and upper secondary school).

Table LN.1.1: Early childhood education (Round 2)

Percentage of children age 36-59 months who are currently attending early childhood education, Uzbekistan, 2021-2022

	Percentage of children age 36-59 months attending early childhood education ^{1,A}	Number of children age 36-59 months
Total	46.1	766
Sex		
Male	51.1	399
Female	40.6	368
Area		
Urban	51.1	334
Rural	42.1	432
Geo-economic region		
Western	52.6	88
Central	46.7	115
Southern	23.2	142
Central-Eastern	49.6	151
Eastern	53.6	221
Tashkent city	54.4	49
Age (in months)		
36-47	39.5	386
48-59	52.7	381
Mother's education		
Pre-school or none/Primary	(*)	2
Secondary	37.4	225
Secondary specialized vocational	47.6	470
Higher	64.5	69
Missing/DK	(*)	1
Child's functional difficulties		
Has functional difficulty	(*)	11
Has no functional difficulty	46.0	755
Mother tongue/native language of household head		
Uzbek	45.8	692
Russian	(*)	9
Karakalpak	(*)	9
Tajik	(37.9)	34
Kazakh	(*)	11
Other language	(*)	11
Wealth index quintile		
Poorest	29.4	172
Second	45.9	169
Middle	51.1	156
Fourth	52.6	142
Richest	55.3	127

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

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

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

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

Table LN.1.2: Participation rate in organised learning (one year before the official primary entry age) (Round 2)

Percent distribution of children age one year younger than the official primary school entry age by the end of the calendar year^A, by attendance to education, and percent of children attending early childhood education or primary education (net attendance rate, adjusted), Uzbekistan, 2021-2022

	Percent of children:			Total	Net attendance rate (adjusted) ¹	Number of children age 6 years by the end of the 2021 calendar year
	Attending an early childhood education programme	Attending primary education	Not attending any level of education (out of school)			
Total^B	71.4	0.3	28.3	100.0	71.7	422
Sex						
Male	73.9	0.5	25.6	100.0	74.4	218
Female	68.6	0.2	31.2	100.0	68.8	204
Area						
Urban	73.3	0.7	26.0	100.0	74.0	193
Rural	69.7	0.0	30.3	100.0	69.7	229
Geo-economic region						
Western	77.4	0.0	22.6	100.0	77.4	40
Central	74.7	0.0	25.3	100.0	74.7	67
Southern	59.2	0.0	40.8	100.0	59.2	57
Central-Eastern	62.4	0.3	37.3	100.0	62.7	100
Eastern	78.2	0.0	21.8	100.0	78.2	125
Tashkent city	(79.4)	(3.0)	(17.5)	100.0	(82.5)	34
Mother's education						
Pre-school or none/Primary	-	-	-	-	-	0
Secondary	66.5	0.2	33.3	100.0	66.7	155
Secondary specialized vocational	72.0	0.5	27.5	100.0	72.5	216
Higher	(83.0)	(0.0)	(17.0)	100.0	(83.0)	51
Missing/DK	(*)	(*)	(*)	100.0	(*)	1
Wealth index quintile						
Poorest	56.2	0.0	43.8	100.0	56.2	91
Second	81.8	0.0	18.2	100.0	81.8	86
Middle	67.3	0.0	32.7	100.0	67.3	87
Fourth	77.7	0.0	22.3	100.0	77.7	71
Richest	75.8	1.6	22.7	100.0	77.3	87
Parity indices						
Sex						
Female/male ²	0.93	0.33	1.22	na	0.92	na
Wealth						
Poorest/Richest ³	0.74	0.00	1.94	na	0.73	na
Area						
Rural/Urban ⁴	0.95	0.00	1.16	na	0.94	na

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

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

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

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

^A 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 2021 calendar year.

^B Findings by background characteristics "Mother's functional difficulties" and "Mother tongue/native language of household head" are not shown in the table due to small number of unweighted cases per disaggregation category.

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

8.2 ATTENDANCE

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

In Uzbekistan, children enter primary school at age 7, lower secondary at age 11 and upper secondary school at age 16. There are 4 grades in primary school and 5 + 2 grades in secondary school. In primary school, grades are referred to as grade 1 to grade 4. For lower secondary school, grades are referred to as year 5 to year 9 and in upper secondary as grade 10 to grade 11. The school year typically runs from September of one year to May of the following year.

To achieve comparability between varying national educational systems and classifications across the world, the United Nations Educational, Scientific and Cultural Organization (UNESCO) maintains the International Standard Classification of Education (ISCED) statistical framework. Its defined levels and coding are used in computation of MICS Indicators.¹¹⁹ With focus on completion of primary and secondary education, indicators are centred on levels 0-3 presented in the table of classifications below.

ISCED 2011		Education system	
Level	ISCED Name	Name of education level in:	
		Russian	English
0	Early childhood education and care	Дошкольное образование	Pre-primary education
1	Primary	Начальное образование	Primary school
2	Lower secondary	Базовое образование	Basic education
3	Upper secondary	Среднее и среднее специальное образование	Secondary and secondary special education
The post-secondary level 4-8 are not detailed in this table, but include 4: Secondary professional and secondary special professional, 6: First stage of higher education (Bachelor's), 7: Second stage of higher education (Master's), and 8: Postgraduate			

Attendance to pre-primary education is important for the readiness of children to school. Table LN.2.1 shows the proportion of children in the first grade of primary school (regardless of age) who attended an early childhood education programme the previous year.¹²⁰

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

¹¹⁹ ISCED is periodically revised by UNESCO (latest in 2011) in consultation with countries. National ISCED mappings are published here: <http://uis.unesco.org/en/isced-mappings>.

¹²⁰ 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.

Table LN.2.3 provides the percentage of children of primary school age (7 to 10 years) who are attending primary or secondary school¹²¹, and those who are out of school. Similarly, Table LN.2.4 presents the percentage of children of lower secondary school age (age 11 to 15 years) who are attending lower secondary school or higher education levels¹²², and those who are out of school.

In Table LN.2.5, children are distributed according to their age against current grade of attendance (age-for-grade). For example, a 9-year-old child (at the end of the calendar year) is expected to be in Primary year 3, as per the official intended age-for-grade. If this child is currently in Primary year 1, he/she will be classified over-age by 2 years. The table includes both primary and lower secondary levels.

Table LN.2.6 presents the percentage of children of upper secondary school age (age 16 to 17 years) who are attending upper secondary school or higher¹²³, and those who are out of school.

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

The completion rate of primary education refers to the percentage of a cohort of children age 3 to 5 years above the official intended age for the last grade of primary education who have completed primary education. The intended age for the last grade of primary is the age at which children would enter the last grade of primary school if they had started school at the official primary entry age and had progressed without repeating or skipping a grade. In Uzbekistan, the official age of entry into primary school is age 7 years. With 4 grades in primary school, the intended age for the last grade of primary is therefore 10 years, and the reference group for the completion rate of primary education is children age 13 to 15 years. Completion rates are also presented for lower and upper secondary education. The official intended age for the last grades of lower and upper secondary school are 15 and 17 years, respectively. Thus, denominators for the lower and upper secondary completion rates are children age 18 to 20 years and children age 21 to 23 years, respectively.¹²⁴ The table also provides the

¹²¹ Rates presented in this table are "adjusted" since they include not only primary school attendance, but also lower and upper secondary school attendance in the numerator.

¹²² Rates presented in this table are "adjusted" since they include not only lower secondary school attendance, but also attendance to higher education levels in the numerator.

¹²³ Rates presented in this table are "adjusted" since they include not only upper secondary school attendance, but also attendance to higher education levels in the numerator.

¹²⁴ There were several reforms in the Uzbekistan education system since independence. In the school education system, the changes mostly concerned upper secondary education. Before 1997 the upper secondary education was primarily in the form of schooling in Grades 10 and 11. In 1997 the gradual transition to the three-year compulsory secondary specialized, vocational education started that corresponded to ISCED3 (Upper secondary education). It implied study in the professional colleges or academic lyceums for three years after completing Grade 9 of secondary school. Grades 10-11 of the previous system were gradually closed and fully eliminated in 2013. In 2017 parents and graduates of the 9th grade proposed to the Government to revert to the system of 11-year compulsory general secondary education. This proposal was accepted. Starting from 2017/2018 school year the grades 10-11 started to open in schools while academic lyceums or professional colleges were gradually being closed or transformed. Those who were already studying in these education institutions in courses 2 and 3 continued their study based on three-year academic programs until completion. Moreover, some academic lyceums were transferred to two-year academic programs starting from 2017/2018 school year. So, two education systems (new and old) coexisted simultaneously several years.

As defined, the upper secondary school completion rate is percentage of children age 3-5 years above the intended age for the last grade who completed the last grade of the upper secondary school. 3-5 years ago (school years 2016/2017-2018/2019) most children were in the old system of education and for those the intended age for the last grade was 18 years because of three-year compulsory education in professional colleges and academic lyceums (not two-year upper secondary education as now). In this regard, the intended age for the last grade is set as 18 and thus the age 3-5 years above this intended age become 21-23 years in the calculation. At the same time there were some graduates of the current two-year upper secondary education system (Grade11 of the secondary school and course 2 of academic lyceums) as well. In order to take into account the overall situation, the upper secondary school completion is calculated as: (ED5A>3 and ED5A<8) or (ED5A=3 and ED5B>=02 and ED6=1) or (ED5A=2 and ED5B=11 and ED6=1)

“effective” transition rate¹²⁵, defined as the percentage of children who continued to the next level of education – the number of children who are attending the first grade of the higher education level in the current school year and were in the last grade of the lower education level the previous year divided by the number of children who were in the last grade of the lower education level the previous school year and are not repeating that grade in the current year.

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

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

¹²⁵ 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 (Round 2)

Percentage of children attending the first grade of primary school who attended an early childhood education programme during the previous school year, Uzbekistan, 2021-2022

	Percentage of children attending the first grade of primary school who attended an early childhood education programme during the previous school year ¹	Number of children attending first grade of primary school
Total^A	71.6	366
Sex		
Male	74.0	183
Female	69.3	183
Area		
Urban	72.9	164
Rural	70.6	202
Geo-economic region		
Western	70.6	45
Central	71.7	58
Southern	47.9	67
Central-Eastern	81.4	64
Eastern	80.8	115
Tashkent city	(*)	17
Mother's education		
Pre-school or none/Primary	(*)	1
Secondary	66.3	139
Secondary specialized vocational	74.0	187
Higher	(82.2)	38
Wealth index quintile		
Poorest	55.8	97
Second	69.6	67
Middle	86.1	77
Fourth	77.2	69
Richest	74.5	56

¹ MICS indicator LN.3 - School readiness

^A Findings by background characteristics "Mother's functional difficulties" and "Mother tongue/native language of household head" are not shown in the table due to small number of unweighted cases per disaggregation category.

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

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

Table LN.2.2: Primary school entry (Round 2)

Percentage of children of primary school entry age entering grade 1 (net intake rate), Uzbekistan, 2021-2022

	Percentage of children of primary school entry age entering grade 1 ¹	Number of children of primary school entry age
Total^A	96.8	418
Sex		
Male	96.2	210
Female	97.4	207
Area		
Urban	94.6	205
Rural	98.9	213
Geo-economic region		
Western	93.7	56
Central	96.9	74
Southern	98.5	72
Central-Eastern	98.6	69
Eastern	95.6	127
Tashkent city	(*)	21
Mother's education		
Pre-school or none/Primary	(*)	1
Secondary	98.4	154
Secondary specialized vocational	95.9	211
Higher	95.4	51
Mother's functional difficulties^B		
Has functional difficulty	(100.0)	27
Has no functional difficulty	96.4	377
Wealth index quintile		
Poorest	98.6	102
Second	99.4	72
Middle	96.1	90
Fourth	98.0	82
Richest	91.0	72
¹ MICS indicator LN.4 - Net intake rate in primary education		
<p>^A Findings by background characteristic "Mother tongue/native language of household head" are not shown in the table due to small number of unweighted cases per disaggregation category.</p> <p>^B The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.</p> <p>(*) Figures that are based on fewer than 25 unweighted cases</p> <p>() Figures that are based on 25-49 unweighted cases</p>		

Table LN.2.3: School attendance among children of primary school age (Round 2)

 Percentage of children of primary school age at the end of calendar year^A attending primary, lower or upper secondary school (net attendance rate, adjusted), percentage attending early childhood education, and percentage out of school, by sex, Uzbekistan, 2021-2022

	Male				Female				Total			
	Net attendance rate (adjusted) ¹	Percentage of children:		Number of children of primary school age at the end of calendar year ^A	Net attendance rate (adjusted) ¹	Percentage of children:		Number of children of primary school age at the end of calendar year ^A	Net attendance rate (adjusted) ¹	Percentage of children:		Number of children of primary school age at the end of calendar year ^A
		Attending early childhood education	Out of school ^{2,B}			Attending early childhood education	Out of school ^{2,B}			Attending early childhood education	Out of school ^{2,B}	
Total	98.7	0.3	1.0	845	99.2	0.2	0.6	729	98.9	0.3	0.8	1,574
Area												
Urban	97.7	0.7	1.6	389	98.6	0.4	1.0	335	98.1	0.6	1.3	723
Rural	99.5	0.0	0.5	456	99.7	0.0	0.3	395	99.6	0.0	0.4	851
Geo-economic region												
Western	98.0	0.0	2.0	99	96.9	1.4	1.8	85	97.5	0.6	1.9	184
Central	98.8	0.0	1.2	149	99.7	0.0	0.0	125	99.2	0.0	0.7	274
Southern	100.0	0.0	0.0	134	99.3	0.0	0.7	151	99.6	0.0	0.4	286
Central-Eastern	99.7	0.0	0.3	159	99.1	0.0	0.9	110	99.4	0.0	0.6	270
Eastern	97.3	1.1	1.6	256	99.5	0.0	0.5	219	98.3	0.6	1.1	475
Tashkent city	100.0	0.0	0.0	47	(100.0)	(0.0)	(0.0)	38	100.0	0.0	0.0	85
Age^A												
7	96.2	1.4	2.4	210	97.4	0.6	1.8	207	96.8	1.0	2.1	418
8	98.7	0.0	1.3	222	100.0	0.0	0.0	198	99.3	0.0	0.7	420
9	99.8	0.0	0.2	193	100.0	0.0	0.0	156	99.9	0.0	0.1	350
10	100.0	0.0	0.0	219	99.6	0.0	0.4	168	99.8	0.0	0.2	386
Mother's education												
Pre-school or none/Primary	(*)	(*)	(*)	7	(*)	(*)	(*)	2	(*)	(*)	(*)	9
Secondary	99.0	0.0	1.0	344	99.5	0.0	0.5	299	99.2	0.0	0.8	643
Secondary specialized vocational	98.6	0.3	1.1	409	98.9	0.3	0.7	342	98.7	0.3	0.9	751
Higher	97.5	1.9	0.6	84	99.1	0.0	0.9	85	98.3	0.9	0.8	168
Missing/DK	-	-	-	0	(*)	(*)	(*)	2	(*)	(*)	(*)	2
Mother's functional difficulties^C												
Has functional difficulty	100.0	0.0	0.0	63	(98.1)	(0.0)	(1.9)	38	99.3	0.0	0.7	101
Has no functional difficulty	98.6	0.4	1.0	739	99.2	0.2	0.6	645	98.8	0.3	0.8	1,385

Continued

Table LN.2.3: School attendance among children of primary school age (Round 2)Percentage of children of primary school age at the end of calendar year^A attending primary, lower or upper secondary school (net attendance rate, adjusted), percentage attending early childhood education, and percentage out of school, by sex, Uzbekistan, 2021-2022

	Male				Female				Total			
	Percentage of children:			Number of children of primary school age at the end of calendar year ^A	Percentage of children:			Number of children of primary school age at the end of calendar year ^A	Percentage of children:			Number of children of primary school age at the end of calendar year ^A
	Net attendance rate (adjusted) ¹	Attending early childhood education	Out of school ^{2,B}		Net attendance rate (adjusted) ¹	Attending early childhood education	Out of school ^{2,B}		Net attendance rate (adjusted) ¹	Attending early childhood education	Out of school ^{2,B}	
Mother tongue/native language of household head												
Uzbek	98.8	0.4	0.8	750	99.1	0.2	0.7	650	98.9	0.3	0.7	1,400
Russian	(*)	(*)	(*)	8	(*)	(*)	(*)	10	(*)	(*)	(*)	18
Karakalpak	(*)	(*)	(*)	16	(100.0)	(0.0)	(0.0)	16	(98.8)	(0.0)	(1.2)	32
Tajik	(98.1)	(0.0)	(1.9)	39	(100.0)	(0.0)	(0.0)	35	99.0	0.0	1.0	74
Kazakh	(*)	(*)	(*)	18	(*)	(*)	(*)	14	(94.9)	(0.0)	(5.1)	31
Other language	(*)	(*)	(*)	13	(*)	(*)	(*)	5	(*)	(*)	(*)	18
Wealth index quintile												
Poorest	99.5	0.0	0.5	188	99.7	0.0	0.3	179	99.6	0.0	0.4	367
Second	99.0	0.0	1.0	164	99.7	0.0	0.0	142	99.3	0.0	0.6	305
Middle	99.0	0.8	0.2	159	97.9	0.8	1.2	139	98.5	0.8	0.7	299
Fourth	98.6	0.9	0.4	172	100.0	0.0	0.0	139	99.2	0.5	0.2	311
Richest	97.0	0.0	3.0	162	98.3	0.0	1.7	130	97.6	0.0	2.4	292
¹ MICS indicator LN.5a - Primary school net attendance rate (adjusted)												
² MICS indicator LN.6a - Out-of-school rate for children of primary school age												

^A 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 2021 calendar year^B The percentage of children of primary school age out of school are those not attending any level of education.^C The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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 LN.2.4: School attendance among children of lower secondary school age (Round 2)

Percentage of children of lower secondary school age at the end of calendar year^A attending lower secondary school or higher (net attendance rate, adjusted), percentage attending primary school, and percentage out of school, by sex, Uzbekistan, 2021-2022

	Male				Female				Total			
	Percentage of children:			Number of children of lower secondary school age at the end of calendar year ^A	Percentage of children:			Number of children of lower secondary school age at the end of calendar year ^A	Percentage of children:			Number of children of lower secondary school age at the end of calendar year ^A
	Net attendance rate (adjusted) ¹	Attending primary school	Out of school ^{2,B}		Net attendance rate (adjusted) ¹	Attending primary school	Out of school ^{2,B}		Net attendance rate (adjusted) ¹	Attending primary school	Out of school ^{2,B}	
Total	97.2	2.3	0.5	898	97.5	1.8	0.7	908	97.4	2.1	0.6	1,805
Area												
Urban	96.4	3.1	0.5	441	96.0	2.8	1.2	439	96.2	2.9	0.8	881
Rural	97.9	1.6	0.6	456	99.0	0.8	0.2	468	98.5	1.2	0.4	925
Geo-economic region												
Western	97.9	1.4	0.7	99	98.8	0.6	0.6	94	98.4	1.0	0.6	194
Central	98.9	0.8	0.3	132	99.0	0.5	0.5	148	99.0	0.7	0.4	279
Southern	98.4	0.7	0.9	166	98.7	1.3	0.0	158	98.5	1.0	0.5	324
Central-Eastern	96.8	3.2	0.0	187	97.7	1.4	0.9	171	97.3	2.3	0.4	358
Eastern	95.0	4.3	0.9	253	96.3	2.8	0.9	270	95.7	3.5	0.9	523
Tashkent city	99.4	0.6	0.0	61	94.4	4.5	1.1	67	96.8	2.6	0.6	128
Age^A												
11	89.6	10.4	0.0	179	92.9	6.5	0.6	175	91.2	8.5	0.3	354
12	98.9	1.1	0.0	209	98.9	1.1	0.0	194	98.9	1.1	0.0	403
13	100.0	0.0	0.0	173	98.6	0.0	1.4	199	99.2	0.0	0.8	372
14	99.0	0.0	1.0	179	98.0	1.4	0.7	198	98.4	0.7	0.8	377
15	98.4	0.0	1.9	158	99.5	0.0	0.5	141	98.9	0.0	1.3	299
Mother's education^C												
Pre-school or none/Primary	(*)	(*)	(*)	6	(*)	(*)	(*)	3	(*)	(*)	(*)	9
Secondary	97.8	1.9	0.4	483	97.7	1.8	0.5	462	97.7	1.8	0.5	944
Secondary specialized vocational	96.1	3.1	0.8	323	97.9	1.1	1.0	351	97.0	2.1	0.9	674
Higher	97.8	1.8	0.4	84	95.2	4.8	0.0	91	96.5	3.4	0.2	175
Missing/DK	(*)	(*)	(*)	2	-	-	-	0	(*)	(*)	(*)	2

Continued

Table LN.2.4: School attendance among children of lower secondary school age (Round 2)

Percentage of children of lower secondary school age at the end of calendar year^A attending lower secondary school or higher (net attendance rate, adjusted), percentage attending primary school, and percentage out of school, by sex, Uzbekistan, 2021-2022

	Male				Female				Total			
	Percentage of children:			Number of children of lower secondary school age at the end of calendar year ^A	Percentage of children:			Number of children of lower secondary school age at the end of calendar year ^A	Percentage of children:			Number of children of lower secondary school age at the end of calendar year ^A
Net attendance rate (adjusted) ¹	Attending primary school	Out of school ^{2,B}	Net attendance rate (adjusted) ¹		Attending primary school	Out of school ^{2,B}	Net attendance rate (adjusted) ¹		Attending primary school	Out of school ^{2,B}		
Mother's functional difficulties^D												
Has functional difficulty	99.0	1.0	0.0	70	98.7	1.3	0.0	65	98.9	1.1	0.0	135
Has no functional difficulty	96.8	2.6	0.7	735	97.5	1.8	0.7	747	97.2	2.2	0.7	1,483
Mother tongue/native language of household head												
Uzbek	97.1	2.4	0.5	814	97.9	1.5	0.6	776	97.5	1.9	0.5	1,589
Russian	(*)	(*)	(*)	10	(*)	(*)	(*)	19	(91.8)	(8.2)	(0.0)	29
Karakalpak	(100.0)	(0.0)	(0.0)	17	(93.5)	(6.5)	(0.0)	24	96.1	3.9	0.0	41
Tajik	(96.4)	(3.6)	(1.6)	37	95.4	1.7	2.9	54	95.8	2.5	2.4	91
Kazakh	(*)	(*)	(*)	12	(*)	(*)	(*)	20	(100.0)	(0.0)	(0.0)	33
Other language	(*)	(*)	(*)	8	(*)	(*)	(*)	14	(100.0)	(0.0)	(0.0)	22
Wealth index quintile												
Poorest	97.1	2.9	0.0	214	99.0	1.0	0.0	195	98.0	2.0	0.0	409
Second	97.7	2.3	0.0	177	100.0	0.0	0.0	167	98.8	1.2	0.0	344
Middle	96.4	2.5	1.5	164	96.7	2.6	0.7	191	96.6	2.6	1.0	355
Fourth	98.6	1.0	0.4	171	98.8	0.0	1.2	155	98.7	0.5	0.8	326
Richest	96.2	2.8	1.0	172	94.0	4.6	1.4	200	95.0	3.8	1.2	372

¹ MICS indicator LN.5b - Lower secondary school net attendance rate (adjusted)² MICS indicator LN.6b - Out-of-school rate for children of lower secondary school age^A 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 2021 calendar year.^B The percentage of children of lower secondary school age out of school are those not attending any level of education.^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview.^D The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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 LN.2.5: Age for grade (Round 2)

Percent distribution of children attending primary and lower secondary school who are underage, at official age and overage by 1 and by 2 or more years for grade attended, Uzbekistan, 2021-2022

	Primary school						Lower secondary school					
	Percent of children by grade of attendance:					Number of children attending primary school	Percent of children by grade of attendance:					Number of children attending lower secondary school
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ¹	Total		Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ²	Total	
Total	11.2	84.5	3.6	0.6	100.0	1,530	14.6	80.1	5.0	0.3	100.0	1,811
Sex												
Male	11.7	84.0	3.7	0.5	100.0	824	14.3	79.3	6.1	0.2	100.0	908
Female	10.7	85.2	3.4	0.8	100.0	706	14.8	80.9	3.8	0.4	100.0	903
Area												
Urban	14.7	80.1	4.8	0.4	100.0	707	15.9	80.7	3.3	0.2	100.0	869
Rural	8.2	88.4	2.6	0.8	100.0	823	13.4	79.6	6.6	0.5	100.0	941
Geo-economic region												
Western	11.8	85.3	2.9	0.0	100.0	175	12.0	82.6	4.9	0.5	100.0	199
Central	11.9	86.2	1.5	0.5	100.0	260	14.9	81.9	3.2	0.0	100.0	291
Southern	8.7	88.2	3.1	0.0	100.0	279	9.2	85.8	5.0	0.0	100.0	324
Central-Eastern	10.8	84.4	4.6	0.2	100.0	263	12.1	81.9	5.3	0.6	100.0	356
Eastern	11.5	82.3	4.5	1.7	100.0	464	16.8	76.5	6.2	0.6	100.0	520
Tashkent city	16.0	79.2	4.4	0.4	100.0	89	30.3	66.6	3.1	0.0	100.0	121
Mother's education^A												
Pre-school or none/Primary	(*)	(*)	(*)	(*)	100.0	9	(*)	(*)	(*)	(*)	100.0	8
Secondary	10.7	85.2	3.8	0.4	100.0	632	11.7	82.5	5.4	0.4	100.0	948
Secondary specialized vocational	11.0	85.2	2.9	0.9	100.0	724	16.5	78.4	4.8	0.4	100.0	680
Higher	14.4	79.9	5.6	0.0	100.0	163	23.2	72.9	3.9	0.0	100.0	173
Missing/DK	(*)	(*)	(*)	(*)	100.0	2	(*)	(*)	(*)	(*)	100.0	2
Grade												
1 (primary)	0.4	96.1	2.7	0.9	100.0	366	na	na	na	na	na	na
2 (primary)	13.5	85.0	1.2	0.3	100.0	392	na	na	na	na	na	na
3 (primary)	19.0	77.1	3.2	0.8	100.0	389	na	na	na	na	na	na
4 (primary)	11.4	80.7	7.3	0.6	100.0	384	na	na	na	na	na	na
5 (lower secondary)	na	na	na	na	na	na	17.8	77.1	4.8	0.3	100.0	352
6 (lower secondary)	na	na	na	na	na	na	13.4	84.8	1.8	0.0	100.0	406
7 (lower secondary)	na	na	na	na	na	na	10.1	84.3	4.8	0.8	100.0	355
8 (lower secondary)	na	na	na	na	na	na	15.6	80.1	4.2	0.1	100.0	379
9 (lower secondary)	na	na	na	na	na	na	16.2	72.9	10.4	0.6	100.0	319

Continued

Table LN.2.5: Age for grade (Round 2)

Percent distribution of children attending primary and lower secondary school who are underage, at official age and overage by 1 and by 2 or more years for grade attended, Uzbekistan, 2021-2022

	Primary school					Lower secondary school							
	Percent of children by grade of attendance:				Total	Number of children attending primary school	Percent of children by grade of attendance:				Total	Number of children attending lower secondary school	
	Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ¹			Under-age	At official age	Over-age by 1 year	Over-age by 2 or more years ²			
Mother's functional difficulties^B													
Has functional difficulty	13.5	83.8	2.7	0.0	100.0	99	13.9	79.0	7.1	0.0	100.0	134	
Has no functional difficulty	11.2	85.0	3.2	0.6	100.0	1,343	14.7	80.1	4.8	0.4	100.0	1,490	
Mother tongue/native language of household head													
Uzbek	11.3	84.6	3.3	0.7	100.0	1,362	14.2	80.4	5.0	0.4	100.0	1,595	
Russian	(*)	(*)	(*)	(*)	100.0	20	(28.1)	(62.2)	(9.8)	(0.0)	100.0	28	
Karakalpak	(13.7)	(81.4)	(5.0)	(0.0)	100.0	32	12.3	83.3	4.3	0.0	100.0	40	
Tajik	11.4	82.8	5.8	0.0	100.0	71	14.3	81.0	4.7	0.0	100.0	90	
Kazakh	(15.2)	(84.8)	(0.0)	(0.0)	100.0	28	(24.5)	(75.5)	(0.0)	(0.0)	100.0	35	
Other language	(*)	(*)	(*)	(*)	100.0	17	(11.9)	(81.8)	(6.2)	(0.0)	100.0	24	
Wealth index quintile													
Poorest	6.5	89.2	4.2	0.0	100.0	367	7.6	84.8	6.6	1.1	100.0	415	
Second	9.5	87.2	2.4	0.8	100.0	286	13.5	81.8	4.7	0.0	100.0	354	
Middle	13.7	83.2	2.2	0.9	100.0	292	15.9	78.7	5.5	0.0	100.0	351	
Fourth	14.4	82.5	2.5	0.6	100.0	300	14.3	82.5	2.9	0.3	100.0	327	
Richest	13.1	79.3	6.6	1.0	100.0	284	22.6	72.4	4.9	0.1	100.0	363	

¹ MICS indicator LN.10a - Over-age for grade (Primary)² MICS indicator LN.10b - Over-age for grade (Lower secondary)^A The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview.^B The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

na: not applicable

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

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

Table LN.2.6: School attendance among children of upper secondary school age (Round 2)

Percentage of children of upper secondary school age at the end of calendar year^A attending upper secondary school or higher (net attendance rate, adjusted), percentage attending lower secondary school, percentage attending primary school, and percentage out of school, by sex, Uzbekistan, 2021-2022

	Male					Female					Total				
	Percentage of children:				Number of children of upper secondary school age at the end of calendar year ^{A,B}	Percentage of children:				Number of children of upper secondary school age at the end of calendar year ^{A,B}	Percentage of children:				Number of children of upper secondary school age at the end of calendar year ^{A,B}
	Net attendance rate (adjusted) ¹	Attending lower secondary school	Attending primary school	Out of school ^B		Net attendance rate (adjusted) ¹	Attending lower secondary school	Attending primary school	Out of school ^B		Net attendance rate (adjusted) ¹	Attending lower secondary school	Attending primary school	Out of school ^B	
Total	93.0	6.3	0.0	6.5	342	94.5	4.4	0.0	6.6	319	93.7	5.3	0.0	6.6	661
Area															
Urban	95.9	3.7	0.0	7.4	159	98.0	1.3	0.0	7.9	147	96.9	2.6	0.0	7.6	306
Rural	90.5	8.5	0.0	5.7	183	91.4	6.9	0.0	5.6	172	90.9	7.7	0.0	5.6	355
Geo-economic region															
Western	(85.3)	(12.7)	(0.0)	(5.9)	30	(97.1)	(2.9)	(0.0)	(3.8)	30	91.2	7.8	0.0	4.8	60
Central	96.0	4.0	0.0	3.7	59	91.4	3.6	0.0	7.6	56	93.7	3.8	0.0	5.6	115
Southern	90.6	8.0	0.0	12.8	69	96.4	3.6	0.0	8.7	59	93.3	6.0	0.0	10.9	128
Central-Eastern	91.9	6.8	0.0	2.4	66	94.2	5.8	0.0	8.5	72	93.1	6.3	0.0	5.5	138
Eastern	95.8	4.2	0.0	7.9	100	93.1	5.7	0.0	3.1	83	94.6	4.9	0.0	5.8	183
Tashkent city	(*)	(*)	(*)	(*)	17	(*)	(*)	(*)	(*)	20	(97.2)	(2.8)	(0.0)	(5.2)	37
Age^A															
16	87.0	12.1	0.0	1.3	177	91.4	7.2	0.0	3.2	169	89.1	9.7	0.0	2.2	345
17	99.5	0.0	0.0	12.0	165	97.8	1.2	0.0	10.5	151	98.7	0.6	0.0	11.3	316
Mother's education^C															
Pre-school or none/Primary	(*)	(*)	(*)	(*)	2	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	2
Secondary	92.7	6.4	0.0	7.3	205	94.9	4.1	0.0	6.8	180	93.7	5.3	0.0	7.1	385
Secondary specialized vocational	92.2	7.2	0.0	6.0	102	93.2	5.9	0.0	4.4	112	92.8	6.5	0.0	5.2	213
Higher	(*)	(*)	(*)	(*)	27	(100.0)	(0.0)	(0.0)	(8.0)	23	(97.9)	(2.1)	(0.0)	(4.8)	50
Mother's functional difficulties^D															
Has functional difficulty	(89.1)	(10.9)	(0.0)	(10.5)	29	(*)	(*)	(*)	(*)	15	(89.1)	(8.6)	(0.0)	(9.2)	44
Has no functional difficulty	93.3	6.1	0.0	5.3	252	95.0	4.5	0.0	6.7	249	94.1	5.3	0.0	6.0	500

Continued

Table LN.2.6: School attendance among children of upper secondary school age (Round 2)Percentage of children of upper secondary school age at the end of calendar year^A attending upper secondary school or higher (net attendance rate, adjusted), percentage attending lower secondary school, percentage attending primary school, and percentage out of school, by sex, Uzbekistan, 2021-2022

	Male					Female					Total				
	Net attendance rate (adjusted) ¹	Percentage of children:			Number of children of upper secondary school age at the end of calendar year ^{A,B}	Net attendance rate (adjusted) ¹	Percentage of children:			Number of children of upper secondary school age at the end of calendar year ^{A,B}	Net attendance rate (adjusted) ¹	Percentage of children:			Number of children of upper secondary school age at the end of calendar year ^{A,B}
	Attending lower secondary school	Attending primary school	Out of school ^B			Attending lower secondary school	Attending primary school	Out of school ^B			Attending lower secondary school	Attending primary school	Out of school ^B		
Mother tongue/native language of household head															
Uzbek	93.8	5.9	0.0	6.4	311	94.4	5.0	0.0	6.7	280	94.1	5.5	0.0	6.5	591
Russian	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	11
Karakalpak	(*)	(*)	(*)	(*)	6	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	11
Tajik	(*)	(*)	(*)	(*)	11	(*)	(*)	(*)	(*)	18	(89.3)	(0.0)	(0.0)	(10.7)	29
Kazakh	(*)	(*)	(*)	(*)	5	(*)	(*)	(*)	(*)	9	(*)	(*)	(*)	(*)	14
Other language	(*)	(*)	(*)	(*)	3	(*)	(*)	(*)	(*)	1	(*)	(*)	(*)	(*)	5
Wealth index quintile															
Poorest	90.0	8.8	0.0	7.2	83	87.4	9.4	0.0	14.1	78	88.8	9.1	0.0	10.5	160
Second	93.7	6.3	0.0	4.6	66	97.7	0.0	0.0	3.5	59	95.6	3.3	0.0	4.1	126
Middle	93.9	4.9	0.0	7.0	73	95.6	4.4	0.0	5.1	63	94.7	4.7	0.0	6.1	136
Fourth	96.2	2.7	0.0	10.8	59	97.2	2.8	0.0	5.0	60	96.7	2.8	0.0	7.9	120
Richest	92.1	7.9	0.0	2.8	60	96.4	3.6	0.0	3.2	60	94.2	5.8	0.0	3.0	120

¹ MICS indicator LN.5c - Upper secondary school net attendance rate (adjusted)² MICS indicator LN.6c - Out-of-school rate for children of upper secondary school age^A 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 2021 calendar year.^B The percentage of children of upper secondary school age out of school are those not attending any level of education.^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview.^D The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

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

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

Table LN.2.7: Gross intake, completion and effective transition rates (Round 2)

Gross intake ratio and completion rate for primary school, effective transition rate to lower secondary school, gross intake ratio and completion rate for lower secondary school and completion rate for upper secondary school, Uzbekistan, 2021-2022

	Gross intake ratio to the last grade of primary school ¹	Number of children of primary school completion age at the end of calendar year ^A	Primary school completion rate ²	Number of children age 13-15 years at the end of calendar year ^{A,B}	Effective transition rate to lower secondary school ³	Number of children who were in the last grade of primary school the previous year and are not repeating that grade in the current school year	Gross intake ratio to the last grade of lower secondary school ⁴	Number of children of lower secondary school completion age at the end of calendar year ^A	Lower secondary completion rate ⁵	Number of adolescents age 18-20 years at the end of calendar year ^{A,B}	Upper secondary completion rate ⁶	Number of youth age 21-23 years at the end of calendar year ^{A,B}
Total	94.4	386	99.5	1,048	100.0	335	102.8	299	98.4	723	93.8	748
Sex												
Male	97.2	219	100.0	510	100.0	172	105.4	158	98.1	302	94.3	334
Female	90.7	168	99.0	538	100.0	163	99.8	141	98.6	421	93.4	415
Area												
Urban	100.4	167	99.6	496	100.0	154	109.4	135	99.4	374	93.1	367
Rural	89.8	219	99.4	552	100.0	181	97.3	164	97.3	349	94.4	381
Geo-economic region												
Western	67.5	42	99.6	119	(100.0)	29	74.5	36	100.0	67	96.9	83
Central	90.2	77	99.5	156	100.0	62	117.5	44	97.6	116	98.7	124
Southern	96.6	76	100.0	180	100.0	57	(105.9)	52	100.0	134	90.1	129
Central-Eastern	102.4	74	99.3	217	100.0	67	97.2	54	95.3	148	92.0	134
Eastern	95.4	100	99.1	299	100.0	105	100.4	90	99.2	205	92.2	222
Tashkent city	(*)	17	100.0	78	(*)	13	(132.5)	24	100.0	53	97.1	57
Mother's education^C												
Pre-school or none/Primary	(*)	5	(*)	7	(*)	1	(*)	3	-	0	na	na
Secondary	102.0	158	100.0	559	100.0	164	106.2	143	(*)	9	na	na
Secondary specialized vocational	84.8	179	98.5	370	100.0	145	96.2	115	(*)	5	na	na
Higher	(105.4)	45	100.0	111	(100.0)	25	(114.5)	35	(*)	1	na	na
Missing/DK	-	0	(*)	2	-	0	(*)	2	-	0	na	na
Mother's functional difficulties^D												
Has functional difficulty	(80.8)	20	100.0	72	(*)	24	(*)	20	-	0	na	na
Has no functional difficulty	94.1	335	99.4	854	100.0	285	102.4	239	(*)	12	na	na

Continued

Table LN.2.7: Gross intake, completion and effective transition rates (Round 2)

Gross intake ratio and completion rate for primary school, effective transition rate to lower secondary school, gross intake ratio and completion rate for lower secondary school and completion rate for upper secondary school, Uzbekistan, 2021-2022

	Gross intake ratio to the last grade of primary school ¹	Number of children of primary school completion age at the end of calendar year ^A	Primary school completion rate ²	Number of children age 13-15 years at the end of calendar year ^{A,B}	Effective transition rate to lower secondary school ³	Number of children who were in the last grade of primary school the previous year and are not repeating that grade in the current school year	Gross intake ratio to the last grade of lower secondary school ⁴	Number of children of lower secondary school completion age at the end of calendar year ^A	Lower secondary completion rate ⁵	Number of adolescents age 18-20 years at the end of calendar year ^{A,B}	Upper secondary completion rate ⁶	Number of youth age 21-23 years at the end of calendar year ^{A,B}
Mother tongue/native language of household head												
Uzbek	95.3	337	99.6	910	100.0	303	104.1	260	98.2	653	93.7	670
Russian	(*)	5	(*)	20	(*)	5	(*)	7	(*)	10	(*)	7
Karakalpak	(*)	10	(100.0)	27	(*)	5	(*)	10	(*)	9	(*)	12
Tajik	(89.3)	23	97.4	60	(*)	16	(*)	17	(100.0)	35	(92.3)	36
Kazakh	(*)	7	(*)	20	(*)	2	(*)	2	(*)	9	(*)	9
Other language	(*)	5	(*)	11	(*)	4	(*)	3	(*)	7	(*)	14
Wealth index quintile												
Poorest	112.6	86	100.0	242	100.0	70	112.4	62	100.0	147	88.6	119
Second	83.3	85	100.0	189	100.0	84	89.2	53	98.4	168	88.9	143
Middle	95.5	69	98.6	201	100.0	69	101.8	59	95.6	130	98.7	134
Fourth	85.8	68	99.6	195	100.0	56	93.5	55	100.0	133	95.0	186
Richest	92.9	79	99.1	221	100.0	55	112.5	70	97.8	144	96.4	166

¹ MICS indicator LN.7a - Gross intake ratio to the last grade (Primary)² MICS indicator LN.8a - Completion rate (Primary); SDG indicator 4.1.2³ MICS indicator LN.9 - Effective transition rate to lower secondary school⁴ MICS indicator LN.7b - Gross intake ratio to the last grade (Lower secondary)⁵ MICS indicator LN.8b - Completion rate (Lower secondary); SDG indicator 4.1.2⁶ MICS indicator LN.8c - Completion rate (Upper secondary); SDG indicator 4.1.2^A 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 2021 calendar year.^B Total number of children age 3-5 years above the intended age for the last grade, for primary, lower and upper secondary, respectively^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview.^D The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

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 LN.2.8: Parity indices (Round 2)

Ratio of adjusted net attendance rates of girls to boys, in primary, lower and upper secondary school, and additional parity indices, Uzbekistan, 2021-2022

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance rate (ANAR), girls	Primary school adjusted net attendance rate (ANAR), boys	Primary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for primary school ANAR ³	Lower secondary school adjusted net attendance rate (ANAR), girls	Lower secondary school adjusted net attendance rate (ANAR), boys	Lower secondary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school ANAR ³	Upper secondary school adjusted net attendance rate (ANAR), girls	Upper secondary school adjusted net attendance rate (ANAR), boys	Upper secondary school adjusted net attendance rate (ANAR), ^{1,2}	Gender parity index (GPI) for upper secondary school ANAR ³
Total³	99.2	98.7	98.9	1.01	97.5	97.2	97.4	1.00	94.5	93.0	93.7	1.02
Area												
Urban	98.6	97.7	98.1	1.01	96.0	96.4	96.2	1.00	98.0	95.9	96.9	1.02
Rural	99.7	99.5	99.6	1.00	99.0	97.9	98.5	1.01	91.4	90.5	90.9	1.01
Geo-economic region												
Western	96.9	98.0	97.5	0.99	98.8	97.9	98.4	1.01	97.1	(85.3)	91.2	(1.14)
Central	99.7	98.8	99.2	1.01	99.0	98.9	99.0	1.00	91.4	96.0	93.7	0.95
Southern	99.3	100.0	99.6	0.99	98.7	98.4	98.5	1.00	96.4	90.6	93.3	1.06
Central-Eastern	99.1	99.7	99.4	0.99	97.7	96.8	97.3	1.01	94.2	91.9	93.1	1.03
Eastern	99.5	97.3	98.3	1.02	96.3	95.0	95.7	1.01	93.1	95.8	94.6	0.97
Tashkent city	(100.0)	100.0	100.0	(1.00)	94.4	99.4	96.8	0.95	100.0	(*)	(97.2)	(*)
Mother's education^A												
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)
Secondary	99.5	99.0	99.2	1.01	97.7	97.8	97.7	1.00	94.9	92.7	93.7	1.02
Secondary specialized vocational	98.9	98.6	98.7	1.00	97.9	96.1	97.0	1.02	93.2	92.2	92.8	1.01
Higher	99.1	97.5	98.3	1.02	95.2	97.8	96.5	0.97	100.0	(*)	(97.9)	(*)
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	na	-	-	-
Mother's functional difficulties^B												
Has functional difficulty	(98.1)	100.0	99.3	(0.98)	98.7	99.0	98.9	1.00	89.3	(89.1)	(89.1)	(*)
Has no functional difficulty	99.2	98.6	98.8	1.01	97.5	96.8	97.2	1.01	95.0	93.3	94.1	1.02
Mother tongue/native language of household head												
Uzbek	99.1	98.8	98.9	1.00	97.9	97.1	97.5	1.01	94.4	93.8	94.1	1.01
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(91.8)	(*)	100.0	(*)	(*)	(*)
Karakalpak	(100.0)	(*)	(98.8)	(*)	(93.5)	(100.0)	96.1	(0.93)	100.0	(*)	(*)	(*)
Tajik	(100.0)	(98.1)	99.0	(1.02)	95.4	(96.4)	95.8	(0.99)	88.6	(*)	(89.3)	(*)
Kazakh	(*)	(*)	(94.9)	(*)	(*)	(*)	(100.0)	(*)	100.0	(*)	(*)	(*)
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(100.0)	(*)	100.0	(*)	(*)	(*)

Continued

Table LN.2.8: Parity indices (Round 2)

Ratio of adjusted net attendance rates of girls to boys, in primary, lower and upper secondary school, and additional parity indices, Uzbekistan, 2021-2022

	Primary school				Lower secondary school				Upper secondary school			
	Primary school adjusted net attendance rate (ANAR), girls	Primary school adjusted net attendance rate (ANAR), boys	Primary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for primary school ANAR ³	Lower secondary school adjusted net attendance rate (ANAR), girls	Lower secondary school adjusted net attendance rate (ANAR), boys	Lower secondary school adjusted net attendance rate (ANAR), total ^{1,2}	Gender parity index (GPI) for lower secondary school ANAR ³	Upper secondary school adjusted net attendance rate (ANAR), girls	Upper secondary school adjusted net attendance rate (ANAR), boys	Upper secondary school adjusted net attendance rate (ANAR), ^{1,2}	Gender parity index (GPI) for upper secondary school ANAR ³
Wealth index quintile												
Poorest	99.7	99.5	99.6	1.00	99.0	97.1	98.0	1.02	87.4	90.0	88.8	0.97
Second	99.7	99.0	99.3	1.01	100.0	97.7	98.8	1.02	97.7	93.7	95.6	1.04
Middle	97.9	99.0	98.5	0.99	96.7	96.4	96.6	1.00	95.6	93.9	94.7	1.02
Fourth	100.0	98.6	99.2	1.01	98.8	98.6	98.7	1.00	97.2	96.2	96.7	1.01
Richest	98.3	97.0	97.6	1.01	94.0	96.2	95.0	0.98	96.4	92.1	94.2	1.05
Parity indices^c												
Wealth												
Poorest/Richest ¹	1.01	1.03	1.02	na	1.05	1.01	1.03	na	0.91	0.98	0.94	na
Area												
Rural/Urban ²	0.99	0.98	0.98	na	0.97	0.98	0.98	na	1.07	1.06	1.07	na
¹ MICS indicator LN.11b - Parity indices - primary, lower and upper secondary attendance (wealth); SDG indicator 4.5.1												
² MICS indicator LN.11c - Parity indices - primary, lower and upper secondary attendance (area); SDG indicator 4.5.1												
³ MICS indicator LN.11a - Parity indices - primary, lower and upper secondary attendance (gender); SDG indicator 4.5.1												
^A The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated or those age 18 at the time of interview. The sum of cases in the disaggregate may not equal the												
^B The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.												
^C Parity indices by orphanhood status are not presented due to low number of non-orphans												
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												

8.3 PARENTAL INVOLVEMENT

Parental involvement in their children's education is widely accepted to have a positive effect on their child's learning performance. For instance, reading activities at home have significant positive influences on reading achievement, language comprehension and expressive language skills.¹²⁶ Research also shows that parental involvement in their child's literacy practices is a positive long-term predictor of later educational attainment.¹²⁷

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.¹²⁸ 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.¹²⁹

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, No. 5.¹³⁰

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. MICS indicator LN.17 'Contact with school concerning teacher absence' is not shown in Table LN.3.2 for Uzbekistan, because the total number of children age 7-14 years who could not attend class in the last year due to teacher absence was fewer than 25 unweighted cases.

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

¹²⁶ 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.

¹²⁷ 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.

¹²⁸ 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.

¹²⁹ Desforges, C. and A. Abouchar. *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review*. Research report. Nottingham: Queen's Printer, 2003. https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf.

¹³⁰ Hattori, H., M. Cardoso, and B. Ledoux. *Collecting data on foundational learning skills and parental involvement in education*. MICS Methodological Papers, No. 5. New York: UNICEF, 2017. <http://mics.unicef.org/files?job=W1siZiIsIjIwMTcvMDYvMTUvMTYvMjcvMDAvNzIxL01JQ1NfTWV0aG9kb2xvZ2IjYWxfUGFwZXJfNS5wZGYiXV0&sha=39f5c31dbb91df26>.

Table LN.3.1: Parental involvement in school (Round 1)

Percentage of children age 7-14 years attending school and, among those, percentage of children for whom an adult member of the household received a report card for the child, and involvement of adults in school management and school activities in the last year, Uzbekistan, 2021-2022

	Percentage of children attending school ^A	Number of children age 7-14 years	Percentage of children for whom an adult household member in the last year received a report card for the child ¹	Involvement by adult in school management in last year			Involvement by adult in school activities in last year		Number of children age 7-14 years attending school
				School has a governing body open to parents ²	Attended meeting called by governing body ³	A meeting discussed key education/ financial issues ⁴	Attended school celebration or a sport event	Met with teachers to discuss child's progress ⁵	
Total^B	98.4	7,953	97.8	97.5	92.5	69.0	83.3	95.7	7,826
Sex									
Male	98.4	4,082	98.3	97.8	92.3	69.7	84.0	96.6	4,017
Female	98.4	3,871	97.3	97.3	92.8	68.3	82.5	94.7	3,809
Area									
Urban	98.5	3,784	98.1	98.7	93.5	68.6	84.9	95.7	3,729
Rural	98.3	4,169	97.5	96.5	91.6	69.4	81.8	95.7	4,097
Geo-economic region									
Western	98.8	910	98.4	91.4	90.5	53.3	85.3	93.3	900
Central	98.2	1,249	96.3	98.5	92.1	88.2	78.9	97.8	1,226
Southern	98.5	1,411	99.7	99.6	99.4	59.5	85.4	92.0	1,390
Central-Eastern	97.4	1,636	97.7	95.9	86.0	61.5	77.0	96.4	1,594
Eastern	98.8	2,267	97.8	99.2	95.5	86.0	86.1	96.9	2,240
Tashkent city	99.1	481	95.6	97.9	85.4	22.6	92.7	97.7	476
Age									
6 ^A	82.2	381	68.3	78.7	72.9	52.1	67.2	77.3	313
7	98.2	1,010	96.5	99.0	96.5	72.6	86.2	95.6	992
8	99.8	958	99.2	98.0	93.1	70.6	85.7	96.7	956
9	99.8	945	99.7	97.4	92.5	67.9	85.9	96.7	943
10	99.4	982	99.2	97.9	92.4	67.0	82.1	95.9	976
11	99.3	1,088	99.3	98.3	91.9	72.5	86.0	97.8	1,081
12	99.2	1,010	99.7	98.9	93.9	66.5	80.6	97.8	1,002
13	98.8	945	99.4	98.4	92.7	68.9	80.4	95.1	933
14	99.3	633	99.8	98.6	93.7	72.4	84.9	95.7	629

Continued

Table LN.3.1: Parental involvement in school (Round 1)

Percentage of children age 7-14 years attending school and, among those, percentage of children for whom an adult member of the household received a report card for the child, and involvement of adults in school management and school activities in the last year, Uzbekistan, 2021-2022									
	Percentage of children attending school ^A	Number of children age 7-14 years	Percentage of children for whom an adult household member in the last year received a report card for the child ¹	Involvement by adult in school management in last year			Involvement by adult in school activities in last year		Number of children age 7-14 years attending school
				School has a governing body open to parents ²	Attended meeting called by governing body ³	A meeting discussed key education/ financial issues ⁴	Attended school celebration or a sport event	Met with teachers to discuss child's progress ⁵	
School attendance^C									
Pre-school education	100.0	165	44.7	61.5	53.4	37.6	51.9	55.6	165
Primary	100.0	3,912	98.5	98.1	94.0	69.9	84.8	96.6	3,912
Lower secondary	100.0	3,674	99.4	98.5	92.7	69.3	83.3	96.6	3,674
Upper secondary	(100.0)	74	(100.0)	(100.0)	(94.0)	(76.9)	(76.6)	(92.9)	74
Out-of-school	0.0	128	na	na	na	na	na	na	0
Mother's education									
Pre-school or none/Primary	(*)	1	(*)	(*)	(*)	(*)	(*)	(*)	1
Secondary	98.1	2,982	98.4	97.3	91.2	72.7	80.8	97.8	2,924
Secondary specialized vocational	98.6	4,127	97.3	97.6	93.4	68.5	85.2	94.1	4,067
Higher	98.7	844	98.3	98.1	92.9	58.8	82.9	96.5	833
Mother tongue/native language of household head									
Uzbek	98.4	7,185	97.7	97.6	92.6	70.4	83.5	95.8	7,074
Russian	97.1	95	98.2	97.4	79.1	47.3	85.0	97.9	92
Karakalpak	100.0	169	98.0	99.6	99.6	29.2	77.0	94.0	169
Tajik	99.7	293	99.5	93.9	91.2	71.8	87.0	97.2	292
Kazakh	90.7	137	100.0	100.0	91.9	72.0	78.2	96.6	124
Other language	100.0	75	95.9	100.0	91.3	38.7	70.3	86.1	75
¹ MICS indicator LN.12 - Availability of information on children's school performance									
² MICS indicator LN.13 - Opportunity to participate in school management									
³ MICS indicator LN.14 - Participation in school management									
⁴ MICS indicator LN.15 - Effective participation in school management									
⁵ MICS indicator LN.16 - Discussion with teachers regarding children's progress									
^A As eligibility for the Parental Involvement module was determined based on age at time of interview (age 7-14 years), the disaggregate of Age inevitably presents children who were age 6 years at the end of the 2020 calendar year.									
^B Findings by background characteristic "School management" are not shown in the table due to small number of unweighted cases per disaggregation category.									
^C Attendance to school here is not directly comparable to adjusted net attendance rates reported in preceding tables, which utilise information on all children in the sample. This and subsequent tables present results of the Parental Involvement module administered to mothers or caretakers of a randomly selected subsample of children age 7-14 years.									
na: not applicable									
(*) Figures that are based on fewer than 25 unweighted cases									
() Figures that are based on 25-49 unweighted cases									

Table LN.3.2: School-related reasons for inability to attend class (Round 1)

Percentage of children age 7-14 years not able to attend class due to absence of teacher or school closure, by reason for inability, Uzbekistan, 2021-2022

	Percentage of children who in the last year could not attend class due to absence of teacher or school closure	Number of children age 7-14 years attending school	Percentage of children unable to attend class in the last year due to a school-related reason:				Number of children age 7-14 who could not attend class in the last year due to a school-related reason
			Natural disasters	Man-made disasters	Teacher absence	Other	
Total^A	4.4	7,826	63.6	5.9	14.7	25.9	345
Sex							
Male	4.1	4,017	58.6	5.6	20.8	28.9	163
Female	4.8	3,809	68.1	6.3	9.2	23.2	182
Area							
Urban	4.5	3,729	73.3	6.7	12.9	21.3	169
Rural	4.3	4,097	54.4	5.3	16.5	30.3	176
Geo-economic region							
Western	3.1	900	(*)	(*)	(*)	(*)	28
Central	7.8	1,226	(12.4)	(2.5)	(20.1)	(77.8)	95
Southern	11.1	1,390	98.4	0.0	3.1	0.5	154
Central-Eastern	3.0	1,594	(*)	(*)	(*)	(*)	48
Eastern	0.6	2,240	(*)	(*)	(*)	(*)	14
Tashkent city	1.3	476	(*)	(*)	(*)	(*)	6
Age							
6 ^B	1.9	313	(*)	(*)	(*)	(*)	6
7	3.5	992	(*)	(*)	(*)	(*)	35
8	4.8	956	(*)	(*)	(*)	(*)	46
9	5.3	943	(*)	(*)	(*)	(*)	50
10	3.4	976	(*)	(*)	(*)	(*)	33
11	4.3	1,081	(*)	(*)	(*)	(*)	47
12	3.3	1,002	(*)	(*)	(*)	(*)	33
13	5.8	933	(76.1)	(3.7)	(12.7)	(10.5)	54
14	6.4	629	(*)	(*)	(*)	(*)	40
School attendance							
Pre-school education	0.0	165	-	-	-	-	0
Primary	4.5	3,912	66.8	10.4	10.8	25.6	175
Lower secondary	4.6	3,674	61.4	1.4	17.3	24.9	167
Upper secondary	(4.0)	74	(*)	(*)	(*)	(*)	3
Out-of-school	na	0	na	na	na	na	0
Mother's education							
Pre-school or none/Primary	(*)	1	-	-	-	-	0
Secondary	3.4	2,924	60.6	9.4	16.6	28.2	101
Secondary specialized	4.6	4,067	67.4	4.6	11.0	21.7	186
Higher	7.1	833	(*)	(*)	(*)	(*)	59
Mother tongue/native language of household head							
Uzbek	4.6	7,074	64.3	6.2	13.9	26.5	324
Russian	0.4	92	(*)	(*)	(*)	(*)	0
Karakalpak	2.0	169	(*)	(*)	(*)	(*)	3
Tajik	4.2	292	(*)	(*)	(*)	(*)	12
Kazakh	2.9	124	(*)	(*)	(*)	(*)	4
Other language	2.1	75	(*)	(*)	(*)	(*)	2

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

^A The percentage of adult household members contacting school officials or governing body representatives on instances of teacher absence (MICS indicator LN.17 - Contact with school concerning teacher absence) is not presented in the table because the total number of children age 7-14 years who could not attend class in the last year due to teacher absence is fewer than 25 unweighted cases. The background characteristic "School management" is not shown in the table due to small number of unweighted cases per disaggregation category.

^B As eligibility for the Parental Involvement module was determined based on age at time of interview (age 7-14 years), the disaggregate of Age inevitably presents children who were age 6 years at the end of the 2020 calendar year.

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 LN.3.3: Learning environment at home (Round 1)						
Percentage of children age 7-14 years with 3 or more books to read, percentage of children age 7-14 years attending school who have homework and percentage of children age 7-14 years attending school and having homework who receive help with homework, Uzbekistan, 2021-2022						
	Percentage of children with 3 or more books to read at home ¹	Number of children age 7-14 years	Percentage of children who have homework	Number of children age 7-14 years attending school	Percentage of children who receive help with homework ²	Number of children age 7-14 attending school and have homework
Total	97.4	7,953	99.2	7,826	72.3	7,763
Sex						
Male	97.2	4,082	99.7	4,017	75.6	4,005
Female	97.5	3,871	98.7	3,809	68.9	3,758
Area						
Urban	97.3	3,784	99.4	3,729	71.8	3,706
Rural	97.4	4,169	99.0	4,097	72.8	4,057
Geo-economic region						
Western	93.9	910	99.1	900	68.6	891
Central	96.0	1,249	99.2	1,226	64.0	1,216
Southern	97.5	1,411	100.0	1,390	75.7	1,390
Central-Eastern	99.0	1,636	98.8	1,594	74.3	1,575
Eastern	97.9	2,267	99.2	2,240	74.4	2,223
Tashkent city	98.7	481	98.1	476	74.3	467
Age						
6 ^A	97.8	381	86.8	313	97.1	272
7	94.2	1,010	99.8	992	92.8	990
8	96.7	958	99.9	956	87.9	955
9	97.9	945	100.0	943	82.5	943
10	98.1	982	99.5	976	75.9	972
11	99.3	1,088	100.0	1,081	67.0	1,081
12	98.1	1,010	99.1	1,002	54.8	994
13	97.6	945	99.5	933	52.4	928
14	96.4	633	100.0	629	51.1	629
School attendance						
Pre-school education	97.4	165	75.0	165	92.6	124
Primary	96.8	3,912	99.9	3,912	86.1	3,908
Lower secondary	98.3	3,674	99.5	3,674	57.6	3,657
Upper secondary	(89.6)	74	(100.0)	74	(41.1)	74
Out-of-school	92.2	128	na	0	na	0
Mother's education						
Pre-school or none/Primary	(*)	1	(*)	1	(*)	1
Secondary	97.0	2,982	99.7	2,924	69.9	2,915
Secondary specialized vocational	97.4	4,127	98.9	4,067	73.8	4,022
Higher	98.9	844	99.1	833	73.8	826
Mother tongue/native language of household head						
Uzbek	97.7	7,185	99.2	7,074	73.2	7,019
Russian	98.5	95	99.1	92	73.1	91
Karakalpak	94.3	169	99.6	169	50.9	168
Tajik	97.9	293	99.6	292	73.3	291
Kazakh	84.6	137	95.7	124	68.7	119
Other language	95.7	75	100.0	75	38.2	75
¹ MICS indicator LN.18 - Availability of books at home						
² MICS indicator LN.21 - Support with homework						
^A As eligibility for the Parental Involvement module was determined based on age at time of interview (age 7-14 years), the disaggregate of Age inevitably presents children who were age 6 years at the end of the 2020 calendar year.						
na: not applicable						
(*) Figures that are based on fewer than 25 unweighted cases						
() Figures that are based on 25-49 unweighted cases						

9 PROTECTED FROM VIOLENCE AND EXPLOITATION

9.1 BIRTH REGISTRATION

To have 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.¹³¹ 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.

Birth registration in Uzbekistan is carried out by the state registry office at the place of birth of the child or at the place of residence of the parents (one of the parents). The record of the birth certificate indicates the actual place of birth of the child or name of the place where the child was found (name of the state, (administrative-territorial unit of a foreign state); name of the city or other municipality).

¹³¹ UNICEF. *Every Child's Birth Right: Inequities and trends in birth registration*. New York: UNICEF, 2013. https://www.unicef.org/publications/files/Birth_Registration_11_Dec_13.pdf.

Table PR.1.1: Birth registration (Round 1)Percentage of children under age 5 by whether birth is registered^A, Uzbekistan, 2021-2022

	Children whose births are registered with civil authorities				Number of children
	Have birth certificate		No birth certificate	Total registered ¹	
	Seen	Not seen			
Total	97.4	2.6	0.0	100.0	5,675
Sex					
Male	97.4	2.5	0.0	100.0	2,966
Female	97.4	2.6	0.0	100.0	2,709
Area					
Urban	96.8	3.2	0.0	100.0	2,612
Rural	97.9	2.1	0.0	100.0	3,063
Geo-economic Region					
Western	99.1	0.9	0.0	100.0	671
Central	97.5	2.5	0.0	100.0	902
Southern	99.2	0.7	0.1	100.0	996
Central-Eastern	96.9	3.1	0.0	100.0	1,193
Eastern	97.6	2.4	0.0	100.0	1,621
Tashkent city	88.2	11.8	0.0	100.0	291
Age (in months)					
0-11	98.1	1.9	0.0	100.0	1,315
12-23	97.6	2.4	0.0	100.0	1,254
24-35	98.1	1.9	0.0	100.0	1,045
36-47	96.5	3.5	0.0	100.0	1,042
48-59	96.6	3.3	0.1	100.0	1,019
Mother's education					
Pre-school or none/Primary	(*)	(*)	(*)	100.0	3
Secondary	97.3	2.7	0.0	100.0	1,064
Secondary specialized vocational	97.5	2.5	0.0	100.0	4,057
Higher	97.1	2.9	0.0	100.0	549
Missing/DK	(*)	(*)	(*)	100.0	1
Mother tongue/native language of household head					
Uzbek	97.5	2.5	0.0	100.0	5,163
Russian	86.5	13.5	0.0	100.0	53
Karakalpak	96.1	3.9	0.0	100.0	116
Tajik	99.0	1.0	0.0	100.0	198
Kazakh	98.2	1.8	0.0	100.0	98
Other language	93.7	6.3	0.0	100.0	47

¹ MICS indicator PR.1 - Birth registration; SDG indicator 16.9.1^A The percentage of children not registered whose mothers/caregivers know how to register births is not shown in the table because there are no children without birth registration

(*) Figures that are based on fewer than 25

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. Studies¹³² 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 2021-2022 Uzbekistan MICS, mothers or caretakers of children under age five and of one randomly selected child age 5-17 were asked a series of questions on the methods adults in the household used to discipline the child during the past month prior to the survey and if the respondent believes that physical punishment is a necessary part of child-rearing. Tables PR.2.1 and PR.2.2 present the results.

¹³² 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 (Round 2)

Percentage of children age 1-14 years by child disciplining methods experienced during the last one month, Uzbekistan, 2021-2022

	Percentage of children age 1-14 years who experienced:					Number of children age 1-14 years
	Only non-violent discipline	Psychological aggression	Physical punishment		Any violent discipline method ¹	
			Any	Severe ^A		
Total	30.8	59.8	29.3	4.2	62.2	5,489
Sex						
Male	29.7	61.3	31.7	4.6	63.9	2,830
Female	32.0	58.1	26.8	3.7	60.4	2,660
Area						
Urban	33.3	56.8	27.5	4.1	58.9	2,551
Rural	28.6	62.3	30.9	4.2	65.1	2,939
Geo-economic Region						
Western	37.2	55.8	26.1	3.8	59.0	585
Central	33.2	60.5	25.3	4.3	62.3	900
Southern	20.2	77.5	41.3	4.3	79.3	982
Central-Eastern	28.4	64.4	39.2	6.3	68.3	1,023
Eastern	33.3	48.9	20.3	3.3	51.2	1,661
Tashkent city	39.0	52.1	25.7	2.1	53.8	338
Age						
1-2	37.3	44.2	23.6	2.2	47.1	948
3-4	28.8	63.4	36.9	5.7	67.3	766
5-9	27.4	65.2	35.4	5.4	67.6	2,044
10-14	32.1	60.2	22.0	3.1	61.8	1,731
Mother's education						
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	17
Secondary	31.9	60.5	28.5	3.9	62.2	2,088
Secondary specialized vocational	29.4	59.5	30.7	4.7	62.5	2,834
Higher	32.9	59.0	25.3	2.3	61.8	543
Missing/DK	(*)	(*)	(*)	(*)	(*)	7
Child's functional difficulties (age 2-14 years)^B						
Has functional difficulty	15.3	77.6	44.4	8.1	79.2	766
Has no functional difficulty	32.4	59.5	27.8	3.8	62.0	4,251
Mother's functional difficulties^C						
Has functional difficulty	15.6	75.6	40.7	3.6	76.2	357
Has no functional difficulty	31.2	59.3	29.4	4.3	62.0	4,916
Mother tongue/native language of household head						
Uzbek	30.5	60.1	29.3	4.0	62.6	4,901
Russian	51.7	29.9	10.9	4.5	31.0	66
Karakalpak	33.2	62.6	29.2	5.8	65.0	102
Tajik	22.4	67.1	38.5	6.9	69.5	237
Kazakh	42.3	51.0	29.0	5.1	51.0	109
Other language	38.5	50.3	23.1	5.0	51.9	74
Wealth index quintile						
Poorest	27.8	65.9	36.6	4.5	68.3	1,214
Second	35.2	56.0	26.2	4.9	58.1	1,104
Middle	28.0	60.6	29.0	3.8	63.0	1,111
Fourth	29.7	59.5	28.8	4.3	63.0	1,022
Richest	33.8	56.0	25.2	3.1	57.8	1,038

¹ MICS indicator PR.2 - Violent discipline; SDG 16.2.1^A Severe physical punishment includes: 1) Hit or slapped on the face, head or ears or 2) Beat up, that is, hit over and over as hard as one could^B Children age 1 year are excluded, as functional difficulties are only collected for age 2-14 years.^C The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

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

Table PR.2.2: Attitudes toward physical punishment (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of mothers/caretakers who believe that a child needs to be physically punished	Number of mothers/caretakers responding to a child discipline module
Total	10.7	2,568
Sex		
Male	(*)	16
Female	10.8	2,552
Area		
Urban	10.8	1,206
Rural	10.7	1,361
Geo-economic Region		
Western	6.2	278
Central	8.9	394
Southern	7.4	449
Central-Eastern	11.7	518
Eastern	15.3	755
Tashkent city	8.3	174
Age		
<25	8.4	224
25-34	12.1	1,288
35-49	9.8	932
50+	7.7	124
Education		
Pre-school or none/Primary	(*)	6
Secondary	12.2	942
Secondary specialized vocational	9.5	1,343
Higher	12.3	274
Missing/DK	(*)	4
Functional difficulties^A		
Has functional difficulty	17.7	169
Has no functional difficulty	10.4	2,264
Mother tongue/native language of household head		
Uzbek	11.2	2,305
Russian	(12.1)	37
Karakalpak	6.0	45
Tajik	7.9	105
Kazakh	(1.7)	43
Other language	(1.7)	33
Wealth index quintile		
Poorest	11.7	535
Second	8.6	529
Middle	10.1	517
Fourth	9.7	481
Richest	13.6	506

^A The disaggregate of Functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

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

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

9.3 PARTICIPATION OF CHILDREN IN ECONOMIC ACTIVITIES AND HOUSEHOLD CHORES

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

The Republic of Uzbekistan has ratified the Convention on the Rights of the Child (CRC), ILO Conventions No. 138 on the Minimum Age for Admission to Employment and No. 182 on the Prohibition and Immediate Action to Eliminate the Worst Forms of Child Labour.

Under article 44 of CRC, the country reports to the Committee on the Rights of the Child on the measures towards the progress made in ensuring children's rights in line with CRC. Fifth periodic report was submitted by Uzbekistan in 2019. According to the report, the Coordinating Council on Child Labour has been established to prevent the use of child labour. The Council's main aim is to coordinate measures and unite the efforts of government bodies and civil society institutions to implement the national policy for the elimination of the worst forms of child labour and to improve work in this area. In order to prevent the use of child labour in rural areas, efforts are continuing to build the capacity of employers, farmers, staff of ministries and departments, chief administrators in municipalities and districts, heads of educational establishments, and chairs of local women's committees and rural citizens' assemblies.

Overall, to ensure the above provisions of the Conventions, a number of normative legal acts have been adopted that regulate the participation of children in labour activities. Thus, Article 77 of the Labour Code of the Republic of Uzbekistan establishes the minimum age for employment as 16 years. An employment contract may be concluded with the written consent of one of the parents or one of the persons replacing parents and with a person who has reached the age of 15 to perform light work that does not harm health and moral development, does not violate the learning process, in their free time from study.

Labour legislation for persons under 18 years of age imposes a ban on work with harmful and (or) dangerous working conditions, on participation in underground and mining operations, on lifting and moving weights manually, exceeding the maximum limits established for them. The list of jobs for which it is prohibited to involve persons under the age of 18 is approved by the Ministry of Labour and Employment of the Republic of Uzbekistan.

In addition, for persons age sixteen to eighteen years, the legislation in the field of labour relations provides for a number of benefits: the length of working time is not more than thirty-six hours a week, and for persons age fifteen to sixteen years, no more than twenty-four hours a week, prevention of work at night and overtime work, and work on weekends.

The child labour module was administered for one randomly selected child age 5-17 years in each household and includes questions on the type of work a child does and the number of hours he or she is engaged in it. Data are collected on both economic activities (paid or unpaid work for someone who is not a member of the

household, work for a family farm or business) and domestic work (household chores such as cooking, cleaning or caring for children, as well as collecting firewood or fetching water).^{133,134,135}

Participation of children in economic activities and household chores above the age specific thresholds is defined as child labour in SDG.

Table PR.3.1 presents children's participation in economic activities. The methodology of the MICS Indicator on participation of children in economic activities and household chores above the age specific thresholds (SDG indicator 8.7.1) uses three age-specific thresholds for the number of hours children can perform economic activity without being classified as child labourers. A child that performed economic activities during the last week for more than the age-specific number of hours will be counted in SDG indicator 8.7.1:

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

Table PR.3.2 presents children's involvement in household chores. As for economic activity above, the methodology also uses age-specific thresholds for the number of hours children can perform household chores without being classified as child labourers. A child that performed household chores during the last week for more than the age-specific number of hours will be counted in SDG indicator 8.7.1:¹³⁶

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

SDG Target 8.7 aims to "take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms." The SDG indicator 8.7.1 provides the proportion of children age 5-17 years who participate in economic activities and household chores above the age specific thresholds.¹³⁷ Two measures of the indicator are presently in use, the first based on the production boundary set by the United Nations System of National Accounts (using above age-thresholds on economic activities alone) and the second based on the general production boundary (classifying if age-specific thresholds are exceeded on either or both economic activities or household chores). Table PR.3.3 presents both of these two measures. The MICS Indicator PR.3 is based on the second, i.e. using the general production boundary.

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

¹³³ 'Own use production of goods', including activities such as fetching water and collecting firewood, falls within the production boundary set by the United Nations System of National Accounts. However, for the purpose of SDG reporting of indicator 8.7.1, and with the goal of facilitating international comparability, fetching water and collecting firewood have been classified as unpaid household services (i.e., household chores), a form of production that lies outside the production boundary.

¹³⁴ UNICEF. *How Sensitive Are Estimates of Child Labour to Definitions?*. MICS Methodological Paper No. 1. New York: UNICEF, 2012. https://data.unicef.org/wp-content/uploads/2015/12/Child_Labour_Paper_No.1_FINAL_162.pdf.

¹³⁵ The Child Labour module was administered in the Questionnaire for Children Age 5-17 (See Appendix E: Questionnaires). In households with at least one child age 5-17, one child was randomly selected. To account for the random selection, the household sample weight is multiplied by the total number of children age 5-17 in each household; this weight is used when producing the relevant tables.

¹³⁶ Note that the age-specific thresholds for household chores have changed during the implementation of the sixth round of MICS. Comparison to other data sources, including previous MICS surveys, should be done with caution.

¹³⁷ Indicated as child labour in the SDG framework.

Table PR.3.1: Children's involvement in economic activities (Round 2)

Percentage of children age 5-17 years by involvement in economic activities during the previous week, by age groups, Uzbekistan, 2021-2022

	Percentage of children age 5-11 years involved in economic activity for at least one hour	Number of children age 5-11 years	Percentage of children age 12-14 years involved in:		Number of children age 12-14 years	Percentage of children age 15-17 years involved in:		Number of children age 15-17 years
			Economic activity less than 14 hours	Economic activity for 14 hours or more		Economic activity less than 43 hours	Economic activity for 43 hours or more	
Total	25.9	2,768	36.2	12.3	1,008	53.2	1.5	1,021
Sex								
Male	27.8	1,461	44.3	19.0	472	65.4	3.0	487
Female	23.8	1,307	29.0	6.5	535	42.1	0.0	534
Area								
Urban	21.3	1,328	28.4	6.3	462	39.5	0.8	439
Rural	30.1	1,440	42.8	17.4	546	63.5	2.0	583
Geo-economic Region								
Western	22.3	302	49.8	5.3	100	69.1	0.0	101
Central	29.5	474	38.3	7.7	160	52.1	0.0	145
Southern	44.0	459	49.9	28.4	200	57.6	6.8	211
Central-Eastern	32.1	486	40.9	14.2	202	66.4	0.0	239
Eastern	16.3	889	26.3	6.2	264	41.9	0.0	263
Tashkent city	4.2	158	1.8	5.8	81	(13.2)	(1.0)	63
School attendance								
Attending ^A	26.6	2,452	36.3	12.4	1,005	53.6	0.9	969
Not attending	20.4	315	(*)	(*)	3	(45.6)	(12.4)	52
Mother's education^B								
Pre-school or none/Primary	(*)	8	(*)	(*)	3	(*)	(*)	7
Secondary	27.8	1,126	38.4	12.3	526	60.3	1.7	547
Secondary specialized vocational	26.2	1,351	39.7	11.7	373	49.3	0.2	362
Higher	17.2	277	10.3	15.5	105	34.3	0.0	97
Missing/DK	(*)	6	-	-	0	-	-	0
Child's functional difficulties								
Has functional difficulty	25.0	574	39.3	12.5	159	65.0	3.3	149
Has no functional difficulty	26.1	2,194	35.6	12.3	849	51.2	1.1	872

Continued

Table PR.3.1: Children's involvement in economic activities (Round 2)

Percentage of children age 5-17 years by involvement in economic activities during the previous week, by age groups, Uzbekistan, 2021-2022								
	Percentage of children age 5-11 years involved in economic activity for at least one hour	Number of children age 5-11 years	Percentage of children age 12-14 years involved in:		Number of children age 12-14 years	Percentage of children age 15-17 years involved in:		Number of children age 15-17 years
			Economic activity less than 14 hours	Economic activity for 14 hours or more		Economic activity less than 43 hours	Economic activity for 43 hours or more	
Mother's functional difficulties^C								
Has functional difficulty	24.5	189	(20.0)	(25.2)	80	(41.5)	(8.0)	62
Has no functional difficulty	26.0	2,478	37.3	11.5	830	53.8	1.2	823
Mother tongue/native language of household head								
Uzbek	26.3	2,466	36.2	12.4	875	53.8	1.6	921
Russian	(8.5)	43	(*)	(*)	10	(*)	(*)	14
Karakalpak	(10.1)	55	(*)	(*)	24	(*)	(*)	17
Tajik	23.8	120	(32.5)	(18.5)	51	(*)	(*)	48
Kazakh	(*)	50	(*)	(*)	30	(*)	(*)	15
Other language	(*)	32	(*)	(*)	18	(*)	(*)	6
Wealth index quintile								
Poorest	30.2	610	48.2	22.7	236	66.6	4.5	251
Second	27.8	562	33.5	17.4	166	58.7	0.5	197
Middle	28.8	565	41.9	11.2	195	69.6	0.0	188
Fourth	28.6	502	45.7	8.4	197	46.5	1.3	191
Richest	13.2	528	11.0	1.7	214	21.1	0.0	194

^A Includes attendance to pre-school education.

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

^C The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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 PR.3.2: Children's involvement in household chores (Round 2)						
Percentage of children age 5-14 years by involvement in household chores ^A during the previous week, by age groups, Uzbekistan, 2021-2022						
	Percentage of children age 5-11 years involved in:			Percentage of children age 12-14 years involved in:		
	Household chores less than 21 hours	Household chores for 21 hours or more	Number of children age 5-11 years	Household chores less than 21 hours	Household chores for 21 hours or more	Number of children age 12-14 years
Total	68.8	3.2	2,768	84.3	7.8	1,008
Sex						
Male	65.3	2.1	1,461	78.9	6.7	472
Female	72.6	4.4	1,307	89.0	8.7	535
Area						
Urban	69.8	2.0	1,328	85.8	8.0	462
Rural	67.8	4.2	1,440	82.9	7.5	546
Geo-economic Region						
Western	62.1	1.7	302	88.7	0.5	100
Central	67.6	1.2	474	88.5	2.2	160
Southern	70.7	4.8	459	86.2	11.7	200
Central-Eastern	78.5	3.5	486	77.7	9.2	202
Eastern	64.2	4.0	889	81.3	9.9	264
Tashkent city	75.3	1.8	158	91.5	7.4	81
School attendance						
Attending ^B	70.7	3.4	2,452	84.5	7.8	1,005
Not attending	53.5	1.8	315	(*)	(*)	3
Mother's education						
Pre-school or none/Primary	(*)	(*)	8	(*)	(*)	3
Secondary	70.5	3.6	1,126	80.9	9.2	526
Secondary specialized vocational	67.5	2.9	1,351	88.9	4.7	373
Higher	68.3	2.8	277	87.0	8.5	105
Missing/DK	(*)	(*)	6	-	-	0
Child's functional difficulties						
Has functional difficulty	68.4	3.4	574	83.7	8.8	159
Has no functional difficulty	68.9	3.1	2,194	84.4	7.5	849
Mother's functional difficulties^C						
Has functional difficulty	62.0	6.1	189	(82.1)	(14.6)	80
Has no functional difficulty	69.1	3.1	2,478	85.8	6.7	830
Mother tongue/native language of household head						
Uzbek	68.7	3.1	2,466	83.3	8.9	875
Russian	(81.0)	(0.0)	43	(*)	(*)	10
Karakalpak	(58.2)	(0.0)	55	(*)	(*)	24
Tajik	77.8	2.7	120	(84.8)	(0.5)	51
Kazakh	(*)	(*)	50	(*)	(*)	30
Other language	(*)	(*)	32	(*)	(*)	18
Wealth index quintile						
Poorest	69.5	5.5	610	78.5	11.0	236
Second	73.7	3.3	562	80.5	10.7	166
Middle	67.7	4.4	565	90.8	3.0	195
Fourth	64.3	1.0	502	86.7	5.7	197
Richest	67.9	1.1	528	85.3	8.1	214

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

^B Includes attendance to pre-school education.

^C The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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 PR.3.3: Participation of children in economic activities and household chores (Round 2)

Percentage of children age 5-17 years by participation in economic activities or household chores during the last week and percentage participated in economic activities and household chores above the age specific thresholds during the previous week, Uzbekistan, 2021-2022

	Children involved in economic activities for a total number of hours during last week:		Children involved in household chores for a total number of hours during last week:		Total participated in economic activities and household chores at or above the age specific thresholds ^{1,A}	Number of children age 5-17 years
	Below the age specific threshold	At or above the age specific threshold	Below the age specific threshold	At or above the age specific threshold		
Total	20.7	17.8	57.4	3.5	20.6	4,796
Sex						
Male	24.1	21.1	54.8	2.6	23.0	2,420
Female	17.3	14.5	60.0	4.4	18.1	2,376
Area						
Urban	15.0	14.2	59.4	2.9	16.8	2,228
Rural	25.7	21.0	55.6	4.0	23.8	2,568
Geo-economic Region						
Western	25.4	14.4	54.9	1.1	15.3	503
Central	19.1	19.5	59.3	1.2	20.5	779
Southern	26.9	31.4	57.1	5.2	35.2	870
Central-Eastern	28.1	19.9	58.1	3.8	22.9	927
Eastern	14.8	11.4	55.5	4.3	15.1	1,416
Tashkent city	4.2	4.0	64.0	2.9	5.8	302
Age						
5-11	3.1	25.9	68.8	3.2	28.1	2,768
12-14	36.2	12.3	84.3	7.8	19.1	1,008
15-17	53.2	1.5	na	na	1.5	1,021
School attendance						
Attending ^B	21.8	17.7	58.4	3.6	20.6	4,426
Not attending	7.3	19.1	45.5	1.5	20.0	370
Mother's education^C						
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	19
Secondary	25.2	17.6	55.5	4.0	20.3	2,200
Secondary specialized vocational	18.5	19.1	59.6	2.8	21.5	2,085
Higher	10.0	13.3	58.6	3.5	16.8	478
Missing/DK	(*)	(*)	(*)	(*)	(*)	6
Child's functional difficulties						
Has functional difficulty	20.2	19.1	59.6	3.8	21.7	882
Has no functional difficulty	20.8	17.6	56.9	3.4	20.3	3,914
Mother's functional difficulties^D						
Has functional difficulty	15.7	21.6	55.3	7.0	26.5	330
Has no functional difficulty	20.0	18.2	58.7	3.2	20.7	4,131
Mother tongue/native language of household head						
Uzbek	20.9	18.1	56.8	3.6	20.9	4,262
Russian	(4.8)	(5.5)	(67.4)	(0.0)	(5.5)	68
Karakalpak	15.0	5.8	55.8	0.0	5.8	96
Tajik	22.2	17.3	62.3	1.6	18.8	219
Kazakh	(21.2)	(25.7)	(63.2)	(0.0)	(25.7)	96
Other language	(28.8)	(22.1)	(61.8)	(13.9)	(33.4)	56
Wealth index quintile						
Poorest	26.7	22.7	55.5	5.4	26.5	1,097
Second	22.6	20.1	59.2	4.0	23.8	925
Middle	23.3	19.5	59.1	3.2	21.7	947
Fourth	21.5	18.3	55.4	1.8	19.6	890
Richest	8.5	7.9	57.8	2.5	10.1	937

¹ MICS indicator PR.3 - Participation of children in economic activities and household chores above the age specific thresholds; SDG indicator 8.7.1

^A Indicated as child labour in the SDG framework. The definition used for SDG reporting does not include hazardous working conditions. This is a change over the previously defined MICS6 indicator.

^B Includes attendance to pre-school education

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

^D The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

na: not applicable

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

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

Table PR.3.4: Hazardous work (Round 2)

Percentage of children age 5-17 years engaged in economic activities or household chores above the age specific thresholds, percentage working under hazardous conditions, by type of work, and percentage of children engaged in economic activities or household chores above thresholds or working under hazardous conditions during the previous week, Uzbekistan, 2021-2022

	Percentage of children working under hazardous conditions											Percentage of children engaged in economic activities or household chores above thresholds, or working under hazardous conditions ^A	Number of children age 5-17 years
	Percentage of children engaged in:		Carrying heavy loads	Working with dangerous tools or operating heavy machinery	Exposed to dust, fumes or gas	Exposed to extreme cold, heat or humidity	Exposed to loud noise or vibration	Working at heights	Working with chemicals or explosives	Exposed to other unsafe or unhealthy things, processes or conditions	Total hazardous work		
	Economic activities above age specific threshold	Household chores above age specific threshold											
Total	17.8	3.5	5.4	3.4	7.1	8.1	1.8	1.1	0.3	0.8	15.4	29.7	4,796
Sex													
Male	21.1	2.6	7.7	3.8	8.3	10.8	2.5	1.3	0.4	0.9	18.9	34.3	2,420
Female	14.5	4.4	3.1	3.0	5.8	5.4	1.1	0.8	0.2	0.6	11.8	25.0	2,376
Area													
Urban	14.2	2.9	4.3	2.2	4.9	5.7	1.3	0.4	0.2	0.1	10.9	23.7	2,228
Rural	21.0	4.0	6.4	4.4	9.0	10.2	2.2	1.6	0.4	1.3	19.3	34.9	2,568
Geo-economic Region													
Western	14.4	1.1	2.3	0.6	4.2	7.5	1.2	0.4	0.6	0.0	11.0	22.5	503
Central	19.5	1.2	6.6	3.8	7.5	9.5	2.5	1.3	0.0	1.4	14.4	30.2	779
Southern	31.4	5.2	10.9	11.8	11.9	12.8	1.5	1.7	0.8	1.8	29.7	52.0	870
Central-Eastern	19.9	3.8	8.1	2.1	11.9	11.4	3.7	2.1	0.0	0.5	21.9	36.3	927
Eastern	11.4	4.3	1.8	0.4	3.3	3.8	0.9	0.4	0.3	0.5	7.2	18.8	1,416
Tashkent city	4.0	2.9	0.2	0.7	0.6	2.2	0.2	0.0	0.0	0.0	2.7	7.1	302
Age													
5-11	25.9	3.2	2.1	1.6	3.7	4.5	0.5	0.7	0.3	0.2	7.8	28.7	2,768
12-14	12.3	7.8	8.4	5.4	10.4	12.5	1.2	0.8	0.2	0.9	24.9	34.9	1,008
15-17	1.5	0.0	11.5	6.4	13.1	13.5	5.9	2.5	0.4	2.2	26.8	27.2	1,021
School attendance													
Attending ^B	17.7	3.6	5.5	3.6	7.2	8.3	1.8	0.9	0.3	0.8	16.1	30.3	4,426
Not attending	19.1	1.5	4.1	1.3	5.5	5.9	1.8	2.6	0.0	0.0	6.7	22.9	370
Mother's education^C													
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19
Secondary	17.6	4.0	6.8	2.8	8.8	9.6	1.1	1.4	0.2	0.8	18.4	30.6	2,200
Secondary specialized vocational	19.1	2.8	4.5	4.1	5.9	7.5	2.7	0.9	0.3	0.6	14.2	30.7	2,085
Higher	13.3	3.5	1.7	2.2	2.4	2.6	1.2	0.0	0.7	0.3	5.6	20.7	478
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6

Table PR.3.4: Hazardous work (Round 2)

Percentage of children age 5-17 years engaged in economic activities or household chores above the age specific thresholds, percentage working under hazardous conditions, by type of work, and percentage of children engaged in economic activities or household chores above thresholds or working under hazardous conditions during the previous week, Uzbekistan, 2021-2022

	Percentage of children working under hazardous conditions											Percentage of children engaged in economic activities or household chores above thresholds, or working under hazardous conditions ^A	Number of children age 5-17 years
	Percentage of children engaged in:		Carrying heavy loads	Working with dangerous tools or operating heavy machinery	Exposed to dust, fumes or gas	Exposed to extreme cold, heat or humidity	Exposed to loud noise or vibration	Working at heights	Working with chemicals or explosives	Exposed to other unsafe or unhealthy things, processes or conditions	Total hazardous work		
	Economic activities above age specific threshold	Household chores above age specific threshold											
Child's functional difficulties													
Has functional difficulty	19.1	3.8	6.4	6.4	7.8	9.7	2.1	1.9	0.4	1.9	21.0	35.1	882
Has no functional difficulty	17.6	3.4	5.2	2.7	7.0	7.7	1.7	0.9	0.3	0.5	14.2	28.5	3,914
Mother's functional difficulties^D													
Has functional difficulty	21.6	7.0	12.2	6.4	12.9	13.5	0.9	1.6	0.0	3.1	19.9	34.3	330
Has no functional difficulty	18.2	3.2	4.7	3.1	6.6	7.8	1.9	1.0	0.3	0.7	14.6	29.4	4,131
Mother tongue/native language of household head													
Uzbek	18.1	3.6	5.5	3.5	7.3	8.2	1.9	1.2	0.3	0.9	15.5	30.3	4,262
Russian	(5.5)	(0.0)	(0.0)	(0.0)	(2.7)	(0.4)	(0.0)	(0.0)	(0.0)	(0.0)	(3.1)	(5.5)	68
Karakalpak	5.8	0.0	3.6	0.0	0.0	2.2	0.0	0.0	0.0	0.0	3.6	6.4	96
Tajik	17.3	1.6	2.9	6.3	8.8	6.2	0.7	0.5	0.0	0.0	18.5	27.1	219
Kazakh	(25.7)	(0.0)	(13.3)	(0.7)	(3.9)	(15.1)	(3.8)	(1.4)	(0.0)	(0.0)	(22.4)	(41.1)	96
Other language	(22.1)	(13.9)	(1.3)	(0.0)	(7.3)	(11.0)	(1.3)	(0.0)	(0.0)	(0.0)	(15.7)	(46.5)	56
Wealth index quintile													
Poorest	22.7	5.4	12.1	6.6	12.0	13.5	1.8	2.3	0.0	1.2	26.0	39.8	1,097
Second	20.1	4.0	3.3	3.4	7.8	9.5	2.7	1.2	0.9	1.2	16.7	34.4	925
Middle	19.5	3.2	3.8	3.3	6.6	6.9	2.5	1.1	0.0	1.1	14.6	30.9	947
Fourth	18.3	1.8	4.7	1.8	5.4	7.0	0.8	0.4	0.1	0.0	12.2	28.3	890
Richest	7.9	2.5	1.8	1.3	2.9	2.7	1.2	0.3	0.6	0.2	5.6	13.2	937

^A The definition used for SDG reporting does not include hazardous working conditions. This is a change over previously defined MICS6 indicator. This column presents a definition comparable to the previous indicator. The SDG indicator is presented in Table PR.3.3.

^B Includes attendance to pre-school education

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

^D The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.

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

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

9.4 CHILD MARRIAGE

Marriage¹³⁸ 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 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.¹³⁹

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.^{140,141} In addition, pregnancy related deaths are known to be a leading cause of mortality for both married and unmarried girls between the ages of 15 and 19.

Table PR.4.1W presents the percentage of women married before ages 15 and 18 years, the percentage of adolescent girls age 15-19 years who are currently married, and the percentage of women in a polygynous union.

Table PR.4.2W presents 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.

¹³⁸ All references to marriage in this chapter include cohabiting unions as well.

¹³⁹ 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.

¹⁴⁰ 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.

¹⁴¹ 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 and polygyny (women) (Round 2)

Percentage of women age 15-49 years who first married or entered a marital union before their 15th birthday, percentages of women age 20-49 and 20-24 years who first married or entered a marital union before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union, and the percentage of women who are in a polygynous marriage or union, Uzbekistan, 2021-2022

	Women age 15-49 years		Women age 20-49 years			Women age 20-24 years			Women age 15-19 years		Women age 15-49 years	
	Percentage married before age 15	Number of women age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of women age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of women age 20-24 years	Percentage currently married/in union ³	Number of women age 15-19 years	Percentage in polygynous marriage/union ⁴	Number of women age 15-49 years currently married/in union
Total	0.3	4,772	0.4	7.6	4,130	0.2	3.4	647	11.9	642	1.2	3,602
Area												
Urban	0.4	2,241	0.4	8.6	1,942	0.3	3.0	321	11.3	298	1.6	1,616
Rural	0.2	2,531	0.3	6.7	2,188	0.0	3.8	326	12.5	344	0.9	1,985
Geo-economic Region												
Western	0.2	519	0.2	7.7	460	1.4	2.5	77	1.5	59	0.4	394
Central	0.2	731	0.2	3.4	621	0.0	0.4	95	10.6	109	1.6	539
Southern	0.0	863	0.0	7.3	741	0.0	0.7	115	13.2	122	1.2	620
Central-Eastern	0.0	951	0.0	7.1	827	0.0	7.4	115	10.4	125	1.0	735
Eastern	0.8	1,387	0.9	10.5	1,200	0.0	4.7	206	17.8	186	1.2	1,094
Tashkent city	0.3	321	0.4	6.6	281	(0.0)	(1.8)	40	(4.8)	40	2.9	220
Age												
15-19	0.0	642	na	na	na	na	na	na	11.9	642	0.0	77
15-17	0.0	380	na	na	na	na	na	na	0.5	380	(*)	2
18-19	0.0	262	na	na	na	na	na	na	28.6	262	0.0	75
20-24	0.2	647	0.2	3.4	647	0.2	3.4	647	na	na	0.0	468
25-29	0.0	815	0.0	5.2	815	na	na	na	na	na	1.3	721
30-34	0.9	829	0.9	5.0	829	na	na	na	na	na	1.2	727
35-39	0.4	719	0.4	5.4	719	na	na	na	na	na	1.4	632
40-44	0.5	602	0.5	13.6	602	na	na	na	na	na	2.7	532
45-49	0.0	517	0.0	16.9	517	na	na	na	na	na	0.7	445
Education												
Pre-school or none/Primary	(*)	15	(*)	(*)	14	-	-	0	(*)	1	(*)	9
Secondary	0.4	2,015	0.6	12.9	1,508	0.0	5.1	71	11.9	508	1.4	1,394
Secondary specialized vocational	0.2	2,180	0.2	4.9	2,109	0.2	4.0	460	23.2	70	0.9	1,817
Higher	0.3	562	0.3	2.6	499	0.0	0.0	116	0.0	63	1.4	382

Continued

Table PR.4.1W: Child marriage and polygyny (women) (Round 2)

Percentage of women age 15-49 years who first married or entered a marital union before their 15th birthday, percentages of women age 20-49 and 20-24 years who first married or entered a marital union before their 15th and 18th birthdays, percentage of women age 15-19 years currently married or in union, and the percentage of women who are in a polygynous marriage or union, Uzbekistan, 2021-2022

	Women age 15-49 years		Women age 20-49 years			Women age 20-24 years			Women age 15-19 years		Women age 15-49 years	
	Percentage married before age 15	Number of women age 15-49 years	Percentage married before age 15	Percentage married before age 18	Number of women age 20-49 years	Percentage married before age 15 ¹	Percentage married before age 18 ²	Number of women age 20-24 years	Percentage currently married/in union ³	Number of women age 15-19 years	Percentage in polygynous marriage/union ⁴	Number of women age 15-49 years currently married/in union
Functional difficulties (age 18-49 years)												
Has functional difficulty	1.8	306	1.8	10.3	305	(*)	(*)	21	(*)	1	3.1	244
Has no functional difficulty	0.2	4,086	0.2	7.4	3,825	0.2	3.1	626	28.6	261	1.1	3,355
Mother tongue/native language of household head												
Uzbek	0.3	4,274	0.3	7.6	3,703	0.2	2.9	586	12.7	571	1.3	3,260
Russian	1.5	71	1.8	8.1	59	(*)	(*)	6	(*)	12	(0.0)	34
Karakalpak	0.0	83	0.0	7.1	74	(*)	(*)	13	(*)	9	0.0	58
Tajik	0.0	210	0.0	9.7	173	(0.0)	(17.8)	24	(11.8)	37	0.9	151
Kazakh	0.0	74	0.0	5.3	63	(*)	(*)	7	(*)	11	0.0	55
Other language	1.9	60	2.0	6.6	57	(*)	(*)	12	(*)	3	0.0	44
Wealth index quintile												
Poorest	0.2	986	0.3	6.5	837	0.0	0.0	94	5.4	149	1.5	727
Second	0.2	960	0.2	8.1	830	0.0	2.1	128	18.5	130	0.5	751
Middle	0.5	949	0.5	8.5	817	0.0	6.2	124	15.5	131	0.9	751
Fourth	0.3	911	0.3	7.7	798	0.7	5.5	158	15.2	113	1.1	706
Richest	0.4	966	0.4	7.2	847	0.0	2.0	143	6.0	118	2.3	667

¹ MICS indicator PR.4a - Child marriage (before age 15); SDG 5.3.1

² MICS indicator PR.4b - Child marriage (before age 18); SDG 5.3.1

³ MICS indicator PR.5 - Young women age 15-19 years currently married or in union

⁴ MICS indicator PR.6 - Polygyny

na: not applicable

(*) Figures that are based on 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) (Round 2)

Percentage of women who were first married or entered into a marital union before their 15th and 18th birthday, by area of residence, Uzbekistan, 2021-2022

	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
Total	0.4	2,241	8.6	1,942	0.2	2,531	6.7	2,188	0.3	4,772	7.6	4,130
Age												
15-19	0.0	298	na	na	0.0	344	na	na	0.0	642	na	na
15-17	0.0	173	na	na	0.0	207	na	na	0.0	380	na	na
18-19	0.0	125	na	na	0.0	137	na	na	0.0	262	na	na
20-24	0.3	321	3.0	321	0.0	326	3.8	326	0.2	647	3.4	647
25-29	0.1	372	5.6	372	0.0	444	4.8	444	0.0	815	5.2	815
30-34	0.6	376	6.8	376	1.0	453	3.5	453	0.9	829	5.0	829
35-39	0.4	343	4.7	343	0.4	376	6.1	376	0.4	719	5.4	719
40-44	1.1	292	14.6	292	0.0	310	12.7	310	0.5	602	13.6	602
45-49	0.0	237	21.9	237	0.0	280	12.7	280	0.0	517	16.9	517

na: not applicable

Table PR.4.3: Spousal age difference (Round 2)

Percent distribution of women currently married/in union age 15-19 and 20-24 years by age difference with their husband or partner, Uzbekistan, 2021-2022

	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 ¹	Husband/Partner's age unknown	Total		Younger	0-4 years older	5-9 years older	10+ years older ²	Husband/Partner's age unknown	Total	
Total^A	0.0	32.9	56.8	10.4	0.0	100.0	77	5.1	48.3	42.7	3.9	0.0	100.0	468
Area														
Urban	(0.0)	(29.0)	(60.7)	(10.4)	(0.0)	100.0	34	5.7	44.3	45.1	4.8	0.0	100.0	218
Rural	(0.0)	(35.9)	(53.7)	(10.4)	(0.0)	100.0	43	4.5	51.9	40.5	3.1	0.0	100.0	250
Geo-economic Region														
Western	(*)	(*)	(*)	(*)	(*)	100.0	1	11.0	59.0	26.5	3.4	0.0	100.0	49
Central	(*)	(*)	(*)	(*)	(*)	100.0	12	0.9	39.5	55.1	4.4	0.0	100.0	70
Southern	(*)	(*)	(*)	(*)	(*)	100.0	16	2.8	52.3	42.7	2.1	0.0	100.0	69
Central-Eastern	(*)	(*)	(*)	(*)	(*)	100.0	13	11.1	45.1	38.2	5.5	0.0	100.0	95
Eastern	(0.0)	(20.6)	(72.0)	(7.4)	(0.0)	100.0	33	1.5	48.9	45.4	4.2	0.0	100.0	162
Tashkent city	(*)	(*)	(*)	(*)	(*)	100.0	2	(12.6)	(50.2)	(37.2)	(0.0)	(0.0)	100.0	21
Education														
Pre-school or none / Primary	-	-	-	-	-	-	0	-	-	-	-	-	-	0
Secondary	0.0	33.4	55.9	10.8	0.0	100.0	60	(2.3)	(26.1)	(61.3)	(10.3)	(0.0)	100.0	49
Secondary specialized vocational	(*)	(*)	(*)	(*)	(*)	100.0	16	5.7	49.4	41.6	3.3	0.0	100.0	364
Higher	-	-	-	-	-	-	0	3.7	60.8	32.9	2.5	0.0	100.0	55
Wealth index quintile														
Poorest	(*)	(*)	(*)	(*)	(*)	100.0	8	1.1	52.0	42.0	4.8	0.0	100.0	59
Second	(*)	(*)	(*)	(*)	(*)	100.0	24	5.0	51.2	39.1	4.7	0.0	100.0	98
Middle	(*)	(*)	(*)	(*)	(*)	100.0	20	6.0	41.7	49.8	2.5	0.0	100.0	95
Fourth	(*)	(*)	(*)	(*)	(*)	100.0	17	4.5	47.1	44.9	3.5	0.0	100.0	125
Richest	(*)	(*)	(*)	(*)	(*)	100.0	7	7.6	51.6	36.3	4.6	0.0	100.0	91

¹ MICS indicator PR.7a - Spousal age difference (among women age 15-19)

² MICS indicator PR.7b - Spousal age difference (among women age 20-24)

^A Findings by background characteristics "Mother's functional difficulties" and "Mother tongue/native language of household head" are not shown in the table due to the small number of cases per disaggregation category.

(*) 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

9.5 VICTIMISATION

Crime can have a large impact on the lives of victims and the wider community in which they live. Those who are victims of crimes can suffer physically and psychologically and experience loss of assets and income. Crime can also carry significant economic costs to the community through the provision of preventative measures as well as corrective services.¹⁴²

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.

Tables PR.6.2W on the circumstances of the latest incident of robbery, PR.6.3W on the location and circumstances of latest incident of assault and PR.6.4W on reporting of robbery and assault in the last one year, that includes MICS indicator PR.13 "Crime reporting" (SDG 16.3.1), are not shown in the report because the total number of women experiencing robbery or assault in the last three years was fewer than 25 unweighted cases.

¹⁴² United Nations Office on Drugs and Crime, and United Nations Economic Commission for Europe. *Manual on Victimization Surveys*. Geneva: UN. https://www.unodc.org/documents/data-and-analysis/Crime-statistics/Manual_on_Victimization_surveys_2009_web.pdf.

Table PR.6.1W: Victims of robbery and assault (women) (Round 1)

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, Uzbekistan, 2021-2022										
	Percentage of women age 15-49 years who were victims of:						Percentage of women age 15-49 years who experienced physical violence of robbery or assault:			Number of women
	Robbery ^A			Assault ^B			In the last 3 years	In the last 1 year ¹	Multiple times in the last 1 year	
	In the last 3 years	In the last 1 year	Multiple times in the last 1 year	In the last 3 years	In the last 1 year	Multiple times in the last 1 year	In the last 3 years	In the last 1 year ¹	Multiple times in the last 1 year	
Total	0.1	0.0	0.0	0.1	0.1	0.0	0.2	0.1	0.0	12,838
Area										
Urban	0.1	0.1	0.0	0.2	0.1	0.0	0.2	0.1	0.0	5,998
Rural	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	6,840
Geo-economic Region										
Western	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,491
Central	0.3	0.2	0.0	0.2	0.2	0.1	0.4	0.4	0.1	1,968
Southern	0.1	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	2,229
Central-Eastern	0.0	0.0	0.0	0.3	0.1	0.1	0.3	0.1	0.1	2,657
Eastern	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	3,698
Tashkent city	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.0	796
Age										
15-19	0.1	0.1	0.0	0.1	0.1	0.0	0.2	0.2	0.0	1,896
15-17	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1	1,179
18-19	0.2	0.2	0.0	0.2	0.2	0.0	0.4	0.4	0.0	717
20-24	0.0	0.0	0.0	0.2	0.0	0.0	0.2	0.0	0.0	1,831
25-29	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.0	2,135
30-34	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	2,155
35-39	0.0	0.0	0.0	0.4	0.2	0.2	0.4	0.2	0.2	1,873
40-44	0.2	0.1	0.1	0.3	0.1	0.1	0.4	0.1	0.1	1,522
45-49	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	1,426
Education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	5
Secondary	0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.1	0.0	4,618
Secondary specialized vocational	0.1	0.1	0.0	0.2	0.1	0.1	0.2	0.2	0.1	6,879
Higher	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	1,335
Mother tongue/native language of household head										
Uzbek	0.1	0.0	0.0	0.2	0.1	0.0	0.2	0.1	0.1	11,588
Russian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	192
Karakalpak	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	253
Tajik	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	458
Kazakh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	206
Other language	0.3	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.0	141

¹ MICS indicator PR.12 - Experience of robbery and assault

^A A robbery is here defined as "taking or trying to take something, by using force or threatening to use force".

^B An assault is here defined as a physical attack.

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

9.6 FEELINGS OF SAFETY

Questions about fear, such as feelings of safety and perceptions of crime as a problem, indicate respondents' level of perceived safety in everyday life. This is important as such perceptions limit people's freedom of movement and influence how they manage threats to their safety.¹⁴²

Table PR.7.1W presents 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) (Round 1)

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, Uzbekistan, 2021-2022

	Percent distribution of women who walking alone in their neighbourhood after dark feel:						Percentage of women who feel safe walking alone in their neighbourhood after dark ¹	Percent distribution of women who being home alone after dark feel:					Percentage of women who feel safe home alone after dark	Percentage of women who after dark feel very unsafe walking alone in their neighbourhood or being home alone	Number of women	
	Very safe	Safe	Unsafe	Very unsafe	Never walk alone after dark	Total		Very safe	Safe	Unsafe	Very unsafe	Never home alone after dark				Total
Total	48.4	41.6	0.7	0.1	9.2	100.0	90.0	63.6	32.5	0.5	0.1	3.3	100.0	96.2	0.1	12,838
Area																
Urban	49.7	40.4	0.7	0.0	9.1	100.0	90.2	64.5	31.5	0.6	0.0	3.3	100.0	96.0	0.1	5,998
Rural	47.2	42.7	0.6	0.1	9.4	100.0	89.9	62.8	33.5	0.4	0.1	3.2	100.0	96.3	0.1	6,840
Geo-economic Region																
Western	53.9	38.2	0.4	0.3	7.2	100.0	92.0	67.3	28.2	0.2	0.3	4.0	100.0	95.5	0.4	1,491
Central	49.2	33.4	0.6	0.0	16.9	100.0	82.5	66.5	29.4	1.1	0.0	3.0	100.0	96.0	0.0	1,968
Southern	66.9	31.6	0.1	0.0	1.4	100.0	98.5	74.6	25.1	0.2	0.0	0.0	100.0	99.8	0.0	2,229
Central-Eastern	17.2	73.4	1.6	0.0	7.7	100.0	90.7	42.4	51.8	1.1	0.0	4.7	100.0	94.2	0.1	2,657
Eastern	55.2	30.8	0.5	0.1	13.4	100.0	86.0	67.1	28.1	0.2	0.0	4.6	100.0	95.2	0.1	3,698
Tashkent city	56.8	40.6	0.4	0.0	2.2	100.0	97.4	73.5	25.4	0.2	0.0	0.9	100.0	98.9	0.0	796
Age																
15-19	41.1	44.1	0.6	0.0	14.2	100.0	85.2	59.2	34.9	0.1	0.0	5.7	100.0	94.1	0.0	1,896
15-17	41.0	43.0	0.6	0.0	15.4	100.0	84.0	59.7	33.8	0.2	0.0	6.2	100.0	93.5	0.0	1,179
18-19	41.5	45.8	0.4	0.0	12.3	100.0	87.2	58.3	36.7	0.0	0.0	4.9	100.0	95.1	0.0	717
20-24	45.7	42.5	0.7	0.1	11.1	100.0	88.2	62.5	32.7	0.5	0.1	4.3	100.0	95.2	0.1	1,831
25-29	46.6	41.6	0.7	0.0	11.1	100.0	88.2	62.8	32.8	0.8	0.0	3.6	100.0	95.6	0.0	2,135
30-34	48.0	42.4	0.5	0.1	9.0	100.0	90.4	62.6	34.0	0.4	0.1	2.9	100.0	96.6	0.1	2,155
35-39	51.7	40.4	0.7	0.2	7.0	100.0	92.1	65.8	31.5	0.6	0.0	2.1	100.0	97.3	0.2	1,873
40-44	52.1	41.3	0.4	0.1	6.1	100.0	93.4	66.6	30.6	0.4	0.2	2.3	100.0	97.2	0.2	1,522
45-49	56.7	38.1	0.9	0.1	4.2	100.0	94.7	67.8	30.1	0.8	0.0	1.3	100.0	97.9	0.1	1,426
Education																
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	5
Secondary	43.6	45.0	0.5	0.1	10.8	100.0	88.7	61.1	34.0	0.5	0.1	4.3	100.0	95.2	0.1	4,618
Secondary specialized vocational	50.8	40.0	0.7	0.0	8.5	100.0	90.8	64.7	32.0	0.5	0.1	2.8	100.0	96.7	0.1	6,879
Higher	52.4	38.4	0.9	0.2	8.1	100.0	90.8	67.0	30.2	0.7	0.0	2.2	100.0	97.1	0.2	1,335
Mother tongue/native language of household head																
Uzbek	48.1	41.8	0.6	0.1	9.3	100.0	89.9	63.3	32.8	0.5	0.1	3.4	100.0	96.1	0.1	11,588
Russian	53.5	40.0	1.3	0.0	5.3	100.0	93.5	68.2	29.3	1.0	0.0	1.5	100.0	97.5	0.0	192
Karakalpak	62.7	32.9	0.3	0.3	3.8	100.0	95.6	72.4	25.2	0.0	0.0	2.3	100.0	97.7	0.3	253
Tajik	48.6	42.4	0.7	0.0	8.2	100.0	91.0	66.3	31.3	0.6	0.0	1.8	100.0	97.7	0.0	458
Kazakh	49.9	28.5	0.0	0.0	21.5	100.0	78.5	62.8	30.3	1.4	0.0	5.4	100.0	93.1	0.0	206
Other language	36.8	58.2	2.4	0.0	2.7	100.0	95.0	61.8	36.8	1.3	0.0	0.2	100.0	98.5	0.0	141

¹ MICS indicator PR.14 - Safety; SDG indicator 16.1.4

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

9.7 ATTITUDES TOWARDS DOMESTIC VIOLENCE

The 2021-2022 Uzbekistan 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. In addition to the five situations included in the standard MICS questionnaire, the Uzbekistan MICS included a survey-specific question on whether husbands are justified to hit or beat their wives if she does not do the household chores. 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) (Round 2)

Percentage of women age 15-49 years who believe a husband is justified in beating his wife in various circumstances, Uzbekistan, 2021-2022

	Percentage of women who believe a husband is justified in beating his wife:								Number of women
	If she goes out without telling him	If she neglects the children	If she argues with him	If she refuses sex with him	If she burns the food	For any of these five reasons ¹	If she does not do household chores	For any of these six reasons ²	
Total	22.4	28.5	20.7	11.8	8.7	39.7	12.2	40.7	4,772
Area									
Urban	20.9	26.5	17.6	10.0	6.7	37.0	10.6	37.9	2,241
Rural	23.8	30.2	23.4	13.4	10.5	42.1	13.6	43.1	2,531
Geo-economic Region									
Western	23.2	29.4	18.4	8.9	7.9	37.5	11.1	38.2	519
Central	14.1	21.7	9.8	6.6	3.8	30.6	7.2	31.0	731
Southern	11.1	20.8	10.8	4.0	4.7	30.2	7.1	31.1	863
Central-Eastern	29.4	34.0	25.8	12.0	10.6	44.7	15.4	46.1	951
Eastern	30.9	35.7	32.8	22.3	14.3	51.9	18.0	53.2	1,387
Tashkent city	13.7	15.6	8.2	3.3	2.0	21.8	4.2	22.4	321
Age									
15-19	16.5	22.6	13.9	4.0	3.9	31.5	8.4	33.1	642
15-17	12.7	21.7	11.5	2.4	3.2	27.8	8.4	30.1	380
18-19	21.9	23.9	17.5	6.2	4.8	37.0	8.4	37.4	262
20-24	20.1	25.9	17.9	9.2	5.4	38.2	9.5	39.1	647
25-29	25.2	30.3	23.5	12.1	8.0	42.4	11.3	43.1	815
30-34	27.6	34.4	25.0	17.5	12.8	44.9	16.6	45.8	829
35-39	25.5	29.7	24.2	15.4	12.2	44.3	16.0	45.2	719
40-44	20.5	29.2	18.4	11.2	9.6	38.7	11.4	40.0	602
45-49	18.3	24.2	18.9	10.7	7.3	33.9	10.2	34.4	517
Education									
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Secondary	25.6	31.1	22.9	14.1	10.6	43.2	14.9	44.0	2,015
Secondary specialized vocational	23.1	29.0	21.2	11.4	8.1	40.8	11.5	42.0	2,180
Higher	8.6	16.5	10.4	4.4	3.3	22.5	4.9	23.4	562

Continued

Table PR.8.1W: Attitudes toward domestic violence (women) (Round 2)									
Percentage of women age 15-49 years who believe a husband is justified in beating his wife in various circumstances, Uzbekistan, 2021-2022									
	Percentage of women who believe a husband is justified in beating his wife:								Number of women
	If she goes out without telling him	If she neglects the children	If she argues with him	If she refuses sex with him	If she burns the food	For any of these five reasons ¹	If she does not do household chores	For any of these six reasons ²	
Marital/Union status									
Currently married/in union	24.7	30.5	22.9	13.6	9.8	42.6	12.9	43.4	3,602
Formerly married/in union	23.0	31.9	18.9	14.1	7.5	39.8	14.2	41.0	321
Never married/in union	12.5	18.7	12.1	3.3	4.5	27.5	8.4	28.8	849
Functional difficulties (age 18-49 years)									
Has functional difficulty	27.5	32.6	31.3	22.2	12.7	47.7	16.2	48.8	306
Has no functional difficulty	23.0	28.8	20.7	11.9	8.9	40.2	12.2	41.0	4,086
Mother tongue/native language of household head									
Uzbek	23.4	29.2	21.6	12.1	8.7	40.9	12.2	41.8	4,274
Russian	6.6	9.8	4.2	8.2	1.2	14.1	3.9	14.1	71
Karakalpak	8.6	6.9	6.0	2.6	0.9	13.9	5.0	16.5	83
Tajik	19.3	33.0	19.3	13.0	17.1	39.6	18.1	40.7	210
Kazakh	11.1	15.4	4.3	4.4	0.9	23.2	3.3	23.2	74
Other language	19.0	26.0	18.2	11.6	7.0	40.0	17.4	42.3	60
Wealth index quintile									
Poorest	26.3	32.1	23.6	13.2	10.4	43.3	15.8	44.3	986
Second	26.0	32.6	27.0	14.5	9.6	46.0	13.5	47.0	960
Middle	25.7	31.0	24.3	14.3	11.7	44.5	14.2	45.7	949
Fourth	16.7	26.0	17.3	10.2	6.1	36.1	9.9	37.5	911
Richest	17.3	20.5	11.2	6.6	5.4	28.3	7.3	28.8	966
¹ MICS indicator PR.15 - Attitudes towards domestic violence									
² 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 right¹⁴³. 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.¹⁴⁴

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.¹⁴⁵

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, yard or plot, to neighbour, public tap/standpipe), tube well/borehole, protected dug well, protected spring, rainwater collection, and packaged or delivered water.¹⁴⁶

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.

¹⁴³ The human rights to water and sanitation were explicitly recognised by the UN General Assembly and Human Rights Council in 2010 and in 2015.

¹⁴⁴ 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>.

¹⁴⁵ "Home." JMP. Accessed September 06, 2018. <https://washdata.org/>.

¹⁴⁶ 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 (Round 2)

Percent distribution of household population by main source of drinking water and percentage of household population using improved drinking water sources, Uzbekistan, 2021-2022

	Main source of drinking water																Total	Percentage using improved sources of drinking water ¹	Number of household members
	Improved sources												Unimproved sources						
	Piped water				Tube well/borehole/artesian well	Protected well	Protected spring	Rainwater collection ^A	Tanker truck	Cart with small tank	Bottled water ^B	Sachet water ^B	Unprotected well	Unpro-ected spring	Surface water	Other			
Into dwelling	Into yard/plot	To neighbour	Public tap/standpip																
Total	22.2	32.3	2.1	11.4	5.4	7.1	0.5	0.2	8.0	0.2	7.0	0.3	0.2	0.1	1.5	1.2	100.0	96.8	19,938
Area																			
Urban	35.1	30.7	1.4	5.7	1.9	7.6	0.3	0.0	5.0	0.3	10.0	0.4	0.2	0.1	0.6	0.7	100.0	98.5	9,362
Rural	10.7	33.7	2.8	16.4	8.5	6.7	0.6	0.4	10.7	0.2	4.3	0.2	0.3	0.2	2.4	1.8	100.0	95.4	10,576
Geo-economic region																			
Western	34.5	16.5	2.0	3.3	9.7	0.6	0.0	0.0	12.6	0.1	13.7	0.0	0.2	0.0	0.6	6.1	100.0	93.1	2,117
Central	27.5	33.7	2.5	8.9	10.2	2.7	1.7	0.0	4.4	0.1	4.7	1.5	0.2	0.2	1.0	0.7	100.0	97.9	3,147
Southern	6.6	23.4	2.5	10.1	5.7	20.8	0.1	0.0	21.8	0.0	3.4	0.0	0.1	0.0	3.3	2.2	100.0	94.3	3,400
Central-Eastern	18.2	36.7	1.9	6.3	8.0	12.5	0.6	1.1	5.2	1.1	7.1	0.2	0.6	0.2	0.1	0.2	100.0	98.8	4,020
Eastern	16.0	47.2	2.5	22.7	0.7	2.0	0.3	0.0	4.1	0.0	1.5	0.1	0.2	0.1	2.5	0.3	100.0	96.9	5,841
Tashkent city	66.6	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1,413
Education of household head																			
Pre-school or none / Primary	23.1	43.8	6.2	1.7	4.2	5.5	0.0	0.0	11.2	0.0	0.0	0.0	0.0	0.0	4.2	0.0	100.0	95.8	150
Secondary	16.0	35.9	2.5	12.6	5.3	9.2	0.3	0.2	9.0	0.1	4.8	0.2	0.2	0.2	2.0	1.5	100.0	96.2	8,885
Secondary specialized vocational	24.7	30.7	2.4	11.9	6.2	5.0	0.7	0.3	7.9	0.6	6.4	0.5	0.3	0.1	1.0	1.2	100.0	97.3	7,241
Higher	32.6	26.4	0.6	8.1	3.8	6.0	0.4	0.0	5.5	0.0	13.8	0.2	0.3	0.0	1.4	0.8	100.0	97.5	3,566
Missing/DK	20.2	23.3	0.0	0.0	19.2	22.6	0.0	0.0	12.0	0.0	2.8	0.0	0.0	0.0	0.0	0.0	100.0	100.0	96
Mother tongue/native language of household head																			
Uzbek	20.7	33.5	2.0	12.0	5.2	7.6	0.5	0.2	7.9	0.3	6.7	0.3	0.3	0.1	1.6	1.3	100.0	96.7	17,725
Russian	69.7	3.8	0.0	0.4	0.0	2.3	0.0	0.0	0.1	0.0	23.8	0.0	0.0	0.0	0.0	0.0	100.0	100.0	359
Karakalpak	42.7	27.7	2.1	11.5	8.1	1.2	0.0	0.0	0.0	0.0	4.4	0.0	0.0	0.0	2.2	0.0	100.0	97.8	348
Tajik	21.8	29.2	4.5	7.6	3.0	7.0	0.3	0.0	15.1	0.2	7.1	0.0	0.0	0.0	2.3	1.8	100.0	95.9	866
Kazakh	24.5	28.9	5.8	1.5	29.5	3.0	3.0	0.0	0.0	0.0	2.3	0.0	0.0	0.0	0.0	1.5	100.0	98.5	354
Other language	28.7	12.2	2.6	14.6	3.2	0.0	0.0	0.0	24.8	0.0	12.6	0.0	0.0	0.0	0.0	1.5	100.0	98.5	286
Wealth index quintile																			
Poorest	1.0	18.5	5.5	22.6	7.5	17.6	0.3	0.8	16.3	0.9	1.3	0.0	0.7	0.3	5.0	1.7	100.0	92.3	3,989
Second	6.3	42.2	1.8	17.2	6.9	8.8	0.5	0.3	9.8	0.2	3.0	0.0	0.1	0.2	1.6	1.1	100.0	97.0	3,988
Middle	10.2	42.9	2.7	13.8	7.2	6.4	1.3	0.0	8.5	0.0	3.9	0.3	0.3	0.2	0.7	1.6	100.0	97.3	3,986
Fourth	26.7	49.8	0.7	3.1	3.7	2.6	0.3	0.0	4.7	0.0	6.3	0.3	0.2	0.0	0.4	1.1	100.0	98.3	3,988
Richest	66.8	8.2	0.0	0.2	1.8	0.3	0.0	0.0	0.7	0.0	20.3	0.9	0.0	0.0	0.0	0.7	100.0	99.3	3,988

¹ MICS indicator WS.1 - Use of improved drinking water sources

^A Rainwater is not considered an improved source of drinking water in Uzbekistan. However, to comply with the SDG definition of improved sources of drinking water, it is included in MICS indicator WS.1.

^B Delivered and packaged water considered improved sources of drinking water based on new SDG definition.

Table WS.1.2: Use of basic and limited drinking water services (Round 2)

Percent distribution of household population by time to go to source of drinking water, get water and return, for users of improved and unimproved drinking water sources and percentage using basic drinking water services, Uzbekistan, 2021-2022

	Time to source of drinking water							Total	Percentage using basic drinking water services ¹	Number of household members
	Users of improved drinking water sources				Users of unimproved drinking water sources					
	Water on premises	Up to and including 30 minutes ^A	More than 30 minutes	DK/ Missing	Water on premises	Up to and including 30 minutes ^A	More than 30 minutes			
Total	73.5	21.5	1.8	0.0	0.5	2.3	0.4	100.0	95.0	19,938
Area										
Urban	85.3	12.1	1.1	0.0	0.3	1.0	0.3	100.0	97.4	9,362
Rural	63.1	29.8	2.4	0.1	0.7	3.4	0.5	100.0	92.9	10,576
Geo-economic region										
Western	74.9	18.1	0.1	0.0	0.2	6.0	0.8	100.0	93.0	2,117
Central	78.1	16.5	3.3	0.0	0.3	1.7	0.1	100.0	94.6	3,147
Southern	57.9	34.8	1.4	0.2	1.5	2.9	1.3	100.0	92.7	3,400
Central-Eastern	82.8	15.9	0.1	0.0	0.8	0.4	0.0	100.0	98.7	4,020
Eastern	66.8	26.8	3.3	0.0	0.2	2.7	0.2	100.0	93.6	5,841
Tashkent city	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1,413
Education of household head										
Pre-school or none / Primary	72.4	19.2	4.2	0.0	0.0	4.2	0.0	100.0	91.6	150
Secondary	70.0	24.4	1.9	0.0	0.6	2.8	0.4	100.0	94.3	8,885
Secondary specialized vocational	73.5	22.0	1.7	0.1	0.5	1.7	0.5	100.0	95.5	7,241
Higher	82.5	13.3	1.7	0.0	0.5	2.0	0.0	100.0	95.8	3,566
Missing/DK	72.9	27.1	0.0	0.0	0.0	0.0	0.0	100.0	100.0	96
Mother tongue/native language of household head										
Uzbek	73.0	21.7	1.9	0.0	0.5	2.3	0.4	100.0	94.8	17,725
Russian	97.3	2.7	0.0	0.0	0.0	0.0	0.0	100.0	100.0	359
Karakalpak	82.0	15.4	0.3	0.0	0.0	2.2	0.0	100.0	97.4	348
Tajik	66.6	28.1	1.2	0.0	0.6	3.5	0.0	100.0	94.7	866
Kazakh	92.5	6.0	0.0	0.0	0.0	1.5	0.0	100.0	98.5	354
Other language	60.6	38.0	0.0	0.0	1.5	0.0	0.0	100.0	98.5	286
Wealth index quintile										
Poorest	43.8	45.5	3.0	0.0	1.6	5.0	1.0	100.0	89.3	3,989
Second	66.2	27.8	2.8	0.2	0.3	2.6	0.0	100.0	94.0	3,988
Middle	70.2	24.2	2.8	0.0	0.1	2.2	0.4	100.0	94.4	3,986
Fourth	89.0	9.0	0.2	0.0	0.2	1.2	0.4	100.0	98.0	3,988
Richest	98.3	1.0	0.0	0.0	0.3	0.4	0.0	100.0	99.3	3,988

¹ MICS indicator WS.2 - Use of basic drinking water services; SDG Indicator 1.4.1

^A Includes cases where household members do not collect

Table WS.1.3: Person collecting water (Round 2)

Percentage of household members without drinking water on premises, and percent distribution of household members without drinking water on premises by person usually collecting drinking water used in the household, Uzbekistan, 2021-2022

	Percentage of household members without drinking water on premises	Number of household members	Person usually collecting drinking water					DK/Missing/ Members do not collect	Total	Number of household members without drinking water on premises
			Woman (15+)	Man (15+)	Female child under age 15	Male child under age 15				
Total	25.9	19,938	39.6	26.0	1.8	2.1	30.5	100.0	5,172	
Area										
Urban	14.4	9,362	39.5	24.9	2.1	2.4	31.2	100.0	1,344	
Rural	36.2	10,576	39.7	26.3	1.7	2.0	30.2	100.0	3,828	
Geo-economic region										
Western	24.9	2,117	20.5	17.1	0.7	1.2	60.6	100.0	527	
Central	21.6	3,147	47.2	29.8	2.7	1.3	19.0	100.0	681	
Southern	40.5	3,400	32.0	13.7	1.9	1.4	51.1	100.0	1,377	
Central-Eastern	16.4	4,020	40.9	22.4	2.1	3.0	31.6	100.0	659	
Eastern	33.0	5,841	47.3	37.0	1.6	2.9	11.2	100.0	1,928	
Tashkent city	0.0	1,413	-	-	-	-	-	-	0	
Education of household head										
Pre-school or none / Primary	27.6	150	(39.1)	(30.5)	(0.0)	(0.0)	(30.5)	100.0	41	
Secondary	29.4	8,885	44.5	23.0	1.9	1.6	29.0	100.0	2,613	
Secondary specialized vocational	26.0	7,241	34.3	30.9	2.4	2.8	29.7	100.0	1,886	
Higher	17.0	3,566	34.8	24.3	0.0	2.5	38.4	100.0	606	
Missing/DK	27.1	96	(*)	(*)	(*)	(*)	(*)	100.0	26	
Source of drinking water										
Improved	24.1	19,307	40.3	24.9	1.5	2.0	31.3	100.0	4,650	
Unimproved	82.8	631	33.4	35.2	4.7	3.1	23.6	100.0	522	
Mother tongue/native language of household head										
Uzbek	26.4	17,725	40.1	26.7	1.9	2.3	29.0	100.0	4,680	
Russian	2.7	359	(*)	(*)	(*)	(*)	(*)	100.0	10	
Karakalpak	18.0	348	59.6	30.1	5.7	4.6	0.0	100.0	63	
Tajik	32.8	866	30.4	22.0	0.0	0.0	47.6	100.0	284	
Kazakh	7.5	354	(*)	(*)	(*)	(*)	(*)	100.0	27	
Other language	38.0	286	30.0	0.0	0.0	0.0	70.0	100.0	109	
Wealth index quintile										
Poorest	54.6	3,989	47.4	19.9	2.5	2.1	28.1	100.0	2,176	
Second	33.3	3,988	42.7	23.2	1.4	1.4	31.3	100.0	1,330	
Middle	29.7	3,986	29.6	38.5	1.2	2.4	28.3	100.0	1,183	
Fourth	10.8	3,988	20.1	33.1	1.5	3.1	42.2	100.0	430	
Richest	1.4	3,988	25.1	7.9	0.0	6.9	60.1	100.0	54	

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

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

"-" denotes 0 unweighted cases in the denominator

Table WS.1.4: Time spent collecting water (Round 2)

Percent distribution of average time spent collecting water by person usually responsible for water collection, Uzbekistan, 2021-2022

	Average time spent collecting water per day					Total	Number of household members without drinking water on premises and where household members are primarily responsible for collecting water
	Up to 30 minutes	From 31 mins to 1 hour	Over 1 hour to 3 hours	Over 3 hours	DK/Missing		
Total	74.2	16.4	7.5	1.0	0.9	100.0	3,599
Area							
Urban	80.6	16.5	2.4	0.5	0.0	100.0	929
Rural	72.0	16.3	9.2	1.2	1.3	100.0	2,670
Geo-economic region							
Western	78.8	18.7	0.9	0.0	1.6	100.0	208
Central	81.1	11.9	6.7	0.2	0.0	100.0	552
Southern	53.0	28.7	13.1	2.4	2.8	100.0	676
Central-Eastern	94.5	4.2	1.4	0.0	0.0	100.0	451
Eastern	74.5	15.8	7.9	1.2	0.7	100.0	1,713
Tashkent city	-	-	-	-	-	-	0
Education							
Pre-school or none / Primary	78.9	16.6	4.5	0.0	0.0	100.0	88
Secondary	72.5	18.3	6.7	1.2	1.3	100.0	1,772
Secondary specialized vocational	77.3	14.4	6.7	1.0	0.6	100.0	1,478
Higher	66.8	14.2	17.8	0.0	1.2	100.0	262
Age							
0-9	(73.9)	(21.1)	(5.0)	(0.0)	(0.0)	100.0	41
0-14	79.5	14.3	5.6	0.5	0.0	100.0	203
15-19	73.0	20.2	5.3	1.4	0.0	100.0	290
15-17	62.2	28.3	7.5	2.0	0.0	100.0	207
18-19	100.0	0.0	0.0	0.0	0.0	100.0	83
20-24	54.7	31.0	7.5	3.4	3.3	100.0	255
25-49	73.6	16.1	8.5	1.0	0.8	100.0	2,369
50+	85.9	8.3	4.6	0.0	1.2	100.0	481
Sex							
Male	75.5	15.1	7.4	0.5	1.4	100.0	1,453
Female	73.3	17.2	7.5	1.4	0.6	100.0	2,146

Continued

Table WS.1.4: Time spent collecting water (Round 2)							
Percent distribution of average time spent collecting water by person usually responsible for water collection, Uzbekistan, 2021-2022							
	Average time spent collecting water per day					Total	Number of household members without drinking water on premises and where household members are primarily responsible for collecting water
	Up to 30 minutes	From 31 mins to 1 hour	Over 1 hour to 3 hours	Over 3 hours	DK/Missing		
Source of drinking water							
Improved	75.0	16.0	7.4	1.0	0.5	100.0	3,197
Unimproved	67.6	18.8	8.3	1.0	4.2	100.0	403
Mother tongue/native language of household head							
Uzbek	73.9	16.5	7.5	1.1	1.0	100.0	3,327
Russian	(*)	(*)	(*)	(*)	(*)	100.0	1
Karakalpak	69.4	30.6	0.0	0.0	0.0	100.0	63
Tajik	79.8	14.4	5.7	0.0	0.0	100.0	149
Kazakh	(*)	(*)	(*)	(*)	(*)	100.0	27
Other language	(63.4)	(0.0)	(36.6)	(0.0)	(0.0)	100.0	33
Wealth index quintile							
Poorest	69.2	19.1	8.9	1.8	1.1	100.0	1,564
Second	78.2	12.4	6.9	1.0	1.5	100.0	918
Middle	72.9	19.7	7.0	0.0	0.4	100.0	848
Fourth	93.2	4.1	2.7	0.0	0.0	100.0	249
Richest	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	22
(*) Figures that are based on fewer than 25 unweighted cases							
() Figures that are based on 25-49 unweighted cases							
"- " denotes 0 unweighted cases in the denominator.							

Table WS.1.5: Availability of sufficient drinking water when needed (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of household population with drinking water available in sufficient quantities ¹	Number of household members	Main reason that the household members are unable to access water in sufficient quantities					DK/ Missing	Total	Number of household members unable to access water in sufficient quantities when needed
			Water not available from source	Water too expensive	Source not accessible	Other				
Total	87.5	19,938	57.9	9.4	8.8	19.9	4.0	100.0	2,426	
Area										
Urban	89.2	9,362	68.4	11.3	4.8	10.0	5.4	100.0	1,006	
Rural	86.1	10,576	50.4	8.1	11.6	26.8	3.1	100.0	1,420	
Geo-economic region										
Western	88.4	2,117	69.3	2.9	5.5	14.5	7.8	100.0	245	
Central	87.1	3,147	64.7	1.1	14.8	18.9	0.4	100.0	407	
Southern	80.3	3,400	62.9	17.4	5.4	14.3	0.0	100.0	654	
Central-Eastern	86.9	4,020	38.9	18.9	2.0	33.3	6.9	100.0	518	
Eastern	89.8	5,841	56.8	0.9	16.7	18.2	7.3	100.0	566	
Tashkent city	97.4	1,413	(100.0)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	37	
Education of household head										
Pre-school or none / Primary	74.8	150	(54.1)	(18.1)	(16.8)	(11.0)	(0.0)	100.0	38	
Secondary	86.0	8,885	57.8	9.7	9.1	18.2	5.2	100.0	1,210	
Secondary specialized vocational	88.6	7,241	56.7	10.5	8.6	21.4	2.8	100.0	806	
Higher	90.1	3,566	63.1	5.7	5.8	21.8	3.6	100.0	351	
Missing/DK	77.7	96	(*)	(*)	(*)	(*)	(*)	100.0	21	
Source of drinking water										
Improved	87.8	19,307	57.8	9.9	8.1	19.9	4.3	100.0	2,307	
Unimproved	81.1	631	59.2	0.0	21.9	18.8	0.0	100.0	119	
Mother tongue/native language of household head										
Uzbek	87.7	17,725	60.1	9.7	8.2	18.4	3.6	100.0	2,138	
Russian	93.0	359	(77.3)	(1.2)	(21.4)	(0.0)	(0.0)	100.0	25	
Karakalpak	93.6	348	(16.2)	(0.0)	(0.0)	(48.1)	(35.6)	100.0	22	
Tajik	78.6	866	39.1	10.6	14.8	33.8	1.6	100.0	177	
Kazakh	89.1	354	(29.1)	(0.0)	(12.9)	(31.1)	(26.9)	100.0	38	
Other language	90.6	286	(59.4)	(8.4)	(8.2)	(24.0)	(0.0)	100.0	27	
Wealth index quintile										
Poorest	78.2	3,989	47.8	21.4	9.8	20.0	1.0	100.0	845	
Second	88.6	3,988	67.9	2.9	9.7	14.1	5.4	100.0	453	
Middle	89.1	3,986	55.4	6.0	14.0	20.0	4.6	100.0	423	
Fourth	90.4	3,988	65.1	0.1	3.1	26.3	5.4	100.0	375	
Richest	91.5	3,988	64.7	2.7	4.8	19.9	7.9	100.0	330	
¹ 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										

Table WS.1.9: Household water treatment (Round 2)

Percentage of household population by drinking water treatment method used in the household and the percentage who are using an appropriate treatment method, Uzbekistan, 2021-2022

	Water treatment method used in the household								Percentage of household members in households using an appropriate water treatment method	Number of household members
	None	Boil	Add bleach/ chlorine	Strain through a cloth	Use water filter	Solar dis-infection	Let it stand and settle	Other		
Total	33.0	63.5	0.9	0.3	5.2	0.0	7.0	0.3	65.3	19,938
Area										
Urban	32.3	63.7	0.8	0.3	5.8	0.0	7.4	0.3	65.7	9,362
Rural	33.6	63.4	1.0	0.3	4.7	0.0	6.7	0.3	64.9	10,576
Geo-economic region										
Western	54.5	37.4	0.0	0.5	11.6	0.0	9.1	0.3	43.2	2,117
Central	22.1	74.4	0.2	0.3	5.2	0.0	10.3	0.2	76.1	3,147
Southern	36.8	61.6	4.0	0.6	0.9	0.0	6.6	0.8	62.7	3,400
Central-Eastern	19.9	78.3	1.1	0.1	8.2	0.0	4.0	0.6	79.6	4,020
Eastern	39.1	57.0	0.0	0.1	2.1	0.0	7.6	0.0	57.7	5,841
Tashkent city	27.9	68.2	0.0	0.5	10.6	0.0	3.7	0.0	71.5	1,413
Education of household head										
Pre-school or none/Primary	31.5	64.3	0.0	0.0	0.0	0.0	8.6	0.0	64.3	150
Secondary	36.1	61.0	0.8	0.2	3.2	0.0	7.0	0.2	62.3	8,885
Secondary specialized vocational	30.4	66.2	1.2	0.2	4.5	0.0	7.7	0.4	67.8	7,241
Higher	30.2	64.8	0.7	0.6	12.1	0.0	5.7	0.5	68.2	3,566
Missing/DK	47.1	49.6	0.0	0.0	3.4	0.0	0.0	0.0	52.9	96
Source of drinking water										
Improved	33.5	63.1	0.9	0.2	5.4	0.0	6.2	0.3	64.9	19,307
Unimproved	18.4	77.6	1.9	1.7	1.4	0.0	30.8	0.3	78.1	631
Mother tongue/native language of household head										
Uzbek	32.4	64.4	0.8	0.2	5.1	0.0	6.5	0.3	66.0	17,725
Russian	28.2	66.5	0.5	3.2	11.1	0.0	0.9	0.0	71.2	359
Karakalpak	56.4	37.8	0.0	1.6	6.8	0.0	26.3	0.0	38.7	348
Tajik	30.1	65.2	5.4	0.0	7.3	0.0	5.1	0.9	68.4	866
Kazakh	31.3	60.6	0.0	0.0	0.7	0.0	27.0	0.0	60.6	354
Other language	57.4	39.4	0.0	0.0	6.3	0.0	7.0	0.0	42.6	286
Wealth index quintile										
Poorest	34.3	64.1	2.4	0.5	1.2	0.0	8.0	0.5	64.7	3,989
Second	37.3	60.3	1.0	0.2	2.3	0.0	5.9	0.1	61.0	3,988
Middle	35.2	61.5	0.6	0.0	4.0	0.0	5.7	0.3	62.9	3,986
Fourth	32.3	63.6	0.6	0.3	5.8	0.0	8.3	0.3	65.6	3,988
Richest	25.9	68.2	0.0	0.4	12.8	0.0	7.2	0.3	72.3	3,988

10.2 HANDWASHING

Handwashing with water and soap is the most cost-effective health intervention to reduce both the incidence of diarrhoea and pneumonia in children under five.¹⁴⁷ It is most effective when done using water and soap after visiting a toilet or cleaning a child, before eating or handling food and before feeding a child. Direct observation of handwashing behaviour at these critical times is challenging. A reliable alternative to observations is assessing the likelihood that correct handwashing behaviour takes place by asking to see the place where people wash their hands and observing whether water and soap (or other local cleansing materials) are available at this place.^{148,149}

Hygiene was omitted from the MDGs but has been included in the SDG targets which aim to achieve universal access to a basic handwashing facility at home (SDG 1.4 and 6.2).

The indicator for Uzbekistan is calculated based on the 'reported' availability of a handwashing facility with soap or detergent rather than the 'observed' availability of these facilities and can be used as an estimate of basic handwashing facilities for SDG reporting and to generate the MICS indicator "Handwashing facility with water and soap".¹⁵⁰ This differs from the standard MICS indicator calculated based data collected through interviewers' observations of both the presence of a handwashing facility and the availability of water and soap or detergent.¹⁵¹

Table WS.2.1 shows the proportion of household members with fixed or mobile handwashing facilities reported on premises (in the dwelling, yard or plot). It also shows the proportion of handwashing facilities where water and soap were reported. Household members with a handwashing facility on premises with soap and water available meet the SDG criteria for a 'basic' handwashing facility.

¹⁴⁷ Cairncross, S. and V. Valdmanis. "Water supply, sanitation and hygiene promotion Chapter 41." in *Disease Control Priorities in Developing Countries. 2nd Edition*, edited by Jameson et al. Washington (DC): The International Bank for Reconstruction and Development / The World Bank.

¹⁴⁸ Ram, P. *Practical Guidance for Measuring Handwashing Behavior: 2013 Update*. Global Scaling Up Handwashing. Washington DC: World Bank Press, 2013.

¹⁴⁹ Handwashing place or facilities may be fixed or mobile and include a sink with tap water, buckets with taps, tippy-taps, and jugs or basins designated for handwashing. Soap includes bar soap, liquid soap, powder detergent, and soapy water but does not include ash, soil, sand or other handwashing agents.

¹⁵⁰ Corresponds to MICS6 indicator WS.7; SDG indicators 1.4.1 & 6.2.1.

¹⁵¹ In order to alleviate the burden of observation, the 2021-2022 Uzbekistan MICS used an alternative approach that consisted of including two questions from the Handwashing module within the Water and Sanitation module in order to ascertain where household members most often wash their hands and whether there is any soap or detergent in the house for washing hands. The assumption is that if the household reports having a handwashing facility, be it a fixed facility or mobile object, water will be present for handwashing at that facility.

Table WS.2.1: Handwashing facility with soap and water on premises (Round 2)

Percent distribution of household members by report of handwashing facility and percentage of household members by availability of water and soap or detergent at the handwashing facility, Uzbekistan, 2021-2022

	Handwashing facility reported		No handwashing facility in the dwelling, yard, or plot reported	Other	Total	Number of household members	Handwashing facility reported and		Number of household members where handwashing facility was reported	Percentage of household members with handwashing facility where water and soap are present ^{1,B}	Number of household members where handwashing facility was reported or with no handwashing facility in the dwelling, yard, or plot
	Fixed facility reported	Mobile object reported					water available ^A	soap reported available			
Total	48.9	32.3	17.9	0.8	100.0	19,938	100.0	99.8	16,200	81.8	19,778
Area											
Urban	63.8	24.4	11.0	0.8	100.0	9,362	100.0	99.7	8,254	88.6	9,286
Rural	35.7	39.4	24.1	0.8	100.0	10,576	100.0	99.9	7,947	75.7	10,491
Geo-economic region											
Western	63.4	33.0	0.7	3.0	100.0	2,117	100.0	99.9	2,039	99.2	2,053
Central	55.6	31.7	12.2	0.5	100.0	3,147	100.0	100.0	2,747	87.7	3,131
Southern	27.8	63.3	8.2	0.7	100.0	3,400	100.0	99.6	3,098	91.4	3,375
Central-Eastern	40.3	14.8	44.6	0.3	100.0	4,020	100.0	99.9	2,215	55.2	4,007
Eastern	46.0	34.3	18.9	0.7	100.0	5,841	100.0	99.9	4,691	80.8	5,797
Tashkent city	99.8	0.0	0.2	0.0	100.0	1,413	100.0	99.7	1,411	99.5	1,413
Education of household head											
Pre-school or none/Primary	31.7	26.7	39.9	1.7	100.0	150	100.0	100.0	87	59.4	147
Secondary	40.4	38.2	20.5	0.9	100.0	8,885	100.0	99.6	6,984	79.0	8,807
Secondary specialized vocational	50.1	30.2	18.8	0.9	100.0	7,241	100.0	100.0	5,815	81.0	7,177
Higher	68.6	21.9	9.1	0.4	100.0	3,566	100.0	100.0	3,226	90.8	3,550
Missing/DK	47.6	43.4	9.0	0.0	100.0	96	100.0	100.0	88	91.0	96
Mother tongue/native language of household head											
Uzbek	48.1	32.3	18.8	0.7	100.0	17,725	100.0	99.8	14,256	80.9	17,592
Russian	96.8	0.2	2.3	0.7	100.0	359	100.0	100.0	348	97.7	356
Karakalpak	28.9	67.3	1.1	2.8	100.0	348	100.0	100.0	335	98.9	339
Tajik	49.5	31.7	17.5	1.3	100.0	866	100.0	100.0	704	82.3	855
Kazakh	46.0	36.5	17.4	0.0	100.0	354	100.0	100.0	292	82.6	354
Other language	63.4	29.7	5.6	1.3	100.0	286	100.0	100.0	266	94.3	282
Wealth index quintile											
Poorest	10.8	57.4	30.8	0.9	100.0	3,989	100.0	99.3	2,722	68.4	3,951
Second	27.7	45.5	25.4	1.3	100.0	3,988	100.0	99.9	2,922	74.2	3,935
Middle	43.3	34.4	21.1	1.3	100.0	3,986	100.0	100.0	3,094	78.6	3,934
Fourth	66.0	21.8	11.7	0.5	100.0	3,988	100.0	100.0	3,502	88.2	3,970
Richest	96.8	2.6	0.7	0.0	100.0	3,988	100.0	99.9	3,961	99.2	3,988

¹ Survey-specific indicator WS.S1 - Handwashing facility with water and soap (indicator corresponds to MICS6 indicator WS.7; SDG indicators 1.4.1 & 6.2.1)

^A The assumption is that report of a handwashing facility (fixed facility or mobile object) in the dwelling, yard or plot is a valid proxy for availability of water at the handwashing facility

^B Respondents reported having a handwashing facility with soap or detergent available. This differs from the standard MICS indicator where interviewers observe both the presence of a handwashing facility and the availability of water and soap or detergent. The assumption is that self-reporting is a valid proxy in Uzbekistan.

10.3 SANITATION

Unsafe management of human excreta and poor personal hygiene are closely associated with diarrhoea as well as parasitic infections, such as soil transmitted helminths (worms). Improved sanitation and hygiene can reduce diarrhoeal disease by more than a third¹⁵², 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.¹⁵³

The SDG targets relating to sanitation are much more ambitious than the MDGs and variously aim to achieve universal access to basic services (SDG 1.4) and universal access to safely managed services (SDG 6.2).

An improved sanitation facility is defined as one that hygienically separates human excreta from human contact. Improved sanitation facilities include flush or pour flush to piped sewer systems, septic tanks or pit latrines, ventilated improved pit latrines, pit latrines with slabs and composting toilets. Table WS.3.1 shows the population using improved and unimproved sanitation facilities. It also shows the proportion who dispose of faeces in fields, forests, bushes, open water bodies of water, beaches or other open spaces, or with solid waste, a practice known as 'open defecation'.

Table WS.3.2 presents the distribution of household population using improved and unimproved sanitation facilities which are private, shared with other households or public facilities. Those using shared or public improved sanitation facilities are classed as having a 'limited' service for the purpose of SDG monitoring. Households using improved sanitation facilities that are not shared with other households meet the SDG criteria for a 'basic' sanitation service and may be considered 'safely managed' depending on how excreta are managed.

Table WS.3.3 shows the methods used for emptying and removal of excreta from improved pit latrines and septic tanks. Excreta from improved pit latrines and septic tanks that is never emptied (or don't know if ever emptied) or is emptied and buried in a covered pit is classed as 'safely disposed in situ' and meets the SDG criteria for a 'safely managed' sanitation service. Excreta from improved pit latrines and septic tanks that is removed by a service provider to treatment may also be safely managed, depending on the type of treatment received. Other methods of emptying and removal are not considered 'safely managed'.

Table WS.3.4 summarises the main ways in which excreta from households with improved on-site sanitation systems (improved pit latrines and septic tanks) is managed and compares these with the proportion with sewer connections, unimproved sanitation or practicing open defecation.

Table WS.3.5 shows the main methods used for disposal of child faeces among households with children age 0-2 years. Appropriate methods for disposing of the stool include the child using a toilet or latrine and putting or rinsing the stool into a toilet or latrine. Putting disposable diapers with solid waste, a very common practice throughout the world, is only considered an appropriate means of disposal if there is also a system in place for hygienic collection and disposal of the solid waste itself. This classification is currently under review. The JMP has produced regular estimates of national, regional and global progress on drinking water, sanitation and hygiene (WASH) since 1990. The JMP service 'ladders' enable benchmarking and comparison of progress across countries at different stages of development. As of 2015, updated water and sanitation ladders have been introduced which build on established indicators and establish new rungs with additional criteria relating to service levels. A third ladder has also been introduced for handwashing hygiene.¹⁵⁴ Table WS.3.6 summarises the percentages of household population meeting the SDG criteria for 'basic' drinking water, sanitation and handwashing services.

¹⁵² 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.

¹⁵³ 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.

¹⁵⁴ 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 (Round 2)

Percent distribution of household population by type of sanitation facility used by the household, Uzbekistan, 2021-2022

	Type of sanitation facility used by household														Total	Percentage using improved sanitation ¹	Number of household members
	Improved sanitation facility							Unimproved sanitation facility									
	Flush/Pour flush to:							Pit latrine without slab/open pit	Bucket	Hanging toilet/latrine	Other	Open defecation (no facility, bush, field)					
	Piped sewer system	Septic tank	Pit latrine	DK where	Ventilated improved pit latrine	Pit latrine with slab	Composting toilet (biotoilet)						Open drain				
Total	16.4	0.4	8.2	0.2	29.0	39.4	0.0	1.3	4.9	0.0	0.0	0.1	0.0	100.0	93.6	19,938	
Area																	
Urban	32.9	0.4	7.1	0.2	25.9	29.1	0.0	1.4	2.9	0.0	0.0	0.2	0.0	100.0	95.6	9,362	
Rural	1.8	0.4	9.2	0.2	31.7	48.5	0.0	1.3	6.7	0.0	0.1	0.1	0.0	100.0	91.8	10,576	
Geo-economic region																	
Western	7.5	0.1	4.9	0.4	25.7	47.2	0.0	10.9	2.6	0.0	0.4	0.4	0.0	100.0	85.7	2,117	
Central	15.9	0.7	6.9	0.0	32.8	43.0	0.0	0.0	0.7	0.0	0.0	0.0	0.0	100.0	99.3	3,147	
Southern	4.8	0.3	1.3	0.0	38.8	50.0	0.0	0.1	4.3	0.0	0.0	0.4	0.0	100.0	95.2	3,400	
Central-Eastern	14.1	0.7	10.7	0.0	25.3	38.2	0.0	0.4	10.4	0.0	0.0	0.1	0.0	100.0	89.1	4,020	
Eastern	9.6	0.2	13.2	0.5	31.8	38.6	0.0	0.3	5.7	0.0	0.0	0.0	0.0	100.0	94.0	5,841	
Tashkent city	93.9	0.0	4.7	0.0	0.3	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	1,413	
Education of household head																	
Pre-school or none/Primary	13.0	0.0	11.0	0.0	18.5	50.4	1.1	0.8	5.2	0.0	0.0	0.0	0.0	100.0	94.0	150	
Secondary	9.9	0.2	7.3	0.1	29.2	45.9	0.0	1.3	5.7	0.0	0.1	0.2	0.0	100.0	92.7	8,885	
Secondary specialized vocational	17.3	0.3	9.6	0.4	28.8	37.4	0.0	1.6	4.5	0.0	0.0	0.1	0.0	100.0	93.8	7,241	
Higher	31.3	0.9	7.4	0.0	29.1	27.0	0.0	1.0	3.4	0.0	0.0	0.0	0.0	100.0	95.6	3,566	
Missing/DK	11.3	0.0	7.4	0.0	25.1	39.7	0.0	0.0	16.5	0.0	0.0	0.0	0.0	100.0	83.5	96	
Location of sanitation facility																	
In dwelling	89.5	1.3	6.6	0.0	0.8	1.2	0.0	0.6	0.0	0.0	0.0	0.0	na	100.0	99.4	2,988	
In plot/yard	3.6	0.2	8.5	0.2	34.0	46.1	0.0	1.5	5.7	0.0	0.1	0.1	na	100.0	92.6	16,781	
Elsewhere	2.0	0.8	10.0	0.0	29.4	48.1	0.0	0.0	6.9	0.0	0.0	2.7	na	100.0	90.3	170	
No facility/Bush/Field	na	na	na	na	na	na	na	na	na	na	na	na	-	-	-	0	

Continued

Table WS.3.1: Use of improved and unimproved sanitation facilities (Round 2)

Percent distribution of household population by type of sanitation facility used by the household, Uzbekistan, 2021-2022

	Type of sanitation facility used by household													Total	Percentage using improved sanitation ¹	Number of household members
	Improved sanitation facility							Unimproved sanitation facility								
	Flush/Pour flush to:				Ventilated improved pit latrine	Pit latrine with slab	Composting toilet (biotoilet)	Open drain	Pit latrine without slab/open pit	Bucket	Hanging toilet/latrine	Other	Open defecation (no facility, bush, field)			
Piped sewer system	Septic tank	Pit latrine	DK where													
Mother tongue/native language of household head																
Uzbek	15.1	0.4	8.5	0.2	30.0	40.1	0.0	0.8	4.9	0.0	0.0	0.1	0.0	100.0	94.2	17,725
Russian	86.2	0.0	3.7	0.0	2.5	2.9	0.0	1.0	3.7	0.0	0.0	0.0	0.0	100.0	95.3	359
Karakalpak	7.6	0.4	7.1	0.6	14.6	41.0	0.0	27.1	0.7	0.0	0.9	0.0	0.0	100.0	71.3	348
Tajik	16.1	0.5	5.5	0.0	26.8	42.6	0.0	0.0	7.5	0.0	0.0	1.0	0.0	100.0	91.5	866
Kazakh	12.3	0.0	5.1	0.0	31.7	44.1	0.0	6.9	0.0	0.0	0.0	0.0	0.0	100.0	93.1	354
Other language	30.2	0.0	10.4	2.7	18.1	28.1	0.0	2.4	8.1	0.0	0.0	0.0	0.0	100.0	89.5	286
Wealth index quintile																
Poorest	0.0	0.1	5.1	0.0	17.2	67.8	0.0	1.2	8.6	0.0	0.0	0.0	0.0	100.0	90.3	3,989
Second	0.4	0.3	7.8	0.3	31.3	49.3	0.0	1.2	8.9	0.0	0.1	0.3	0.0	100.0	89.4	3,988
Middle	1.5	0.2	8.5	0.3	38.7	44.7	0.0	1.3	4.6	0.0	0.0	0.2	0.0	100.0	93.9	3,986
Fourth	4.9	0.8	10.7	0.3	46.0	32.4	0.0	2.6	2.2	0.0	0.1	0.0	0.0	100.0	95.2	3,988
Richest	75.3	0.5	8.9	0.1	11.6	2.8	0.0	0.5	0.2	0.0	0.0	0.1	0.0	100.0	99.2	3,988
¹ MICS indicator WS.8 - Use of improved sanitation facilities																
na: not applicable																
"-" denotes 0 unweighted cases in the denominator																

Table WS.3.2: Use of basic and limited sanitation services (Round 2)

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, Uzbekistan, 2021-2022

	Users of improved sanitation facilities				Users of unimproved sanitation facilities				Open defecation (no facility, bush, field)	Total	Number of household members
	Not shared ¹	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				
Total	91.7	1.2	0.3	0.5	6.3	0.0	0.0	0.1	0.0	100.0	19,938
Area											
Urban	93.0	1.6	0.3	0.7	4.3	0.0	0.0	0.1	0.0	100.0	9,362
Rural	90.5	0.8	0.2	0.3	8.0	0.1	0.0	0.1	0.0	100.0	10,576
Geo-economic region											
Western	82.8	1.0	1.0	0.9	13.8	0.0	0.2	0.3	0.0	100.0	2,117
Central	95.4	2.2	0.5	1.1	0.5	0.1	0.1	0.0	0.0	100.0	3,147
Southern	92.3	1.7	0.2	1.0	4.8	0.0	0.0	0.0	0.0	100.0	3,400
Central-Eastern	87.7	1.0	0.2	0.3	10.8	0.1	0.0	0.0	0.0	100.0	4,020
Eastern	93.2	0.8	0.0	0.0	5.9	0.0	0.0	0.1	0.0	100.0	5,841
Tashkent city	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	1,413
Education of household head											
Pre-school or none/Primary	89.2	4.8	0.0	0.0	6.0	0.0	0.0	0.0	0.0	100.0	150
Secondary	90.4	1.5	0.3	0.5	7.2	0.0	0.0	0.1	0.0	100.0	8,885
Secondary specialized vocational	91.8	1.0	0.4	0.6	6.0	0.1	0.0	0.1	0.0	100.0	7,241
Higher	94.9	0.4	0.0	0.3	4.3	0.0	0.1	0.0	0.0	100.0	3,566
Missing/DK	81.5	1.9	0.0	0.0	16.5	0.0	0.0	0.0	0.0	100.0	96
Location of sanitation facility											
In dwelling	98.9	0.3	0.0	0.2	0.6	0.0	0.0	0.0	0.0	100.0	2,988
In plot/yard	90.9	1.3	0.3	0.1	7.3	0.1	0.0	0.0	0.0	100.0	16,781
Elsewhere	35.7	7.1	4.3	43.3	4.8	0.0	1.5	3.3	0.0	100.0	170
Mother tongue/native language of household head											
Uzbek	92.3	1.2	0.2	0.5	5.7	0.0	0.0	0.1	0.0	100.0	17,725
Russian	93.7	1.5	0.0	0.1	4.7	0.0	0.0	0.0	0.0	100.0	359
Karakalpak	68.9	0.0	0.0	2.4	26.6	0.0	1.0	1.0	0.0	100.0	348
Tajik	90.0	1.5	0.0	0.1	8.2	0.3	0.0	0.0	0.0	100.0	866
Kazakh	89.5	1.6	2.0	0.0	6.9	0.0	0.0	0.0	0.0	100.0	354
Other language	86.4	0.0	0.6	2.5	10.5	0.0	0.0	0.0	0.0	100.0	286
Wealth index quintile											
Poorest	86.7	2.7	0.3	0.6	9.4	0.1	0.1	0.2	0.0	100.0	3,989
Second	87.4	1.3	0.3	0.4	10.5	0.1	0.0	0.0	0.0	100.0	3,988
Middle	92.1	0.8	0.3	0.7	6.1	0.0	0.0	0.0	0.0	100.0	3,986
Fourth	93.5	0.9	0.4	0.4	4.7	0.0	0.0	0.2	0.0	100.0	3,988
Richest	98.6	0.3	0.0	0.3	0.7	0.0	0.1	0.0	0.0	100.0	3,988

¹ MICS indicator WS.9 - Use of basic sanitation services; SDG indicators 1.4.1 & 3.8.1 & 6.2.1

Table WS.3.3: Emptying and removal of excreta from on-site sanitation facilities (Round 2)

Percent distribution of household members in households with septic tanks and improved latrines by method of emptying and removal, Uzbekistan, 2021-2022

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities								Total	Safe disposal in situ of excreta from on-site sanitation facilities ¹	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment from on-site sanitation facilities	Number of household members in households with improved on-site sanitation facilities	
	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied						
Total	0.1	0.0	0.1	0.0	0.0	0.0	0.2	0.0	7.4	5.2	36.6	0.6	0.5	0.8	45.7	2.6	100.0	85.2	1.2	13.6	15,346	
Area																						
Urban	0.3	0.1	0.0	0.0	0.0	0.0	0.1	0.0	12.0	6.7	28.9	0.7	0.2	1.4	47.4	2.2	100.0	78.7	0.9	20.4	5,848	
Rural	0.0	0.0	0.1	0.0	0.1	0.0	0.2	0.0	4.6	4.3	41.4	0.6	0.7	0.5	44.7	2.9	100.0	89.2	1.4	9.5	9,498	
Geo-economic region																						
Western	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	16.1	1.2	58.5	0.3	0.0	0.6	22.3	0.9	100.0	81.7	0.3	17.9	1,647	
Central	0.0	0.1	0.3	0.0	0.2	0.1	0.2	0.0	3.8	11.0	51.7	0.2	0.3	1.1	30.4	0.8	100.0	83.3	0.6	16.0	2,624	
Southern	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	5.0	3.3	12.7	1.1	1.0	0.0	75.2	1.2	100.0	89.6	2.1	8.3	3,075	
Central-Eastern	0.2	0.2	0.0	0.0	0.0	0.0	0.5	0.0	6.0	0.8	44.8	1.2	1.4	3.0	41.6	0.4	100.0	87.2	2.6	10.2	3,014	
Eastern	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.2	7.5	31.6	0.3	0.0	0.0	45.8	6.4	100.0	83.8	0.3	15.9	4,898	
Tashkent city	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	42.2	0.0	11.9	0.0	0.0	0.0	45.9	0.0	100.0	57.8	0.0	42.2	87	
Education of household head																						
Pre-school or none/Primary	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.5	54.3	1.4	0.0	0.0	27.3	6.5	100.0	88.1	1.4	10.5	121	
Secondary	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	4.8	4.8	37.8	0.5	0.6	0.6	48.1	2.4	100.0	88.6	1.1	10.3	7,347	
Secondary specialized vocational	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.0	7.3	5.1	37.5	0.9	0.5	1.2	44.9	2.2	100.0	84.8	1.4	13.8	5,514	
Higher	0.5	0.2	0.2	0.0	0.0	0.2	0.3	0.0	16.0	6.7	29.7	0.3	0.3	0.7	41.3	3.6	100.0	75.1	0.6	24.3	2,294	
Missing/DK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.8	0.0	37.2	0.0	4.9	0.0	28.8	14.2	100.0	80.2	4.9	14.8	70	
Type of sanitation facility																						
Flush to septic tank	24.9	10.2	10.6	0.0	6.9	4.7	40.9	1.8	na	na	na	na	na	na	na	na	100.0	53.2	6.9	39.8	74	
Latrines and other improved	na	na	na	na	na	na	na	na	7.4	5.2	36.8	0.6	0.5	0.8	45.9	2.6	100.0	85.3	1.2	13.5	15,272	
Flush to pit latrine	na	na	na	na	na	na	na	na	12.0	6.4	32.3	0.5	1.7	1.1	44.0	2.0	100.0	78.3	2.2	19.5	1,636	
Ventilated Improved Pit Latrine (VIP)	na	na	na	na	na	na	na	na	10.0	6.9	29.5	0.7	0.2	0.8	48.6	3.5	100.0	81.5	0.9	17.7	5,776	
Pit latrine with slab	na	na	na	na	na	na	na	na	4.6	3.8	43.1	0.6	0.5	0.8	44.4	2.1	100.0	89.7	1.1	9.2	7,858	
Composting toilet (biotoilet)	na	na	na	na	na	na	na	na	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	2	

Continued

Table WS.3.3: Emptying and removal of excreta from on-site sanitation facilities (Round 2)

Percent distribution of household members in households with septic tanks and improved latrines by method of emptying and removal, Uzbekistan, 2021-2022

	Emptying and disposal of wastes from septic tanks								Emptying and disposal of wastes from other improved on-site sanitation facilities								Total	Safe disposal in situ of excreta from on-site sanitation facilities ¹	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment from on-site sanitation facilities	Number of household members in households with improved on-site sanitation facilities		
	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied	Removed by a service provider to treatment	Removed by a service provider to DK	Buried in a covered pit	To uncovered pit, open ground, water body or elsewhere	Other	Don't know where wastes were taken	Never emptied	DK if ever emptied							
Mother tongue/native language of household head																							
Uzbek	0.1	0.1	0.1	0.0	0.0	0.0	0.2	0.0	7.3	5.3	36.5	0.7	0.5	0.9	45.6	2.8	100.0	85.2	1.2	13.7	13,993		
Russian	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(6.2)	(17.1)	(57.1)	(0.0)	(0.0)	(0.0)	(19.6)	(0.0)	100.0	(76.7)	(0.0)	(23.3)	33		
Karakalpak	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	16.5	4.2	15.1	0.0	0.0	2.0	60.1	1.4	100.0	77.2	0.0	22.8	219		
Tajik	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.0	5.1	6.1	31.1	0.3	2.4	0.9	53.4	0.0	100.0	85.1	2.8	12.1	653		
Kazakh	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.5	0.0	68.9	0.0	0.0	0.0	20.6	0.0	100.0	89.5	0.0	10.5	286		
Other language	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	5.3	38.3	0.0	0.0	0.0	52.4	0.0	100.0	90.7	0.0	9.3	162		
Wealth index quintile																		100.0					
Poorest	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	2.9	2.1	33.7	1.2	0.7	0.7	57.8	0.8	100.0	92.4	1.9	5.7	3,600		
Second	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	4.1	2.7	36.1	0.6	0.4	0.5	52.3	3.0	100.0	91.7	1.0	7.3	3,539		
Middle	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	7.2	6.0	41.5	0.3	0.3	0.9	39.8	3.9	100.0	85.4	0.6	14.0	3,670		
Fourth	0.3	0.1	0.2	0.0	0.1	0.0	0.2	0.0	11.9	8.1	38.0	0.5	0.6	0.7	36.2	3.2	100.0	77.8	1.1	21.1	3,587		
Richest	0.7	0.3	0.0	0.0	0.2	0.4	0.3	0.0	20.6	12.8	25.5	0.3	0.8	3.0	34.2	0.8	100.0	60.9	1.3	37.7	950		

¹ MICS indicator WS.10 - Safe disposal in situ of excreta from on-site sanitation facilities; SDG indicator 6.2.1

na: not applicable

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

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

Table WS.3.4: Management of excreta from household sanitation facilities (Round 2)

Percent distribution of household population by management of excreta from household sanitation facilities, Uzbekistan, 2021-2022

	Using improved on-site sanitation systems (including shared)				Connected to sewer ^A	Using unimproved sanitation facilities	Practising open defecation	Total	Number of household members
	Safe disposal in situ of excreta from on-site sanitation facilities	Unsafe disposal of excreta from on-site sanitation facilities	Removal of excreta for treatment off-site ¹						
Total	65.6	0.9	10.5	16.6	6.4	0.0	100.0	19,938	
Area									
Urban	49.1	0.6	12.8	33.1	4.4	0.0	100.0	9,362	
Rural	80.1	1.2	8.5	2.0	8.2	0.0	100.0	10,576	
Geo-economic region									
Western	63.6	0.3	14.0	7.9	14.3	0.0	100.0	2,117	
Central	69.5	0.5	13.4	15.9	0.7	0.0	100.0	3,147	
Southern	81.0	1.9	7.5	4.8	4.8	0.0	100.0	3,400	
Central-Eastern	65.4	1.9	7.7	14.1	10.9	0.0	100.0	4,020	
Eastern	70.3	0.3	13.3	10.1	6.0	0.0	100.0	5,841	
Tashkent city	3.5	0.0	2.6	93.9	0.0	0.0	100.0	1,413	
Education of household head									
Pre-school or none/Primary	71.3	1.1	8.5	13.0	6.0	0.0	100.0	150	
Secondary	73.3	0.9	8.5	10.0	7.3	0.0	100.0	8,885	
Secondary specialized vocational	64.6	1.1	10.5	17.6	6.2	0.0	100.0	7,241	
Higher	48.3	0.4	15.6	31.3	4.4	0.0	100.0	3,566	
Missing/DK	58.0	3.6	10.7	11.3	16.5	0.0	100.0	96	
Mother tongue/native language of household head									
Uzbek	67.2	0.9	10.8	15.2	5.8	0.0	100.0	17,725	
Russian	7.0	0.0	2.1	86.2	4.7	0.0	100.0	359	
Karakalpak	48.7	0.0	14.3	8.2	28.7	0.0	100.0	348	
Tajik	64.2	2.1	9.1	16.1	8.5	0.0	100.0	866	
Kazakh	72.4	0.0	8.5	12.3	6.9	0.0	100.0	354	
Other language	51.4	0.0	5.3	32.8	10.5	0.0	100.0	286	
Wealth index quintile									
Poorest	83.4	1.7	5.1	0.0	9.7	0.0	100.0	3,989	
Second	81.4	0.9	6.5	0.7	10.6	0.0	100.0	3,988	
Middle	78.6	0.5	12.9	1.8	6.1	0.0	100.0	3,986	
Fourth	69.9	1.0	19.0	5.2	4.8	0.0	100.0	3,988	
Richest	14.5	0.3	9.0	75.4	0.8	0.0	100.0	3,988	

¹ MICS indicator WS.11 - Removal of excreta for treatment off-site; SDG indicator 6.2.1

^A Includes flush/pour flush facilities that respondents do not know to where they flush.

Table WS.3.5: Disposal of child's faeces (Round 1)

Percent distribution of children age 0-2 years by place of disposal of child's faeces, and the percentage of children age 0-2 years whose stools were disposed of safely the last time the child passed stools, Uzbekistan, 2021-2022

	Place of disposal of child's faeces									Percentage of children whose last stools were disposed of safely ^A	Percentage of children whose last stools were disposed of safely ^B	Number of children age 0-2 years
	Child used toilet/latrine	Put/rinsed into toilet or latrine	Put/rinsed into drain or ditch	Thrown into garbage (solid waste)	Buried	Left in the open	Other	DK/ Missing	Total			
Total^C	3.4	70.9	1.1	22.9	1.3	0.0	0.2	0.3	100.0	74.3	97.2	3,615
Area												
Urban	3.6	66.8	1.3	26.8	1.0	0.0	0.3	0.2	100.0	70.4	97.2	1,660
Rural	3.3	74.4	0.9	19.5	1.5	0.0	0.0	0.4	100.0	77.7	97.3	1,954
Geo-economic region												
Western	6.0	92.9	0.4	0.4	0.0	0.0	0.0	0.3	100.0	98.9	99.3	418
Central	4.0	71.7	0.3	23.0	0.0	0.0	0.3	0.8	100.0	75.7	98.7	576
Southern	2.0	65.3	0.0	27.8	4.6	0.0	0.0	0.3	100.0	67.3	95.1	629
Central-Eastern	5.4	56.2	0.9	37.5	0.1	0.0	0.0	0.0	100.0	61.5	99.0	776
Eastern	1.5	82.3	2.6	11.5	1.6	0.0	0.3	0.2	100.0	83.8	95.2	1,036
Tashkent city	3.5	34.5	0.6	60.5	0.0	0.0	0.4	0.5	100.0	38.0	98.5	178
Mother's education												
Pre-school or none	-	-	-	-	-	-	-	-	-	-	-	0
Secondary	2.8	72.0	1.3	21.2	1.9	0.0	0.1	0.6	100.0	74.8	96.0	601
Secondary specialized vocational	3.3	71.8	1.0	22.3	1.1	0.0	0.1	0.3	100.0	75.1	97.5	2,657
Higher	5.3	62.2	1.0	29.7	1.2	0.0	0.4	0.2	100.0	67.5	97.2	356
Mother tongue/native language of household head												
Uzbek	3.3	71.6	1.1	22.3	1.3	0.0	0.1	0.3	100.0	74.9	97.2	3,317
Russian	(3.7)	(56.0)	(8.6)	(31.7)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(59.7)	(91.4)	34
Karakalpak	9.2	90.8	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	63
Tajik	3.2	50.8	0.0	42.2	2.9	0.0	0.0	0.9	100.0	54.1	96.2	118
Kazakh	(6.5)	(54.2)	(0.0)	(36.7)	(0.0)	(0.0)	(2.7)	(0.0)	100.0	(60.7)	(97.3)	54
Other language	(4.9)	(78.4)	(0.0)	(16.7)	(0.0)	(0.0)	(0.0)	(0.0)	100.0	(83.3)	(100.0)	28

^A In many countries, disposal of children's faeces with solid waste is common. The risks vary between and within countries, depending on whether solid waste is regularly collected and well managed; therefore, for the purposes of international comparability, solid waste is not considered safely disposed.

^B In Uzbekistan, throwing children's diapers into the garbage (solid waste) is classified as safe disposal of a child's faeces; therefore, the percentage is calculated according to the national definition.

^C Findings by background characteristic "Type of sanitation facility" are not shown in the table as almost all sanitation facilities used are improved.

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

"-" denotes 0 unweighted cases in the denominator.

Table WS.3.6: Drinking water, sanitation and handwashing ladders (Round 2)

Percentage of household population by drinking water, sanitation and handwashing ladders, Uzbekistan, 2021-2022

	Percentage of household population using:																Basic drinking water, sanitation and hygiene service	Number of household members
	Drinking water					Sanitation					Handwashing ^A							
	Basic service ¹	Limited service	Unimproved	Surface water	Total	Basic service ²	Limited service	Unimproved	Open defecation	Total	Basic facility ^{B,C}	Limited facility	No facility	Other	Total			
Total	95.0	1.8	1.6	1.5	100.0	91.7	1.9	6.4	0.0	100.0	81.1	0.1	17.9	0.8	100.0	71.5	19,938	
Area																		
Urban	97.4	1.1	0.9	0.6	100.0	93.0	2.6	4.4	0.0	100.0	87.9	0.2	11.0	0.8	100.0	80.6	9,362	
Rural	92.9	2.5	2.3	2.4	100.0	90.5	1.3	8.2	0.0	100.0	75.1	0.1	24.1	0.8	100.0	63.5	10,576	
Geo-economic region																		
Western	93.0	0.1	6.3	0.6	100.0	82.8	2.9	14.3	0.0	100.0	96.2	0.1	0.7	3.0	100.0	74.9	2,117	
Central	94.6	3.3	1.1	1.0	100.0	95.4	3.8	0.7	0.0	100.0	87.3	0.0	12.2	0.5	100.0	79.5	3,147	
Southern	92.7	1.7	2.4	3.3	100.0	92.3	2.9	4.8	0.0	100.0	90.7	0.4	8.2	0.7	100.0	77.6	3,400	
Central-Eastern	98.7	0.1	1.0	0.1	100.0	87.7	1.4	10.9	0.0	100.0	55.1	0.0	44.6	0.3	100.0	49.9	4,020	
Eastern	93.6	3.3	0.6	2.5	100.0	93.2	0.8	6.0	0.0	100.0	80.2	0.1	18.9	0.7	100.0	70.6	5,841	
Tashkent city	100.0	0.0	0.0	0.0	100.0	100.0	0.0	0.0	0.0	100.0	99.5	0.3	0.2	0.0	100.0	99.5	1,413	
Education of household head																		
Pre-school or none/Primary	91.6	4.2	0.0	4.2	100.0	89.2	4.8	6.0	0.0	100.0	58.4	0.0	39.9	1.7	100.0	44.4	150	
Secondary	94.3	1.9	1.9	2.0	100.0	90.4	2.3	7.3	0.0	100.0	78.3	0.3	20.5	0.9	100.0	67.7	8,885	
Secondary specialized vocational	95.5	1.8	1.6	1.0	100.0	91.8	2.0	6.2	0.0	100.0	80.3	0.0	18.8	0.9	100.0	71.1	7,241	
Higher	95.8	1.7	1.1	1.4	100.0	94.9	0.7	4.4	0.0	100.0	90.4	0.0	9.1	0.4	100.0	82.9	3,566	
Missing/DK	100.0	0.0	0.0	0.0	100.0	81.5	1.9	16.5	0.0	100.0	91.0	0.0	9.0	0.0	100.0	78.0	96	
Mother tongue/native language of household head																		
Uzbek	94.8	2.0	1.7	1.6	100.0	92.3	1.9	5.8	0.0	100.0	80.3	0.2	18.8	0.7	100.0	71.1	17,725	
Russian	100.0	0.0	0.0	0.0	100.0	93.7	1.6	4.7	0.0	100.0	97.0	0.0	2.3	0.7	100.0	90.7	359	
Karakalpak	97.4	0.3	0.0	2.2	100.0	68.9	2.4	28.7	0.0	100.0	96.2	0.0	1.1	2.8	100.0	66.6	348	
Tajik	94.7	1.2	1.8	2.3	100.0	90.0	1.6	8.5	0.0	100.0	81.2	0.0	17.5	1.3	100.0	71.8	866	
Kazakh	98.5	0.0	1.5	0.0	100.0	89.5	3.6	6.9	0.0	100.0	82.6	0.0	17.4	0.0	100.0	72.1	354	
Other language	98.5	0.0	1.5	0.0	100.0	86.4	3.1	10.5	0.0	100.0	93.0	0.0	5.6	1.3	100.0	79.9	286	
Wealth index quintile																		
Poorest	89.3	3.0	2.6	5.0	100.0	86.7	3.6	9.7	0.0	100.0	67.8	0.5	30.8	0.9	100.0	52.1	3,989	
Second	94.0	3.0	1.4	1.6	100.0	87.4	2.0	10.6	0.0	100.0	73.2	0.1	25.4	1.3	100.0	60.3	3,988	
Middle	94.4	2.8	2.1	0.7	100.0	92.1	1.8	6.1	0.0	100.0	77.6	0.0	21.1	1.3	100.0	67.3	3,986	
Fourth	98.0	0.2	1.3	0.4	100.0	93.5	1.7	4.8	0.0	100.0	87.8	0.0	11.7	0.5	100.0	80.7	3,988	
Richest	99.3	0.0	0.7	0.0	100.0	98.6	0.6	0.8	0.0	100.0	99.2	0.1	0.7	0.0	100.0	97.1	3,988	

¹ MICS indicator WS.2 - Use of basic drinking water services; SDG Indicator 1.4.1

² MICS indicator WS.9 - Use of basic sanitation services; SDG indicators 1.4.1 & 6.2.1

^A For the purposes of calculating the ladders, "Other" is included in the denominator.

^B Respondents reported having a handwashing facility with soap or detergent available. This differs from the standard MICS indicator where interviewers observe both the presence of a handwashing facility and the availability of water and soap or detergent. The assumption is that self-reporting is a valid proxy in Uzbekistan.

^C Differs from the Survey-specific indicator WS.S1 "Handwashing facility with water and soap" (which corresponds to MICS indicator WS.7; SDG indicators 1.4.1 & 6.2.1) as it includes "Other". See table WS.2.1 for Survey-specific indicator WS.S1

10.4 MENSTRUAL HYGIENE

The ability of women and adolescent girls to safely manage their monthly menstrual cycle in privacy and with dignity is fundamental to their health, psychosocial well-being and mobility. Women and girls who lack access to adequate menstrual hygiene management facilities and supplies experience stigma and social exclusion while also forgoing important educational, social and economic opportunities.¹⁵⁵

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.

¹⁵⁵ 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 (Round 2)

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, Uzbekistan, 2021-2022

	Percent distribution of women by use of materials during last menstruation						Percentage of women using appropriate materials for menstrual management during last menstruation	Percentage of women with a private place to wash and change while at home	Percentage of women using appropriate menstrual hygiene materials with a private place to wash and change while at home ¹	Number of women who reported menstruating in the last 12 months
	Appropriate materials ^A					Total				
	Reusable	Not reusable	DK whether reusable/Missing	Other/No materials	DK/Missing					
Total	14.3	82.1	0.2	3.4	0.0	100.0	96.5	96.7	93.6	4,360
Area										
Urban	11.5	84.3	0.1	4.1	0.0	100.0	95.8	96.8	93.0	2,066
Rural	16.9	80.0	0.3	2.8	0.0	100.0	97.2	96.6	94.1	2,295
Geo-economic region										
Western	6.1	91.4	0.0	2.4	0.0	100.0	97.6	96.7	94.8	483
Central	23.0	75.9	0.0	1.1	0.0	100.0	98.9	99.0	97.9	672
Southern	21.3	77.5	0.0	1.2	0.0	100.0	98.8	92.8	91.8	756
Central-Eastern	10.3	86.4	0.1	3.2	0.0	100.0	96.8	96.9	93.8	880
Eastern	14.1	79.2	0.5	6.1	0.2	100.0	93.8	97.6	92.2	1,264
Tashkent city	3.3	91.3	0.0	5.3	0.0	100.0	94.7	96.8	91.5	305
Age										
15-19	6.5	89.4	0.7	3.2	0.2	100.0	96.7	96.9	93.8	628
15-17	8.5	88.7	1.0	1.5	0.3	100.0	98.2	96.0	94.2	373
18-19	3.7	90.4	0.4	5.5	0.0	100.0	94.5	98.3	93.4	255
20-24	8.8	87.4	0.2	3.5	0.0	100.0	96.5	98.5	95.2	600
25-29	12.7	84.6	0.0	2.7	0.0	100.0	97.3	97.4	94.8	722
30-39	17.9	78.3	0.1	3.6	0.1	100.0	96.3	96.6	93.6	1,468
40-49	18.6	77.6	0.0	3.8	0.0	100.0	96.2	94.9	91.4	941
Education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	100.0	(*)	(*)	(*)	12
Secondary	19.1	76.9	0.1	3.8	0.1	100.0	96.1	96.4	92.9	1,831
Secondary specialized vocational	12.0	84.4	0.2	3.4	0.0	100.0	96.6	97.1	94.1	1,993
Higher	5.7	92.1	0.0	2.2	0.0	100.0	97.8	96.3	94.3	525

Continued

Table WS.4.1: Menstrual hygiene management (Round 2)

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, Uzbekistan, 2021-2022

	Percent distribution of women by use of materials during last menstruation						Percentage of women using appropriate materials for menstrual management during last menstruation	Percentage of women with a private place to wash and change while at home	Percentage of women using appropriate menstrual hygiene materials with a private place to wash and change while at home ¹	Number of women who reported menstruating in the last 12 months
	Appropriate materials ^A					Total				
	Reusable	Not reusable	DK whether reusable/Missing	Other/No materials	DK/Missing					
Functional difficulties (age 18-49 years)										
Has functional difficulty	18.4	79.6	0.0	2.0	0.0	100.0	98.0	91.5	89.9	268
Has no functional difficulty	14.6	81.6	0.1	3.7	0.0	100.0	96.3	97.1	93.8	3,718
Mother tongue/native language of household head										
Uzbek	14.2	82.2	0.2	3.4	0.1	100.0	96.6	96.7	93.6	3,894
Russian	1.7	98.3	0.0	0.0	0.0	100.0	100.0	94.6	94.6	69
Karakalpak	10.8	86.2	0.0	3.0	0.0	100.0	97.0	96.1	94.0	78
Tajik	20.9	73.3	0.0	5.8	0.0	100.0	94.2	96.8	92.7	193
Kazakh	26.2	71.3	0.0	2.5	0.0	100.0	97.5	99.1	96.6	70
Other language	6.3	88.4	0.0	5.3	0.0	100.0	94.7	93.8	88.5	56
Wealth index quintile										
Poorest	24.6	71.6	0.0	3.8	0.0	100.0	96.2	93.1	89.8	894
Second	13.9	81.9	0.4	3.6	0.1	100.0	96.3	96.3	93.0	858
Middle	12.8	82.7	0.4	4.1	0.0	100.0	95.9	98.4	94.3	848
Fourth	11.9	85.8	0.0	2.2	0.1	100.0	97.7	98.1	96.3	858
Richest	8.2	88.4	0.0	3.4	0.0	100.0	96.6	97.6	94.6	903

¹ MICS indicator WS.12 - Menstrual hygiene management

^A Appropriate materials include sanitary pads, tampons or cloth

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

Table WS.4.2: Exclusion from activities during menstruation (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who did not participate in social activities, school or work due to their last menstruation in the last 12 months ¹	Number of women who reported menstruating in the last 12 months
Total	7.2	4,360
Area		
Urban	7.5	2,066
Rural	7.0	2,295
Geo-economic region		
Western	5.3	483
Central	4.2	672
Southern	14.5	756
Central-Eastern	7.6	880
Eastern	6.0	1,264
Tashkent city	2.9	305
Age		
15-19	8.4	628
20-24	5.2	600
25-29	6.2	722
30-39	7.7	1,468
40-49	7.7	941
Education		
Pre-school or none/Primary	(*)	12
Secondary	9.3	1,831
Secondary specialized vocational	6.1	1,993
Higher	3.6	525
Functional difficulties (age 18-49 years)		
Has functional difficulty	18.7	268
Has no functional difficulty	6.3	3,718
Mother tongue/native language of household head		
Uzbek	7.3	3,894
Russian	0.0	69
Karakalpak	5.7	78
Tajik	10.4	193
Kazakh	5.9	70
Other language	4.2	56
Wealth index quintile		
Poorest	12.0	894
Second	8.1	858
Middle	5.6	848
Fourth	5.8	858
Richest	4.5	903
¹ MICS indicator WS.13 - Exclusion from activities during menstruation		
(*) Figures that are based on fewer than 25 unweighted cases		

11 EQUITABLE CHANCE IN LIFE

11.1 CHILD FUNCTIONING

The Convention on the Rights of Persons with Disabilities¹⁵⁶ 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 2021-2022 Uzbekistan MICS included child functioning modules intended to provide an estimate of the number/proportion of children with functional difficulties as reported by their mothers or primary caregivers. The module included in the Questionnaire for Children Under Five covered children between 2 and 4 years of age while a similar module is also included in the Questionnaire for Children aged 5-17.

Functional domains covered in the Questionnaire for Children Under Five are as follows: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour, while functional domains covered in the Questionnaire for Children Age 5-17 are: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, anxiety, and depression.

Tables EQ.1.1 and EQ.1.2 present the percentage of children by age group with functional difficulty by domain.

Table EQ.1.3 presents the percentage of children age 2-17 who use assistive devices and still have difficulty within the relevant functional domains.

Table EQ.1.4 is a summary table presenting the percentage of children by age group with functional difficulty.

¹⁵⁶ "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) (Round 2)

Percentage of children age 2-4 years who have functional difficulty, by domain, Uzbekistan, 2021-2022

	Percentage of children aged 2-4 years with functional difficulty ^A in the domain of:								Percentage of children age 2-4 years with functional difficulty in at least one domain	Number of children age 2-4 years
	Seeing	Hearing	Walking	Fine motor	Communication	Learning	Playing	Controlling behaviour		
Total	0.2	0.2	0.7	0.4	1.8	1.3	0.7	2.7	5.2	1,242
Sex										
Male	0.3	0.2	0.5	0.1	1.9	0.9	0.3	3.4	5.8	644
Female	0.1	0.2	0.9	0.6	1.7	1.8	1.0	1.9	4.6	598
Area										
Urban	0.3	0.2	0.6	0.0	1.8	1.1	0.5	2.2	5.0	550
Rural	0.1	0.2	0.8	0.6	1.8	1.5	0.8	3.1	5.5	692
Geo-economic Region										
Western	0.5	0.0	0.5	0.5	2.4	1.1	0.5	1.6	3.9	125
Central	0.2	0.0	0.4	0.0	0.6	0.4	0.4	1.9	2.8	183
Southern	0.0	0.0	1.1	1.1	1.2	1.1	1.1	4.1	5.6	236
Central-Eastern	0.6	0.0	0.6	0.0	0.6	1.5	0.0	1.5	4.2	245
Eastern	0.0	0.6	1.0	0.3	3.8	2.3	1.1	3.8	8.4	376
Tashkent city	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	77
Age										
2	0.3	0.3	1.4	0.8	3.3	2.3	1.1	2.7	7.3	475
3	0.1	0.3	0.3	0.0	1.3	1.0	0.3	2.2	4.1	386
4	0.2	0.0	0.3	0.2	0.6	0.5	0.4	3.1	3.9	381
Pre-school education attendance^B										
Attending	0.0	0.0	0.0	0.0	0.8	1.1	0.0	2.2	3.8	353
Not attending	0.2	0.3	0.5	0.1	1.1	0.5	0.7	3.1	4.1	413
Mother's education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	3
Secondary	0.1	0.3	0.4	0.0	2.0	1.2	0.4	2.6	4.9	349
Secondary specialized vocational	0.3	0.2	1.0	0.6	1.8	1.5	0.9	2.5	5.4	779
Higher	0.0	0.0	0.0	0.0	0.7	0.7	0.0	3.1	3.8	110
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1

Continued

Table EQ.1.1: Child functioning (children age 2-4 years) (Round 2)

Percentage of children age 2-4 years who have functional difficulty, by domain, Uzbekistan, 2021-2022										
	Percentage of children aged 2-4 years with functional difficulty ^A in the domain of:								Percentage of children age 2-4 years with functional difficulty in at least one domain	Number of children age 2-4 years
	Seeing	Hearing	Walking	Fine motor	Communication	Learning	Playing	Controlling behaviour		
Mother's functional difficulties^C										
Has functional difficulty	1.9	3.4	5.7	0.0	8.6	10.1	4.7	2.0	16.8	71
Has no functional difficulty	0.1	0.0	0.4	0.4	1.4	0.7	0.4	2.6	4.4	1,156
Mother tongue/native language of household head										
Uzbek	0.2	0.1	0.7	0.4	1.9	1.4	0.6	2.8	5.5	1,127
Russian	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	9
Karakalpak	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	15
Tajik	0.0	2.1	2.6	0.0	2.1	2.6	2.6	0.0	2.6	54
Kazakh	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	22
Other language	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Wealth index quintile										
Poorest	0.0	0.9	1.2	0.3	1.2	1.2	1.4	3.4	5.0	279
Second	0.0	0.0	1.2	1.1	2.4	2.0	1.1	4.0	7.4	267
Middle	0.2	0.0	0.2	0.2	1.0	1.2	0.2	3.1	5.1	257
Fourth	0.0	0.0	0.0	0.0	2.8	1.6	0.0	0.5	4.1	230
Richest	0.8	0.0	1.0	0.0	1.8	0.7	0.3	1.8	4.4	209
^A Functional difficulty for children age 2-4 years are defined as having responded "A lot of difficulty" or "Cannot at all" to questions within all listed domains, except the last domain of controlling behaviour, for which the response category "A lot more" is considered a functional difficulty. ^B Children age 2 are excluded, as early childhood education attendance is only collected for age 3-4 years. ^C The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years. (*) Figures that are based on fewer than 25 unweighted cases () Figures that are based on 25-49 unweighted cases										

Table EQ.1.2: Child functioning (children age 5-17 years) (Round 2)

Percentage of children age 5-17 years who have functional difficulty, by domain, Uzbekistan, 2021-2022

	Percentage of children aged 5-17 years with functional difficulty ^A in the domain of:													Percentage of children age 5-17 years with functional difficulty in at least one domain	Number of children age 5-17 years	
	Seeing	Hearing	Walking	Self-care	Communication	Learning	Remembering	Concentrating	Accepting change	Controlling behaviour	Making friends	Anxiety	Depression			
Total	0.2	0.1	2.0	0.4	0.5	0.8	0.5	0.5	3.0	1.4	1.3	12.9	3.5	18.4	4,796	
Sex																
Male	0.2	0.2	1.9	0.3	0.5	0.7	0.3	0.3	3.4	1.5	1.4	11.8	3.5	17.3	2,420	
Female	0.3	0.1	2.1	0.4	0.5	0.9	0.6	0.7	2.5	1.3	1.1	14.0	3.5	19.5	2,376	
Area																
Urban	0.1	0.1	1.5	0.4	0.6	0.8	0.4	0.4	2.7	1.1	1.2	11.0	2.7	15.6	2,228	
Rural	0.3	0.2	2.4	0.4	0.4	0.8	0.5	0.6	3.2	1.7	1.4	14.6	4.2	20.9	2,568	
Geo-economic Region																
Western	0.7	0.7	4.0	0.7	1.1	1.4	1.0	0.6	0.6	1.1	1.6	11.0	5.0	15.6	503	
Central	0.0	0.0	2.2	0.3	0.4	0.7	0.3	0.5	1.8	0.2	0.9	6.5	1.8	10.7	779	
Southern	0.0	0.2	0.7	0.1	0.1	0.2	0.2	0.1	6.4	2.9	0.4	22.8	6.7	28.6	870	
Central-Eastern	0.4	0.1	2.7	0.9	0.9	1.5	1.2	0.9	1.4	1.9	1.5	11.2	2.9	15.4	927	
Eastern	0.2	0.0	1.8	0.2	0.4	0.8	0.2	0.6	3.8	1.1	2.0	14.8	3.1	22.8	1,416	
Tashkent city	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1	0.6	0.0	0.3	0.0	1.8	302	
Age																
5-9	0.3	0.1	3.2	0.3	0.2	0.9	0.5	0.4	3.0	1.5	1.7	16.0	4.5	22.5	2,044	
10-14	0.0	0.1	1.3	0.4	0.6	0.8	0.4	0.4	3.0	0.9	0.9	10.1	2.6	15.8	1,731	
15-17	0.4	0.3	0.7	0.5	0.9	0.8	0.5	1.0	2.8	2.0	1.1	11.4	3.0	14.6	1,021	
School attendance																
Attending ^B	0.2	0.1	1.7	0.2	0.3	0.6	0.3	0.3	2.9	1.1	1.1	12.7	3.5	18.2	4,426	
Not attending	0.5	0.7	4.9	2.1	2.9	3.7	2.3	2.5	4.5	4.4	3.4	14.9	3.8	20.8	370	
Mother's education^C																
Pre-school or none / Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	19	
Secondary	0.2	0.1	1.7	0.3	0.5	0.9	0.6	0.6	3.5	1.5	1.2	14.4	4.5	20.7	2,200	
Secondary specialized vocational	0.3	0.2	2.3	0.5	0.6	0.9	0.4	0.5	2.9	1.1	1.4	12.7	2.3	17.9	2,085	
Higher	0.0	0.0	1.8	0.3	0.0	0.2	0.2	0.2	1.2	1.1	0.6	5.7	2.0	7.8	478	
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	6	

Continued

Table EQ.1.2: Child functioning (children age 5-17 years) (Round 2)

Percentage of children age 5-17 years who have functional difficulty, by domain, Uzbekistan, 2021-2022															
	Percentage of children aged 5-17 years with functional difficulty ^A in the domain of:													Percentage of children age 5-17 years with functional difficulty in at least one domain	Number of children age 5-17 years
	Seeing	Hearing	Walking	Self-care	Communication	Learning	Remembering	Concentrating	Accepting change	Controlling behaviour	Making friends	Anxiety	Depression		
Mother's functional difficulties^D															
Has functional difficulty	0.6	1.0	5.1	2.5	2.2	2.5	1.2	2.0	9.1	5.5	3.5	20.5	5.7	36.1	330
Has no functional difficulty	0.2	0.1	1.8	0.2	0.3	0.7	0.4	0.4	2.3	1.0	1.1	12.5	3.4	17.3	4,131
Mother tongue/native language of household head															
Uzbek	0.2	0.2	2.0	0.4	0.4	0.8	0.4	0.4	2.9	1.4	1.0	13.8	3.9	19.4	4,262
Russian	(0.0)	(0.0)	(1.2)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.7)	(1.7)	(1.7)	68
Karakalpak	0.0	0.0	2.0	1.5	2.0	0.0	2.6	0.7	0.7	2.3	4.3	6.7	0.7	10.7	96
Tajik	0.0	0.0	2.5	0.4	2.4	1.8	1.8	2.2	5.3	2.3	2.6	7.3	0.4	15.8	219
Kazakh	(0.0)	(0.0)	(2.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(5.6)	(0.0)	(5.6)	(7.4)	(0.0)	(9.4)	96
Other language	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(1.3)	(1.3)	(0.0)	(0.0)	(1.3)	56
Wealth index quintile															
Poorest	0.2	0.3	2.0	0.4	0.4	0.7	0.7	0.9	4.2	2.3	1.1	14.2	6.0	21.8	1,097
Second	0.5	0.0	1.9	0.4	0.7	1.1	0.6	0.2	2.8	0.8	0.7	15.4	5.2	21.3	925
Middle	0.2	0.4	2.7	0.7	0.6	1.2	0.4	0.6	3.4	1.9	2.7	19.3	2.9	23.9	947
Fourth	0.0	0.0	2.3	0.0	0.4	0.6	0.3	0.3	2.9	1.2	0.9	7.6	1.4	13.6	890
Richest	0.2	0.0	1.0	0.4	0.3	0.4	0.3	0.4	1.5	0.7	1.0	7.5	1.5	10.6	937
^A Functional difficulty for children age 5-17 years are defined as having responded "A lot of difficulty" or "Cannot at all" to questions within all listed domains, except the last domains of anxiety and depression, for which the response category "Daily" is considered a functional difficulty. ^B Includes attendance to pre-school education ^C The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated. ^D The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years. (*) Figures that are based on fewer than 25 unweighted cases () Figures that are based on 25-49 unweighted cases															

Table EQ.1.3: Use of assistive devices (children age 2-17 years) (Round 2)

Percentage of children age 2-17 years who use assistive devices and have functional difficulty within domain of assistive devices^A, Uzbekistan, 2021-2022

	Percentage of children age 2-17 years who:			Number of children age 2-17 years	Percentage of children with difficulties seeing when wearing glasses	Number of children age 2-17 years who wear glasses
	Wear glasses	Use hearing aid	Use equipment or receive assistance for walking			
Total	2.9	0.7	0.6	6,038	2.7	173
Sex						
Male	2.7	0.9	0.5	3,064	(0.0)	84
Female	3.0	0.5	0.6	2,974	5.2	89
Area						
Urban	3.9	0.6	0.6	2,778	1.1	107
Rural	2.0	0.7	0.6	3,260	(5.3)	66
Geo-economic Region						
Western	3.5	0.4	0.6	628	(*)	22
Central	2.1	0.1	0.2	961	(*)	20
Southern	2.3	0.0	0.4	1,106	(*)	25
Central-Eastern	2.5	1.1	1.0	1,172	(*)	29
Eastern	3.6	1.4	0.7	1,792	(*)	65
Tashkent city	3.0	0.0	0.0	379	(*)	11
Age						
2-4	0.2	0.7	1.2	1,242	(*)	3
5-9	2.4	0.7	0.8	2,044	(*)	50
10-14	3.9	0.6	0.3	1,731	(0.0)	68
15-17	5.1	0.8	0.0	1,021	(6.7)	52
Mother's education^B						
Pre-school or none/Primary	(*)	(*)	(*)	21	-	0
Secondary	2.7	0.5	0.1	2,549	(6.7)	69
Secondary specialized vocational	3.0	0.9	1.0	2,864	(0.0)	85
Higher	3.2	0.2	0.5	588	(*)	19
Missing/DK	(*)	(*)	(*)	7	-	0
Mother's functional difficulties^C						
Has functional difficulty	0.7	1.3	2.6	401	(*)	3
Has no functional difficulty	3.0	0.7	0.4	5,287	2.9	159
Mother tongue/native language of household head						
Uzbek	2.7	0.7	0.6	5,388	3.2	147
Russian	10.5	0.0	0.0	77	(*)	8
Karakalpak	4.6	0.0	1.3	111	(*)	5
Tajik	1.8	0.0	0.5	273	(*)	5
Kazakh	3.4	0.0	0.0	118	(*)	4
Other language	4.0	0.0	0.0	71	(*)	4
Wealth index quintile						
Poorest	1.1	0.6	0.4	1,376	(*)	16
Second	3.7	0.2	0.4	1,192	(*)	44
Middle	4.0	1.8	1.2	1,204	(*)	48
Fourth	1.9	0.5	0.5	1,120	(*)	21
Richest	3.9	0.3	0.5	1,145	(0.0)	45

^A The columns "Percentage of children with difficulties hearing when using hearing aid" and "Percentage of children with difficulties walking when using equipment or receiving assistance" are not shown due to the small number of cases.

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

^C The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 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.1.4: Child functioning (children age 2-17 years) (Round 2)						
Percentage of children age 2-4, 5-17 and 2-17 years with functional difficulty, Uzbekistan, 2021-2022						
	Percentage of children age 2-4 years with functional difficulty in at least one domain	Number of children age 2-4 years	Percentage of children age 5-17 years with functional difficulty in at least one domain	Number of children age 5-17 years	Percentage of children age 2-17 years with functional difficulty in at least one domain ¹	Number of children age 2-17 years
Total	5.2	1,242	18.4	4,796	15.7	6,038
Sex						
Male	5.8	644	17.3	2,420	14.9	3,064
Female	4.6	598	19.5	2,376	16.5	2,974
Area						
Urban	5.0	550	15.6	2,228	13.5	2,778
Rural	5.5	692	20.9	2,568	17.6	3,260
Geo-economic Region						
Western	3.9	125	15.6	503	13.2	628
Central	2.8	183	10.7	779	9.2	961
Southern	5.6	236	28.6	870	23.7	1,106
Central-Eastern	4.2	245	15.4	927	13.1	1,172
Eastern	8.4	376	22.8	1,416	19.8	1,792
Tashkent city	0.0	77	1.8	302	1.4	379
Mother's education^A						
Pre-school or none/Primary	(*)	3	(*)	19	(*)	21
Secondary	4.9	349	20.7	2,200	18.5	2,549
Secondary specialized vocational	5.4	779	17.9	2,085	14.5	2,864
Higher	3.8	110	7.8	478	7.1	588
Missing/DK	(*)	1	(*)	6	(*)	7
Mother's functional difficulties^B						
Has functional difficulty	16.8	71	36.1	330	32.7	401
Has no functional difficulty	4.4	1,156	17.3	4,131	14.5	5,287
Mother tongue/native language of household head						
Uzbek	5.5	1,127	19.4	4,262	16.5	5,388
Russian	(*)	9	(1.7)	68	3.2	77
Karakalpak	(0.0)	15	10.7	96	9.2	111
Tajik	2.6	54	15.8	219	13.2	273
Kazakh	(*)	22	(9.4)	96	7.6	118
Other language	(*)	15	(1.3)	56	1.0	71
Wealth index quintile						
Poorest	5.0	279	21.8	1,097	18.4	1,376
Second	7.4	267	21.3	925	18.2	1,192
Middle	5.1	257	23.9	947	19.9	1,204
Fourth	4.1	230	13.6	890	11.6	1,120
Richest	4.4	209	10.6	937	9.5	1,145
¹ MICS indicator EQ.1 - Children with functional difficulty						
^A The disaggregate of Mother's education is not available for children age 15-17 years identified as emancipated.						
^B The disaggregate of Mother's functional difficulties is shown only for respondents to the Adult Functioning module, i.e. individually interviewed women age 18-49 years.						
(*) Figures that are based on fewer than 25 unweighted cases						
() Figures that are based on 25-49 unweighted cases						

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.¹⁵⁷

Social transfers or external economic support can be defined as predictable direct transfers to individuals or households, both in-kind and cash (including cash for work and public work programmes) to protect and prevent individuals and households from being affected by shock and support the accumulation of human, productive and financial assets and includes various social protection schemes.

The social policy of the Republic of Uzbekistan is aimed at ensuring a decent level and quality of life for citizens, strengthening the demographic potential. It is aimed at increasing the availability and effectiveness of social assistance, developing a system of social services and social rehabilitation.

In July 2022, the President of the Republic of Uzbekistan approved the strategy of social protection of the population of the Republic of Uzbekistan. The strategy provides for the creation of a system of guarantees of a minimum level of social protection for all citizens in accordance with the recommendation of the International Labor Organization No. 202 "On minimum levels of social protection." The social protection strategy covers four areas. In particular, the Strategy defines changes in the programs of social services, social insurance, social assistance and employment promotion. A chapter on institutional reforms in the social protection system has also been added as a fifth area.

Other documents such as the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan #122 dated 5 March 2021 "On measures to further improve the system of social protection of the population and the widespread introduction of modern information and communication technologies in the industry in 2021-2030"¹⁵⁸ are also aimed at improving the social protection system in Uzbekistan and supporting vulnerable populations in the country.

Social support of citizens is carried out by paying various types of state benefits (such as, benefits to families raising children, temporary disability benefits, unemployment benefits), through pensions, by providing state targeted social and other types of material assistance, as well as by providing citizens with a special social and legal status, various types of social benefits and guarantees.

Social support can be provided not only by the state, but also by various organizations, including religious, charitable or public ones. Social support does not include payments and assistance from household members, other relatives, friends or neighbours.

Table EQ.2.4 presents the percentage of households who are aware and have received external economic support, as reported by the respondent to the Household Questionnaire. The percentage of household members living in households that received social transfers or benefits in the last 3 months is further shown in Table EQ.2.5, by type of transfers and benefits. The benefits also include school tuition or school related other support

¹⁵⁷ 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=W1siZiIsIjIwMTg0MDcvMTk0MjAvMzcvMzAvNzQ0L1ZpZXRuYW1fUmVwb3J0X1BpbG90X1Rlc3RpbmdfU1BfTW9kdWx1X0RlY2VtYmVvYXZlWMTZfRkIQQUwUERGII1d&sha=3df47c3a17992c8f>

¹⁵⁸ <https://lex.uz/docs/5319770>

available for any household member aged 5-24. This table is an approximation of the SDG indicator 1.3.1 which is the proportion of population covered by social protection floors/systems.

It is well known that social and economic shocks affect the health conditions of individuals and undermine household resilience. These shocks affect the capacity of families to care for their children and place barriers to services that stand in the way of achieving goals and progress for children. In particular poor households are vulnerable to the impacts of these shocks through the increased burden of health costs; the illness and death of household members, leading to labour constraints in the household and the further impoverishment of children who have lost one or both parents, or their primary caregiver; and other vulnerable children, cause them to drop out of school and engage in 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.¹⁵⁹ Table EQ.2.6 presents the percentage of households in the lowest two quintiles that received social transfers or benefits in the last 3 months, by type of transfers or benefits.

Finally, Table EQ.2.7 presents the percentage of children under age 18 living in households that received social transfers or benefits in the last 3 months, by type of transfers or benefits, while Table EQ.2.8 presents the percentage of children and young people aged 5-24 years in all households who are currently attending school and received support for school tuition and other school related support during the current school year.

¹⁵⁹ UNAIDS, UNICEF, and WHO. *Joint United Nations Programme on HIV/AIDS, Global AIDS Response Progress Reporting 2014: Construction of core indicators for monitoring the 2011 United Nations Political Declaration on HIV and AIDS*. Geneva: UNAIDS/WHO Press, 2014. http://www.unaids.org/sites/default/files/media_asset/GARPR_2014_guidelines_en_0.pdf.

Table EQ.2.4: Awareness and ever use of external economic support (Round 1)

Percentage of household questionnaire respondents who are aware of and report having received external economic support, Uzbekistan, 2021-2022

	Percentage of household questionnaire respondents who:		
	are aware of economic assistance programmes	are aware of and report household having ever received assistance/ external economic support	Number of households
Total	100.0	88.8	10,879
Sex of household head			
Male	100.0	88.6	8,879
Female	100.0	89.7	2,000
Area			
Urban	100.0	87.1	5,480
Rural	100.0	90.6	5,399
Geo-economic Region			
Western	100.0	90.4	1,134
Central	100.0	89.5	1,617
Southern	100.0	91.0	1,748
Central-Eastern	100.0	84.0	2,255
Eastern	100.0	92.5	3,136
Tashkent city	100.0	81.2	989
Age of household head			
15-19	(*)	(*)	3
20-24	100.0	32.6	50
25-49	100.0	85.9	4,896
50+	100.0	91.7	5,930
Household with orphans			
With at least one orphan	100.0	92.2	286
With no orphans	100.0	88.7	10,593
Mother tongue/native language of household head			
Uzbek	100.0	89.1	9,515
Russian	100.0	81.5	416
Karakalpak	100.0	91.2	223
Tajik	100.0	88.0	376
Kazakh	100.0	88.7	182
Other language	100.0	91.1	167

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

Table EQ.2.5: Coverage of social transfers and benefits: All household members (Round 1)

Percentage of household members living in households that received social transfers or benefits in the last 3 months, by type of transfers and benefits, Uzbekistan, 2021-2022

	Percentage of household members living in households receiving specific types of support in the last 3 months:										
	Social benefits or material assistance to low income families	One time childbirth allowance (congratulatory money)	Allowance for children with disability under 16 years old	Disability allowance	Allowances for working mothers for child care under the age of two years	Any type of pensions	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	Number of household members
Total	7.9	4.9	1.6	5.5	3.0	41.7	0.8	1.7	52.9	47.1	52,254
Sex of household head											
Male	7.3	5.1	1.7	5.4	2.8	37.3	0.6	1.6	49.1	50.9	44,442
Female	11.0	4.1	1.2	5.9	4.2	66.7	1.8	2.0	74.7	25.3	7,812
Area											
Urban	5.2	4.6	1.4	5.2	3.2	40.0	0.7	2.1	49.5	50.5	24,507
Rural	10.2	5.2	1.7	5.8	2.9	43.2	0.9	1.4	55.9	44.1	27,747
Geo-economic Region											
Western	10.5	5.0	1.8	6.3	2.9	49.2	0.1	1.1	60.1	39.9	6,032
Central	11.9	4.8	2.0	7.7	3.3	44.9	0.5	0.9	58.6	41.4	8,053
Southern	3.9	5.4	0.9	4.2	3.5	36.6	0.5	0.7	45.4	54.6	8,879
Central-Eastern	10.4	5.1	2.3	6.4	4.1	44.5	0.9	1.7	57.4	42.6	10,753
Eastern	6.6	5.0	1.3	4.7	2.2	38.2	1.2	3.0	49.7	50.3	15,160
Tashkent city	1.7	3.3	0.9	3.5	1.6	40.3	1.1	1.3	46.3	53.7	3,376
Education household head											
Pre-school or none/Primary	9.3	12.2	0.0	7.0	2.4	74.2	12.2	8.4	77.4	22.6	197
Secondary	10.1	4.5	2.0	7.0	3.1	46.7	0.9	2.3	58.8	41.2	18,422
Secondary specialized vocational	7.9	5.4	1.6	5.1	3.4	36.4	0.6	1.5	48.7	51.3	23,700
Higher	3.6	4.6	1.0	3.8	1.9	44.4	0.8	0.8	51.5	48.5	9,923
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	11
Mother tongue/native language of household head											
Uzbek	7.9	5.0	1.6	5.5	3.1	40.9	0.8	1.7	52.3	47.7	46,852
Russian	3.2	0.8	0.2	3.3	2.0	53.5	1.9	2.1	60.3	39.7	934
Karakalpak	11.7	6.6	1.0	3.7	1.6	45.7	0.0	1.1	58.2	41.8	1,102
Tajik	7.5	5.3	1.5	7.0	3.6	42.6	0.7	2.6	53.3	46.7	1,830
Kazakh	8.0	4.8	2.0	3.6	0.9	54.0	0.0	0.5	60.2	39.8	925
Other language	7.1	3.1	2.1	8.4	0.8	57.7	3.8	0.9	67.5	32.5	611

¹ MICS indicator EQ.3 - Population covered by social transfers; SDG indicator 1.3.1

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

Table EQ.2.7: Coverage of social transfers and benefits: Children in all households (Round 1)

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, Uzbekistan, 2021-2022

	Percentage of children living in households receiving specific types of support in the last 3 months:										
	Social benefits or material assistance to low income families	One time childbirth allowance (congratulatory money)	Allowance for children with disability under 16 years old	Disability allowance	Allowances for working mothers for child care under the age of two years	Any type of pensions	Any other external assistance program	School tuition or school related support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	Number of children under age 18
Total	9.7	5.5	2.1	4.7	3.4	37.9	0.9	2.3	51.1	48.9	18,222
Sex of household head											
Male	9.0	5.6	2.2	4.6	3.1	33.3	0.7	2.2	47.0	53.0	15,590
Female	14.0	5.2	1.7	5.4	5.5	65.3	2.3	2.8	75.2	24.8	2,633
Area											
Urban	6.4	5.2	1.9	4.3	3.8	35.3	0.8	2.9	46.3	53.7	8,453
Rural	12.6	5.8	2.3	5.1	3.1	40.2	1.1	1.8	55.3	44.7	9,769
Geo-economic Region											
Western	12.2	5.4	2.2	5.9	3.2	46.4	0.2	1.4	58.7	41.3	2,142
Central	14.7	5.4	2.6	6.1	3.4	41.1	0.7	1.3	56.8	43.2	2,842
Southern	4.3	5.6	1.2	4.4	3.8	32.3	0.4	0.9	42.1	57.9	3,277
Central-Eastern	13.5	5.9	3.2	4.9	4.7	41.2	1.2	2.3	56.9	43.1	3,743
Eastern	8.2	5.6	1.8	3.8	2.6	35.5	1.5	4.2	49.1	50.9	5,175
Tashkent city	2.5	4.0	1.5	3.0	2.6	29.4	1.3	1.8	37.5	62.5	1,042
Age of household head											
15-19	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	1
20-24	(0.0)	(13.1)	(0.0)	(0.0)	(3.0)	(10.1)	(0.0)	(0.0)	(13.1)	(86.9)	25
25-29	8.2	10.0	0.0	1.1	8.3	12.5	1.6	0.2	36.3	63.7	341
30-34	11.2	4.2	1.4	1.4	2.6	11.0	0.3	1.0	27.7	72.3	1,573
35-39	10.2	4.0	2.0	1.9	3.5	10.1	0.5	2.3	28.5	71.5	3,040
40-44	7.7	1.8	2.2	3.3	1.0	8.8	1.3	3.0	24.4	75.6	2,892
45-49	6.7	4.6	2.1	4.2	1.9	9.7	0.6	1.9	26.8	73.2	1,706
50-59	9.7	9.0	1.4	6.5	4.4	34.1	0.9	1.5	52.9	47.1	3,649
60-69	12.0	7.5	2.9	7.2	5.3	94.2	1.2	3.1	95.7	4.3	3,676
70+	9.5	3.5	3.8	8.1	2.6	95.0	1.5	3.0	96.5	3.5	1,321

Continued

Table EQ.2.7: Coverage of social transfers and benefits: Children in all households (Round 1)

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, Uzbekistan, 2021-2022

	Percentage of children living in households receiving specific types of support in the last 3 months:										Number of children under age 18
	Social benefits or material assistance to low income families	One time childbirth allowance (congratulatory money)	Allowance for children with disability under 16 years old	Disability allowance	Allowances for working mothers for child care under the age of two years	Any type of pensions	Any other external assistance program	School tuition or school related other support for any household member age 5-24 years attending primary school or higher	Any social transfers or benefits ¹	No social transfers or benefits	
Education of household head											
Pre-school or none/Primary	8.6	16.4	0.0	3.7	4.7	66.7	16.4	11.5	72.7	27.3	66
Secondary	12.3	5.0	2.7	6.0	3.5	43.6	1.0	3.1	57.9	42.1	6,513
Secondary specialized vocational	9.7	5.9	2.0	4.2	3.9	32.6	0.7	2.1	46.8	53.2	8,241
Higher	4.7	5.4	1.4	3.6	2.0	39.3	1.1	1.1	47.9	52.1	3,400
Missing/DK	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	2
Mother tongue/native language of household head											
Uzbek	9.6	5.5	2.1	4.7	3.5	37.7	0.9	2.3	50.9	49.1	16,533
Russian	5.3	2.1	0.6	1.6	4.9	28.0	2.9	5.0	39.9	60.1	188
Karakalpak	17.0	7.1	1.3	3.0	1.8	39.0	0.0	1.2	55.6	44.4	377
Tajik	9.5	5.9	2.3	6.0	4.5	36.5	0.7	2.9	50.7	49.3	628
Kazakh	10.4	5.4	2.3	3.5	1.0	52.3	0.0	0.6	60.8	39.2	325
Other language	11.6	3.9	3.2	7.2	1.8	46.5	4.3	1.6	60.7	39.3	171
¹ 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.2.8: Coverage of school support programmes: Members age 6-24 in all households (Round 1)

Percentage of children and young people age 6-24 years in all households who are currently attending primary education or higher who received support for school tuition and other school related support during the 2020/2021 school year, Uzbekistan, 2021-2022

	Education related financial or material support				Number of household members age 6-24 years currently attending primary education or higher
	School tuition support	Other school related support	School tuition or other school related support ¹	No school support	
Total	0.5	1.5	1.7	98.3	11,269
Sex of household head					
Male	0.5	1.3	1.5	98.5	5,848
Female	0.5	1.8	1.9	98.1	5,420
Area					
Urban	0.7	1.8	2.0	98.0	5,321
Rural	0.3	1.2	1.4	98.6	5,948
Geo-economic Region					
Western	0.5	0.6	0.9	99.1	1,312
Central	0.1	0.9	0.9	99.1	1,688
Southern	0.4	0.7	0.8	99.2	2,087
Central-Eastern	1.0	2.0	2.2	97.8	2,298
Eastern	0.5	2.4	2.7	97.3	3,182
Tashkent city	0.3	1.2	1.5	98.5	702
Age					
6-9	0.6	2.8	3.0	97.0	2,806
10-14	0.6	1.3	1.5	98.5	4,851
15-19	0.2	0.9	1.0	99.0	2,975
20-24	0.2	0.2	0.4	99.6	637
School management					
Public	0.5	1.5	1.7	98.3	11,207
Non-public	2.2	2.1	4.3	95.7	59
Missing/DK	(*)	(*)	(*)	(*)	2
Education of household head					
Pre-school or none/Primary	(0.0)	(3.2)	(3.2)	(96.8)	39
Secondary	0.5	2.0	2.2	97.8	3,975
Secondary specialized vocational	0.7	1.5	1.7	98.3	4,992
Higher	0.2	0.6	0.8	99.2	2,262
Mother tongue/native language of household head					
Uzbek	0.5	1.5	1.7	98.3	10,198
Russian	2.0	3.4	4.3	95.7	126
Karakalpak	1.0	0.0	1.0	99.0	247
Tajik	0.9	1.4	1.9	98.1	399
Kazakh	0.0	0.4	0.4	99.6	194
Other language	0.0	1.9	1.9	98.1	105

¹ MICS indicator EQ.6 - Support for school-related support

(*) 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) (Round 2)

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, Uzbekistan, 2021-2022

	Percentage of women who in the last 12 months have felt discriminated against or harassed on the basis of:								Percentage of women who have not felt discriminated against or harassed in the last 12 months	Number of women
	Ethnic or immigration origin	Gender	Sexual orientation	Age	Religion or belief	Disability	Other reason	Any reason ¹		
Total	1.7	2.2	0.2	2.4	0.4	0.6	5.3	9.5	90.5	4,772
Area										
Urban	2.0	2.7	0.1	3.0	0.6	0.8	4.9	10.1	89.9	2,241
Rural	1.4	1.7	0.2	1.8	0.2	0.5	5.7	9.0	91.0	2,531
Geo-economic Region										
Western	0.8	1.6	0.2	1.1	0.5	0.8	4.3	6.6	93.4	519
Central	1.9	2.4	0.0	1.3	0.5	0.7	4.9	7.8	92.2	731
Southern	1.3	1.5	0.0	2.4	0.0	0.9	15.2	19.0	81.0	863
Central-Eastern	1.3	2.5	0.2	2.3	0.3	0.5	2.5	6.7	93.3	951
Eastern	2.2	2.0	0.3	2.3	0.6	0.6	2.3	6.6	93.4	1,387
Tashkent city	2.6	4.7	0.0	6.9	0.3	0.0	2.1	13.0	87.0	321
Age										
15-19	0.4	1.6	0.0	3.5	0.9	0.4	2.0	7.5	92.5	642
15-17	0.6	2.0	0.0	4.1	0.4	0.7	2.5	8.6	91.4	380
18-19	0.0	1.0	0.0	2.6	1.5	0.0	1.2	6.0	94.0	262
20-24	1.0	0.9	0.0	2.2	0.3	0.1	3.7	6.5	93.5	647
25-29	2.3	2.7	0.3	2.8	0.7	0.5	6.6	10.8	89.2	815
30-34	1.5	3.2	0.2	1.7	0.0	0.7	7.5	11.4	88.6	829
35-39	2.3	2.5	0.2	2.5	0.2	0.9	6.0	11.1	88.9	719
40-44	2.7	2.8	0.4	2.5	0.5	0.8	7.2	11.3	88.7	602
45-49	1.5	1.0	0.0	1.2	0.0	1.3	2.8	6.2	93.8	517
Education										
Pre-school or none/Primary	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	(*)	15
Secondary	1.3	2.1	0.2	2.0	0.2	0.6	4.8	8.9	91.1	2,015
Secondary specialized vocational	2.2	2.2	0.1	2.8	0.4	0.7	6.1	10.4	89.6	2,180
Higher	1.0	2.8	0.4	2.2	0.9	0.4	3.0	7.4	92.6	562

Continued

Table EQ.3.1W: Discrimination and harassment (women) (Round 2)										
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, Uzbekistan, 2021-2022										
	Percentage of women who in the last 12 months have felt discriminated against or harassed on the basis of:								Percentage of women who have not felt discriminated against or harassed in the last 12 months	Number of women
	Ethnic or immigration origin	Gender	Sexual orientation	Age	Religion or belief	Disability	Other reason	Any reason ¹		
Functional difficulties (age 18-49 years)										
Has functional difficulty	3.6	4.7	0.4	3.3	0.6	3.9	16.2	22.7	77.3	306
Has no functional difficulty	1.6	2.0	0.2	2.1	0.3	0.4	4.7	8.6	91.4	4,086
Mother tongue/native language of household head										
Uzbek	1.7	2.3	0.1	2.4	0.4	0.7	5.1	9.3	90.7	4,274
Russian	2.0	1.5	1.9	0.0	1.9	1.6	0.6	6.9	93.1	71
Karakalpak	1.5	1.8	1.4	3.6	1.5	1.5	6.8	11.2	88.8	83
Tajik	0.6	0.9	0.0	2.3	0.0	0.0	9.8	12.6	87.4	210
Kazakh	7.8	2.8	0.0	1.9	0.0	0.0	6.6	12.9	87.1	74
Other language	0.0	0.0	0.0	1.2	0.0	0.0	4.7	5.9	94.1	60
Wealth index quintile										
Poorest	1.9	1.5	0.1	2.0	0.2	1.0	9.3	13.0	87.0	986
Second	1.1	2.5	0.5	1.9	0.3	0.9	4.8	8.9	91.1	960
Middle	2.1	2.2	0.0	1.8	0.0	0.3	4.4	8.2	91.8	949
Fourth	1.1	1.8	0.1	1.7	0.4	0.4	4.6	7.4	92.6	911
Richest	2.2	3.0	0.2	4.3	0.9	0.6	3.2	9.9	90.1	966
¹ 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 initial sample design for the 2021-2022 Uzbekistan MICS was to produce statistically reliable estimates of most indicators, at the national level, for urban and rural areas, and for the 14 regions of the country, including Tashkent city:

- Republic of Karakalpakstan,
- Andijan region,
- Bukhara region,
- Jizzakh region,
- Kashkadarya region,
- Navoi region,
- Namangan region,
- Samarkand region,
- Surkhandarya region,
- Syrdarya region,
- Tashkent region,
- Fergana region,
- Khorezm region,
- Tashkent city.

Urban and rural areas in each of the 14 regions were defined as the sampling strata. In designing the sample for the 2021-2022 Uzbekistan MICS, it was useful to review the sample design and results of the Uzbekistan MICS3 conducted in 2006, documented in the Final Report of that survey.

The sampling frame for a national household survey such as MICS is generally based on the information and cartographic materials from the most recent Population Census. In countries where a frame of census enumeration areas is available, it is possible to use a simple stratified two-stage sample design.

The last census was conducted in Uzbekistan by the State Statistical Committee in 1989. Consequently, its data do not represent a reliable source for the sampling frame, taking into consideration important socio-economic and demographic changes that have happened in the country during the last 30 years.

In this regard, the alternative source of a sample frame was used for the 2021-2022 Uzbekistan MICS. The population registers which are available at mahalla level and updated yearly were used as the sample frame for the survey (Table SD.1A). A mahalla is a part of a district/city/town that is, as an area, characterized by self-governance at the neighbourhood community level.

A stratified, multi-stage sample design was used for the Uzbekistan MICS6. Mahallas were defined as the primary sampling units (PSUs). In Uzbekistan, mahallas are very large to be an area for household survey sampling purposes. The average size of a mahalla is more than 700 households. In order to reduce the cost of the listing of households and to have an optimal operational size close to an average census enumeration area, the sample mahallas were subdivided into segments of about 100 households each, and at the second stage, one sample segment was selected randomly with PPS in each mahalla to be listed.

For this purpose, an additional sampling procedure, “segmentation of all sample mahallas”, was introduced including a quick enumeration of households and preparation of maps for all selected mahallas. Taking into account the absence of the readily available cadastral maps, the SCS, with UNICEF's technical support, developed the mahalla maps of those 726 sampled mahallas jointly with the State Cadastral Committee and segmented

them into clusters of around 100 occupied dwellings each together with the mahalla leaders and representatives. The development of maps and the segmentation processes took substantial efforts and time of the SCS and UNICEF. Further, one segment in each mahalla was randomly selected with probability proportional to size at the second stage.

Table SD.1A: Distribution of mahallas and households in the sampling frame						
Distribution of mahallas and households, by region, urban and rural strata, Population registry 2019						
	Number of Mahallas			Number of Households (2019 registry)		
	Total	Urban	Rural	Total	Urban	Rural
Total	9,126	4,212	4,914	6,375,993	3,233,164	3,142,829
Region						
Republic of Karakalpakstan	413	236	177	326,888	182,103	144,785
Andijan Region	882	383	499	532,879	241,813	291,066
Bukhara Region	540	207	333	385,407	157,068	228,339
Jizzakh Region	294	138	156	221,445	107,862	113,583
Kashkadarya Region	768	342	426	590,365	254,974	335,391
Navoi Region	306	137	169	217,821	122,399	95,422
Namangan Region	776	421	355	489,621	290,668	198,953
Samarkand Region	1,094	408	686	687,146	238,084	449,062
Surkhandarya Region	717	239	478	440,729	159,331	281,398
Sirdarya Region	226	99	127	154,096	78,126	75,970
Tashkent Region	1,029	450	579	635,001	319,518	315,483
Fergana Region	1,050	469	581	742,191	348,585	393,606
Khorezm Region	519	171	348	333,640	113,869	219,771
Tashkent City	512	512	-	618,764	618,764	-

A listing of households was conducted in each sample segment, and a sample of households was selected at the third stage. This is a type of probability sample, in which each household and household member has a non-zero and known probability of selection, once the listing of households in the sample PSUs is complete, and the list of household members in each interviewed sample household is complete. With probability sampling, it is possible to make valid inferences to the population or any subgroup of the population, through weighting the data by the inverse of the overall probabilities of selection.

Within the first round in 2021, data was collected for multiple indicators from a nationally representative sample. However, due to a number of factors, including the COVID-19 pandemic, a new representative sample was selected in 2022 and a second round of data collection was completed. The first round of fieldwork was completed with a coverage of 76 percent of planned households (559 out of 726 clusters). The first round of fieldwork includes 10,932 household interviews.

From the originally envisaged sample, 559 clusters were fully or partially completed, while 167 were not completed (85 in urban and 82 in rural strata). As seen from Table SD.1B, 526 clusters were fully completed, while 33 were completed partially. Among 33 partially completed clusters, 3 were completed with fewer than 8 households. Considering the low completion rate in these 3 clusters and thus impossibility to analyse data for these clusters (if needed), they were dropped from Round 2 data collection and analysis. Thus, 556 clusters were used for the sample selection in Round 2.

Table SD.1B: Status of cluster completion in Round 1

Number of sampled clusters and percent distribution of completed (fully or partially) and not completed clusters in Round 1, by region and urban and rural strata												
	Total				Urban				Rural			
	Sampled	Fully completed	Partially completed	Not completed	Sampled	Fully completed	Partially completed	Not completed	Sampled	Fully completed	Partially completed	Not completed
Total	726	72%	5%	23%	376	75%	2%	23%	350	70%	7%	23%
Region												
Republic of Karakalpakstan	52	81%	0%	19%	26	85%	0%	15%	26	77%	0%	23%
Andijan Region	50	76%	6%	18%	22	91%	0%	9%	28	64%	11%	25%
Bukhara Region	52	65%	2%	33%	20	35%	0%	65%	32	84%	3%	13%
Jizzakh Region	48	73%	0%	27%	24	54%	0%	46%	24	92%	0%	8%
Kashkadarya Region	46	76%	15%	9%	20	90%	5%	5%	26	65%	23%	12%
Navoi Region	56	68%	5%	27%	32	72%	6%	22%	24	63%	4%	33%
Namangan Region	48	77%	10%	13%	28	82%	11%	7%	20	70%	10%	20%
Samarkand Region	46	72%	2%	26%	16	75%	0%	25%	30	70%	3%	27%
Surkhandarya Region	44	80%	5%	16%	16	94%	0%	6%	28	71%	7%	21%
Sirdarya Region	50	72%	4%	24%	24	79%	0%	21%	26	65%	8%	27%
Tashkent Region	56	64%	2%	34%	28	79%	0%	21%	28	50%	4%	46%
Fergana Region	50	72%	10%	18%	24	79%	8%	13%	26	65%	12%	23%
Khorezm Region	48	77%	4%	19%	16	94%	0%	6%	32	69%	6%	25%
Tashkent City	80	68%	1%	31%	80	68%	1%	31%	0	-	-	-

The sample design approach for the second round was to visit the same clusters with 8 or more completed interviews from the 20 households selected during the first round in 556 such clusters. The previously selected households in each cluster (20 per cluster) were excluded, and the rest of the eligible households in the visited clusters were re-numbered from 1 to N. Then, the 8 sample households were selected systematically with a new random start and an interval within each cluster. The sample with 4,448 households in round 2 would allow for estimates at the national level and the urban/rural level and for the 6 geo-economic regions (zones) (Western, Central, Southern, Central-Eastern, Eastern and Tashkent city) for most of the indicators. These 6 zones are aggregations of 14 regions except for Tashkent city.

A.1 SAMPLE SIZE AND SAMPLE ALLOCATION

The sample size for a particular survey is determined by the accuracy required for the survey estimates for each domain, as well as by the resource and operational constraints. It is therefore important that the overall sample size be manageable for quality and operational control purposes.

The following formula was used to estimate the required sample size for this indicator:

$$n = \frac{[4(r)(1 - r)(def)]}{[(RME \times r)^2(pb)(AveSize)(RR)]}$$

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

The MICS sample size calculation spreadsheet was used several times with different indicators and alternating margins of error to estimate the sample size requirements.

For the calculation, r (children attending pre-school institutions) was assumed to be 17.3 percent based on the national estimate from the MICS 2006. The value of $deff$ (design effect) was taken as 1.5 based on the estimate from the MICS 2006, pb (percentage of children age 0-4 years in the total population) was taken as 10.8 percent, $AveSize$ (mean household size) was taken as 5.0 households, and the response rate was assumed to be 91 percent, based on experience from the MICS 2006. Although an RME of 12 percent is needed for the national-level estimates, for the regional-level estimates it was sufficient to use an RME of 15 percent (that is, a margin of error of 0.15 r). The resulting number of sample households from this exercise was 13,815.

It was also necessary to determine the sample size for each region, although sometimes the requirements for the level of precision are relaxed for sub-national domains. So, all regional level sample size estimates were also calculated for regions of Uzbekistan for overweight women (a total sample size of 13,963 households with a relative margin of error of 12 percent was calculated for each of the 14 regions).

As can be seen from these calculations, various sample size estimates can be obtained when the base indicator is changed. In addition, regional level sample size estimates also provide various alternatives. Given the budgetary limitations and plan to conduct a survey with almost the same sample size for MICS6 as in the previous MICS, the focus for sample size calculations was mostly on the internal allocation to obtain more efficient numbers of cases, and to have more precise estimates at the regional level. So, to guarantee to have sufficient numbers of observations for main sub-populations, such as the “proportion of women age 15-49 years”, “proportion of children age 0-4 years” and “proportion of children age 12-23 months” some further calculations were also performed.

In this strategy, calculations were made to have some estimated statistically sufficient numbers of observations at the end of the survey. To reach these numbers, the “proportion of target/base population in total population”, “average household size” and “household response (completion) rate” per region were used and the required number of households to have the desired number of observations in these sub-populations was calculated. For instance, it is desired to have a minimum of about 100 “children age 12-23 months” and about 500 “children under-five years” in every region. The required number of households to have approximately 100 children age 12-23 months has been calculated by using the “proportion of children age 12-23 months in total population”, “average household size” and “household response (completion) rate”.

Based on a review of the 2005 MICS results, the calculation of the sample size for various indicators, and considerations for having sufficient numbers of observations for the basic sub-groups and of course for the quality control and resources, it was decided to have a minimum sample size of 880 households for Surkhandarya

Region and a maximum sample size of 1,600 HHs for Tashkent City. This would provide an effective sample size of at least 13,714 households with completed interviews in a targeted sample size of 14,520 households (Table SD.2A).

Table SD.2A: Expected number of cases for some specific sub-populations for Round 1										
Estimation of sufficient number of observations, the 2021-2022 Uzbekistan MICS initial sample design										
	Number of households (Sample size)	Number of clusters	Effective number of households	Number of household members	Expected numbers of completed observations ^A					
					Number of women age 15-49 years	Number of children age 0-4 years	Number of children age 12-23 months	Number of children age 5-17 years	Number of men age 15-49 years	Number of last live births in last 2 years
Total	14,520	726	13,714	68,119	18,568	7,144	1,477	8,874	9,444	2,935
Republic of Karakalpakstan	1,040	52	988	4,770	1,319	500	102	696	672	196
Andijan Region	1,000	50	950	4,689	1,263	509	105	636	650	208
Bukhara Region	1,040	52	988	4,929	1,363	490	101	667	680	201
Jizzakh Region	960	48	912	4,780	1,297	525	112	620	661	213
Kashkadarya Region	920	46	874	4,470	1,223	520	108	573	622	207
Navoi Region	1,120	56	1,064	4,704	1,281	485	100	616	665	203
Namangan Region	960	48	912	4,563	1,251	502	104	579	643	209
Samarkand Region	920	46	874	4,633	1,251	518	106	576	631	209
Surkhandarya Region	880	44	836	4,611	1,271	542	114	599	643	207
Sirdarya Region	1,000	50	950	4,859	1,366	504	103	612	695	208
Tashkent Region	1,120	56	1,064	5,349	1,423	515	105	671	731	187
Fergana Region	1,000	50	950	4,943	1,340	513	107	633	685	209
Khorezm Region	960	48	912	4,811	1,348	509	104	667	676	204
Tashkent City	1,600	80	1,440	6,010	1,570	512	106	730	789	274

^A The assumption of a response rate of 95 percent for Regions and 90 percent for Tashkent City was used in the calculations.

A total of 726 sample segments were selected. If 20 households are selected in each sample segment in all regions, this will result in a total sample of 14,520 households. Within each region, the sample was allocated to the urban and rural strata proportionally to the number of households in the frame for each stratum. Table SD.2B shows the proposed allocation of the sample segments and households by region and urban and rural strata.

Table SD.2B: Sample allocation for Round 1						
Allocation of sample clusters (EAs) and sample households to sampling strata, the 2021-2022 Uzbekistan MICS						
	Sample Clusters			Sample Households		
	Total	Urban	Rural	Total	Urban	Rural
Total	726	376	350	14,520	7,520	7,000
Region						
Republic of Karakalpakstan	52	26	26	1,040	520	520
Andijan Region	50	22	28	1,000	440	560
Bukhara Region	52	20	32	1,040	400	640
Jizzakh Region	48	24	24	960	480	480
Kashkadarya Region	46	20	26	920	400	520
Navoi Region	56	32	24	1,120	640	480
Namangan Region	48	28	20	960	560	400
Samarkand Region	46	16	30	920	320	600
Surkhandarya Region	44	16	28	880	320	560
Sirdarya Region	50	24	26	1,000	480	520
Tashkent Region	56	28	28	1,120	560	560
Fergana Region	50	24	26	1,000	480	520
Khorezm Region	48	16	32	960	320	640
Tashkent City	80	80	-	1,600	1,600	-

At the same time, the first round data collection stopped when 11,120 sampled households were visited, and 10,932 households were completed, which represented 76 percent of the initial sample. Then sampling for the second round was conducted. The agreed approach was to visit the same clusters with 8 or more completed interviews from the original sample of 20 households. There were 556 such clusters with more than 7 completed interviews. The eight new households were selected in each cluster regardless of how many of the 20 households selected in the first round were interviewed. Given that 8 new households were selected from the households not selected in the first round in each cluster, the sample size was $556 \times 8 = 4,448$ households. The new sample with 4,448 households allowed for estimates at the national level, urban/rural level and 6 geo-economic zones for most of the indicators.

Table SD.2C shows the proposed allocation of the sample segments and households by region and urban and rural strata for the second round.

Table SD.2C: Sample allocation for Round 2						
Allocation of sample clusters (EAs) and sample households to sampling strata, the 2021-2022 Uzbekistan MICS						
	Sample Clusters			Sample Households		
	Total	Urban	Rural	Total	Urban	Rural
Total	556	291	265	4,448	2,328	2,120
Region						
Republic of Karakalpakstan	42	22	20	336	176	160
Andijan Region	41	20	21	328	160	168
Bukhara Region	35	7	28	280	56	224
Jizzakh Region	35	13	22	280	104	176
Kashkadarya Region	41	19	22	328	152	176
Navoi Region	41	25	16	328	200	128
Namangan Region	41	26	15	328	208	120
Samarkand Region	34	12	22	272	96	176
Surkhandarya Region	37	15	22	296	120	176
Sirdarya Region	38	19	19	304	152	152
Tashkent Region	37	22	15	296	176	120
Fergana Region	41	21	20	328	168	160
Khorezm Region	38	15	23	304	120	184
Tashkent City	55	55	-	440	440	-

A.2 LISTING ACTIVITIES

Following the segmentation procedure and selection of sample segments, a listing and mapping activity of households was conducted in all the sampled segments of mahallas. For this purpose, listing teams were trained to visit all the selected mahallas and list all households in selected mahalla segments.

The listing training was conducted on 11-16 January 2021. Eighteen regional teams were established to conduct listing activities. In some regions, two teams worked due to the large territory (Republic of Karakalpakstan, Navoi and Bukhara regions) or the large number of clusters (Tashkent city). Each regional team consisted of a supervisor, a mapper and a lister. One supervisor worked in the regions where two teams were established.

Listing was conducted from 20 January to 30 March 2021. The State Committee on Statistics informed the mahalla committees in advance about the work in their mahallas. Mahalla representatives helped to determine the segment boundaries in localities and choose the best route. They also introduced the team to households whenever needed. In turn, the teams were able to easily define the segment boundaries, update segment maps by registering and numbering all residential and non-residential structures, checking and (when needed) updating landmarks and features such as roads, mountains, lakes, etc., within cluster boundaries, as well as list all structures in the listing forms.

A.3 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 the selected segment of

each sample mahalla) at the State Committee on Statistics, where the selection of 20 households in each segment was carried out using random systematic selection procedures. The MICS6 spreadsheet template for systematic random selection of households was adapted for this purpose.¹⁶⁰

The selection of the new 4,448 sample households in 556 clusters for the second round was done as follows: As applied in the original sample selection procedures, eight previously unselected households were selected systematically. To do this, all eligible households in each of the 556 clusters were numbered from 1 to N-20, excluding the previously selected 20 households from each cluster. Then 8 households were selected from the unselected households with a new random start and sampling interval. The newly selected households were numbered and identified in the segment maps with a different colour.

A.4 CALCULATION OF SAMPLE WEIGHTS

The 2021-2022 Uzbekistan MICS sample is not self-weighting. Essentially, by allocating disproportionate numbers of households to each of the regions, different sampling fractions were used in each region since the number of households in the Census frame varies by region. For this reason, sample weights were calculated and used in the subsequent analyses of the survey data.

In order for the sample estimates from the 2020-2021 Uzbekistan MICS to be representative of the population, it is necessary to multiply the data by a sampling weight, or expansion factor. The basic weight for each sample household would be equal to the inverse of its probability of selection (calculated by multiplying the probabilities at each sampling stage). A household weight was attached to each sample household record in the data files; in addition, woman weights and child weights were attached to the corresponding sections of the questionnaire.

Based on the stratified three-stage sample design, the overall probability of selection for the MICS6 sample households can be expressed as follows:

$$p_{hij} = \frac{n_h \times M_{hi}}{M_h} \times \frac{S_{hij}}{S_{hi}} \times \frac{m_{hij}}{M_{hij}}$$

where:

p_{hij} = probability of selection for the sample households in the j -th sample segment in the i -th sample mahalla in stratum (region, urban/rural) h

n_h = number of sample mahallas (or clusters) selected in stratum h for MICS6

M_{hi} = total number of households in the sampling frame for the i -th sample mahalla in stratum h

M_h = total number of households in the sampling frame of mahallas for stratum h

¹⁶⁰ Available here: "MICS6 TOOLS." Home - UNICEF MICS. Accessed August 31, 2018. <http://mics.unicef.org/tools#survey-design>.

S_{hij} = measure of size of selected segment (number of households from the quick count during the segmentation of the sample mahalla) for the j -th sample segment in the i -th sample mahalla in stratum h

S_{hi} = measure of size of the sample mahalla (total number of households from the quick count during the segmentation in the mahalla) for the i -th sample mahalla in stratum h

m_{hij} = 20 (8) = number of sample households selected in the j -th sample segment in the i -th sample mahalla in stratum h (8 households were selected in the second round)

M_{hij} = total number of households listed in the j -th sample segment in the i -th sample mahalla in stratum h

Separate sample weights were calculated for both rounds. Basically, the calculation of the weight is the same for each round up to the last stage, where 8 households are selected for the second round among non-selected households in the same cluster for the first round; therefore the m_{hij} value differs for the two rounds as denoted in the explanation.

The three components of this probability of selection correspond to the individual sampling stages. The basic sampling weight, or expansion factor, is calculated as the inverse of this probability of selection. Based on the previous expression for the probability, the weight can be simplified as follows:

$$W_{hij} = \frac{M_h \times S_{hi} \times M_{hij}}{n_h \times M_{hi} \times S_{hij} \times m_{hij}}$$

where:

W_{hij} = basic weight for the sample households in the j -th sample segment in the i -th sample mahalla in stratum h

Since the number of households in each mahalla (PSU) from the 2019 Population register frame used for the first stage selection and the updated quick count of households in the mahalla from the listing are generally different, individual overall probabilities of selection for households in each sample 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 by stratum, as well as the sample cluster completion rate for each stratum. The adjustment for the cluster and household non-response in each stratum is equal to:

$$\frac{n_h}{n'_h} \times \frac{1}{RR_h}$$

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. However, this factor was critical for the 2020-2021 Uzbekistan MICS since a significant number of clusters were not visited and not completed given that data collection was stopped and a second round was implemented in such clusters. Therefore, sample weights were only calculated for 556 clusters where there are 8 or more interviews completed from the original 726 sample clusters. 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 and under-5 children) in the sample households in stratum h who were successfully interviewed.

After the completion of fieldwork, response rates were calculated for each sampling stratum. These were used to adjust the sample weights calculated for each cluster. Response rates for the 2021-2022 Uzbekistan MICS are shown in Tables SR.1.1 for Round 1 and Round 2 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 aged 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 aged 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 aged 5-17 years recorded in the list of household members. Therefore, the weights for the individual children aged 5-17 years will vary by sample household. This weighting of the data for the children aged 5-17 years old is implemented in the tabulation programs for the corresponding tables.

The 2021-2022 Uzbekistan 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 and under-5 questionnaires.

The household and individual level non-response adjustment also differs for both rounds, and separate non-response adjustment factors were used in each round. Two full sets of weights were calculated for both the first and second rounds of data collection separately and these weights were inserted into datasets accordingly. Adjusted (normalised) household weights varied between 0.043306/0.042999 and 4.312017/4.281803 for first and second rounds, respectively, in the 556 sample clusters.

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APPENDIX C ESTIMATES OF SAMPLING ERRORS

The sample of respondents selected in the 2021-2022 Uzbekistan Multiple Indicator Cluster Survey is only one of the samples that could have been selected from the same population, using the same design and size. Each of these samples would yield results that differ somewhat from the results based on the actual sample selected. Sampling errors are a measure of the variability between the estimates from all possible samples. The extent of variability is not known exactly but can be estimated statistically from the survey data.

The following sampling error measures are presented in this appendix for each of the selected indicators:

- *Standard error (se)*: Standard error is the square root of the variance of the estimate. For survey indicators that are means, proportions or ratios, the Taylor series linearization method is used for the estimation of standard errors. For more complex statistics, such as fertility and mortality rates, the Jackknife repeated replication method is used for standard error estimation.
- *Coefficient of variation (se/r)* is the ratio of the standard error to the value (r) of the indicator, and is a measure of the relative sampling error.
- *Design effect (deff)* is the ratio of the actual variance of an indicator, under the sampling method used in the survey, to the variance calculated under the assumption of simple random sampling based on the same sample size. The *square root of the design effect (deft)* is used to show the efficiency of the sample design in relation to the precision. A *deft* value of 1.0 indicates that the sample design of the survey is as efficient as a simple random sample for a particular indicator, while a *deft* value above 1.0 indicates an increase in the standard error due to the use of a complex sample design. If a *deft* (or *deff*) value is less than 1.0 and the corresponding number of observations is relatively small, the values of the standard error and confidence limits should be used with caution. These situations might stem from the small number of observations and the distribution of the indicator values within and between the sample clusters in such estimation domains.
- *Confidence limits* are calculated to show the interval which contains the true value of the indicator for the population, with a specified level of confidence. For MICS results 95 percent confidence intervals are used, which is the standard for this type of survey. The concept of the 95 percent 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 percent of these intervals would contain the true value of the indicator.

For the calculation of sampling errors from MICS data, programs developed in CSPRO Version 6.3 and SPSS Version 24 Complex Samples module have been used.

The results are shown in the tables that follow. Sampling errors are calculated for SDG indicators for which SEs can be calculated, and several other MICS indicators. Definitions, numerators and denominators of each of these indicators are provided in Chapter 3, while the round from which each indicator was calculated is noted in brackets, together with the indicator name. Results are presented for the national level (Table SE.1), for urban and rural areas (Tables SE.2 and SE.3), and for all geo-economic regions (Tables SE.4 to SE.8).

In addition to the sampling error measures described above, the tables also include weighted and unweighted counts of denominators for each indicator. Given the use of normalized weights, by comparing the weighted and unweighted counts it is possible to determine whether a particular domain has been under-sampled or over-sampled compared to the average sampling rate. If the weighted count is smaller than the unweighted count, this means that the domain had been over-sampled.

For the following indicators, however, the unweighted count represents the number of sample households, and the weighted counts reflect the weighted total population living in these households.

- Access to electricity
- Primary reliance on clean fuels and technologies for cooking, space heating and lighting
- Use of basic drinking water services
- Handwashing facility with water and soap
- Use of basic sanitation services
- Population covered by social transfers

Table SE.1: Sampling errors: Total sample											
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022											
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits		
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>	
Sample coverage and characteristics of the respondents											
	Access to electricity (Round 2)	SR.1	0.999	0.000	0.000	0.714	0.845	19,938	4,180	0.999	1.000
Survive											
	Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	17	3.008	0.182	na	na	na	na	11	23
	Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	22	3.262	0.150	na	na	na	na	15	28
	Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	25	3.540	0.142	na	na	na	na	18	32
Thrive - Reproductive and maternal health											
	Total fertility rate (number of live births) (Round 2)	-	3.3	0.090	0.028	na	na	na	na	3.1	3.4
	Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	30	5.005	0.166	na	na	na	na	20	40
	Early childbearing (Round 2)	TM.2	0.009	0.004	0.423	1.083	1.041	647	651	0.001	0.017
	Contraceptive prevalence rate (Round 2)	TM.3	0.588	0.010	0.017	1.496	1.223	3,602	3,601	0.568	0.608
	Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.808	0.009	0.011	1.261	1.123	2,512	2,513	0.790	0.826
	Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.895	0.012	0.013	1.383	1.176	984	974	0.872	0.918
	Skilled attendant at delivery (Round 2)	TM.9	0.992	0.003	0.003	1.029	1.014	984	974	0.987	0.998
Thrive - Child health, nutrition and development											
	Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.958	0.008	0.008	1.941	1.393	1,254	1,249	0.942	0.974
	Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.912	0.010	0.010	1.413	1.189	1,254	1,249	0.893	0.931
	Measles immunization coverage (Round 1)	TC.10	0.976	0.006	0.006	1.499	1.225	1,045	1,055	0.964	0.987
	Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.566	0.017	0.030	4.754	2.180	19,938	4,180	0.532	0.599
	Exclusive breastfeeding under 6 months (Round 2)	TC.32	0.252	0.015	0.061	0.347	0.589	259	276	0.221	0.283
	Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.065	0.004	0.059	1.340	1.157	5,519	5,514	0.057	0.073
	Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.024	0.002	0.103	1.449	1.204	5,556	5,535	0.019	0.029
	Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.045	0.003	0.069	1.247	1.116	5,556	5,535	0.039	0.051
	Early child development index (Round 2)	TC.53	0.957	0.007	0.007	1.412	1.188	1,242	1,237	0.943	0.970
Learn											
	Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.717	0.016	0.023	0.540	0.735	422	410	0.684	0.750
	Completion rate (Primary) (Round 2)	LN.8a	0.995	0.003	0.003	1.988	1.410	1,048	1,063	0.988	1.000
	Completion rate (Lower secondary) (Round 2)	LN.8b	0.984	0.008	0.008	2.903	1.704	723	708	0.968	1.000
	Completion rate (Upper secondary) (Round 2)	LN.8c	0.938	0.009	0.009	1.014	1.007	748	754	0.920	0.956

Continued

Table SE.1: Sampling errors: Total sample											
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022											
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits		
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>	
Protected from violence and exploitation											
	Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	5,675	5,675	1.000	1.000
	Violent discipline (Round 2)	PR.2	0.622	0.012	0.019	2.192	1.481	5,489	3,735	0.599	0.646
	Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.206	0.011	0.053	1.859	1.363	4,796	2,587	0.184	0.227
	Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.002	0.002	0.998	1.102	1.050	647	651	0.000	0.005
	Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.034	0.007	0.192	0.845	0.919	647	651	0.021	0.047
	Safety (women) (Round1)	PR.14	0.900	0.004	0.004	1.991	1.411	12,838	12,838	0.893	0.908
Live in a safe and clean environment											
	Use of improved drinking water sources (Round 2)	WS.1	0.968	0.004	0.004	2.557	1.599	19,938	4,180	0.960	0.977
	Use of basic drinking water services (Round 2)	WS.2	0.950	0.006	0.006	2.961	1.721	19,938	4,180	0.939	0.962
	Handwashing facility with water and soap (Round 2)	WS.S1	0.818	0.011	0.014	3.474	1.864	19,778	4,148	0.795	0.840
	Use of improved sanitation facilities (Round 2)	WS.8	0.936	0.005	0.006	1.964	1.401	19,938	4,180	0.925	0.947
	Use of basic sanitation services (Round 2)	WS.9	0.917	0.006	0.007	1.961	1.401	19,938	4,180	0.905	0.929
	Removal of excreta for treatment off-site (Round 2)	WS.11	0.105	0.008	0.075	2.766	1.663	19,938	4,180	0.089	0.121
Equitable chance in life											
	Children with functional difficulty (Round 2)	EQ.1	0.157	0.009	0.054	2.093	1.447	6,038	3,824	0.140	0.174
	Population covered by social transfers (Round 1)	EQ.3	0.529	0.008	0.015	2.846	1.687	52,254	10,879	0.513	0.545
	Discrimination (women) (Round 2)	EQ.7	0.095	0.005	0.056	1.558	1.248	4,772	4,772	0.084	0.105
na: not applicable											

Table SE.2: Sampling errors: Urban

 Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Sample coverage and characteristics of the respondents										
Access to electricity (Round 2)	SR.1	1.000	0.000	0.000	0.316	0.562	9,362	2,153	0.999	1.000
Survive										
Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	11	3.670	0.333	na	na	na	na	4	18
Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	15	4.064	0.265	na	na	na	na	7	23
Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	18	4.716	0.259	na	na	na	na	9	28
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births) (Round 2)	-	3.2	0.141	0.044	na	na	na	na	2.9	3.5
Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	34	7.992	0.235	na	na	na	na	18	50
Early childbearing (Round 2)	TM.2	0.009	0.003	0.379	0.424	0.651	321	327	0.002	0.016
Contraceptive prevalence rate (Round 2)	TM.3	0.572	0.015	0.026	1.476	1.215	1,616	1,684	0.543	0.601
Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.795	0.013	0.016	1.136	1.066	1,115	1,170	0.770	0.820
Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.934	0.013	0.014	1.197	1.094	448	464	0.908	0.959
Skilled attendant at delivery (Round 2)	TM.9	0.993	0.003	0.003	0.536	0.732	448	464	0.988	0.999
Thrive - Child health, nutrition and development										
Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.939	0.013	0.013	1.670	1.292	569	594	0.914	0.965
Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.894	0.016	0.017	1.524	1.235	569	594	0.863	0.925
Measles immunization coverage (Round 1)	TC.10	0.979	0.007	0.007	0.988	0.994	473	492	0.966	0.992
Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.719	0.022	0.031	5.130	2.265	9,362	2,153	0.675	0.763
Exclusive breastfeeding under 6 months (Round 2)	TC.32	0.236	0.023	0.095	0.320	0.566	106	115	0.191	0.281
Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.061	0.006	0.093	1.472	1.213	2,553	2,666	0.049	0.072
Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.023	0.003	0.144	1.294	1.138	2,564	2,671	0.016	0.029
Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.046	0.005	0.111	1.595	1.263	2,564	2,671	0.036	0.057
Early child development index (Round 2)	TC.53	0.972	0.006	0.007	0.846	0.920	550	560	0.959	0.985
Learn										
Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.740	0.022	0.029	0.485	0.697	193	200	0.696	0.783
Completion rate (Primary) (Round 2)	LN.8a	0.996	0.003	0.003	1.463	1.210	496	526	0.989	1.000
Completion rate (Lower secondary) (Round 2)	LN.8b	0.994	0.004	0.004	1.284	1.133	374	366	0.986	1.000
Completion rate (Upper secondary) (Round 2)	LN.8c	0.931	0.012	0.013	0.810	0.900	367	371	0.908	0.955

Continued

Table SE.2: Sampling errors: Urban											
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022											
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits		
									Lower bound $r - 2se$	Upper bound $r + 2se$	
Protected from violence and exploitation											
	Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	2,612	2,732	1.000	1.000
	Violent discipline (Round 2)	PR.2	0.589	0.018	0.030	2.373	1.540	2,551	1,791	0.553	0.624
	Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.168	0.015	0.092	2.175	1.475	2,228	1,271	0.137	0.199
	Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.003	0.003	0.996	1.111	1.054	321	327	0.000	0.010
	Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.030	0.008	0.279	0.775	0.881	321	327	0.013	0.046
	Safety (women) (Round1)	PR.14	0.902	0.006	0.006	2.391	1.546	5,998	6,291	0.890	0.913
Live in a safe and clean environment											
	Use of improved drinking water sources (Round 2)	WS.1	0.985	0.004	0.004	1.879	1.371	9,362	2,153	0.978	0.992
	Use of basic drinking water services (Round 2)	WS.2	0.974	0.005	0.005	2.283	1.511	9,362	2,153	0.964	0.985
	Handwashing facility with water and soap (Round 2)	WS.S1	0.886	0.017	0.019	5.843	2.417	9,286	2,136	0.853	0.920
	Use of improved sanitation facilities (Round 2)	WS.8	0.956	0.008	0.009	3.596	1.896	9,362	2,153	0.939	0.973
	Use of basic sanitation services (Round 2)	WS.9	0.930	0.010	0.010	3.130	1.769	9,362	2,153	0.910	0.949
	Removal of excreta for treatment off-site (Round 2)	WS.11	0.128	0.012	0.096	2.900	1.703	9,362	2,153	0.103	0.152
Equitable chance in life											
	Children with functional difficulty (Round 2)	EQ.1	0.135	0.012	0.092	2.395	1.548	2,778	1,831	0.110	0.159
	Population covered by social transfers (Round 1)	EQ.3	0.495	0.012	0.024	3.251	1.803	24,507	5,737	0.471	0.519
	Discrimination (women) (Round 2)	EQ.7	0.101	0.008	0.078	1.582	1.258	2,241	2,324	0.085	0.116

na: not applicable

Table SE.3: Sampling errors: Rural

 Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
Access to electricity (Round 2)	SR.1	0.999	0.001	0.001	0.760	0.872	10,576	2,027	0.998	1.000
Survive										
Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	21	4.537	0.216	na	na	na	na	12	30
Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	27	4.880	0.182	na	na	na	na	17	37
Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	30	5.125	0.168	na	na	na	na	20	41
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births) (Round 2)	-	3.3	0.116	0.035	na	na	na	na	3.1	3.5
Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	26	6.138	0.232	na	na	na	na	14	39
Early childbearing (Round 2)	TM.2	0.009	0.007	0.739	1.683	1.297	326	324	0.000	0.023
Contraceptive prevalence rate (Round 2)	TM.3	0.601	0.014	0.023	1.487	1.219	1,985	1,917	0.573	0.628
Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.818	0.012	0.015	1.349	1.161	1,397	1,343	0.794	0.843
Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.863	0.018	0.021	1.394	1.181	537	510	0.827	0.899
Skilled attendant at delivery (Round 2)	TM.9	0.992	0.005	0.005	1.318	1.148	537	510	0.982	1.000
Thrive - Child health, nutrition and development										
Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.973	0.010	0.010	2.458	1.568	685	655	0.953	0.993
Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.926	0.012	0.012	1.281	1.132	685	655	0.903	0.949
Measles immunization coverage (Round 1)	TC.10	0.974	0.009	0.009	1.810	1.345	572	563	0.955	0.992
Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.430	0.025	0.057	5.013	2.239	10,576	2,027	0.380	0.479
Exclusive breastfeeding under 6 months (Round 2)	TC.32	0.263	0.021	0.079	0.354	0.595	153	161	0.222	0.305
Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.069	0.005	0.077	1.242	1.115	2,966	2,848	0.058	0.080
Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.025	0.004	0.144	1.552	1.246	2,992	2,864	0.018	0.033
Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.044	0.004	0.085	0.943	0.971	2,992	2,864	0.036	0.051
Early child development index (Round 2)	TC.53	0.944	0.011	0.012	1.587	1.260	692	677	0.922	0.966
Learn										
Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.697	0.024	0.034	0.560	0.749	229	210	0.650	0.745
Completion rate (Primary) (Round 2)	LN.8a	0.994	0.005	0.005	2.224	1.491	552	537	0.984	1.000
Completion rate (Lower secondary) (Round 2)	LN.8b	0.973	0.016	0.016	3.225	1.796	349	342	0.942	1.000
Completion rate (Upper secondary) (Round 2)	LN.8c	0.944	0.013	0.014	1.238	1.113	381	383	0.918	0.970

Continued

Table SE.3: Sampling errors: Rural

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	3,063	2,943	1.000	1.000
Violent discipline (Round 2)	PR.2	0.651	0.016	0.024	2.080	1.442	2,939	1,944	0.620	0.682
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.238	0.016	0.066	1.766	1.329	2,568	1,316	0.207	0.270
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.000	0.000	0.000	na	na	326	324	0.000	0.000
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.038	0.010	0.263	0.893	0.945	326	324	0.018	0.059
Safety (women) (Round1)	PR.14	0.899	0.005	0.005	1.665	1.290	6,840	6,547	0.889	0.908
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	0.954	0.008	0.008	2.616	1.618	10,576	2,027	0.939	0.969
Use of basic drinking water services (Round 2)	WS.2	0.929	0.010	0.011	3.037	1.743	10,576	2,027	0.909	0.949
Handwashing facility with water and soap (Round 2)	WS.S1	0.757	0.015	0.020	2.602	1.613	10,491	2,012	0.726	0.788
Use of improved sanitation facilities (Round 2)	WS.8	0.918	0.007	0.007	1.203	1.097	10,576	2,027	0.905	0.932
Use of basic sanitation services (Round 2)	WS.9	0.905	0.007	0.008	1.270	1.127	10,576	2,027	0.890	0.920
Removal of excreta for treatment off-site (Round 2)	WS.11	0.085	0.010	0.117	2.584	1.608	10,576	2,027	0.065	0.105
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.176	0.012	0.066	1.841	1.357	3,260	1,993	0.153	0.199
Population covered by social transfers (Round 1)	EQ.3	0.559	0.011	0.020	2.522	1.588	27,747	5,142	0.537	0.581
Discrimination (women) (Round 2)	EQ.7	0.090	0.007	0.080	1.545	1.243	2,531	2,448	0.076	0.104

na: not applicable

Table SE.4: Sampling errors: Western geo-economic region

Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
Access to electricity (Round 2)	SR.1	1.000	0.000	0.000	na	na	2,117	591	1.000	1.000
Survive										
Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	(19)	(7.990)	(0.430)	na	na	na	na	(3)	(35)
Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	(28)	(9.250)	(0.327)	na	na	na	na	(10)	(47)
Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	(31)	(9.608)	(0.308)	na	na	na	na	(12)	(50)
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births) (Round 2)	-	3.0	0.178	0.059	na	na	na	na	2.6	3.3
Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	16	8.685	0.545	na	na	na	na	0	33
Early childbearing (Round 2)	TM.2	0.014	0.014	0.984	1.504	1.226	77	108	0.000	0.042
Contraceptive prevalence rate (Round 2)	TM.3	0.594	0.020	0.034	0.960	0.980	394	561	0.553	0.635
Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.859	0.019	0.022	1.165	1.079	269	382	0.820	0.897
Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.921	0.019	0.020	0.720	0.848	111	154	0.884	0.958
Skilled attendant at delivery (Round 2)	TM.9	1.000	0.000	0.000	na	na	111	154	1.000	1.000
Thrive - Child health, nutrition and development										
Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.995	0.005	0.005	1.068	1.033	156	212	0.985	1.000
Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.973	0.013	0.014	1.404	1.185	156	212	0.946	0.999
Measles immunization coverage (Round 1)	TC.10	0.984	0.009	0.009	0.929	0.964	123	174	0.965	1.000
Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.724	0.041	0.056	4.920	2.218	2,117	591	0.642	0.806
Exclusive breastfeeding under 6 months (Round 2)	TC.32	(0.190)	(0.031)	(0.165)	(0.243)	(0.493)	29	39	(0.127)	(0.252)
Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.084	0.013	0.153	1.949	1.396	653	910	0.059	0.110
Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.007	0.003	0.381	1.000	1.000	659	918	0.002	0.013
Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.022	0.005	0.240	1.187	1.090	659	918	0.012	0.033
Early child development index (Round 2)	TC.53	0.957	0.016	0.017	1.052	1.026	125	172	0.925	0.989
Learn										
Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.774	0.059	0.077	1.090	1.044	40	55	0.655	0.893
Completion rate (Primary) (Round 2)	LN.8a	0.996	0.004	0.004	0.762	0.873	119	173	0.987	1.000
Completion rate (Lower secondary) (Round 2)	LN.8b	1.000	0.000	0.000	na	na	67	92	1.000	1.000
Completion rate (Upper secondary) (Round 2)	LN.8c	0.969	0.014	0.015	0.780	0.883	83	112	0.940	0.998

Continued

Table SE.4: Sampling errors: Western geo-economic region

Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	671	934	1.000	1.000
Violent discipline (Round 2)	PR.2	0.5901	0.02385	0.040	1.331	1.154	585	567	0.542	0.638
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.153	0.022	0.145	1.495	1.223	503	394	0.108	0.197
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.014	0.014	0.984	1.504	1.226	77	108	0.000	0.042
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.025	0.018	0.696	1.339	1.157	77	108	0.000	0.060
Safety (women) (Round 1)	PR.14	0.920	0.008	0.008	1.729	1.315	1,491	2,099	0.905	0.936
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	0.931	0.008	0.009	0.578	0.760	2,117	591	0.915	0.947
Use of basic drinking water services (Round 2)	WS.2	0.930	0.008	0.009	0.579	0.761	2,117	591	0.915	0.946
Handwashing facility with water and soap (Round 2)	WS.S1	0.992	0.004	0.004	1.067	1.033	2,053	576	0.984	1.000
Use of improved sanitation facilities (Round 2)	WS.8	0.857	0.017	0.020	1.464	1.210	2,117	591	0.822	0.892
Use of basic sanitation services (Round 2)	WS.9	0.828	0.019	0.023	1.553	1.246	2,117	591	0.789	0.866
Removal of excreta for treatment off-site (Round 2)	WS.11	0.140	0.022	0.155	2.305	1.518	2,117	591	0.096	0.183
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.132	0.020	0.151	1.964	1.401	628	566	0.092	0.172
Population covered by social transfers (Round 1)	EQ.3	0.601	0.017	0.027	1.807	1.344	6,032	1,591	0.568	0.634
Discrimination (women) (Round 2)	EQ.7	0.066	0.008	0.122	0.777	0.882	519	741	0.050	0.082

na: not applicable

() Figures that are based on 25-49 unweighted cases; 250-449 unweighted person-years of exposure to the risk of death for mortality estimates.

Table SE.5: Sampling errors: Central geo-economic region											
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022											
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits		
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>	
Sample coverage and characteristics of the respondents											
	Access to electricity (Round 2)	SR.1	0.999	0.001	0.001	0.577	0.759	3,147	851	0.997	1.000
Survive											
	Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	(18)	(7.898)	(0.433)	na	na	na	na	(2)	(34)
	Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	(23)	(8.262)	(0.353)	na	na	na	na	(7)	(40)
	Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	(25)	(8.458)	(0.334)	na	na	na	na	(8)	(42)
Thrive - Reproductive and maternal health											
	Total fertility rate (number of live births) (Round 2)	-	3.4	0.160	0.047	na	na	na	na	3.1	3.7
	Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	25	10.015	0.405	na	na	na	na	5	45
	Early childbearing (Round 2)	TM.2	0.000	0.000	0.000	na	na	95	149	0.000	0.000
	Contraceptive prevalence rate (Round 2)	TM.3	0.628	0.022	0.034	1.478	1.216	539	737	0.585	0.671
	Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.843	0.017	0.020	1.083	1.041	381	507	0.809	0.876
	Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.947	0.010	0.011	0.442	0.665	159	217	0.927	0.967
	Skilled attendant at delivery (Round 2)	TM.9	0.997	0.002	0.002	0.368	0.607	159	217	0.992	1.000
Thrive - Child health, nutrition and development											
	Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.906	0.035	0.039	3.937	1.984	198	268	0.835	0.977
	Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.826	0.025	0.031	1.203	1.097	198	268	0.775	0.877
	Measles immunization coverage (Round 1)	TC.10	0.966	0.015	0.015	1.484	1.218	170	227	0.937	0.995
	Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.806	0.037	0.045	7.284	2.699	3,147	851	0.733	0.879
	Exclusive breastfeeding under 6 months (Round 2)	TC.32	0.225	0.018	0.081	0.129	0.359	40	68	0.189	0.262
	Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.050	0.009	0.176	1.937	1.392	881	1,190	0.032	0.067
	Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.017	0.006	0.352	2.480	1.575	883	1,188	0.005	0.028
	Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.056	0.008	0.145	1.462	1.209	883	1,188	0.040	0.072
	Early child development index (Round 2)	TC.53	0.973	0.014	0.014	1.933	1.390	183	254	0.945	1.000
Learn											
	Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.747	0.055	0.074	1.451	1.205	67	91	0.636	0.857
	Completion rate (Primary) (Round 2)	LN.8a	0.995	0.005	0.005	1.073	1.036	156	226	0.986	1.000
	Completion rate (Lower secondary) (Round 2)	LN.8b	0.976	0.001	0.001	0.007	0.082	116	156	0.974	0.978
	Completion rate (Upper secondary) (Round 2)	LN.8c	0.987	0.009	0.009	1.079	1.039	124	176	0.970	1.000

Continued

Table SE.5: Sampling errors: Central geo-economic region

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	902	1,217	1.000	1.000
Violent discipline (Round 2)	PR.2	0.623	0.027	0.043	2.399	1.549	900	786	0.569	0.676
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.205	0.027	0.131	2.344	1.531	779	529	0.151	0.259
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.000	0.000	0.000	na	na	95	149	0.000	0.000
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.004	0.000	0.055	0.002	0.044	95	149	0.004	0.005
Safety (women) (Round1)	PR.14	0.825	0.010	0.013	1.947	1.395	1,968	2,620	0.805	0.846
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	0.979	0.008	0.008	2.760	1.661	3,147	851	0.963	0.995
Use of basic drinking water services (Round 2)	WS.2	0.946	0.016	0.017	4.413	2.101	3,147	851	0.913	0.979
Handwashing facility with water and soap (Round 2)	WS.S1	0.877	0.017	0.019	2.219	1.490	3,131	849	0.844	0.911
Use of improved sanitation facilities (Round 2)	WS.8	0.993	0.004	0.004	2.269	1.506	3,147	851	0.984	1.000
Use of basic sanitation services (Round 2)	WS.9	0.954	0.011	0.011	2.160	1.470	3,147	851	0.933	0.975
Removal of excreta for treatment off-site (Round 2)	WS.11	0.134	0.021	0.154	3.104	1.762	3,147	851	0.093	0.175
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.092	0.016	0.173	2.363	1.537	961	783	0.060	0.123
Population covered by social transfers (Round 1)	EQ.3	0.586	0.019	0.033	3.308	1.819	8,053	2,156	0.547	0.624
Discrimination (women) (Round 2)	EQ.7	0.078	0.013	0.171	2.496	1.580	731	1,006	0.051	0.105

na: not applicable

() Figures that are based on 250-449 unweighted person-years of exposure to the risk of death.

Table SE.6: Sampling errors: Southern geo-economic region

Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deff</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
Access to electricity (Round 2)	SR.1	0.998	0.002	0.002	0.939	0.969	3,400	610	0.995	1.000
Survive										
Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	(22)	(6.980)	(0.319)	na	na	na	na	(8)	(36)
Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	(29)	(7.761)	(0.265)	na	na	na	na	(14)	(45)
Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	(35)	(9.341)	(0.269)	na	na	na	na	(16)	(53)
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births) (Round 2)	-	3.4	0.214	0.064	na	na	na	na	2.9	3.8
Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	25	8.452	0.338	na	na	na	na	8	42
Early childbearing (Round 2)	TM.2	0.000	0.000	0.000	na	na	115	103	0.000	0.000
Contraceptive prevalence rate (Round 2)	TM.3	0.507	0.019	0.037	0.798	0.893	620	154	0.469	0.544
Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.724	0.026	0.036	1.210	1.100	390	154	0.671	0.776
Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.836	0.031	0.037	1.089	1.043	171	154	0.773	0.898
Skilled attendant at delivery (Round 2)	TM.9	0.970	0.016	0.016	1.285	1.133	171	154	0.938	1.000
Thrive - Child health, nutrition and development										
Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.977	0.016	0.016	2.123	1.457	224	197	0.946	1.000
Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.945	0.023	0.024	1.923	1.387	224	197	0.900	0.990
Measles immunization coverage (Round 1)	TC.10	0.978	0.012	0.012	0.977	0.988	165	157	0.954	1.000
Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.346	0.039	0.113	4.112	2.028	3,400	610	0.268	0.425
Exclusive breastfeeding under 6 months (Round 2)	TC.32	(0.197)	(0.063)	(0.318)	(1.144)	(1.070)	50	47	(0.072)	(0.323)
Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.084	0.010	0.121	1.127	1.062	942	843	0.064	0.105
Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.040	0.007	0.173	1.052	1.026	955	853	0.026	0.053
Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.050	0.008	0.169	1.280	1.132	955	853	0.033	0.067
Early child development index (Round 2)	TC.53	0.902	0.022	0.024	1.137	1.067	236	212	0.859	0.946
Learn										
Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.592	0.039	0.065	0.332	0.576	57	55	0.515	0.669
Completion rate (Primary) (Round 2)	LN.8a	1.000	0.000	0.000	na	na	180	161	1.000	1.000
Completion rate (Lower secondary) (Round 2)	LN.8b	1.000	0.000	0.000	na	na	134	121	1.000	1.000
Completion rate (Upper secondary) (Round 2)	LN.8c	0.901	0.022	0.024	0.607	0.779	129	115	0.858	0.945

Continued

Table SE.6: Sampling errors: Southern geo-economic region

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deft*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	996	896	1.000	1.000
Violent discipline (Round 2)	PR.2	0.793	0.022	0.027	1.636	1.279	982	581	0.750	0.836
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.352	0.029	0.082	1.448	1.203	870	395	0.294	0.410
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.000	0.000	0.000	na	na	115	103	0.000	0.000
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.007	0.007	1.001	0.719	0.848	115	103	0.000	0.021
Safety (women) (Round1)	PR.14	0.985	0.003	0.003	0.926	0.963	2,229	1,984	0.980	0.990
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	0.943	0.016	0.017	2.785	1.669	3,400	610	0.912	0.975
Use of basic drinking water services (Round 2)	WS.2	0.927	0.016	0.017	2.348	1.532	3,400	610	0.894	0.959
Handwashing facility with water and soap (Round 2)	WS.S1	0.914	0.023	0.025	3.896	1.974	3,375	605	0.869	0.959
Use of improved sanitation facilities (Round 2)	WS.8	0.952	0.012	0.012	1.794	1.339	3,400	610	0.929	0.975
Use of basic sanitation services (Round 2)	WS.9	0.923	0.013	0.014	1.527	1.236	3,400	610	0.896	0.950
Removal of excreta for treatment off-site (Round 2)	WS.11	0.075	0.016	0.216	2.304	1.518	3,400	610	0.043	0.108
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.237	0.028	0.119	2.683	1.638	1,106	607	0.180	0.294
Population covered by social transfers (Round 1)	EQ.3	0.454	0.018	0.039	1.939	1.393	8,879	1,507	0.418	0.490
Discrimination (women) (Round 2)	EQ.7	0.190	0.017	0.089	1.415	1.189	863	760	0.156	0.224

na: not applicable

() Figures that are based on 25-49 unweighted cases; 250-449 unweighted person-years of exposure to the risk of death for mortality estimates.

Table SE.7: Sampling errors: Central-Eastern geo-economic region

Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deff</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022										
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Sample coverage and characteristics of the respondents										
Access to electricity (Round 2)	SR.1	0.999	0.000	0.000	0.280	0.529	4,020	804	0.998	1.000
Survive										
Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	(21)	(8.616)	(0.402)	na	na	na	na	(4)	(39)
Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	(27)	(9.245)	(0.344)	na	na	na	na	(8)	(45)
Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	(30)	(9.674)	(0.323)	na	na	na	na	(11)	(49)
Thrive - Reproductive and maternal health										
Total fertility rate (number of live births) (Round 2)	-	3.4	0.283	0.080	na	na	na	na	2.9	4.0
Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	37	12.091	0.331	na	na	na	na	12	61
Early childbearing (Round 2)	TM.2	0.017	0.017	1.010	1.656	1.287	115	95	0.000	0.051
Contraceptive prevalence rate (Round 2)	TM.3	0.629	0.027	0.043	2.115	1.454	735	680	0.575	0.683
Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.815	0.020	0.025	1.363	1.168	548	511	0.775	0.855
Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.822	0.043	0.052	2.273	1.508	211	184	0.737	0.907
Skilled attendant at delivery (Round 2)	TM.9	1.000	0.000	0.000	na	na	211	184	1.000	1.000
Thrive - Child health, nutrition and development										
Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.984	0.011	0.011	1.728	1.315	274	247	0.963	1.000
Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.940	0.022	0.023	2.126	1.458	274	247	0.896	0.984
Measles immunization coverage (Round 1)	TC.10	0.996	0.000	0.000	0.006	0.079	223	201	0.995	0.997
Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.588	0.044	0.074	6.360	2.522	4,020	804	0.500	0.676
Exclusive breastfeeding under 6 months (Round 2)	TC.32	0.153	0.019	0.124	0.148	0.385	59	55	0.115	0.190
Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.044	0.006	0.130	0.813	0.902	1,171	1,060	0.032	0.055
Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.029	0.007	0.241	1.844	1.358	1,177	1,061	0.015	0.043
Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.052	0.007	0.141	1.155	1.075	1,177	1,061	0.038	0.067
Early child development index (Round 2)	TC.53	0.962	0.015	0.016	1.342	1.158	245	222	0.932	0.992
Learn										
Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.627	0.039	0.062	0.519	0.720	100	80	0.549	0.705
Completion rate (Primary) (Round 2)	LN.8a	0.993	0.008	0.008	1.564	1.251	217	194	0.978	1.000
Completion rate (Lower secondary) (Round 2)	LN.8b	0.953	0.036	0.038	3.566	1.888	148	124	0.881	1.000
Completion rate (Upper secondary) (Round 2)	LN.8c	0.920	0.028	0.030	1.254	1.120	134	118	0.864	0.976

Continued

Table SE.7: Sampling errors: Central-Eastern geo-economic region

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	1,193	1,084	1.000	1.000
Violent discipline (Round 2)	PR.2	0.683	0.029	0.043	2.717	1.648	1,023	688	0.624	0.742
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.229	0.027	0.117	2.038	1.428	927	501	0.175	0.283
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.000	0.000	0.000	na	na	115	95	0.000	0.000
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.074	0.025	0.343	0.880	0.938	115	95	0.023	0.124
Safety (women) (Round 1)	PR.14	0.907	0.007	0.008	1.592	1.262	2,657	2,446	0.892	0.921
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	0.988	0.004	0.004	1.276	1.129	4,020	804	0.980	0.997
Use of basic drinking water services (Round 2)	WS.2	0.987	0.004	0.004	1.184	1.088	4,020	804	0.978	0.996
Handwashing facility with water and soap (Round 2)	WS.S1	0.552	0.033	0.059	3.429	1.852	4,007	801	0.487	0.617
Use of improved sanitation facilities (Round 2)	WS.8	0.891	0.020	0.023	3.446	1.856	4,020	804	0.850	0.932
Use of basic sanitation services (Round 2)	WS.9	0.877	0.021	0.024	3.187	1.785	4,020	804	0.836	0.918
Removal of excreta for treatment off-site (Round 2)	WS.11	0.077	0.019	0.249	4.129	2.032	4,020	804	0.038	0.115
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.131	0.018	0.134	1.963	1.401	1,172	723	0.096	0.166
Population covered by social transfers (Round 1)	EQ.3	0.574	0.016	0.029	2.402	1.550	10,753	2,161	0.541	0.607
Discrimination (women) (Round 2)	EQ.7	0.067	0.009	0.129	1.036	1.018	951	861	0.050	0.085

na: not applicable

() Figures that are based on 250-449 unweighted person-years of exposure to the risk of death.

Table SE.8: Sampling errors: Eastern geo-economic region											
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022											
	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits		
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>	
Sample coverage and characteristics of the respondents											
	Access to electricity (Round 2)	SR.1	1.000	0.000	0.000	na	na	5,841	898	1.000	1.000
Survive											
	Neonatal mortality rate (per 1,000 live births) (Round 2)	CS.1	9	4.353	0.495	na	na	na	na	0	18
	Infant mortality rate (per 1,000 live births) (Round 2)	CS.3	12	4.819	0.409	na	na	na	na	2	21
	Under-five mortality rate (per 1,000 live births) (Round 2)	CS.5	(16)	(5.487)	(0.351)	na	na	na	na	(5)	(27)
Thrive - Reproductive and maternal health											
	Total fertility rate (number of live births) (Round 2)	-	3.3	0.163	0.049	na	na	na	na	3.0	3.6
	Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	40	12.726	0.314	na	na	na	na	15	66
	Early childbearing (Round 2)	TM.2	0.014	0.006	0.405	0.350	0.592	206	150	0.003	0.026
	Contraceptive prevalence rate (Round 2)	TM.3	0.576	0.020	0.036	1.385	1.177	1,094	811	0.535	0.616
	Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.804	0.018	0.022	1.113	1.055	759	571	0.768	0.839
	Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	0.928	0.015	0.016	0.697	0.835	285	209	0.899	0.958
	Skilled attendant at delivery (Round 2)	TM.9	0.994	0.000	0.000	0.005	0.070	285	209	0.993	0.995
Thrive - Child health, nutrition and development											
	Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.966	0.014	0.015	1.561	1.249	343	261	0.938	0.994
	Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.910	0.018	0.020	1.075	1.037	343	261	0.874	0.947
	Measles immunization coverage (Round 1)	TC.10	0.966	0.016	0.016	1.754	1.324	312	238	0.934	0.997
	Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	0.386	0.033	0.087	4.229	2.056	5,841	898	0.319	0.453
	Exclusive breastfeeding under 6 months (Round 2)	TC.32	0.431	0.030	0.069	0.193	0.439	70	54	0.371	0.491
	Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.074	0.008	0.105	1.059	1.029	1,594	1,204	0.058	0.090
	Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.026	0.004	0.165	0.868	0.932	1,603	1,207	0.017	0.034
	Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.044	0.006	0.128	0.912	0.955	1,603	1,207	0.033	0.056
	Early child development index (Round 2)	TC.53	0.972	0.010	0.011	1.180	1.086	376	290	0.952	0.993
Learn											
	Participation rate in organised learning (adjusted) (Round 2)	LN.2	0.782	0.022	0.029	0.266	0.516	125	92	0.737	0.826
	Completion rate (Primary) (Round 2)	LN.8a	0.991	0.009	0.009	1.965	1.402	299	219	0.973	1.000
	Completion rate (Lower secondary) (Round 2)	LN.8b	0.992	0.008	0.008	1.205	1.098	205	155	0.976	1.000
	Completion rate (Upper secondary) (Round 2)	LN.8c	0.922	0.019	0.020	0.831	0.912	222	169	0.884	0.960

Continued

Table SE.8: Sampling errors: Eastern geo-economic region

Standard errors, coefficients of variation, design effects (*deff*), square root of design effects (*deff*), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022

	MICS Indicator	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound $r - 2se$	Upper bound $r + 2se$
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	1,621	1,222	1.000	1.000
Violent discipline (Round 2)	PR.2	0.512	0.024	0.047	1.992	1.411	1,661	848	0.463	0.560
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.151	0.019	0.127	1.646	1.283	1,416	572	0.112	0.189
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	0.000	0.000	0.000	na	na	206	150	0.000	0.000
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	0.047	0.013	0.274	0.558	0.747	206	150	0.021	0.073
Safety (women) (Round1)	PR.14	0.860	0.009	0.010	1.719	1.311	3,698	2,806	0.843	0.878
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	0.969	0.010	0.010	3.102	1.761	5,841	898	0.949	0.990
Use of basic drinking water services (Round 2)	WS.2	0.936	0.015	0.016	3.161	1.778	5,841	898	0.907	0.965
Handwashing facility with water and soap (Round 2)	WS.S1	0.808	0.021	0.025	2.421	1.556	5,797	891	0.767	0.849
Use of improved sanitation facilities (Round 2)	WS.8	0.940	0.006	0.006	0.574	0.758	5,841	898	0.928	0.952
Use of basic sanitation services (Round 2)	WS.9	0.932	0.008	0.009	0.892	0.944	5,841	898	0.916	0.948
Removal of excreta for treatment off-site (Round 2)	WS.11	0.133	0.016	0.121	2.029	1.425	5,841	898	0.101	0.165
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.198	0.015	0.078	1.295	1.138	1,792	862	0.167	0.229
Population covered by social transfers (Round 1)	EQ.3	0.497	0.018	0.035	2.954	1.719	15,160	2,378	0.462	0.532
Discrimination (women) (Round 2)	EQ.7	0.066	0.010	0.149	1.619	1.272	1,387	1,029	0.046	0.086

na: not applicable

() Figures that are based on 250-449 unweighted person-years of exposure to the risk of death.

Table SE.9: Sampling errors: Tashkent city

Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deft</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022											
	MICS Indicator ^A	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deft</i>)	Weighted count	Unweighted count	Confidence limits		
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>	
Sample coverage and characteristics of the respondents											
	Access to electricity (Round 2)	SR.1	1.000	0.000	0.000	na	na	1,413	426	1.000	1.000
Thrive - Reproductive and maternal health											
	Total fertility rate (number of live births) (Round 2)	-	(2.5)	(0.243)	(0.099)	na	na	na	na	(2.0)	(3.0)
	Adolescent birth rate (per 1,000 adolescent women) (Round 2)	TM.1	(14)	(10.076)	(0.718)	na	na	na	na	(0)	(34)
	Early childbearing (Round 2)	TM.2	(0.000)	(0.000)	(0.000)	na	na	40	46	(0.000)	(0.000)
	Contraceptive prevalence rate (Round 2)	TM.3	0.630	0.032	0.051	1.115	1.056	220	257	0.567	0.694
	Need for family planning satisfied with modern contraception (Round 2)	TM.4	0.841	0.028	0.033	1.085	1.042	165	193	0.785	0.896
	Antenatal care coverage (at least four times by any provider) (Round 2)	TM.5b	1.000	0.000	0.000	na	na	48	56	1.000	1.000
	Skilled attendant at delivery (Round 2)	TM.9	1.000	0.000	0.000	na	na	48	56	1.000	1.000
Thrive - Child health, nutrition and development											
	Diphtheria, tetanus and pertussis (DTP) immunization coverage (Round 1)	TC.3	0.785	0.028	0.036	0.298	0.546	58	64	0.729	0.842
	Pneumococcal (Conjugate) immunization coverage (Round 1)	TC.6	0.790	0.042	0.053	0.655	0.809	58	64	0.706	0.873
	Measles immunization coverage (Round 1)	TC.10	0.958	0.016	0.016	0.346	0.589	53	58	0.926	0.989
	Primary reliance on clean fuels and technologies for cooking, space heating and lighting (Round 2)	TC.18	1.000	0.000	0.000	na	na	1,413	426	1.000	1.000
	Exclusive breastfeeding under 6 months (Round 2)	TC.32	(*)	(*)	(*)	(*)	(*)	11	13	(*)	(*)
	Stunting prevalence (moderate and severe) (Round 1)	TC.45a	0.042	0.013	0.316	1.325	1.151	278	307	0.015	0.068
	Wasting prevalence (moderate and severe) (Round 1)	TC.46a	0.006	0.004	0.700	0.886	0.942	279	308	0.000	0.014
	Overweight prevalence (moderate and severe) (Round 1)	TC.47a	0.020	0.009	0.463	1.314	1.146	279	308	0.001	0.038
	Early child development index (Round 2)	TC.53	0.988	0.012	0.012	1.073	1.036	77	87	0.964	1.000
Learn											
	Participation rate in organised learning (adjusted) (Round 2)	LN.2	(0.825)	(0.021)	(0.025)	(0.105)	(0.324)	34	37	(0.784)	(0.866)
	Completion rate (Primary) (Round 2)	LN.8a	1.000	0.000	0.000	na	na	78	90	1.000	1.000
	Completion rate (Lower secondary) (Round 2)	LN.8b	1.000	0.000	0.000	na	na	53	60	1.000	1.000
	Completion rate (Upper secondary) (Round 2)	LN.8c	0.971	0.014	0.014	0.419	0.647	57	64	0.944	0.999

Continued

Table SE.9: Sampling errors: Tashkent city										
Standard errors, coefficients of variation, design effects (<i>deff</i>), square root of design effects (<i>deff</i>), and confidence intervals for selected SDG and MICS indicators, Uzbekistan, 2021-2022										
	MICS Indicator ^A	Value (<i>r</i>)	Standard error (<i>se</i>)	Coefficient of variation (<i>se/r</i>)	Design effect (<i>deff</i>)	Square root of design effect (<i>deff</i>)	Weighted count	Unweighted count	Confidence limits	
									Lower bound <i>r</i> - 2 <i>se</i>	Upper bound <i>r</i> + 2 <i>se</i>
Protected from violence and exploitation										
Birth registration (Round 1)	PR.1	1.000	0.000	0.000	na	na	291	322	1.000	1.000
Violent discipline (Round 2)	PR.2	0.538	0.037	0.069	1.468	1.212	338	265	0.464	0.613
Participation of children in economic activities and household chores above the age specific thresholds (Round 2)	PR.3	0.058	0.016	0.267	0.860	0.927	302	196	0.027	0.089
Child marriage (before age 15, women age 20-24) (Round 2)	PR.4a	(0.000)	(0.000)	(0.000)	na	na	40	46	(0.000)	(0.000)
Child marriage (before age 18, women age 20-24) (Round 2)	PR.4b	(0.018)	(0.017)	(0.971)	(0.774)	(0.880)	40	46	(0.000)	(0.053)
Safety (women) (Round1)	PR.14	0.9738	0.00606	0.006	1.269	1.127	796	883	0.962	0.986
Live in a safe and clean environment										
Use of improved drinking water sources (Round 2)	WS.1	1.000	0.000	0.000	na	na	1,413	426	1.000	1.000
Use of basic drinking water services (Round 2)	WS.2	1.000	0.000	0.000	na	na	1,413	426	1.000	1.000
Handwashing facility with water and soap (Round 2)	WS.S1	0.995	0.004	0.004	1.188	1.090	1,413	426	0.987	1.000
Use of improved sanitation facilities (Round 2)	WS.8	1.000	0.000	0.000	na	na	1,413	426	1.000	1.000
Use of basic sanitation services (Round 2)	WS.9	1.000	0.000	0.000	na	na	1,413	426	1.000	1.000
Removal of excreta for treatment off-site (Round 2)	WS.11	0.026	0.016	0.635	4.570	2.138	1,413	426	0.000	0.059
Equitable chance in life										
Children with functional difficulty (Round 2)	EQ.1	0.014	0.005	0.370	0.565	0.752	379	283	0.004	0.025
Population covered by social transfers (Round 1)	EQ.3	0.463	0.028	0.060	3.414	1.848	3,376	1,086	0.407	0.519
Discrimination (women) (Round 2)	EQ.7	0.130	0.018	0.137	1.056	1.028	321	375	0.095	0.166

^A Sampling errors for neonatal mortality, infant mortality and under-five mortality rates are not shown in the table because estimates are based on fewer than 250 unweighted person-years of exposure to the risk of death..
na: not applicable
(*) Figures that are based on fewer than 25 unweighted cases
() Figures that are based on 25-49 unweighted cases; 125-249 unweighted person-years of exposure for the total fertility rate and adolescent birth rate.

APPENDIX D DATA QUALITY

D.1 AGE DISTRIBUTION

Table DQ.1.1: Age distribution of household population (Round 2)

Single-year age distribution of household population^A, by sex, Uzbekistan, 2021-2022

	Males		Females		Age	Males		Females	
	Number	Percent	Number	Percent		Number	Percent	Number	Percent
Age					Age				
0	273	2.8	255	2.5	45	105	1.1	115	1.1
1	266	2.7	228	2.2	46	131	1.4	117	1.1
2	256	2.6	239	2.3	47	117	1.2	126	1.2
3	222	2.3	192	1.9	48	108	1.1	99	1.0
4	197	2.0	194	1.9	49	94	1.0	91	0.9
5	257	2.7	232	2.3	50	101	1.0	136	1.3
6	216	2.2	205	2.0	51	121	1.2	128	1.2
7	217	2.2	210	2.0	52	86	0.9	102	1.0
8	224	2.3	193	1.9	53	99	1.0	117	1.1
9	192	2.0	159	1.6	54	85	0.9	88	0.9
10	218	2.2	162	1.6	55	86	0.9	97	0.9
11	182	1.9	176	1.7	56	95	1.0	110	1.1
12	203	2.1	196	1.9	57	100	1.0	111	1.1
13	174	1.8	198	1.9	58	101	1.0	87	0.8
14	179	1.8	196	1.9	59	73	0.8	107	1.0
15	158	1.6	143	1.4	60	83	0.9	102	1.0
16	183	1.9	167	1.6	61	95	1.0	107	1.0
17	157	1.6	157	1.5	62	82	0.8	83	0.8
18	109	1.1	147	1.4	63	86	0.9	77	0.8
19	111	1.1	139	1.4	64	53	0.5	68	0.7
20	86	0.9	130	1.3	65	53	0.5	69	0.7
21	111	1.1	135	1.3	66	55	0.6	61	0.6
22	107	1.1	127	1.2	67	40	0.4	61	0.6
23	110	1.1	151	1.5	68	38	0.4	40	0.4
24	143	1.5	150	1.5	69	29	0.3	48	0.5
25	151	1.6	145	1.4	70	31	0.3	33	0.3
26	161	1.7	178	1.7	71	23	0.2	43	0.4
27	185	1.9	158	1.5	72	27	0.3	37	0.4
28	162	1.7	201	2.0	73	14	0.1	21	0.2
29	151	1.6	180	1.8	74	19	0.2	24	0.2
30	171	1.8	194	1.9	75	14	0.1	24	0.2
31	160	1.6	161	1.6	76	6	0.1	7	0.1
32	166	1.7	191	1.9	77	4	0.0	10	0.1
33	175	1.8	156	1.5	78	3	0.0	10	0.1
34	144	1.5	172	1.7	79	16	0.2	12	0.1
35	140	1.4	159	1.5	80	7	0.1	3	0.0
36	138	1.4	144	1.4	81	5	0.1	9	0.1
37	139	1.4	153	1.5	82	3	0.0	12	0.1
38	131	1.4	153	1.5	83	5	0.0	14	0.1
39	115	1.2	140	1.4	84	2	0.0	12	0.1
40	115	1.2	142	1.4	85+	18	0.2	32	0.3
41	98	1.0	133	1.3					
42	114	1.2	115	1.1	DK/Missing	0	0.0	0	0.0
43	110	1.1	102	1.0					
44	105	1.1	131	1.3	Total	9,697	100.0	10,241	100.0

^A As this table includes all household members listed in interviewed households, the numbers and distributions by sex do not match those shown for individuals in Tables SR.5.1W, SR.5.2 and SR.5.3 where interviewed individuals are weighted with individual sample weights. Tables DQ.1.2W, DQ.1.3 and DQ.1.4 similarly use household sample weights and do not match distributions obtained through individual questionnaires.

Table DQ.1.2W: Age distribution of eligible and interviewed women (Round 2)

Household population of women age 10-54 years, interviewed women age 15-49 years, and percentage of eligible women who were interviewed, Uzbekistan, 2021-2022

	<u>Household population of women age 10-54 years</u>	<u>Interviewed women age 15-49 years</u>		Percentage of eligible women interviewed (Completion rate)
	Number	Number	Percent	
Age				
10-14	928	na	na	na
15-19	752	645	13.5	85.8
20-24	692	652	13.6	94.1
25-29	863	818	17.1	94.9
30-34	874	836	17.4	95.6
35-39	749	722	15.1	96.3
40-44	623	604	12.6	96.9
45-49	548	518	10.8	94.6
50-54	571	na	na	na
Total (15-49)	5,103	4,795	100.0	94.0
Ratios				
10-14 to 15-19	1.23	na	na	na
50-54 to 45-49	1.04	na	na	na

na: not applicable

Table DQ.1.3: Age distribution of young children in households and under-5 questionnaires (Round 2)

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, Uzbekistan, 2021-2022

	<u>Household population of children 0-7 years</u>	<u>Under-5s with completed interviews</u>		Percentage of eligible under-5s with completed interviews (Completion rate)
	Number	Number	Percent	
Age				
0	529	509	22.6	96.3
1	494	479	21.3	97.0
2	495	481	21.4	97.2
3	414	394	17.5	95.2
4	391	385	17.1	98.5
5	489	na	na	na
6	420	na	na	na
7	427	na	na	na
Total (0-4)	2,323	2,249	100.0	96.8
Ratios				
Ratio of 2 to 1	1.00	na	na	na
Ratio of 5 to 4	1.25	na	na	na

na: not applicable

Table DQ.1.4: Age distribution of children age 3-20 in households and 5-17 questionnaires (Round 2)

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, Uzbekistan, 2021-2022

Age	Number of households with at least one household member age 3-20 years	Percent distribution of children selected for interview ^A	5-17s with completed interviews		Percentage of eligible 5-17s with completed interviews (Completion rate)
			Number	Percent	
3	392	na	na	na	na
4	388	na	na	na	na
5	450	11.1	291	11.2	97.9
6	408	9.5	248	9.5	97.3
7	416	8.6	225	8.7	97.6
8	406	7.2	185	7.1	95.8
9	342	6.9	184	7.1	99.7
10	367	6.7	174	6.7	97.0
11	354	6.8	175	6.7	96.7
12	392	6.1	154	5.9	95.1
13	372	7.2	187	7.2	97.0
14	372	7.3	193	7.4	98.8
15	307	6.9	179	6.9	97.3
16	331	8.4	223	8.6	99.2
17	300	7.2	184	7.1	95.9
18	249	na	na	na	na
19	238	na	na	na	na
20	210	na	na	na	na
Total (5-17)	4,817	100.0	2,601	100.0	97.4
Ratios					
Ratio of 4 to 5	0.86	na	na	na	na
Ratio of 6 to 7	0.98	1.10	na	na	na
Ratio of 15 to 14	0.83	0.94	na	na	na
Ratio of 18 to 17	0.83	na	na	na	na

^A Number of cases are used to calculate the 'Ratio of 6 to 7' and 'Ratio of 15 to 14'

na: not applicable

D.2 BIRTH DATE REPORTING

Table DQ.2.1: Birth date reporting (household population) (Round 2)

Percent distribution of household population by completeness of date of birth/age information, Uzbekistan, 2021-2022							
	Completeness of reporting of date of birth and age					Total	Number of household members
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other		
Total	99.8	0.2	0.0	0.0	0.0	100.0	19,938
Area							
Urban	99.9	0.1	0.0	0.0	0.0	100.0	9,362
Rural	99.8	0.2	0.0	0.0	0.0	100.0	10,576
Geo-economic region							
Western	99.7	0.2	0.0	0.0	0.0	100.0	2,117
Central	99.8	0.2	0.0	0.0	0.0	100.0	3,147
Southern	99.7	0.2	0.0	0.0	0.0	100.0	3,400
Central-Eastern	99.9	0.1	0.0	0.0	0.0	100.0	4,020
Eastern	99.8	0.2	0.0	0.0	0.0	100.0	5,841
Tashkent city	100.0	0.0	0.0	0.0	0.0	100.0	1,413
Age							
0-4	99.7	0.3	0.0	0.0	0.0	100.0	2,323
5-14	99.9	0.1	0.0	0.0	0.0	100.0	3,989
15-24	99.9	0.1	0.0	0.0	0.0	100.0	2,721
25-49	99.8	0.2	0.0	0.0	0.0	100.0	7,046
50-64	99.9	0.1	0.0	0.0	0.0	100.0	2,867
65-84	99.9	0.1	0.0	0.0	0.0	100.0	944
85+	90.8	7.8	0.0	1.3	0.0	100.0	50

Table DQ.2.2W: Birth date and age reporting (women) (Round 2)

Percent distribution of women age 15-49 years by completeness of date of birth/age information, Uzbekistan, 2021-2022							
	Completeness of reporting of date of birth and age					Total	Number of women
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other		
Total	100.0	0.0	0.0	0.0	0.0	100.0	4,772
Area							
Urban	100.0	0.0	0.0	0.0	0.0	100.0	2,241
Rural	99.9	0.1	0.0	0.0	0.0	100.0	2,531
Geo-economic region							
Western	100.0	0.0	0.0	0.0	0.0	100.0	519
Central	100.0	0.0	0.0	0.0	0.0	100.0	731
Southern	100.0	0.0	0.0	0.0	0.0	100.0	863
Central-Eastern	100.0	0.0	0.0	0.0	0.0	100.0	951
Eastern	99.9	0.1	0.0	0.0	0.0	100.0	1,387
Tashkent city	100.0	0.0	0.0	0.0	0.0	100.0	321
Age							
15-19	100.0	0.0	0.0	0.0	0.0	100.0	642
20-24	100.0	0.0	0.0	0.0	0.0	100.0	647
25-29	100.0	0.0	0.0	0.0	0.0	100.0	815
30-34	100.0	0.0	0.0	0.0	0.0	100.0	829
35-39	99.7	0.3	0.0	0.0	0.0	100.0	719
40-44	100.0	0.0	0.0	0.0	0.0	100.0	602
45-49	100.0	0.0	0.0	0.0	0.0	100.0	517

Table DQ.2.3: Birth date reporting (live births) (Round 2)

Percent distribution of first and most recent live births to women age 15-49 years by completeness of date of birth (unimputed), Uzbekistan, 2021-2022

	Completeness of reporting of date of birth										
	Date of first live birth					Number of first live births	Date of last live birth				Number of most recent live births
	Year and month of birth	Year of birth only	Completed years since first birth only	Missing/DK/Other	Total		Year and month of birth	Year of birth only	Missing/DK/Other	Total	
Total	99.6	0.4	0.0	0.0	100.0	3,589	100.0	0.0	0.0	100.0	2,946
Area											
Urban	99.7	0.3	0.0	0.0	100.0	1,658	100.0	0.0	0.0	100.0	1,335
Rural	99.5	0.5	0.0	0.0	100.0	1,931	100.0	0.0	0.0	100.0	1,611
Geo-economic region											
Western	99.8	0.2	0.0	0.0	100.0	394	100.0	0.0	0.0	100.0	312
Central	99.8	0.2	0.0	0.0	100.0	549	100.0	0.0	0.0	100.0	449
Southern	99.3	0.7	0.0	0.0	100.0	607	100.0	0.0	0.0	100.0	522
Central-Eastern	99.2	0.8	0.0	0.0	100.0	739	99.9	0.1	0.0	100.0	620
Eastern	99.7	0.3	0.0	0.0	100.0	1,071	100.0	0.0	0.0	100.0	864
Tashkent city	100.0	0.0	0.0	0.0	100.0	229	100.0	0.0	0.0	100.0	178

Table DQ.2.4: Birth date and age reporting (children under age 5 years) (Round 2)

Percent distribution children under 5 by completeness of date of birth/age information, Uzbekistan, 2021-2022

	Completeness of reporting of date of birth and age					Total	Number of children under 5
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Other/DK/Missing		
Total	99.8	0.1	0.0	0.0	0.0	100.0	2,214
Area							
Urban	99.9	0.1	0.0	0.0	0.0	100.0	992
Rural	99.8	0.2	0.0	0.1	0.0	100.0	1,222
Geo-economic region							
Western	99.4	0.3	0.0	0.3	0.0	100.0	237
Central	99.8	0.2	0.0	0.0	0.0	100.0	336
Southern	99.7	0.3	0.0	0.0	0.0	100.0	414
Central-Eastern	100.0	0.0	0.0	0.0	0.0	100.0	448
Eastern	100.0	0.0	0.0	0.0	0.0	100.0	657
Tashkent city	100.0	0.0	0.0	0.0	0.0	100.0	122
Age							
0	100.0	0.0	0.0	0.0	0.0	100.0	500
1	100.0	0.0	0.0	0.0	0.0	100.0	472
2	100.0	0.0	0.0	0.0	0.0	100.0	475
3	99.3	0.5	0.0	0.2	0.0	100.0	386
4	99.8	0.2	0.0	0.0	0.0	100.0	381

Table DQ.2.5: Birth date reporting (children age 5-17 years) (Round 2)

Percent distribution of selected children age 5-17 years by completeness of date of birth information, Uzbekistan, 2021-2022

	Completeness of reporting of date of birth and age					Total	Number of selected children age 5-17 years
	Year and month of birth	Year of birth and age	Year of birth only	Age only	Missing/DK/Other		
Total	100.0	0.0	0.0	0.0	0.0	100.0	2,587
Area							
Urban	99.9	0.1	0.0	0.0	0.0	100.0	1,205
Rural	100.0	0.0	0.0	0.0	0.0	100.0	1,382
Geo-economic region							
Western	99.6	0.4	0.0	0.0	0.0	100.0	276
Central	100.0	0.0	0.0	0.0	0.0	100.0	401
Southern	100.0	0.0	0.0	0.0	0.0	100.0	440
Central-Eastern	100.0	0.0	0.0	0.0	0.0	100.0	535
Eastern	100.0	0.0	0.0	0.0	0.0	100.0	765
Tashkent city	100.0	0.0	0.0	0.0	0.0	100.0	170
Age							
5-9	100.0	0.0	0.0	0.0	0.0	100.0	1,127
10-14	99.9	0.1	0.0	0.0	0.0	100.0	879
15-17	100.0	0.0	0.0	0.0	0.0	100.0	582

D.3 COMPLETENESS AND MEASUREMENTS

Table DQ.3.3W: Completeness of information on dates of marriage/union (women) (Round 2)

Percentage of women age 15-49 years with missing or incomplete information on date of and age at first marriage/union, Uzbekistan, 2021-2022

	Percent with missing/ incomplete information ^A	Number of women
Ever married (age 15-49 years)		
Date of first marriage/union missing	0.6	3,923
Only month missing	0.4	3,923
Both month and year missing	0.1	3,923
Age at first marriage/union missing	0.0	3,923

^A Includes "Don't know" responses

Table DQ.3.4: Completeness of information for anthropometric indicators: Underweight (Round 1)

Percent distribution of children under 5 by completeness of information on date of birth and weight, Uzbekistan, 2021-2022

	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)			
Total	98.0	1.8	0.0	0.0	0.2	100.0	2.0	5,675
Age (in months)								
<6	93.4	4.5	0.0	0.0	2.1	100.0	6.6	565
6-11	98.5	1.5	0.0	0.0	0.1	100.0	1.5	751
12-23	98.2	1.8	0.0	0.0	0.1	100.0	1.8	1,254
24-35	98.3	1.7	0.0	0.0	0.0	100.0	1.7	1,045
36-47	99.0	0.9	0.0	0.0	0.0	100.0	1.0	1,042
48-59	98.6	1.4	0.0	0.0	0.0	100.0	1.4	1,019

Table DQ.3.5: Completeness of information for anthropometric indicators: Stunting (Round 1)

Percent distribution of children under 5 by completeness of information on date of birth and length or height, Uzbekistan, 2021-2022

	Valid length/height and date of birth	Reason for exclusion from analysis			Flagged cases (outliers)	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				
Total	97.2	1.8	0.0	0.0	0.9	100.0	2.8	5,675
Age (in months)								
<6	92.0	4.3	0.0	0.0	3.7	100.0	8.0	565
6-11	96.0	1.7	0.0	0.0	2.3	100.0	4.0	751
12-23	97.8	1.8	0.0	0.0	0.5	100.0	2.2	1,254
24-35	98.0	1.8	0.0	0.0	0.2	100.0	2.0	1,045
36-47	98.6	1.0	0.0	0.0	0.4	100.0	1.4	1,042
48-59	98.3	1.4	0.0	0.0	0.3	100.0	1.7	1,019

Table DQ.3.6: Completeness of information for anthropometric indicators: Wasting and overweight (Round 1)

Percent distribution of children under 5 by completeness of information on weight and length or height, Uzbekistan, 2021-2022								
	Valid weight and length/height	Reason for exclusion from analysis				Total	Percent of children excluded from analysis	Number of children under 5
		Weight not measured	Length/Height not measured	Weight and length/height not measured	Flagged cases (outliers)			
Total	97.9	0.0	0.1	1.8	0.3	100.0	2.1	5,675
Age (in months)								
<6	94.5	0.2	0.0	4.3	1.0	100.0	5.5	565
6-11	98.2	0.0	0.2	1.5	0.2	100.0	1.8	751
12-23	98.1	0.0	0.0	1.8	0.2	100.0	1.9	1,254
24-35	98.0	0.0	0.1	1.7	0.2	100.0	2.0	1,045
36-47	98.8	0.0	0.1	0.9	0.3	100.0	1.2	1,042
48-59	98.4	0.0	0.0	1.4	0.2	100.0	1.6	1,019

Table DQ.3.7: Heaping in anthropometric measurements (Round 1)

Distribution of weight and height/length measurements by decimal digit recorded, Uzbekistan, 2021-2022

	Weight		Height or length	
	Number	Percent	Number	Percent
Total	5,575	100.0	5,576	100.0
Digit				
0	353	6.3	661	11.8
1	588	10.6	567	10.2
2	814	14.6	716	12.8
3	603	10.8	663	11.9
4	522	9.4	634	11.4
5	492	8.8	542	9.7
6	519	9.3	502	9.0
7	484	8.7	449	8.1
8	679	12.2	495	8.9
9	521	9.3	347	6.2

D.4 OBSERVATIONS

Table DQ.4.3: Observation of birth certificates (Round 1)							
Percent distribution of children under 5 by presence of birth certificates, and percentage of birth certificates seen, Uzbekistan, 2021-2022							
	Child has birth certificate		Child does not have birth certificate	DK/Missing	Total	Percentage of birth certificates seen by the interviewer (1)/(1+2)*100	Number of children under 5
	Seen by the interviewer (1)	Not seen by the interviewer (2)					
Total	97.4	2.6	0.0	0.0	100.0	97.4	5,675
Area							
Urban	96.8	3.2	0.0	0.0	100.0	96.8	2,612
Rural	97.9	2.1	0.0	0.0	100.0	97.9	3,063
Geo-economic region							
Western	99.1	0.9	0.0	0.0	100.0	99.1	671
Central	97.5	2.5	0.0	0.0	100.0	97.5	902
Southern	99.2	0.7	0.1	0.0	100.0	99.3	996
Central-Eastern	96.9	3.1	0.0	0.0	100.0	96.9	1,193
Eastern	97.6	2.4	0.0	0.0	100.0	97.6	1,621
Tashkent city	88.2	11.8	0.0	0.0	100.0	88.2	291
Age (in months)							
0-5	98.2	1.8	0.0	0.0	100.0	98.2	565
6-11	98.0	2.0	0.0	0.0	100.0	98.0	751
12-23	97.6	2.4	0.0	0.0	100.0	97.6	1,254
24-35	98.1	1.9	0.0	0.0	100.0	98.1	1,045
36-47	96.5	3.5	0.0	0.0	100.0	96.5	1,042
48-59	96.6	3.3	0.1	0.0	100.0	96.7	1,019

Table DQ.4.4: Observation of vaccination records (Round 1)

Percent distribution of children age 0-35 months by presence of vaccination records, and the percentage of vaccination records seen by the interviewers, Uzbekistan, 2021-2022

	Child does not have vaccination records at home		Child has vaccination records at home		DK/Missing	Total	Child has vaccination records at health facility		Other/Missing	Total	Number of children age 0-35 months	Percentage of vaccination records seen by the interviewer in the health facility and/or at home	Number of children age 0-35 months with vaccination record
	Had vaccination records previously	Never had vaccination records	Seen by the interviewer at home (1)	Not seen by the interviewer at home (2)			Seen by the interviewer at health facility (3)	Not seen by the interviewer at health facility (4)					
Total	31.2	57.9	4.0	6.5	0.4	100.0	98.0	0.0	2.0	100.0	3,615	100.0	3,544
Area													
Urban	34.6	53.5	4.7	6.8	0.3	100.0	98.5	0.0	1.5	100.0	1,660	100.0	1,636
Rural	28.3	61.7	3.4	6.2	0.4	100.0	97.6	0.0	2.4	100.0	1,954	100.0	1,908
Geo-economic region													
Western	67.3	26.0	5.1	1.1	0.5	100.0	99.4	0.0	0.6	100.0	418	100.0	416
Central	30.4	60.3	1.4	6.7	1.1	100.0	98.4	0.0	1.6	100.0	576	100.0	567
Southern	3.8	95.3	0.2	0.4	0.3	100.0	94.8	0.0	5.2	100.0	629	100.0	596
Central-Eastern	34.0	48.0	1.5	16.5	0.0	100.0	99.3	0.0	0.7	100.0	776	100.0	771
Eastern	29.9	55.0	9.1	5.7	0.2	100.0	98.6	0.0	1.4	100.0	1,036	100.0	1,021
Tashkent city	40.8	53.7	4.4	0.6	0.5	100.0	96.8	0.0	3.2	100.0	178	100.0	172
Age (in months)													
0-5	30.6	57.2	6.6	5.6	0.0	100.0	97.8	0.0	2.2	100.0	565	100.0	552
6-11	30.4	59.4	3.2	7.0	0.0	100.0	99.1	0.0	0.9	100.0	751	100.0	744
12-23	31.3	58.6	3.7	6.3	0.1	100.0	98.3	0.0	1.7	100.0	1,254	100.0	1,232
24-35	32.0	56.5	3.6	6.8	1.2	100.0	97.2	0.0	2.8	100.0	1,045	100.0	1,016

D.5 SCHOOL ATTENDANCE

Table DQ.5.1: School attendance by single age (Round 2)

Distribution of household population age 3-24 years by educational level and grade attended in the current school year, Uzbekistan, 2021-2022

Age ^B	Currently attending																			Number of household members age 3-24 years
	Not attending school	Pre-school education	Primary				Lower secondary school					Upper secondary school:			Higher than secondary	DK/ Missing	Total			
			Grade				Grade					General education institutions	Academic lyceums, professional colleges and vocational schools ^A							
			1	2	3	4	5	6	7	8	9	10	11	1				2	3	
3	56.1	43.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	406
4	39.5	60.3	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	406
5	32.2	67.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	485
6	28.3	71.4	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	100.0	422
7	2.1	1.0	84.1	12.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	100.0	418
8	0.7	0.0	2.4	79.2	17.6	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	420
9	0.1	0.0	0.0	1.3	85.8	12.5	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	350
10	0.2	0.0	0.0	0.1	3.2	80.1	15.9	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	386
11	0.3	0.0	0.0	0.0	0.5	8.0	76.5	14.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	354
12	0.0	0.0	0.0	0.2	0.3	0.6	4.2	85.4	8.9	0.0	0.0	0.1	0.0	0.2	0.0	0.0	0.0	0.0	100.0	403
13	0.8	0.0	0.0	0.0	0.0	0.0	0.3	1.9	80.4	15.9	0.1	0.0	0.7	0.0	0.0	0.0	0.0	0.0	100.0	372
14	0.8	0.0	0.7	0.0	0.0	0.0	0.0	0.0	4.5	80.5	13.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	377
15	1.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	5.3	77.8	12.0	0.0	2.4	0.2	0.0	0.0	0.0	100.0	299
16	2.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	9.6	58.6	13.5	13.4	2.4	0.2	0.0	0.0	100.0	345
17	11.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	6.1	61.0	3.1	11.1	2.3	4.4	0.0	100.0	316
18	61.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.6	4.5	4.0	2.9	0.3	23.7	0.0	100.0	264
19	69.2	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	2.3	6.4	0.6	20.7	0.0	100.0	252
20	72.0	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	4.2	0.0	22.7	1.1	100.0	208
21	73.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.2	0.0	24.0	0.0	100.0	254
22	80.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.8	0.0	18.4	0.0	100.0	230
23	87.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	12.3	0.0	100.0	264
24 ^C	88.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.2	0.0	10.1	0.0	100.0	290

^A As per the Law on Education, secondary specialized professional education lasts for 2 years. However, there are a few secondary specialized and professional education institutions (lyceums under the Ministry of Internal Affairs or the completion of secondary specialized professional education following the old education system) in which education lasts for 3 years.

^B 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 2021 calendar year.

^C Those age 25 at the time of interview who were age 24 are excluded as current attendance was only collected for those age 3-24 years at the time of interview

D.6 BIRTH HISTORY

Table DQ.6.1: Sex ratio at birth among children ever born and living (Round 2)

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, Uzbekistan, 2021-2022

	Children Ever Born			Children Living			Children Deceased			Number of women
	Sons	Daughters	Sex ratio at birth	Sons	Daughters	Sex ratio	Sons	Daughters	Sex ratio	
Total	4,723	4,391	1.08	4,509	4,231	1.07	214	160	1.33	4,772
Age										
15-19	4	5	0.74	4	5	0.74	0	0	-	642
20-24	243	229	1.06	237	229	1.03	5	0	-	647
25-29	759	652	1.16	744	634	1.17	14	18	0.80	815
30-34	1,021	892	1.14	990	877	1.13	30	14	2.10	829
35-39	976	948	1.03	939	923	1.02	37	25	1.45	719
40-44	907	838	1.08	848	790	1.07	58	48	1.21	602
45-49	814	827	0.98	745	772	0.96	69	55	1.26	517

"-" denotes 0 unweighted case in the denominator (number of daughters deceased)

Table DQ.6.2: Births by periods preceding the survey (Round 2)

Number of births, sex ratio at birth, and period ratio, by survival status of children, as reported in the (imputed) birth histories of women age 15-49 years, Uzbekistan, 2021-2022

	Number of births			Percent with complete birth date ^A			Sex ratio at birth ^B			Period ratio ^C		
	Living	Deceased	Total	Living	Deceased	Total	Living	Deceased	Total	Living	Deceased	Total
Total	8,740	374	9,114	99.9	97.8	99.8	106.6	133.3	107.5	na	na	na
Years preceding survey												
0	486	12	497	100.0	100.0	100.0	104.3	201.7	105.8	na	na	na
1	470	8	479	100.0	100.0	100.0	120.8	114.5	120.7	96.7	81.3	96.4
2	487	9	496	99.3	100.0	99.3	102.6	55.0	101.5	113.4	125.2	113.6
3	388	6	394	99.5	100.0	99.5	121.2	364.6	122.9	88.4	50.3	87.4
4	391	15	405	99.9	100.0	99.9	99.5	99.9	99.6	93.3	225.9	95.3
5	449	7	456	99.9	100.0	99.9	112.5	107.0	112.4	115.0	56.5	113.2
6	390	10	400	99.7	100.0	99.7	111.3	0.0	105.5	92.1	132.8	92.8
7	399	8	407	100.0	87.3	99.7	103.3	0.0	107.6	102.3	68.7	101.2
8	390	14	404	100.0	100.0	100.0	110.6	304.1	114.2	107.3	154.4	108.5
9	328	10	338	100.0	100.0	100.0	118.6	184.0	120.1	13.2	6.9	12.9
10+	4,563	275	4,838	99.9	97.3	99.8	103.6	133.8	105.1	na	na	na
Five-year periods preceding survey												
0-4	2,221	49	2,271	99.7	100.0	99.7	109.1	123.8	109.4	na	na	na
5-9	1,955	50	2,005	99.9	97.9	99.9	110.9	141.0	111.6	na	na	na
10-14	1,689	63	1,752	100.0	95.4	99.8	102.9	238.7	105.9	na	na	na
15-19	1,311	81	1,392	99.8	97.8	99.7	106.9	98.4	106.4	na	na	na
20+	1,563	130	1,693	100.0	98.0	99.8	101.4	125.0	103.1	na	na	na

^A Both month and year of birth given. The inverse of the percent reported is the percent with incomplete and therefore imputed date of birth

^B $(B_m/B_f) \times 100$, where B_m and B_f are the numbers of male and female births, respectively

^C $(2 \times B_t / (B_{t-1} + B_{t+1})) \times 100$, where B_t is the number of births in year t preceding the survey

na: not applicable

Table DQ.6.3: Reporting of age at death in days (Round 2)

Distribution of deaths under age one month in reported age of death in days, and the percentage of neonatal deaths reported to occur at ages 0-6 days, by 5-year periods preceding the survey, as reported in the (imputed) birth histories of women age 15-49 years, Uzbekistan, 2021-2022

	Number of years preceding the survey				Total for the 20 years preceding the survey
	0-4	5-9	10-14	15-19	
Age at death (in days)					
0	9	7	5	5	25
1	8	4	12	12	33
2	4	2	2	2	16
3	3	4	3	3	13
4	3	0	0	0	5
5	1	3	3	3	8
6	2	0	1	1	5
7	0	0	1	1	5
8	2	1	0	0	4
9	1	0	0	0	1
10	2	3	2	2	7
11	0	0	0	0	0
12	0	2	0	0	2
13	0	0	1	1	1
14	1	0	0	0	1
15	2	0	0	0	3
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	2	2	2
19	0	0	0	0	0
20	0	0	1	1	1
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	2
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	1	1	1
Total 0-30 days	38	24	34	34	135
Percent early neonatal^A	81	76	78	78	78

^A Deaths during the first 7 days (0-6), divided by deaths during the first month (0-30 days)

Table DQ.6.4: Reporting of age at death in months (Round 2)

Distribution of reported deaths under age 2 years in age at death in months and the percentage of infant deaths reported to occur at age under one month, by 5-year periods preceding the survey, as reported in the (imputed) birth histories of women age 15-49 years, Uzbekistan, 2021-2022

	Number of years preceding the survey				Total for the 20 years preceding the survey
	0-4	5-9	10-14	15-19	
Age at death (in months)					
0 ^A	38	24	34	34	135
1	2	2	8	8	18
2	0	1	3	3	6
3	0	0	2	2	5
4	1	0	2	2	4
5	1	2	0	0	4
6	2	3	0	0	8
7	2	0	1	1	4
8	0	0	1	1	2
9	2	1	3	3	9
10	0	3	0	0	7
11	1	1	0	0	2
12	0	1	0	0	1
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	2	2	2	7
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
Total 0-11 months	48	37	55	55	203
Percent neonatal^B	78	63	62	62	66
^A Includes deaths under one month reported in days					
^B Deaths under one month, divided by deaths under one year					

The questionnaires of the 2021-2022 Uzbekistan MICS are presented in English, Russian, Uzbek and Karakalpak:

- Household Questionnaire
- Contact Information Form (administered on paper)
- Questionnaire for Individual Women
- Questionnaire for Children Under Five
- Questionnaire Form for Vaccination Records at Health Facility
- Questionnaire for Children Age 5-17

Response cards and questionnaire aids:

- Sentences for literacy testing in the Uzbek, Russian, Karakalpak and Braille languages
- Photos of Infant formula and Commercially fortified baby food most popular in Uzbekistan

To reduce printing costs, only English and Russian are presented in print. Refer to the online pdf version of the report for Uzbek and Karakalpak.

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: _____ / _____ / 2 0 2 _____		HH7. Region: REPUBLIC OF KARAKALPAKSTAN 01 ANDIJAN REGION 02 BUKHARA REGION 03 JIZZAKH REGION 04 KASHKADARYA REGION 05 NAVOI REGION 06 NAMANGAN REGION 07 SAMARKAND REGION 08 SURKHANDARYA REGION 09 SYRDARYA REGION 10 TASHKENT REGION 11 FERGANA REGION 12 KHOREZM REGION 13 TASHKENT CITY 14
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 _____ : _____
<p>HH12. Hello, my name is (<i>your name</i>). We are from the State Committee of the Republic of Uzbekistan on Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about these subjects. This interview usually takes about 30 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. If you have any questions about the survey, we will provide contact of person from the State Committee on Statistics of the Republic of Uzbekistan, who is in charge of this survey. May I start now?</p>		
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 (specify) _____ 96	
HH47. Name and line number of the respondent to Household Questionnaire interview: NAME _____ HOUSEHOLD MEMBERS WOMEN AGE 15-49 CHILDREN UNDER AGE 5 CHILDREN AGE 5-17	To be filled after the Household Questionnaire is completed TOTAL NUMBER HH48 _____ HH49 _____ HH51 _____ HH52 _____	To be filled after all 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? 98 DK 9998 DK		HL6. How old is (name)? Record in completed years. If age is 95 or above, record '95'.	HL8. Record line number if woman and age 15-49.	HL10. Record line number if age 0-4.	HL11. Age 0-17? 1 YES 2 NO ☹ Next Line	HL12. Is (name)'s natural mother alive? 1 YES 2 NO ☹ 8 DK ☹ HL16	HL13. Does (name)'s natural mother live in this household? 1 YES 2 NO ☹ HL15	HL14. Record the line number of mother and go to HL16.	HL15. Where does (name)'s natural mother live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME REGION 3 IN ANOTHER HOUSEHOLD IN ANOTHER REGION 4 INSTITUTION IN THIS COUNTRY 8 DK	HL16. Is (name)'s natural father alive? 1 YES 2 NO ☹ 8 DK ☹ HL20	HL17. Does (name)'s natural father live in this household? 1 YES 2 NO ☹ HL19	HL18. Record the line number of father and go to HL20.	HL19. Where does (name)'s natural father live? 1 ABROAD 2 IN ANOTHER HOUSEHOLD IN THE SAME REGION 3 IN ANOTHER HOUSEHOLD IN ANOTHER REGION 4 INSTITUTION IN THIS COUNTRY 8 DK	HL20. Copy the line number of mother from HL14. If blank, ask: Who is the primary caretaker of (name)? If 'No one' for a child age 15-17, record '90'.
LINE	NAME	RELATION*	M F	MONTH	YEAR	AGE	W 15-49	0-4	Y N	Y N DK	Y N	MOTHER		Y N DK	Y N	FATHER		
01		0 1	1 2	__	_____	__	01	01	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
02		__	1 2	__	_____	__	02	02	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
03		__	1 2	__	_____	__	03	03	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
04		__	1 2	__	_____	__	04	04	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
05		__	1 2	__	_____	__	05	05	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
06		__	1 2	__	_____	__	06	06	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
07		__	1 2	__	_____	__	07	07	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
08		__	1 2	__	_____	__	08	08	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
09		__	1 2	__	_____	__	09	09	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
10		__	1 2	__	_____	__	10	10	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
11		__	1 2	__	_____	__	11	11	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
12		__	1 2	__	_____	__	12	12	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
13		__	1 2	__	_____	__	13	13	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
14		__	1 2	__	_____	__	14	14	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__
15		__	1 2	__	_____	__	15	15	1 2	1 2 8	1 2	__	1 2 3 4 8	1 2 8	1 2	__	1 2 3 4 8	__

* Codes for HL3: Relationship to head of household:

01 HEAD	05 GRANDCHILD	09 BROTHER-IN-LAW / SISTER-IN-LAW
02 SPOUSE / PARTNER	06 PARENT	10 UNCLE/AUNT
03 SON / DAUGHTER	07 PARENT-IN-LAW	11 NIECE / NEPHEW
04 SON-IN-LAW / DAUGHTER-IN-LAW	08 BROTHER / SISTER	12 OTHER RELATIVE
		13 ADOPTED / FOSTER / STEPCILD
		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 or any Pre-school Education programme? 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 EDUCATION ☹ ED7 1 PRIMARY 2 SECONDARY 3 SECONDARY SPECIALIZED 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 pre-school education programme? 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 current 2020/2021 school year did (<i>name</i>) attend school or any Pre-school Education programme? 1 YES 2 NO ☺ ED15	ED10. During this current 2020/2021 school year, which level and grade or year is (<i>name</i>) attending? LEVEL: 0 PRE-SCHOOL ☺ ED15 1 PRIMARY 2 SECONDARY 3 SECONDARY SPECIALIZED VOCATIONAL. 4 HIGHER 8 DK		GRADE/YEAR: 98 DK	ED11. Is (he/she) attending a public educational institution? If "Yes", record '1'. If "No", probe to code who controls and manages the school. 1 GOVT 2 RELIGIOUS 3 PRIVATE 6 OTHER 8 DK	ED12. In the current 2020/2021 school year, has (<i>name</i>) received any school tuition support? If "Yes", probe to ensure that support was not received from family, other relatives, friends or neighbours. 1 YES 2 NO ☺ ED14 8 DK ☺ ED14	ED13. Who provided the tuition support? Record all mentioned. A GOVT. B RELIGIOUS C PRIVATE. X OTHER Z DK	ED14. For the current 2020/2021 school year, has (<i>name</i>) received any material support or cash to buy shoes, exercise books, notebooks, school uniforms or other school supplies? If "Yes", probe to ensure that support was not received from family, other relatives, friends or neighbours. 1 YES 2 NO 8 DK	ED15. At any time during the previous 2019/2020 school year did (<i>name</i>) attend school or any Pre-school Education programme? 1 YES 2 NO ☺ 8 DK ☺ Next Line Next Line	ED16. During that previous 2019/2020 school year, which level and grade or year did (<i>name</i>) attend? LEVEL: 0 ECE ☺ Next Line 1 PRIMARY 2 SECONDARY 3 SECONDARY SPECIALIZED VOCATIONAL 4 HIGHER 8 DK		GRADE/YEAR: 98 DK
LINE	NAME	AGE	YES NO	LEVEL	GRADE/YEAR	AUTHORITY	YES NO DK	TUITION	YES NO DK	YES NO DK	LEVEL	GRADE/YEAR		
01		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
02		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
03		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
04		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
05		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
06		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
07		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
08		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
09		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
10		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
11		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
12		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
13		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
14		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		
15		_____	1 2	0 1 2 3 4 8	_____	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	_____		

HOUSEHOLD CHARACTERISTICS

HC

<p>HC1B. What is the mother tongue/native language of (name of the head of the household from HL2)?</p>	<p>UZBEK.....01 RUSSIAN.....02 KARAKALPAK.....03 TAJIK.....04 KYRGYZ.....05 KAZAKH.....06 TURKMEN.....07</p> <p>OTHER LANGUAGE (specify) _____ 96</p>	
<p>HC3. How many rooms do members of this household usually use for sleeping?</p>	<p>NUMBER OF ROOMS..... __ __</p>	
<p>HC4. Main material of the dwelling floor.</p> <p><i>Record observation.</i></p> <p><i>If observation is not possible, ask the respondent to determine the material of the dwelling floor.</i></p>	<p>NATURAL FLOOR EARTH / SAND..... 11</p> <p>RUDIMENTARY FLOOR WOOD PLANKS..... 21</p> <p>FINISHED FLOOR PARQUET OR POLISHED WOOD..... 31 VINYL/LINOLEUM OR ASPHALT STRIPS..... 32 CERAMIC TILES..... 33 CEMENT/CONCRETE..... 34 CARPET..... 35</p> <p>OTHER (specify) _____ 96</p>	
<p>HC5. Main material of the roof.</p> <p><i>Record observation.</i></p>	<p>NATURAL ROOFING THATCH..... 12 PROCESSED CLAY WITH SAMAN..... 14</p> <p>RUDIMENTARY ROOFING WOOD PLANKS..... 23 SOFT ROOF/RUBEROID..... 25</p> <p>FINISHED ROOFING METAL / METAL TILE..... 31 WOOD..... 32 CERAMIC TILES..... 34 CEMENT/CONCRETE..... 35 SLATE/CEMENTONDULIN..... 37</p> <p>OTHER (specify) _____ 96</p>	

<p>HC6. Main material of the exterior walls.</p> <p><i>Record observation.</i></p>	<p>NATURAL WALLS DIRT 13</p> <p>RUDIMENTARY WALLS STONE WITH MUD 22 UNCOVERED ADOBE (GUWALA) 23 PLYWOOD 24 REUSED WOOD 26</p> <p>FINISHED WALLS CEMENT 31 STONE WITH LIME / CEMENT 32 CEMENT BLOCKS 34 WOOD PLANKS / SHINGLES 36 WOODEN CARCASS WITH CLAY / “SINCH” 37 UNBURNT BRICK 38 BURNT BRICK 39 PROCESSED CLAY WITH SAMAN (HAY) / “PAHSA” 40 FOAM BLOCK 41 PLASTER / ALABASTER 42 TRAVERTINE 43 MARBLE TILE 44</p> <p>OTHER (<i>specify</i>) 96</p>																															
<p>HC7. Does your household have:</p> <p>[A] A fixed telephone line?</p> <p>[B] A radio?</p> <p>[C] A cupboard?</p> <p>[D] Khontakhta?</p> <p>[E] Dining-room table?</p> <p>[F] Wardrobe for clothes?</p> <p>[G] Bed?</p> <p>[H] Sofa?</p> <p>[I] A mechanical sewing machine?</p>	<table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>FIXED TELEPHONE LINE</td> <td>1</td> <td>2</td> </tr> <tr> <td>RADIO</td> <td>1</td> <td>2</td> </tr> <tr> <td>CUPBOARD</td> <td>1</td> <td>2</td> </tr> <tr> <td>KHONTAKHTA</td> <td>1</td> <td>2</td> </tr> <tr> <td>DINING-ROOM TABLE</td> <td>1</td> <td>2</td> </tr> <tr> <td>WARDROBE FOR CLOTHES.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>BED.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>SOFA.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>A MECHANICAL SEWING MACHINE.....</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	FIXED TELEPHONE LINE	1	2	RADIO	1	2	CUPBOARD	1	2	KHONTAKHTA	1	2	DINING-ROOM TABLE	1	2	WARDROBE FOR CLOTHES.....	1	2	BED.....	1	2	SOFA.....	1	2	A MECHANICAL SEWING MACHINE.....	1	2	
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<p>HC8. Does your household have electricity?</p>	<p>YES, INTERCONNECTED GRID 1 YES, OFF-GRID (GENERATOR/ISOLATED SYSTEM) 2 NO 3</p>	<p>3 ⇒ HC10</p>																														

HC9. Does your household have:	YES	NO	
[A] A television?	TELEVISION.....	1 2	
[B] A refrigerator?	REFRIGERATOR.....	1 2	
[C] A fan?	FAN.....	1 2	
[D] A washing machine?	WASHING MACHINE	1 2	
[E] A microwave oven?	MICROWAVE OVEN.....	1 2	
[F] An air conditioner?	AIR CONDITIONER.....	1 2	
[G] A vacuum cleaner?	VACUUM CLEANER.....	1 2	
[H] A DVD player?	DVD PLAYER.....	1 2	
[I] An electric sewing machine?	ELECTRIC SEWING MACHINE	1 2	
HC10. Does any member of your household own:	YES	NO	
[A] A wristwatch?	WRISTWATCH.....	1 2	
[B] A bicycle?	BICYCLE.....	1 2	
[C] A motorcycle or scooter?	MOTORCYCLE /SCOOTER	1 2	
[D] An animal-drawn cart (arabah)?	ANIMAL-DRAWN CART	1 2	
[E] A car?	CAR	1 2	
[F] A boat with a motor?	BOAT WITH MOTOR	1 2	
[G] A truck or a van?	TRUCK / VAN.....	1 2	
[I] A tractor?	TRACTOR	1 2	
HC11. Does any member of your household have a computer or a tablet?	YES	1	
	NO	2	
HC12. Does any member of your household have a mobile telephone?	YES	1	
	NO	2	
HC13. Does your household have access to internet at home?	YES	1	
	NO	2	
HC14. Do you or someone living in this household own this dwelling?	OWN	1	
	RENT.....	2	
<i>If 'No', then ask: Do you rent this dwelling from someone not living in this household?</i>	OTHER (<i>specify</i>).....	6	
<i>If 'Rented from someone else', record '2'. For other responses, record '6' and specify.</i>			
HC15. Does any member of this household own any land that can be used for agriculture?	YES	1	
	NO	2	2⇒HC17

<p>HC16. How many hectares of agricultural land do members of this household own?</p> <p><i>If 1 hectare or more, circle '1' and record hectares. If 95 or more hectares, circle '1' and record '95'.</i></p> <p><i>If less than 1 hectare, probe: How many sotkas? circle '2' and record in sotkas. If less than 1 sotka, circle '2' and record "00'.</i></p> <p><i>If unknown, circle '998'.</i></p>	<p>HECTARES 1 ____</p> <p>SOTKAS 2 ____</p> <p>DK 998</p>	
<p>HC17. Does this household own any livestock, herds, other farm animals, or poultry?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒ HC19</p>
<p>HC18. How many of the following animals does this household have?</p> <p>[A] Milk cows or bulls?</p> <p>[H] Camels?</p> <p>[C] Horses, donkeys or mules?</p> <p>[D] Goats?</p> <p>[E] Sheep?</p> <p>[I] Chicken?</p> <p>[J] Rabbits?</p> <p>[G] Pigs</p> <p>[K] Beehives</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>CAMELS ____</p> <p>HORSES, DONKEYS OR MULES ____</p> <p>GOATS ____</p> <p>SHEEP ____</p> <p>CHICKEN ____</p> <p>RABBITS ____</p> <p>PIGS ____</p> <p>BEEHIVES ____</p>	
<p>HC19. Does any member of this household have a bank account?</p>	<p>YES 1</p> <p>NO 2</p>	

SOCIAL TRANSFERS

ST

ST1. I would like to ask you about various external economic assistance programmes provided to households. By external assistance I mean support that comes from the government or from non-governmental organizations such as religious, charitable, or community-based organizations. This excludes support from family, other relatives, friends or neighbours.

	[A] SOCIAL BENEFITS OR MATERIAL ASSISTANCE TO LOW INCOME FAMILIES	[B] ONE TIME CHILDBIRTH ALLOWANCE (CONGRATULATO RY MONEY)	[C] ALLOWANCE FOR CHILDREN WITH DISABILITY UNDER 16 YEARS OLD	[D] DISABILITY ALLOWANCE	[E] ALLOWANCES FOR WORKING MOTHERS FOR CHILD CARE UNDER THE AGE OF AGE OF TWO YEARS	[F] ANY TYPE OF PENSIONS	[X] ANY OTHER EXTERNAL ASSISTANCE PROGRAMME
ST2. Are you aware of <i>(name of programme)?</i>	YES1 ☺ ST3 NO2 ☺ [B]	YES1 ☺ ST3 NO2 ☺ [C]	YES1 ☺ ST3 NO2 ☺ [D]	YES1 ☺ ST3 NO2 ☺ [E]	YES1 ☺ ST3 NO2 ☺ [F]	YES1 ☺ ST3 NO2 ☺ [X]	YES <i>(specify)</i> _____ 1 ☺ ST3 NO2 ☺ End
ST3. Has your household or anyone in your household received assistance through <i>(name of programme)?</i>	YES1 ☺ ST4 NO2 ☺ [B] DK8 ☺ [B]	YES1 ☺ ST4 NO2 ☺ [C] DK8 ☺ [C]	YES1 ☺ ST4 NO2 ☺ [D] DK8 ☺ [D]	YES1 ☺ ST4 NO2 ☺ [E] DK8 ☺ [E]	YES1 ☺ ST4 NO2 ☺ [F] DK8 ☺ [F]	YES1 ☺ ST4 NO2 ☺ [X] DK8 ☺ [X]	YES1 ☺ ST4 NO2 ☺ End DK8 ☺ End
ST4. When was the <u>last</u> <u>time</u> your household or anyone in your household received assistance through <i>(name of programme)?</i> <i>If less than one month, record '1' and record '00' in Months.</i> <i>If less than 12 months, record '1' and record in Months.</i> <i>If 1 year/12 months or more, record '2' and record in Years.</i>	MONTHS AGO1 ___ ☺ [B] YEARS AGO2 ___ ☺ [B] DK998 ☺ [B]	MONTHS AGO1 ___ ☺ [C] YEARS AGO2 ___ ☺ [C] DK998 ☺ [C]	MONTHS AGO1 ___ ☺ [D] YEARS AGO2 ___ ☺ [D] DK998 ☺ [D]	MONTHS AGO1 ___ ☺ [E] YEARS AGO2 ___ ☺ [E] DK998 ☺ [E]	MONTHS AGO1 ___ ☺ [F] YEARS AGO2 ___ ☺ [F] DK998 ☺ [F]	MONTHS AGO1 ___ ☺ [X] YEARS AGO2 ___ ☺ [X] DK998 ☺ [X]	MONTHS AGO1 ___ ☺ End YEARS AGO2 ___ ☺ End DK998 ☺ End

HOUSEHOLD ENERGY USE		EU
<p>EU1. In your household, what type of cookstove is <u>mainly</u> used for <u>cooking</u>?</p>	ELECTRIC STOVE 01 SOLAR COOKER 02 LIQUEFIED PETROLEUM GAS (LPG)/ COOKING GAS STOVE 03 CENTRALIZED PIPED NATURAL GAS STOVE..... 04 BIOGAS STOVE 05 LIQUID FUEL STOVE..... 06 MANUFACTURED SOLID FUEL STOVE / OVEN 07 TRADITIONAL SOLID FUEL STOVE/ TANDUR / UCHOQ / 08 THREE STONE STOVE / OPEN FIRE..... 09 OTHER (<i>specify</i>) _____ 96 NO FOOD COOKED IN HOUSEHOLD 97	01 ⇒EU5 02 ⇒EU5 03 ⇒EU5 04 ⇒EU5 05 ⇒EU5 06 ⇒EU4 09 ⇒EU4 96 ⇒EU4 97 ⇒EU6
<p>EU2. Does it have a chimney?</p>	YES 1 NO 2 DK 8	
<p>EU3. Does it have a fan?</p>	YES 1 NO 2 DK 8	
<p>EU4. What type of fuel or energy source is used in this cookstove?</p> <p><i>If more than one, record the main energy source for this cookstove.</i></p>	ALCOHOL / ETHANOL 01 GASOLINE / DIESEL..... 02 KEROSENE / PARAFFIN 03 COAL / LIGNITE..... 04 CHARCOAL 05 WOOD..... 06 CROP RESIDUE / GRASS / STRAW / SHRUBS 07 ANIMAL DUNG / WASTE 08 PROCESSED BIOMASS (PELLETS) OR WOODCHIPS..... 09 GARBAGE / PLASTIC..... 10 SAWDUST 11 OTHER (<i>specify</i>) _____ 96	
<p>EU5. Is the cooking usually done in the house, in a separate building, or outdoors?</p> <p><i>If in main house, probe to determine if cooking is done in a separate room.</i></p> <p><i>If outdoors, probe to determine if cooking is done on veranda, covered porch, or open air.</i></p>	IN MAIN HOUSE NO SEPARATE ROOM..... 1 IN A SEPARATE ROOM 2 IN A SEPARATE BUILDING..... 3 OUTDOORS OPEN AIR 4 ON VERANDA OR COVERED PORCH..... 5 OTHER (<i>specify</i>) _____ 6	

<p>EU6. What does your household <u>mainly</u> use for <u>space heating</u> when needed?</p>	<p>CENTRAL HEATING 01</p> <p>MANUFACTURED SPACE HEATER 02</p> <p>TRADITIONAL SPACE HEATER 03</p> <p>MANUFACTURED COOKSTOVE 04</p> <p>TRADITIONAL COOKSTOVE 05</p> <p>THREE STONE STOVE / OPEN FIRE..... 06</p> <p>OTHER (<i>specify</i>) 96</p> <p>NO SPACE HEATING IN HOUSEHOLD 97</p>	<p>01 ⇒EU8</p> <p>06 ⇒EU8</p> <p>96 ⇒EU8</p> <p>97 ⇒EU9</p>
<p>EU7. Does it have a chimney?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>EU8. What type of fuel and energy source is used in this heater?</p> <p><i>If more than one, record the main energy source for this heater.</i></p>	<p>SOLAR AIR HEATER..... 01</p> <p>ELECTRICITY 02</p> <p>PIPED NATURAL GAS 03</p> <p>LIQUEFIED PETROLEUM GAS (LPG)/ COOKING GAS 04</p> <p>BIOGAS 05</p> <p>ALCOHOL / ETHANOL 06</p> <p>GASOLINE / DIESEL..... 07</p> <p>KEROSENE / PARAFFIN 08</p> <p>COAL / LIGNITE..... 09</p> <p>CHARCOAL 10</p> <p>WOOD..... 11</p> <p>CROP RESIDUE / GRASS / STRAW / SHRUBS 12</p> <p>ANIMAL DUNG / WASTE 13</p> <p>PROCESSED BIOMASS (PELLETS) OR WOODCHIPS..... 14</p> <p>GARBAGE / PLASTIC..... 15</p> <p>SAWDUST 16</p> <p>OTHER (<i>specify</i>) 96</p> <p>DK 98</p>	

EU9. At night, what does your household <u>mainly</u> use to <u>light</u> the household?	ELECTRICITY	01
	SOLAR LANTERN.....	02
	RECHARGEABLE FLASHLIGHT, TORCH OR LANTERN	03
	BATTERY POWERED FLASHLIGHT, TORCH OR LANTERN	04
	BIOGAS LAMP	05
	GASOLINE LAMP	06
	KEROSENE OR PARAFFIN LAMP.....	07
	CHARCOAL	08
	WOOD.....	09
	CROP RESIDUE / GRASS / STRAW / SHRUBS	10
	ANIMAL DUNG / WASTE.....	11
	OIL LAMP.....	12
	CANDLE	13
	OTHER (<i>specify</i>)	96
	NO LIGHTING IN HOUSEHOLD	97

WATER AND SANITATION

WS

WS1. What is the main source of drinking water used by members of your household?

If unclear, probe to identify the place from which members of this household most often collect drinking water (collection point).

PIPED WATER

PIPED INTO DWELLING	11	11 ⇨WS7
PIPED TO YARD / PLOT	12	12 ⇨WS7
PIPED TO NEIGHBOUR	13	13 ⇨WS3
PUBLIC TAP / STANDPIPE.....	14	14 ⇨WS3

TUBE WELL / BOREHOLE /

ARTESIAN WELL	21	21 ⇨WS3
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DUG WELL

PROTECTED WELL.....	31	31 ⇨WS3
UNPROTECTED WELL.....	32	32 ⇨WS3

SPRING

PROTECTED SPRING.....	41	41 ⇨WS3
UNPROTECTED SPRING.....	42	42 ⇨WS3

RAINWATER.....	51	51 ⇨WS3
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TANKER-TRUCK.....	61	61 ⇨WS4
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CART WITH SMALL TANK	71	71 ⇨WS4
----------------------------	----	---------

SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL)	81	81 ⇨WS3
---	----	---------

PACKAGED WATER

BOTTLED WATER	91	
---------------------	----	--

SACHET WATER	92	
--------------------	----	--

OTHER (<i>specify</i>).....	96	96 ⇨WS3
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WS2. What is the main source of water used by members of your household for other purposes such as cooking and handwashing?

If unclear, probe to identify the place from which members of this household most often collect water for other purposes.

PIPED WATER

PIPED INTO DWELLING	11	11 ⇨WS7
PIPED TO YARD / PLOT	12	12 ⇨WS7
PIPED TO NEIGHBOUR	13	
PUBLIC TAP / STANDPIPE.....	14	

TUBE WELL / BOREHOLE /

ARTESIAN WELL	21	
---------------------	----	--

DUG WELL

PROTECTED WELL.....	31	
UNPROTECTED WELL.....	32	

SPRING

PROTECTED SPRING.....	41	
UNPROTECTED SPRING.....	42	

RAINWATER.....	51	
----------------	----	--

TANKER-TRUCK.....	61	61 ⇨WS4
-------------------	----	---------

CART WITH SMALL TANK	71	71 ⇨WS4
----------------------------	----	---------

SURFACE WATER (RIVER, DAM, LAKE, POND, STREAM, CANAL, IRRIGATION CHANNEL)	81	
---	----	--

OTHER (<i>specify</i>).....	96	
-------------------------------	----	--

WS3. Where is that water source located?	IN OWN DWELLING1 IN OWN YARD / PLOT2 ELSEWHERE3	1 ⇨WS7 2 ⇨WS7
WS4. How long does it take for members of your household to go there, get water, and come back?	MEMBERS DO NOT COLLECT000 NUMBER OF MINUTES__ __ __ DK998	000 ⇨WS7
WS5. Who usually goes to this source to collect the water for your household? <i>Record the name of the person and copy the line number of this person from the LIST OF HOUSEHOLD MEMBERS Module.</i>	NAME _____ LINE NUMBER.....__ __	
WS6. Since last (<i>day of the week</i>), how many times has this person collected water?	NUMBER OF TIMES.....__ __ DK98	
WS7. In the last month, has there been any time when your household did not have sufficient quantities of drinking water?	YES, AT LEAST ONCE.....1 NO, ALWAYS SUFFICIENT2 DK8	2 ⇨WS9 8 ⇨WS9
WS8. What was the main reason that you were unable to access water in sufficient quantities when needed?	WATER NOT AVAILABLE FROM SOURCE1 WATER TOO EXPENSIVE.....2 SOURCE NOT ACCESSIBLE.....3 OTHER (<i>specify</i>).....6 DK8	
WS9. Do you or any other member of this household do anything to the water to make it safer to drink?	YES1 NO.....2 DK8	2 ⇨WS10A1 8 ⇨WS10A1
WS10. What do you usually do to make the water safer to drink? <i>Probe:</i> Anything else? <i>Record all methods mentioned.</i>	BOILA ADD BLEACH / CHLORINEB STRAIN IT THROUGH A CLOTH.....C USE WATER FILTER (CERAMIC, SAND, COMPOSITE, ETC.)D SOLAR DISINFECTIONE LET IT STAND AND SETTLEF OTHER (<i>specify</i>).....X DKZ	

<p>WS10A1. Where do you or other members of your household most often wash your hands?</p>	<p>FIXED FACILITY (SINK / TAP) IN DWELLING.....1 IN YARD / PLOT2</p> <p>MOBILE OBJECT (BUCKET / JUG / KETTLE).....3</p> <p>NO HANDWASHING PLACE IN DWELLING / YARD / PLOT4</p> <p>OTHER (<i>specify</i>).....6</p>	
<p>WS10A2. Do you have any soap or detergent in your house for washing hands?</p> <p><i>If “Yes”, probe: Do you have soap or detergent, or both?</i></p>	<p>YES, BAR OR LIQUID SOAP1 DETERGENT (POWDER/LIQUID/PASTE)2 SOAP AND DETERGENT.....3</p> <p>NO.....4</p>	
<p>WS11. 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>FLUSH / POUR FLUSH FLUSH TO PIPED SEWER SYSTEM.....11 FLUSH TO SEPTIC TANK.....12 FLUSH TO PIT LATRINE13 FLUSH TO OPEN DRAIN14 FLUSH TO DK WHERE18</p> <p>PIT LATRINE VENTILATED IMPROVED PIT LATRINE.....21 PIT LATRINE WITH SLAB22 PIT LATRINE WITHOUT SLAB / OPEN PIT23</p> <p>COMPOSTING TOILET (BIOTOILET)31</p> <p>BUCKET.....41 HANGING TOILET / HANGING LATRINE51</p> <p>NO FACILITY / BUSH / FIELD.....95</p> <p>OTHER (<i>specify</i>).....96</p>	<p>11 ⇒WS14</p> <p>14 ⇒WS14</p> <p>18 ⇒WS14</p> <p>41 ⇒WS14</p> <p>51 ⇒WS14</p> <p>95 ⇒End</p> <p>96 ⇒WS14</p>
<p>WS12. Has your (<i>answer from WS11</i>) ever been emptied?</p>	<p>YES, EMPTIED.....1</p> <p>NO, NEVER EMPTIED4</p> <p>DK.....8</p>	<p>4 ⇒WS14</p> <p>8 ⇒WS14</p>

<p>WS13. The last time it was emptied, where were the contents emptied to?</p> <p><i>Probe:</i> Was it removed by a service provider?</p>	<p>REMOVED BY SERVICE PROVIDER TO A TREATMENT PLANT1 BURIED IN A COVERED PIT2 TO DON'T KNOW WHERE.....3</p> <p>EMPTIED BY HOUSEHOLD BURIED IN A COVERED PIT4 TO UNCOVERED PIT, OPEN GROUND, WATER BODY OR ELSEWHERE5</p> <p>OTHER (<i>specify</i>).....6</p> <p>DK.....8</p>	
<p>WS14. Where is this toilet facility located?</p>	<p>IN OWN DWELLING1 IN OWN YARD / PLOT.....2 ELSEWHERE3</p>	
<p>WS15. Do you share this facility with others who are not members of your household?</p>	<p>YES1 NO.....2</p>	2 ⇒ End
<p>WS16. Do you share this facility only with members of other households that you know, or is the facility open to the use of the general public?</p>	<p>SHARED WITH KNOWN HOUSEHOLDS (NOT PUBLIC).....1 SHARED WITH GENERAL PUBLIC.....2</p>	2 ⇒ End
<p>WS17. How many households in total use this toilet facility, including your own household?</p>	<p>NUMBER OF HOUSEHOLDS (IF LESS THAN 10)<u>0</u> —</p> <p>TEN OR MORE HOUSEHOLDS10</p> <p>DK.....98</p>	

HH13. Record the time.	HOUR AND MINUTES ____ : ____	
HH14. Language of the Questionnaire.	UZBEK.....2 RUSSIAN.....3 KARAKALPAK.....4	
HH15. Language of the Interview.	UZBEK.....2 RUSSIAN.....3 KARAKALPAK.....4 OTHER LANGUAGE (specify) 6	
HH16. Native language of the Respondent.	UZBEK.....02 RUSSIAN.....03 KARAKALPAK.....04 TAJIK.....05 KYRGYC.....06 KAZAKH.....07 TURKMEN.....08 OTHER LANGUAGE (specify) 96	
HH17. Was a translator used for any parts of this questionnaire?	YES, ENTIRE QUESTIONNAIRE 1 YES, PART OF QUESTIONNAIRE 2 NO, NOT USED.....3	
HH18. Check HL6 in the LIST OF HOUSEHOLD MEMBERS and indicate the total number of children age 5-17 years:	NO CHILDREN0 1 CHILD1 2 OR MORE CHILDREN (NUMBER)..... ____	0 ⇒HH29 1 ⇒HH27

HH19. List each of the children age 5-17 years below in the order they appear in the LIST OF HOUSEHOLD MEMBERS. Do not include other household members outside of the age range 5-17 years. Record the line number, name, sex, and age for each child.

HH20. Rank number	HH21. Line number from HL1	HH22. Name from HL2	HH23. Sex from HL4		HH24. Age from HL6
RANK	LINE	NAME	M	F	AGE
1	____		1	2	____
2	____		1	2	____
3	____		1	2	____
4	____		1	2	____
5	____		1	2	____
6	____		1	2	____
7	____		1	2	____
8	____		1	2	____

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

NAME

AGE

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.

HH28. Issue a QUESTIONNAIRE FOR CHILDREN AGE 5-17 to be administered to the mother/caretaker of this child.

HH29. Check HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any women age 15-49?

YES, AT LEAST ONE WOMAN AGE 15-49.....1
NO2

2⇒HH40

HH30. Issue a separate QUESTIONNAIRE FOR INDIVIDUAL WOMEN for each woman age 15-49 years.

HH31. Check HL6 and HL8 in the LIST OF HOUSEHOLD MEMBERS: Are there any girls age 15-17?

YES, AT LEAST ONE GIRL AGE 15-171
NO2

2⇒HH40

HH32. Check HL20 in the LIST OF HOUSEHOLD MEMBERS: Is consent required for interviewing at least one girl age 15-17?

YES, AT LEAST ONE GIRL AGE 15-17 WITH HL20≠901
NO, HL20=90 FOR ALL GIRLS AGE 15-17.....2

2⇒HH40

HH33. As part of the survey we are also interviewing women age 15-49. We ask each person we interview for permission. A female interviewer conducts these interviews.

For girls age 15-17 we must also get permission from an adult to interview them. As mentioned before, all the information we obtain will remain strictly confidential and anonymous.

May we interview (*name(s) of female member(s) age 15-17*) later?

- 'Yes' for all girls age 15-17 ⇒ Continue with HH40.
- 'No' for at least one girl age 15-17 and 'Yes' to at least one girl age 15-17 ⇒ Record '06' in WM17 (also in UF17 and FS17, if applicable) on individual questionnaires for those adult consent was not given. Then continue with HH40.
- 'No' for all girls age 15-17 ⇒ Record '06' in WM17 (also in UF17 and FS17, if applicable) on all individual questionnaires for whom adult consent was not given. Then continue with HH40.

HH40. Check HL10 in the LIST OF HOUSEHOLD MEMBERS: Are there any children age 0-4?	YES, AT LEAST ONE 1 NO 2	2 ⇒ HH44A
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HH41. Issue a separate QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child age 0-4 years.

HH44A. Check HC7[A] and HC12: Does this household have a fixed telephone line or does any member of the household own a mobile phone?	YES, HC7[A]=1 OR HC12=1 1 NO, HC7[A]=2 AND HC12=2 2	2 ⇒ HH45
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HH44B. Issue a separate CONTACT INFORMATION FORM and go to HH45.

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,
- Proceed with the administration of the QUESTIONNAIRE ON CONTACT FORM or thank the respondent for his/her cooperation and continue with the administration of the remaining individual questionnaire(s) in this household.

If there is no individual questionnaire to be completed in this household move to the next household you have been assigned by your supervisor.

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

CONTACT INFORMATION PANEL		CI
CI1. Cluster number: _____	CI2. Household number: _____	
CI3. Respondent's name and line number: NAME _____	CI4. Supervisor's name and number: NAME _____	
CI5. Interviewer's name and number: NAME _____	CI6. Day / Month / Year of interview: _____ / _____ / 20____	

CI7. Thank you for your participation.

The State Committee of the Republic of Uzbekistan on Statistics will be conducting a phone survey about the situation of children, families and households in the future. We would like to invite you to participate in this survey. If you agree to participate, we will ask you to share a phone number we can reach you at. Participation in this phone survey is voluntary, and even if you agree to participate now, you may decide to withdraw from participation in the future. There will be no costs to you for participating in the phone survey. Please know that all the information you share during future phone interviews will remain strictly confidential, and your phone number will not be shared with anyone outside our team. Would you like to participate?

YES..... 1 NO..... 2	2 ⇒ CI14
CI8. Do you have a personal phone number or does your household have a communal number where you can be reached?	YES..... 1 NO..... 2 2 ⇒ CI14

CI9. You may share your personal phone number or household communal number, but please, only your personal phone number or household communal number, any personal phone numbers that belong to individual members of your household are not needed. Please, tell me what is the best phone number to contact you on.

	[P1] CONVINIENT NUMBER	[P2] 2 ND NUMBER
CI10. Ask for and record phone number.		
CI11. Just to confirm, the number is (number from CI10)? <i>If "No", return to CI10 and correct entry.</i>	YES..... 1 NO..... 2 ⇒ CI14	YES..... 1 NO..... 2 ⇒ CI14
CI12. Is this a fixed line or a mobile phone number?	FIXED LINE 1 MOBILE 2	FIXED LINE 1 MOBILE 2
CI13. Remember, you may share your household communal number, but please, do not share any personal phone numbers that belong to individual members of your household. Do you have another personal or communal phone number where you can be reached?	YES..... 1 ⇒ [P2] NO..... 2 ⇒ CI14	YES..... 1 ⇒ [P3] NO..... 2 ⇒ CI14

Tick here if additional form used:

CI14. Thank the respondent for his/her cooperation and continue with the remaining individual questionnaire(s) in this household. If there is no individual questionnaire to be completed in this household after completing QUESTIONNAIRE ON CONTACT FORM, 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
WM1. Cluster number: _____	WM2. Household number: _____	
WM3. Woman's name and line number: NAME _____	WM4. Supervisor's name and number: NAME _____	
WM5. Interviewer's name and number: NAME _____	WM6. Day / Month / Year of interview: _____ / _____ / <u>2</u> <u>0</u> <u>2</u>	

<p>Check woman's age in HL6 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: If age 15-17, verify in HH33 that adult consent for interview is obtained or not necessary (HL20=90). If consent is needed and not obtained, the interview must not commence and '06' should be recorded in WM17.</p>	WM7. Record the time:	
	<p>HOURS : MINUTES _____ : _____</p>	
WM8. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	<p>YES, INTERVIEWED ALREADY1 NO, FIRST INTERVIEW2</p>	<p>1 ⇨ WM9B 2 ⇨ WM9A</p>
<p>WM9A. Hello, my name is (<i>your name</i>). We are from the State Committee of the Republic of Uzbekistan on Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about your health and other topics. This interview usually takes about 30 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. If you have any questions about the survey, we will provide contact of person from the State Committee on Statistics of the Republic of Uzbekistan, who is in charge of this survey. May I start now?</p>	<p>WM9B. Now I would like to talk to you about your health and other topics in more detail. This interview will take about 30 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?</p>	
<p>YES1 NO / NOT ASKED2</p>	<p>1 ⇨ WOMAN'S BACKGROUND Module 2 ⇨ WM17</p>	

<p>WM17. Result of woman's interview. Discuss any result not completed with Supervisor.</p>	<p>COMPLETED 01 NOT AT HOME 02 REFUSED 03 PARTLY COMPLETED 04</p>
	<p>INCAPACITATED (<i>specify</i>) _____ 05 NO ADULT CONSENT FOR RESPONDENT AGE 15-17 06 OTHER (<i>specify</i>) _____ 96</p>

WOMAN'S BACKGROUND		WB
WB1. Check the respondent's line number (WM3) in WOMAN'S INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the Household Questionnaire?	YES, RESPONDENT IS THE SAME, WM3=HH47 1 NO, RESPONDENT IS NOT THE SAME, WM3≠HH47 2	2 ⇒WB3
WB2. Check ED5 in EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for this respondent: Highest level of school attended:	ED5=2, 3 OR 4 1 ED5=0, 1, 8 OR BLANK 2	1 ⇒WB15 2 ⇒WB14
WB3. In what month and year were you born?	DATE OF BIRTH MONTH..... __ __ DK MONTH..... 98 YEAR __ __ __ __ DK YEAR..... 9998	
WB4. How old are you? <i>Probe: How old were you at your last birthday?</i> <i>If responses to WB3 and WB4 are inconsistent, probe further and correct. Age must be recorded.</i>	AGE (IN COMPLETED YEARS) __ __	
WB5. Have you ever attended school or any early childhood education programme?	YES..... 1 NO 2	2 ⇒WB14
WB6. What is the highest level and grade or year of school you have attended?	PRE-SCHOOL EDUCATION 000 PRIMARY 1 __ __ SECONDARY 2 __ __ SECONDARY SPECIALIZED VOCATIONAL 3 __ __ HIGHER 4 __ __	000 ⇒WB14
WB7. Did you complete that (grade/year)?	YES..... 1 NO 2	
WB8. Check WB4: Age of respondent:	AGE 15-24..... 1 AGE 25-49..... 2	2 ⇒WB13
WB9. At any time during the current 2020/2021 school year did you attend school?	YES..... 1 NO 2	2 ⇒WB11
WB10. During this current 2020/2021 school year, which level and grade or year are you <u>attending</u> ?	PRIMARY 1 __ __ SECONDARY 2 __ __ SECONDARY SPECIALIZED VOCATIONAL 3 __ __ HIGHER 4 __ __	
WB11. At any time during the previous 2019/2020 school year did you attend school?	YES..... 1 NO 2	2 ⇒WB13

<p>WB12. During that previous 2019/2020 school year, which level and grade or year did you <u>attend</u>?</p>	<p>PRIMARY 1 SECONDARY 2 SECONDARY SPECIALIZED VOCATIONAL 3 HIGHER 4 </p>	
<p>WB13. Check WB6: Highest level of school attended:</p>	<p>WB6=2, 3 OR 4 1 WB6=1 2</p>	<p>1 ⇒WB15</p>
<p>WB14. Now I would like you to read this sentence to me.</p> <p><i>Show sentence on the card to the respondent.</i></p> <p><i>If respondent cannot read whole sentence, probe: Can you read part of the sentence to me?</i></p>	<p>CANNOT READ AT ALL 1 ABLE TO READ ONLY PARTS OF SENTENCE 2 ABLE TO READ WHOLE SENTENCE ... 3 NO SENTENCE IN REQUIRED LANGUAGE (specify language) 4</p>	
<p>WB15. How long have you been continuously living in (name of current city, town or village of residence)?</p> <p><i>If less than one year, record '00' years.</i></p>	<p>YEARS ALWAYS / SINCE BIRTH 95</p>	<p>95 ⇒ End</p>
<p>WB16. Just before you moved here, did you live in a city, in a town, or in a rural area?</p> <p><i>Probe to identify the type of place.</i></p> <p><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 '5' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>CITY 1 TOWN 2 RURAL AREA 3</p> <p>UNABLE TO DETERMINE IF CITY/TOWN/RURAL 5</p> <p>DK / DON'T REMEMBER 8</p>	
<p>WB17. Before you moved here, in which region did you live in?</p>	<p>REPUBLIC OF KARAKALPAKSTAN .. 01 ANDIJAN REGION 02 BUKHARA REGION 03 JIZZAKH REGION 04 KASHKADARYA REGION 05 NAVOI REGION 06 NAMANGAN REGION 07 SAMARKAND REGION 08 SURKHANDARYA REGION 09 SYRDARYA REGION 10 TASHKENT REGION 11 FERGANA REGION 12 KHOREZM REGION 13 TASHKENT CITY 14</p> <p>OUTSIDE OF UZBEKISTAN (specify) 96</p>	

FERTILITY/BIRTH HISTORY		CM
<p>CM1. Now I would like to ask about all the births you have had during your life. Have you ever given birth?</p> <p><i>This module and the birth history should only include children born alive. Any stillbirths should not be included in response to any question.</i></p>	YES.....1 NO2	2 ⇒ CM8
<p>CM2. Do you have any sons or daughters to whom you have given birth who are now living with you?</p>	YES.....1 NO2	2 ⇒ CM5
<p>CM3. How many sons live with you?</p> <p><i>If none, record '00'.</i></p>	SONS AT HOME.....__ __	
<p>CM4. How many daughters live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS AT HOME.....__ __	
<p>CM5. Do you have any sons or daughters to whom you have given birth who are alive but do not live with you?</p>	YES.....1 NO2	2 ⇒ CM8
<p>CM6. How many sons are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	SONS ELSEWHERE.....__ __	
<p>CM7. How many daughters are alive but do not live with you?</p> <p><i>If none, record '00'.</i></p>	DAUGHTERS ELSEWHERE.....__ __	
<p>CM8. Have you ever given birth to a boy or girl who was born alive but later died?</p> <p><i>If 'No' probe by asking: I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time?</i></p>	YES.....1 NO2	2 ⇒ CM11
<p>CM9. How many boys have died?</p> <p><i>If none, record '00'.</i></p>	BOYS DEAD.....__ __	
<p>CM10. How many girls have died?</p> <p><i>If none, record '00'.</i></p>	GIRLS DEAD.....__ __	
<p>CM11. Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.</p>	SUM.....__ __	
<p>CM12. Just to make sure that I have this right, you have had in total (total number in CM11) births during your life. Is this correct?</p>	YES.....1 NO2	1 ⇒ CM14
<p>CM13. Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is 'Yes'.</p>		
<p>CM14. Check CM11: How many live births?</p>	NO LIVE BIRTHS, CM11=00.....0 ONE OR MORE LIVE BIRTH, CM11=01 OR 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. <i>Record names of all of the births in BH1. Record twins and triplets on separate lines.</i>																					
BH0. BH Line Number	BH1. What name was given to your (first/next) baby?	BH2. Were any of these births twins?		BH3. Is (<i>name of birth</i>) a boy or a girl?		BH4. In what month and year was (<i>name of birth</i>) born? <i>Probe: What is (his/her) birthday?</i>			BH5. Is (<i>name of birth</i>) still alive?		BH6. How old was (<i>name of birth</i>) at (his/her) last birthday? <i>Record age in completed years.</i>		BH7. Is (<i>name of birth</i>) living with you?		BH8. Record household line number of child (from HLI) <i>Record '00' if child is not listed.</i>		BH9. How old was (<i>name of birth</i>) when (he/she) died? <i>If '1 year', probe: How many months old was (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 (<i>name of previous birth</i>) and (<i>name of birth</i>), 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	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ Next Birth	___				
02		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
03		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
04		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
05		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
06		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
07		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
08		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	1	2		
09		1	2	1	2	___	___	_____		1	2	___	1	2	___	DAYS 1 MONTHS 2 YEARS 3 ⇒ BH10	___	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?		
		S	M	B	G	Day	Month	Year	Y	N	Age	Y	N	Line No	Unit	Number	Y	N	Y	N		
10		1	2	1	2	___	___	___	1	2	___	___	1	2	___	DAYS1 MONTHS2 YEARS3	___	1	2	1	2	
															⇒ BH10						Add Birth	Next Birth
11		1	2	1	2	___	___	___	1	2	___	___	1	2	___	DAYS1 MONTHS2 YEARS3	___	1	2	1	2	
															⇒ BH10						Add Birth	Next Birth
12		1	2	1	2	___	___	___	1	2	___	___	1	2	___	DAYS1 MONTHS2 YEARS3	___	1	2	1	2	
															⇒ BH10						Add Birth	Next Birth
13		1	2	1	2	___	___	___	1	2	___	___	1	2	___	DAYS1 MONTHS2 YEARS3	___	1	2	1	2	
															⇒ BH10						Add Birth	Next Birth
14		1	2	1	2	___	___	___	1	2	___	___	1	2	___	DAYS1 MONTHS2 YEARS3	___	1	2	1	2	
															⇒ BH10						Add Birth	Next Birth
BH11. Have you had any live births since the birth of (name of last birth listed)?											YES1					1 ⇒ Record birth(s) in Birth History						
											NO2											

<p>CM15. Compare number in CM11 with number of births listed in the birth history above and check:</p>	<p>NUMBERS ARE THE SAME 1 NUMBERS ARE DIFFERENT 2</p>	<p>1 ⇒ CM17</p>
<p>CM16. Probe and reconcile responses in the birth history until response in CM12 is 'Yes'.</p>		
<p>CM17. Check BH4: Last birth occurred within the last 2 years, that is, since (month of interview) in (year of interview minus 2)?</p> <p><i>If the month of interview and the month of birth are the same, and the year of birth is (year of interview minus 2), consider this as a birth within the last 2 years.</i></p>	<p>NO LIVE BIRTHS IN THE LAST 2 YEARS 0 ONE OR MORE LIVE BIRTHS IN THE LAST 2 YEARS 1</p>	<p>0 ⇒ End</p>
<p>CM18. Copy name of the last child listed in BH1.</p> <p><i>If the child has died, take special care when referring to this child by name in the following modules.</i></p>	<p>NAME OF LAST-BORN CHILD</p> <p>_____</p>	

DESIRE FOR LAST BIRTH		DB
<p>DB1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=1 1</p> <p>NO, CM17=0 OR BLANK 2</p>	2 ⇒End
<p>DB2. When you got pregnant with (<i>name</i>), did you want to get pregnant at that time?</p>	<p>YES 1</p> <p>NO 2</p>	1 ⇒End
<p>DB3. Check CM11: Number of births:</p>	<p>ONLY 1 BIRTH 1</p> <p>2 OR MORE BIRTHS 2</p>	1 ⇒DB4A 2 ⇒DB4B
<p>DB4A. Did you want to have a baby later on, or did you not want any children?</p>	<p>LATER 1</p> <p>NO MORE / NONE 2</p>	
<p>DB4B. Did you want to have a baby later on, or did you not want any more children?</p>		

MATERNAL AND NEWBORN HEALTH		MN
<p>MN1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=11</p> <p>NO, CM17=0 OR BLANK2</p>	2 ⇒ End
<p>MN2. Did you see anyone for antenatal care during your pregnancy with (<i>name</i>)?</p>	<p>YES.....1</p> <p>NO2</p>	2 ⇒ MN19
<p>MN3. 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>HEALTH PROFESSIONAL</p> <p>DOCTOR.....A</p> <p>NURSE / MIDWIFE.....B</p> <p>FELDSHERC</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANTF</p> <p>OTHER (<i>specify</i>) _____ X</p>	
<p>MN4. 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>WEEKS1 ___</p> <p>MONTHS2 <u>0</u> ___</p> <p>DK998</p>	
<p>MN5. 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>DK98</p>	
<p>MN6. 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>YES NO</p> <p>BLOOD PRESSURE.....1 2</p> <p>URINE SAMPLE1 2</p> <p>BLOOD SAMPLE.....1 2</p>	
<p>MN19. 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>HEALTH PROFESSIONAL</p> <p>DOCTOR.....A</p> <p>NURSE / MIDWIFE.....B</p> <p>FELDSHERC</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANTF</p> <p>RELATIVE / FRIENDH</p> <p>OTHER (<i>specify</i>) _____ X</p> <p>NO ONEY</p>	

<p>MN20. Where did you give birth to (<i>name</i>)? <i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>HOME RESPONDENT'S HOME 11 OTHER HOME 12</p> <p>PUBLIC MEDICAL SECTOR REPUBLICAN CHILDBIRTH FACILITY 21 REGIONAL CHILDBIRTH FACILITY 22 DISTRICT/CITY CHILDBIRTH FACILITY 23 OTHER PUBLIC (<i>specify</i>) 26</p> <p>PRIVATE MEDICAL SECTOR PRIVATE MATERNITY HOME / PRIVATE CHILDBIRTH FACILITY 33 OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE 76</p> <p>OTHER (<i>specify</i>) 96</p>	<p>11 ⇒MN23 12 ⇒MN23</p> <p>96 ⇒MN23</p>
<p>MN21. Was (<i>name</i>) delivered by caesarean section? That is, did they cut your belly open to take the baby out?</p>	<p>YES 1 NO 2</p>	<p>2 ⇒MN23</p>
<p>MN22. When was the decision made to have the caesarean section? <i>Probe if necessary: Was it before or after your labour pains started?</i></p>	<p>BEFORE LABOUR PAINS 1 AFTER LABOUR PAINS 2</p>	
<p>MN23. Immediately after the birth, was (<i>name</i>) put directly on the bare skin of your chest? <i>If necessary, show the picture of skin-to-skin position.</i></p> 	<p>YES 1 NO 2</p> <p>DK/ DON'T REMEMBER 8</p>	<p>2 ⇒MN25 8 ⇒MN25</p>
<p>MN24. Before being placed on the bare skin of your chest, was the baby wrapped up?</p>	<p>YES 1 NO 2</p> <p>DK/ DON'T REMEMBER 8</p>	
<p>MN25. Was (<i>name</i>) dried or wiped soon after birth?</p>	<p>YES 1 NO 2</p> <p>DK/ DON'T REMEMBER 8</p>	

<p>MN26. How long after the birth was (<i>name</i>) bathed for the first time?</p> <p><i>If “immediately” or less than 1 hour, record ‘000’.</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 1 __ __</p> <p>DAYS 2 __ __</p> <p>NEVER BATHED 997</p> <p>DK / DON’T REMEMBER 998</p>	
<p>MN32. When (<i>name</i>) was born, was (he/she) very large, larger than average, average, smaller than average, or very small?</p>	<p>VERY LARGE..... 1</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>MN33. 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>MN34. How much did (<i>name</i>) weigh?</p> <p><i>If a Patient medical record (form 112) is available, record weight from document.</i></p>	<p>FROM CARD..... 1 (KG) __ . __ __ __</p> <p>FROM RECALL 2 (KG) __ . __ __ __</p> <p>DK 99998</p>	
<p>MN35. Has your menstrual period returned since the birth of (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>MN36. Did you ever breastfeed (<i>name</i>)?</p>	<p>YES 1</p> <p>NO 2</p>	<p>2 ⇒ MN39B</p>
<p>MN37. How long after birth did you first put (<i>name</i>) to the breast?</p> <p><i>If less than 1 hour, record ‘00’ hours.</i> <i>If less than 24 hours, record hours.</i> <i>Otherwise, record days.</i></p>	<p>IMMEDIATELY 000</p> <p>HOURS 1 __ __</p> <p>DAYS 2 __ __</p> <p>DK / DON’T REMEMBER 998</p>	

<p>MN38. In the first three days after delivery, was (<i>name</i>) given anything to drink other than breast milk?</p>	<p>YES 1 NO 2</p>	<p>1 ⇒MN39A 2 ⇒End</p>
<p>MN39A. What was (<i>name</i>) given to drink?</p> <p><i>Probe:</i> Anything else?</p> <p><i>'Not given anything to drink' is not a valid response and response category Y cannot be recorded.</i></p> <p>MN39B. In the first three days after delivery, what was (<i>name</i>) given to drink?</p> <p><i>Probe:</i> Anything else?</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 PLAIN WATERB SUGAR OR GLUCOSE WATERC GRIPE WATERD SUGAR-SALT-WATER SOLUTIONE FRUIT JUICE.....F INFANT FORMULAG TEA / INFUSIONS / TRADITIONAL HERBAL PREPARATIONSH PRESCRIBED MEDICINEJ NAVVATK BREAST MILK (NOT FROM MOTHER)L</p> <p>OTHER (<i>specify</i>) _____ X</p> <p>NOT GIVEN ANYTHING TO DRINK.....Y</p>	

POST-NATAL HEALTH CHECKS		PN
<p>PN1. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=11</p> <p>NO, CM17=0 OR BLANK2</p>	2 ⇒ End
<p>PN2. Check MN20: Was the child delivered in a health facility?</p>	<p>YES, MN20=21-36 OR 761</p> <p>NO, MN20=11-12 OR 962</p>	2 ⇒ PN7
<p>PN3. Now I would like to ask you some questions about what happened in the hours and days after the birth of (<i>name</i>).</p> <p>You have said that you gave birth in (<i>name or type of facility in MN20</i>). How long did you stay there after the delivery?</p> <p>If less than one day, record hours. If less than one week, record days. Otherwise, record weeks.</p>	<p>HOURS1 __ __</p> <p>DAYS2 __ __</p> <p>WEEKS3 __ __</p> <p>DK / DON'T REMEMBER998</p>	
<p>PN4. I would like to talk to you about checks on (<i>name</i>)'s health after delivery – for example, someone examining (<i>name</i>), checking the cord, or seeing if (<i>name</i>) is ok.</p> <p>Before you left the (<i>name or type of facility in MN20</i>), did anyone check on (<i>name</i>)'s health?</p>	<p>YES1</p> <p>NO2</p>	
<p>PN5. And what about checks on <u>your</u> health – I mean, someone assessing your health, for example asking questions about your health or examining you?</p> <p>Did anyone check on <u>your</u> health before you left (<i>name or type or facility in MN20</i>)?</p>	<p>YES1</p> <p>NO2</p>	
<p>PN6. Now I would like to talk to you about what happened after you left (<i>name or type of facility in MN20</i>).</p> <p>Did anyone check on (<i>name</i>)'s health after you left (<i>name or type of facility in MN20</i>)?</p>	<p>YES1</p> <p>NO2</p>	1 ⇒ PN12 2 ⇒ PN17
<p>PN7. Check MN19: Did a health professional or traditional birth attendant assist with the delivery?</p>	<p>YES, AT LEAST ONE OF THE CATEGORIES A TO F RECORDED1</p> <p>NO, NONE OF THE CATEGORIES A TO F RECORDED2</p>	2 ⇒ PN11

<p>PN8. You have already said that (<i>person or persons in MN19</i>) assisted with the birth. Now I would like to talk to you about checks on (<i>name</i>)’s health after delivery, for example examining (<i>name</i>), checking the cord, or seeing if (<i>name</i>) is ok.</p> <p>After the delivery was over and before (<i>person or persons in MN19</i>) left you, did (<i>person or persons in MN19</i>) check on (<i>name</i>)’s health?</p>	<p>YES1</p> <p>NO2</p>	
<p>PN9. And did (<i>person or persons in MN19</i>) check on <u>your</u> health before leaving, for example asking questions about your health or examining you?</p>	<p>YES1</p> <p>NO2</p>	
<p>PN10. After the (<i>person or persons in MN19</i>) left you, did anyone check on the health of (<i>name</i>)?</p>	<p>YES1</p> <p>NO2</p>	<p>1 ⇒PN12</p> <p>2 ⇒PN19</p>
<p>PN11. I would like to talk to you about checks on (<i>name</i>)’s health after delivery – for example, someone examining (<i>name</i>), checking the cord, or seeing if the baby is ok.</p> <p>After (<i>name</i>) was delivered, did anyone check on (his/her) health?</p>	<p>YES1</p> <p>NO2</p>	<p>2 ⇒PN20</p>
<p>PN12. Did such a check happen only once, or more than once?</p>	<p>ONCE1</p> <p>MORE THAN ONCE2</p>	<p>1 ⇒PN13A</p> <p>2 ⇒PN13B</p>
<p>PN13A. How long after delivery did that check happen?</p> <p>PN13B. How long after delivery did the first of these checks happen?</p> <p><i>If less than one day, record hours.</i></p> <p><i>If less than one week, record days.</i></p> <p><i>Otherwise, record weeks.</i></p>	<p>HOURS1 __ __</p> <p>DAYS2 __ __</p> <p>WEEKS3 __ __</p> <p>DK / DON’T REMEMBER998</p>	
<p>PN14. Who checked on (<i>name</i>)’s health at that time?</p>	<p>HEALTH PROFESSIONAL</p> <p>DOCTORA</p> <p>NURSE / MIDWIFEB</p> <p>FELDSHER.....C</p> <p>OTHER PERSON</p> <p>TRADITIONAL BIRTH ATTENDANT F</p> <p>RELATIVE / FRIENDH</p> <p>OTHER (<i>specify</i>)X</p>	

<p>PN15. Where did this check take place?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>HOME</p> <p>RESPONDENT'S HOME.....11</p> <p>OTHER HOME.....12</p> <p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL.....21</p> <p>FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINIC ..24</p> <p>OTHER PUBLIC (<i>specify</i>) _____ 26</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL.....31</p> <p>PRIVATE OUT-PATIENT CLINIC/CENTER.....32</p> <p>PRIVATE MATERNITY HOME / PRIVATE CHILDBIRHT FACILITY33</p> <p>PRIVATE PRACTITIONER34</p> <p>OTHER PRIVATE MEDICAL (<i>specify</i>) _____ 36</p> <p>DK PUBLIC OR PRIVATE76</p> <p>OTHER (<i>specify</i>) _____ 96</p>	
<p>PN16. Check MN20: Was the child delivered in a health facility?</p>	<p>YES, MN20=21-36 OR 76.....1</p> <p>NO, MN20=11-12 OR 96.....2</p>	<p>2 ⇒PN18</p>
<p>PN17. After you left (<i>name or type of facility in MN20</i>), did anyone check on <u>your</u> health?</p>	<p>YES1</p> <p>NO.....2</p>	<p>1 ⇒PN21</p> <p>2 ⇒PN25</p>
<p>PN18. Check MN19: Did a health professional or traditional birth attendant assist with the delivery?</p>	<p>YES, AT LEAST ONE OF THE CATEGORIES A TO F RECORDED1</p> <p>NO, NONE OF THE CATEGORIES A TO F RECORDED2</p>	<p>2 ⇒PN20</p>
<p>PN19. After the delivery was over and (<i>person or persons in MN19</i>) left, did anyone check on <u>your</u> health?</p>	<p>YES1</p> <p>NO.....2</p>	<p>1 ⇒PN21</p> <p>2 ⇒PN25</p>
<p>PN20. After the birth of (<i>name</i>), did anyone check on <u>your</u> health, for example asking questions about your health or examining you?</p>	<p>YES1</p> <p>NO.....2</p>	<p>2 ⇒PN25</p>
<p>PN21. Did such a check happen only once, or more than once?</p>	<p>ONCE.....1</p> <p>MORE THAN ONCE2</p>	<p>1 ⇒PN22A</p> <p>2 ⇒PN22B</p>
<p>PN22A. How long after delivery did that check happen?</p> <p>PN22B. How long after delivery did the first of these checks happen?</p> <p><i>If less than one day, record hours.</i></p> <p><i>If less than one week, record days.</i></p> <p><i>Otherwise, record weeks.</i></p>	<p>HOURS1 ___</p> <p>DAYS.....2 ___</p> <p>WEEKS.....3 ___</p> <p>DK / DON'T REMEMBER998</p>	

<p>PN23. Who checked on <u>your</u> health at that time?</p>	<p>HEALTH PROFESSIONAL DOCTOR A NURSE / MIDWIFE B FELDSHER..... C OTHER PERSON TRADITIONAL BIRTH ATTENDANT F RELATIVE / FRIEND H OTHER (<i>specify</i>) X</p>	
<p>PN24. Where did this check take place?</p> <p><i>Probe to identify the type of place.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record '76' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;"><i>(Name of place)</i></p>	<p>HOME RESPONDENT'S HOME.....11 OTHER HOME.....12</p> <p>PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL.....21 FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINIC..24 OTHER PUBLIC (<i>specify</i>) 26</p> <p>PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL.....31 PRIVATE OUT-PATIENT CLINIC / CENTER32 PRIVATE MATERNITY HOME / PRIVATE CHILDBIRHT FACILITY33 PRIVATE PRACTITIONER34 OTHER PRIVATE MEDICAL (<i>specify</i>) 36</p> <p>DK PUBLIC OR PRIVATE76</p> <p>OTHER (<i>specify</i>) 96</p>	
<p>PN25. During the first two days after birth, did any health care provider do any of the following either at home or at a facility:</p> <p>[A] Examine (name)'s cord?</p> <p>[B] Take the temperature of (name)?</p> <p>[C] Counsel you on breastfeeding?</p>	<p style="text-align: right;">YES NO DK</p> <p>EXAMINE THE CORD..... 1 2 8</p> <p>TAKE TEMPERATURE 1 2 8</p> <p>COUNSEL ON BREASTFEEDING..... 1 2 8</p>	
<p>PN26. Check MN36: Was child ever breastfed?</p>	<p>YES, MN36=1..... 1 NO, MN36=2 2</p>	<p>2 ⇒PN28</p>
<p>PN27. Observe (name)'s breastfeeding?</p>	<p style="text-align: right;">YES NO DK</p> <p>OBSERVE BREASTFEEDING 1 2 8</p>	

<p>PN28. Check MN33: Was child weighed at birth?</p>	<p>YES, MN33=1.....1 NO, MN33=22 DK, MN33=83</p>	<p>1 ⇒PN29A 2 ⇒PN29B 3 ⇒PN29C</p>
<p>PN29A. You mentioned that (<i>name</i>) was weighed at birth. After that, was (<i>name</i>) weighed again by a health care provider within two days?</p> <p>PN29B. You mentioned that (<i>name</i>) was not weighed at birth. Was (<i>name</i>) weighed at all by a health care provider within two days after birth?</p> <p>PN29C. You mentioned that you do not know if (<i>name</i>) was weighed at birth. Was (<i>name</i>) weighed at all by a health care provider within two days after birth?</p>	<p>YES1 NO2</p>	
<p>PN30. During the first two days after (<i>name</i>)’s birth, did any health care provider give you information on the symptoms that require you to take your sick child to a health facility for care?</p>	<p>YES1 NO2</p>	

CP0. I would like to talk with you about another subject: family planning.
Couples use various ways or methods to delay or avoid getting pregnant.

Have you heard of:

<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>[N] Emergency / postcoital contraception? <i>Probe:</i> As an emergency measure, within three days after they have unprotected sexual intercourse, women can take special pills to prevent pregnancy.</p> <p>[X] Have you heard of any other ways or methods that women or men can use to avoid pregnancy?</p> <p>_____</p> <p>_____</p> <p>(specify)</p> <p>_____</p> <p>_____</p> <p>(specify)</p>	<p>YES 1</p> <p>NO 2</p> <p>YES 1</p> <p>NO 2</p> <p>YES 1</p> <p>NO 2</p>	
<p>CP1. Are you pregnant now?</p>	<p>YES, CURRENTLY PREGNANT 1</p> <p>NO 2</p> <p>DK OR NOT SURE 8</p>	<p>1 ⇒ CP3</p>
<p>CP2. Couples use various ways or methods to delay or avoid getting pregnant.</p> <p>Are you currently doing something or using any method to delay or avoid getting pregnant?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒ CP4</p>
<p>CP3. Have you ever done something or used any method to delay or avoid getting pregnant?</p>	<p>YES 1</p> <p>NO 2</p>	<p>1 ⇒ End</p> <p>2 ⇒ End</p>
<p>CP4. What are you doing to delay or avoid a pregnancy?</p> <p>Do not prompt. If more than one method is mentioned, record each one.</p>	<p>FEMALE STERILIZATION A</p> <p>MALE STERILIZATION B</p> <p>IUD C</p> <p>INJECTABLES D</p> <p>IMPLANTS E</p> <p>PILL F</p> <p>MALE CONDOM G</p> <p>FEMALE CONDOM H</p> <p>DIAPHRAGM I</p> <p>FOAM / JELLY J</p> <p>LACTATIONAL AMENORRHOEA METHOD (LAM) K</p> <p>PERIODIC ABSTINENCE / RHYTHM L</p> <p>WITHDRAWAL M</p> <p>OTHER (specify) X</p>	

UNMET NEED		UN
UN1. Check CP1: Currently pregnant?	YES, CP1=1 1 NO, DK OR NOT SURE, CP1=2 OR 8 2	2 ⇨ UN6
UN2. Now I would like to talk to you about your current pregnancy. When you got pregnant, did you want to get pregnant at that time?	YES 1 NO 2	1 ⇨ UN5
UN3. Check CM11: Any births?	NO BIRTHS 0 ONE OR MORE BIRTHS 1	0 ⇨ UN4A 1 ⇨ UN4B
UN4A. Did you want to have a baby later on or did you not want any children? UN4B. Did you want to have a baby later on or did you not want any more children?	LATER 1 NONE / NO MORE 2	
UN5. Now I would like to ask some questions about the future. After the child you are now expecting, would you like to have another child, or would you prefer not to have any more children?	HAVE ANOTHER CHILD 1 NO MORE / NONE 2 UNDECIDED / DK 8	1 ⇨ UN8 2 ⇨ UN14 8 ⇨ UN14
UN6. Check CP4: Currently using 'Female sterilization'?	YES, CP4=A 1 NO, CP4≠A 2	1 ⇨ UN14
UN7. Now I would like to ask you some questions about the future. Would you like to have (a/another) child, or would you prefer not to have any (more) children?	HAVE (A/ANOTHER) CHILD 1 NO MORE / NONE 2 SAYS SHE CANNOT GET PREGNANT 3 UNDECIDED / DK 8	2 ⇨ UN10 3 ⇨ UN12 8 ⇨ UN10
UN8. How long would you like to wait before the birth of (a/another) child? <i>Record the answer as stated by respondent.</i>	MONTHS 1 __ __ YEARS 2 __ __ DOES NOT WANT TO WAIT (SOON/NOW) 993 SAYS SHE CANNOT GET PREGNANT 994 AFTER MARRIAGE 995 OTHER 996 DK 998	994 ⇨ UN12
UN9. Check CP1: Currently pregnant?	YES, CP1=1 1 NO, DK OR NOT SURE, CP1=2 OR 8 2	1 ⇨ UN14
UN10. Check CP2: Currently using a method?	YES, CP2=1 1 NO, CP2=2 2	1 ⇨ UN14
UN11. Do you think you are physically able to get pregnant at this time?	YES 1 NO 2 DK 8	1 ⇨ UN14 8 ⇨ UN14

<p>UN12. Why do you think you are not physically able to get pregnant?</p>	<p>INFREQUENT SEX / NO SEX..... A MENOPAUSAL B NEVER MENSTRUATED..... C HYSTERECTOMY (SURGICAL REMOVAL OF UTERUS) D HAS BEEN TRYING TO GET PREGNANT FOR 2 YEARS OR MORE WITHOUT RESULTE POSTPARTUM AMENORRHEIC F BREASTFEEDING G TOO OLD H FATALISTIC.....I OTHER (<i>specify</i>)..... X DK.....Z</p>	
<p>UN13. Check UN12: 'Never menstruated' mentioned?</p>	<p>MENTIONED, UN12=C 1 NOT MENTIONED, UN12≠C 2</p>	<p>1 ⇒End</p>
<p>UN14. When did your last menstrual period start?</p> <p><i>Record the answer using the same unit stated by the respondent.</i></p> <p><i>If '1 year', probe:</i></p> <p>How many months ago?</p>	<p>DAYS AGO 1 __ __ WEEKS AGO 2 __ __ MONTHS AGO 3 __ __ YEARS AGO 4 __ __ IN MENOPAUSE / HAS HAD HYSTERECTOMY 993 BEFORE LAST BIRTH 994 NEVER MENSTRUATED..... 995</p>	<p>993 ⇒End 994 ⇒End 995 ⇒End</p>
<p>UN15. Check UN14: Was the last menstrual period within last year?</p>	<p>YES, WITHIN LAST YEAR 1 NO, ONE YEAR OR MORE 2</p>	<p>2 ⇒End</p>
<p>UN16. Due to your last menstruation, were there any social activities, school or work days that you did not attend?</p>	<p>YES 1 NO..... 2 DK / NOT SURE / NO SUCH ACTIVITY 8</p>	
<p>UN17. During your last menstrual period were you able to wash and change in privacy while at home?</p>	<p>YES 1 NO..... 2 DK..... 8</p>	
<p>UN18. Did you use any materials such as sanitary pads, tampons or cloth?</p>	<p>YES 1 NO..... 2 DK..... 8</p>	<p>2 ⇒End 8 ⇒End</p>
<p>UN19. Were the materials reusable?</p>	<p>YES 1 NO..... 2 DK..... 8</p>	

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 do household chores?	DOESN'T DO HOUSEHOLD CHORES	1	2	8

VICTIMISATION

VT

VT1. Check for the presence of others. Before continuing, ensure privacy. Now I would like to ask you some questions about crimes in which you personally were the victim.

Let me assure you again that your answers are completely confidential and will not be told to anyone.

In the last three years, that is since (*month of interview*) (*year of interview minus 3*), has anyone taken or tried taking something from you, by using force or threatening to use force?

Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household.

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.

YES 1
 NO 2 2 ⇒ VT9B
 DK 8 8 ⇒ VT9B

VT2. Did this last happen during the last 12 months, that is, since (*month of interview*) (*year of interview minus 1*)?

YES, DURING THE LAST 12 MONTHS 1
 NO, MORE THAN 12 MONTHS AGO 2 2 ⇒ VT5B
 DK / DON'T REMEMBER 8 8 ⇒ VT5B

VT3. How many times did this happen in the last 12 months?

If 'DK/Don't remember', probe: Did it happen once, twice, or at least three times?

ONE TIME 1
 TWO TIMES 2
 THREE OR MORE TIMES 3
 DK / DON'T REMEMBER 8

VT4. Check VT3: One or more times?

ONE TIME, VT3=1 1 1 ⇒ VT5A
 MORE THAN ONCE OR DK, VT3=2, 3 OR 8 2 2 ⇒ VT5B

VT5A. When this happened, was anything stolen from you?

YES 1
 NO 2

VT5B. The last time this happened, was anything stolen from you?

DK / NOT SURE 8

VT6. Did the person(s) have a weapon?

YES 1
 NO 2 2 ⇒ VT8
 DK / NOT SURE 8 8 ⇒ VT8

VT7. Was a knife, a gun or something else used as a weapon?

Record all that apply.

YES, A KNIFE A
 YES, A GUN B
 YES, SOMETHING ELSE X

<p>VT8. Did you or anyone else report the incident to the police?</p> <p><i>If 'Yes', probe:</i> Was the incident reported by you or someone else?</p>	<p>YES, RESPONDENT REPORTED 1 YES, SOMEONE ELSE REPORTED 2 NO, NOT REPORTED 3 DK / NOT SURE..... 8</p>	<p>1 ⇒VT9A 2 ⇒VT9A 3 ⇒VT9A 8 ⇒VT9A</p>
<p>VT9A. Apart from the incident(s) just covered, have you in the last three years, that is since (<i>month of interview</i>) (<i>year of interview minus 3</i>), been physically attacked?</p> <p>VT9B. In the same period of the last three years, that is since (<i>month of interview</i>) (<i>year of interview minus 3</i>), have you been physically attacked?</p> <p><i>If 'No', probe:</i> An attack can happen at home or any place outside of the home, such as in other homes, in the street, at school, on public transport, public restaurants, or at your workplace.</p> <p><i>Include only incidents in which the respondent was personally the victim and exclude incidents experienced only by other members of the household. Exclude incidents where the intention was to take something from the respondent, which should be recorded under VT1.</i></p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒VT20 8 ⇒VT20</p>
<p>VT10. Did this last happen during the last 12 months, that is, since (<i>month of interview</i>) (<i>year of interview minus 1</i>)?</p>	<p>YES, DURING THE LAST 12 MONTHS..... 1 NO, MORE THAN 12 MONTHS AGO 2 DK / DON'T REMEMBER 8</p>	<p>2 ⇒VT12B 8 ⇒VT12B</p>
<p>VT11. How many times did this happen in the last 12 months?</p> <p><i>If 'DK/Don't remember', probe:</i> Did it happen once, twice, or at least three times?</p>	<p>ONE TIME..... 1 TWO TIMES 2 THREE OR MORE TIMES 3 DK / DON'T REMEMBER 8</p>	<p>1 ⇒VT12A 2 ⇒VT12B 3 ⇒VT12B 8 ⇒VT12B</p>
<p>VT12A. Where did this happen?</p> <p>VT12B. Where did this happen the last time?</p>	<p>AT HOME..... 11 IN ANOTHER HOME 12 IN THE STREET 21 ON PUBLIC TRANSPORT 22 PUBLIC RESTAURANT / CAFÉ / BAR 23 OTHER PUBLIC (<i>specify</i>) 26 AT SCHOOL..... 31 AT WORKPLACE..... 32 OTHER PLACE (<i>specify</i>) 96</p>	
<p>VT13. How many people were involved in committing the offence?</p> <p><i>If 'DK/Don't remember', probe:</i> Was it one, two, or at least three people?</p>	<p>ONE PERSON 1 TWO PEOPLE 2 THREE OR MORE PEOPLE 3 DK / DON'T REMEMBER 8</p>	<p>1 ⇒VT14A 2 ⇒VT14B 3 ⇒VT14B 8 ⇒VT14B</p>

<p>VT14A. At the time of the incident, did you recognize the person?</p> <p>VT14B. 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>VT17. 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>VT18. 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>VT19. 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>VT20. 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>VT21. 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>VT22. 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	
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MARRIAGE/UNION		MA
MA1. Are you currently married or living together with someone as if married?	YES, CURRENTLY MARRIED 1 YES, LIVING WITH A PARTNER 2 NO, NOT IN UNION 3	3 ⇒ MA5
MA2. How old is your (husband/partner)? <i>Probe:</i> How old was your (husband/partner) on his last birthday?	AGE IN YEARS __ __ DK 98	
MA3. Besides yourself, does your (husband/partner) have any other wives or partners or does he live with other women as if married?	YES 1 NO 2	2 ⇒ MA7
MA4. How many other wives or partner does he have?	NUMBER __ __ DK 98	⇒ MA7 98 ⇒ MA7
MA5. Have you ever been married or lived together with someone as if married?	YES, FORMERLY MARRIED 1 YES, FORMERLY LIVED WITH A PARTNER .. 2 NO 3	3 ⇒ End
MA6. What is your marital status now: are you widowed, divorced or separated?	WIDOWED 1 DIVORCED 2 SEPARATED 3	
MA7. Have you been married or lived with someone only once or more than once?	ONLY ONCE 1 MORE THAN ONCE 2	1 ⇒ MA8A 2 ⇒ MA8B
MA8A. In what month and year did you start living with your (husband/partner)? MA8B. In what month and year did you start living with your <u>first</u> (husband/partner)?	DATE OF (FIRST) UNION MONTH __ __ DK MONTH 98 YEAR __ __ __ __ DK YEAR 9998	
MA9. Check MA8A/B: Is 'DK YEAR' recorded?	YES, MA8A/B=9998 1 NO, MA8A/B≠9998 2	2 ⇒ End
MA10. Check MA7: In union only once?	YES, MA7=1 1 NO, MA7=2 2	1 ⇒ MA11A 2 ⇒ MA11B
MA11A. How old were you when you started living with your (husband/partner)? MA11B. How old were you when you started living with your <u>first</u> (husband/partner)?	AGE IN YEARS __ __	

INFORMED DECISION ON REPRODUCTIVE HEALTH CARE		ID
ID1. 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
ID2. 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	
ID3. 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	
ID4. 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	
ID5A. Check CP1: Currently pregnant?	YES, CP1=1 1 NO, NOT SURE, CP1=2 OR 8 2	1 ⇒End
ID5B. 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
ID5C. 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
ID6A. You mentioned that you currently use contraception. Would you say that using contraception is mainly your decision, mainly your husband's/partner's decision, did you both decide together, or it is the decision of a health care worker? ID6B. 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, or it is the decision of a health care worker?	MAINLY RESPONDENT 1 MAINLY HUSBAND / PARTNER..... 2 JOINT DECISION OF RESPONDENT AND HUSBAND / PARTNER 3 HEALTH CARE WORKER 4 OTHER (<i>specify</i>) 6	

ADULT FUNCTIONING		AF
AF1. Check WB4: Age of respondent?	AGE 15-17 YEARS 1 AGE 18-49 YEARS 2	1 ⇒ End
AF2. Do you use glasses or contact lenses? <i>Include the use of glasses for reading.</i>	YES 1 NO 2	
AF3. Do you use a hearing aid?	YES 1 NO 2	
AF4. I will now ask you about difficulties you may have doing a number of different activities. For each activity there are four possible answers. You may say that 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.		
AF5. Check AF2: Respondent uses glasses or contact lenses?	YES, AF2=1 1 NO, AF2=2 2	1 ⇒ AF6A 2 ⇒ AF6B
AF6A. When using your glasses or contact lenses, do you have difficulty seeing? AF6B. Do you have difficulty seeing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	
AF7. Check AF3: Respondent uses a hearing aid?	YES, AF3=1 1 NO, AF3=2 2	1 ⇒ AF8A 2 ⇒ AF8B
AF8A. When using your hearing aid(s), do you have difficulty hearing? AF8B. Do you have difficulty hearing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT HEAR AT ALL 4	
AF9. Do you have difficulty walking or climbing steps?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK/ CLIMB STEPS AT ALL 4	
AF10. Do you have difficulty remembering or concentrating?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT REMEMBER/ CONCENTRATE AT ALL 4	
AF11. Do you have difficulty with self-care, such as washing all over or dressing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CARE FOR SELF AT ALL 4	
AF12. Using your usual language, do you have difficulty communicating, for example understanding or being understood?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3	

HIV/AIDS		HA																
<p>HA1. Now I would like to talk with you about something else.</p> <p>Have you ever heard of HIV or AIDS?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ End																
<p>HA2. HIV is the virus that can lead to AIDS.</p> <p>Can people reduce their chance of getting HIV by having just one uninfected sex partner who has no other sex partners?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA3. Can people get HIV from mosquito bites?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA4. Can people reduce their chance of getting HIV by using a condom every time they have sex?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA5. Can people get HIV by sharing food with a person who has HIV?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA6. Can people get HIV because of witchcraft or other supernatural means?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA7. Is it possible for a healthy-looking person to have HIV?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA8. Can HIV be transmitted from a mother to her baby:</p> <p>[A] During pregnancy?</p> <p>[B] During delivery?</p> <p>[C] By breastfeeding?</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>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	
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DURING DELIVERY	1	2	8															
BY BREASTFEEDING	1	2	8															
<p>HA9. Check HA8[A], [B] and [C]: At least one 'Yes' recorded?</p>	<p>YES 1</p> <p>NO 2</p>	2 ⇒ HA11																
<p>HA10. Are there any special drugs that a doctor or a nurse can give to a woman infected with HIV to reduce the risk of transmission to the baby?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>																	
<p>HA11. Check CM17: Was there a live birth in the last 2 years?</p> <p>Copy name of last birth listed in the birth history (CM18) to here and use where indicated:</p> <p>Name _____</p>	<p>YES, CM17=1 1</p> <p>NO, CM17=0 OR BLANK..... 2</p>	2 ⇒ HA24																

HA12. Check MN2: Was antenatal care received?	YES, MN2=1 1 NO, MN2=2 2	2 ⇒ HA17
HA13. During any of the antenatal visits for your pregnancy with (<i>name</i>), were you given any information about: [A] Babies getting HIV from their mother? [B] Things that you can do to prevent getting HIV? [C] Getting tested for HIV? Were you: [D] Offered a test for HIV?	YES NO DK HIV FROM MOTHER..... 1 2 8 THINGS TO DO 1 2 8 TESTED FOR HIV 1 2 8 OFFERED A TEST FOR HIV 1 2 8	
HA14. I don't want to know the results, but were you tested for HIV as part of your antenatal care?	YES 1 NO 2 DK 8	2 ⇒ HA17 8 ⇒ HA17
HA15. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2 DK 8	2 ⇒ HA17 8 ⇒ HA17
HA16. After you received the result, were you given any health information or counselling related to HIV?	YES 1 NO 2 DK 8	
HA17. Check MN20: Was the child delivered in a health facility?	YES, MN20=21-36 OR 76..... 1 NO, MN20=11-12 OR 96..... 2	2 ⇒ HA21
HA18. Between the time you went for delivery but before the baby was born were you offered an HIV test?	YES 1 NO 2	
HA19. I don't want to know the results, but were you tested for HIV at that time?	YES 1 NO 2	2 ⇒ HA21
HA20. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2	1 ⇒ HA22 2 ⇒ HA22
HA21. Check HA14: Was the respondent tested for HIV as part of antenatal care?	YES, HA14=1 1 NO OR NO ANSWER, HA14≠1 2	2 ⇒ HA24
HA22. Have you been tested for HIV since that time you were tested during your pregnancy?	YES 1 NO 2	1 ⇒ HA25
HA23. How many months ago was your most recent HIV test?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	1 ⇒ HA28 2 ⇒ HA28 3 ⇒ HA28
HA24. I don't want to know the results, but have you ever been tested for HIV?	YES 1 NO 2	2 ⇒ HA27

HA25. How many months ago was your most recent HIV test?	LESS THAN 12 MONTHS AGO 1 12-23 MONTHS AGO 2 2 OR MORE YEARS AGO 3	
HA26. I don't want to know the results, but did you get the results of the test?	YES 1 NO 2 DK 8	1 ⇨ HA28 2 ⇨ HA28 8 ⇨ HA28
HA27. Do you know of a place where people can go to get an HIV test?	YES 1 NO 2	
HA28. Have you heard of test kits people can use to test themselves for HIV?	YES 1 NO 2	2 ⇨ HA30
HA29. Have you ever tested yourself for HIV using a self-test kit?	YES 1 NO 2	
HA30. Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA31. Do you think children living with HIV should be allowed to attend school with children who do not have HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA32. Do you think people hesitate to take an HIV test because they are afraid of how other people will react if the test result is positive for HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA33. Do people talk badly about people living with HIV, or who are thought to be living with HIV?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA34. Do people living with HIV, or thought to be living with HIV, lose the respect of other people?	YES 1 NO 2 DK / NOT SURE / DEPENDS 8	
HA35. Do you agree or disagree with the following statement? I would be ashamed if someone in my family had HIV.	AGREE 1 DISAGREE 2 DK / NOT SURE / DEPENDS 8	
HA36. Do you fear that you could get HIV if you come into contact with the saliva of a person living with HIV?	YES 1 NO 2 SAYS SHE HAS HIV 7 DK / NOT SURE / DEPENDS 8	

WM10. <i>Record the time.</i>	HOURS AND MINUTES : ..	
WM11. <i>Was the entire interview completed in private or was there anyone else during the entire interview or part of it?</i>	YES, THE ENTIRE INTERVIEW WAS COMPLETED IN PRIVATE 1 NO, OTHERS WERE PRESENT DURING THE ENTIRE INTERVIEW (specify) 2 NO, OTHERS WERE PRESENT DURING PART OF THE INTERVIEW (specify) 3	
WM12. <i>Language of the Questionnaire.</i>	UZBEK..... 2 RUSSIAN 3 KARAKALPAK 4	
WM13. <i>Language of the Interview.</i>	UZBEK..... 2 RUSSIAN 3 KARAKALPAK 4 OTHER LANGUAGE (specify) 96	
WM14. <i>Native language of the Respondent.</i>	UZBEK..... 02 RUSSIAN 03 KARAKALPAK 04 TAJK 05 KYRGYC 06 KAZAKH 07 TURKMEN 08 OTHER LANGUAGE (specify) 96	
WM15. <i>Was a translator used for any parts of this questionnaire?</i>	YES, THE ENTIRE QUESTIONNAIRE 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED 3	

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
UF1. Cluster number: _____	UF2. Household number: _____		
UF3. Child's name and line number: NAME _____	UF4. Mother's / Caretaker's name and line number: NAME _____		
UF5. Interviewer's name and number: NAME _____	UF6. Supervisor's name and number: NAME _____		
UF7. Day / Month / Year of interview: _____ / _____ / <u>2 0 2</u> _____	UF8. Record the time:	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>		
UF9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY 1 NO, FIRST INTERVIEW 2	1 ⇒UF10B 2 ⇒UF10A
<p>UF10A. Hello, my name is (<i>your name</i>). We are from the State Committee of Republic of Uzbekistan on Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (<i>child's name from UF3</i>)'s health and well-being. This interview will take about 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. If you have any questions about the survey, we will provide contact of person from the State Committee on Statistics of the Republic of Uzbekistan, who is in charge of this survey. May I start now?</p>	<p>UF10B. Now I would like to talk to you about (<i>child's name from UF3</i>)'s health and well-being in more detail. This interview will take about 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?</p>	
Yes 1 No / NOT ASKED 2	1 ⇒UNDER FIVE'S BACKGROUND Module 2 ⇒UF17	

<p>UF17. Result of interview for children under 5</p> <p><i>Codes refer to mother/caretaker. Discuss any result not completed with Supervisor.</i></p>	<p>COMPLETED 01 NOT AT HOME 02 REFUSED 03 PARTLY COMPLETED 04 INCAPACITATED (specify) _____ 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06 OTHER (specify) _____ 96</p>
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UNDER-FIVE'S BACKGROUND		UB
<p>UB0. Before I begin the interview, could you please bring (name)'s Birth Certificate, VACCINATION CARD (FORM 63), PATIENT MEDICAL RECORDS (FORM 112), Immunization passport, and any statements from private medical institutions? We will need to refer to those documents.</p>		
<p>UB1. 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</p> <p>DAY _ _</p> <p>DK DAY 98</p> <p>MONTH..... _ _</p> <p>YEAR <u>2</u> <u>0</u> _ _</p>	
<p>UB2. 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>UB3. Check UB2: Child's age?</p>	<p>AGE 0, 1, OR 2..... 1</p> <p>AGE 3 OR 4 2</p>	<p>1 ⇒ End</p>
<p>UB4. Check the respondent's line number (UF4) in UNDER-FIVE CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the Household Questionnaire?</p>	<p>YES, RESPONDENT IS THE SAME, UF4=HH47 1</p> <p>NO, RESPONDENT IS NOT THE SAME, UF4≠HH47 2</p>	<p>2 ⇒ UB6</p>
<p>UB5. Check ED10 in the EDUCATION MODULE in the HOUSEHOLD QUESTIONNAIRE: Is the child attending pre-school education in the current 2020/2021 school year?</p>	<p>YES, ED10=0 1</p> <p>NO, ED10≠0 OR BLANK..... 2</p>	<p>1 ⇒ UB8B</p> <p>2 ⇒ End</p>
<p>UB6. Has (<i>name</i>) ever attended any pre-school education programme, such as public (state) or private preschool educational institutions, short-term stay group?</p>	<p>YES..... 1</p> <p>NO 2</p>	<p>2 ⇒ End</p>
<p>UB7. At any time since September, did (he/she) attend (<i>programmes mentioned in UB6</i>)?</p>	<p>YES..... 1</p> <p>NO 2</p>	<p>1 ⇒ UB8A</p> <p>2 ⇒ End</p>
<p>UB8A. Does (he/she) currently attend (<i>programmes mentioned in UB6</i>)?</p>	<p>YES..... 1</p> <p>NO 2</p>	
<p>UB8B. You have mentioned that (<i>name</i>) has attended an pre-school education programme this 2020/2021 school year. Does (he/she) currently attend this programme?</p>		

BIRTH REGISTRATION		BR
BR1. Does (<i>name</i>) have a birth certificate? <i>If yes, ask:</i> May I see it?	YES, SEEN.....1	1 ⇨ <i>End</i>
	YES, NOT SEEN2	2 ⇨ <i>End</i>
	NO3	
	DK8	
BR2. Has (<i>name</i>)’s birth been registered with the Civil Registry Office?	YES.....1	1 ⇨ <i>End</i>
	NO2	
	DK8	
BR3. Do you know how to register (<i>name</i>)’s birth?	YES.....1	
	NO2	

EARLY CHILDHOOD DEVELOPMENT		EC
<p>EC1. 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>EC2. I am interested in learning about the things that (<i>name</i>) plays with when (he/she) is at home.</p> <p>Does (he/she) play with:</p> <p>[A] Homemade toys, such as rag dolls, rag balls, 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>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>EC3. Sometimes adults taking care of children have to leave the house to go shopping, wash clothes, or for other reasons and have to leave young children.</p> <p>On how many days in the past week was (<i>name</i>):</p> <p>[A] Left alone for more than an hour?</p> <p>[B] Left in the care of another child, that is, someone less than 10 years old, for more than an hour?</p> <p><i>If 'None' record '0'. If 'Don't know' record '8'.</i></p>	<p>NUMBER OF DAYS LEFT ALONE FOR MORE THAN AN HOUR..... ..</p> <p>NUMBER OF DAYS LEFT WITH ANOTHER CHILD FOR MORE THAN AN HOUR</p>	
<p>EC4. Check UB2: Child's age?</p>	<p>AGE 0 OR 1 1</p> <p>AGE 2, 3 OR 4 2</p>	1 ⇒ End

<p>EC5. In the past 3 days, did you or any household member age 15 or over engage in any of the following activities with (name):</p> <p><i>If 'Yes', ask:</i> Who engaged in this activity with (name)?</p> <p><i>A foster/step mother or father living in the household who engaged with the child should be coded as mother or father.</i></p> <p><i>Record all that apply.</i></p> <p><i>'No one' cannot be recorded if any household member age 15 and above engaged in activity with child.</i></p> <p>[A] Read books or looked at picture books with (name)?</p> <p>[B] Told stories to (name)?</p> <p>[C] Sang songs to or with (name), including lullabies?</p> <p>[D] Took (name) outside the home?</p> <p>[E] Played with (name)?</p> <p>[F] Named, counted, or drew things for or with (name)?</p>	<table border="1"> <thead> <tr> <th></th> <th>MOTHER</th> <th>FATHER</th> <th>OTHER</th> <th>NO ONE</th> </tr> </thead> <tbody> <tr> <td>READ BOOKS</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>TOLD STORIES</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>SANG SONGS</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>TOOK OUTSIDE</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>PLAYED WITH</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>NAMED</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		MOTHER	FATHER	OTHER	NO ONE	READ BOOKS	A	B	X	Y	TOLD STORIES	A	B	X	Y	SANG SONGS	A	B	X	Y	TOOK OUTSIDE	A	B	X	Y	PLAYED WITH	A	B	X	Y	NAMED	A	B	X	Y	
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PLAYED WITH	A	B	X	Y																																	
NAMED	A	B	X	Y																																	
<p>EC21. I would like to ask you about certain things (name) is currently able to do. Please keep in mind that children can develop and learn at different rates. For example, some start walking earlier than others. So, it is fine if (name) is able to do only some of the things I am going to ask about.</p> <p>Can (name) walk on an uneven surface, for example a bumpy or steep road, without falling?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC22. Can (name) jump up with both feet leaving the ground?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC23. Can (name) dress (him/herself), that is, put on pants and a shirt without help?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC24. Can (name) fasten and unfasten buttons without help?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				
<p>EC25. Can (name) say 10 or more words like “mama” or “ball”?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>																																				

EC26. Can (<i>name</i>) speak using sentences of 3 or more words that go together, for example “I drink water” or “The house is big”?	YES..... 1 NO 2 DK 8	2 ⇒ ECD28 8 ⇒ ECD28
EC27. Can (<i>name</i>) speak using sentences of 5 or more words that go together, for example “The house is very big”?	YES..... 1 NO 2 DK 8	
EC28. Can (<i>name</i>) correctly use any of the words “I,” “you,” “she,” or “he,” for example “I want water,” or “He eats rice”?	YES..... 1 NO 2 DK 8	
EC29. If you show (<i>name</i>) an object (he/she) knows well, such as a cup or animal, can (he/she) consistently name it?	YES..... 1 NO 2 DK 8	
EC30. Can (<i>name</i>) recognize at least 5 letters of the alphabet?	YES..... 1 NO 2 DK 8	
EC31. Can (<i>name</i>) write (his/her) own name?	YES..... 1 NO 2 DK 8	
EC32. Does (<i>name</i>) know all numbers from 1 to 5?	YES..... 1 NO 2 DK 8	
EC33. If you ask (<i>name</i>) to give you 3 objects, such as 3 stones or 3 beans, does (he/she) give you the correct amount?	YES..... 1 NO 2 DK 8	
EC34. Can (<i>name</i>) count 10 objects, for example 10 fingers or 10 blocks, without mistakes?	YES..... 1 NO 2 DK 8	
EC35. Can (<i>name</i>) do an activity, such as colouring, without repeatedly asking for help or giving up too quickly?	YES..... 1 NO 2 DK 8	
EC36. Does (<i>name</i>) ask about familiar people other than parents when they are not there, for example “Where is Grandma?”?	YES..... 1 NO 2 DK 8	
EC37. Does (<i>name</i>) offer to help someone who seems to need help?	YES..... 1 NO 2 DK 8	

<p>EC38. Does (<i>name</i>) get along well with other children?</p>	<p>YES..... 1 NO 2 DK 8</p>	
<p>EC39. The next two questions have five different options for answers. I am going to read these to you after each the question.</p> <p>How often does (<i>name</i>) seem to be 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 DK 8</p>	
<p>EC40. 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>	

CHILD DISCIPLINE		UCD
UCD1. Check UB2: Child's age?	AGE 0 1 AGE 1, 2, 3 OR 4 2	1 ⇔ End
UCD2. Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (<i>name</i>) <u>in the past month</u> .		
		YES NO
[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
[B] Explained why (<i>name</i>)'s behavior was wrong.	EXPLAINED WRONG BEHAVIOR 1	2
[C] Shook (him/her).	SHOOK HIM/HER 1	2
[D] Shouted, yelled at or screamed at (him/her).	SHOUTED, YELLED, SCREAMED 1	2
[E] Gave (him/her) something else to do.	GAVE SOMETHING ELSE TO DO 1	2
[F] Spanked, hit or slapped (him/her) on the bottom with bare hand.	SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1	2
[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
[H] Called (him/her) dumb, lazy or another name like that.	CALLED DUMB, LAZY OR ANOTHER NAME 1	2
[I] Hit or slapped (him/her) on the face, head or ears.	HIT / SLAPPED ON THE FACE, HEAD OR EARS 1	2
[J] Hit or slapped (him/her) on the hand, arm, or leg.	HIT / SLAPPED ON HAND, ARM OR LEG 1	2
[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
UCD3. Check UF4: Is this respondent the mother or caretaker of any other children under age 5 or a child age 5-14 selected for the questionnaire for children age 5-17?	YES 1 NO 2	2 ⇔ UCD5
UCD4. Check UF4: Has this respondent already responded to the following question (UCD5 or FCD5) for another child?	YES 1 NO 2	1 ⇔ End
UCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES 1 NO 2 DK / NO OPINION 8	

CHILD FUNCTIONING		UCF
UCF1. Check UB2: Child's age?	AGE 0 OR 1 1 AGE 2, 3 OR 4 2	1 ⇒ End
UCF2. I would like to ask you some questions about difficulties (<i>name</i>) may have. Does (<i>name</i>) wear glasses?	YES 1 NO 2	
UCF3. Does (<i>name</i>) use a hearing aid?	YES 1 NO 2	
UCF4. Does (<i>name</i>) use any equipment or receive assistance for walking?	YES 1 NO 2	
UCF5. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all. <i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i> Remember the four possible answers: Would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?		
UCF6. Check UCF2: Child wears glasses?	YES, UCF2=1 1 NO, UCF2=2 2	1 ⇒ UCF7A 2 ⇒ UCF7B
UCF7A. When wearing (his/her) glasses, does (<i>name</i>) have difficulty seeing? UCF7B. Does (<i>name</i>) have difficulty seeing?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT SEE AT ALL 4	
UCF8. Check UCF3: Child uses a hearing aid?	YES, UCF3=1 1 NO, UCF3=2 2	1 ⇒ UCF9A 2 ⇒ UCF9B
UCF9A. When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music? UCF9B. Does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT HEAR AT ALL 4	
UCF10. Check UCF4: Child uses equipment or receives assistance for walking?	YES, UCF4=1 1 NO, UCF4=2 2	1 ⇒ UCF11 2 ⇒ UCF13
UCF11. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking?	SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	
UCF12. With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking?	NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4	1 ⇒ UCF14 2 ⇒ UCF14 3 ⇒ UCF14 4 ⇒ UCF14

<p>UCF13. Compared with children of the same age, does (<i>name</i>) have difficulty walking?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK AT ALL 4</p>	
<p>UCF14. Compared with children of the same age, does (<i>name</i>) have difficulty picking up small objects with (his/her) hand?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PICK UP AT ALL 4</p>	
<p>UCF15. Does (<i>name</i>) have difficulty understanding you?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT UNDERSTAND AT ALL 4</p>	
<p>UCF16. When (<i>name</i>) speaks, do you have difficulty understanding (him/her)?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT BE UNDERSTOOD AT ALL 4</p>	
<p>UCF17. Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT LEARN THINGS AT ALL 4</p>	
<p>UCF18. Compared with children of the same age, does (<i>name</i>) have difficulty playing?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT PLAY AT ALL 4</p>	

BREASTFEEDING AND DIETARY INTAKE		BD
BD1. Check UB2: Child's age?	AGE 0, 1, OR 2.....1 AGE 3 OR 4.....2	2 ⇒ End
BD2. Has (<i>name</i>) ever been breastfed?	YES.....1 NO2 DK8	2 ⇒ BD3A 8 ⇒ BD3A
BD3. Is (<i>name</i>) still being breastfed?	YES.....1 NO2 DK8	
BD3A. Check UB2: Child's age?	AGE 0 OR 1.....1 AGE 22	2 ⇒ End
BD4. Yesterday, during the day or night, did (<i>name</i>) <u>drink anything from a bottle with a nipple?</u>	YES.....1 NO2 DK8	
BD5. Did (<i>name</i>) <u>drink Oral Rehydration Salt solution (ORS)</u> , that is Rehydron or ORSA, yesterday, during the day or night?	YES.....1 NO2 DK8	
BD6. Did (<i>name</i>) <u>drink or eat vitamin or mineral supplements or any medicines</u> yesterday, during the day or night?	YES.....1 NO2 DK8	

<p>BD7. Now I would like to ask you about all other liquids that (<i>name</i>) may have had yesterday during the day or the night.</p> <p>Please include liquids consumed outside of your home.</p> <p>Did (<i>name</i>) drink (<i>name of item</i>) yesterday during the day or the night:</p>								
[A] Plain water?	PLAIN WATER	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">DK</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </table>	YES	NO	DK	1	2	8
YES	NO	DK						
1	2	8						
[B] Juice or juice drinks?	JUICE OR JUICE DRINKS	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </table>	1	2	8			
1	2	8						
[C] Clear soup/ bouillon of shurpa?	CLEAR SOUP / BOUILLON OF SHURPA	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </table>	1	2	8			
1	2	8						
[D] Infant formula, such as Nan, Nutrilon, Nestogen or Malyutka?	INFANT FORMULA	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2 8</td> <td style="text-align: center;">8 8</td> </tr> <tr> <td></td> <td style="text-align: center;"><i>BD7[E]</i></td> <td style="text-align: center;"><i>BD7[E]</i></td> </tr> </table>	1	2 8	8 8		<i>BD7[E]</i>	<i>BD7[E]</i>
1	2 8	8 8						
	<i>BD7[E]</i>	<i>BD7[E]</i>						
<p>[D1] How many times did (<i>name</i>) drink infant formula?</p> <p><i>If 7 or more times, record '7'.</i></p>	<p>NUMBER OF TIMES DRANK INFANT FORMULA__</p> <p>DK.....8</p>							
[E] Milk from animals, such as fresh, tinned, or powdered milk?	MILK	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2 8</td> <td style="text-align: center;">8 8</td> </tr> <tr> <td></td> <td style="text-align: center;"><i>BD7[X]</i></td> <td style="text-align: center;"><i>BD7[X]</i></td> </tr> </table>	1	2 8	8 8		<i>BD7[X]</i>	<i>BD7[X]</i>
1	2 8	8 8						
	<i>BD7[X]</i>	<i>BD7[X]</i>						
<p>[E1] How many times did (<i>name</i>) drink milk?</p> <p><i>If 7 or more times, record '7'.</i></p> <p><i>If unknown, record '8'.</i></p>	<p>NUMBER OF TIMES DRANK MILK__</p>							
[X] Any other liquids?	OTHER LIQUIDS	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2 8</td> <td style="text-align: center;">8 8</td> </tr> <tr> <td></td> <td style="text-align: center;"><i>BD8</i></td> <td style="text-align: center;"><i>BD8</i></td> </tr> </table>	1	2 8	8 8		<i>BD8</i>	<i>BD8</i>
1	2 8	8 8						
	<i>BD8</i>	<i>BD8</i>						
[X1] <i>Record all other liquids mentioned.</i>	<i>(Specify)</i>							

<p>BD8. Now I would like to ask you about <u>everything</u> that (<i>name</i>) ate yesterday during the day or the night. Please include foods consumed outside of your home.</p> <p>- Think about when (<i>name</i>) woke up yesterday. Did (he/she) eat anything at that time? <i>If 'Yes' ask: Please tell me everything (<i>name</i>) ate at that time. Probe: Anything else? Record answers using the food groups below.</i></p> <p>- What did (<i>name</i>) do after that? Did (he/she) eat anything at that time? <i>Repeat this string of questions, recording in the food groups, until the respondent tells you that the child went to sleep until the next morning.</i></p>				
<p><i>For each food group not mentioned after completing the above ask:</i></p> <p>Just to make sure, did (<i>name</i>) eat (<i>food group items</i>) yesterday during the day or the night</p>				
		YES	NO	DK
<p>[A] Yogurt made from animal milk (qatiq, kefir, chakka, suzma)? <i>Note that liquid/drinking yogurt should be captured in BD7[E] or BD7[X], depending on milk content.</i></p>	YOGURT	1	2 ⁸ BD8[B]	8 ⁸ BD8[B]
<p>[A1] How many times did (<i>name</i>) eat yogurt? <i>If 7 or more times, record '7'.</i></p>	<p>NUMBER OF TIMES ATE YOGURT</p> <p>DK.....8</p>			
<p>[B] Any baby food, such as commercially fortified baby food, like Heinz or Nestle?</p>	FORTIFIED BABY FOOD	1	2	8
<p>[C] Bread, rice, noodles, porridge, or other foods made from grains, like buckwheat or wheat?</p>	FOODS MADE FROM GRAINS	1	2	8
<p>[D] Pumpkin, carrots, sweet red pepper or squash that are yellow or orange inside?</p>	PUMPKIN, CARROTS, SQUASH, ETC.	1	2	8
<p>[E] White potatoes or turnip?</p>	FOODS MADE FROM ROOTS	1	2	8
<p>[F] Any dark green, leafy vegetables, such as spinach leaves, romaine lettuce or Chinese cabbage?</p>	DARK GREEN, LEAFY VEGETABLES	1	2	8
<p>[G] Persimmon, peaches that are red or orange inside, apricots fresh or dry, cantaloupe or musk melon that are orange inside?</p>	PERSIMMON, PEACHES, APRICOTS, CANTALOUPE, MELON	1	2	8
<p>[H] Any other fruits or vegetables, such as apples, peaches that are white or yellow inside, pears, oranges, tomatoes, cucumbers, radishes, watermelons, melons that are green or white inside, grapes, cabbage?</p>	OTHER FRUITS OR VEGETABLES	1	2	8
<p>[I] Liver, kidney, heart, tongue or other organ meats?</p>	ORGAN MEATS	1	2	8
<p>[J] Any other meat, such as beef, pork, lamb, goat, chicken, duck or sausages made from these meats?</p>	OTHER MEATS	1	2	8
<p>[K] Eggs?</p>	EGGS	1	2	8
<p>[L] Fish, either fresh or dried?</p>	FRESH OR DRIED FISH	1	2	8

[M] Beans, peas, mung, lentils or nuts, including any foods made from these?	FOODS MADE FROM BEANS, PEAS, NUTS, ETC. 1 2 8	
[N] Cheese, “kurt”, brynza, 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 8 <i>BD9 BD9</i>	
[X1] <i>Record all other solid, semi-solid, or soft food that do not fit food groups above.</i>	<i>(Specify)</i> _____	
<p>BD9. How many times did (<i>name</i>) eat any solid, semi-solid or soft foods yesterday during the day or night?</p> <p><i>If BD8[A] is ‘Yes’, ensure that the response here includes the number of times recorded for yogurt in BD8[A1].</i></p> <p><i>If 7 or more times, record ‘7’.</i></p>	<p>NUMBER OF TIMES__</p> <p>DK8</p>	

IMMUNISATION										IM	
IM1. Check UB2: Child's age?		AGE 0, 1, OR 2..... 1 AGE 3 OR 4..... 2								2 ⇒ End	
IM2. Do you have the following medical cards: Vaccination card (Form 63), Patient medical records (Form 112), <i>Immunization passport</i> , and any statements from private medical institutions, or any other document where (<i>name</i>)'s vaccinations are written down?		YES, HAS ONLY CARD(S)..... 1 YES, HAS ONLY OTHER DOCUMENT..... 2 YES, HAS CARD(S) AND OTHER DOCUMENT..... 3 NO, HAS NO CARDS AND NO OTHER DOCUMENT..... 4								1 ⇒ IM5 3 ⇒ IM5	
IM3. Did you ever have the following medical cards: Vaccination card (Form 63), Patient medical records (Form 112), <i>Immunization passport</i> , and any statements from private medical institutions where (<i>name</i>)'s vaccinations are written down?		YES..... 1 NO 2									
IM4. Check IM2:		HAS ONLY OTHER DOCUMENT, IM2=2 1 HAS NO CARDS AND NO OTHER DOCUMENT AVAILABLE, IM2=4 2								2 ⇒ IM11	
IM5. May I see the card(s) (and/or) other document?		YES, ONLY CARD(S) SEEN..... 1 YES, ONLY OTHER DOCUMENT SEEN 2 YES, CARD(S) AND OTHER DOCUMENT SEEN..... 3 NO CARDS AND NO OTHER DOCUMENT SEEN..... 4								4 ⇒ IM11	
IM6. (a) Copy dates for each vaccination from the documents. (b) Write '44' in day column if documents show that vaccination was given but no date recorded.		DATE OF IMMUNISATION									
		DAY		MONTH		YEAR					
BCG	BCG					2	0				
HepB (at birth)	HepB0					2	0				
Polio (OPV) (at birth)	OPV0					2	0				
Polio (OPV) 1	OPV1					2	0				
Polio (OPV) 2	OPV2					2	0				
Polio (OPV) 3	OPV3					2	0				
Polio (OPV) 4	OPV4					2	0				
Polio (IPV)	IPV					2	0				
Pentavalent (DTPHibHepB) 1	Penta1					2	0				
Pentavalent (DTPHibHepB) 2	Penta2					2	0				
Pentavalent (DTPHibHepB) 3	Penta3					2	0				
DTP4	DTP4					2	0				
Pneumococcal (Conjugate) 1	PCV1					2	0				

Pneumococcal (Conjugate) 2	PCV2					2	0			
Pneumococcal (Conjugate) 3	PCV3					2	0			
Rotavirus 1	Rota1					2	0			
Rotavirus 2	Rota2					2	0			
Rotavirus 3	Rota3					2	0			
MMR1	MMR1					2	0			
IM7. Check IM6: Are all vaccines (BCG toMMR1) recorded?		YES..... 1 NO 2								1 ⇒IM28
IM9. In addition to what is recorded on the document(s) you have shown me, did (<i>name</i>) receive any other vaccinations including in private health facilities?		YES..... 1 NO 2 DK 8								2 ⇒IM28 8 ⇒IM28
IM10. Go back to IM6 and probe for these vaccinations. <i>Record '66' in the corresponding day column for each vaccine received. For each vaccination <u>not</u> received record '00' in day column.</i> <i>When <u>finished</u>, go to the end of the module.</i>										⇒IM28
IM11. Has (<i>name</i>) ever received any vaccinations to prevent (him/her) from getting diseases including vaccinations received in private health facility?		YES..... 1 NO 2 DK 8								2 ⇒IM28 8 ⇒IM28
IM14. Has (<i>name</i>) ever received a BCG vaccination against tuberculosis – that is, an injection in the arm or shoulder that usually causes a scar?		YES..... 1 NO 2 DK 8								
IM15. Did (<i>name</i>) receive a Hepatitis B vaccination – that is an injection on the outside of the thigh to prevent Hepatitis B disease – within the first 24 hours after birth?		YES, WITHIN 24 HOURS..... 1 YES, BUT NOT WITHIN 24 HOURS..... 2 NO 3 DK 8								
IM16. Has (<i>name</i>) ever received any vaccination drops in the mouth to protect (him/her) from polio?		YES..... 1 NO 2 DK 8								2 ⇒IM20 8 ⇒IM20
IM17. Were the first polio drops received in the first two weeks after birth?		YES..... 1 NO 2 DK 8								

<p>IM18. How many times were the polio drops received?</p>	<p>NUMBER OF TIMES__</p> <p>DK 8</p>	
<p>IM19. At any time when (<i>name</i>) received the polio drops, did (he/she) also get an injection to protect against polio?</p> <p><i>Probe to ensure that both were given, drops and injection.</i></p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>IM20. Has (<i>name</i>) ever received a Pentavalent vaccination – that is, an injection in the thigh to prevent (him/her) from getting tetanus, whooping cough, diphtheria, Hepatitis B disease, and Haemophilus influenzae type b?</p> <p><i>Probe by indicating that Pentavalent vaccination is sometimes given at the same time as the polio drops.</i></p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒IM22</p> <p>8 ⇒IM22</p>
<p>IM21. How many times was the Pentavalent vaccine received?</p>	<p>NUMBER OF TIMES__</p> <p>DK 8</p>	
<p>IM22. Has (<i>name</i>) ever received a Pneumococcal Conjugate vaccination – that is, an injection to prevent (him/her) from getting pneumococcal disease, including ear infections and meningitis caused by pneumococcus?</p> <p><i>Probe by indicating that Pneumococcal Conjugate vaccination is sometimes given at the same time as the Pentavalent vaccination.</i></p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒IM24</p> <p>8 ⇒IM24</p>
<p>IM23. How many times was the Pneumococcal vaccine received?</p>	<p>NUMBER OF TIMES__</p> <p>DK 8</p>	
<p>IM24. Has (<i>name</i>) ever received a rotavirus vaccination – that is, liquid in the mouth to prevent diarrhoea?</p> <p><i>Probe by indicating that rotavirus vaccination is sometimes given at the same time as the Pentavalent vaccination.</i></p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇒IM26</p> <p>8 ⇒IM26</p>
<p>IM25. How many times was the rotavirus vaccine received?</p>	<p>NUMBER OF TIMES__</p> <p>DK 8</p>	
<p>IM26. Has (<i>name</i>) ever received a MMR vaccine – that is, a shot in the arm at the age of 12 months or older - to prevent (him/her) from getting measles, mumps and rubella?</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	

<p>IM27A. Has (NAME) ever received the DTP4 – that is, an injection in the thigh at the age of 16 months or older - to boost (his/her) immunity against diphtheria and tetanus?</p> <p>PROBE BY INDICATING THAT THE FIRST DTP BOOSTER IS GIVEN AT THE SAME TIME AS THE FOURTH DOSE OF POLIO.</p>	<p>YES..... 1</p> <p>NO 2</p> <p>DK 8</p>	
<p>IM28. <i>Issue a QUESTIONNAIRE FORM FOR VACCINATION RECORDS AT HEALTH FACILITY for this child. Complete the Information Panel on that Questionnaire</i></p>		

CARE OF ILLNESS		CA
<p>CA1. In the last two weeks, has (<i>name</i>) had diarrhoea?</p>	YES 1 NO 2 DK 8	2 ⇒ CA14 8 ⇒ CA14
<p>CA2. Check BD3: Is child still breastfeeding?</p>	YES OR BLANK, BD3=1 OR BLANK 1 NO OR DK, BD3=2 OR 8 2	1 ⇒ CA3A 2 ⇒ CA3B
<p>CA3A. I would like to know how much (<i>name</i>) was given to drink during the diarrhoea. This includes breastmilk, Oral Rehydration Salt solution (ORS), i.e. Rehydron or ORSA, and other liquids given with medicine.</p> <p>During the time (<i>name</i>) had diarrhoea, was (he/she) given less than usual to drink, about the same amount, or more than usual?</p> <p><i>If 'less', probe:</i> Was (he/she) given much less than usual to drink, or somewhat less?</p>	MUCH LESS 1 SOMEWHAT LESS 2 ABOUT THE SAME 3 MORE 4 NOTHING TO DRINK 5 DK 8	
<p>CA3B. I would like to know how much (<i>name</i>) was given to drink during the diarrhoea. This includes Oral Rehydration Salt solution (ORS), i.e. Rehydron or ORSA, and other liquids given with medicine.</p> <p>During the time (<i>name</i>) had diarrhoea, was (he/she) given less than usual to drink, about the same amount, or more than usual?</p> <p><i>If 'less', probe:</i> Was (he/she) given much less than usual to drink, or somewhat less?</p>		
<p>CA4. During the time (<i>name</i>) had diarrhoea, was (he/she) given less than usual to eat, about the same amount, more than usual, or nothing to eat?</p> <p><i>If 'less', probe:</i> Was (he/she) given much less than usual to eat or somewhat less?</p>	MUCH LESS 1 SOMEWHAT LESS 2 ABOUT THE SAME 3 MORE 4 STOPPED FOOD 5 NEVER GAVE FOOD 7 DK 8	
<p>CA5. Did you seek any advice or treatment for the diarrhoea from any source?</p>	YES 1 NO 2 DK 8	2 ⇒ CA7 8 ⇒ CA7

<p>CA6. Where did you seek advice or treatment?</p> <p><i>Probe: Anywhere else?</i></p> <p><i>Record all providers mentioned, but do <u>not</u> prompt with any suggestions.</i></p> <p><i>Probe to identify each type of provider.</i></p> <p><i>If unable to determine if public or private sector, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINIC F</p> <p>PUBLIC PHARMACY G</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL/CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER _____ Z</p>	
<p>CA7. During the time (<i>name</i>) had diarrhoea, was (he/she) given:</p> <p>[A] A fluid made from a special packet called Rehydron?</p> <p>[B] A pre-packaged ORS fluid called ORSA?</p> <p>[C] Zinc tablets or syrup?</p> <p>[D] Homemade fluid such as qatiq, ayron, rice-water, boiled water, liquid part of soups or juices?</p>	<p style="text-align: right;">Y N DK</p> <p>FLUID FROM REHYDRON 1 2 8</p> <p>PRE-PACKAGED ORS FLUID (ORSA) 1 2 8</p> <p>ZINC TABLETS OR SYRUP 1 2 8</p> <p>HOMEMAED FLUID 1 2 8</p>	
<p>CA8. Check CA7[A] and CA7[B]: Was child given any ORS?</p>	<p>YES, YES IN CA7[A] OR CA7[B] 1</p> <p>NO, 'NO' OR 'DK' IN BOTH CA7[A] AND CA7[B] 2</p>	<p>2 ⇒ CA10</p>

<p>CA9. Where did you get the (<i>ORS mentioned in CA7[A] and/or CA7[B]</i>)?</p> <p><i>Probe to identify the type of source.</i></p> <p><i>If 'Already had at home', probe to learn if the source is known.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p>(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINIC F</p> <p>PUBLIC PHARMACY G</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL/CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER Z</p>	
<p>CA10. Check CA7[C]: Was child given any zinc?</p>	<p>YES, CA7[C]=1 1</p> <p>NO, CA7[C] ≠1 2</p>	<p>2 ⇒ CA12</p>

<p>CA11. Where did you get the zinc?</p> <p><i>Probe to identify the type of source.</i></p> <p><i>If 'Already had at home', probe to learn if the source is known.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;"><i>(Name of place)</i></p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINIC F</p> <p>PUBLIC PHARMACY G</p> <p>OTHER PUBLIC MEDICAL (specify) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL/CLINIC I</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY G</p> <p>OTHER PRIVATE MEDICAL (specify) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND..... P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER..... R</p> <p>OTHER (specify) _____ X</p> <p>DK / DON'T REMEMBER Z</p>	
<p>CA12. Was anything else given to treat the diarrhoea?</p>	<p>YES 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	<p>2 ⇒ CA14</p> <p>8 ⇒ CA14</p>
<p>CA13. What else was given to treat the diarrhoea?</p> <p><i>Probe:</i></p> <p>Anything else?</p> <p><i>Record all treatments given. Write brand name(s) of all medicines mentioned.</i></p> <p>_____</p> <p style="text-align: center;"><i>(Name of brand)</i></p> <p>_____</p> <p style="text-align: center;"><i>(Name of brand)</i></p>	<p>PILL OR SYRUP</p> <p>ANTIBIOTIC..... A</p> <p>ANTIMOTILITY (ANTI-DIARRHOEA) B</p> <p>OTHER PILL OR SYRUP..... G</p> <p>UNKNOWN PILL OR SYRUP H</p> <p>INJECTION</p> <p>ANTIBIOTIC..... L</p> <p>NON-ANTIBIOTIC M</p> <p>UNKNOWN INJECTION N</p> <p>INTRAVENOUS (IV) O</p> <p>HOME REMEDY / HERBAL MEDICINE Q</p> <p>OTHER (specify) _____ X</p>	
<p>CA14. At any time in the last two weeks, has (<i>name</i>) been ill with a fever?</p>	<p>YES 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	
<p>CA16. At any time in the last two weeks, has (<i>name</i>) had an illness with a cough?</p>	<p>YES 1</p> <p>NO..... 2</p> <p>DK..... 8</p>	

CA17. At any time in the last two weeks, has (<i>name</i>) had fast, short, rapid breaths or difficulty breathing?	YES 1 NO 2 DK 8	2 ⇨ CA19 8 ⇨ CA19
CA18. Was the fast or difficult breathing due to a problem in the chest or a blocked or runny nose?	PROBLEM IN CHEST ONLY 1 BLOCKED OR RUNNY NOSE ONLY 2 BOTH 3 OTHER (<i>specify</i>) 6 DK 8	1 ⇨ CA20 2 ⇨ CA20 3 ⇨ CA20 6 ⇨ CA20 8 ⇨ CA20
CA19. Check CA14: Did child have fever?	YES, CA14=1 1 NO OR DK, CA14=2 OR 8 2	2 ⇨ CA30
CA20. Did you seek any advice or treatment for the illness from any source?	YES 1 NO 2 DK 8	2 ⇨ CA22 8 ⇨ CA22
CA21. From where did you seek advice or treatment? <i>Probe: Anywhere else?</i> <i>Record all providers mentioned, but do <u>not</u> prompt with any suggestions.</i> <i>Probe to identify each type of provider.</i> <i>If unable to determine if public or private sector, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i> <hr/> <i>(Name of place)</i>	PUBLIC MEDICAL SECTOR GOVERNMENT HOSPITAL A FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINIC F PUBLIC PHARMACY G OTHER PUBLIC MEDICAL (<i>specify</i>) H PRIVATE MEDICAL SECTOR PRIVATE HOSPITAL / CLINIC I PRIVATE PHYSICIAN J PRIVATE PHARMACY K OTHER PRIVATE MEDICAL (<i>specify</i>) O DK PUBLIC OR PRIVATE W OTHER SOURCE RELATIVE / FRIEND P SHOP / MARKET / STREET Q TRADITIONAL PRACTITIONER R OTHER (<i>specify</i>) X DK / DON'T REMEMBER Z	
CA22. At any time during the illness, was (<i>name</i>) given any medicine for the illness?	YES 1 NO 2 DK 8	2 ⇨ CA30 8 ⇨ CA30

<p>CA23. What medicine was (<i>name</i>) given?</p> <p><i>Probe:</i> Any other medicine?</p> <p><i>Record all medicines given.</i></p> <p><i>If unable to determine type of medicine, write the brand name and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;">(Name of brand)</p> <p>_____</p> <p style="text-align: center;">(Name of brand)</p>	<p>ANTIBIOTICS</p> <p>AMOXICILLINL</p> <p>COTRIMOXAZOLE M</p> <p>OTHER ANTIBIOTIC</p> <p>PILL/SYRUP N</p> <p>OTHER ANTIBIOTIC</p> <p>INJECTION/IV O</p> <p>OTHER MEDICATIONS</p> <p>PARACETAMOL/PANADOL/ ACETAMINOPHEN R</p> <p>ASPIRINS</p> <p>IBUPROFENT</p> <p>ONLY BRAND NAME RECORDED W</p> <p>OTHER (<i>specify</i>)_____ X</p> <p>DK / DON'T REMEMBERZ</p>	
<p>CA24. Check CA23: Antibiotics mentioned?</p>	<p>YES, ANTIBIOTICS MENTIONED, CA23=L-O 1</p> <p>NO, ANTIBIOTICS NOT MENTIONED 2</p>	<p>2 ⇒CA30</p>
<p>CA25. Where did you get the (<i>name of medicine from CA23, codes L to O</i>)?</p> <p><i>Probe to identify the type of source.</i></p> <p><i>If 'Already had at home', probe to learn if the source is known.</i></p> <p><i>If unable to determine whether public or private, write the name of the place and then temporarily record 'W' until you learn the appropriate category for the response.</i></p> <p>_____</p> <p style="text-align: center;">(Name of place)</p>	<p>PUBLIC MEDICAL SECTOR</p> <p>GOVERNMENT HOSPITAL..... A</p> <p>FACILITIES OF PRIMARY OUT-PATIENT CARE SUCH AS RURAL HEALTH POST, RURAL FAMILY POLYCLINIC, FAMILY POLYCLINIC, ADVISORY POLYCLINICF</p> <p>PUBLIC PHARMACY G</p> <p>OTHER PUBLIC MEDICAL (<i>specify</i>) _____ H</p> <p>PRIVATE MEDICAL SECTOR</p> <p>PRIVATE HOSPITAL / CLINICI</p> <p>PRIVATE PHYSICIAN..... J</p> <p>PRIVATE PHARMACY K</p> <p>OTHER PRIVATE MEDICAL (<i>specify</i>) _____ O</p> <p>DK PUBLIC OR PRIVATE W</p> <p>OTHER SOURCE</p> <p>RELATIVE / FRIEND.....P</p> <p>SHOP / MARKET / STREET Q</p> <p>TRADITIONAL PRACTITIONER R</p> <p>OTHER (<i>specify</i>)_____ X</p> <p>DK / DON'T REMEMBERZ</p>	
<p>CA30. Check UB2: Child's age?</p>	<p>AGE 0, 1 OR 2 1</p> <p>AGE 3 OR 4 2</p>	<p>2 ⇒End</p>

<p>CA31. The last time (<i>name</i>) passed stools, what was done to dispose of the stools?</p>	<p>CHILD USED TOILET / LATRINE 01 PUT / RINSED INTO TOILET OR LATRINE 02 PUT / RINSED INTO DRAIN OR DITCH 03 THROWN INTO GARBAGE (SOLID WASTE)..... 04 BURIED..... 05 LEFT IN THE OPEN..... 06 OTHER (<i>specify</i>)..... 96 DK..... 98</p>	
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ATTITUDES TOWARDS VACCINATION		AV
AVA. Check UF4: Is this respondent the mother or caretaker of any other children under the age of 5?	YES..... 1 NO 2	2 ⇨ AV1
AVB. Check UF4: Has this respondent already responded to the following module for another child?	YES..... 1 NO 2	1 ⇨ End
AV1. Do you know where to go to get (<i>name</i>) vaccinated?	YES 1 NO 2	
AV2. Have you personally ever taken (<i>name</i>) to get vaccinated?	YES 1 NO 2	
AV3. Has (<i>name</i>) received all the vaccines recommended in the National Immunization Calendar for (his/her) age? <i>The vaccines recommended are the ones that the (<i>name</i>)'s paediatrician or nurse say that the child should receive for (his/her) age, based on the schedule established by the public health authority in the country.</i>	RECEIVED ALL THE VACCINES 1 RECEIVED MOST VACCINES 2 RECEIVED A FEW VACCINES 3 RECEIVED NO VACCINES AT ALL..... 4 DK 8	2 ⇨ AV5 3 ⇨ AV5 4 ⇨ AV5 8 ⇨ AV7
AV4. Has (<i>name</i>) received all the vaccines on time as per the National Immunization Calendar recommended for (his/her) age? <i>If 'No' probe: Would you say (<i>name</i>) received most, a few or no vaccine on time?</i>	ALL THE VACCINES ON TIME 1 MOST VACCINES ON TIME..... 2 A FEW VACCINES ON TIME 3 NO VACCINES ON TIME 4 DK 8	1 ⇨ AV7 2 ⇨ AV6 3 ⇨ AV6 4 ⇨ AV6 8 ⇨ AV7
AV5. Do you plan to take (<i>name</i>) to receive the vaccines recommended for (his/her) age that (he/she) has not received yet?	YES 1 NO 2 DK 8	
AV6. There are several reasons to explain why some children receive vaccines late or do not receive them at all. Please tell me if each of the following questions is a reason that explains why (<i>name</i>) did not receive some recommended vaccine or received it late?		YES NO DK
[A] Was (<i>name</i>) ill or allergic at the time the vaccine was supposed to be administered?	ILL OR ALLERGIC..... 1	2 8
[B] Did it happen that one or more vaccines were not available at the time when (<i>name</i>) had to receive them?	VACCINES NOT AVAILABLE 1	2 8
[C] Was distance too long to travel where (<i>name</i>) should take the vaccine(s)?	DISTANCE 1	2 8
[D] Were you occupied with other tasks during the days that (<i>name</i>) had to receive the vaccine(s)?	TOO BUSY, OTHER PRIORITIES... 1	2 8
[E] Did you delay or reject any vaccine(s) for (<i>name</i>) because you wanted to learn more about the vaccine(s)?	DOUBTS ABOUT VACCINE/S 1	2 8
[F] Was there any other reason to explain why (<i>name</i>) received late or did not receive at all any vaccine(s)?	OTHER REASONS..... 1	2 8

AV7. In your family, who has the final say about vaccinating (<i>name</i>)?	ONLY THE MOTHER 1 ONLY THE FATHER..... 2 BOTH MOTHER AND FATHER 3 GRANDPARENT/S 4 OTHER (<i>specify</i>) _____ 6 DK 8																					
AV8. If it was time for (<i>name</i>) to get vaccinated, would you need permission to take your child to the clinic?	YES, NEED PERMISSION 1 NO, DOES NOT NEED PERMISSION 2 DK 8																					
AV9. During the last 12 months, did you hear anything, or come across anybody with the following opinions?	<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>[A] Against vaccinating children?</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>[B] In favour of vaccinating children?</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>[C] Saying that vaccines are not safe?</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>[D] Saying that the vaccines are safe?</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	[A] Against vaccinating children?	1	2	8	[B] In favour of vaccinating children?	1	2	8	[C] Saying that vaccines are not safe?	1	2	8	[D] Saying that the vaccines are safe?	1	2	8	
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[C] Saying that vaccines are not safe?	1	2	8																			
[D] Saying that the vaccines are safe?	1	2	8																			
AV10. Now I would like that you consider what family, friends and community think about vaccines and vaccination, and tell me whether you think that:	<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>[A] Most of the parents I know, got their children vaccinated with all the recommended vaccines?</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>[B] Most of my family and friends are in favour that I vaccinate (<i>name</i>)?</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>[C] The main religious leaders in my mahalla, are in favour that I vaccinate (<i>name</i>)?</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	[A] Most of the parents I know, got their children vaccinated with all the recommended vaccines?	1	2	8	[B] Most of my family and friends are in favour that I vaccinate (<i>name</i>)?	1	2	8	[C] The main religious leaders in my mahalla, are in favour that I vaccinate (<i>name</i>)?	1	2	8					
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AV11. Tell me please whether you think that your religious or spiritual beliefs <u>encourage</u> vaccinating your child, <u>discourage</u> vaccinating you child, or would you say this <u>doesn't apply</u> to you?	ENCOURAGE VACCINATING 1 DISCOURAGE VACCINATING 2 DOES NOT APPLY 3 DK 8																					
AV12. Check AV3 = 4 or 8: received no vaccines at all or DK?	YES (AV3 = 4 OR AV3 = 8) 1 NO 2	1 ⇨ AV13A 2 ⇨ AV13B																				
AV13A. How much do you trust the <u>health care workers</u> who give children vaccines?	NOT AT ALL 1 NOT VERY (MUCH) 2 SOMEWHAT 3 VERY (MUCH)..... 4 DK 8																					
AV13B. How much do you trust the <u>health care workers</u> that gave (<i>name</i>) last vaccine?	VERY (MUCH)..... 4 DK 8																					
AV14. Has any <u>health care worker</u> ever recommended that (<i>name</i>) should be vaccinated?	YES 1 NOT 2																					
AV15. In relation to the medical facility (family polyclinics, rural health post, rural family polyclinics) where you should take (<i>name</i>) to get vaccinated, can you please say if the following situations are true?	<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>[A] The vaccination medical facility is too far away</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>[B] The medical facility working times are inconvenient</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>[C] The medical facility sometimes turns people away without vaccinating</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>[D] The waiting time in the medical facility is too long</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	[A] The vaccination medical facility is too far away	1	2	8	[B] The medical facility working times are inconvenient	1	2	8	[C] The medical facility sometimes turns people away without vaccinating	1	2	8	[D] The waiting time in the medical facility is too long	1	2	8	
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<p>AV16. How affordable is it to get (<i>name</i>) vaccinated? This includes any payments to the clinic, the cost of getting there, and the cost of taking time away from work. Would you say: not at all, not very much, somewhat or very much?</p>	<p>NOT AT ALL..... 1 NOT VERY (MUCH) 2 SOMEWHAT 3 VERY (MUCH)..... 4 DK 8</p>																									
<p>AV17. What is your <u>main</u> source of information for anything related to the vaccination of (<i>name</i>)?</p>	<p>YOUR PEDIATRICIAN/NURSE..... 1 FRIENDS/FAMILY 2 RELIGIOUS GROUP/LEADER..... 3 TELEVISION/PRESS/RADIO 4 INTERNET-SOCIAL MEDIA, GOOGLE, ETC... 5 OTHER (<i>specify</i>) 6 DK 8</p>																									
<p>AV18. What is the source of information for anything related to the vaccination of (<i>name</i>) that you <u>most trust</u>?</p>	<p>YOUR PEDIATRICIAN/NURSE..... 1 FRIENDS/FAMILY 2 RELIGIOUS GROUP/LEADER..... 3 TELEVISION/PRESS/RADIO 4 INTERNET-SOCIAL MEDIA, GOOGLE, ETC... 5 OTHER (<i>specify</i>) 6 DK 8</p>																									
<p>AV19. Now I would like to talk about your views on vaccines and vaccination. For each question there are four possible answers: 1) not at all, 2) not very much, 3) somewhat or 4) very much. Would you please tell me:</p> <p>[A] How important are vaccines for (<i>name</i>)’s health?</p> <p>[B] How much do you think vaccinating children protects other people in your community from diseases?</p> <p>[C] How safe do you think vaccines are for (<i>name</i>)?</p>	<table border="0"> <tr> <td></td> <td style="text-align: center;">NOT AT ALL NOT VERY (MUCH) SOMEWHAT VERY (MUCH) DK</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>IMPORTANCE</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> <tr> <td>PROTECTION</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> <tr> <td>SAFETY</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> </tr> </table>		NOT AT ALL NOT VERY (MUCH) SOMEWHAT VERY (MUCH) DK					IMPORTANCE	1	2	3	4	8	PROTECTION	1	2	3	4	8	SAFETY	1	2	3	4	8	
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SAFETY	1	2	3	4	8																					
<p>AV20. What do you think are the main benefits of vaccination?</p> <p><i>Record all that apply.</i></p> <p><i>‘Vaccines have no benefits’ (category Y) can only be recorded if no other response category is recorded.</i></p>	<p>PREVENT DEATHS OF CHILDREN A PREVENT DISEASES OF CHILDREN B PREVENT DISABILITIES OF CHILDREN..... C BUILD IMMUNITY AGAINST DISEASES D COST-EFFECTIVE.....E ELIMINATE DISEASES.....F DKZ OTHER (<i>specify</i>) X VACCINES HAVE NO BENEFITS Y</p>																									
<p>AV21. How concerned are you that vaccines could cause to your child an adverse serious reaction?</p> <p><i>Probe: Adverse serious reactions are reactions that require medical treatment or hospitalisation of a child.</i></p>	<p>NOT AT ALL..... 1 NOT VERY (MUCH) 2 SOMEWHAT 3 VERY (MUCH)..... 4 DK 8</p>																									
<p>AV22. Check AV2: Respondent personally took the child to get vaccinated?</p>	<p>YES, AV2 = 1 1 NO, AV2 = 2 2</p>	2⇒End																								

AV23. Have you ever been turned away when you tried to get (<i>name</i>) vaccinated in the medical facility (family polyclinics, rural health post, rural family polyclinics)?	YES 1 NOT 2 DK 8	
AV24. During your last visit to the medical facility (family polyclinics, rural health post, rural family polyclinics), how satisfied were you with the quality of the vaccination services? Would you say: not at all, not very much, somewhat or very much?	NOT AT ALL 1 NOT VERY (MUCH) 2 SOMEWHAT 3 VERY (MUCH) 4 DK 8	
AV25. During your last visit, to the medical facility (family polyclinics, rural health post, rural family polyclinics) how respectful were the vaccination staff to you? Would you say: not at all, not very much, somewhat or very much?	NOT AT ALL 1 NOT VERY (MUCH) 2 SOMEWHAT 3 VERY (MUCH) 4 DK 8	

UF11. Record the time.	HOURS AND MINUTES : ..	
UF12. Language of the Questionnaire.	UZBEK.....2 RUSSIAN.....3 KARAKALPAK4	
UF13. Language of the Interview.	UZBEK.....2 RUSSIAN.....3 KARAKALPAK4 OTHER LANGUAGE (specify)6	
UF14. Native language of the Respondent.	UZBEK.....02 RUSSIAN.....03 KARAKALPAK04 TAJIK.....05 KYRGYZ06 KAZAKH.....07 TURKMEN08 OTHER LANGUAGE (specify)96	
UF15. Was a translator used for any parts of this questionnaire?	YES, THE ENTIRE QUESTIONNAIRE.....1 YES, PARTS OF THE QUESTIONNAIRE2 NO, NOT USED.....3	

UF16. Tell the respondent that you will need to measure the weight and height of the child before you leave the household and a colleague will come to lead the measurement. Issue the ANTHROPOMETRY MODULE FORM for this child and complete the Information Panel on that Form.

Check columns HL10 and HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of another child age 0-4 living in this household?

- Yes ⇒ Go to UF17 on the UNDER-FIVE INFORMATION PANEL and record '01'. Then go to the next QUESTIONNAIRE FOR CHILDREN UNDER FIVE to be administered to the same respondent.
- No ⇒ Check HL6 and column HL20 in LIST OF HOUSEHOLD MEMBERS, HOUSEHOLD QUESTIONNAIRE: Is the respondent the mother or caretaker of a child age 5-17 selected for Questionnaire for Children Age 5-17 in this household?
 - Yes ⇒ Go to UF17 on the UNDER-FIVE INFORMATION PANEL and record '01'. Then go to the QUESTIONNAIRE FOR CHILDREN AGE 5-17 to be administered to the same respondent.
 - No ⇒ Go to UF17 on the UNDER-FIVE INFORMATION PANEL and record '01'. Then end the interview with this respondent by thanking her/him for her/his cooperation. Check to see if there are other questionnaires to be administered in this household.

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

ANTHROPOMETRY MODULE INFORMATION PANEL		AN
AN1. Cluster number: _____	AN2. Household number: _____	
AN3. Child's name and line number: NAME _____	AN4. Child's age from UB2: AGE (IN COMPLETED YEARS)	
AN5. Mother's / Caretaker's name and line number: NAME _____	AN6. Interviewer's name and number: NAME _____	
ANTHROPOMETRY		
AN7. Measurer's name and number:	NAME _____	
AN8. Record the result of weight measurement as read out by the Measurer: <i>Read the record back to the Measurer and also ensure that he/she verifies your record.</i>	KILOGRAMS (KG)..... ____ . ____ CHILD NOT PRESENT AFTER REVISITS99.3 CHILD REFUSED99.4 RESPONDENT REFUSED99.5 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 42	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 REFUSED999.4 RESPONDENT REFUSED999.5 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 UP2	
AN13. Date of measurement: Day / Month / Year: _____ / _____ / <u>2 0 2</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

UNDER-FIVE CHILD INFORMATION PANEL		HF
This form must be appended to the QUESTIONNAIRE FOR CHILDREN UNDER FIVE for each child.		
HF1. Cluster number: _____	HF2. Household number: _____	
HF3. Child's name and line number: NAME _____	HF4. Mother's / Caretaker's name and line number: NAME _____	
HF9. Child's day, month and year of birth: Copy from UB1 in the UNDER-FIVE'S BACKGROUND Module of the QUESTIONNAIRE FOR CHILDREN UNDER FIVE _____ / _____ / <u>2</u> <u>0</u> _____	HF6. Interviewer's name and number: NAME _____	
<p><i>Read the following text to the mother or caretaker:</i></p> <p>As you are aware, children's vaccination records are usually kept in the clinic or other health facility responsible for vaccinating children according to the regular vaccination programme. As a part of this survey, we are collecting information from vaccination records in the clinic or health facility responsible for vaccinating the child, to complement the information that you have just shared with us. All the information collected will remain strictly confidential and anonymous. Do you give us consent to collect information from (name)'s vaccination records from the clinic or health facility?</p>		
HF6A. Result of request for consent to collect vaccination records from the health facility:	CONSENT GIVEN.....01 CONSENT REFUSED02 MOTHER/CARETAKER ABSENT FOR AN EXTENDED PERIOD OF TIME03 OTHER (specify) _____ 06	02 ⇒HF15 03 ⇒HF15 06 ⇒HF15
HF10. To be able to collect information from the vaccination records in the clinic or health facility we need some additional information. Could you please tell me: (Name)'s full name and surname?	NAME _____ SURNAME _____	
HF10A. Can you tell me the name and the address of the medical facility where (name)'s vaccination records are kept?	NAME OF HEALTH FACILITY _____ ADDRESS _____	
HF5. Name and number of field staff recording at facility: NAME _____	HF7. Day / Month / Year of facility visit: _____ / _____ / <u>2</u> <u>0</u> <u>2</u> <u>1</u>	
HF10B. Name of health facility: NAME _____	HF8. Record the time:	HOURS : MINUTES ____ : ____ ⇒HF11
HF15. Result of health facility visit:	RECORDS AVAILABLE AT FACILITY COPIED..... 01 NOT COPIED (specify) _____ 02 RECORDS NOT AVAILABLE AT FACILITY (specify) _____ 03 OTHER (specify) _____ 06	

IMMUNIZATION

HF

HF11. Record day, month and year of birth as written on vaccination records/cards: Vaccination card (Form 63), Vaccination logbook (Form 64), Patient medical records (Form 112), Immunization passport

___ / ___ / 20 ___

HF12.
(c) Copy dates for each vaccination from the card.
(d) Write '44' in day column if card shows that vaccination was given but no date recorded.

DATE OF IMMUNIZATION

DAY		MONTH		YEAR			
-----	--	-------	--	------	--	--	--

BCG	BCG					2	0		
HepB (at birth)	HepB0					2	0		
Polio (OPV) (at birth)	OPV0					2	0		
Polio (OPV) 1	OPV1					2	0		
Polio (OPV) 2	OPV2					2	0		
Polio (OPV) 3	OPV3					2	0		
Polio (OPV) 4	OPV4					2	0		
Polio (IPV)	IPV					2	0		
Pentavalent (DPTHibHepB) 1	Penta1					2	0		
Pentavalent (DPTHibHepB) 2	Penta2					2	0		
Pentavalent (DPTHibHepB) 3	Penta3					2	0		
DTP4	DTP4					2	0		
Pneumococcal (Conjugate) 1	PCV1					2	0		
Pneumococcal (Conjugate) 2	PCV2					2	0		
Pneumococcal (Conjugate) 3	PCV3					2	0		
Rotavirus 1	Rota1					2	0		
Rotavirus 2	Rota2					2	0		
Rotavirus 3	Rota3					2	0		
MMR1	MMR1					2	0		

HF13. For each vaccination not recorded enter '00' in day column.

HF14. Record the time.

HOURS AND MINUTES..... ___ : ___

⇒HF15

DATA COLLECTOR'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

5-17 CHILD INFORMATION PANEL		FS
FS1. Cluster number: _____	FS2. Household number: _____	
FS3. Child's name and line number: NAME _____	FS4. Mother's / Caretaker's name and line number: NAME _____	
FS5. Interviewer's name and number: NAME _____	FS6. Supervisor's name and number: NAME _____	
FS7. Day / Month / Year of interview: _____ / _____ / <u>20</u> <u>2</u> _____	FS8. Record the time:	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 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.</i></p>		
FS9. Check completed questionnaires in this household: Have you or another member of your team interviewed this respondent for another questionnaire?	YES, INTERVIEWED ALREADY..... 1 NO, FIRST INTERVIEW 2	1 ⇒FS10B 2 ⇒FS10A
FS10A. Hello, my name is (your name). We are from the State Committee of the Republic of Uzbekistan on Statistics. We are conducting a survey about the situation of children, families and households. I would like to talk to you about (child's name from FS3)'s health and well-being. This interview will take about 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. If you have any questions about the survey, we will provide contact of person from the State Committee on Statistics of the Republic of Uzbekistan, who is in charge of this survey. May I start now?	FS10B. Now I would like to talk to you about (child's name from FS3)'s health and well-being in more detail. This interview will take about 20 minutes. Again, all the information we obtain will remain strictly confidential and anonymous. If you wish not to answer a question or wish to stop the interview, please let me know. May I start now?	
Yes 1 No / NOT ASKED 2	1 ⇒CHILD'S BACKGROUND Module 2 ⇒FS17	
FS17. Result of interview for child age 5-17 years <i>Codes refer to the respondent.</i> <i>Discuss any result not completed with Supervisor.</i>	COMPLETED 01 NOT AT HOME 02 REFUSED..... 03 PARTLY COMPLETED 04 INCAPACITATED (specify)_____ 05 NO ADULT CONSENT FOR MOTHER/ CARETAKER AGE 15-17 06 OTHER (specify)_____ 96	

CHILD'S BACKGROUND		CB
CB1. Check the respondent's line number (FS4) in 5-17 CHILD INFORMATION PANEL and the respondent to the HOUSEHOLD QUESTIONNAIRE (HH47): Is this respondent also the respondent to the Household Questionnaire?	YES, RESPONDENT IS THE SAME, FS4=HH47 1 NO, RESPONDENT IS NOT THE SAME, FS4≠HH47 2	1 ⇒ End
CB2. In what month and year was (<i>name</i>) born? <i>Month and year <u>must</u> be recorded.</i>	DATE OF BIRTH MONTH..... __ __ YEAR..... __ __ __ __	
CB3. How old is (<i>name</i>)? <i>Probe:</i> How old was (<i>name</i>) at (his/her) last birthday? <i>Record age in completed years.</i> <i>If responses to CB2 and CB3 are inconsistent, probe further and correct.</i>	AGE (IN COMPLETED YEARS) __ __	
CB4. Has (<i>name</i>) ever attended school or any pre-school education programme?	YES..... 1 NO..... 2	2 ⇒ End
CB5. What is the highest level and grade or year of school (<i>name</i>) has ever attended?	PRE-SCHOOL EDUCATION..... 000 PRIMARY 1 __ __ SECONDARY 2 __ __ SECONDARY SPECIALIZED VOCATIONAL 3 __ __ HIGHER 4 __ __	000 ⇒ CB7
CB6. Did (he/she) ever complete that (grade/year)?	YES..... 1 NO..... 2	
CB7. At any time during the current 2020/2021 school year did (<i>name</i>) attend school or any early childhood education programme?	YES..... 1 NO..... 2	2 ⇒ CB9
CB8. During this current 2020/2021 school year, which level and grade or year is (<i>name</i>) <u>attending</u> ?	PRE-SCHOOL EDUCATION..... 000 PRIMARY 1 __ __ SECONDARY 2 __ __ SECONDARY SPECIALIZED VOCATIONAL 3 __ __ HIGHER 4 __ __	
CB9. At any time during the previous 2019/2020 school year did (<i>name</i>) attend school or any early childhood education programme?	YES..... 1 NO..... 2	2 ⇒ End
CB10. During that previous 2019/2020 school year, which level and grade or year did (<i>name</i>) <u>attend</u> ?	PRE-SCHOOL EDUCATION..... 000 PRIMARY 1 __ __ SECONDARY 2 __ __ SECONDARY SPECIALIZED VOCATIONAL 3 __ __ HIGHER 4 __ __	

<p>CL1. Now I would like to ask about any work (<i>name</i>) may do.</p> <p>Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following activities, even for only one hour?</p> <p>[A] Did (<i>name</i>) do any work or help on (his/her) own or the household's plot, private allotments, farm, food garden, dehkan or farming entity or looked after animals? For example, growing farm produce, harvesting, or feeding, grazing or milking animals?</p> <p>[B] Did (<i>name</i>) help in a family business or a relative's business with or without pay, or run (his/her) own business?</p> <p>[C] Did (<i>name</i>) produce or sell articles, handicrafts, clothes, food or agricultural products?</p> <p>[X] Since last (<i>day of the week</i>), did (<i>name</i>) engage in any <u>other</u> activity in return for income in cash or in kind, even for only one hour?</p>	<p style="text-align: right;">YES NO</p> <p>WORKED ON PLOT, PRIVATE ALLOTMENTS, FARM, FOOD GARDEN, DEHKAN OR FARMING ENTITY, LOOKED AFTER ANIMALS 1 2</p> <p>HELPED IN FAMILY / RELATIVE'S BUSINESS / RAN OWN BUSINESS 1 2</p> <p>PRODUCE / SELL ARTICLES / HANDICRAFTS / CLOTHES / FOOD OR AGRICULTURAL PRODUCTS 1 2</p> <p>ANY OTHER ACTIVITY 1 2</p>	
<p>CL2. Check CL1, [A]-[X]:</p>	<p>AT LEAST ONE 'YES' 1</p> <p>ALL ANSWERS ARE 'NO' 2</p>	<p>2 ⇒ CL7</p>
<p>CL3. Since last (<i>day of the week</i>) about how many hours did (<i>name</i>) engage in (this activity/these activities), in total?</p> <p><i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS _ _</p>	
<p>CL4. (Does the activity/Do these activities) require carrying heavy loads?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>CL5. (Does the activity/Do these activities) require working with dangerous tools such as knives and similar or operating heavy machinery?</p>	<p>YES 1</p> <p>NO 2</p>	

<p>CL6. How would you describe the work environment of (<i>name</i>)?</p> <p>[A] Is (he/she) exposed to dust, fumes or gas?</p> <p>[B] Is (he/she) exposed to extreme cold, heat or humidity?</p> <p>[C] Is (he/she) exposed to loud noise or vibration?</p> <p>[D] Is (he/she) required to work at heights?</p> <p>[E] Is (he/she) required to work with chemicals, such as pesticides, glues and similar, or explosives?</p> <p>[X] Is (<i>name</i>) exposed to other things, processes or conditions bad for (his/her) health or safety?</p>	<p>YES..... 1 NO..... 2</p> <p>YES..... 1 NO..... 2</p> <p>YES..... 1 NO..... 2</p> <p>YES..... 1 NO..... 2</p> <p>YES..... 1 NO..... 2</p> <p>YES..... 1 NO..... 2</p>																									
<p>CL7. Since last (<i>day of the week</i>), did (<i>name</i>) fetch water for household use?</p>	<p>YES..... 1 NO..... 2</p>	2 ⇒CL9																								
<p>CL8. In total, how many hours did (<i>name</i>) spend on fetching water for household use, since last (<i>day of the week</i>)? <i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS _ _</p>																									
<p>CL9. Since last (<i>day of the week</i>), did (<i>name</i>) collect firewood for household use?</p>	<p>YES..... 1 NO..... 2</p>	2 ⇒CL11																								
<p>CL10. In total, how many hours did (<i>name</i>) spend on collecting firewood for household use, since last (<i>day of the week</i>)? <i>If less than one hour, record '00'.</i></p>	<p>NUMBER OF HOURS _ _</p>																									
<p>CL11. Since last (<i>day of the week</i>), did (<i>name</i>) do any of the following for this household?</p> <p>[A] Shopping for the household?</p> <p>[B] Cooking?</p> <p>[C] Washing dishes or cleaning around the house?</p> <p>[D] Washing clothes?</p> <p>[E] Caring for children?</p> <p>[F] Caring for someone old or sick?</p> <p>[X] Other household tasks?</p>	<table border="0"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>SHOPPING FOR HOUSEHOLD.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>COOKING.....</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING DISHES / CLEANING HOUSE .</td> <td>1</td> <td>2</td> </tr> <tr> <td>WASHING CLOTHES</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR CHILDREN</td> <td>1</td> <td>2</td> </tr> <tr> <td>CARING FOR OLD / SICK</td> <td>1</td> <td>2</td> </tr> <tr> <td>OTHER HOUSEHOLD TASKS</td> <td>1</td> <td>2</td> </tr> </tbody> </table>		YES	NO	SHOPPING FOR HOUSEHOLD.....	1	2	COOKING.....	1	2	WASHING DISHES / CLEANING HOUSE .	1	2	WASHING CLOTHES	1	2	CARING FOR CHILDREN	1	2	CARING FOR OLD / SICK	1	2	OTHER HOUSEHOLD TASKS	1	2	
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<p>CL12. Check CL11, [A]-[X]:</p>	<p>AT LEAST ONE 'YES' 1 ALL ANSWERS ARE 'NO' 2</p>	2 ⇒End																								
<p>CL13. Since last (<i>day of the week</i>), about how many hours did (<i>name</i>) engage in (this activity/these activities), in total? <i>If less than one hour, record '00'</i></p>	<p>NUMBER OF HOURS _ _</p>																									

CHILD DISCIPLINE		FCD
FCD1. Check CB3: Child's age?	AGE 5-14 YEARS 1 AGE 15-17 YEARS 2	2 ⇒ End
FCD2. Now I'd like to talk to you about something else. Adults use certain ways to teach children the right behaviour or to address a behaviour problem. I will read various methods that are used. Please tell me if <u>you or any other adult in your household</u> has used this method with (<i>name</i>) <u>in the past month</u> . [A] Took away privileges, forbade something (<i>name</i>) liked or did not allow (him/her) to leave the house. [B] Explained why (<i>name</i>)'s behaviour was wrong. [C] Shook (him/her). [D] Shouted, yelled at or screamed at (him/her). [E] Gave (him/her) something else to do. [F] Spanked, hit or slapped (him/her) on the bottom with bare hand. [G] Hit (him/her) on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object. [H] Called (him/her) dumb, lazy or another name like that. [I] Hit or slapped (him/her) on the face, head or ears. [J] Hit or slapped (him/her) on the hand, arm, or leg. [K] Beat (him/her) up, that is hit him/her over and over as hard as one could.	<p style="text-align: right;">YES NO</p> <p>TOOK AWAY PRIVILEGES 1 2</p> <p>EXPLAINED WRONG BEHAVIOR 1 2</p> <p>SHOOK HIM/HER 1 2</p> <p>SHOUTED, YELLED, SCREAMED 1 2</p> <p>GAVE SOMETHING ELSE TO DO 1 2</p> <p>SPANKED, HIT, SLAPPED ON BOTTOM WITH BARE HAND 1 2</p> <p>HIT WITH BELT, HAIRBRUSH, STICK OR OTHER HARD OBJECT 1 2</p> <p>CALLED DUMB, LAZY OR ANOTHER NAME 1 2</p> <p>HIT / SLAPPED ON THE FACE, HEAD OR EARS 1 2</p> <p>HIT / SLAPPED ON HAND, ARM OR LEG 1 2</p> <p>BEAT UP, HIT OVER AND OVER AS HARD AS ONE COULD 1 2</p>	
FCD3. Check FS4: Is this respondent the mother or caretaker of any other children under age 5?	YES 1 NO 2	2 ⇒ FCD5
FCD4. Check FS4: Has this respondent already responded to the following question (UCD5) for another child?	YES 1 NO 2	1 ⇒ End
FCD5. Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	YES 1 NO 2 DK / NO OPINION 8	

CHILD FUNCTIONING		FCF
<p>FCF1. I would like to ask you some questions about difficulties (<i>name</i>) may have.</p> <p>Does (<i>name</i>) wear glasses or contact lenses?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>FCF2. Does (<i>name</i>) use a hearing aid?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>FCF3. Does (<i>name</i>) use any equipment or receive assistance for walking?</p>	<p>YES 1</p> <p>NO 2</p>	
<p>FCF4. In the following questions, I will ask you to answer by selecting one of four possible answers. For each question, would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all.</p> <p><i>Repeat the categories during the individual questions whenever the respondent does not use an answer category:</i></p> <p>Remember the four possible answers: Would you say that (<i>name</i>) has: 1) no difficulty, 2) some difficulty, 3) a lot of difficulty, or 4) that (he/she) cannot at all?</p>		
<p>FCF5. Check FCF1: Child wears glasses or contact lenses?</p>	<p>YES, FCF1=1 1</p> <p>NO, FCF1=2 2</p>	<p>1 ⇨ FCF6A</p> <p>2 ⇨ FCF6B</p>
<p>FCF6A. When wearing (his/her) glasses or contact lenses, does (<i>name</i>) have difficulty seeing?</p> <p>FCF6B. Does (<i>name</i>) have difficulty seeing?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT SEE AT ALL 4</p>	
<p>FCF7. 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>FCF8A. When using (his/her) hearing aid(s), does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p> <p>FCF8B. Does (<i>name</i>) have difficulty hearing sounds like peoples' voices or music?</p>	<p>NO DIFFICULTY 1</p> <p>SOME DIFFICULTY 2</p> <p>A LOT OF DIFFICULTY 3</p> <p>CANNOT HEAR AT ALL 4</p>	
<p>FCF9. 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>FCF10. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 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>FCF11. Without (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 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>FCF12. With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 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>FCF13. With (his/her) equipment or assistance, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 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>FCF14. Compared with children of the same age, does (<i>name</i>) have difficulty walking 100 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 1 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>FCF15. Compared with children of the same age, does (<i>name</i>) have difficulty walking 500 meters on level ground?</p> <p><i>Probe:</i> That would be about the length of 5 football fields.</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT WALK 500 M AT ALL..... 4</p>	
<p>FCF16. Does (<i>name</i>) have difficulty with self-care such as feeding or dressing (himself/herself)?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CARE FOR SELF AT ALL 4</p>	
<p>FCF17. When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people inside of this household?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT BE UNDERSTOOD AT ALL 4</p>	
<p>FCF18. When (<i>name</i>) speaks, does (he/she) have difficulty being understood by people outside of this household?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT BE UNDERSTOOD AT ALL 4</p>	

<p>FCF19. Compared with children of the same age, does (<i>name</i>) have difficulty learning things?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT LEARN THINGS AT ALL 4</p>	
<p>FCF20. Compared with children of the same age, does (<i>name</i>) have difficulty remembering things?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT REMEMBER THINGS AT ALL 4</p>	
<p>FCF21. Does (<i>name</i>) have difficulty concentrating on an activity that (he/she) enjoys doing?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CONCENTRATE AT ALL 4</p>	
<p>FCF22. Does (<i>name</i>) have difficulty accepting changes in (his/her) routine?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT ACCEPT CHANGES AT ALL 4</p>	
<p>FCF23. Compared with children of the same age, does (<i>name</i>) have difficulty controlling (his/her) behaviour?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT CONTROL BEHAVIOUR AT ALL 4</p>	
<p>FCF24. Does (<i>name</i>) have difficulty making friends?</p>	<p>NO DIFFICULTY 1 SOME DIFFICULTY 2 A LOT OF DIFFICULTY 3 CANNOT MAKE FRIENDS AT ALL 4</p>	
<p>FCF25. The next questions have different options for answers. I am going to read these to you after each question.</p> <p>I would like to know how often (<i>name</i>) seems very anxious, nervous or worried.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY 1 WEEKLY 2 MONTHLY 3 A FEW TIMES A YEAR 4 NEVER 5</p>	
<p>FCF26. I would also like to know how often (<i>name</i>) seems very sad or depressed.</p> <p>Would you say: daily, weekly, monthly, a few times a year or never?</p>	<p>DAILY 1 WEEKLY 2 MONTHLY 3 A FEW TIMES A YEAR 4 NEVER 5</p>	

PARENTAL INVOLVEMENT

PR

<p>PR1. Check CB3: Child's age?</p>	<p>AGE 5-6 YEARS..... 1 AGE 7-14 YEARS..... 2 AGE 15-17 YEARS..... 3</p>	<p>1 ⇒End 3 ⇒End</p>
<p>PR3. Excluding school text books and holy books, how many books do you have for (<i>name</i>) to read at home?</p>	<p>NONE 00 NUMBER OF BOOKS..... 0 TEN OR MORE BOOKS 10</p>	
<p>PR4. Check CB7: Did the child attend any school? Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.</p>	<p>YES, CB7/ED9=1 1 NO, CB7/ED9=2 OR BLANK 2</p>	<p>2 ⇒End</p>
<p>PR5. Does (<i>name</i>) ever have homework?</p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒PR7 8 ⇒PR7</p>
<p>PR6. Does anyone help (<i>name</i>) with homework?</p>	<p>YES 1 NO 2 DK 8</p>	
<p>PR7. Does (<i>name</i>)'s school have a school governing body in which parents can participate such as supervisory board of the school, parent's committee of the class, parent's meetings?</p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒PR10 8 ⇒PR10</p>
<p>PR8. In the last 12 months, have you or any other adult from your household attended a meeting called by this school governing body?</p>	<p>YES 1 NO 2 DK 8</p>	<p>2 ⇒PR10 8 ⇒PR10</p>
<p>PR9. During any of these meetings, was any of the following discussed: [A] A plan for addressing key education issues faced by (<i>name</i>)'s school? [B] School budget or use of funds received by (<i>name</i>)'s school?</p>	<p style="text-align: right;">YES NO DK</p> <p>PLAN FOR ADDRESSING SCHOOL'S ISSUES 1 2 8 SCHOOL BUDGET 1 2 8</p>	
<p>PR10. In the last 12 months, have you or any other adult from your household received a school or student report card for (<i>name</i>)?</p>	<p>YES 1 NO 2 DK 8</p>	

<p>PR11. In the last 12 months, have you or any adult from your household gone to <i>(name)</i>'s school for any of the following reasons?</p> <p>[A] A school celebration or a sport event?</p> <p>[B] To discuss <i>(name)</i>'s progress with (his/her) teachers?</p>	<p style="text-align: right;">YES NO DK</p> <p>CELEBRATION OR SPORT EVENT 1 2 8</p> <p>TO DISCUSS PROGRESS WITH TEACHERS 1 2 8</p>	
<p>PR12. In the last 12 months, has <i>(name)</i>'s school been closed on a school day due to any of the following reasons:</p> <p>[A] Natural disasters, such as flood, earthquake, 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>PR13. In the last 12 months, was <i>(name)</i> unable to attend class due to (his/her) teacher being absent?</p>	<p>YES 1</p> <p>NO 2</p> <p>DK 8</p>	<p>2 ⇨ End</p> <p>8 ⇨ End</p>
<p>PR15. 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>	

FS11. <i>Record the time.</i>	HOURS AND MINUTES __ __ : __ __	
FS12. <i>Language of the Questionnaire.</i>	UZBEK..... 2 RUSSIAN..... 3 KARAKALPAK..... 4	
FS13. <i>Language of the Interview.</i>	UZBEK..... 2 RUSSIAN..... 3 KARAKALPAK..... 4 OTHER LANGUAGE (specify) _____ 6	
FS14. <i>Native language of the Respondent.</i>	UZBEK..... 02 RUSSIAN..... 03 KARAKALPAK..... 04 TAJIK..... 05 KYRGYZ 06 KAZAKH 07 TURKMEN 08 OTHER LANGUAGE (specify) _____ 96	
FS15. <i>Was a translator used for any parts of this questionnaire?</i>	YES, THE ENTIRE QUESTIONNAIRE..... 1 YES, PARTS OF THE QUESTIONNAIRE 2 NO, NOT USED..... 3	

FS16. *Thank the respondent for her/his cooperation.*

Proceed to complete the result in FS17 in the 5-17 CHILD INFORMATION PANEL and then go to the HOUSEHOLD QUESTIONNAIRE and complete HH56.

Make arrangements for the administration of the remaining questionnaire(s) in this household.

INTERVIEWER'S OBSERVATIONS

SUPERVISOR'S OBSERVATIONS

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 2 _____		НН7. Регион: РЕСПУБЛИКА КАРАКАЛПАКСТАН 01 АНДИЖАНСКАЯ ОБЛАСТЬ 02 БУХАРСКАЯ ОБЛАСТЬ 03 ДЖИЗАКСКАЯ ОБЛАСТЬ 04 КАШКАДАРЬИНСКАЯ ОБЛАСТЬ 05 НАВОЙСКАЯ ОБЛАСТЬ 06 НАМАНГАНСКАЯ ОБЛАСТЬ 07 САМАРКАНДСКАЯ ОБЛАСТЬ 08 СУРХАНДАРЬИНСКАЯ ОБЛАСТЬ 09 СЫРДАРЬИНСКАЯ ОБЛАСТЬ 10 ТАШКЕНТСКАЯ ОБЛАСТЬ 11 ФЕРГАНСКАЯ ОБЛАСТЬ 12 ХОРЕЗМСКАЯ ОБЛАСТЬ 13 ГОРОД ТАШКЕНТ 14	
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 Республики Узбекистан по статистике. Мы проводим обследование положения детей, семей и домохозяйств. Я хочу поговорить с Вами на эти темы. Опрос обычно занимает около 30 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. Если у вас будут вопросы по поводу этого обследования, мы предоставим контакты ответственного сотрудника Государственного комитета Республики Узбекистан по статистике. 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, МОГУЩИХ 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 _____	Заполняется после заполнения Вопросника домохозяйства	Заполняется после заполнения всех вопросников	
ОБЩЕЕ ЧИСЛО ЧЛЕНОВ ДОМОХОЗЯЙСТВА	ОБЩЕЕ ЧИСЛО	ЧИСЛО ЗАПОЛНЕННЫХ ВОПРОСНИКОВ	
ЧИСЛО ЖЕНЩИН В ВОЗРАСТЕ 15–49 ЛЕТ	НН48 _____	НН53 _____	
ЧИСЛО ДЕТЕЙ В ВОЗРАСТЕ ДО 5 ЛЕТ	НН51 _____	НН55 _____	
ЧИСЛО ДЕТЕЙ В ВОЗРАСТЕ 5–17 ЛЕТ	НН52 _____	НН56 _____	НОЛЬ 0 ОДИН 1

ОПИСЬ ДОМОХОЗЯЙСТВА

HL

Сначала внесите имена всех членов домохозяйства в графы HL2-HL4 сверху вниз, начиная с главы домохозяйства. Заполнив 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 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? 1 МУЖ. 2 ЖЕН.	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? 1 ДА 2 НЕТ ☹ Следующая строка	HL12. Родная мать (имя) жива? 1 ДА 2 НЕТ ☹ HL16 8 НЗ ☹ HL16	HL13. Родная мать (имя) проживает в этом домохозяйстве? 1 ДА 2 НЕТ ☹ HL15	HL14. Внесите номер строки матери и перейдите к HL16.	HL15. Где проживает родная мать (имя)? 1 ЗА РУБЕЖОМ 2 В ДРУГОМ ДОМОХОЗЯЙСТВЕ В ЭТОМ РЕГИОНЕ 3 В ДРУГОМ ДОМОХОЗЯЙСТВЕ В ДРУГОМ РЕГИОНЕ 4 В СПЕЦИАЛЬНОМ УЧРЕЖДЕНИИ В ЭТОЙ СТРАНЕ 8 НЗ	HL16. Родной отец (имя) жив? 1 ДА 2 НЕТ ☹ HL20 8 НЗ ☹ HL20	HL17. Родной отец (имя) проживает в этом домохозяйстве? 1 ДА 2 НЕТ ☹ HL19	HL18. Внесите номер строки отца и перейдите к HL20.	HL19. Где проживает родной отец (имя)? 1 ЗА РУБЕЖОМ 2 В ДРУГОМ ДОМОХОЗЯЙСТВЕ В ЭТОМ РЕГИОНЕ 3 В ДРУГОМ ДОМОХОЗЯЙСТВЕ В ДРУГОМ РЕГИОНЕ 4 В СПЕЦИАЛЬНОМ УЧРЕЖДЕНИИ В ЭТОЙ СТРАНЕ 8 НЗ	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».
				МЕСЯЦ	ГОД													
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	__
* Коды для HL3: степень родства с главой домохозяйства:		01 ГЛАВА ДОМОХОЗЯЙСТВА 02 СУПРУГ(А)/СОЖИТЕЛЬ(НИЦА) 03 СЫН/ДОЧЬ 04 ЗЯТЬ/НЕВЕСТКА		05 ВНУК/ВНУЧКА 06 РОДИТЕЛЬ 07 ТЕСТЬ/ТЕЩА/СВЕКОР/СВЕКРОВЬ 08 БРАТ/СЕСТРА		09 БРАТ/СЕСТРА МУЖА/ЖЕНЫ, МУЖ СЕСТРЫ/ЖЕНА БРАТА 10 ДЯДЯ/ТЕТЯ 11 ПЛЕМЯННИК(ЦА) 12 ДРУГОЙ(А) РОДСТВЕННИК(ЦА)		13 УСЫНОВЛЕННЫЙ/ПРИЕМНЫЙ РЕБЕНОК/ ПАСЫНОК/ПАДЧЕРИЦА 14 ПРИСЛУГА (СОВМЕСТНО ПРОЖИВАЮЩЕЕ ЛИЦО) 96 ДРУГОЕ (НЕРОДСТВЕННИК(ЦА)) 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 <u>и</u> 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 или дошкольное учреждение? 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 ☹ ED7 1 НАЧАЛЬНОЕ 2 СРЕДНЕЕ 3 СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ 4 ВЫСШЕЕ 8 НЗ КЛАСС/КУРС: 98 НЗ ☹ ED7	ED6. (Имя) <u>окончил(а)</u> этот (класс/курс)? 1 ДА 2 НЕТ 8 НЗ	ED7. Возраст – 3–24 года? 1 ДА 2 НЕТ ☹ Следующая строка	ED8. Проверьте ED4: когда-либо <u>посещал(а)</u> учебное заведение или <u>дошкольное учреждение</u> ? 1 ДА 2 НЕТ ☹ Следующая строка								
СТРОКА	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 текущем 2020/2021 учебном году (ИМЯ) посещал(а) учебное заведение или дошкольное учреждение?	ED10. Какой уровень образования <u>получает</u> и какой класс/курс <u>посещает (ИМЯ)</u> в этом текущем 2020/2021 учебном году?		ED11. Он(а) посещает государственное учебное заведение? <i>Если да, внесите «1». Если нет, выясните и обозначьте кодом тип школы в соответствии с тем, какое учреждение контролирует ее и управляет ею.</i>	ED12. В текущем 2020/2021 учебном году (ИМЯ) получал(а) какие-либо выплаты на обучение? <i>Если да, убедитесь, что выплаты были получены не от семьи, других родственников, друзей и соседей.</i>	ED13. Кто делал эти выплаты на обучение? <i>Внесите все упомянутые источники.</i>	ED14. В отношении текущего 2020/2021 учебного года получал(а) ли (ИМЯ) какую-либо материальную помощь или денежные средства на покупку обуви, учебников и тетрадей, школьной формы и других учебных принадлежностей? <i>Если да, убедитесь, что помощь была получена не от семьи, других родственников, друзей и соседей.</i>	ED15. В какое-либо время в предыдущем 2019/2020 учебном году (ИМЯ) посещал(а) учебное заведение или дошкольное учреждение? <i>Следующая строка</i>	ED16. Какой уровень образования <u>получал(а)</u> и какой класс/курс <u>посещал(а) (ИМЯ)</u> в том предыдущем 2019/2020 учебном году? <i>Следующая строка</i>	
СТРОКА	ИМЯ	ВОЗРАСТ	ДА НЕТ	УРОВЕНЬ	КЛАСС/КУРС	ОРГАНИЗАЦИЯ	ДА НЕТ НЗ	ВЫПЛАТЫ	ДА НЕТ НЗ	ДА НЕТ НЗ	УРОВЕНЬ	КЛАСС/КУРС
01		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
02		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
03		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
04		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
05		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
06		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
07		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
08		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
09		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
10		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
11		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
12		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
13		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
14		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
15		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___

ХАРАКТЕРИСТИКИ ДОМОХОЗЯЙСТВ
НС

НС1В. Какой язык является для (<i>имя главы домохозяйства из HL2</i>) родным?	УЗБЕКСКИЙ..... 01 РУССКИЙ 02 КАРАКАЛПАКСКИЙ..... 03 ТАДЖИКСКИЙ 04 КЫРГЫЗСКИЙ..... 05 КАЗАХСКИЙ..... 06 ТУРКМЕНСКИЙ 07 ДРУГОЙ ЯЗЫК (<i>указать</i>) _____ 96	
НС3. Сколько комнат в этом домохозяйстве обычно используется для сна?	ЧИСЛО КОМНАТ __ __	
НС4. <i>Основной материал пола жилища.</i> <i>Внесите свои наблюдения.</i> <i>Если наблюдения невозможны, попросите респондента(ку) определить материал пола жилища.</i>	ПОЛ ИЗ ПРИРОДНЫХ МАТЕРИАЛОВ ЗЕМЛЯ/ПЕСОК 11 ПРОСТЕЙШИЙ ПОЛ ДЕРЕВЯННЫЕ ДОСКИ..... 21 ПОЛ С ОБРАБОТАННОЙ ПОВЕРХНОСТЬЮ ПАРКЕТ ИЛИ ПОЛИРОВАННОЕ ДЕРЕВО 31 ВИНИЛ/ЛИНОЛЕУМ ИЛИ БИТУМ 32 КЕРАМИЧЕСКАЯ ПЛИТКА 33 ЦЕМЕНТ/БЕТОН..... 34 КОВРОВое ПОКРЫТИЕ 35 ДРУГОЕ (<i>указать</i>) _____ 96	

<p>НС5. Основной материал крыши.</p> <p><i>Внесите свои наблюдения.</i></p>	<p>КРОВЛЯ ИЗ ПРИРОДНЫХ МАТЕРИАЛОВ</p> <p>СОЛОМА..... 12</p> <p>ОБРАБОТАННАЯ ГЛИНА С САМАНОМ..... 14</p> <p>ПРОСТЕЙШАЯ КРОВЛЯ</p> <p>ДЕРЕВЯННЫЕ ДОСКИ..... 23</p> <p>МЯГКАЯ КРОВЛЯ/РУБЕРОИД 25</p> <p>КРОВЛЯ С ОТДЕЛАННОЙ ПОВЕРХНОСТЬЮ</p> <p>МЕТАЛЛ/МЕТАЛЛО ЧЕРЕПИЦА 31</p> <p>ДЕРЕВО 32</p> <p>КЕРАМИЧЕСКАЯ ЧЕРЕПИЦА..... 34</p> <p>ЦЕМЕНТ/БЕТОН..... 35</p> <p>ШИФЕР/ЦЕМЕНТНЫЙ ОНДУЛИН 37</p> <p>ДРУГОЕ (<i>указать</i>) 96</p>	
<p>НС6. Основной материал наружных стен.</p> <p><i>Внесите свои наблюдения.</i></p>	<p>СТЕНЫ ИЗ ПРИРОДНЫХ МАТЕРИАЛОВ</p> <p>ГЛИНА..... 13</p> <p>ПРОСТЕЙШИЕ СТЕНЫ</p> <p>КАМЕНЬ С ГЛИНОЙ 22</p> <p>НЕОШТУКАТУРЕННЫЙ САМАН (ГУВАЛА) 23</p> <p>ФАНЕРА..... 24</p> <p>ВТОРИЧНО ИСПОЛЬЗОВАННАЯ ДРЕВЕСИНА..... 26</p> <p>СТЕНЫ С ОТДЕЛАННОЙ ПОВЕРХНОСТЬЮ</p> <p>ЦЕМЕНТ..... 31</p> <p>КАМЕНЬ С ИЗВЕСТИЮ/ЦЕМЕНТОМ 32</p> <p>БЕТОННЫЕ БЛОКИ 34</p> <p>ДЕРЕВЯННАЯ ОБШИВКА/ДРАНКА 36</p> <p>ДЕРЕВЯННЫЙ КАРКАС С ГЛИНОЙ / СИНЧ 37</p> <p>НЕЖЖЕНЬКИЙ КИРПИЧ 38</p> <p>ЖЖЕНЬКИЙ КИРПИЧ 39</p> <p>ОБРАБОТАННАЯ ГЛИНА С САМАНОМ / ПАХСА 40</p> <p>ПЕНОБЛОК..... 41</p> <p>ШТУКАТУРКА / АЛЕБАСТЕР 42</p> <p>ТРАВЕРТИН 43</p> <p>МРАМОРНАЯ ПЛИТКА 44</p> <p>ДРУГОЕ (<i>указать</i>) 96</p>	

<p>НС7. Имеется ли в Вашем домохозяйстве:</p> <p>[A] стационарная телефонная связь (домашний)?</p> <p>[B] радиоприемник?</p> <p>[C] сервант?</p> <p>[D] хонтахта?</p> <p>[E] стол для гостиной?</p> <p>[F] шкаф для одежды?</p> <p>[G] кровать?</p> <p>[H] диван?</p> <p>[I] механическая швейная машинка?</p>	<p style="text-align: right;">ДА НЕТ</p> <p>СТАЦИОНАРНАЯ СВЯЗЬ 1 2</p> <p>РАДИО 1 2</p> <p>СЕРВАНТ 1 2</p> <p>ХОНТАХТА 1 2</p> <p>СТОЛ ДЛЯ ГОСТИНОЙ 1 2</p> <p>ШКАФ ДЛЯ ОДЕЖДЫ 1 2</p> <p>КРОВАТЬ 1 2</p> <p>ДИВАН 1 2</p> <p>МЕХАНИЧЕСКАЯ ШВЕЙНАЯ МАШИНКА 1 2</p>	
<p>НС8. Есть ли в вашем домохозяйстве электричество?</p>	<p>ДА, ПОДКЛЮЧЕНО К ЭЛЕКТРОСЕТЯМ 1</p> <p>ДА, НЕ ПОДКЛЮЧЕНО К ЭЛЕКТРОСЕТЯМ (ГЕНЕРАТОР/ АВТОНОМНАЯ СИСТЕМА) 2</p> <p>НЕТ 3</p>	<p>3 ⇒ НС10</p>
<p>НС9. Имеется ли в Вашем домохозяйстве:</p> <p>[A] телевизор?</p> <p>[B] холодильник?</p> <p>[C] вентилятор?</p> <p>[D] стиральная машина?</p> <p>[E] микроволновая печь?</p> <p>[F] кондиционер?</p> <p>[G] пылесос?</p> <p>[H] DVD плеер?</p> <p>[I] электрическая швейная машинка?</p>	<p style="text-align: right;">ДА НЕТ</p> <p>ТЕЛЕВИЗОР 1 2</p> <p>ХОЛОДИЛЬНИК 1 2</p> <p>ВЕНТИЛЯТОР 1 2</p> <p>СТИРАЛЬНАЯ МАШИНА 1 2</p> <p>МИКРОВОЛНОВАЯ ПЕЧЬ 1 2</p> <p>КОНДИЦИОНЕР 1 2</p> <p>ПЫЛЕСОС 1 2</p> <p>DVD ПЛЕЕР 1 2</p> <p>ЭЛЕКТРИЧЕСКАЯ ШВЕЙНАЯ МАШИНКА 1 2</p>	

<p>НС10. Владеет ли кто-либо из членов Вашего домохозяйства:</p> <p>[A] наручными часами?</p> <p>[B] велосипедом?</p> <p>[C] мотоциклом или мотороллером?</p> <p>[D] гужевой повозкой (арава)?</p> <p>[E] легковой машиной?</p> <p>[F] моторной лодкой?</p> <p>[G] грузовиком или автофургоном?</p> <p>[I] трактором?</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>ГУЖЕВАЯ ПОВОЗКА..... 1 2</p> <p>ЛЕГКОВАЯ МАШИНА 1 2</p> <p>МОТОРНАЯ ЛОДКА 1 2</p> <p>ГРУЗОВИК / АВТОФУРГОН..... 1 2</p> <p>ТРАКТОР 1 2</p>	
<p>НС11. Есть ли у какого-либо члена Вашего домохозяйства компьютер или электронный планшет?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>НС12. Есть ли у какого-либо члена Вашего домохозяйства мобильный телефон?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>НС13. Есть ли у Вашего домохозяйства доступ к Интернету дома?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>НС14. 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?</i></p> <p><i>Если «Арендует у кого-либо другого», внесите «2». В случае других ответов внесите «б» и укажите конкретный ответ.</i></p>	<p>ВЛАДЕЛЕЦ..... 1</p> <p>АРЕНДУЕТ 2</p> <p>ДРУГОЕ (указать) 6</p>	
<p>НС15. Владеет ли кто-либо из членов этого домохозяйства землей, которая может быть использована в сельскохозяйственных целях?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	<p>2⇒НС17</p>

<p>НС16. Сколькими гектарами сельскохозяйственной земли владеют члены этого домохозяйства?</p> <p><i>Если 1 гектар и более, внесите «1» и укажите сколько гектаров.</i></p> <p><i>Если 95 гектаров или более, внесите «1» и укажите «95».</i></p> <p><i>Если менее чем 1 гектар, спросите: «Сколько соток?»,</i></p> <p><i>внесите «2» и укажите сколько соток.</i></p> <p><i>Если меньше 1 сотки, внесите «2» и укажите «00».</i></p> <p><i>Если неизвестно, внесите «998».</i></p>	<p>ГЕКТАРЫ..... 1 ____</p> <p>СОТОК..... 2 ____</p> <p>НЗ..... 998</p>	
<p>НС17. Владеет ли данное домохозяйство домашним скотом, стадами, другими сельскохозяйственными животными или птицей?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	2⇒НС19
<p>НС18. Сколько в этом домохозяйстве:</p> <p>[А] дойных коров или быков?</p> <p>[Н] верблюдов?</p> <p>[С] лошадей, ослов или мулов?</p> <p>[D] коз?</p> <p>[Е] овец?</p> <p>[I] кур?</p> <p>[J] кроликов?</p> <p>[G] свиней?</p> <p>[К] пчелиных ульев?</p> <p><i>Если ни одного, проставьте «00». Если 95 или больше, проставьте «95».</i></p> <p><i>Если неизвестно, проставьте «98».</i></p>	<p>ДОЙНЫЕ КОРОВЫ ИЛИ БЫКИ ____</p> <p>ВЕРБЛЮДЫ ____</p> <p>ЛОШАДИ, ОСЛЫ ИЛИ МУЛЫ ____</p> <p>КОЗЫ ____</p> <p>ОВЦЫ ____</p> <p>КУРЫ..... ____</p> <p>КРОЛИКИ ____</p> <p>СВИНЬИ..... ____</p> <p>ПЧЕЛИНЫЕ УЛЬИ ____</p>	
<p>НС19. Имеет ли кто-либо из членов этого домохозяйства счет в банке?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	

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] СОЦИАЛЬНЫЕ ПОСОБИЯ ИЛИ МАТЕРИАЛЬНАЯ ПОМОЩЬ МАЛООБЕСПЕЧЕННЫМ СЕМЬЯМ	[B] ЕДИНОВРЕМЕННОЕ ПОСОБИЕ (СУЮНЧИ ПУЛ) ПРИ РОЖДЕНИИ РЕБЕНКА	[C] ПОСОБИЕ ДЕТЯМ С ИНВАЛИДНОСТЬЮ ДО 16 ЛЕТ	[D] ПОСОБИЕ ПО ИНВАЛИДНОСТИ	[E] ПОСОБИЕ РАБОТАЮЩИМ МАТЕРЯМ ПО УХОДУ ЗА РЕБЕНКОМ ДО ДОСТИЖЕНИЯ ИМ ВОЗРАСТА ДВУХ ЛЕТ	[F] ЛЮБОЙ ВИД ПЕНСИЙ	[X] ЛЮБАЯ ДРУГАЯ ПРОГРАММА ПОМОЩИ ИЗВНЕ
ST2. Знаете ли Вы о существовании (название программы)?	ДА 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> [B]	ДА 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> [C]	ДА 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> [D]	ДА 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> [E]	ДА 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> [F]	ДА 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> [X]	ДА (указать) 1 <input type="checkbox"/> ST3 НЕТ 2 <input type="checkbox"/> Конец
ST3. Получало ли Ваше домохозяйство или кто-либо в Вашем домохозяйстве (название программы)?	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> [B] НЗ 8 <input type="checkbox"/> [B]	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> [C] НЗ 8 <input type="checkbox"/> [C]	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> [D] НЗ 8 <input type="checkbox"/> [D]	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> [E] НЗ 8 <input type="checkbox"/> [E]	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> [F] НЗ 8 <input type="checkbox"/> [F]	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> [X] НЗ 8 <input type="checkbox"/> [X]	ДА 1 <input type="checkbox"/> ST4 НЕТ 2 <input type="checkbox"/> Конец НЗ 8 <input type="checkbox"/> Конец
ST4. Когда в последний раз Ваше домохозяйство или кто-либо в Вашем домохозяйстве получали (название программы)? <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 ____ <input type="checkbox"/> [B] ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> [B] НЗ 998 <input type="checkbox"/> [B]	МЕСЯЦЫ НАЗАД 1 ____ <input type="checkbox"/> [C] ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> [C] НЗ 998 <input type="checkbox"/> [C]	МЕСЯЦЫ НАЗАД 1 ____ <input type="checkbox"/> [D] ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> [D] НЗ 998 <input type="checkbox"/> [D]	МЕСЯЦЫ НАЗАД 1 ____ <input type="checkbox"/> [E] ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> [E] НЗ 998 <input type="checkbox"/> [E]	МЕСЯЦЫ НАЗАД 1 ____ <input type="checkbox"/> [F] ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> [F] НЗ 998 <input type="checkbox"/> [F]	МЕСЯЦЫ НАЗАД 1 ____ <input type="checkbox"/> [X] ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> [X] НЗ 998 <input type="checkbox"/> [X]	МЕСЯЦЫ НАЗАД 1 ____ <input type="checkbox"/> Конец ГОДЫ НАЗАД 2 ____ <input type="checkbox"/> Конец НЗ 998 <input type="checkbox"/> Конец

ПОЛЬЗОВАНИЕ ЭНЕРГИЕЙ В ДОМОХОЗЯЙСТВЕ

EU

<p>EU1. Какой тип кухонной плиты/печи <u>в основном</u> используется для <u>приготовления пищи</u> в Вашем домохозяйстве?</p>	<p>ЭЛЕКТРИЧЕСКАЯ ПЛИТА01 СОЛНЕЧНАЯ ПЛИТА/ПЕЧЬ02 ПЛИТА НА СЖИЖЕННОМ НЕФТЯНОМ ГАЗЕ (СНГ)/БЫТОВОМ ГАЗЕ03 ПЛИТА, ПОДКЛЮЧЕННАЯ К ЦЕНТРАЛИЗОВАННОЙ СИСТЕМЕ СНАБЖЕНИЯ ПРИРОДНЫМ ГАЗОМ.....04 ПЛИТА НА БИОГАЗЕ05 ПЛИТА НА ЖИДКОМ ТОПЛИВЕ06 ПЛИТА/ ПЕЧЬ НА ТВЕРДОМ ТОПЛИВЕ ПРОМЫШЛЕННОГО ИЗГОТОВЛЕНИЯ07 САМОДЕЛЬНАЯ ПЛИТА/ПЕЧЬ/УЧОК / /ТАНДЫР НА ТВЕРДОМ ТОПЛИВЕ.....08 ОЧАГ ИЗ ТРЕХ КАМНЕЙ / ОТКРЫТЫЙ ОГОНЬ09 ДРУГОЕ (<i>указать</i>) 96 В ДОМОХОЗЯЙСТВЕ НЕ ГОТОВЯТ ПИЩУ ..97</p>	<p>01 ⇒EU5 02 ⇒EU5 03 ⇒EU5 04 ⇒EU5 05 ⇒EU5 06 ⇒EU4 09 ⇒EU4 96 ⇒EU4 97 ⇒EU6</p>
<p>EU2. Есть ли у нее дымовая/вытяжная труба?</p>	<p>ДА1 НЕТ2 НЗ.....8</p>	
<p>EU3. Есть ли в ней вентилятор?</p>	<p>ДА1 НЕТ2 НЗ.....8</p>	
<p>EU4. Какой вид топлива или источник энергии используется в этой плите/печи?</p> <p><i>Если более одного, внесите основной источник, используемый в этой плите/печи.</i></p>	<p>(ЭТИЛОВЫЙ) СПИРТ01 БЕНЗИН/ДИЗЕЛЬНОЕ ТОПЛИВО02 КЕРОСИН/ПАРАФИН03 ИСКОПАЕМЫЙ УГОЛЬ/ЛИГНИТ04 ДРЕВЕСНЫЙ УГОЛЬ05 ДРОВА06 СОЛОМА ИЛИ ДРУГИЕ ОТХОДЫ СЕЛЬХОЗКУЛЬТУР/ТРАВА/СЕНО/ ХВОРОСТ07 КИЗЯК/ОТХОДЫ ЖИВОТНОГО ПРОИСХОЖДЕНИЯ08 ПЕРЕРАБОТАННАЯ БИОМАССА (БРИКЕТЫ) ИЛИ ЩЕПА09 БЫТОВЫЕ ОТХОДЫ/ПЛАСТИК.....10 ОПИЛКИ.....11 ДРУГОЕ (<i>указать</i>) 96</p>	

<p>EU5. Пицца обычно готовится в доме, в отдельном строении или вне помещений?</p> <p><i>Если в основном доме, выясните, в отдельном ли помещении она готовится.</i></p> <p><i>Если вне помещений, выясните, готовят ли ее на веранде, крытом крыльце или под открытым небом.</i></p>	<p>В ОСНОВНОМ ДОМЕ НЕ В ОТДЕЛЬНОМ ПОМЕЩЕНИИ1 В ОТДЕЛЬНОМ ПОМЕЩЕНИИ.....2</p> <p>В ОТДЕЛЬНОМ СТРОЕНИИ3</p> <p>ВНЕ ПОМЕЩЕНИЙ ПОД ОТКРЫТЫМ НЕБОМ4 НА ВЕРАНДЕ ИЛИ КРЫТОМ КРЫЛЬЦЕ5</p> <p>ДРУГОЕ (<i>указать</i>) 6</p>	
<p>EU6. Что в Вашем домохозяйстве используется в качестве <u>основного</u> источника <u>обогрева помещений</u> при необходимости?</p>	<p>ЦЕНТРАЛИЗОВАННОЕ ОТОПЛЕНИЕ.....01</p> <p>ОБОГРЕВАТЕЛЬ ЗАВОДСКОГО ИЗГОТОВЛЕНИЯ02</p> <p>САМОДЕЛЬНЫЙ ОБОГРЕВАТЕЛЬ03</p> <p>ПЛИТА/ПЕЧЬ ДЛЯ ПРИГОТОВЛЕНИЯ ЕДЫ ЗАВОДСКОГО ИЗГОТОВЛЕНИЯ.....04</p> <p>САМОДЕЛЬНАЯ ПЕЧЬ ДЛЯ ПРИГОТОВЛЕНИЯ ЕДЫ.....05</p> <p>ОЧАГ ИЗ ТРЕХ КАМНЕЙ/ОТКРЫТЫЙ ОГОНЬ06</p> <p>ДРУГОЕ (<i>указать</i>) 96</p> <p>ДОМОХОЗЯЙСТВО НЕ ОТАПЛИВАЕТСЯ97</p>	<p>01 ⇒EU8</p> <p>06 ⇒EU8</p> <p>96 ⇒EU8</p> <p>97 ⇒EU9</p>
<p>EU7. Есть ли у него/нее дымовая/вытяжная труба?</p>	<p>ДА1 НЕТ2</p> <p>НЗ.....8</p>	
<p>EU8. Какой вид топлива и источник энергии используются в этом обогревателе?</p> <p><i>Если более одного, внесите основной источник энергии для этого обогревателя.</i></p>	<p>СОЛНЕЧНАЯ ЭНЕРГИЯ01</p> <p>ЭЛЕКТРИЧЕСТВО02</p> <p>ПРИРОДНЫЙ ГАЗ ИЗ ЦЕНТРАЛИЗОВАННОЙ СИСТЕМЫ ГАЗОСНАБЖЕНИЯ.....03</p> <p>СЖИЖЕННЫЙ НЕФТЯНОЙ ГАЗ (СНГ)/ БЫТОВОЙ ГАЗ04</p> <p>БИОГАЗ05</p> <p>(ЭТИЛОВЫЙ) СПИРТ06</p> <p>БЕНЗИН/ДИЗЕЛЬНОЕ ТОПЛИВО07</p> <p>КЕРОСИН/ПАРАФИН08</p> <p>ИСКОПАЕМЫЙ УГОЛЬ/ЛИГНИТ09</p> <p>ДРЕВЕСНЫЙ УГОЛЬ10</p> <p>ДРОВА11</p> <p>СОЛОМА ИЛИ ДРУГИЕ ОТХОДЫ СЕЛЬХОЗКУЛЬТУР/ТРАВА/СЕНО/ ХВОРОСТ12</p> <p>КИЗЯК/ОТХОДЫ ЖИВОТНОГО ПРОИСХОЖДЕНИЯ13</p> <p>ПЕРЕРАБОТАННАЯ БИОМАССА (БРИКЕТЫ) ИЛИ ЦЕПА14</p> <p>БЫТОВЫЕ ОТХОДЫ/ПЛАСТИК.....15</p> <p>ОПИЛКИ.....16</p> <p>ДРУГОЕ (<i>указать</i>) 96</p> <p>НЗ.....98</p>	

<p>ЕУ9. Какой <u>основной</u> источник <u>освещения</u> используется в Вашем домохозяйстве в темное время?</p>	<p>ЭЛЕКТРИЧЕСТВО01 СВЕТИЛЬНИК НА СОЛНЕЧНЫХ БАТАРЕЯХ02 ФОНАРИК, ФОНАРЬ ИЛИ СВЕТИЛЬНИК НА ПЕРЕЗАРЯЖАЕМЫХ АККУМУЛЯТОРАХ ..03 ФОНАРИК, ФОНАРЬ ИЛИ СВЕТИЛЬНИК НА ОДНОРАЗОВЫХ АККУМУЛЯТОРАХ.....04 БИОГАЗОВЫЙ СВЕТИЛЬНИК05 БЕНЗИНОВАЯ ЛАМПА06</p> <p>КЕРОСИНОВАЯ ИЛИ ПАРАФИНОВАЯ ЛАМПА07 ДРЕВЕСНЫЙ УГОЛЬ08 ДРОВА09 СОЛОМА ИЛИ ДРУГИЕ ОТХОДЫ СЕЛЬХОЗКУЛЬТУР/ТРАВА/СЕНО/ ХВОРОСТ10 КИЗЯК/ОТХОДЫ ЖИВОТНОГО ПРОИСХОЖДЕНИЯ11 МАСЛЯНЫЙ СВЕТИЛЬНИК.....12 СВЕЧА13</p> <p>ДРУГОЕ (<i>указать</i>) _____ 96</p> <p>ДОМОХОЗЯЙСТВО НЕ ОСВЕЩАЕТСЯ.....97</p>	
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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/
АРТЕЗИАНСКАЯ СКВАЖИНА**

.....21	21	21 ⇨WS3
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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
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АВТОВОДОЦИСТЕРНА/АВТОВОДОВОЗ	61	61 ⇨WS4
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ПОВОЗКА С НЕБОЛЬШОЙ ЦИСТЕРНОЙ/ БОЧКОЙ.....	71	71 ⇨WS4
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ПОВЕРХНОСТНАЯ ВОДА (РЕКА, ЗАПРУДА, ОЗЕРО, ПРУД, РУЧЕЙ, КАНАЛ, В Т. Ч. ОРОСИТЕЛЬНЫЙ).....	81	81 ⇨WS3
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РАСФАСОВАННАЯ ВОДА

БУТИЛИРОВАННАЯ ВОДА.....	91	
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ПАКЕТИРОВАННАЯ ВОДА.....	92	
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ДРУГОЕ (указать) _____	96	96 ⇨WS3
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<p>WS2. Каков <u>основной</u> источник воды, используемой членами Вашего домохозяйства для других целей, таких, как приготовление пищи и мытье рук?</p> <p><i>Если источник неясен, при помощи уточняющих вопросов выясните место, откуда члены этого домохозяйства чаще всего берут воду для других целей.</i></p>	<p>ВОДОПРОВОДНАЯ ВОДА ВОДА, ПОДВЕДЕННАЯ К ЖИЛИЩУ11 ВОДА, ПОДВЕДЕННАЯ КО ДВОРУ/ ЗЕМЕЛЬНОМУ УЧАСТКУ12 ВОДА, ПОДВЕДЕННАЯ К СОСЕДЯМ.....13 ВОДРАЗБОРНЫЙ КРАН/КОЛОНКА14</p> <p>ТРУБНЫЙ КОЛОДЕЦ/СКВАЖИНА/АРТЕЗИАНСКАЯ СКВАЖИНА21</p> <p>ВЫКОПАННЫЙ КОЛОДЕЦ ЗАЩИЩЕННЫЙ КОЛОДЕЦ31 НЕЗАЩИЩЕННЫЙ КОЛОДЕЦ32</p> <p>РОДНИКОВАЯ ВОДА ЗАЩИЩЕННЫЙ РОДНИК41 НЕЗАЩИЩЕННЫЙ РОДНИК42</p> <p>ДОЖДЕВАЯ ВОДА51 АВТОВОДОЦИСТЕРНА/АВТОВОДОВОЗ61 ПОВОЗКА С НЕБОЛЬШОЙ ЦИСТЕРНОЙ/ БОЧКОЙ.....71 ПОВЕРХНОСТНАЯ ВОДА (РЕКА, ЗАПРУДА, ОЗЕРО, ПРУД, РУЧЕЙ, КАНАЛ, В Т. Ч. ОРОСИТЕЛЬНЫЙ)81</p> <p>ДРУГОЕ (<i>указать</i>).....96</p>	<p>11 ⇨WS7</p> <p>12 ⇨WS7</p> <p>61 ⇨WS4</p> <p>71 ⇨WS4</p>
<p>WS3. Где находится этот источник воды?</p>	<p>В СОБСТВЕННОМ ЖИЛИЩЕ1 В СОБСТВЕННОМ ДВОРЕ/НА СОБСТВЕННОМ ЗЕМЕЛЬНОМ УЧАСТКЕ.....2 В ДРУГОМ МЕСТЕ3</p>	<p>1 ⇨WS7</p> <p>2 ⇨WS7</p>
<p>WS4. Сколько времени уходит у членов Вашего домохозяйства на то, чтобы добраться до источника, набрать воды и вернуться обратно?</p>	<p>ЧЛЕНЫ ДОМОХОЗЯЙСТВА НЕ ХОДЯТ ЗА ВОДОЙ.....000 ЧИСЛО МИНУТ __ __ __ НЗ.....998</p>	<p>000 ⇨WS7</p>
<p>WS5. Кто обычно ходит к этому источнику за водой для Вашего домохозяйства?</p> <p><i>Внесите имя этого лица и перенесите номер строки этого лица из модуля «ОПИСЬ ДОМОХОЗЯЙСТВА».</i></p>	<p>ИМЯ _____ НОМЕР СТРОКИ __ __</p>	
<p>WS6. С последнего(й) (<i>день недели</i>) сколько раз это лицо ходило за водой?</p>	<p>ЧИСЛО РАЗ..... __ __ НЗ.....98</p>	
<p>WS7. За последний месяц были ли случаи, когда в Вашем домохозяйстве не было питьевой воды в достаточных количествах?</p>	<p>ДА, КАК МИНИМУМ ОДИН.....1 НЕ БЫЛО; ВОДЫ ВСЕГДА ДОСТАТОЧНО....2 НЗ.....8</p>	<p>2 ⇨WS9</p> <p>8 ⇨WS9</p>

<p>WS8. Какова была основная причина того, что вы не могли получить воду в достаточных количествах, когда она была вам нужна?</p>	<p>В ИСТОЧНИКЕ НЕ БЫЛО ВОДЫ.....1 ВОДА СЛИШКОМ ДОРОГАЯ.....2 НЕ БЫЛО ДОСТУПА К ИСТОЧНИКУ.....3 ДРУГОЕ (<i>указать</i>)6 НЗ.....8</p>	
<p>WS9. Принимаете ли Вы или другие члены Вашего домохозяйства какие-либо меры для того, чтобы сделать воду более безопасной для питья?</p>	<p>ДА1 НЕТ2 НЗ.....8</p>	<p>2 ⇒ WS10A1 8 ⇒ WS10A1</p>
<p>WS10. Какие меры вы обычно принимаете для того, чтобы сделать воду более безопасной для питья?</p> <p><i>Уточните: Что-нибудь еще?</i></p> <p><i>Отметьте все названные способы.</i></p>	<p>КИПЯЧЕНИЕA ДОБАВЛЕНИЕ ОТБЕЛИВАТЕЛЯ/ХЛОРАB ФИЛЬТРОВАНИЕ ЧЕРЕЗ ТКАНЬ.....C ИСПОЛЬЗОВАНИЕ ФИЛЬТРА ДЛЯ ВОДЫ (КЕРАМИЧЕСКОГО, ПЕСОЧНОГО, ИЗ КОМПОЗИТНЫХ МАТЕРИАЛОВ И Т. Д.)D ОБЕЗЗАРАЖИВАНИЕ НА СОЛНЦЕE ОТСТАИВАНИЕ И ОСАЖДЕНИЕF ДРУГОЕ (<i>указать</i>)X НЗ.....Z</p>	

<p>WS10A1. Где чаще всего Вы или другие члены Вашего домохозяйства моете (моют) руки?</p>	<p>У СТАЦИОНАРНОГО ПРЕДМЕТА (РАКОВИНЫ/УМЫВАЛЬНИКА/КРАНА) В ЖИЛИЩЕ.....1 ВО ДВОРЕ/НА ЗЕМЕЛЬНОМ УЧАСТКЕ.....2</p> <p>ПРИ ПОМОЩИ ПЕРЕНОСНОГО ПРЕДМЕТА (ВЕДРА/КУВШИНА/ЧАЙНИКА).....3</p> <p>В ЖИЛИЩЕ/ВО ДВОРЕ/НА ЗЕМЕЛЬНОМ УЧАСТКЕ НЕТ МЕСТА ДЛЯ МЫТЬЯ РУК4</p> <p>ДРУГОЕ (<i>указать</i>).....6</p>	
<p>WS10A2. Имеется ли у Вас в доме мыло или моющее средство для мытья рук? <i>Если “Да”, уточните: Имеется ли у Вас в доме мыло или моющее средство, или оба?</i></p>	<p>ДА, МЫЛО ТВЁРДОЕ ИЛИ ЖИДКОЕ1 МОЮЩЕЕ СРЕДСТВО (В ВИДЕ ПОРОШКА/ЖИДКОСТИ/ПАСТЫ)2 И МЫЛО И МОЮЩЕЕ СРЕДСТВО.....3</p> <p>НЕТ4</p>	
<p>WS11. Каким типом туалета обычно пользуются члены Вашего домохозяйства?</p> <p><i>Если это «Туалет со сливом или смывом», спросите: Куда производится слив?</i></p> <p><i>Если определить это невозможно, попросите разрешения осмотреть туалет.</i></p>	<p>ТУАЛЕТ СО СЛИВОМ/СМЫВОМ, СОЕДИНЕННЫЙ С СИСТЕМОЙ КАНАЛИЗАЦИИ.....11 С ОТСТОЙНИКОМ12 С ВЫГРЕБНОЙ ЯМОЙ13 С ОТХОЖИМ РОВИКОМ14 НЕИЗВЕСТНО С ЧЕМ.....18</p> <p>ВЫГРЕБНАЯ ЯМА ОБУСТРОЕННАЯ С ВЕНТИЛЯЦИЕЙ21 С НАСТИЛОМ22 БЕЗ НАСТИЛА/ОТКРЫТАЯ ВЫГРЕБНАЯ ЯМА.....23</p> <p>КОМПОСТНЫЙ ТУАЛЕТ (БИОТУАЛЕТ).....31</p> <p>ВЕДРО.....41 ТУАЛЕТ-НАВЕС51</p> <p>НЕТ ТУАЛЕТА/КУСТЫ/ПОЛЕ95</p> <p>ДРУГОЕ (<i>указать</i>)96</p>	<p>11 ⇒WS14</p> <p>14 ⇒WS14</p> <p>18 ⇒WS14</p> <p>41 ⇒WS14</p> <p>51 ⇒WS14</p> <p>95 ⇒Конец</p> <p>96 ⇒WS14</p>
<p>WS12. Ваш(а) (<i>ответ из WS11</i>) когда-нибудь опорожнялся(лась)?</p>	<p>ДА, ОПОРОЖНЯЛСЯ(ЛАСЬ)1</p> <p>НЕТ, НИКОГДА НЕ ОПОРОЖНЯЛСЯ(ЛАСЬ).....4</p> <p>НЗ.....8</p>	<p>4 ⇒WS14</p> <p>8 ⇒WS14</p>

<p>WS13. В последний раз, когда он(а) опорожнялся(лась), куда отправилось его/ее содержимое?</p> <p><i>Спросите:</i> Его/ее опорожнял поставщик специализированных услуг?</p>	<p>ПОСТАВЩИК УСЛУГ ВЫВЕЗ СОДЕРЖИМОЕ НА ОЧИСТНУЮ СТАНЦИЮ1 И ЗАХОРОНИЛ В КРЫТОЙ ЯМЕ2 НЕ ЗНАЮ КУДА.....3</p> <p>САМО ДОМОХОЗЯЙСТВО ОПОРОЖНИЛО (ЕГО/ЕЕ) И ЗАХОРОНИЛО СОДЕРЖИМОЕ В КРЫТОЙ ЯМЕ4 И ПРЕПРОВОДИЛО СОДЕРЖИМОЕ В ОТКРЫТУЮ ЯМУ, НА ОТКРЫТУЮ ПЛОЩАДКУ, В ВОДОЕМ ИЛИ ЕЩЕ КУДА-ТО5</p> <p>ДРУГОЕ (<i>указать</i>)6</p> <p>НЗ.....8</p>	
<p>WS14. Где находится этот туалет?</p>	<p>В СОБСТВЕННОМ ЖИЛИЩЕ1 В СОБСТВЕННОМ ДВОРЕ/НА СОБСТВЕННОМ ЗЕМЕЛЬНОМ УЧАСТКЕ2 В ДРУГОМ МЕСТЕ3</p>	
<p>WS15. Вы пользуетесь этим туалетом совместно с людьми, не являющимися членами Вашего домохозяйства?</p>	<p>ДА1 НЕТ2</p>	2 ⇒ <i>Конец</i>
<p>WS16. 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>	2 ⇒ <i>Конец</i>
<p>WS17. Сколько всего домохозяйств, включая Ваше, пользуются этим туалетом?</p>	<p>ЧИСЛО ДОМОХОЗЯЙСТВ (ЕСЛИ МЕНЬШЕ 10) <u>0</u> — ДЕСЯТЬ ДОМОХОЗЯЙСТВ ИЛИ БОЛЕЕ10 НЗ.....98</p>	

НН13. <i>Внесите время.</i>	ЧАС И МИНУТЫ __ __ : __ __	
НН14. <i>Язык Вопросника.</i>	УЗБЕКСКИЙ 2 РУССКИЙ 3 КАРАКАЛПАКСКИЙ 4	
НН15. <i>Язык, на котором проводился опрос.</i>	УЗБЕКСКИЙ 2 РУССКИЙ 3 КАРАКАЛПАКСКИЙ 4 ДРУГОЙ ЯЗЫК (указать) 6	
НН16. <i>Родной язык респондента(ки):</i>	УЗБЕКСКИЙ 02 РУССКИЙ 03 КАРАКАЛПАКСКИЙ 04 ТАДЖИКСКИЙ 05 КЫРГЫЗСКИЙ 06 КАЗАХСКИЙ 07 ТУРКМЕНСКИЙ 08 ДРУГОЙ ЯЗЫК (указать) 96	
НН17. <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	
НН18. <i>Обратитесь к графе НЛ6 ОПИСИ ДОМОХОЗЯЙСТВА и укажите общее число детей в возрасте 5–17 лет:</i>	НЕТ ТАКИХ ДЕТЕЙ 0 1 РЕБЕНОК 1 2 РЕБЕНКА ИЛИ БОЛЕЕ (ЧИСЛО) __	0 ⇒ НН29 1 ⇒ НН27

НН19. 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.

НН20. Поряд- ковый номер	НН21. Номер строки из НЛ1	НН22. Имя из НЛ2	НН23. Пол из НЛ4		НН24. 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 ...__ НОМЕР СТРОКИ.....__ __ ИМЯ _____ ВОЗРАСТ.....__ __
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 (НЛ1), имя (НЛ2) и возраст (НЛ6) этого ребенка из ОПИСИ ДОМОХОЗЯЙСТВА.		
НН28. Оформите ВОПРОСНИК О ДЕТЯХ В ВОЗРАСТЕ 5–17 ЛЕТ для опроса матери этого ребенка/лица, осуществляющего уход за этим ребенком.		
НН29. Проверьте НЛ8 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 НЛ6 и НЛ8 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 НЛ20 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 НЛ20≠90 1 НЕТ, НЛ20=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)?		
<input type="checkbox"/> «Да» для всех девочек в возрасте 15–17 лет ⇒ Перейдите к НН40.		
<input type="checkbox"/> «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.		
<input type="checkbox"/> «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.		
НН40. Проверьте графу НЛ10 ОПИСИ ДОМОХОЗЯЙСТВА: есть ли в домохозяйстве дети в возрасте 0–4 лет?	ДА, ЕСТЬ КАК МИНИМУМ ОДИН РЕБЕНОК... 1 НЕТ 2	2 ⇒ НН44А
НН41. Оформите отдельный ВОПРОСНИК О ДЕТЯХ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ для опроса о каждом ребенке в возрасте 0–4 лет.		
НН44А. Проверьте НС7[А] и НС12: есть ли в этом домохозяйстве стационарная телефонная линия или есть ли у кого-либо из членов домохозяйства мобильный телефон?	ДА, НС7[А]=1 ИЛИ НС12=1 1 НЕТ, НС7[А]=2 И НС12=2 2	2 ⇒ НН45
НН44В. Оформите отдельную ФОРМУ КОНТАКТНОЙ ИНФОРМАЦИИ и перейдите к НН45		

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;
- начните опрос по ФОРМЕ КОНТАКТНОЙ ИНФОРМАЦИИ или поблагодарите респондента(ку) за сотрудничество и продолжите опрос членов данного домохозяйства по оставшимся индивидуальным вопросам.

Если в данном домохозяйстве опрос по индивидуальным вопросам не проводится, поблагодарите респондента(ку) за сотрудничество и перейдите к следующему домохозяйству, опрос которого поручен Вам руководителем.

НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА

НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ

ПАНЕЛЬ КОНТАКТНОЙ ИНФОРМАЦИИ		С1
С11. Номер кластера: _____	С12. Номер домохозяйства: _____	
С13. Имя респондента и номер строки: ИМЯ _____	С14. Имя и номер руководителя: ИМЯ _____	
С15. Имя и номер интервьюера: ИМЯ _____	С16. День / Месяц / Год собеседования: _____ / _____ / <u>20</u> _____	

С17. Спасибо за ваше участие.

Государственный комитет Республики Узбекистан по статистике в будущем проведет телефонный опрос о положении детей, семей и домохозяйств. Мы хотели бы пригласить вас принять участие в этом опросе. Если вы согласны участвовать, мы попросим вас сообщить номер телефона, по которому мы можем с вами связаться. Участие в этом телефонном опросе является добровольным, и даже если вы согласитесь участвовать сейчас, вы можете отказаться от участия в будущем. Вам не нужно будет платить за участие в телефонном опросе. Пожалуйста, знайте, что вся информация, которой вы поделитесь во время будущих телефонных собеседований, останется строго конфиденциальной, и ваш номер телефона не будет передан никому за пределами нашей команды. Хотите принять участие?

ДА 1 НЕТ 2	2 ⇒ С114
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С18. У вас есть личный номер телефона или у вашего домохозяйства есть общий номер, по которому с вами можно связаться?

ДА 1 НЕТ 2	2 ⇒ С114
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С19. Вы можете указать личный номер телефона или общий номер телефона вашего домохозяйства, но, пожалуйста, только Ваш личный или общий номер, личные телефонные номера других членов домохозяйства не нужны. Скажите мне, пожалуйста, по какому номеру телефона лучше всего с вами связаться.

	[P1] УДОБНЫЙ НОМЕР	[P2] 2-Й НОМЕР
С110. Спросите и запишите номер телефона.		
С111. Только лишь для того, чтобы подтвердить, номер телефона (номер из С110)? <i>Если нет, вернитесь в С110 и исправьте запись.</i>	ДА 1 НЕТ 2 ⇒ С114	ДА 1 НЕТ 2 ⇒ С114
С112. Это стационарный или мобильный телефон?	СТАЦ. ТЕЛ. 1 МОБИЛЬНЫЙ 2	СТАЦ. ТЕЛ. 1 МОБИЛЬНЫЙ 2
С113. Помните, что вы можете сообщить общий номер вашего домохозяйства, но, пожалуйста, не сообщайте личные номера телефонов, принадлежащих отдельным членам вашего домохозяйства. У вас есть другой личный или общий номер телефона, по которому с вами можно связаться?	YES 1 ⇒ [P2] NO 2 ⇒ С114	YES 1 ⇒ [P3] NO 2 ⇒ С114
	<i>Отметьте здесь, если был использован дополнительный вопросник:</i> <input type="checkbox"/>	

СП14. Поблагодарите респондента(ку) за сотрудничество и продолжите опрос членов данного домохозяйства по индивидуальным вопросам.

Если в данном домохозяйстве опрос по индивидуальным вопросам не проводится после заполнения ФОРМЫ КОНТАКТНОЙ ИНФОРМАЦИИ, 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 2 _____	

<p>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 «06».</p>	WM7. Внесите время: ЧАСЫ : МИНУТЫ _____ : _____	
	WM8. Сверьтесь с заполненными вопросниками этого домохозяйства: Вы или другая участница Вашей команды опрашивали эту респондентку по какому-либо другому вопроснику?	ДА, УЖЕ ОПРАШИВАЛА.....1 НЕТ, ПЕРВЫЙ ОПРОС2
WM9A. Здравствуйте, меня зовут (Ваше имя). Мы из Государственного Комитета Республики Узбекистан 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 30 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. Если у вас будут вопросы по поводу этого обследования, мы предоставим контакты ответственного сотрудника Государственного комитета Республики Узбекистан по статистике. Могу я начать?	WM9B. Теперь я хочу подробнее поговорить с Вами о Вашем здоровье и на другие темы. Опрос займет около 30 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 задавался2	1 ⇒ Модуль «СВЕДЕНИЯ О ЖЕНЩИНЕ» 2 ⇒WM17	

WM17. Результат опроса женщины. <i>Всякий результат вида «опрос не проведен» обсудите с руководителем.</i>	ПРОВЕДЕН	01
	НЕТ ДОМА	02
	ОТКАЗАЛАСЬ	03
	ПРОВЕДЕН ЧАСТИЧНО.....	04
	НЕ В СОСТОЯНИИ ОТВЕЧАТЬ (<i>указать</i>)	05
	ОТСУТСТВИЕ СОГЛАСИЯ ВЗРОСЛОГО НА ОПРОС РЕСПОНДЕНТКИ В ВОЗРАСТЕ 15–17 ЛЕТ.....	06
	ДРУГОЕ (<i>указать</i>)	96

СВЕДЕНИЯ О ЖЕНЩИНЕ		WB
WB1. Проверьте номер строки (WM3) респондентки в ПАНЕЛИ ИНФОРМАЦИИ О ЖЕНЩИНЕ и респондентки(та), опрошенной(го) по ВОПРОСНИКУ ДОМОХОЗЯЙСТВА (НН47):	ДА, РЕСПОНДЕНТКА ОДНА И ТА ЖЕ, WM3=НН47 1 НЕТ, РЕСПОНДЕНТЫ РАЗНЫЕ, WM3≠НН47 2	2 ⇒WB3
WB2. Проверьте ED5 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА в отношении данной респондентки: самый высокий полученный уровень образования:	ED5=2, 3 ИЛИ 4 1 ED5=0, 1, 8 ИЛИ ПУСТА 2	1 ⇒WB15 2 ⇒WB14
WB3. В каком месяце и году Вы родились?	ДАТА РОЖДЕНИЯ МЕСЯЦ __ __ НЗ МЕСЯЦ 98 ГОД __ __ __ __ НЗ ГОД 9998	
WB4. 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)..... __ __	
WB5. Посещали ли Вы когда-либо учебное заведение или дошкольное учреждение?	ДА 1 НЕТ 2	2 ⇒WB14
WB6. Какой самый высокий уровень образования Вы когда-либо получали и какой самый старший класс/курс посещали?	ДОШКОЛЬНОЕ..... 000 НАЧАЛЬНОЕ 1__ __ СРЕДНЕЕ 2__ __ СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ..... 3__ __ ВЫСШЕЕ 4__ __	000 ⇒WB14
WB7. Вы окончили этот (класс/курс)?	ДА 1 НЕТ 2	
WB8. Проверьте WB4: возраст респондентки:	15–24 ГОДА 1 25–49 ЛЕТ 2	2 ⇒WB13
WB9. В какое-либо время в текущем 2020/2021 учебном году Вы посещали учебное заведение?	ДА 1 НЕТ 2	2 ⇒WB11
WB10. Какой уровень образования Вы <u>получаете</u> и какой класс/курс <u>посещаете</u> в этом текущем 2020/2021 учебном году?	НАЧАЛЬНОЕ 1__ __ СРЕДНЕЕ 2__ __ СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ..... 3__ __ ВЫСШЕЕ 4__ __	
WB11. В какое-либо время в предыдущем 2019/2020 учебном году Вы посещали учебное заведение?	ДА 1 НЕТ 2	2 ⇒WB13
WB12. Какой уровень образования Вы <u>получали</u> и какой класс/курс <u>посещали</u> в том предыдущем 2019/2020 учебном году?	НАЧАЛЬНОЕ 1__ __ СРЕДНЕЕ 2__ __ СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ..... 3__ __ ВЫСШЕЕ 4__ __	

WB13. Проверьте WB6: самый высокий полученный уровень образования:	WB6=2, 3 ИЛИ 4 1 WB6=1 2	1 ⇨ WB15
WB14. Теперь я бы хотела, чтобы Вы прочитали мне это предложение. Покажите респондентке предложение на карточке. Если респондентка не может прочитать предложение целиком, спросите: Вы могли бы прочитать мне часть этого предложения?	ВООБЩЕ НЕ МОЖЕТ ЧИТАТЬ 1 МОЖЕТ ПРОЧИТАТЬ ТОЛЬКО ОТДЕЛЬНЫЕ ЧАСТИ ПРЕДЛОЖЕНИЯ 2 МОЖЕТ ПРОЧИТАТЬ ПРЕДЛОЖЕНИЕ ЦЕЛИКОМ 3 ОТСУТСТВИЕ ПРЕДЛОЖЕНИЯ НА ТРЕБУЕМОМ ЯЗЫКЕ (указать язык) 4	
WB15. Сколько лет подряд Вы живете в (название города, села или деревни, где сейчас проживает респондентка)? Если менее одного года, внесите «00» лет.	ЧИСЛО ЛЕТ ____ ВСЮ ЖИЗНЬ/С РОЖДЕНИЯ 95	95 ⇨ Конец
WB16. До того, как Вы сюда переехали, Вы жили в большом, маленьком городе или в сельской местности? Задайте уточняющие вопросы, чтобы определить вид населенного пункта. <u>Если Вы не можете определить, большой это город, маленький или же сельская местность, внесите название населенного пункта, а затем проставьте «5» на то время, пока не выясните подходящую категорию для этого ответа.</u> _____ (Название населенного пункта)	БОЛЬШОЙ ГОРОД 1 МАЛЕНЬКИЙ ГОРОД 2 СЕЛЬСКАЯ МЕСТНОСТЬ 3 НЕ МОГУ ОПРЕДЕЛИТЬ БОЛЬШОЙ, МАЛЕНЬКИЙ ГОРОД ИЛИ СЕЛЬСКАЯ МЕСТНОСТЬ 5 НЗ / НЕ ПОМНЮ 8	
WB17. До того, как Вы сюда переехали, в каком регионе Вы проживали?	РЕСПУБЛИКА КАРАКАЛПАКСТАН 01 АНДИЖАНСКАЯ ОБЛАСТЬ 02 БУХАРСКАЯ ОБЛАСТЬ 03 ДЖИЗАКСКАЯ ОБЛАСТЬ 04 КАШКАДАРЬИНСКАЯ ОБЛАСТЬ 05 НАВОЙСКАЯ ОБЛАСТЬ 06 НАМАНГАНСКАЯ ОБЛАСТЬ 07 САМАРКАНДСКАЯ ОБЛАСТЬ 08 СУРХАНДАРЬИНСКАЯ ОБЛАСТЬ 09 СЫРДАРЬИНСКАЯ ОБЛАСТЬ 10 ТАШКЕНТСКАЯ ОБЛАСТЬ 11 ФЕРГАНСКАЯ ОБЛАСТЬ 12 ХОРЕЗМСКАЯ ОБЛАСТЬ 13 ГОРОД ТАШКЕНТ 14 ЗА ПРЕДЕЛАМИ УЗБЕКИСТАНА (указать) 96	

ФЕРТИЛЬНОСТЬ/ИСТОРИЯ РОЖДЕНИЙ		СМ
<p>СМ1. 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>СМ2. Есть ли у Вас родные сыновья или дочери, которые сейчас проживают с Вами?</p>	ДА.....1 НЕТ.....2	2 ⇒СМ5
<p>СМ3. Сколько родных сыновей проживает с Вами? <i>Если нисколько, проставьте «00».</i></p>	СОВМЕСТНО ПРОЖИВАЮЩИЕ СЫНОВЬЯ __ __	
<p>СМ4. Сколько родных дочерей проживают с Вами? <i>Если нисколько, проставьте «00».</i></p>	СОВМЕСТНО ПРОЖИВАЮЩИЕ ДОЧЕРИ ... __ __	
<p>СМ5. Есть ли у Вас родные сыновья или дочери, которые живы, но не проживают с Вами?</p>	ДА.....1 НЕТ.....2	2 ⇒СМ8
<p>СМ6. Сколько сыновей живы, но не проживают с Вами? <i>Если нисколько, проставьте «00».</i></p>	СЫНОВЬЯ, ПРОЖИВАЮЩИЕ ОТДЕЛЬНО .. __ __	
<p>СМ7. Сколько дочерей живы, но не проживают с Вами? <i>Если нисколько, проставьте «00».</i></p>	ДОЧЕРИ, ПРОЖИВАЮЩИЕ ОТДЕЛЬНО __ __	
<p>СМ8. Рожали ли Вы когда-нибудь мальчика или девочку, которые родились живыми, но потом умерли? <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>СМ9. Сколько мальчиков умерло? <i>Если нисколько, проставьте «00».</i></p>	ЧИСЛО УМЕРШИХ МАЛЬЧИКОВ __ __	
<p>СМ10. Сколько девочек умерло? <i>Если нисколько, проставьте «00».</i></p>	ЧИСЛО УМЕРШИХ ДЕВОЧЕК..... __ __	
<p>СМ11. Суммируйте ответы на вопросы СМ3, СМ4, СМ6, СМ7, СМ9 и СМ10.</p>	ВСЕГО __ __	
<p>СМ12. 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>СМ13. Проверьте ответы на вопросы СМ1–СМ10 и вносите необходимые исправления до тех пор, пока ответом на СМ12 не будет «Да».</p>		
<p>СМ14. Проверьте СМ11: сколько детей родилось живыми?</p>	НИСКОЛЬКО, СМ11=00.....0 ОДИН РЕБЕНОК ИЛИ БОЛЕЕ, СМ11=01 ИЛИ БОЛЕЕ1	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? 1.ОДИН 2.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 исполнилось (имя) в последний день рождения? Внесите возраст в полных годах.	ВН7. (Имя) проживает с Вами?	ВН8. Перенесите номер строки ребенка (из НЛ1). Проставьте «00», если ребенок не включен в опись.	ВН9. Сколько лет 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?	
				О	Б	М					Д	День	Месяц	Год
01		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ След. рожд.	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	
02		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	1 2 Добавить След. рожд. рожд.
03		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	1 2 Добавить След. рожд. рожд.
04		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	1 2 Добавить След. рожд. рожд.
05		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	1 2 Добавить След. рожд. рожд.
06		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	1 2 Добавить След. рожд. рожд.
07		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	1 2 Добавить След. рожд. рожд.
08		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ ВН10	ДНИ 1 МЕСЯЦЫ. 2 ГОДЫ 3	___	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 исполнилось (имя) в последний день рождения? Внесите возраст в полных годах.	ВН7. (Имя) проживает с Вами?	ВН8. Перенесите номер строки ребенка из Вопросника домохозяйства (HL1). Проставьте «00», если ребенок не включен в опись.	ВН9. Сколько лет 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?		
				О	Б	М					Д	День	Месяц	Год	Д	Н
09		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ВН10	ДНИ..... 1 МЕСЯЦЫ. 2 ГОДЫ..... 3	___	1 2	Добавить След. рожд. рожд.	
10		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ВН10	ДНИ..... 1 МЕСЯЦЫ. 2 ГОДЫ..... 3	___	1 2	Добавить След. рожд. рожд.	
11		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ВН10	ДНИ..... 1 МЕСЯЦЫ. 2 ГОДЫ..... 3	___	1 2	Добавить След. рожд. рожд.	
12		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ВН10	ДНИ..... 1 МЕСЯЦЫ. 2 ГОДЫ..... 3	___	1 2	Добавить След. рожд. рожд.	
13		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ВН10	ДНИ..... 1 МЕСЯЦЫ. 2 ГОДЫ..... 3	___	1 2	Добавить След. рожд. рожд.	
14		1 2	1 2	___	___	___	1 2	___	1 2	___	⇒ВН10	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				1 ⇒Внесите рождение(я) в Историю рождений.				
								НЕТ 2								

<p>СМ15. 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>СМ16. Задавая уточняющие вопросы, приведите ответы в Истории рождений в соответствии, чтобы ответом на СМ12 стало «Да».</p>		
<p>СМ17. 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>СМ18. 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
ДВ

<p>ДВ1. 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>	ДА, СМ17=1..... 1 НЕТ, СМ17=0 ИЛИ ПУСТА 2	2 ⇨ Конец
<p>ДВ2. Когда Вы забеременели (<i>имя</i>), была ли эта беременность желанной?</p>	ДА..... 1 НЕТ..... 2	1 ⇨ Конец
<p>ДВ3. Проверьте СМ11: число рождений:</p>	ТОЛЬКО 1 РОЖДЕНИЕ 1 2 РОЖДЕНИЯ ИЛИ БОЛЕЕ 2	1 ⇨ ДВ4А 2 ⇨ ДВ4В
<p>ДВ4А. Вы хотели иметь ребенка позднее или вообще не хотели детей?</p>	ПОЗДНЕЕ 1 БОЛЬШЕ НЕ ХОТЕЛА БЫ / ВОООБЩЕ НЕ ХОТЕЛА 2	
<p>ДВ4В. Вы хотели иметь ребенка позднее или вообще не хотели больше детей?</p>		

ЗДОРОВЬЕ МАТЕРИ И НОВОРОЖДЕННОГО
MN

<p>MN1. 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>	ДА, CM17=1 1 НЕТ, CM17=0 ИЛИ ПУСТА 2	2 ⇒ Конец
<p>MN2. Обращались ли Вы к кому-нибудь за дородовым наблюдением во время беременности (<i>имя</i>)?</p>	ДА 1 НЕТ 2	2 ⇒ MN19
<p>MN3. 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 ее ответы.</p>	<p>ПРОФЕССИОНАЛЬНЫЙ МЕДИЦИНСКИЙ РАБОТНИК</p> ВРАЧ А МЕДСЕСТРА/АКУШЕРКА В ФЕЛЬДШЕР С <p>ДРУГОЕ ЛИЦО</p> ТРАДИЦИОННЫЙ ПОМОЩНИК В РОДАХ F ДРУГОЕ (<i>указать</i>) X	
<p>MN4. 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>	НЕДЕЛЬ 1 ____ МЕСЯЦЕВ 2 0 ____ НЗ 998	
<p>MN5. 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>	ЧИСЛО РАЗ ____ НЗ 98	
<p>MN6. За время дородового наблюдения по поводу этой беременности что из нижеперечисленного было сделано хотя бы один раз?</p> <p>[А] Измерение кровяного давления.</p> <p>[В] Анализ мочи.</p> <p>[С] Анализ крови.</p>	<p style="text-align: right;">ДА НЕТ</p> ИЗМЕРЕНИЕ КРОВЯНОГО ДАВЛЕНИЯ 1 2 АНАЛИЗ МОЧИ 1 2 АНАЛИЗ КРОВИ 1 2	

<p>MN19. Кто помогал с родами (<i>имя</i>)?</p> <p><i>Спросите: Кто-нибудь еще?</i></p> <p><i>Продолжайте расспрашивать, чтобы выяснить, кто именно принимал роды, и внесите все данные респонденткой ответы.</i></p>	<p>ПРОФЕССИОНАЛЬНЫЙ МЕДИЦИНСКИЙ РАБОТНИК</p> <p>ВРАЧ..... А</p> <p>МЕДСЕСТРА/АКУШЕРКА В</p> <p>ФЕЛЬДШЕР С</p> <p>ДРУГОЕ ЛИЦО</p> <p>ТРАДИЦИОННЫЙ ПОМОЩНИК</p> <p>В РОДАХ F</p> <p>РОДСТВЕННИК(ЦА)/(ПО)ДРУГ(А) Н</p> <p>ДРУГОЕ (<i>указать</i>) X</p> <p>НИКТО Y</p>	
<p>MN20. 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 «76» на то время, пока не выясните подходящую категорию для этого ответа.</i></p> <p>_____</p> <p>(<i>Название учреждения</i>)</p>	<p>ДОМА</p> <p>У СЕБЯ ДОМА 11</p> <p>В ЧУЖОМ ДОМЕ 12</p> <p>ГОСУДАРСТВЕННЫЙ СЕКТОР</p> <p>РЕСПУБЛИКАНСКОЕ РОДИЛЬНОЕ УЧРЕЖДЕНИЕ 21</p> <p>ОБЛАСТНОЕ РОДИЛЬНОЕ УЧРЕЖДЕНИЕ 22</p> <p>РАЙОННОЕ / ГОРОДСКОЕ РОДИЛЬНОЕ УЧРЕЖДЕНИЕ 23</p> <p>ДРУГОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ (<i>указать</i>) 26</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР</p> <p>ЧАСТНЫЙ РОДИЛЬНЫЙ ДОМ / ЧАСТНОЕ РОДИЛЬНОЕ УЧРЕЖДЕНИЕ 33</p> <p>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</p> <p>12 ⇒ MN23</p> <p>96 ⇒ MN23</p>
<p>MN21. (<i>Имя</i>) родился(ась) при помощи кесарева сечения? То есть, разрежали ли Вам живот, чтобы извлечь ребенка?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	<p>2 ⇒ MN23</p>
<p>MN22. Когда было принято решение о кесаревом сечении?</p> <p><i>По необходимости спросите: До или после начала схваток?</i></p>	<p>ДО 1</p> <p>ПОСЛЕ 2</p>	

<p>MN23. 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>ДА 1 НЕТ 2 НЗ/НЕ ПОМНЮ 8</p>	<p>2 ⇒ MN25 8 ⇒ MN25</p>
<p>MN24. Запеленали ли ребенка, прежде чем выложить Вам на открытую грудь?</p>	<p>ДА 1 НЕТ 2 НЗ/НЕ ПОМНЮ 8</p>	
<p>MN25. Обсушили и обтерли ли (<i>имя</i>) вскоре после рождения?</p>	<p>ДА 1 НЕТ 2 НЗ/НЕ ПОМНЮ 8</p>	
<p>MN26. 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> <i>Если спустя 1 день или на следующий день, спросите: Примерно через сколько часов после родов?</i> <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 ЧАС000 ЧИСЛО ЧАСОВ.....1 __ __ ЧИСЛО ДНЕЙ2 __ __ ВООБЩЕ НЕ КУПАЛИ.....997 НЗ/НЕ ПОМНЮ998</p>	
<p>MN32. Когда (<i>имя</i>) родился(ась), 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 НЗ 8</p>	
<p>MN33. Взвешивали ли (<i>имя</i>) вскоре после рождения?</p>	<p>ДА 1 НЕТ 2 НЗ 8</p>	<p>2 ⇒ MN35 8 ⇒ MN35</p>
<p>MN34. Сколько весил(а) (<i>имя</i>)?</p> <p><i>Перенесите данные о весе из Амбулаторной карты пациента (Форма 112), если она имеется.</i></p>	<p>СОГЛАСНО КАРТЕ1 (КГ) __ , __ __ __ ПО ПАМЯТИ2 (КГ) __ , __ __ __ НЗ99998</p>	

MN35. Восстановился ли у Вас менструальный цикл после рождения (<i>имя</i>)?	ДА 1 НЕТ 2	
MN36. Вы когда-нибудь кормили (<i>имя</i>) грудью?	ДА 1 НЕТ 2	2 ⇒ MN39B
MN37. 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>	СРАЗУ ЖЕ000 ЧАСЫ 1 __ __ ДНИ 2 __ __ НЗ/НЕ ПОМНЮ998	
MN38. В первые три дня после рождения давали ли (<i>имя</i>) что-нибудь пить, кроме грудного молока?	ДА 1 НЕТ 2	1 ⇒ MN39A 2 ⇒ Конец
MN39A. 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> MN39B. 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>	МОЛОКО (НЕГРУДНОЕ)A ПРОСТУЮ ВОДУB ВОДУ С САХАРОМ ИЛИ ГЛЮКОЗОЙ.....C РАСТВОР ОТ КОЛИК В ЖИВОТЕD САХАРНО-СОЛЕВОЙ РАСТВОРE ФРУКТОВЫЙ СОК.....F ДЕТСКОЕ ПИТАНИЕG ЧАЙ/ТРАВЯНОЙ НАСТОЙH ВЫПИСАННОЕ ЛЕКАРСТВОJ НАВВАТK МОЛОКО ГРУДНОЕ (НЕ МАТЕРИ)L ДРУГОЕ (<i>указать</i>)X НИЧЕГО НЕ ДАВАЛИ ПИТЬ.....Y	

ПОСЛЕРОДОВОЕ НАБЛЮДЕНИЕ		PN
<p>PN1. 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=11</p> <p>НЕТ, CM17=0 ИЛИ ПУСТА2</p>	2 ⇨ Конец
<p>PN2. Проверьте MN20: ребенок рожден в медицинском учреждении?</p>	<p>ДА, MN20=21–36 ИЛИ 76.....1</p> <p>НЕТ, MN20=11–12 ИЛИ 962</p>	2 ⇨ PN7
<p>PN3. А сейчас мне хотелось бы задать Вам несколько вопросов о том, что происходило спустя несколько часов или дней после рождения (<i>имя</i>).</p> <p>Вы сказали, что рожали в (<i>название или вид учреждения, указанного в MN20</i>). Как долго Вы оставались там после родов?</p> <p>Если менее одного дня, внесите часы. Если менее одной недели, внесите дни. Во всех остальных случаях внесите недели.</p>	<p>ЧАСЫ1 ___</p> <p>ДНИ.....2 ___</p> <p>НЕДЕЛИ.....3 ___</p> <p>НЗ/НЕ ПОМНЮ.....998</p>	
<p>PN4. Мне хотелось бы поговорить с Вами о наблюдении за состоянием (<i>имя</i>) после родов, например, о том, проводил ли кто-нибудь осмотр (<i>имя</i>) и проверку его (ее) пуповины и убедился ли кто-нибудь в том, что с (<i>имя</i>) все в порядке.</p> <p>Прежде чем Вы покинули (<i>название или вид учреждения, указанного в MN20</i>), проводил ли кто-нибудь наблюдение за состоянием (<i>имя</i>)?</p>	<p>ДА1</p> <p>НЕТ2</p>	
<p>PN5. А сейчас расскажите, пожалуйста, о наблюдении за <u>Вашим</u> состоянием – я имею в виду то, что кто-нибудь оценивал Ваше состояние, например, задавая вопросы о Вашем здоровье или осматривая Вас.</p> <p>До того, как Вы покинули (<i>название или вид учреждения, указанного в MN20</i>), проводил ли кто-нибудь наблюдение за <u>Вашим</u> состоянием?</p>	<p>ДА1</p> <p>НЕТ2</p>	
<p>PN6. А сейчас мне хотелось бы поговорить с Вами о том, что происходило после того, как Вы покинули (<i>название или вид учреждения, указанного в MN20</i>).</p> <p>После того, как Вы покинули (<i>название или вид учреждения, указанного в MN20</i>), проводил ли кто-нибудь наблюдение за состоянием (<i>имя</i>)?</p>	<p>ДА1</p> <p>НЕТ2</p>	1 ⇨ PN12 2 ⇨ PN17

<p>PN7. Проверьте MN19: в родах помогал профессиональный медицинский работник или традиционный помощник в родах?</p>	<p>ДА, ОТМЕЧЕНА КАК МИНИМУМ ОДНА ИЗ КАТЕГОРИЙ А–F.....1 НЕТ, НЕ ОТМЕЧЕНА НИ ОДНА ИЗ КАТЕГОРИЙ А–F.....2</p>	<p>2 ⇒ PN11</p>
<p>PN8. Как Вы уже сказали, роды принимал(и) (лицо(а), указанное(ые) в MN19). Мне хотелось бы поговорить с Вами о наблюдении за состоянием (имя) после родов, например, о том, проводил ли кто-нибудь осмотр (имя) и проверку его (ее) пуповины или убедился ли кто-нибудь в том, что с (имя) все в порядке.</p> <p>После родов и до того, как (лицо(а), указанное(ые) в MN19) покинул(а/и) Вас, проводил(а/и) ли (лицо(а), указанное(ые) в MN19) наблюдение за состоянием (имя)?</p>	<p>ДА1 НЕТ2</p>	
<p>PN9. А прежде, чем уйти, проводил(а/и) ли (лицо(а), указанное(ые) в MN19) наблюдение за <u>Вашим</u> состоянием, например, задавая вопросы о Вашем здоровье или осматривая Вас?</p>	<p>ДА1 НЕТ2</p>	
<p>PN10. После того, как (лицо(а), указанное(ые) в MN19) покинул(а/и) Вас, проводил ли кто-нибудь наблюдение за состоянием (имя)?</p>	<p>ДА1 НЕТ2</p>	<p>1 ⇒ PN12 2 ⇒ PN19</p>
<p>PN11. Мне хотелось бы поговорить с Вами о наблюдении за состоянием (имя) после родов, например, о том, проводил ли кто-нибудь осмотр (имя) и проверку пуповины или убедился ли кто-нибудь в том, что с (имя) все в порядке.</p> <p>После рождения (имя) проводил ли кто-нибудь наблюдение за его (ее) состоянием?</p>	<p>ДА1 НЕТ2</p>	<p>2 ⇒ PN20</p>
<p>PN12. Такое наблюдение проводилось только один или несколько раз?</p>	<p>ОДИН РАЗ.....1 НЕКОЛЬКО РАЗ.....2</p>	<p>1 ⇒ PN13A 2 ⇒ PN13B</p>
<p>PN13A. Спустя какое время после родов проводилось это наблюдение?</p> <p>PN13B. Спустя какое время после родов проводилось первое из этих наблюдений?</p> <p><i>Если «менее одного дня», внесите часы. Если «менее одной недели», внесите дни. Во всех остальных случаях внесите недели.</i></p>	<p>ЧАСЫ1 ___ ДНИ.....2 ___ НЕДЕЛИ.....3 ___ НЗ / НЕ ПОМНЮ.....998</p>	
<p>PN14. Кто в тот раз проводил наблюдение за состоянием (имя)?</p>	<p>ПРОФЕССИОНАЛЬНЫЙ МЕДИЦИНСКИЙ РАБОТНИК ВРАЧ.....A МЕДСЕСТРА/АКУШЕРКА.....B ФЕЛЬДШЕР.....C ДРУГОЕ ЛИЦО ТРАДИЦИОННЫЙ ПОМОЩНИК В РОДАХ.....F РОДСТВЕННИК(ЦА)/(ПО)ДРУГ(А).....H ДРУГОЕ (указать).....X</p>	

<p>PN15. Где проводилось это наблюдение?</p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид учреждения.</i></p> <p><i>Если Вы не можете определить его принадлежность к государственному или частному сектору, внесите название учреждения и отметьте «76» на то время, пока не выясните подходящую категорию для этого ответа.</i></p> <p>_____</p> <p>(Название учреждения)</p>	<p>ДОМА</p> <p>ДОМА У РЕСПОНДЕНТКИ.....11</p> <p>В ЧУЖОМ ДОМЕ.....12</p> <p>ГОСУДАРСТВЕННЫЙ СЕКТОР</p> <p>ГОСУДАРСТВЕННАЯ БОЛЬНИЦА.....21</p> <p>УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА24</p> <p>ДРУГОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ (указать) _____26</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР</p> <p>ЧАСТНАЯ БОЛЬНИЦА.....31</p> <p>ЧАСТНАЯ АМБУЛАТОРНАЯ КЛИНИКА/ЦЕНТР.....32</p> <p>ЧАСТНЫЙ РОДИЛЬНЫЙ ДОМ / ЧАСТНОЕ РОДИЛЬНОЕ УЧРЕЖДЕНИЕ33</p> <p>ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ34</p> <p>ДРУГОЕ ЧАСТНОЕ МЕДИЦИНСКОЕ УЧРЕЖДЕНИЕ (указать) _____36</p> <p>ИЗ, ГОСУДАРСТВЕННЫЙ ЛИ ИЛИ ЧАСТНЫЙ76</p> <p>ДРУГОЕ (указать) _____96</p>	
<p>PN16. Проверьте MN20: ребенок рожден в медицинском учреждении?</p>	<p>ДА, MN20=21–36 ИЛИ 76.....1</p> <p>НЕТ, MN20=11–12 ИЛИ 962</p>	<p>2 ⇨PN18</p>
<p>PN17. После того, как Вы покинули (название или вид учреждения, указанного в MN20), проводил ли кто-нибудь наблюдение за <u>Вашим</u> состоянием?</p>	<p>ДА1</p> <p>НЕТ2</p>	<p>1 ⇨PN21</p> <p>2 ⇨PN25</p>
<p>PN18. Проверьте MN19: в родах помогал профессиональный медицинский работник или традиционный помощник в родах?</p>	<p>ДА, ВНЕСЕНА КАК МИНИМУМ ОДНА КАТЕГОРИЯ ИЗ А–F.....1</p> <p>НЕТ, НЕ ВНЕСЕНА НИ ОДНА КАТЕГОРИЯ ИЗ А–F.....2</p>	<p>2 ⇨PN20</p>
<p>PN19. После того, как прошли роды и (лицо(а), указанное(ые) в MN19) ушел(ла/ли) от Вас, проводил ли кто-нибудь наблюдение за <u>Вашим</u> состоянием?</p>	<p>ДА1</p> <p>НЕТ2</p>	<p>1 ⇨PN21</p> <p>2 ⇨PN25</p>
<p>PN20. После рождения (имя) проводил ли кто-нибудь наблюдение за <u>Вашим</u> состоянием, например, задавая вопросы о Вашем здоровье или осматривая Вас?</p>	<p>ДА1</p> <p>НЕТ2</p>	<p>2 ⇨PN25</p>
<p>PN21. Такое наблюдение проводилось только один или несколько раз?</p>	<p>ОДИН РАЗ.....1</p> <p>НЕСКОЛЬКО РАЗ.....2</p>	<p>1 ⇨PN22A</p> <p>2 ⇨PN22B</p>

<p>PN22A. Спустя какое время после родов проводилось это наблюдение?</p> <p>PN22B. Спустя какое время после родов проводилось первое из этих наблюдений?</p> <p><i>Если «менее одного дня», внесите часы. Если «менее одной недели», внесите дни. Во всех остальных случаях внесите недели.</i></p>	<p>ЧАСЫ 1 ___</p> <p>ДНИ..... 2 ___</p> <p>НЕДЕЛИ 3 ___</p> <p>НЗ/НЕ ПОМНЮ.....998</p>	
<p>PN23. Кто в тот раз проводил наблюдение за <u>Вашим</u> состоянием?</p>	<p>ПРОФЕССИОНАЛЬНЫЙ МЕДИЦИНСКИЙ РАБОТНИК</p> <p>ВРАЧ..... А</p> <p>МЕДСЕСТРА/АКУШЕРКА..... В</p> <p>ФЕЛЬДШЕР С</p> <p>ДРУГОЕ ЛИЦО</p> <p>ТРАДИЦИОННЫЙ ПОМОЩНИК В РОДАХ F</p> <p>РОДСТВЕННИК(ЦА)/(ПО)ДРУГ(А)..... Н</p> <p>ПРОЧЕЕ (<i>указать</i>) X</p>	
<p>PN24. Где проводилось это наблюдение?</p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид учреждения.</i></p> <p><i>Если Вы не можете определить его принадлежность к государственному или частному сектору, внесите название учреждения и отметьте «7б» на то время, пока не выясните подходящую категорию для этого ответа.</i></p> <p>_____</p> <p>(Название учреждения)</p>	<p>ДОМА</p> <p>ДОМА У РЕСПОНДЕНТКИ..... 11</p> <p>В ЧУЖОМ ДОМЕ..... 12</p> <p>ГОСУДАРСТВЕННЫЙ СЕКТОР</p> <p>ГОСУДАРСТВЕННАЯ БОЛЬНИЦА..... 21</p> <p>УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА 24</p> <p>ДРУГОЕ ГОСУДАРСТВЕННОЕ УЧРЕЖДЕНИЕ (<i>указать</i>) 26</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР</p> <p>ЧАСТНАЯ БОЛЬНИЦА..... 31</p> <p>ЧАСТНАЯ АМБУЛАТОРНАЯ КЛИНИКА/ЦЕНТР 32</p> <p>ЧАСТНЫЙ РОДИЛЬНЫЙ ДОМ / ЧАСТНОЕ РОДИЛЬНОЕ УЧРЕЖДЕНИЕ..... 33</p> <p>ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ 34</p> <p>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>PN25. В течение первых двух дней после родов какой-либо поставщик медицинской помощи делал что-либо из следующего дома или в медицинском учреждении?</p> <p>[А] Проверял пуповину (<i>имя</i>)?</p> <p>[В] Измерял температуру (<i>имя</i>)?</p> <p>[С] Консультировал Вас по грудному вскармливанию?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>ПРОВЕРКА ПУПОВИНЫ 1 2 8</p> <p>ИЗМЕРЕНИЕ ТЕМПЕРАТУРЫ 1 2 8</p> <p>КОНСУЛЬТАЦИЯ ПО ГРУДНОМУ ВСКАРМЛИВАНИЮ 1 2 8</p>	
<p>PN26. Проверка MN36: ребенка когда-нибудь кормили грудью?</p>	<p>ДА, MN36=1 1</p> <p>НЕТ, MN36=2 2</p>	<p>2 ⇨ PN28</p>
<p>PN27. Пронаблюдал, как (<i>имя</i>) кормят грудью?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>ПРОНАБЛЮДАЛ, КАК РЕБЕНКА КОРМЯТ ГРУДЬЮ 1 2 8</p>	
<p>PN28. Проверьте MN33: ребенка взвешивали вскоре после рождения?</p>	<p>ДА, MN33=1 1</p> <p>НЕТ, MN33=2 2</p> <p>НЗ, MN33=8 3</p>	<p>1 ⇨ PN29A</p> <p>2 ⇨ PN29B</p> <p>3 ⇨ PN29C</p>
<p>PN29A. Вы упомянули, что (<i>имя</i>) взвешивали вскоре после рождения. После этого какой-либо поставщик медицинской помощи взвешивал (<i>имя</i>) снова в течение двух дней?</p> <p>PN29B. Вы упомянули, что (<i>имя</i>) не взвешивали вскоре после рождения. Взвешивался(лась) ли вообще (<i>имя</i>) каким-либо поставщиком медицинской помощи в течение двух дней после рождения?</p> <p>PN29C. Вы упомянули, что не знаете, взвешивали ли (<i>имя</i>) вскоре после рождения. Взвешивался(лась) ли вообще (<i>имя</i>) каким-либо поставщиком медицинской помощи в течение двух дней после рождения?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>PN30. В течение первых двух дней после рождения (<i>имя</i>) какой-либо поставщик медицинской помощи давал Вам информацию о симптомах, обнаружив которые, Вы должны доставить Вашего больного ребенка для лечения в медицинское учреждение?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	

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:

[А] женской стерилизации? ДА 1
Уточнение: Женщинам может быть сделана операция, чтобы у них больше не было детей. НЕТ 2

[В] мужской стерилизации? ДА 1
Уточнение: Мужчинам может быть сделана операция, чтобы у них больше не было детей. НЕТ 2

[С] внутриматочных контрацептивах (ВМК)? ДА 1
Уточнение: Женщины могут использовать петлю или спираль, которая устанавливается внутрь врачом или медсестрой. НЕТ 2

[D] противозачаточных инъекциях? ДА 1
Уточнение: Поставщик медицинских услуг может делать женщинам инъекции, которые не дают им беременеть в течение одного или нескольких месяцев. НЕТ 2

[E] противозачаточных имплантатах? ДА 1
Уточнение: 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. НЕТ 2

[F] противозачаточных таблетках? ДА 1
Уточнение: Женщины могут каждый день принимать специальную таблетку, чтобы избежать беременности. НЕТ 2

[G] мужском презервативе? ДА 1
Уточнение: Мужчины могут надевать резиновый чехол на половой член до полового акта. НЕТ 2

[H] женском презервативе? ДА 1
Уточнение: Женщины могут вставлять защитный чехол во влагалище до полового акта. НЕТ 2

<p>[I] диафрагме? <i>Уточнение:</i> Женщины могут вставлять мягкий резиновый колпачок во влагалище для предотвращения попадания спермы в матку или фаллопиевы трубы.</p> <p>[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.</p> <p>[L] методе периодического воздержания/циклическом методе? <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>[M] 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 НЕТ 2</p> <p>ДА 1 НЕТ 2</p> <p>ДА 1 НЕТ 2</p> <p>ДА 1 _____ (указать) _____ (указать) НЕТ 2</p>	
<p>CP1. Вы сейчас беременны?</p>	<p>ДА, СЕЙЧАС БЕРЕМЕННА 1 НЕТ 2 НЗ ИЛИ НЕ УВЕРЕНА 8</p>	<p>1 ⇒ CP3</p>
<p>CP2. 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 ⇒ CP4</p>
<p>CP3. 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>СР4. 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</p> <p>МУЖСКАЯ СТЕРИЛИЗАЦИЯ..... В</p> <p>ВНУТРИМАТОЧНАЯ СПИРАЛЬ..... С</p> <p>ИНЪЕКЦИИ..... D</p> <p>ИМПЛАНТАТЫ..... E</p> <p>ТАБЛЕТКИ..... F</p> <p>МУЖСКИЕ ПРЕЗЕРВАТИВЫ..... G</p> <p>ЖЕНСКИЕ ПРЕЗЕРВАТИВЫ..... H</p> <p>ДИАФРАГМА..... I</p> <p>ПЕНА/ГЕЛИ..... J</p> <p>МЕТОД ЛАКТАЦИОННОЙ АМЕНОРЕИ (МЛА)..... K</p> <p>ПЕРИОДИЧЕСКОЕ ВОЗДЕРЖАНИЕ/ ЦИКЛИЧЕСКИЙ МЕТОД..... L</p> <p>ПРЕРЫВАНИЕ ПОЛОВОГО АКТА..... M</p> <p>ДРУГОЕ (<i>указать</i>)..... X</p>	
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НЕУДОВЛЕТВОРЕННАЯ ПОТРЕБНОСТЬ В КОНТРАЦЕПЦИИ		UN
UN1. Проверьте CP1: респондентка в настоящее время беременна?	ДА, CP1=1.....1 НЕТ, НЗ ИЛИ НЕ УВЕРЕНА, CP1=2 ИЛИ 8.....2	2 ⇒ UN6
UN2. Теперь мне хотелось бы поговорить с Вами о Вашей нынешней беременности. Когда Вы забеременели, была ли эта беременность желанной?	ДА.....1 НЕТ2	1 ⇒ UN5
UN3. Проверьте CM11: рождения были?	НЕ БЫЛО.....0 ОДНО РОЖДЕНИЕ ИЛИ БОЛЕЕ1	0 ⇒ UN4A 1 ⇒ UN4B
UN4A. Вы хотели иметь ребенка позднее или вообще не хотели детей? UN4B. Вы хотели иметь ребенка позднее или вообще не хотели больше детей?	ПОЗДНЕЕ1 БОЛЬШЕ НЕ ХОТЕЛА БЫ / ВОООБЩЕ НЕ ХОТЕЛА2	
UN5. 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 ОДНОГО1 БОЛЬШЕ НЕ ХОТЕЛА БЫ / ВОООБЩЕ НЕ ХОТЕЛА2 НЕ РЕШИЛА/НЗ.....8	1 ⇒ UN8 2 ⇒ UN14 8 ⇒ UN14
UN6. Проверьте CP4: использует в настоящее время женскую стерилизацию?	ДА, CP4=A.....1 НЕТ, CP4≠A.....2	1 ⇒ UN14
UN7. 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) РЕБЕНКА1 БОЛЬШЕ НЕ ХОТЕЛА БЫ / ВОООБЩЕ НЕ ХОТЕЛА2 ГОВОРИТ, ЧТО НЕ МОЖЕТ ЗАБЕРЕМЕНИТЬ3 НЕ РЕШИЛА/НЗ.....8	2 ⇒ UN10 3 ⇒ UN12 8 ⇒ UN10
UN8. 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 ЗАБЕРЕМЕНИТЬ994 ПОСЛЕ ВСТУПЛЕНИЯ В БРАК995 ДРУГОЕ.....996 НЗ998	994 ⇒ UN12
UN9. Проверьте CP1: респондентка в настоящее время беременна?	ДА, CP1=1.....1 НЕТ, НЗ ИЛИ НЕ УВЕРЕНА, CP1=2 ИЛИ 8.....2	1 ⇒ UN14
UN10. Проверьте CP2: в настоящее время применяет какой-либо метод?	ДА, CP2=1.....1 НЕТ, CP2=22	1 ⇒ UN14
UN11. Как Вы думаете, в настоящее время Вы физически в состоянии забеременеть?	ДА.....1 НЕТ2 НЗ8	1 ⇒ UN14 8 ⇒ UN14

<p>UN12. Почему Вы думаете, что Вы физически не в состоянии забеременеть?</p>	<p>РЕДКИЕ ПОЛОВЫЕ ОТНОШЕНИЯ/ ОТСУТСТВИЕ ПОЛОВЫХ ОТНОШЕНИЙ ..A МЕНОПАУЗАB НИКОГДА НЕ БЫЛО МЕНСТРУАЦИЙC ГИСТЕРЭКТОМИЯ (ХИРУРГИЧЕСКОЕ УДАЛЕНИЕ МАТКИ)D БЕЗРЕЗУЛЬТАТНО ПЫТАЛАСЬ ЗАБЕРЕМЕНИТЬ В ТЕЧЕНИЕ 2 ЛЕТ И БОЛЕЕ.....E ПОСЛЕРОДОВАЯ АМЕНОРЕЯF ГРУДНОЕ ВСКАРМЛИВАНИЕG СЛИШКОМ СТАРАЯH ФАТАЛИСТИЧЕСКИ НАСТРОЕНАI</p> <p>ДРУГОЕ (<i>указать</i>) _____X</p> <p>НЗZ</p>	
<p>UN13. Проверьте UN12: упомянуто ли «Никогда не было менструаций»?</p>	<p>УПОМЯНУТО, UN12=C.....1 НЕ УПОМЯНУТО, UN12≠C.....2</p>	<p>1 ⇒Конец</p>
<p>UN14. Когда начался Ваш последний менструальный цикл?</p> <p><i>Внесите ответ в единицах, используемых респонденткой.</i></p> <p><i>Если ответ – «1 год», спросите:</i></p> <p>Сколько месяцев назад?</p>	<p>ДНЕЙ НАЗАД1 __ __</p> <p>НЕДЕЛЬ НАЗАД2 __ __</p> <p>МЕСЯЦЕВ НАЗАД.....3 __ __</p> <p>ЛЕТ НАЗАД4 __ __</p> <p>МЕНОПАУЗА/ПОДВЕРГЛАСЬ ГИСТЕРЭКТОМИИ.....993 ДО ПОСЛЕДНИХ РОДОВ994 НИКОГДА НЕ БЫЛО МЕНСТРУАЦИЙ995</p>	<p>993 ⇒Конец 994 ⇒ Конец 995 ⇒ Конец</p>
<p>UN15. Проверьте UN14: последний менструальный цикл имел место в течение последнего года?</p>	<p>ДА, В ТЕЧЕНИЕ ПОСЛЕДНЕГО ГОДА.....1 НЕТ, ОДИН ГОД ИЛИ БОЛЕЕ ОДНОГО ГОДА НАЗАД2</p>	<p>2 ⇒Конец</p>
<p>UN16. Ваша последняя менструация помешала Вам посетить какие-либо общественные мероприятия, учебное заведение или работу?</p>	<p>ДА.....1 НЕТ2</p> <p>НЗ/НЕ УВЕРЕНА/НЕТ ТАКИХ МЕРОПРИЯТИЙ.....8</p>	
<p>UN17. Во время последней менструации у Вас была возможность мыться и переодеваться в уединении, когда Вы были у себя дома?</p>	<p>ДА.....1 НЕТ2</p> <p>НЗ8</p>	
<p>UN18. Вы пользовались такими материалами, как гигиенические прокладки, тампоны или ткань?</p>	<p>ДА.....1 НЕТ2</p> <p>НЗ8</p>	<p>2 ⇒Конец 8 ⇒Конец</p>
<p>UN19. Эти материалы можно было использовать повторно?</p>	<p>ДА.....1 НЕТ2</p> <p>НЗ8</p>	

DV1. Иногда муж бывает раздражен или рассержен поступками своей жены. По Вашему мнению, вправе ли муж ударить или побить жену в следующих ситуациях:

		ДА	НЕТ	НЗ
[A]	если она выходит из дома, не сказав ему об этом?	ВЫХОДИТ ИЗ ДОМА, НЕ СКАЗАВ ОБ ЭТОМ1	2	8
[B]	если она не заботится о детях?	НЕ ЗАБОТИТСЯ О ДЕТЯХ1	2	8
[C]	если она возражает ему?	ВОЗРАЖАЕТ ЕМУ1	2	8
[D]	если она отказывает ему в половой близости?	ОТКАЗЫВАЕТ В ПОЛОВОЙ БЛИЗОСТИ1	2	8
[E]	если у нее пригорает еда?	ПРИГОРАЕТ ЕДА1	2	8
[F]	если она не занимается домашними делами?	НЕ ЗАНИМАЕТСЯ ДОМАШНИМИ ДЕЛАМИ1	2	8

<p>VT1. Проверьте, не присутствуют ли другие лица. Прежде чем продолжить, обеспечьте конфиденциальность. Теперь я хотела бы задать Вам несколько вопросов о преступлениях, жертвой которых были лично 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>VT2. Это в последний раз 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>VT3. 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>VT4. 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>VT5A. Когда это произошло, у Вас что-нибудь похитили?</p> <p>VT5B. 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>VT6. 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>VT7. Использовался ли в качестве оружия нож, ружье или что-то еще?</p> <p>Внесите все подходящие категории.</p>	<p>ДА, НОЖ А</p> <p>ДА, РУЖЬЕ В</p> <p>ДА, ЧТО-ТО ЕЩЕ Х</p>	

<p>VT8. Вы или кто-то еще заявили о произошедшем в отдел внутренних дел?</p> <p><i>Если «Да», спросите:</i> Заявили Вы сами или кто-то еще?</p>	<p>ДА, ЗАЯВИЛА РЕСПОНДЕНТКА1</p> <p>ДА, ЗАЯВИЛ КТО-ТО ЕЩЕ2</p> <p>НЕТ, НЕ ЗАЯВЛЯЛИ.....3</p> <p>НЗ/НЕ УВЕРЕНА8</p>	<p>1 ⇒VT9A</p> <p>2 ⇒VT9A</p> <p>3 ⇒VT9A</p> <p>8 ⇒VT9A</p>
<p>VT9A. 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>VT9B. 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:</i> 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.</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>ДА1</p> <p>НЕТ2</p> <p>НЗ8</p>	<p>2 ⇒VT20</p> <p>8 ⇒VT20</p>
<p>VT10. Это в последний раз 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 МЕСЯЦЕВ1</p> <p>НЕТ, БОЛЕЕ 12 МЕСЯЦЕВ НАЗАД2</p> <p>НЗ/НЕ ПОМНЮ8</p>	<p>2 ⇒VT12B</p> <p>8 ⇒VT12B</p>
<p>VT11. Сколько раз за последние 12 месяцев это происходило?</p> <p><i>Если ответ – «НЗ/Не помню», спросите:</i> Это произошло один раз, два раза или как минимум три раза?</p>	<p>ОДИН РАЗ1</p> <p>ДВА РАЗА.....2</p> <p>ТРИ РАЗА ИЛИ БОЛЕЕ3</p> <p>НЗ/НЕ ПОМНЮ8</p>	<p>1 ⇒VT12A</p> <p>2 ⇒VT12B</p> <p>3 ⇒VT12B</p> <p>8 ⇒VT12B</p>
<p>VT12A. Где это произошло?</p> <p>VT12B. Где это произошло в последний раз?</p>	<p>ДОМА11</p> <p>ДОМА У КОГО-ТО ЕЩЕ12</p> <p>НА УЛИЦЕ21</p> <p>В ОБЩЕСТВЕННОМ ТРАНСПОРТЕ.....22</p> <p>В ОБЩЕСТВЕННОМ РЕСТОРАНЕ/КАФЕ/ БАРЕ23</p> <p>В ДРУГОМ ОБЩЕСТВЕННОМ МЕСТЕ (указать)26</p> <p>В УЧЕБНОМ ЗАВЕДЕНИИ31</p> <p>НА РАБОТЕ32</p> <p>В ДРУГОМ МЕСТЕ (указать)96</p>	

<p>VT13. 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 ЧЕЛОВЕК1</p> <p>ДВА ЧЕЛОВЕКА2</p> <p>ТРИ ЧЕЛОВЕКА ИЛИ БОЛЬШЕЕ ЧИСЛО3</p> <p>НЗ/НЕ ПОМНЮ8</p>	<p>1 ⇒VT14A</p> <p>2 ⇒VT14B</p> <p>3 ⇒VT14B</p> <p>8 ⇒VT14B</p>
<p>VT14A. В момент происшествия Вы узнали это лицо?</p> <p>VT14B. В момент происшествия Вы узнали как минимум одно из этих лиц?</p>	<p>ДА1</p> <p>НЕТ2</p> <p>НЗ/НЕ ПОМНЮ8</p>	
<p>VT17. Было ли у этого лица (лиц) оружие?</p>	<p>ДА1</p> <p>НЕТ2</p> <p>НЗ/НЕ УВЕРЕНА8</p>	<p>2 ⇒VT19</p> <p>8 ⇒VT19</p>
<p>VT18. Использовался ли в качестве оружия нож, ружье или что-то еще?</p> <p><i>Внесите все подходящие категории.</i></p>	<p>ДА, НОЖA</p> <p>ДА, РУЖЬЕB</p> <p>ДА, ЧТО-ТО ЕЩЕX</p>	
<p>VT19. Вы или кто-то еще заявили о произошедшем в отдел внутренних дел?</p> <p><i>Если «Да», спросите: Заявили Вы сами или кто-то еще?</i></p>	<p>ДА, ЗАЯВИЛА РЕСПОНДЕНТКА1</p> <p>ДА, ЗАЯВИЛ КТО-ТО ЕЩЕ2</p> <p>НЕТ, НЕ ЗАЯВЛЯЛИ.....3</p> <p>НЗ/НЕ УВЕРЕНА8</p>	
<p>VT20. До какой степени Вы чувствуете себя в безопасности, когда идете одна по своему району в темное время суток?</p>	<p>ЧУВСТВУЮ СЕБЯ В СОВЕРШЕННОЙ БЕЗОПАСНОСТИ1</p> <p>ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ2</p> <p>НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ.....3</p> <p>СОВЕРШЕННО НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ4</p> <p>НИКОГДА НЕ ХОЖУ ОДНА В ТЕМНОЕ ВРЕМЯ СУТОК7</p>	
<p>VT21. До какой степени Вы чувствуете себя в безопасности, когда находитесь дома одна в темное время суток?</p>	<p>ЧУВСТВУЮ СЕБЯ В СОВЕРШЕННОЙ БЕЗОПАСНОСТИ1</p> <p>ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ2</p> <p>НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ.....3</p> <p>СОВЕРШЕННО НЕ ЧУВСТВУЮ СЕБЯ В БЕЗОПАСНОСТИ4</p> <p>НИКОГДА НЕ НАХОЖУСЬ ОДНА В ТЕМНОЕ ВРЕМЯ СУТОК.....7</p>	

VT22. В последние 12 месяцев Вы лично ощущали дискриминацию или притеснения по следующим признакам:	ДА НЕТ НЗ		
[A] по признаку этнического происхождения или иммиграции?	ЭТНИЧЕСКАЯ ПРИНАДЛЕЖНОСТЬ / ИММИГРАЦИЯ	1 2	8
[B] по признаку пола?	ПОЛ	1 2	8
[C] по признаку сексуальной ориентации?	СЕКСУАЛЬНАЯ ОРИЕНТАЦИЯ	1 2	8
[D] по признаку возраста?	ВОЗРАСТ	1 2	8
[E] по признаку вероисповедания или убеждений?	ВЕРОИСПОВЕДАНИЕ/ УБЕЖДЕНИЯ	1 2	8
[F] по признаку инвалидности?	ИНВАЛИДНОСТЬ	1 2	8
[X] по какому-либо другому признаку?	ДРУГОЙ ПРИЗНАК.....	1 2	8

БРАК/СОЮЗ		МА
МА1. Вы сейчас замужем или живете с женщиной в неофициальном браке?	ДА, СЕЙЧАС ЗАМУЖЕМ 1 ДА, СЕЙЧАС ЖИВЕТ С МУЖЧИНОЙ 2 НЕТ, НЕ СОСТОИТ НИ В КАКОМ СОЮЗЕ 3	3 ⇒ МА5
МА2. Сколько лет Вашему (мужу/партнеру)? <i>Спросите:</i> Сколько лет исполнилось Вашему (мужу/партнеру) в его последний день рождения?	ВОЗРАСТ В ГОДАХ..... __ __ НЗ..... 98	
МА3. Кроме Вас, есть ли у Вашего (мужа/партнера) другие жены или женщины-партнёры или живет ли он с другими женщинами, как если бы он был женат на них?	ДА 1 НЕТ 2	2 ⇒ МА7
МА4. Сколько у него других жен или женщин-партнёров?	ЧИСЛО __ __ НЗ..... 98	⇒ МА7 98 ⇒ МА7
МА5. Были ли Вы когда-нибудь замужем или жили с женщиной в неофициальном браке?	ДА, БЫЛА ЗАМУЖЕМ 1 ДА, ПРЕЖДЕ ЖИЛА С ПАРТНЕРОМ 2 НЕТ 3	3 ⇒ <i>Конец</i>
МА6. Каково Ваше семейное положение на данный момент: Вы вдова, в разводе или живете отдельно?	ВДОВА 1 В РАЗВОДЕ 2 ЖИВЕТ ОТДЕЛЬНО 3	
МА7. Были ли Вы замужем или жили с женщиной в неофициальном браке только один раз или несколько раз?	ТОЛЬКО ОДИН РАЗ 1 НЕСКОЛЬКО РАЗ 2	1 ⇒ МА8А 2 ⇒ МА8В
МА8А. В каком месяце и году Вы стали жить со своим (мужем/партнером)? МА8В. В каком месяце и году Вы стали жить со своим <u>первым</u> (мужем/партнером)?	ДАТА (ПЕРВОГО) СОЮЗА МЕСЯЦ..... __ __ НЗ МЕСЯЦ..... 98 ГОД..... __ __ __ __ НЗ ГОД..... 9998	
МА9. Проверьте МА8А/В: внесен ли вариант «НЗ год»?	ДА, МА8А/В=9998 1 НЕТ, МА8А/В≠9998..... 2	2 ⇒ <i>Конец</i>
МА10. Проверьте МА7: только один брак/союз?	ДА, МА7=1 1 НЕТ, МА7=2 2	1 ⇒ МА11А 2 ⇒ МА11В
МА11А. Сколько Вам было лет, когда Вы стали жить со своим (мужем/партнером)? МА11В. Сколько Вам было лет, когда Вы стали жить со своим <u>первым</u> (мужем/партнером)?	ВОЗРАСТ В ГОДАХ..... __ __	

ОБОСНОВАННОЕ РЕШЕНИЕ ПО РЕПРОДУКТИВНОМУ ЗДОРОВЬЮ		ID
ID1. Проверьте МА1: Женищина замужем или находится в незарегистрированном браке?	ДА, МА1=1 ИЛИ 2 1 НЕТ, МА1=3 ИЛИ ПУСТО 2	2 ⇨ Конец
ID2. Вы можете отказать Вашему супругу/партнеру, если не хотите половой близости?	ДА 1 НЕТ 2 НЕ УВЕРЕНА/ЗАВИСИТ ОТ ОБСТОЯТЕЛЬСТВ 8	
ID3. 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	
ID4. 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	
ID5A. Проверьте СР1: В настоящее время вы беременны?	ДА, СР1=1 1 НЕТ, НЕ УВЕРЕНА, СР1=2 ИЛИ 8 2	1 ⇨ Конец
ID5B. Проверьте СР2: Делает ли женщина что-то в настоящее время или использует ли какой-либо метод, для того чтобы отложить или избежать беременность?	ДА, СР2=1 1 НЕТ, СР2=2 2	1 ⇨ ID6A
ID5C. Проверьте UN12: Отмечена ли хотя бы одна категория (от А до Z)?	ДА, ОТМЕЧЕНО 1 НЕТ, НЕ ОТМЕЧЕНО 2	1 ⇨ Конец 2 ⇨ ID6B
ID6A. Вы упомянули, что в настоящее время пользуетесь средствами контрацепции. Вы можете сказать, что Вы сами принимаете решение об использовании средств контрацепции, 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 МЕДИЦИНСКИЙ РАБОТНИК 4 ДРУГОЕ (укажите) 6	
ID6B. Вы упомянули, что вы в настоящее время не используете средства контрацепции. Вы можете сказать, что Вы сами принимаете решение об неиспользовании средств контрацепции, решение принимает Ваш супруг/партнер или Вы решаете совместно?		

ЖИЗНЕДЕЯТЕЛЬНОСТЬ ВЗРОСЛОЙ ЖЕНЩИНЫ		AF
AF1. Проверьте WB4: возраст респондентки:	15–17 ЛЕТ 1 18–49 ЛЕТ 2	1 ⇒Конец
AF2. Пользуетесь ли Вы очками или контактными линзами? <i>Сюда включается пользование очками для чтения.</i>	ДА 1 НЕТ 2	
AF3. Пользуетесь ли Вы слуховым аппаратом?	ДА 1 НЕТ 2	
AF4. 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.		
AF5. Проверьте AF2: респондентка пользуется очками или контактными линзами?	ДА, AF2=1 1 НЕТ, AF2=2 2	1 ⇒AF6A 2 ⇒AF6B
AF6A. Когда Вы пользуетесь очками или контактными линзами, трудно ли Вам видеть? AF6B. Трудно ли Вам видеть?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОГУ ВИДЕТЬ 4	
AF7. Проверьте AF3: респондентка пользуется слуховым аппаратом?	ДА, AF3=1 1 НЕТ, AF3=2 2	1 ⇒AF8A 2 ⇒AF8B
AF8A. Когда Вы пользуетесь своим слуховым аппаратом, трудно ли Вам слышать? AF8B. Трудно ли Вам слышать?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОГУ СЛЫШАТЬ 4	
AF9. Вам трудно передвигаться пешком и подниматься по ступеням?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОГУ ХОДИТЬ/ ПОДНИМАТЬСЯ ПО СТУПЕНЯМ 4	
AF10. Вам трудно запоминать и сосредоточиваться?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОГУ ЗАПОМИНАТЬ/ СОСРЕДОТОЧИВАТЬСЯ 4	
AF11. Вам трудно обслуживать себя, например, мыться целиком и одеваться?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОГУ СЕБЯ ОБСЛУЖИВАТЬ ... 4	
AF12. Вам трудно общаться, например, понимать других и быть понятой, на Вашем обычном языке?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3	

ВИЧ/СПИД		НА																
<p>НА1. А сейчас я хочу поговорить с Вами на другую тему.</p> <p>Слышали ли Вы когда-нибудь о ВИЧ или СПИДе?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	2 ⇒ Конец																
<p>НА2. ВИЧ – это вирус, который может привести к СПИДу.</p> <p>Могут ли люди снизить риск заражения ВИЧ, имея только одного неинфицированного полового партнера, у которого нет других половых партнеров?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	
<p>НА3. Могут ли люди заразиться ВИЧ через комариные укусы?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	
<p>НА4. Могут ли люди снизить риск заражения ВИЧ, используя презерватив при каждом сексуальном контакте?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	
<p>НА5. Могут ли люди заразиться ВИЧ при совместном приеме пищи с человеком с ВИЧ?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	
<p>НА6. Могут ли люди заразиться ВИЧ через колдовство или другим сверхъестественным путем?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	
<p>НА7. Может ли человек, который выглядит здоровым, быть носителем ВИЧ?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	
<p>НА8. Может ли ВИЧ передаваться от матери ребенку:</p> <p>[А] во время беременности?</p> <p>[В] во время родов?</p> <p>[С] при грудном вскармливании?</p>	<table> <thead> <tr> <th></th> <th>ДА</th> <th>НЕТ</th> <th>НЗ</th> </tr> </thead> <tbody> <tr> <td>ВО ВРЕМЯ БЕРЕМЕННОСТИ.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>ВО ВРЕМЯ РОДОВ.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>ПРИ ГРУДНОМ ВСКАРМЛИВАНИИ.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		ДА	НЕТ	НЗ	ВО ВРЕМЯ БЕРЕМЕННОСТИ.....	1	2	8	ВО ВРЕМЯ РОДОВ.....	1	2	8	ПРИ ГРУДНОМ ВСКАРМЛИВАНИИ.....	1	2	8	
	ДА	НЕТ	НЗ															
ВО ВРЕМЯ БЕРЕМЕННОСТИ.....	1	2	8															
ВО ВРЕМЯ РОДОВ.....	1	2	8															
ПРИ ГРУДНОМ ВСКАРМЛИВАНИИ.....	1	2	8															
<p>НА9. Проверьте НА8[А], [В]и [С]: внесен ли хотя бы один ответ «Да»?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	2 ⇒ НА11																
<p>НА10. Существуют ли специальные лекарства, которые врач или медсестра может дать женщине с ВИЧ, чтобы снизить риск его передачи ребенку?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>																	

<p>HA11. Проверьте CM17: были ли живорождения в последние 2 года?</p> <p>Перенесите сюда имя (CM18) последнего родившегося живым ребенка из Истории рождений и подставляйте его в указанных местах:</p> <p>Имя _____</p>	<p>ДА, CM17=1 1</p> <p>НЕТ, CM17=0 ИЛИ ПУСТА 2</p>	<p>2 ⇒ HA24</p>
<p>HA12. Проверьте MN2: было ли получено дородовое наблюдение?</p>	<p>ДА, MN2=1 1</p> <p>НЕТ, MN2=2 2</p>	<p>2 ⇒ HA17</p>
<p>HA13. За время посещения для дородового наблюдения по поводу Вашей беременности (имя) была ли Вам предоставлена какая-либо информация:</p> <p>[A] о передаче ВИЧ от матери ребенку?</p> <p>[B] о мерах, которые Вы можете принять для профилактики заражения ВИЧ?</p> <p>[C] о том, как пройти тестирование на ВИЧ?</p> <p>Было ли Вам:</p> <p>[D] предложено пройти тестирование на ВИЧ?</p>	<p>ДА НЕТ НЗ</p> <p>ВИЧ ОТ МАТЕРИ 1 2 8</p> <p>МЕРЫ ПРОФИЛАКТИКИ 1 2 8</p> <p>ТЕСТИРОВАНИЕ НА ВИЧ 1 2 8</p> <p>ПРЕДЛОЖЕНО ТЕСТИРОВАНИЕ 1 2 8</p>	
<p>HA14. Меня не интересует результат, но я хотела бы знать, проходили ли Вы тестирование на ВИЧ в период дородового наблюдения.</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>	<p>2 ⇒ HA17</p> <p>8 ⇒ HA17</p>
<p>HA15. Меня не интересует сам результат, но я хотела бы знать, получили ли Вы результат этого теста.</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>	<p>2 ⇒ HA17</p> <p>8 ⇒ HA17</p>
<p>HA16. После того, как Вы получили результат, была ли Вам предоставлена какая-либо информация об охране здоровья или консультация, относящаяся к ВИЧ?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>НЗ 8</p>	
<p>HA17. Проверьте MN20: ребенок рожден в медицинском учреждении?</p>	<p>ДА, MN20=21–36 ИЛИ 76 1</p> <p>НЕТ, MN20=11–12 ИЛИ 96 2</p>	<p>2 ⇒ HA21</p>
<p>HA18. Между временем, когда Вы поступили в медицинское учреждение для родоразрешения, и рождением ребенка Вам предлагалось тестирование на ВИЧ?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>HA19. Меня не интересует результат, но я хотела бы знать, проходили ли Вы тестирование на ВИЧ в тот период?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	<p>2 ⇒ HA21</p>
<p>HA20. Меня не интересует сам результат, но я хотела бы знать, получили ли Вы результат этого теста.</p>	<p>ДА 1</p> <p>НЕТ 2</p>	<p>1 ⇒ HA22</p> <p>2 ⇒ HA22</p>

HA21. Проверьте HA14: респондентка проходила тестирование на ВИЧ в рамках дородового наблюдения?	ДА, HA14=1 1 НЕТ ИЛИ НЕТ ОТВЕТА, HA14≠1 2	2 ⇨ HA24
HA22. Проходили ли Вы тестирование на ВИЧ после того, как были протестированы во время беременности?	ДА 1 НЕТ 2	1 ⇨ HA25
HA23. Когда Вы в последний раз проходили тестирование на ВИЧ?	МЕНЕЕ 12 МЕСЯЦЕВ НАЗАД 1 12–23 МЕСЯЦА НАЗАД 2 2 ГОДА НАЗАД ИЛИ ЕЩЕ РАНЬШЕ 3	1 ⇨ HA28 2 ⇨ HA28 3 ⇨ HA28
HA24. Меня не интересует результат, но я хотела бы знать, проходили ли Вы когда-нибудь тестирование на ВИЧ.	ДА 1 НЕТ 2	2 ⇨ HA27
HA25. 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	
HA26. 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
HA27. Известно ли Вам, где можно пройти тестирование на ВИЧ?	ДА 1 НЕТ 2	
HA28. Слышали ли Вы о наборах для самостоятельного тестирования на ВИЧ?	ДА 1 НЕТ 2	2 ⇨ HA30
HA29. Вы когда-нибудь проверяли себя на ВИЧ при помощи набора для самостоятельного тестирования?	ДА 1 НЕТ 2	
HA30. Стали бы Вы покупать свежие овощи у продавца, если бы знали, что он заражен ВИЧ?	ДА 1 НЕТ 2 НЗ/НЕ УВЕРЕНА/СМОТРЯ ПО ОБСТОЯТЕЛЬСТВАМ 8	
HA31. Считаете ли Вы, что детям с ВИЧ должно быть разрешено посещать учебные заведения вместе с детьми, у которых нет ВИЧ?	ДА 1 НЕТ 2 НЗ/НЕ УВЕРЕНА/СМОТРЯ ПО ОБСТОЯТЕЛЬСТВАМ 8	
HA32. Считаете ли Вы, что люди не решаются пройти тестирование на ВИЧ, потому что боятся реакции других людей на положительный результат теста?	ДА 1 НЕТ 2 НЗ/НЕ УВЕРЕНА/СМОТРЯ ПО ОБСТОЯТЕЛЬСТВАМ 8	
HA33. Отзываются ли люди плохо о людях, живущих с ВИЧ или о которых думают, что те живут с ВИЧ?	ДА 1 НЕТ 2 НЗ/НЕ УВЕРЕНА/СМОТРЯ ПО ОБСТОЯТЕЛЬСТВАМ 8	
HA34. Люди, живущие с ВИЧ или о которых думают, что они живут с ВИЧ, теряют уважение других?	ДА 1 НЕТ 2 НЗ/НЕ УВЕРЕНА/СМОТРЯ ПО ОБСТОЯТЕЛЬСТВАМ 8	

<p>HA35. Согласны ли Вы со следующим предложением?</p> <p>Мне было бы стыдно, если бы у кого-то из моей семьи был ВИЧ.</p>	<p>СОГЛАСНА 1</p> <p>НЕ СОГЛАСНА 2</p> <p>НЗ/НЕ УВЕРЕНА/СМОТЯ ПО ОБСТОЯТЕЛЬСТВАМ 8</p>	
<p>HA36. Бойтесь ли Вы, что можете заразиться ВИЧ в случае контакта со слюной человека, живущего с ВИЧ?</p>	<p>ДА 1</p> <p>НЕТ 2</p> <p>ГОВОРИТ, ЧТО У НЕЕ ВИЧ 7</p> <p>НЗ/НЕ УВЕРЕНА/СМОТЯ ПО ОБСТОЯТЕЛЬСТВАМ 8</p>	

WM10. <i>Внесите время.</i>	ЧАСЫ И МИНУТЫ _ _ : _ _	
WM11. <i>Весь опрос проводился без свидетелей, или во время проведения опроса или его части присутствовал кто-то еще?</i>	ДА, ВЕСЬ 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	
WM12. <i>Язык вопросника.</i>	УЗБЕКСКИЙ..... 2 РУССКИЙ..... 3 КАРАКАЛПАКСКИЙ..... 4	
WM13. <i>Язык проведения опроса.</i>	УЗБЕКСКИЙ..... 2 РУССКИЙ 3 КАРАКАЛПАКСКИЙ..... 4 ДРУГОЙ ЯЗЫК (указать) 96	
WM14. <i>Родной язык респондентки.</i>	УЗБЕКСКИЙ 02 РУССКИЙ 03 КАРАКАЛПАКСКИЙ..... 04 ТАДЖИКСКИЙ..... 05 КЫРГЫЗСКИЙ..... 06 КАЗАХСКИЙ..... 07 ТУРКМЕНСКИЙ..... 08 ДРУГОЙ ЯЗЫК (указать) 96	
WM15. <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	

- WM16.** 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?
- 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.
 - 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?
 - 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?
 - 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.
 - 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.
 - 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.

НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА

НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ

**ПАНЕЛЬ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ
5–17 ЛЕТ**

FS

FS1. Номер кластера: _____	FS2. Номер домохозяйства: _____	
FS3. Имя и номер строки ребенка: ИМЯ _____	FS4. Имя и номер строки матери ребенка/имя и номер строки лица, осуществляющего за ним уход: ИМЯ _____	
FS5. Имя и номер интервьюера: ИМЯ _____	FS6. Имя и номер руководителя: ИМЯ _____	
FS7. День/месяц/год проведения опроса: ____ / ____ / <u>20</u> <u>2</u>	FS8. 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 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 (HL20=90), респонденткой(том) будет сам ребенок.

FS9. Проверьте вопросники, заполненные в этом домохозяйстве: Вы или другой участник Вашей команды опрашивали данную(ого) респондентку(та) по другому вопросу?	ДА, УЖЕ ОПРАШИВАЛИ1	1 ⇒FS10B
	НЕТ, ПЕРВЫЙ ОПРОС2	2 ⇒FS10A

FS10A. Здравствуйте, меня зовут (<i>ваше имя</i>). Мы из Государственного комитета Республики Узбекистан 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. Если у вас будут вопросы по поводу этого обследования, мы предоставим контакты ответственного сотрудника Государственного комитета Республики Узбекистан по статистике. Могу я начать?	FS10B. 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?
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Да 1	1 ⇒Модуль «СВЕДЕНИЯ О РЕБЕНКЕ»
Нет/вопрос не задавался 2	2 ⇒FS17

FS17. Результат опроса о ребенке в возрасте 5–17 лет Коды относятся к респондентке(ту). Всякий результат вида «опрос не проведен» обсудите с руководителем.	ПРОВЕДЕН 01
	НЕ ОКАЗАЛОСЬ ДОМА 02
	ОТКАЗ ОТ УЧАСТИЯ В ОПРОСЕ 03
	ПРОВЕДЕН ЧАСТИЧНО 04
	НЕ В СОСТОЯНИИ ОТВЕЧАТЬ (указать) _____ 05
	ОТСУТСТВИЕ СОГЛАСИЯ ВЗРОСЛОГО В ОТНОШЕНИИ МАТЕРИ/ЛИЦА, ОСУЩЕСТВЛЯЮЩЕГО УХОД, В ВОЗРАСТЕ 15–17 ЛЕТ 06
ДРУГОЕ (указать) _____ 96	

СВЕДЕНИЯ О РЕБЕНКЕ		СВ
СВ1. 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):	ДА, РЕСПОНДЕНТ ОДИН И ТОТ ЖЕ FS4=НН47..... 1 НЕТ, РЕСПОНДЕНТЫ РАЗНЫЕ, FS4≠НН47..... 2	1 ⇒ Конец
СВ2. В какой день в каком месяце и году родился(ась) (имя)? <i>Месяц и год должны быть записаны в обязательном порядке.</i>	ДАТА РОЖДЕНИЯ МЕСЯЦ.....__ __ ГОД.....__ __ __	
СВ3. Сколько лет (имя)? <i>Уточните: Сколько лет исполнилось (имя) в его/ее последний день рождения? Внесите возраст в полных годах. Если ответы на СВ2 и СВ3 не соответствуют друг другу, задайте уточняющие вопросы и исправьте.</i>	ВОЗРАСТ (В ПОЛНЫХ ГОДАХ).....__ __	
СВ4. (Имя) когда-либо посещал(а) учебное заведение или дошкольное учреждение?	ДА 1 НЕТ 2	2 ⇒ Конец
СВ5. Какой самый высокий уровень образования когда-либо получал(а) (имя) и какой самый старший класс/курс посещал(а) (имя)?	ДОШКОЛЬНОЕ.....000 НАЧАЛЬНОЕ..... 1 __ __ СРЕДНЕЕ 2 __ __ СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ..... 3 __ __ ВЫСШЕЕ 4 __ __	000 ⇒ СВ7
СВ6. Он(а) окончил(а) этот (класс/курс)?	ДА 1 НЕТ 2	
СВ7. В какое-либо время в текущем 2020/2021 учебном году (имя) посещал(а) учебное заведение или дошкольное учреждение?	ДА 1 НЕТ 2	2 ⇒ СВ9
СВ8. Какой уровень образования <u>получает</u> и какой класс/курс <u>посещает</u> (имя) в этом текущем 2020/2021 учебном году?	ДОШКОЛЬНОЕ.....000 НАЧАЛЬНОЕ..... 1 __ __ СРЕДНЕЕ 2 __ __ СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ..... 3 __ __ ВЫСШЕЕ 4 __ __	
СВ9. В какое-либо время в течение предыдущего 2019/2020 учебного года (имя) посещал(а) учебное заведение или дошкольное учреждение?	ДА 1 НЕТ 2	2 ⇒ Конец
СВ10. Какой уровень образования <u>получал(а)</u> и какой класс/курс <u>посещал(а)</u> (имя) в том предыдущем 2019/2020 учебном году?	ДОШКОЛЬНОЕ.....000 НАЧАЛЬНОЕ..... 1 __ __ СРЕДНЕЕ 2 __ __ СРЕДНЕЕ СПЕЦИАЛЬНОЕ, ПРОФЕССИОНАЛЬНОЕ..... 3 __ __ ВЫСШЕЕ 4 __ __	

<p>CL1. А сейчас мне хотелось бы спросить о работе, которую, возможно, выполняет (<i>имя</i>).</p> <p>С прошлого(ой) (<i>сегодняшний день недели</i>) выполнял(а) ли (<i>имя</i>) какие-либо из следующих видов деятельности, пусть даже в течение лишь одного часа?</p> <p>[А] Выполнял(а) ли (<i>имя</i>) какую-либо работу и оказывал(а) ли какую-либо помощь самостоятельно на участке, в личном подсобном хозяйстве, на ферме, в огороде, саду, дехканском или фермерском хозяйстве и ухаживал(а) ли за животными? Примеры: выращивание сельскохозяйственной продукции, сбор урожая, кормление, выпас, дойка.</p> <p>[В] Оказывал(а) ли (<i>имя</i>) платную или бесплатную помощь семейному предприятию или предприятию родственника(цы) и вел(а) ли свое предприятие?</p> <p>[С] Изготавливал(а) или продавал(а) ли (<i>имя</i>) товары, изделия ручной работы, одежду, продукты питания или сельскохозяйственную продукцию?</p> <p>[Х] С прошлого(й) (<i>сегодняшний день недели</i>) выполнял(а) ли (<i>имя</i>) какой-либо <u>другой</u> вид деятельности за плату в денежной или натуральной форме, пусть даже в течение лишь одного часа?</p>	<p style="text-align: right;">ДА НЕТ</p> <p>РАБОТАЛ(А) НА УЧАСТКЕ, В ЛИЧНОМ ПОДСОБНОМ ХОЗЯЙСТВЕ, НА ФЕРМЕ, В ОГОРОДЕ, САДУ, ДЕХКАНСКОМ ИЛИ ФЕРМЕРСКОМ ХОЗЯЙСТВЕ, УХАЖИВАЛ(А) ЗА ЖИВОТНЫМИ1 2</p> <p>ПОМОГАЛ(А) СЕМЕЙНОМУ ПРЕДПРИЯТИЮ/ ПРЕДПРИЯТИЮ РОДСТВЕННОКА(ЦЫ)/ ВЕЛ(А) СВОЕ ПРЕДПРИЯТИЕ1 2</p> <p>ИЗГОТОВЛЕНИЕ/ПРОДАЖА ТОВАРОВ/ ИЗДЕЛИЙ РУЧНОЙ РАБОТЫ/ОДЕЖДЫ/ ПРОДУКТОВ ПИТАНИЯ ИЛИ СЕЛЬСКОХОЗЯЙСТВЕННОЙ ПРОДУКЦИИ1 2</p> <p>ЛЮБОЙ ДРУГОЙ ВИД ДЕЯТЕЛЬНОСТИ1 2</p>	
<p>CL2. Проверьте CL1, [А]–[Х]:</p>	<p>КАК МИНИМУМ ОДИН ОТВЕТ «ДА».....1 ВСЕ ОТВЕТЫ – «НЕТ».....2</p>	<p>2 ⇒CL7</p>
<p>CL3. С прошлого(й) (<i>сегодняшний день недели</i>) сколько примерно часов в общей сложности (<i>имя</i>) он(а) выполнял(а) этот(и) вид(ы) деятельности?</p> <p><i>Если время составляет менее одного часа, проставьте «00».</i></p>	<p>ЧИСЛО ЧАСОВ__ __</p>	
<p>CL4. Выполнение этого(их) вида(ов) деятельности требует переноски тяжестей?</p>	<p>ДА.....1 НЕТ.....2</p>	
<p>CL5. Выполнение этого(их) вида(ов) деятельности требует работы с опасными инструментами (ножами и т. п.) или тяжелой техникой?</p>	<p>ДА.....1 НЕТ.....2</p>	

<p>CL6. Как бы вы описали условия работы (<i>имя</i>)?</p> <p>[A] Подвергается ли он(а) воздействию пыли, дыма или газа?</p> <p>[B] Подвергается ли он(а) воздействию экстремально низких или высоких температур или влажности?</p> <p>[C] Подвергается ли он(а) воздействию громкого шума или вибрации?</p> <p>[D] Требуется ли от него/нее выполнение высотных работ?</p> <p>[E] Требуется ли от него/нее работа с химикатами (пестицидами, клеями и т. п.) или взрывчатыми веществами?</p> <p>[X] Подвергается ли (<i>имя</i>) воздействию других вещей, процессов или условий, ставящих под угрозу его/ее здоровье или безопасность?</p>	<p>ДА..... 1 НЕТ..... 2</p> <p>ДА..... 1 НЕТ..... 2</p> <p>ДА..... 1 НЕТ..... 2</p> <p>ДА..... 1 НЕТ..... 2</p> <p>ДА..... 1 НЕТ..... 2</p> <p>ДА..... 1 НЕТ..... 2</p>	
<p>CL7. С прошлого(й) (<i>сегодняшний день недели</i>) занимался(ась) ли (<i>имя</i>) подноской воды для домохозяйства?</p>	<p>ДА..... 1 НЕТ..... 2</p>	2 ⇒ CL9
<p>CL8. В общей сложности сколько часов (<i>имя</i>) занимался(ась) подноской воды для домохозяйства с прошлого(й) (<i>сегодняшний день недели</i>)?</p> <p><i>Если время составляет менее одного часа, проставьте «00».</i></p>	<p>ЧИСЛО ЧАСОВ __ __</p>	
<p>CL9. С прошлого(й) (<i>сегодняшний день недели</i>) занимался(ась) ли (<i>имя</i>) сбором дров для домохозяйства?</p>	<p>ДА..... 1 НЕТ..... 2</p>	2 ⇒ CL11
<p>CL10. В общей сложности сколько часов (<i>имя</i>) занимался(ась) сбором дров для домохозяйства с прошлого(й) (<i>сегодняшний день недели</i>)?</p> <p><i>Если время составляет менее одного часа, проставьте «00».</i></p>	<p>ЧИСЛО ЧАСОВ __ __</p>	

<p>CL11. С прошлого(й) (<i>сегодняшний день недели</i>) делал(а) (<i>имя</i>) что-либо из следующего для данного домохозяйства?</p> <p>[A] Закупки для домохозяйства</p> <p>[B] Приготовление пищи</p> <p>[C] Мытье посуды или уборка в доме</p> <p>[D] Стирка</p> <p>[E] Уход за детьми</p> <p>[F] Уход за пожилыми или больными</p> <p>[X] Другую работу по дому</p>	<p style="text-align: right;">ДА НЕТ</p> <p>ЗАКУПКИ ДЛЯ ДОМОХОЗЯЙСТВА.....1 2</p> <p>ПРИГОТОВЛЕНИЕ ПИЩИ.....1 2</p> <p>МЫТЬЕ ПОСУДЫ/УБОРКА В ДОМЕ1 2</p> <p>СТИРКА.....1 2</p> <p>УХОД ЗА ДЕТЬМИ1 2</p> <p>УХОД ЗА ПОЖИЛЫМИ ИЛИ БОЛЬНЫМИ1 2</p> <p>ДРУГАЯ РАБОТА ПО ДОМУ1 2</p>	
<p>CL12. Проверьте CL11, [A]–[X]:</p>	<p>КАК МИНИМУМ ОДИН ОТВЕТ «ДА».....1</p> <p>ВСЕ ОТВЕТЫ – «НЕТ».....2</p>	<p>2 ⇒Конец</p>
<p>CL13. С прошлого(й) (<i>сегодняшний день недели</i>) сколько примерно часов в общей сложности (<i>имя</i>) затратил(а) на выполнение этого(их) вида(ов) деятельности?</p> <p><i>Если время составляет менее одного часа, проставьте «00».</i></p>	<p>ЧИСЛО ЧАСОВ __ __</p>	

ДИСЦИПЛИНИРОВАНИЕ ДЕТЕЙ		FCD
FCD1. Проверьте СВЗ: возраст ребенка:	5–14 ЛЕТ..... 1 15–17 ЛЕТ..... 2	2 ⇒Конец
<p>FCD2. А теперь мне хотелось бы поговорить с Вами кое о чем еще.</p> <p>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</u> по отношению к (<u>имя</u>) <u>в течение последнего месяца</u>.</p> <p>[А] Лишали привилегий (удовольствий), запрещали (<u>имя</u>) то, что ему/ей нравится, или не разрешали ему/ей выходить из дома.</p> <p>[В] Разъясняли (<u>имя</u>), почему его/ее поведение неправильно.</p> <p>[С] Трясли его/ее.</p> <p>[D] Кричали или орали на него/нее.</p> <p>[Е] Давали ему/ей какое-либо другое занятие.</p> <p>[F] Шлепали его/ее по заду голой рукой.</p> <p>[G] Били его/ее по заду 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 ЕГО/ЕЕ ПО ЗАДУ ГОЛОЙ РУКОЙ..... 1 2</p> <p>БИЛИ ЕГО/ЕЕ ПО ЗАДУ 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>	
FCD3. Проверьте FS4: является ли данная(ый) респондент(ка) матерью других детей в возрасте до 5 лет или лицом, осуществляющим уход за такими детьми?	ДА..... 1 НЕТ 2	2 ⇒FCD5
FCD4. Проверьте FS4: отвечал(а) ли уже данная(ый) респондент(ка) на следующий вопрос (UCD5) о другом ребенке?	ДА..... 1 НЕТ 2	1 ⇒Конец

FCD5. 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	

ФУНКЦИОНИРОВАНИЕ РЕБЕНКА		FCF
<p>FCF1. 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</p> <p>НЕТ 2</p>	
<p>FCF2. Пользуется ли (<i>имя</i>) слуховым аппаратом?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>FCF3. Пользуется ли (<i>имя</i>) каким-либо вспомогательным устройством или посторонней помощью, чтобы ходить?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>FCF4. 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>FCF5. Проверьте FCF1: ребенок носит очки или контактные линзы?</p>	<p>ДА, FCF1=1 1</p> <p>НЕТ, FCF1=2 2</p>	<p>1 ⇒ FCF6A</p> <p>2 ⇒ FCF6B</p>
<p>FCF6A. Когда (<i>имя</i>) носит свои очки или контактные линзы, трудно ли ему/ей видеть?</p> <p>FCF6B. Трудно ли (<i>имя</i>) видеть?</p>	<p>НЕТРУДНО 1</p> <p>НЕМНОГО ТРУДНО 2</p> <p>ОЧЕНЬ ТРУДНО 3</p> <p>СОВСЕМ НЕ МОЖЕТ ВИДЕТЬ 4</p>	
<p>FCF7. Проверьте FCF2: ребенок пользуется слуховым аппаратом?</p>	<p>ДА, FCF2=1 1</p> <p>НЕТ, FCF2=2 2</p>	<p>1 ⇒ FCF8A</p> <p>2 ⇒ FCF8B</p>
<p>FCF8A. Когда (<i>имя</i>) пользуется своим слуховым аппаратом, трудно ли ему/ей слышать звуки, например, голоса людей или музыку?</p> <p>FCF8B. Трудно ли (<i>имя</i>) слышать звуки, например, голоса людей или музыку?</p>	<p>НЕТРУДНО 1</p> <p>НЕМНОГО ТРУДНО 2</p> <p>ОЧЕНЬ ТРУДНО 3</p> <p>СОВСЕМ НЕ МОЖЕТ СЛЫШАТЬ 4</p>	
<p>FCF9. Проверьте FCF3: ребенок пользуется вспомогательным устройством или посторонней помощью, чтобы ходить?</p>	<p>ДА, FCF3=1 1</p> <p>НЕТ, FCF3=2 2</p>	<p>2 ⇒ FCF14</p>

<p>FCF10. 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>FCF11. 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>FCF12. 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>FCF13. 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>FCF14. 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>FCF15. 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>FCF16. 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>	

FCF17. Трудно ли (<i>имя</i>) говорить так, чтобы его/ее понимали люди, проживающие в этом домохозяйстве?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ БЫТЬ ПОНЯТЫМ(ОЙ)..... 4	
FCF18. Трудно ли (<i>имя</i>) говорить так, чтобы его/ее понимали люди за пределами этого домохозяйства?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ БЫТЬ ПОНЯТЫМ(ОЙ)..... 4	
FCF19. По сравнению со своими сверстниками трудно ли (<i>имя</i>) обучаться чему-либо?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ОБУЧАТЬСЯ..... 4	
FCF20. По сравнению со своими сверстниками трудно ли (<i>имя</i>) вспоминать что-либо?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ВСПОМИНАТЬ 4	
FCF21. Трудно ли (<i>имя</i>) концентрироваться на какой-либо деятельности, которой ему/ей нравится заниматься?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ КОНЦЕНТРИРОВАТЬСЯ 4	
FCF22. Трудно ли (<i>имя</i>) принимать изменения в своем повседневном распорядке?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ПРИНИМАТЬ ИЗМЕНЕНИЯ 4	
FCF23. По сравнению с детьми этого же возраста трудно ли (<i>имя</i>) контролировать свое поведение?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ КОНТРОЛИРОВАТЬ СВОЕ ПОВЕДЕНИЕ 4	
FCF24. Трудно ли (<i>имя</i>) заводить друзей?	НЕТРУДНО..... 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ЗАВОДИТЬ ДРУЗЕЙ ... 4	

<p>FCF25. 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</p> <p>ЕЖЕНЕДЕЛЬНО 2</p> <p>ЕЖЕМЕСЯЧНО 3</p> <p>НЕСКОЛЬКО РАЗ В ГОД 4</p> <p>НИКОГДА 5</p>	
<p>FCF26. 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</p> <p>ЕЖЕНЕДЕЛЬНО 2</p> <p>ЕЖЕМЕСЯЧНО 3</p> <p>НЕСКОЛЬКО РАЗ В ГОД 4</p> <p>НИКОГДА 5</p>	

УЧАСТИЕ РОДИТЕЛЕЙ В ОБРАЗОВАНИИ		PR
PR1. Проверьте СВ3: возраст ребенка:	5–6 ЛЕТ..... 1 7–14 ЛЕТ..... 2 15–17 ЛЕТ..... 3	1 ⇨Конец 3 ⇨Конец
PR3. Сколько книг для (<i>имя</i>) есть у Вас дома, кроме учебников и религиозных книг?	НИСКОЛЬКО..... 00 ЧИСЛО КНИГ 0 ДЕСЯТЬ КНИГ ИЛИ БОЛЕЕ 10	
PR4. Проверьте СВ7: посещал ли ребенок какое либо учебное заведение или дошкольное учреждение? <i>ПРОВЕРЬТЕ ED9 В МОДУЛЕ «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА В ОТНОШЕНИИ ДАННОГО РЕБЕНКА, ЕСЛИ ВОПРОС СВ7 НЕ ЗАДАВАЛСЯ.</i>	ДА, СВ7/ED9=1..... 1 НЕТ, ГРАФА СВ7/ED9=2 ИЛИ ПУСТА 2	2 ⇨Конец
PR5. Задают ли (<i>имя</i>) когда-нибудь домашнее задание?	ДА 1 НЕТ 2 НЗ 8	2 ⇨PR7 8 ⇨PR7
PR6. Кто-нибудь помогает (<i>имя</i>) делать домашнее задание?	ДА 1 НЕТ 2 НЗ 8	
PR7. Есть ли в школе (<i>имя</i>) орган управления школой, в котором могут участвовать родители, например, наблюдательный совет школы, родительский комитет класса, родительское собрание?	ДА 1 НЕТ 2 НЗ 8	2 ⇨PR10 8 ⇨PR10
PR8. В последние 12 месяцев Вы или какой-либо другой взрослый из Вашего домохозяйства присутствовали на собрании, созванном этим органом управления школой?	ДА 1 НЕТ 2 НЗ 8	2 ⇨PR10 8 ⇨PR10
PR9. Во время любого из этих собраний обсуждалось ли что-либо из следующего: [А] План решения основных образовательных проблем, с которыми сталкивается школа (<i>имя</i>)? [В] Бюджет школы или использование средств, получаемых школой (<i>имя</i>)?	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>ПЛАН РЕШЕНИЯ ПРОБЛЕМ ШКОЛЫ 1 2 8</p> <p>БЮДЖЕТ ШКОЛЫ 1 2 8</p>	
PR10. В последние 12 месяцев получали ли Вы или какой-либо другой взрослый из Вашего домохозяйства табель успеваемости (<i>имя</i>)?	ДА 1 НЕТ 2 НЗ 8	

<p>PR11. 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>[A] Школьный праздник или спортивное мероприятие?</p> <p>[B] 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>PR12. За последние 12 месяцев была ли школа (<i>имя</i>) закрыта в учебный день по какой-либо из следующих причин:</p> <p>[A] Стихийные бедствия, например, наводнение, землетрясение, эпидемия и т. п.?</p> <p>[B] 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>PR13. 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>PR15. 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>	

FS11. <i>Внесите время.</i>	ЧАСЫ И МИНУТЫ __ __ : __ __	
FS12. <i>Язык Вопросника.</i>	УЗБЕКСКИЙ..... 2 РУССКИЙ 3 КАРАКАЛПАКСКИЙ..... 4	
FS13. <i>Язык, на котором проводился опрос.</i>	УЗБЕКСКИЙ..... 2 РУССКИЙ 3 КАРАКАЛПАКСКИЙ..... 4 ДРУГОЙ ЯЗЫК (указать) 6	
FS14. <i>Родной язык респондента(ки).</i>	УЗБЕКСКИЙ..... 02 РУССКИЙ 03 КАРАКАЛПАКСКИЙ..... 04 ТАДЖИКСКИЙ..... 05 КИРГИЗСКИЙ..... 06 КАЗАХСКИЙ..... 07 ТУРКМЕНСКИЙ 08 ДРУГОЙ ЯЗЫК (указать) 96	
FS15. <i>Переводились ли какие-либо части настоящего вопросника на другой язык?</i>	ДА, ПЕРЕВОДИЛСЯ ВЕСЬ ВОПРОСНИК 1 ДА, ПЕРЕВОДИЛИСЬ ЧАСТИ ВОПРОСНИКА 2 НЕТ, НЕ ПЕРЕВОДИЛИСЬ 3	

FS16. *Поблагодарите респондентку(та) за сотрудничество.*

Переходите к заполнению результата в графе FS17 ПАНЕЛИ ИНФОРМАЦИИ О РЕБЕНКЕ 5–17 ЛЕТ, а затем перейдите к ВОПРОСНИКУ ДОМОХОЗЯЙСТВА и заполните графу НН56.

Организируйте опрос данного домохозяйства по оставшимся вопросникам.

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: _____ / _____ / <u>2 0 2</u> _____	UF8. Внесите время:	ЧАСЫ : МИНУТЫ _____ : _____

<p>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.</p>		
UF9. Проверьте вопросники, заполненные в этом домохозяйстве: Вы или другой участник Вашей команды опрашивали данную(ого) респондентку(та) по другому вопроснику?	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 Республики Узбекистан 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. Если у вас будут вопросы по поводу этого обследования, мы предоставим контакты ответственного сотрудника Государственного комитета Республики Узбекистан по статистике. 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	1 ⇒ Модуль «СВЕДЕНИЯ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ»	
Нет/вопрос не задавался 2	2 ⇒ UF17	

<p>UF17. Результат опроса о ребенке в возрасте до 5 лет</p> <p><i>Коды относятся к матери ребенка/лицу, осуществляющему за ним уход. Всякий результат вида «опрос не проведен» обсудите с руководителем.</i></p>	ПРОВЕДЕН.....	01
	НЕ ОКАЗАЛОСЬ ДОМА.....	02
	ОТКАЗ ОТ УЧАСТИЯ В ОПРОСЕ	03
	ПРОВЕДЕН ЧАСТИЧНО	04
	НЕ В СОСТОЯНИИ ОТВЕЧАТЬ (указать) _____	05
	ОТСУТСТВИЕ СОГЛАСИЯ ВЗРОСЛОГО В ОТНОШЕНИИ МАТЕРИ/ЛИЦА, ОСУЩЕСТВЛЯЮЩЕГО УХОД, В ВОЗРАСТЕ 15–17 ЛЕТ	06
ДРУГОЕ (указать) _____	96	

СВЕДЕНИЯ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ		UB
<p>UB0. Прежде чем я начну опрос, можно ли попросить Вас принести свидетельство о рождении (имя), КАРТУ ПРОФИЛАКТИЧЕСКИХ ПРИВИВОК (ФОРМА 63), Амбулаторную карту ребенка (Форма 112), Паспорт иммунизации, а также, если есть, выписки из ЧАСТНЫХ МЕДИЦИНСКИХ УЧРЕЖДЕНИЙ? Нам необходимо будет обращаться к этим документам.</p>		
<p>UB1. В какой день, в каком месяце и году родился(ась) (<i>имя</i>)?</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 <u>обязательном</u> порядке.</i></p>	<p>ДАТА РОЖДЕНИЯ ДЕНЬ __ __</p> <p>НЗ ДЕНЬ 98</p> <p>МЕСЯЦ..... __ __</p> <p>ГОД..... <u>2</u> <u>0</u> __ __</p>	
<p>UB2. Сколько лет (<i>имя</i>)?</p> <p><i>Спросите:</i> Сколько лет исполнилось (<i>имя</i>) 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>UB3. Проверьте UB2: возраст ребенка:</p>	<p>0, 1, ИЛИ 2 ГОДА..... 1</p> <p>3 ИЛИ 4 ГОДА..... 2</p>	<p>1 ⇒ Конец</p>
<p>UB4. Проверьте номер строки респондентки(та) (UF4) и респондента(ки), опрошенного(й) по ВОПРОСНИКУ ДОМОХОЗЯЙСТВА (НН47): является ли эта/этот респондент(ка) респондентом(кой) на вопросник домохозяйства?</p>	<p>РЕСПОНДЕНТ(КА) ОДИН (ОДНА) И ТОТ (ТА) ЖЕ, UF4=НН47..... 1</p> <p>РЕСПОНДЕНТЫ РАЗНЫЕ, UF4≠НН47 2</p>	<p>2 ⇒ UB6</p>
<p>UB5. Проверьте ED10 в Модуле «ОБРАЗОВАНИЕ» ВОПРОСНИКА ДОМОХОЗЯЙСТВА: получает ли ребенок дошкольное образование в текущем 2020/2021 учебном году?</p>	<p>ДА, ED10=0 1</p> <p>НЕТ, ГРАФА ED10≠0 ИЛИ ПУСТА 2</p>	<p>1 ⇒ UB8B</p> <p>2 ⇒ Конец</p>
<p>UB6. (<i>Имя</i>) когда-либо посещал(а) какую-либо программу дошкольного образования, например, государственную или частную дошкольную образовательную организацию, группу кратковременного пребывания?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	<p>2 ⇒ Конец</p>
<p>UB7. В какое-либо время с сентября посещал(а) ли он(а) (<i>программы, упомянутые в UB6</i>)?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	<p>1 ⇒ UB8A</p> <p>2 ⇒ Конец</p>

<p>UB8A. А сейчас он(а) посещает (<i>программы, упомянутые в UB6</i>)?</p> <p>UB8B. Вы упомянули, что (<i>имя</i>) в этом 2020/2021 учебном году посещал(а) программу дошкольного обучения. Посещает ли он(а) эту программу сейчас?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
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РЕГИСТРАЦИЯ РОЖДЕНИЯ		BR
BR1. 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>
BR2. Было ли рождение (<i>имя</i>) зарегистрировано в ЗАГС?	ДА 1 НЕТ 2 НЗ 8	1 ⇨ <i>Конец</i>
BR3. Знаете ли Вы, как зарегистрировать рождение (<i>имя</i>)?	ДА 1 НЕТ 2	

РАЗВИТИЕ В РАННЕМ ДЕТСТВЕ		ЕС
<p>ЕС1. 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>ЕС2. Меня интересует, с какими предметами (<i>имя</i>) играет дома.</p> <p>Играет ли он(а) с:</p> <p>[А] самодельными игрушками, например, тряпичными куклами, тряпичными мячами 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>ЕС3. 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». 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>ЕС4. Проверьте UB2: возраст ребенка:</p>	<p>0 ЛЕТ ИЛИ 1 ГОД..... 1</p> <p>2, 3 ИЛИ 4 ГОДА 2</p>	1 ⇨ Конец

<p>ЕС5. 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: Кто занимался этим с (<i>имя</i>)?</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] Читал(а) (<i>имя</i>) книжки или рассматривал(а) с (<i>имя</i>) книжки с картинками.</p> <p>[B] Рассказывал(а) сказки (<i>имя</i>).</p> <p>[C] Пел(а) песни (<i>имя</i>) или вместе с (<i>имя</i>), в том числе колыбельные.</p> <p>[D] Брал(а) (<i>имя</i>) за пределы дома.</p> <p>[E] Играл(а) с (<i>имя</i>).</p> <p>[F] Называл(а), считал(а) или рисовал(а) предметы для (<i>имя</i>) или вместе с (<i>имя</i>).</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>ЧИТАЛ(А) КНИЖКИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>РАССКАЗЫВА- Л(А) СКАЗКИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ПЕЛ(А) ПЕСНИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>БРАЛ(А) ЗА ПРЕДЕЛЫ ДОМА</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ИГРАЛ(А)</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>НАЗЫВАЛ(А)</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		МАТЬ	ОТЕЦ	ДРУГОЕ ЛИЦО	НИКТО	ЧИТАЛ(А) КНИЖКИ	A	B	X	Y	РАССКАЗЫВА- Л(А) СКАЗКИ	A	B	X	Y	ПЕЛ(А) ПЕСНИ	A	B	X	Y	БРАЛ(А) ЗА ПРЕДЕЛЫ ДОМА	A	B	X	Y	ИГРАЛ(А)	A	B	X	Y	НАЗЫВАЛ(А)	A	B	X	Y	
	МАТЬ	ОТЕЦ	ДРУГОЕ ЛИЦО	НИКТО																																	
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НАЗЫВАЛ(А)	A	B	X	Y																																	
<p>ЕС21. Хочу спросить вас о том, что сейчас умеет делать (<i>имя</i>). Прошу учесть, что темпы обучения и развития разных детей неодинаковы. Например, одни дети начинают ходить раньше, чем другие. Поэтому вполне нормально, если (<i>имя</i>) умеет делать только часть из того, о чем я буду вас спрашивать.</p> <p>Умеет ли (<i>имя</i>) ходить по неровной поверхности, например, по бугристой или крутой дороге, не падая?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>																																				
<p>ЕС22. Умеет ли (<i>имя</i>) прыгать, отрывая обе ноги от земли?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>																																				
<p>ЕС23. Умеет ли (<i>имя</i>) одеваться, то есть надевать штаны и рубашку без посторонней помощи?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>																																				
<p>ЕС24. Умеет ли (<i>имя</i>) застегивать и расстегивать пуговицы без посторонней помощи?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>																																				
<p>ЕС25. Может ли (<i>имя</i>) произнести не менее 10 слов, таких как «мама» или «мяч»?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>																																				
<p>ЕС26. Умеет ли (<i>имя</i>) строить предложения из 3 и более слов, которые имеют определенный смысл, например, «я пью воду» или «а этот дом большой»?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>	<p>2 ⇒ EC28</p> <p>8 ⇒ EC28</p>																																			

ЕС27. Умеет ли (<i>имя</i>) строить предложения из 5 и более слов, которые имеют определенный смысл, например, «а это очень большой дом»?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС28. Умеет ли (<i>имя</i>) правильно использовать такие слова, как «я», «ты», «она» или «он», например, «я хочу воды» или «он ест рис»?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС29. Если (<i>имя</i>) показать предмет, который хорошо (ему/ей) знаком, например, чашку или животное, сможет ли (он/она) каждый раз назвать его одним и тем же словом?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС30. Может ли (<i>имя</i>) узнать не менее 5 букв алфавита?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС31. Может ли (<i>имя</i>) написать свое имя?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС32. Знает ли (<i>имя</i>) все цифры от 1 до 5?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС33. Если попросить (<i>имя</i>) дать вам 3 предмета, например, 3 камешка или 3 фасолины, даст ли (он/она) вам правильное количество?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС34. Может ли (<i>имя</i>) без ошибок сосчитать 10 предметов, например, 10 пальцев или 10 кубиков?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС35. Может ли (<i>имя</i>) заниматься чем-то, например рисованием, без постоянных просьб о помощи и не бросая занятие быстро?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС36. Задает ли (<i>имя</i>) вопросы о знакомых людях, помимо родителей, когда их нет рядом, например, «где бабушка?».	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС37. Предлагает ли (<i>имя</i>) кому-либо помощь, когда в такой помощи, по-видимому, имеется необходимость?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС38. Хорошо ли (<i>имя</i>) ладит с другими детьми?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
ЕС39. У следующих вопросов есть разные варианты ответа. Я буду зачитывать их Вам после каждого вопроса. Как часто (<i>имя</i>) кажется очень грустным(ой) или подавленным(ой)? Вы сказали бы: ежедневно, еженедельно, ежемесячно, несколько раз в год или не выглядит так никогда?	ЕЖЕДНЕВНО..... 1 ЕЖЕНЕДЕЛЬНО..... 2 ЕЖЕМЕСЯЧНО..... 3 НЕСКОЛЬКО РАЗ В ГОД..... 4 НИКОГДА..... 5	

<p>ЕС40. 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>	СОВСЕМ НЕТ	1
	МЕНЕЕ ЧАСТО	2
	СТОЛЬ ЖЕ ЧАСТО	3
	ЧАЩЕ.....	4
	ЗНАЧИТЕЛЬНО ЧАЩЕ	5

ДИСЦИПЛИНИРОВАНИЕ ДЕТЕЙ		UCD
UCD1. Проверьте UB2: возраст ребенка:	0 ЛЕТ 1 1, 2, 3 ИЛИ 4 ГОДА 2	1 ⇨ Конец
UCD2. 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</u> по отношению к <u>(имя) в течение последнего месяца</u> .	ДА НЕТ	
[A] Лишали привилегий (удовольствий), запрещали (имя) то, что ему/ей нравится, или не разрешали ему/ей выходить из дома.	ЛИШАЛИ ПРИВИЛЕГИЙ 1 2	
[B] Разъясняли (имя), почему его/ее поведение неправильно.	РАЗЪЯСНЯЛИ НЕПРАВИЛЬНОСТЬ ПОВЕДЕНИЯ 1 2	
[C] Трясли его/ее.	ТРЯСЛИ ЕГО/ЕЕ 1 2	
[D] Кричали или орали на него/нее.	КРИЧАЛИ НА НЕГО/НЕЕ 1 2	
[E] Давали ему/ей какое-либо другое занятие.	ДАВАЛИ ЕМУ/ЕЙ КАКОЕ-ЛИБО ДРУГОЕ ЗАНЯТИЕ 1 2	
[F] Шлепали его/ее по заду голой рукой.	ШЛЕПАЛИ ЕГО/ЕЕ ПО ЗАДУ ГОЛОЙ РУКОЙ 1 2	
[G] Били его/ее по заду или другим частям тела ремнем, расчёской, палкой или другим твердым предметом.	БИЛИ ЕГО/ЕЕ ПО ЗАДУ ИЛИ ДРУГИМ ЧАСТЯМ ТЕЛА РЕМНЕМ, РАСЧЁСКОЙ, ПАЛКОЙ ИЛИ ДРУГИМ ТВЕРДЫМ ПРЕДМЕТОМ 1 2	
[H] Называли его/ее тупицей, лентяем(йкой) или другими подобными словами.	НАЗЫВАЛИ ЕГО/ЕЕ ТУПИЦЕЙ, ЛЕНТЯЕМ(ЙКОЙ) ИЛИ ДРУГИМИ ПОДОБНЫМИ СЛОВАМИ 1 2	
[I] Били или шлепали его/ее по лицу, голове или ушам.	БИЛИ ИЛИ ШЛЕПАЛИ ЕГО/ЕЕ ПО ЛИЦУ, ГОЛОВЕ ИЛИ УШАМ 1 2	
[J] Били или шлепали его/ее по рукам, плечам или ногам.	БИЛИ ИЛИ ШЛЕПАЛИ ЕГО/ЕЕ ПО РУКАМ, ПЛЕЧАМ ИЛИ НОГАМ 1 2	
[K] Избивали его/ее, то есть били со всей силой много раз подряд.	ИЗБИВАЛИ ЕГО/ЕЕ, ТО ЕСТЬ БИЛИ СО ВСЕЙ СИЛОЙ МНОГО РАЗ ПОДРЯД . 1 2	
UCD3. Проверьте UF4: является ли данная(ый) 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) детьми (ребенком)?	ДА 1 НЕТ 2	2 ⇨ UCD5
UCD4. Проверьте UF4: отвечал(а) ли уже данная(ый) респондент(ка) на следующий вопрос (UCD5 или FCD5) о другом ребенке?	ДА 1 НЕТ 2	1 ⇨ Конец

UCD5. 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	

ФУНКЦИОНИРОВАНИЕ РЕБЕНКА		UCF
UCF1. Проверьте UB2: возраст ребенка:	0 ИЛИ 1 ГОД 1 2, 3 ИЛИ 4 ГОДА..... 2	1 ⇒Конец
UCF2. 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	
UCF3. Пользуется ли (<i>имя</i>) слуховым аппаратом?	ДА 1 НЕТ 2	
UCF4. Пользуется ли (<i>имя</i>) каким-либо вспомогательным устройством или посторонней помощью, чтобы ходить?	ДА 1 НЕТ 2	
UCF5. 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: 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?</i>		
UCF6. Проверьте UCF2: ребенок носит очки?	ДА, UCF2=1 1 НЕТ, UCF2=2 2	1 ⇒UCF7A 2 ⇒UCF7B
UCF7A. Когда (<i>имя</i>) носит свои очки, трудно ли ему/ей видеть?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО..... 3	
UCF7B. Трудно ли (<i>имя</i>) видеть?	СОВСЕМ НЕ МОЖЕТ ВИДЕТЬ 4	
UCF8. Проверьте UCF3: ребенок пользуется слуховым аппаратом?	ДА, UCF3=1 1 НЕТ, UCF3=2 2	1 ⇒UCF9A 2 ⇒UCF9B
UCF9A. 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	
UCF9B. Трудно ли (<i>имя</i>) слышать звуки, например, голоса людей или музыку?		
UCF10. Проверьте UCF4: ребенок пользуется вспомогательным устройством или посторонней помощью, чтобы ходить?	ДА, UCF4=1 1 НЕТ, UCF4=2 2	1 ⇒UCF11 2 ⇒UCF13
UCF11. Без своего вспомогательного устройства или посторонней помощи трудно ли (<i>имя</i>) ходить?	НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ХОДИТЬ..... 4	
UCF12. Со своим вспомогательным устройством или с посторонней помощью трудно ли (<i>имя</i>) ходить?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО..... 3 СОВСЕМ НЕ МОЖЕТ ХОДИТЬ..... 4	1 ⇒UCF14 2 ⇒UCF14 3 ⇒UCF14 4 ⇒UCF14

UCF13. По сравнению со своими сверстниками трудно ли (<i>имя</i>) ходить?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ХОДИТЬ 4	
UCF14. По сравнению со своими сверстниками трудно ли (<i>имя</i>) подбирать маленькие предметы своей рукой?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ПОДБИРАТЬ 4	
UCF15. Трудно ли (<i>имя</i>) понимать Вас?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ПОНИМАТЬ 4	
UCF16. Когда (<i>имя</i>) говорит, трудно ли Вам понимать его/ее?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТЕ ПОНИМАТЬ 4	
UCF17. По сравнению со своими сверстниками трудно ли (<i>имя</i>) обучаться чему-либо?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ОБУЧАТЬСЯ 4	
UCF18. По сравнению со своими сверстниками трудно ли (<i>имя</i>) играть?	НЕТРУДНО 1 НЕМНОГО ТРУДНО 2 ОЧЕНЬ ТРУДНО 3 СОВСЕМ НЕ МОЖЕТ ИГРАТЬ 4	

ГРУДНОЕ ВСКАРМЛИВАНИЕ И ПИЩЕВОЙ РАЦИОН				BD
BD1. Проверьте UB2: возраст ребенка:	0, 1 ИЛИ 2 ГОДА1 3 ИЛИ 4 ГОДА2			2⇒Конец
BD2. Кормили ли (<i>имя</i>) когда-либо грудью?	ДА.....1 НЕТ2 НЗ8			2⇒BD3A 8⇒BD3A
BD3. (<i>Имя</i>) до сих пор вскармливается грудью?	ДА.....1 НЕТ2 НЗ8			
BD3A. Проверьте UB2: возраст ребенка:	0 ЛЕТ ИЛИ 1 ГОД1 2 ГОДА2			2⇒Конец
BD4. Пил(а) ли (<i>имя</i>) в течение вчерашнего дня или минувшей ночи <u>что-нибудь из бутылки с соской?</u>	ДА.....1 НЕТ2 НЗ8			
BD5. Пил(а) ли (<i>имя</i>) в течение вчерашнего дня или минувшей ночи <u>раствор для пероральной регидратации (РПР), то есть Регидрон или ОРСА?</u>	ДА.....1 НЕТ2 НЗ8			
BD6. Принимал(а) ли (<i>имя</i>) витаминные или минеральные добавки или какие-либо лекарства в течение вчерашнего дня или минувшей ночи?	ДА.....1 НЕТ2 НЗ8			
BD7. 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:				
[A] простую воду?	ПРОСТАЯ ВОДА	1	2	8
[B] сок или сокосодержащие напитки?	СОК ИЛИ СОКОСОДЕРЖАЩИЕ НАПИТКИ	1	2	8
[C] жидкая часть от бульона / шурпы?	ЖИДКАЯ ЧАСТЬ БУЛЬОНА / ШУРПЫ	1	2	8
[D] детскую смесь, например Nan, Nutrilon, Nestogen или Малютка?	ДЕТСКАЯ СМЕСЬ	1	2 [☺] BD7[E]	8 [☺] BD7[E]
[D1] Сколько раз (<i>имя</i>) пил(а) детскую смесь? <i>Если 7 раз или более, внесите «7».</i>	СКОЛЬКО РАЗ ПИЛ(А) ДЕТСКУЮ СМЕСЬ..... НЗ8			
[E] свежее, консервированное или порошковое молоко животных?	МОЛОКО	1	2 [☺] BD7[X]	8 [☺] BD7[X]
[E1] Сколько раз (<i>имя</i>) пил(а) молоко? <i>Если 7 раз или более, внесите «7».</i> <i>Если неизвестно, внесите «8».</i>	СКОЛЬКО РАЗ ПИЛ(А) МОЛОКО.....			
[X] какие-либо другие жидкости?	ДРУГИЕ ЖИДКОСТИ	1	2 [☺] BD8	8 [☺] BD8

[X1] <i>Внесите все названные другие жидкости.</i>	<i>(Указать)</i> _____			
<p>BD8. Теперь мне хотелось бы спросить обо <u>всех продуктах</u>, которые (<i>имя</i>) ел(а) в течение вчерашнего дня или минувшей ночи. Укажите также съеденное за пределами Вашего дома.</p> <p>- Вспомните момент, когда (<i>имя</i>) вчера проснулся(лась). Ел(а) ли он(а) что-нибудь сразу после этого? Если «Да», <i>спросите</i>: назовите, пожалуйста, всё, что (<i>имя</i>) тогда ел(а). <i>Спросите</i>: Что-нибудь еще? <i>Внесите ответы, используя пищевые группы, указанные ниже.</i></p> <p>- Что (<i>имя</i>) делал(а) после этого? Ел(а) ли он(а) тогда что-нибудь? <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 (<i>имя</i>) (<i>продукты из пищевой группы</i>) в течение вчерашнего дня или минувшей ночи?</p>		ДА	НЕТ	НЗ
<p>[A] Густой кисломолочный продукт, сделанный из молока животных <i>Внимание: жидкий/питьевой кисломолочный продукт вносится в BD7[E] или BD7[X], в зависимости от содержания молока.</i></p>	КИСЛОМОЛОЧНЫЙ ПРОДУКТ	1	2 ⁸ BD8[B]	8 ⁸ BD8[B] 1
<p>[A1] Сколько раз (<i>имя</i>) ел(а) кисломолочный продукт? <i>Если 7 раз или более, внесите «7».</i></p>	<p>СКОЛЬКО РАЗ ЕЛ(А) КИСЛОМОЛОЧНЫЙ ПРОДУКТ</p> <p>НЗ.....8</p>			
<p>[B] Какое-либо промышленно обогащенное детское питание, например, Heinz или Nestle</p>	ПРОМЫШЛЕННО ОБОГАЩЕННОЕ ДЕТСКОЕ ПИТАНИЕ	1	2	8
<p>[C] Хлеб, рис, лапшу, кашу, или иные продукты, изготовленные из зерновых, как гречка или пшено</p>	ПРОДУКТЫ, ИЗГОТОВЛЕННЫЕ ИЗ ЗЕРНОВЫХ	1	2	8
<p>[D] Тыкву, морковь, красный болгарский перец или тыквенный кабачок жёлтый или оранжевый внутри</p>	ТЫКВА, МОРКОВЬ И Т.П.	1	2	8
<p>[E] Белый картофель или репа</p>	ПРОДУКТЫ, ИЗГОТОВЛЕННЫЕ ИЗ КОРНЕВИЩ	1	2	8
<p>[F] Какие-либо темно-зеленые листовые овощи, например, листья шпината (исмадок), римский салат или китайская капуста</p>	ТЕМНО-ЗЕЛЕННЫЕ ЛИСТОВЫЕ ОВОЩИ	1	2	8
<p>[G] Хурма, персики красные или оранжевые внутри, курага, урюк, дыня оранжевая внутри</p>	ХУРМА, ПЕРСИКИ, КУРАГА, УРЮК, ДЫНЯ	1	2	8
<p>[H] Какие-либо другие фрукты или овощи, например, яблоки, персики белые или жёлтые внутри, груши, апельсины, помидоры, огурцы, редька, арбузы, дыня зелёная или белая внутри, виноград, капуста</p>	ДРУГИЕ ФРУКТЫ ИЛИ ОВОЩИ	1	2	8
<p>[I] Печень, почки, сердце, язык или другие субпродукты</p>	СУБПРОДУКТЫ	1	2	8

[J] Какое-либо другое мясо, например, говядину, свинину, баранину, козлятину, 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, маш, чечевицу или орехи, в том числе приготовленные из них продукты	ПРОДУКТЫ ИЗ ФАСОЛИ, ГОРОХА И Т. П.	1	2	8
[N] Сыр, курт, 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 \varnothing BD9	8 \varnothing BD9
[X1] <i>Внесите всю другую твердую, полутвердую или мягкую пищу, не относящуюся к вышеуказанным пищевым группам.</i>	(Указать) _____			
BD9. Сколько раз (<i>имя</i>) ел(а) какую-либо твердую, полутвердую или мягкую пищу в течение вчерашнего дня или минувшей ночи? <i>Если ответ на BD8[A] – «Да», удостоверьтесь, что этот ответ включает в себя число раз, внесенное для кисломолочного продукта в BD8[A1].</i> <i>Если 7 раз или более, внесите «7».</i>	ЧИСЛО РАЗ НЗ8			

ИММУНИЗАЦИЯ		IM							
IM1. Проверьте UB2: возраст ребенка:		0, 1 ИЛИ 2 ГОДА 1 3 ИЛИ 4 ГОДА 2						2 ⇒ Конец	
IM2. Есть ли у Вас следующие медицинские карты: Карта профилактических прививок (Форма 63), Амбулаторная карта пациента (Форма 112), Паспорт иммунизации или выписка из частного медицинского учреждения или какой-либо другой документ, где записаны прививки (имя)?		ДА, ТОЛЬКО КАРТА(Ы) 1 ДА, ТОЛЬКО ДРУГОЙ ДОКУМЕНТ 2 ДА, И КАРТА(Ы), И ДРУГОЙ ДОКУМЕНТ 3 НЕТ: НИ КАРТ, НИ ДРУГОГО ДОКУМЕНТА..... 4						1 ⇒ IM5 3 ⇒ IM5	
IM3. Была ли у Вас когда-нибудь Карта профилактических прививок (Форма 63), Амбулаторная карта пациента (Форма 112), Паспорт иммунизации или выписка из частного медицинского учреждения, где записаны прививки (имя)?		ДА 1 НЕТ 2							
IM4. Проверьте IM2:		ТОЛЬКО ДРУГОЙ ДОКУМЕНТ, IM2=2..... 1 НИ КАРТ, НИ ДРУГОГО ДОКУМЕНТА, IM2=4 2						2 ⇒ IM11	
IM5. Могу ли я ознакомиться с этой(ими) картой(ами) и/или другим документом?		ДА, ВИДЕЛА ТОЛЬКО КАРТУ(Ы) 1 ДА, ВИДЕЛА ТОЛЬКО ДРУГОЙ ДОКУМЕНТ 2 ДА, ВИДЕЛА И КАРТУ(Ы), И ДРУГОЙ ДОКУМЕНТ 3 НЕ ВИДЕЛА НИ КАРТУ(Ы), НИ ДРУГОЙ ДОКУМЕНТ 4						4 ⇒ IM11	
IM6. (e) Перенесите из документа даты каждой прививки. (f) Проставьте число «44» в столбце «День», если в карте отмечено, что прививка сделана, но дата не указана.		ДАТА ПРИВИВКИ							
		ДЕНЬ		МЕСЯЦ		ГОД			
БЦЖ	БЦЖ					2	0		
ГепВ (сразу после рождения)	ГепВ0					2	0		
Прививка от полиомиелита (ОПВ) (сразу после рождения)	ОПВ0					2	0		
Прививка 1 от полиомиелита (ОПВ)	ОПВ1					2	0		
Прививка 2 от полиомиелита (ОПВ)	ОПВ2					2	0		
Прививка 3 от полиомиелита (ОПВ)	ОПВ3					2	0		
Прививка 4 от полиомиелита (ОПВ)	ОПВ4					2	0		
Прививка от полиомиелита (ИПВ)	ИПВ					2	0		
Пентавалентная вакцина ((А)КДС – Хиб – ГепВ) 1	Пента1					2	0		
Пентавалентная вакцина ((А)КДС – Хиб – ГепВ) 2	Пента2					2	0		
Пентавалентная вакцина ((А)КДС – Хиб – ГепВ) 3	Пента3					2	0		

АКДС4	АКДС4					2	0			
Пневмококковая (конъюгированная) вакцина 1	ПКВ1					2	0			
Пневмококковая (конъюгированная) вакцина 2	ПКВ2					2	0			
Пневмококковая (конъюгированная) вакцина 3	ПКВ3					2	0			
Прививка 1 от ротавирусной инфекции	Рота1					2	0			
Прививка 2 от ротавирусной инфекции	Рота2					2	0			
Прививка 3 от ротавирусной инфекции	Рота3					2	0			
Прививка 1 от кори, краснухи и паротита	КПК1					2	0			
IM7. Проверьте IM6: все ли прививки (БЦЖ – КПК1) отмечены?		ДА.....	1	1 ⇒ IM28		НЕТ.....	2			
IM9. Помимо прививок, отмеченных в документе(ах), который(е) Вы мне показали, делали ли (<i>имя</i>) какие-нибудь другие прививки, в том числе в частных медицинских учреждениях?		ДА.....	1	2 ⇒ IM28		НЕТ.....	2			
		НЗ.....	8	8 ⇒ IM28						
IM10. Вернитесь к IM6 и распросите об этих прививках. <i>Проставьте число «66» в столбце «День», соответствующем каждой из введенных вакцин. Для каждой из не введенных вакцинаций внесите «00» в столбце «День».</i> <i>По завершении перейдите в конец модуля.</i>				⇒ IM28						
IM11. Делали ли (<i>имя</i>) какие-нибудь прививки с целью профилактики заболеваний, в том числе прививки в частных медицинских учреждениях?		ДА.....	1	2 ⇒ IM28		НЕТ.....	2			
		НЗ.....	8	8 ⇒ IM28						
IM14. Делали ли (<i>имя</i>) когда-нибудь прививку БЦЖ от туберкулеза, то есть инъекцию в предплечье или плечо, от которой обычно остается шрам?		ДА.....	1			НЕТ.....	2			
		НЗ.....	8							
IM15. Делали ли (<i>имя</i>) в первые 24 часа после рождения прививку от гепатита В, то есть инъекцию в наружную часть бедра, для профилактики гепатита?		ДА, В ПЕРВЫЕ 24 ЧАСА	1			ДА, НО НЕ В ПЕРВЫЕ 24 ЧАСА	2			
		НЕТ.....	3			НЗ.....	8			
IM16. Давали ли (<i>имя</i>) когда-нибудь вакцину в виде капель в рот для защиты от полиомиелита?		ДА.....	1	2 ⇒ IM20		НЕТ.....	2			
		НЗ.....	8	8 ⇒ IM20						

IM17. Получил ли ребенок первую вакцину от полиомиелита в течение двух недель после рождения?	ДА..... 1 НЕТ..... 2 НЗ..... 8	
IM18. Сколько раз давалась вакцина от полиомиелита?	ЧИСЛО РАЗ..... НЗ..... 8	
IM19. В любое время когда (<i>имя</i>) давали вакцину в виде капель от полиомиелита, делали ли ему/ей также инъекцию от полиомиелита? <i>Задайте уточняющие вопросы, чтобы убедиться, что ребенок получил и капли, и инъекцию.</i>	ДА..... 1 НЕТ..... 2 НЗ..... 8	
IM20. Вводили ли (<i>имя</i>) когда-нибудь пентавалентную вакцину, то есть инъекцию в бедро, для защиты от коклюша, дифтерии, столбняка, гепатита В и гемофильной инфекции типа b? <i>Поясните, что иногда пентавалентная вакцина дается одновременно с каплями от полиомиелита.</i>	ДА..... 1 НЕТ..... 2 НЗ..... 8	2 ⇒ IM22 8 ⇒ IM22
IM21. Сколько раз вводилась пентавалентная вакцина?	ЧИСЛО РАЗ..... НЗ..... 8	
IM22. Вводили ли (<i>имя</i>) когда-нибудь пневмококковую конъюгированную вакцину, то есть инъекцию для профилактики пневмококковой инфекции, в том числе ушных заболеваний и менингита, вызываемых пневмококком? <i>Поясните, что иногда пневмококковая конъюгированная вакцина вводится одновременно с пентавалентной вакциной.</i>	ДА..... 1 НЕТ..... 2 НЗ..... 8	2 ⇒ IM24 8 ⇒ IM24
IM23. Сколько раз вводилась пневмококковая вакцина?	ЧИСЛО РАЗ..... НЗ..... 8	
IM24. Делали ли (<i>имя</i>) когда-нибудь прививку от ротавирусной инфекции, то есть давали ли ему/ей выпить жидкость для профилактики диареи? <i>Поясните, что иногда прививка от ротавирусной инфекции делается одновременно с введением пентавалентной вакцины.</i>	ДА..... 1 НЕТ..... 2 НЗ..... 8	2 ⇒ IM26 8 ⇒ IM26
IM25. Сколько раз была сделана прививка от ротавирусной инфекции?	ЧИСЛО РАЗ..... НЗ..... 8	
IM26. Делалась ли (<i>имя</i>) когда-нибудь инъекция вакцины от кори, краснухи и паротита, то есть укол в руку в возрасте 12-месяцев или старше, для профилактики кори, краснухи и паротита?	ДА..... 1 НЕТ..... 2 НЗ..... 8	

<p>IM27A. Делалась ли (<i>имя</i>) когда-либо АКДС-4, то есть инъекция в бедро, для повышения (его/ее) иммунитета от дифтерии и столбняка? <i>Поясните, что первая ревакцинация (бустерная доза) от дифтерии и столбняка проводится одновременно с четвертой вакцинацией против полиомиелита.</i></p>	<p>ДА..... 1 НЕТ.....2 НЗ.....8</p>	
<p>IM28. Оформите ФОРМУ ВОПРОСНИКА ДЛЯ СБОРА В МЕДИЦИНСКОМ УЧРЕЖДЕНИИ ДАННЫХ О ВАКЦИНАЦИИ в отношении этого ребенка. Заполните Панель информации этого вопросника.</p>		

ЛЕЧЕНИЕ БОЛЕЗНЕЙ И УХОД		СА
<p>СА1. Была ли у (<i>имя</i>) в последние две недели диарея?</p>	<p>ДА..... 1 НЕТ..... 2 НЗ..... 8</p>	<p>2 ⇒СА14 8 ⇒СА14</p>
<p>СА2. Проверьте ВДЗ: ребенок все еще находится на грудном вскармливании?</p>	<p>ДА ИЛИ ПУСТА, ВДЗ=1 ИЛИ ПУСТА 1 НЕТ ИЛИ НЗ, ВДЗ=2 ИЛИ 8 2</p>	<p>1 ⇒СА3А 2 ⇒СА3В</p>
<p>СА3А. Мне хотелось бы знать, сколько жидкости давали пить (<i>имя</i>) во время диареи. Сюда включается грудное молоко, раствор для пероральной регидратации (РПР), т.е. Регидрон или ОРСА, и другие жидкости, даваемые с лекарством.</p> <p>Во время диареи давали ли (<i>имя</i>) пить меньше обычного, примерно столько же или больше обычного?</p> <p><i>Если меньше, уточните:</i> Давали ли ему/ей пить гораздо меньше или несколько меньше обычного?</p>	<p>ГОРАЗДО МЕНЬШЕ 1 НЕСКОЛЬКО МЕНЬШЕ 2 ПРИМЕРНО СТОЛЬКО ЖЕ 3 БОЛЬШЕ 4 НИЧЕГО НЕ ДАВАЛИ ПИТЬ 5 НЗ..... 8</p>	
<p>СА3В. Мне хотелось бы знать, сколько жидкости давали пить (<i>имя</i>) во время диареи. Сюда включается раствор для пероральной регидратации (РПР), т.е. Регидрон или ОРСА, и другие жидкости, даваемые с лекарством.</p> <p>Во время диареи давали ли (<i>имя</i>) пить меньше обычного, примерно столько же или больше обычного?</p> <p><i>Если меньше, уточните:</i> Давали ли ему/ей пить гораздо меньше или несколько меньше обычного?</p>		
<p>СА4. Давали ли (<i>имя</i>) во время диареи есть меньше обычного, примерно столько же, больше обычного или вообще ничего?</p> <p><i>Если меньше, уточните:</i> Давали ли ему/ей есть гораздо меньше или несколько меньше обычного?</p>	<p>ГОРАЗДО МЕНЬШЕ 1 НЕСКОЛЬКО МЕНЬШЕ 2 ПРИМЕРНО СТОЛЬКО ЖЕ 3 БОЛЬШЕ 4 ПЕРЕСТАЛ(А) ЕСТЬ..... 5 НИ РАЗУ НЕ ДАВАЛИ ЕСТЬ 7 НЗ..... 8</p>	
<p>СА5. Обращались ли Вы куда-либо за консультацией по поводу диареи или ее лечением?</p>	<p>ДА..... 1 НЕТ..... 2 НЗ..... 8</p>	<p>2 ⇒СА7 8 ⇒СА7</p>

<p>СА6. Куда Вы обращались за консультацией или лечением?</p> <p><i>Спросите:</i> Куда-либо еще?</p> <p><i>Внесите все упомянутые источники медицинской помощи, но <u>не</u> давайте никаких подсказок.</i></p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид источника помощи.</i></p> <p><i><u>Если Вы не можете определить принадлежность к государственному или частному сектору, внесите название источника, а затем отметьте «W» на то время, пока Вы не выяснили подходящую категорию для этого ответа.</u></i></p> <hr/> <p><i>(Название источника медицинской помощи)</i></p>	<p>ГОСУДАРСТВЕННЫЙ СЕКТОР ГОСУДАРСТВЕННАЯ БОЛЬНИЦА А УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА F ГОСУДАРСТВЕННАЯ АПТЕКА G ДРУГОЙ ГОСУДАРСТВЕННЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) Н</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР ЧАСТНАЯ БОЛЬНИЦА/КЛИНИКА I ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ J ЧАСТНАЯ АПТЕКА K ДРУГОЙ ЧАСТНЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) O</p> <p>НЗ, ГОСУДАРСТВЕННЫЙ ЛИ ИЛИ ЧАСТНЫЙ W</p> <p>ДРУГОЙ ИСТОЧНИК РОДСТВЕННИК(ЦА) / (ПО)ДРУГ(А) P МАГАЗИН/РЫНОК/УЛИЦА Q НАРОДНЫЙ ЦЕЛИТЕЛЬ R</p> <p>ДРУГОЕ (указать) X</p> <p>НЗ / НЕ ПОМНЮ Z</p>	
<p>СА7. Во время диареи давали ли (<i>имя</i>) пить что-либо из следующего:</p> <p>[A] жидкость, приготовленную на основе содержимого специального пакета под названием Регидрон?</p> <p>[B] расфасованный жидкий РПР для лечения диареи под названием ОРСА?</p> <p>[C] таблетки или сироп с цинком?</p> <p>[D] жидкость домашнего приготовления, такую как катык, айран, рисовый отвар, кипячёная вода, жидкая часть супа или сок?</p>	<p style="text-align: right;">Д Н НЗ</p> <p>ЖИДКОСТЬ, ПРИГОТОВЛЕННАЯ НА ОСНОВЕ СОДЕРЖИМОГО ПАКЕТА ПОД НАЗВАНИЕМ РЕГИДРОН 1 2 8</p> <p>РАСФАСОВАННЫЙ ЖИДКИЙ РПР ПОД НАЗВАНИЕМ ОРСА 1 2 8</p> <p>ТАБЛЕТКИ ИЛИ СИРОП С ЦИНКОМ 1 2 8</p> <p>ЖИДКОСТЬ ДОМАШНЕГО ПРИГОТОВЛЕНИЯ 1 2 8</p>	
<p>СА8. Проверьте СА7[A] и СА7[B]: ребенку давали какой-либо РПР?</p>	<p>«ДА», «ДА» В СА7[A] ИЛИ СА7[B] 1</p> <p>«НЕТ», «НЕТ» ИЛИ «НЗ» КАК В СА7[A], ТАК И В СА7[B] 2</p>	<p>2 ⇒ CA10</p>

<p>CA9. Где Вы получили (РПР, упомянутый в CA7[A] и/или CA7[B])?</p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид источника помощи.</i></p> <p><i>Если «Уже имелся дома», постарайтесь выяснить источник.</i></p> <p><u>Если Вы не можете определить принадлежность к государственному или частному сектору, внесите название источника, а затем отметьте «W» на то время, пока Вы не выяснили подходящую категорию для этого ответа.</u></p> <hr/> <p><i>(Название источника медицинской помощи)</i></p>	<p>ГОСУДАРСТВЕННЫЙ СЕКТОР ГОСУДАРСТВЕННАЯ БОЛЬНИЦА A УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА F ГОСУДАРСТВЕННАЯ АПТЕКА G ДРУГОЙ ГОСУДАРСТВЕННЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) _____ H</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР ЧАСТНАЯ БОЛЬНИЦА/КЛИНИКА I ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ J ЧАСТНАЯ АПТЕКА K ДРУГОЙ ЧАСТНЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) _____ O</p> <p>НЗ, ГОСУДАРСТВЕННЫЙ ЛИ ИЛИ ЧАСТНЫЙ W</p> <p>ДРУГОЙ ИСТОЧНИК РОДСТВЕННИК(ЦА) / (ПО)ДРУГ(А) P МАГАЗИН/РЫНОК/УЛИЦА Q НАРОДНЫЙ ЦЕЛИТЕЛЬ R</p> <p>ДРУГОЕ (указать) _____ X</p> <p>НЗ / НЕ ПОМНЮ Z</p>	
<p>CA10. Проверьте CA7[C]: давался ли цинк?</p>	<p>ДА, CA7[C]=1 1 НЕТ, CA7[C] ≠1 2</p>	<p>2 ⇔ CA12</p>

<p>CA11. Где Вы получили цинк?</p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид источника помощи.</i></p> <p><i>Если «Уже имелся дома», постарайтесь выяснить источник.</i></p> <p><i>Если Вы не можете определить принадлежность к государственному или частному сектору, внесите название источника, а затем отметьте «W» на то время, пока Вы не выяснили подходящую категорию для этого ответа.</i></p> <hr/> <p><i>(Название источника медицинской помощи)</i></p>	<p>ГОСУДАРСТВЕННЫЙ СЕКТОР ГОСУДАРСТВЕННАЯ БОЛЬНИЦА A УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА F ГОСУДАРСТВЕННАЯ АПТЕКА G ДРУГОЙ ГОСУДАРСТВЕННЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) H</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР ЧАСТНАЯ БОЛЬНИЦА/КЛИНИКА I ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ J ЧАСТНАЯ АПТЕКА K ДРУГОЙ ЧАСТНЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) O</p> <p>НЗ, ГОСУДАРСТВЕННЫЙ ЛИ ИЛИ ЧАСТНЫЙ W</p> <p>ДРУГОЙ ИСТОЧНИК РОДСТВЕННИК(ЦА) / (ПО)ДРУГ(А) P МАГАЗИН/РЫНОК/УЛИЦА Q НАРОДНЫЙ ЦЕЛИТЕЛЬ R</p> <p>ДРУГОЕ (указать) X</p> <p>НЗ / НЕ ПОМНЮ Z</p>	
<p>CA12. Давалось ли что-нибудь (еще) для лечения диарей?</p>	<p>ДА 1 НЕТ 2 НЗ 8</p>	<p>2 ⇒ CA14 8 ⇒ CA14</p>

<p>CA13. Что еще давалось для лечения диареи?</p> <p><i>Уточните:</i> Что-нибудь еще?</p> <p><i>Внесите все виды проведенного лечения.</i> <i>Внесите торговые названия всех упомянутых лекарственных препаратов.</i></p> <p>_____</p> <p style="text-align: center;">(Торговое название)</p> <p>_____</p> <p style="text-align: center;">(Торговое название)</p>	<p>ТАБЛЕТКИ ИЛИ СИРОП</p> <p>АНТИБИОТИК..... A</p> <p>АНТИПЕРСТАЛЬТИК (ПРОТИВОДИАРЕЙНОЕ СРЕДСТВО) ... B</p> <p>ДРУГИЕ ТАБЛЕТКИ ИЛИ СИРОП..... G</p> <p>НЕИЗВЕСТНЫЕ ТАБЛЕТКИ ИЛИ СИРОП..... H</p> <p>ИНЪЕКЦИИ</p> <p>АНТИБИОТИКА.....L</p> <p>НЕ-АНТИБИОТИКАM</p> <p>НЕИЗВЕСТНЫЕ ИНЪЕКЦИИ N</p> <p>ВНУТРИВЕННЫЕ СРЕДСТВА O</p> <p>ДОМАШНЕЕ СРЕДСТВО/ ТРАВОЛЕЧЕНИЕ Q</p> <p>ДРУГОЕ (<i>указать</i>) X</p>	
<p>CA14. В последние две недели была ли у (<i>имя</i>) высокая температура в какое-либо время?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>	
<p>CA16. В какое-либо время в последние две недели болел(а) ли (<i>имя</i>) какой-нибудь болезнью с кашлем?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>	
<p>CA17. В какое-либо время в последние две недели было ли у (<i>имя</i>) дыхание чаще обычного и с короткими быстрыми вдохами или было ли оно затрудненным?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>	<p>2 ⇨ CA19</p> <p>8 ⇨ CA19</p>
<p>CA18. Было ли учащенное или затрудненное дыхание связано с заболеванием органов грудной клетки или с заложенным носом/насморком?</p>	<p>ТОЛЬКО С ЗАБОЛЕВАНИЕМ ОРГАНОВ ГРУДНОЙ КЛЕТКИ 1</p> <p>ТОЛЬКО С ЗАЛОЖЕННЫМ НОСОМ ИЛИ НАСМОРКОМ..... 2</p> <p>ОБЕ ПРИЧИНЫ 3</p> <p>ДРУГОЕ (<i>указать</i>) 6</p> <p>НЗ..... 8</p>	<p>1 ⇨ CA20</p> <p>2 ⇨ CA20</p> <p>3 ⇨ CA20</p> <p>6 ⇨ CA20</p> <p>8 ⇨ CA20</p>
<p>CA19. Проверьте CA14: была ли высокая температура?</p>	<p>ДА, CA14=1 1</p> <p>НЕТ ИЛИ НЗ, CA14=2 ИЛИ 8 2</p>	<p>2 ⇨ CA30</p>
<p>CA20. Обращались ли Вы куда-либо за консультацией или лечением в связи с этой болезнью?</p>	<p>ДА..... 1</p> <p>НЕТ..... 2</p> <p>НЗ..... 8</p>	<p>2 ⇨ CA22</p> <p>8 ⇨ CA22</p>

<p>СА21. Куда Вы обращались за консультацией или лечением?</p> <p><i>Спросите: Куда-либо еще?</i></p> <p><i>Внесите все упомянутые источники медицинской помощи, но <u>не</u> давайте никаких подсказок.</i></p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид источника помощи.</i></p> <p><i><u>Если Вы не можете определить принадлежность к государственному или частному сектору, внесите название источника, а затем отметьте «W» на то время, пока Вы не выяснили подходящую категорию для этого ответа.</u></i></p> <hr/> <p><i>(Название источника медицинской помощи)</i></p>	<p>ГОСУДАРСТВЕННЫЙ СЕКТОР ГОСУДАРСТВЕННАЯ БОЛЬНИЦА A УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА) F ГОСУДАРСТВЕННАЯ АПТЕКА G ДРУГОЙ ГОСУДАРСТВЕННЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) _____ H</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР ЧАСТНАЯ БОЛЬНИЦА/КЛИНИКА I ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ J ЧАСТНАЯ АПТЕКА K ДРУГОЙ ЧАСТНЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) _____ O</p> <p>НЗ, ГОСУДАРСТВЕННЫЙ ЛИ ИЛИ ЧАСТНЫЙ W</p> <p>ДРУГОЙ ИСТОЧНИК РОДСТВЕННИК(ЦА) / (ПО)ДРУГ(А) P МАГАЗИН/РЫНОК/УЛИЦА Q НАРОДНЫЙ ЦЕЛИТЕЛЬ R</p> <p>ДРУГОЕ (указать) _____ X</p> <p>НЗ / НЕ ПОМНЮ Z</p>	
<p>СА22. В какое-либо время во время этой болезни давали ли (<i>имя</i>) какое-нибудь лекарство от нее?</p>	<p>ДА 1 НЕТ 2 НЗ 8</p>	<p>2 ⇨ СА30 8 ⇨ СА30</p>

<p>CA23. Какое лекарство давали (<i>имя</i>)?</p> <p><i>Уточните:</i> Еще какое-нибудь лекарство?</p> <p><i>Внесите коды всех лекарств, которые были даны ребенку.</i></p> <p><i>Если Вы не можете определить вид лекарства, внесите торговое название, а затем отметьте «W» на то время, пока Вы не выяснили подходящую категорию ответа.</i></p> <p>_____</p> <p style="text-align: center;">(Торговое название)</p> <p>_____</p> <p style="text-align: center;">(Торговое название)</p>	<p>АНТИБИОТИКИ</p> <p>АМОКСИЦИЛЛИНL</p> <p>КОТРИМОКСАЗОЛM</p> <p>ДРУГИЕ АНТИБИОТИКИ ТАБЛЕТКИ/СИРОП..... N</p> <p>ДРУГИЕ АНТИБИОТИКИ ИНЪЕКЦИИ/ВНУТРИВЕННО O</p> <p>ДРУГИЕ ПРЕПАРАТЫ</p> <p>ПАРАЦЕТАМОЛ/ПАНАДОЛ/ АЦЕТАМИНОФЕН R</p> <p>АСПИРИНS</p> <p>ИБУПРОФЕНT</p> <p>ВНЕСЕНО ТОЛЬКО ТОРГОВОЕ НАЗВАНИЕ W</p> <p>ДРУГОЕ (<i>указать</i>) _____ X</p> <p>НЗ.....Z</p>	
<p>CA24. Проверьте CA23: упомянуты ли антибиотики?</p>	<p>ДА, АНТИБИОТИКИ УПОМЯНУТЫ, CA23=L-O 1</p> <p>НЕТ, АНТИБИОТИКИ НЕ УПОМЯНУТЫ ... 2</p>	<p>2 ⇒CA30</p>

<p>СА25. Где Вы получили (<i>название препарата из СА23, коды L–O</i>)?</p> <p><i>Задавайте уточняющие вопросы, чтобы определить вид источника помощи.</i></p> <p><i>Если «Уже имелся дома», постарайтесь выяснить источник.</i></p> <p><u>Если Вы не можете определить принадлежность к государственному или частному сектору, внесите название источника, а затем укажите «W» на то время, пока Вы не выяснили подходящую категорию для этого ответа.</u></p> <hr/> <p><i>(Название источника медицинской помощи)</i></p>	<p>ГОСУДАРСТВЕННЫЙ СЕКТОР ГОСУДАРСТВЕННАЯ БОЛЬНИЦА А УЧРЕЖДЕНИЯ ПЕРВИЧНОЙ АМБУЛАТОРНОЙ ПОМОЩИ ТАКИЕ, КАК СЕЛЬСКИЙ ВРАЧЕБНЫЙ ПУНКТ, СЕЛЬСКАЯ СЕМЕЙНАЯ ПОЛИКЛИНИКА, СЕМЕЙНАЯ ПОЛИКЛИНИКА, КОНСУЛЬТАТИВНАЯ ПОЛИКЛИНИКА F ГОСУДАРСТВЕННАЯ АПТЕКА G ДРУГОЙ ГОСУДАРСТВЕННЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) _____ Н</p> <p>ЧАСТНЫЙ МЕДИЦИНСКИЙ СЕКТОР ЧАСТНАЯ БОЛЬНИЦА/КЛИНИКА I ЧАСТНОПРАКТИКУЮЩИЙ ВРАЧ J ЧАСТНАЯ АПТЕКА K ДРУГОЙ ЧАСТНЫЙ ИСТОЧНИК МЕДИЦИНСКОЙ ПОМОЩИ (указать) _____ O</p> <p>НЗ, ГОСУДАРСТВЕННЫЙ ЛИ ИЛИ ЧАСТНЫЙ W</p> <p>ДРУГОЙ ИСТОЧНИК РОДСТВЕННИК(ЦА) / (ПО)ДРУГ(А) P МАГАЗИН/РЫНОК/УЛИЦА Q НАРОДНЫЙ ЦЕЛИТЕЛЬ R</p> <p>ДРУГОЕ (указать) _____ X НЗ / НЕ ПОМНЮ Z</p>	
<p>СА30. Проверьте UB2: возраст ребенка:</p>	<p>0, 1 ИЛИ 2 ГОДА 1 3 ИЛИ 4 ГОДА 2</p>	<p>2 ⇒ Конец</p>
<p>СА31. В последний раз, когда у (<i>имя</i>) был стул, что было сделано для удаления фекалий?</p>	<p>РЕБЕНОК ПОЛЬЗОВАЛСЯ ТУАЛЕТОМ/УБОРНОЙ 01 ВЫБРОСИЛИ/СМЫЛИ В ТУАЛЕТ ИЛИ УБОРНУЮ 02 ВЫБРОСИЛИ/СМЫЛИ В КАНАЛИЗАЦИЮ ИЛИ КАНАВУ 03 ВЫБРОСИЛИ В МУСОР (ТВЕРДЫЕ ОТХОДЫ) 04 ЗАКОПАЛИ 05 ОСТАВИЛИ НА ОТКРЫТОМ МЕСТЕ 06</p> <p>ДРУГОЕ (указать) _____ 96</p> <p>НЗ 98</p>	

ОТНОШЕНИЕ К ВАКЦИНАЦИИ		AV
AVА. Проверка UF4: является ли данный респондент матерью или опекуном каких-либо других детей в возрасте до 5 лет?	ДА 1 НЕТ 2	2 ⇨ AV1
AVБ. Проверка UF4: предоставлял ли уже данный респондент ответы на нижеследующий модуль за другого ребенка?	ДА 1 НЕТ 2	1 ⇨ Конец
AV1. Знаете ли вы, куда нужно привести (<i>имя</i>) на вакцинацию?	ДА 1 НЕТ 2	
AV2. Вы лично приводили когда-нибудь (<i>имя</i>) на вакцинацию?	ДА 1 НЕТ 2	
AV3. Получил/а ли (<i>имя</i>) все вакцины, рекомендованные в Календаре профилактических прививок для (его/ее) возраста? Рекомендуемые вакцины-это те вакцины, которые педиатр или медсестра (<i>имя</i>) говорят, что ребенку их следует получить для своего возраста, исходя из графика, установленного органом общественного здравоохранения в стране.	ПОЛУЧИЛ/А ВСЕ ВАКЦИНЫ..... 1 ПОЛУЧИЛ/А БОЛЬШИНСТВО ВАКЦИН 2 ПОЛУЧИЛ/А НЕСКОЛЬКО ВАКЦИН 3 НЕ ПОЛУЧАЛ/А НИКАКИХ ВАКЦИН 4 НЗ 8	2 ⇨ AV5 3 ⇨ AV5 4 ⇨ AV5 8 ⇨ AV7
AV4. Получил/а ли <u>вовремя</u> (<i>имя</i>) все вакцины, рекомендованные для (его/ее) возраста согласно Календарю профилактических прививок? <i>Если вариант "нет":</i> вы бы сказали, что (<i>имя</i>), получил/а большую часть, несколько или вовсе не получил/а вакцины вовремя?	ПОЛУЧИЛ/А ВСЕ ВАКЦИНЫ ВОВРЕМЯ..... 1 БОЛЬШИНСТВО ВАКЦИН ВОВРЕМЯ 2 НЕСКОЛЬКО ВАКЦИН ВОВРЕМЯ 3 ВАКЦИНЫ ВОВРЕМЯ НЕ ПОЛУЧЕНЫ 4 НЗ 8	1 ⇨ AV7 2 ⇨ AV6 3 ⇨ AV6 4 ⇨ AV6 8 ⇨ AV7
AV5. Планируете ли вы отвезти (<i>имя</i>) на получение вакцин, рекомендованные для (его/ее) возраста, которые (он/ она) не получил/а вовремя?	ДА 1 НЕТ 2 НЗ 8	

<p>AV6. Существует несколько причин, объясняющих, почему некоторые дети получают вакцины поздно или не получают их вообще. Пожалуйста, укажите, является ли каждый из следующих вопросов причиной, объясняющей, почему (<i>имя</i>) не получил/а определенную рекомендованную вакцину или получил/а ее с опозданием?</p> <p>[A] был/а ли (<i>имя</i>) болен/больна или имел/а аллергию в то время, когда было необходимо ввести вакцину?</p> <p>[B] случалось ли так, что одна или несколько вакцин не были доступны в то время, когда (<i>имя</i>) должен/на был/а получить их?</p> <p>[C] было ли расстояние слишком велико, чтобы проделать долгий путь к месту, где (<i>имя</i>) необходимо сделать вакцинацию?</p> <p>[D] были ли вы заняты другими задачами в те дни, когда (<i>имя</i>) должен/на был/а получить вакцину (ы)?</p> <p>[E] Задерживали ли вы процесс или отвергали какую-либо вакцину(ы) для (<i>имя</i>), потому что вы хотели узнать больше о данных вакцинах?</p> <p>[F] была ли какая-либо другая причина, для объяснения, почему (<i>имя</i>) получил/а поздно или вообще не получал/а никакой вакцины/н?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>БОЛЕН/БОЛЬНА ИЛИ АЛЛЕРГИЯ 1 2 8</p> <p>ВАКЦИНЫ НЕ БЫЛИ ДОСТУПНЫ 1 2 8</p> <p>УДАЛЕННОСТЬ 1 2 8</p> <p>НЕКОГДА, ДРУГИЕ ПРИОРИТЕТЫ 1 2 8</p> <p>СОМНЕНИЯ ОТНОСИТЕЛЬНО ВАКЦИНАЦИИ 1 2 8</p> <p>ИНЫЕ ПРИЧИНЫ 1 2 8</p>	
<p>AV7. За кем в вашей семье, остаётся решающее слово о вакцинации (<i>имя</i>)?</p>	<p>ЛИШЬ ЗА МАТЕРЬЮ 1</p> <p>ЛИШЬ ЗА ОТЦОМ 2</p> <p>ЗА ОБОИМИ РОДИТЕЛЯМИ 3</p> <p>ЗА ДЕДУШКОЙ/БАБУШКОЙ 4</p> <p>ДРУГОЕ (<i>уточните</i>) 6</p> <p>НЗ 8</p>	
<p>AV8. Если бы пришло время (<i>имя</i>) сделать прививку, нужно было бы вам разрешение для того, чтобы отвезти вашего ребенка в медицинское учреждение?</p>	<p>ДА, НЕОБХОДИМО РАЗРЕШЕНИЕ 1</p> <p>НЕТ, РАЗРЕШЕНИЕ НЕ ТРЕБУЕТСЯ 2</p> <p>НЗ 8</p>	
<p>AV9. За последние 12 месяцев слышали ли вы что-нибудь или сталкивались ли вы с кем-нибудь, кто придерживался следующих мнений?</p> <p>[A] Против вакцинации детей?</p> <p>[B] За вакцинацию детей?</p> <p>[C] Говорят, что вакцины не являются безопасными?</p> <p>[D] Говорят, что вакцины безопасны?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>ПРОТИВ 1 2 8</p> <p>ЗА 1 2 8</p> <p>НЕБЕЗОПАСНЫ 1 2 8</p> <p>БЕЗОПАСНЫ 1 2 8</p>	

<p>AV10. Теперь я хотел/а бы, чтобы вы подумали, о том что семья, друзья и сообщество думают о вакцинах и вакцинации, и скажите мне, считаете ли вы, что:</p> <p>[A] большинство родителей, которых я знаю, сделали своим детям прививки всеми рекомендованными вакцинами?</p> <p>[B] большинство моих родных и друзей выступают за то, чтобы я сделал/а прививку (<i>имя</i>)?</p> <p>[C] главные религиозные деятели в моей махалле, выступают за то, чтобы я сделал/а прививку (<i>имя</i>)?</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>РОДИТЕЛИ ПОДДЕРЖИВАЮТ 1 2 8</p> <p>СЕМЬЯ/ДРУЗЬЯ ПОДДЕРЖИВАЮТ 1 2 8</p> <p>РЕЛИГИОЗНЫЕ ДЕЯТЕЛИ ПОДДЕРЖИВАЮТ 1 2 8</p>	
<p>AV11. Скажите, пожалуйста, считаете ли вы, что <u>ваши</u> религиозные или духовные убеждения <u>поощряют</u> вакцинацию вашего ребенка, <u>не поощряют</u> вакцинацию Вашего ребенка, или вы скажете, что это <u>не относится (не применимо)</u> к вам?</p>	<p>ПООЩРЯЮТ ВАКЦИНАЦИЮ 1</p> <p>НЕ ПООЩРЯЮТ ВАКЦИНАЦИЮ 2</p> <p>НЕ ПРИМЕНИМО 3</p> <p>НЗ 8</p>	
<p>AV12. Проверьте AV3 = 4 или 8: не получали ли вакцины вообще или НЗ?</p>	<p>ДА (AV3 = 4 ИЛИ AV3 = 8) 1</p> <p>НЕТ 2</p>	<p>1 ⇨ AV13A</p> <p>2 ⇨ AV13B</p>
<p>AV13A. Насколько Вы доверяете <u>медицинским работникам</u>, которые делают детям прививки?</p> <p>AV13B. Насколько Вы доверяете медицинским работникам, которые сделали (<i>имя</i>) ему/ей последнюю прививку?</p>	<p>ВООБЩЕ НЕ ДОВЕРЯЮ 1</p> <p>НЕ ОЧЕНЬ ДОВЕРЯЮ 2</p> <p>НЕМНОГО ДОВЕРЯЮ 3</p> <p>ОЧЕНЬ ДОВЕРЯЮ 4</p> <p>НЗ 8</p>	
<p>AV14. Рекомендовал ли когда-нибудь какой-либо <u>медицинский работник</u>, что (<i>имя</i>) должен/на быть привит/а?</p>	<p>ДА 1</p> <p>НЕТ 2</p>	
<p>AV15. В отношении медицинского учреждения такого, как семейная поликлиника, сельский врачебный пункт, сельская семейная поликлиника, где вы должны сделать прививку (<i>имя</i>), не могли бы вы сказать, соответствует ли действительности следующие ситуации?</p> <p>[A] Медицинское учреждение, где осуществляется вакцинация, находится слишком далеко</p> <p>[B] Время работы медицинского учреждения неудобное</p> <p>[C] Медицинское учреждение иногда уклоняется и отпускает людей без вакцинации</p> <p>[D] Ожидание в медицинском учреждении занимает слишком много времени</p>	<p style="text-align: right;">ДА НЕТ НЗ</p> <p>СЛИШКОМ ДАЛЕКО 1 2 8</p> <p>НЕУДОБНОЕ ВРЕМЯ 1 2 8</p> <p>УКЛОНЯЮТСЯ 1 2 8</p> <p>СЛИШКОМ ДОЛГО 1 2 8</p>	
<p>AV16. Насколько вакцинация доступна по цене для (<i>имя</i>)? Это включает в себя любые платежи в медицинском учреждении, стоимость проезда туда и стоимость отрыва от работы. Сказали бы вы: вообще не доступна, не очень доступна, немного доступна, очень доступна?</p>	<p>ВООБЩЕ НЕДОСТУПНА 1</p> <p>НЕ ОЧЕНЬ ДОСТУПНА 2</p> <p>НЕМНОГО ДОСТУПНА 3</p> <p>ОЧЕНЬ ДОСТУПНА 4</p> <p>НЗ 8</p>	

<p>AV17. Каков ваш <u>основной</u> источник информации для всего, что связано с вакцинацией для (<i>имя</i>)?</p>	<p>ВАШ ПЕДИАТР / МЕДСЕСТРА 1 ДРУЗЬЯ/СЕМЬЯ..... 2 РЕЛИГИОЗНАЯ ГРУППА / ДЕЯТЕЛЬ..... 3 ТЕЛЕВИДЕНИЕ/СМИ, ПРЕССА/РАДИО..... 4 ИНТЕРНЕТ/СОЦИАЛЬНЫЕ СЕТИ, ГУГЛ. 5</p> <p>ДРУГОЕ (<i>уточните</i>) _____ 6</p> <p>НЗ 8</p>																									
<p>AV18. Каков источник информации для всего, что связано с вакцинацией для (<i>имя</i>), которому вы <u>больше всего доверяете</u>?</p>	<p>ВАШ ПЕДИАТР / МЕДСЕСТРА 1 ДРУЗЬЯ/СЕМЬЯ..... 2 РЕЛИГИОЗНАЯ ГРУППА / ЛИДЕР 3 ТЕЛЕВИДЕНИЕ/СМИ, ПРЕССА/РАДИО..... 4 ИНТЕРНЕТ/СОЦИАЛЬНЫЕ СЕТИ, ГУГЛ. 5</p> <p>ДРУГОЕ (<i>уточните</i>) _____ 6</p> <p>НЗ 8</p>																									
<p>AV19. Теперь я хотел(а) бы поговорить о ваших взглядах на вакцины и вакцинацию. На каждый вопрос существует четыре возможных ответа: 1) вовсе не 2) не очень, 3) немного 4) очень. Итак, не могли бы вы мне сказать:</p> <p>[A] насколько важны вакцины для здоровья (<i>имя</i>)?</p> <p>[B] как вы думаете, насколько вакцинация детей защищает других людей в вашем сообществе от болезней?</p> <p>[C] как вы думаете, насколько безопасны вакцины для (<i>имя</i>)?</p>	<table border="0"> <thead> <tr> <th></th> <th>ВОЙСЕ НЕ</th> <th>НЕ ОЧЕНЬ</th> <th>НЕМНОГО</th> <th>ОЧЕНЬ</th> <th>НЗ</th> </tr> </thead> <tbody> <tr> <td>ВАЖНОСТЬ.....</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> </tr> <tr> <td>ЗАЩИТА.....</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> </tr> <tr> <td>БЕЗОПАСНОСТЬ.....</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> </tr> </tbody> </table>		ВОЙСЕ НЕ	НЕ ОЧЕНЬ	НЕМНОГО	ОЧЕНЬ	НЗ	ВАЖНОСТЬ.....	1	2	3	4	8	ЗАЩИТА.....	1	2	3	4	8	БЕЗОПАСНОСТЬ.....	1	2	3	4	8	
	ВОЙСЕ НЕ	НЕ ОЧЕНЬ	НЕМНОГО	ОЧЕНЬ	НЗ																					
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БЕЗОПАСНОСТЬ.....	1	2	3	4	8																					
<p>AV20. Как вы считаете, каковы основные преимущества (польза) вакцинации?</p> <p><i>Отметьте все относящиеся.</i></p> <p><i>"Вакцины не имеют никакой пользы" (категория Y) может быть отмечена только в том случае, если ни один из других вариантов категорий ответа не был отмечен.</i></p>	<p>ПРЕДОТВРАТИТЬ СМЕРТЬ ДЕТЕЙ A ПРОФИЛАКТИКА ЗАБОЛЕВАНИЙ ДЕТЕЙ B ПРОФИЛАКТИКА ИНВАЛИДНОСТИ ДЕТЕЙ C УКРЕПИТЬ ИМУНИТЕТ ПРОТИВ БОЛЕЗНЕЙ..... D ЭКОНОМИЧЕСКИ ЭФФЕКТИВНЫE УСТРАНИТЬ ЗАБОЛЕВАНИЯ F</p> <p>НЗ Z</p> <p>ДРУГОЕ (<i>уточните</i>) _____ X</p> <p>ВАКЦИНЫ НЕ ИМЕЮТ ПРЕИМУЩЕСТВ/ПОЛЬЗЫ Y</p>																									

<p>AV21. Насколько вы обеспокоены тем, что вакцинация может вызвать у вашего ребёнка серьёзную негативную реакцию?</p> <p><i>Уточните:</i> серьёзные негативные реакции - это реакции, требующие медицинского лечения или госпитализацию ребенка.</p>	<p>ВОВСЕ НЕ ОБЕСПОКОЕНЫ 1 НЕ ОЧЕНЬ ОБЕСПОКОЕНЫ 2 НЕМНОГО ОБЕСПОКОЕНЫ 3 КРАЙНЕ ОБЕСПОКОЕНЫ 4 НЗ 8</p>	
<p>AV22. Проверка AV2: респондент лично отвезил ребёнка на прививку?</p>	<p>ДА, AV2 = 1 1 НЕТ, AV2 = 2 2</p>	<p>2 ⇒ Конец</p>
<p>AV23. Отказывали ли Вам когда-нибудь, когда вы пытались сделать (<i>имя</i>) прививку в медицинском учреждении таком, как семейная поликлиника, сельский врачебный пункт, сельская семейная поликлиника?</p>	<p>ДА 1 НЕТ 2 НЗ 8</p>	
<p>AV24. Во время вашего прошлого визита в медицинском учреждении таком, как семейная поликлиника, сельский врачебный пункт, сельская семейная поликлиника, насколько Вы были удовлетворены качеством услуг по вакцинации? Сказали бы вы, что вы вообще не удовлетворены, не очень удовлетворены, немного удовлетворены или очень удовлетворены?</p>	<p>ВООБЩЕ НЕ УДОВЛЕТВОРЕНА 1 НЕ ОЧЕНЬ УДОВЛЕТВОРЕНА 2 НЕМНОГО УДОВЛЕТВОРЕНА 3 ОЧЕНЬ УДОВЛЕТВОРЕНА 4 НЗ 8</p>	
<p>AV25. Во время вашего последнего визита в медицинском учреждении таком, как семейная поликлиника, сельский врачебный пункт, сельская семейная поликлиника, насколько уважительно к вам отнеслись сотрудники, делающие вакцинацию? Сказали бы вы, что к вам отнеслись: вообще неуважительно, не очень уважительно, немного уважительно, очень уважительно или вариант ответа - не знаю</p>	<p>ВООБЩЕ НЕУВАЖИТЕЛЬНО 1 НЕ ОЧЕНЬ УВАЖИТЕЛЬНО 2 НЕМНОГО УВАЖИТЕЛЬНО 3 ОЧЕНЬ УВАЖИТЕЛЬНО 4 НЗ 8</p>	

UF11. <i>Внесите время.</i>	ЧАСЫ И МИНУТЫ :	
UF12. <i>Язык Вопросника.</i>	УЗБЕКСКИЙ.....2 РУССКИЙ3 КАРАКАЛПАКСКИЙ.....4	
UF13. <i>Язык, на котором проводился опрос.</i>	УЗБЕКСКИЙ.....2 РУССКИЙ3 КАРАКАЛПАКСКИЙ.....4 ДРУГОЙ ЯЗЫК (указать)6	
UF14. <i>Родной язык респондентки(та).</i>	УЗБЕКСКИЙ.....02 РУССКИЙ03 КАРАКАЛПАКСКИЙ.....04 ТАДЖИКСКИЙ.....05 КИРГИЗСКИЙ06 КАЗАХСКИЙ.....07 ТУРКМЕНСКИЙ.....08 ДРУГОЙ ЯЗЫК (указать)96	
UF15. <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	

UF16. 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.

Проверьте столбцы HL10 и HL20 ОПИСИ ДОМОХОЗЯЙСТВА в ВОПРОСНИКЕ ДОМОХОЗЯЙСТВА: является ли респондент(ка) матерью другого ребенка в возрасте 0–4 лет, проживающего в данном домохозяйстве, или лицом, осуществляющим за ним уход?

- 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).
- 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?
- 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).
- 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.

НАБЛЮДЕНИЯ ИНТЕРВЬЮЕРА

НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ

ПАНЕЛЬ ИНФОРМАЦИИ МОДУЛЯ «АНТРОПОМЕТРИЯ»		АН
АН1. Номер кластера: _____	АН2. Номер домохозяйства: _____	
АН3. Имя и номер строки ребенка: ИМЯ _____	АН4. Возраст ребенка из UB2: ВОЗРАСТ (В ПОЛНЫХ ГОДАХ)..... _____	
АН5. Имя и номер строки матери ребенка/имя и номер строки лица, осуществляющего за ним уход: ИМЯ _____	АН6. Имя и номер интервьюера: ИМЯ _____	

АНТРОПОМЕТРИЯ		
АН7. Имя и номер замерщика: ИМЯ _____		
АН8. Внесите результат измерения веса в точности так, как он объявлен замерщиком. Прочитайте замерщику внесенное и убедитесь, что он(а) проверил(а) Вашу запись.	КИЛОГРАММОВ (КГ) _____ , _____ РЕБЕНОК ОТСУТСТВУЕТ..... 99,3 РЕБЕНОК ОТКАЗАЛСЯ..... 99,4 РЕСПОНДЕНТ(КА) ОТКАЗАЛСЯ(ЛАСЬ).... 99,5 ДРУГОЕ (указать) _____ 99,6	99,3 ⇨АН13 99,4 ⇨АН10 99,5 ⇨АН10 99,6 ⇨АН10
АН9. Был ли ребенок максимально раздет?	ДА 1 НЕТ, РЕБЕНКА НЕВОЗМОЖНО БЫЛО МАКСИМАЛЬНО РАЗДЕТЬ 2	
АН10. Проверьте АН4: возраст ребенка:	0 ИЛИ 1 ГОД..... 1 2, 3 ИЛИ 4 ГОДА..... 2	1 ⇨АН11А 2 ⇨АН11В
АН11А. Возраст ребенка – менее 2 лет, поэтому измеряется длина тела (в положении лежа). Внесите результат измерения длины тела в точности так, как он объявлен замерщиком. Прочитайте замерщику внесенное и убедитесь, что он(а) проверил(а) Вашу запись. АН11В. Возраст ребенка – как минимум 2 года, поэтому измеряется рост (в положении стоя). Внесите результат измерения роста в точности так, как он объявлен замерщиком. Прочитайте замерщику внесенное и убедитесь, что он(а) проверил(а) Вашу запись.	ДЛИНА ТЕЛА/РОСТ (СМ) _____ , _____ РЕБЕНОК ОТКАЗАЛСЯ..... 999,4 РЕСПОНДЕНТ(КА) ОТКАЗАЛСЯ(ЛАСЬ).. 999,5 ДРУГОЕ (указать) _____ 999,6	999,4 ⇨АН13 999,5 ⇨АН13 999,6 ⇨АН13
АН12. Как фактически измеряли ребенка? Лежа или стоя?	ЛЕЖА 1 СТОЯ 2	
АН13. Дата проведения измерения: день/месяц/год: _____ / _____ / <u>2 0 2</u> _____		
АН14. Есть ли в домохозяйстве другой ребенок в возрасте до 5 лет, который подлежит обмериванию?	ДА 1 НЕТ 2	1 ⇨След. ребенок
АН15. 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»

ПАНЕЛЬ ИНФОРМАЦИИ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ

HF

Данная форма должна прилагаться к ВОПРОСНИКУ О ДЕТЯХ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ в отношении каждого ребенка.

HF1. Номер кластера: _____	HF2. Номер домохозяйства: _____
HF3. Фамилия, имя и номер строки ребенка: ИМЯ _____	HF4. Имя и номер строки матери ребенка/лица, осуществляющего за ним уход: ИМЯ _____
HF9. День, месяц и год рождения ребенка: <i>перенесите из UB1 модуля «СВЕДЕНИЯ О РЕБЕНКЕ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ» ВОПРОСНИКА О ДЕТЯХ В ВОЗРАСТЕ ДО ПЯТИ ЛЕТ.</i> _____ / _____ / <u>2 0</u> _____	HF6. Имя и номер интервьюера: ИМЯ _____

Прочтите следующий текст матери ребенка или лицу, осуществляющему за ним уход:

Как вам известно, данные о вакцинации ребенка обычно хранятся в клинике или другом медицинском учреждении, ответственном за вакцинацию ребенка в соответствии с регулярной программой вакцинации. В рамках этого обследования мы собираем информацию из карт/журналов прививок в клинике или медицинском учреждении, ответственном за вакцинацию ребенка, в дополнение к информации, которой вы только что поделились с нами. Вся собранная информация останется строго конфиденциальной и анонимной. Даёте ли Вы нам согласие на то, чтобы мы собрали информацию о вакцинации (**имя**) из карт/журналов прививок клиники или медицинского учреждения?

HF6A. Результат запроса о согласии на сбор информации о вакцинации ребёнка в медицинском учреждении:	СОГЛАСИЕ ДАНО01	
	В СОГЛАСИИ ОТКАЗАНО02	02 ⇒ HF15
	МАМА РЕБЁНКА/ЛИЦО, ОСУЩЕСТВЛЯЮЩЕЕ ЗА НИМ УХОД, ОТСУТСТВУЕТ ДОЛГОЕ ВРЕМЯ03	03 ⇒ HF15
	ДРУГОЕ (указать) _____ 06	06 ⇒ HF15

HF10. Чтобы иметь возможность собирать информацию из карт/журналов прививок в клинике или медицинском учреждении, нам нужна дополнительная информация. Не могли бы вы сказать мне: Полное имя и фамилию (имя)?	ИМЯ _____ ФАМИЛИЯ _____	
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HF10A. Можете ли вы сказать мне название и адрес медицинского учреждения, где хранятся записи о вакцинации (имя)?	НАЗВАНИЕ МЕДИЦИНСКОГО УЧРЕЖДЕНИЯ _____ АДРЕС _____ _____	
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HF5. <i>Имя и номер сотрудника, работающего на местах, осуществляющего запись в медицинском учреждении:</i> ИМЯ _____	HF7. <i>День/месяц/год посещения учреждения:</i> _____ / _____ / <u>2 0 2 1</u>		
HF10B. <i>Название медицинского учреждения:</i> НАЗВАНИЕ _____	HF8. <i>Внесите время:</i>	ЧАСЫ : МИНУТЫ ____ : ____	⇨HF11

HF15. <i>Результат посещения медицинского учреждения:</i>	ЗАПИСИ, ИМЕЮЩИЕСЯ В УЧРЕЖДЕНИИ, СКОПИРОВАНЫ.....01 НЕ СКОПИРОВАНЫ (указать) _____ 02 ЗАПИСЕЙ В УЧРЕЖДЕНИИ НЕТ (указать) _____ 03 ДРУГОЕ (указать) _____ 96
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ИММУНИЗАЦИЯ

HF

HF11. Внесите день, месяц и год рождения так, как они указаны в журналах / картах прививок: Карта профилактических прививок (Форма 63), Журнал учета прививок (Форма 64), Амбулаторная карта пациента (Форма 112), Паспорт иммунизации или выписка из частного медицинского учреждения:

___ / ___ / 20 ___

HF12.

(g) Перенесите даты всех прививок из карт.
(h) Проставьте число «44» в столбце «День», если в карте отмечено, что прививка сделана, но дата не указана.

ДАТА ИММУНИЗАЦИИ

ДЕНЬ МЕСЯЦ ГОД

Прививка БЦЖ	БЦЖ					2	0		
Прививка от гепатита В (сразу после рождения)	ГепВ0					2	0		
Прививка от полиомиелита (ОПВ) (сразу после рождения)	ОПВ0					2	0		
Прививка 1 от полиомиелита (ОПВ)	ОПВ1					2	0		
Прививка 2 от полиомиелита (ОПВ)	ОПВ2					2	0		
Прививка 3 от полиомиелита (ОПВ)	ОПВ3					2	0		
Прививка 4 от полиомиелита (ОПВ)	ОПВ4					2	0		
Прививка от полиомиелита (ИПВ):	ИПВ					2	0		
Пентавалентная вакцина ((А)КДС – Хиб + ГепВ) 1	Пента1					2	0		
Пентавалентная вакцина ((А)КДС – Хиб + ГепВ) 2	Пента2					2	0		
Пентавалентная вакцина ((А)КДС – Хиб + ГепВ) 3	Пента3					2	0		
АКДС4	АКДС4					2	0		
Пневмококковая (конъюгированная) вакцина 1	ПКВ1					2	0		
Пневмококковая (конъюгированная) вакцина 2	ПКВ2					2	0		
Пневмококковая (конъюгированная) вакцина 3	ПКВ3					2	0		
Прививка 1 от ротавирусной инфекции	Рота1					2	0		
Прививка 2 от ротавирусной инфекции	Рота2					2	0		
Прививка 3 от ротавирусной инфекции	Рота3					2	0		
Прививка 1 от кори, краснухи и паротита	КПК1					2	0		

HF13. Для каждой незаписанной вакцинации внесите «00» в столбце «День».

HF14. Внесите время.

ЧАСЫ И МИНУТЫ..... : ____

⇒HF15

НАБЛЮДЕНИЯ СБОРЩИКА ДАННЫХ

НАБЛЮДЕНИЯ РУКОВОДИТЕЛЯ

УЙ ХЎЖАЛИГИ ҲАҚИДА МАЪЛУМОТ

НН

НН1. Кластер рақами: _____		НН2. Уй хўжалигининг рақами: _____	
НН3. Интервьюернинг исми ва рақами: ИСМИ _____		НН4. Супервайзернинг исми ва рақами: ИСМИ _____	
НН5. Интервью ўтказилган кун / ой / йил: _____ / _____ / <u>202</u> _____		НН7. ҲУДУД: ҚОРАҚАЛПОҒИСТОН РЕСПУБЛИКАСИ 01 АНДИЖОН ВИЛОЯТИ 02 БУХОРО ВИЛОЯТИ 03 ЖИЗЗАХ ВИЛОЯТИ 04 ҚАШҚАДАРЁ ВИЛОЯТИ 05 НАВОЙ ВИЛОЯТИ 06 НАМАНГАН ВИЛОЯТИ 07 САМАРҚАНД ВИЛОЯТИ 08 СУРХОНДАРЁ ВИЛОЯТИ 09 СИРДАРЁ ВИЛОЯТИ 10 ТОШКЕНТ ВИЛОЯТИ 11 ФАРҒОНА ВИЛОЯТИ 12 ХОРАЗМ ВИЛОЯТИ 13 ТОШКЕНТ ШАҲРИ 14	
НН6. ҲУДУД:	ШАҲАР 1 ҚИШЛОҚ 2		

Давом эттиришдан олдин текшириб кўринг: респондент мазкур уй хўжалигининг ҳолати тўғрисида хабардор аъзоси ва у камида 18 ёшда. 15-17 ёшлар орасидаги вояга етмаганларни фақат уй хўжалигида биронта балозатга етган уй хўжалиги аъзоси бўлмаса ёки бундай уй хўжалиги аъзоларининг ҳаммаси лаёқатсиз бўлсагина интервью қилиши мумкин. Сиз 15 ёшга тўлмаган болани интервью қилишингиз мумкин эмас.

НН11. Вақт қайди.

СОАТ : ДАҚИҚАЛАР

_____ : _____

НН12. Ассалому алайкум. Менинг исмим (**исмингиз**). Биз Ўзбекистон Республикаси Давлат статистика қўмитасиданмиз. Биз болалар, оилалар ва уй хўжаликларининг ҳолати бўйича сўров олиб бормоқдамиз. Мен сиз билан ана шу мавзулар юзасидан суҳбатлашмоқчи эдим. Ушбу интервью одатда 30 дақиқага яқин вақт олади. Уни кетидан яна сиз билан ёки уй хўжалигининг бошқа аъзолари билан алоҳида интервью ўтказишни сўрашим мумкин. Биз йиғадиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, марҳамат қилиб менга мурожаат қилинг. Агар ушбу сўров бўйича саволларингиз бўлса, биз Ўзбекистон Республикаси Давлат статистика қўмитасининг масъул ходимининг боғланиш учун маълумотларини тақдим этамиз. Энди, бошласам бўладими?

ҲА 1

ЙЎҚ / СЎРАЛМАДИ 2

1 ⇒ УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ

2 ⇒ НН46

НН46. Уй хўжалиги саволномаси натижалари: Саволнома яқунланмади” турдаги ҳар қандай натижани Раҳбарингиз билан муҳокама қилинг.	ЯКУНЛАНДИ 01
	ТАШРИФ БУЮРГАН ВАҚТДА УЙ ХЎЖАЛИГИ АЪЗОЛАРИ ЁКИ САЛОҲИЯТЛИ РЕСПОНДЕНТЛАР МАВЖУД ЭМАС 02
	УЙ ХЎЖАЛИГИНИНГ БАРЧА АЪЗОЛАРИ УЗОҚ ВАҚТДАН БЕРИ ЙЎҚ 03
	ИНТЕРВЬЮ БЕРИШДАН БОШ ТОРТИЛДИ 04
	УЙ-ЖОЙ БЎШ ЁТИБДИ/ОДАМЛАР ЯШАМАЙДИГАН БИНО 05
	УЙ-ЖОЙ БУЗИБ ТАШЛАНГАН 06
	УЙ-ЖОЙ ТОПИЛМАДИ 07
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НН47. Уй хўжалиги саволномасига жавоб берган респондентнинг исми ва унинг қатор рақами:

ИСМИ _____

УЙ ХЎЖАЛИГИ АЪЗОЛАРИ

15-49 ЁШДА БЎЛГАН АЁЛЛАР

5 ЁШГАЧА БЎЛГАН БОЛАЛАР СОНИ

5-17 ЁШГАЧА БЎЛГАН БОЛАЛАР СОНИ

“Уй хўжалиги саволномаси” яқунлангач тўлдирилсин

УМУМИЙ СОНИ

НН48 _____**НН49** _____**НН51** _____**НН52** _____

Барча саволномалар яқунлангач тўлдирилсин

ЯКУНЛАНГАНЛАР СОНИ

НН53 _____**НН55** _____**НН56** НОЛЬ 0
БИР 1

УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ

HL

Даставвал, уй хўжалигининг барча аъзолари бўйича вертикал HL2-HL4 устунларни тўлдириб чиқинг ва буни уй хўжалиги бошлигидан бошланг. HL2-HL4 устунлар уй хўжалигининг барча аъзолари бўйича тўлдирилгач, бошқа аъзолар ҳам мавжудлигини текшириб кўринг: Уй хўжалигининг ҳозир уйда бўлмаган аъзолари, бирон чақалоқ ёки кичкина болалар ёки бир оилага мансуб бўлмаган (масалан хизматкорлар, дўстлар), лекин одатда ушбу уй хўжалигида яшайдиган бошқа инсонлар. Шундан сўнг уй хўжалигининг ҳар бир аъзоси тўғрисида **бирма-бир HL5-HL20 саволларни беринг. Агар қўшимча саволнома бланкаси қўлланилса, ушбу катакни белгиланг:**

HL1. Қатор рақами	HL2. Аввал, марҳамат килиб менга уй хўжалигининг бошлигидан бошлаб, одатда ушбу уй хўжалигида яшайдиган ҳар бир инсоннинг исмини айтиб беринг. Уй хўжалигида яна бошқа инсонлар яшаши билан қизиқиб кўринг.	HL3. (Исми)нинг (уй хўжалиги бошлигининг исми)га қандай алоқаси бор?	HL4. (Исми) эркакми ёки аёлми? 1 ЭРКАК 2 АЁЛ	HL5. (Исми)нинг туғилган санаси? 98 БМ 9998 БМ	HL6. (Исми) неча ёшда? Ёшнинг тўлиқ йиллар ҳисобида ёзинг. Агар ёши 95га ёки ундан каттароқ бўлса, '95' ёзинг	HL8. Агар аёлниг ёши 15-49 ёшда бўлса, қатор рақамини қайд этинг.	HL10. Агар ёши 0-4 ёшда бўлса, қатор рақамини қайд этинг.	HL11. Ёши 0-17 ми? 1 ХА 2 ЙЎҚ Кейинги қатор	HL12. (Исми)нинг биологик (туққан) онаси ҳаётми? 1 ХА 2 ЙЎҚ HL16 8 БМ HL16	HL13. (Исми)нинг туққан онаси ушбу уй хўжалигида яшайдими? 1 ХА 2 ЙЎҚ HL15	HL14. Онанинг қатор рақамини қайд этинг ва HL16 саволга ўтинг.	HL15. (Исми)нинг туққан онаси каерда яшайди? 1 ҲОРИЖДА 2 ШУ ХУДУДДАГИ БОШҚА УЙ ХЎЖАЛИГИДА 3 БОШҚА ХУДУДДАГИ БОШҚА УЙ ХЎЖАЛИГИДА 4 УШБУ МАМЛАКАТДАГИ И МУАССАСАДА 8 БМ	HL16. (Исми)нинг биологик отаси ҳаётми? 1 ХА 2 ЙЎҚ HL20 8 БМ HL20	HL17. (Исми)нинг биологик отаси ушбу уй хўжалигида яшайдими? 1 ХА 2 ЙЎҚ HL19	HL18. Отанинг қатор рақамини қайд этинг ва HL20 саволга ўтинг.	HL19. (Исми)нинг биологик отаси каерда яшайди? 1 ҲОРИЖДА 2 ШУ ХУДУДДАГИ БОШҚА УЙ ХЎЖАЛИГИДА 3 БОШҚА ХУДУДДАГИ БОШҚА УЙ ХЎЖАЛИГИДА 4 УШБУ МАМЛАКАТДАГИ И МУАССАСАДА 8 БМ	HL20. HL14 устундан онанинг қатор рақамини кўчириб ёзинг. Агар устун бўи бўлса, ушбу саволни беринг: (Исми)нинг асосий парваришловчиси ким? Агар 15-17 ёшли бола учун асабов "ҳеч ким" бўлса, '90' ёзинг.	
ҚАТОР	ИСМИ	АЛОҚАСИ*	Э А	ОЙ	ЙИЛ	ЁШИ	W 15-49	0-4	Х Й	Х Й БМ	Х Й	ОНА		Х Й БМ	Х Й	ОТА		
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
Кодлари: уй хўжалиг бошлиги алоқаси: 01 УЙ ХЎЖАЛИГИ БОШЛИГИ
02 ТУРМУШ ЎРТОҒИ / ШЕРИГИ
03 ЎҒЛИ / ҚИЗИ
04 КУЁВИ / КЕЛИНИ
05 НАБИРАСИ
06 ОТА/ОНАСИ
07 ҚАЙНОТА/ҚАЙНОНАСИ
08 АКА/УКА/ОПА/СИНГЛИСИ
09 ҚАЙН АКА /УКА / ҚАЙН ОПА/СИНГЛИСИ
10 АМАКИ/ТОҒА / АММА/ХОЛАСИ
11 ЖИЯНИ
12 БОШҚА ҚАРИНДОШИ
13 БОҚИБ ОЛИНГАН ТУТИНГАН / ЎҒАЙ ФАРЗАНДИ
14 ХИЗМАТКОРИ (БИРГА ЯШОВЧИ)
96 БОШҚА (АЛОҚАСИ ЙЎҚ)
98 БМ (БИЛМАЙМАН)

ТАЪЛИМ 1											ED									
ED1. Қатор рақами	ED2. Исми ва ёши Қуйидаги қаторларга <u>ва</u> модулниг кейинги саҳифасига уй хўжалигини <u>барча</u> аъзоларининг исмлари ва ёшларини HL2 ва HL6 устунлардан кўчириб ёзинг	ED3. Ёши 3 ёки ундан юқоридами? 1 ҲА 2 ЙЎҚ √ Кейинги қатор	ED4. (Исми) қачондир ўқув ёки мактабгача муассасасига борганми? 1 ҲА 2 ЙЎҚ √ Кейинги қатор	ED5. (Исми) қачон бўлса ҳам қатнаган энг юқори таълим босқичи ва энг юқори синфи/курси қандай бўлган? БОСҚИЧ: 0 МАКТАБГАЧА √ ED7 1 БОШЛАНҒИЧ 2 ЎРТА 3 ЎРТА МАХСУС КАСБ-ХУНАР ТАЪЛИМИ 4 ОЛИЙ ЎҚУВ ЮРТИ 8 БМ	ED6. (Исми) Ўша (синф/курс)ни қачон бўлса ҳам <u>тамомлаганми</u> ? 1 ҲА 2 ЙЎҚ 8 БМ	ED7. Ёши 3-24 дами? 1 ҲА 2 ЙЎҚ √ Кейинги қатор	ED8. ED4ни текширинг: Қачондир ўқув ёки мактабгача муассасасига борганми? 1 ҲА 2 ЙЎҚ √ Кейинги қатор													
ҚАТОР	ИСМИ	ЁШИ	ҲА	ЙЎҚ	ҲА	ЙЎҚ	БОСҚИЧ				СИНФ/КУРС	Ҳ	Й	БМ	ҲА	ЙЎҚ	ҲА	ЙЎҚ		
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

ТАЪЛИМ 2												ED
ED1. Қатор рақами	ED2. Исми ва ёши	ED9. Жорий 2020/2021 ўқув йилининг бирон қисмида (исми) биронта ўқув ёки мактабгача муассасасига борганми? 1 ҲА 2 ЙЎҚ ED15	ED10. Жорий 2020/2021 ўқув йилида (исми) қандай таълим босқичига ва қайси синф/курсга қатнамоқда? БОСҚИЧ: 0 МАКТАБГАЧА ED15 1 БОШЛАНҒИЧ 2 УМУМИЙ ЎРТА 3 ЎРТА МАХСУС КАСБ-ХУНАР 4 ОЛИЙ 8 БМ	СИНФ(ГУРУХ)/КУРС: 98 БМ	ED11. У давлат таълим муассасасига қатнайдими? Агар “Ҳа” бўлса, ‘1’ни белгиланг. Агар “Йўқ” бўлса, таълим муассасасини ким назорат қилиши ва бошқаришини аниқлашга ҳаракат қилиб кўринг. 1 ДАВЛАТ 2 ДИНИЙ 3 ХУСУСИЙ 6 БОШҚА 8 БМ	ED12. Жорий 2020/2021 ўқув йилида (исми) ўқиш тўловлари учун ёрдам олдими? Агар «Ҳа» бўлса, ёрдам унинг ўз оиласи, қариндошлари, дўстлари ёки кўшиқларидан бўлмаганлигига ишонч ҳосил қилишига ҳаракат қилиб кўринг. 1 ҲА 2 ЙЎҚ ED14 8 БМ ED14	ED13. Ким ўқиш тўловлари учун ёрдам кўрсатди? Айтилган барчаларини қайд этинг. А давлат В диний С хусусий Х бошқа Z БМ	ED14. Жорий 2020/2021 ўқув йилида (исми) пайабзал, машқ китоблари, дафтарлар, мактаб формаси ёки бошқа ўқув анжомларини сотиб олиш учун пул ёки моддий ёрдам олдими? Агар «Ҳа» бўлса, ёрдам унинг ўз оиласи, қариндошлари, дўстлари ёки кўшиқларидан бўлмаганлигига ишонч ҳосил қилишига ҳаракат қилиб кўринг. 1 ҲА 2 ЙЎҚ 8 БМ	ED15. Ўтган 2019/2020 ўқув йилининг бирон вақтида (исм) ўқув ёки мактабгача муассасасига бордими? 1 ҲА 2 ЙЎҚ ED15 8 БМ ED15 Кейинги қатор Кейинги қатор	ED16. Ўтган 2019/2020 ўқув йилида (исми) қандай таълим босқичига ва қайси курс/синфга борган? БОСҚИЧ: 0 МАКТАБГАЧА ED15 Кейинги қатор 1 БОШЛАНҒИЧ 2 УМУМИЙ ЎРТА 3 ЎРТА МАХСУС КАСБ-ХУНАР 4 ОЛИЙ 8 БМ	СИНФ/КУРС: 98 БМ	
ҚАТОР	ИСМ	ЁШИ	ҲА ЙЎҚ	БОСҚИЧ	СИНФ/КУРС	МУАССАСА	ҲА ЙЎҚ БМ	ТЎЛОВ	ҲА ЙЎҚ БМ	ҲА ЙЎҚ БМ	БОСҚИЧ	СИНФ/КУРС
01		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
02		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
03		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
04		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
05		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
06		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
07		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
08		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
09		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
10		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
11		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
12		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
13		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
14		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
15		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___

УЙ ХЎЖАЛИГИНИНГ ТАВСИФИ

НС

<p>НС1В. (HL2 қатордан уй хўжалиги бошлизининг исми)нинг она тили қайси тил?</p>	<p>ЎЗБЕК01 РУС02 ҚОРАҚАЛПОҚ03 ТОЖИК04 ҚИРҒИЗ.....05 ҚОЗОҚ.....06 ТУРКМАН07</p> <p>БОШҚА ТИЛ (таърифланг) _____ 96</p>	
<p>НС3. Ушбу уй хўжалиги аъзолари одатда нечта хонадан ухлаш учун фойдаланадилар?</p>	<p>ХОНАЛАР СОНИ__ __</p>	
<p>НС4. Уйдаги полнинг асосий материали.</p> <p><i>Кузатувларингизни ёзиб олинг.</i></p> <p><i>Агар бевосита кузатишнинг иложи бўлмаса, респондентдан уйнинг поли ясалган материални аниқлаб беришини сўранг.</i></p>	<p>ТАБИЙ МАТЕРИАЛЛАРДАН ЯСАЛГАН ПОЛ ТУПРОҚ / ҚУМ11</p> <p>ОДДИЙ ПОЛ ЁҒОЧ ТАХТАЛАР21</p> <p>ИШЛОВ БЕРИЛГАН ПОЛ ПАРКЕТ ЁКИ СИЛЛИҚЛАНГАН ЁҒОЧ ...31 ВИНИЛ/ЛИНОЛЕУМ ЁКИ БИТУМ32 СОПОЛ ПЛИТКА (КАФЕЛЬ).....33 ЦЕМЕНТ/БЕТОН34 ГИЛАМ ҚОПЛАМАСИ.....35</p> <p>БОШҚА (таърифланг) _____ 96</p>	
<p>НС5. Томнинг асосий материали.</p> <p><i>Кузатувларингизни ёзиб олинг.</i></p>	<p>ТАБИЙ МАТЕРИАЛЛАРДАН ИШЛАНГАН ТОМ ПОХОЛ СОМОН.....12 ИШЛОВ БЕРИЛГАН СОМОНЛИ ЛОЙ/ЛЎМБОЗ14</p> <p>ОДДИЙ ТОМ ЁҒОЧ ТАХТАЛАР23 ЮМШОҚ ТОМ/РУБЕРОИД25</p> <p>ИШЛОВ БЕРИЛГАН ТОМ МЕТАЛЛ/МЕТАЛ ЧЕРЕПИЦА31 ЁҒОЧ.....32 КЕРАМИК ЧЕРЕПИЦА/ПЛИТКА34 ЦЕМЕНТ/БЕТОН35 ШИФЕР/ЦЕМЕНТ ОДУЛИНИ37</p> <p>БОШҚА (таърифланг) _____ 96</p>	

<p>НС6. Ташиқи деворларнинг асосий материали.</p> <p><i>Кузатувларингизни ёзиб олинг.</i></p>	<p>ТАБИЙ ДЕВОРЛАР ЛОЙНИ УЗИ13</p> <p>ОДИЙ ДЕВОРЛАР ТОШ ВА ЛОЙ.....22 ГУВАЛА.....23 ФАНЕРА24 ИККИЛАМЧИ ИШЛАТИЛГАН ЁҒОЧ.....26</p> <p>ИШЛОВ БЕРИЛГАН ДЕВОРЛАР ЦЕМЕНТ31 ОҶАК/ЦЕМЕНТ БИЛАН ТОШ32 ЦЕМЕНТ БЛОКЛАР34 ЁҒОЧЛИ ҚОПЛАМА / РЕЗГИ ТАХТА36 ЁҒОЧЛИ КАРКАС ВА ЛОЙ/СИНЧ37 ХОМ ҒИШТ38 ПИШИҚ ҒИШТ39</p> <p>ИШЛОВ БЕРИЛГАН СОМОНЛИ ЛОЙ/ПАХСА40 КЎПИКЛИ БЛОК.....41 ШТУКАТУРКА/АЛЕБАСТР.....42 ТРАВЕРТИН.....43 МАРМАР ПЛИТКАЛАР44</p> <p>БОШҚА (<i>таърифланг</i>) 96</p>	
<p>НС7. Уй хўжалигингиз қуйдагиларга эгами:</p> <p>[A] симли уй телефони (домашний)?</p> <p>[B] радио?</p> <p>[C] сервант?</p> <p>[D] хонтахта?</p> <p>[E] мехмонлар хонаси столи?</p> <p>[F] кийимлар учун шкаф?</p> <p>[G] кровать?</p> <p>[H] диван?</p> <p>[I] механик тикув машинаси?</p>	<p style="text-align: right;">ҲА ЙЎҚ</p> <p>УЙ ТЕЛЕФОНИ (СИМЛИ) 1 2</p> <p>РАДИО 1 2</p> <p>СЕРВАНТ..... 1 2</p> <p>ХОНТАХТА..... 1 2</p> <p>МЕХМОНЛАР ХОНАСИ СТОЛИ 1 2</p> <p>КИЙИМЛАР УЧУН ШКАФ 1 2</p> <p>КРОВАТЬ..... 1 2</p> <p>ДИВАН..... 1 2</p> <p>МЕХАНИК ТИКУВ МАШИНАСИ..... 1 2</p>	
<p>НС8. Уй хўжалигингизда электр токи борми?</p>	<p>ҲА, ЭЛЕКТР ТАРМОҒИГА УЛАНГАН1</p> <p>ҲА, АЛОҶИДА (ГЕНЕРАТОР/АЛОҶИДА ТИЗИМ).....2</p> <p>ЙЎҚ3</p>	<p>3 ⇒ НС10</p>

<p>НС9. Уй хўжалигингизда куйидагилар борми:</p> <p>[A] телевизор?</p> <p>[B] совутгич (холодильник)?</p> <p>[C] вентилятор?</p> <p>[D] кир ювиш машинаси?</p> <p>[E] микротўлқинли печ?</p> <p>[F] кондиционер?</p> <p>[G] чанг ютгич?</p> <p>[G] DVD плеер?</p> <p>[G] электр тикув машинаси?</p>	<p style="text-align: right;">ҲАЙЎҚ</p> <p>ТЕЛЕВИЗОР 1 2</p> <p>СОВУТГИЧ 1 2</p> <p>ВЕНТИЛЯТОР..... 1 2</p> <p>КИР ЮВИШ МАШИНАСИ..... 1 2</p> <p>МИКРОТЎЛҚИНЛИ ПЕЧ..... 1 2</p> <p>КОНДИЦИОНЕР 1 2</p> <p>ЧАНГ ЮТГИЧ..... 1 2</p> <p>DVD ПЛЕЕР 1 2</p> <p>ЭЛЕКТР ТИКУВ МАШИНАСИ..... 1 2</p>	
<p>НС10. Уй хўжалигингиз аъзоларининг биронтаси куйидагиларга эгами:</p> <p>[A] қўл соати?</p> <p>[B] велосипед?</p> <p>[C] мотоцикл ёки мотороллер?</p> <p>[D] хайвонга қўшиладиган арава?</p> <p>[E] енгил автомобиль?</p> <p>[F] моторли қайиқ?</p> <p>[G] юк машинаси / автофургон?</p> <p>[I] трактор?</p>	<p style="text-align: right;">ҲАЙЎҚ</p> <p>ҚЎЛ СОАТИ..... 1 2</p> <p>ВЕЛОСИПЕД 1 2</p> <p>МОТОЦИКЛ ЁКИ МОТОРОЛЛЕР 1 2</p> <p>ҲАЙВОНГА ҚЎШИЛАДИГАН АРАВА 1 2</p> <p>ЕНГИЛ АВТОМОБИЛ 1 2</p> <p>МОТОРЛИ ҚАЙИҚ 1 2</p> <p>ЮК МАШИНАСИ/ АВТОФУРГОН 1 2</p> <p>ТРАКТОР 1 2</p>	
<p>НС11. Уй хўжалигингиз аъзоларининг биронтасида компьютер ёки планшет борми?</p>	<p>ҲА1</p> <p>ЙЎҚ2</p>	
<p>НС12. Уй хўжалигингиз аъзоларининг биронтасида мобил телефон борми?</p>	<p>ҲА1</p> <p>ЙЎҚ2</p>	
<p>НС13. Уй хўжалигингизнинг уйда туриб интернетдан фойдаланиш имкони борми?</p>	<p>ҲА1</p> <p>ЙЎҚ2</p>	
<p>НС14. Сиз ёки ушбу уй хўжалигида яшовчи бирон киши шу уйга эгалик ҳуқуқига эгами?</p> <p><i>Агар «Йўқ» бўлса, сўранг: Сиз ушбу уйни мазкур уй хўжалигида яшамайдиган бирон кишидан ижарага олиб турибсизми?</i></p> <p><i>Агар “Бошқа кишидан ижарага олинган” бўлса, “2”ни белгилаб қўйинг. Бошқа жавоблар берилганда “6”ни белгилаб ва таърифини ёзинг.</i></p>	<p>ШАХСИЙ.....1</p> <p>ИЖАРА2</p> <p>БОШҚА (таърифланг) _____ 6</p>	

<p>НС15. Ушбу уй хўжалиги аъзоларининг биронтаси кишлоқ хўжалик мақсадларида қўлланилиши мумкин бўлган ер майдонларига эгалик қиладими?</p>	<p>ҲА1 ЙЎҚ2</p>	<p>2⇒НС17</p>
<p>НС16. Ушбу уй хўжалигининг аъзолари неча гектар кишлоқ хўжалик майдонларига эгалик қиладилар?</p> <p><i>Агар 1 гектар ёки кўпроқ бўлса, '1'ни белгиланг ва неча гектарларлигини ёзинг.</i></p> <p><i>Агар 95 гектар ёки кўпроқ бўлса, '1'ни белгиланг ва '95' рақамни гектарларда ёзинг.</i></p> <p><i>Агар 1 гектардан кам бўлса, сўранг: «Неча сотих?», '2'ни белгиланг ва неча сотихлигини ёзинг.</i></p> <p><i>Агар 1 сотихдан кам бўлса, '2'ни белгиланг ва '00'ёзинг .</i></p> <p><i>Агар номаълум бўлса '998'ни белгиланг.</i></p>	<p>ГЕКТАРЛАР 1__ __</p> <p>СОТИХЛАР 2__ __</p> <p>БМ.....998</p>	
<p>НС17. Ушбу уй хўжалиги чорва моллари, подалар, бошқа кишлоқ хўжалик ҳайвонлари ёки паррандаларга эгами?</p>	<p>ҲА1 ЙЎҚ2</p>	<p>2⇒НС19</p>
<p>НС18. Ушбу уй хўжалиги қуйида келтирилган уй ҳайвонларидан неча бошга эга:</p> <p>[А] соғин сигирлар ёки буқалар?</p> <p>[Н] туя?</p> <p>[С] отлар, эшаклар ёки хачирлар?</p> <p>[D] эчкилар?</p> <p>[Е] қўйлар?</p> <p>[I] товуқлар?</p> <p>[J] қуёнлар?</p> <p>[G] чўчқалар?</p> <p>[K] асаларилар уяси?</p> <p><i>Йўқ бўлса, '00' ёзиб олинг. Агар 95 ёки ундан кўпроқ бўлса, '95' деб ёзинг. Агар номаълум бўлса, '98' ёзинг.</i></p>	<p>СОГИН СИГИРЛАР ЁКИ БУҚАЛАР ...__ __</p> <p>ТУЯ.....__ __</p> <p>ОТЛАР, ЭШАКЛАР ЁКИ ХАЧИРЛАР. __ __</p> <p>ЭЧКИЛАР__ __</p> <p>ҚЎЙЛАР.....__ __</p> <p>ТОВУҚЛАР__ __</p> <p>ҚУЁНЛАР__ __</p> <p>ЧЎЧҚАЛАР__ __</p> <p>АСАЛАРИЛАР УЯСИ.....__ __</p>	
<p>НС19. Ушбу уй хўжалиги аъзоларининг биронтаси банкда ҳисоб рақамига эгами?</p>	<p>ҲА1 ЙЎҚ2</p>	

ИЖТИМОЙ ТЎЛОВЛАР

ST

ST1. Сиздан уй хўжаликларига тақдим этиладиган ташқи иктисодий ёрдам дастурлари ҳақида сўрамоқчиман. Ташқи ёрдам деганда мен давлат ёки нодавлат ташкилотлари, масалан, диний, хайрия ёки жамоат асосидаги ташкилотлар томонидан қўллаб-қувватланишни назарда тутмоқдман. Бу оила, бошқа қариндошлар, дўстлар ёки қўшнилари ёрдамини ўз ичига олмайди.

	[A] КАМ ТАЪМИНЛАНГАН ОИЛАЛАРГА ТЎЛАНДИГАН ИЖТИМОЙ НАФАҚАЛАРИ ЁКИ МОДИЙ ЁРДАМИ	[B] БОЛА ТУҒИЛГАНДА БЕРИЛАДИГАН БИР МАРТАЛИК НАФАҚАСИ (СУЮНЧИ ПУЛИ)	[C] 16 ЁШГА ТЎЛМАГАН НОГИРОН БОЛАЛАРГА ТЎЛАНДИГАН НАФАҚАСИ	[D] НОГИРОНЛИК НАФАҚАСИ	[E] ИШЛОВЧИ ОНАЛАРГА БОЛА ИККИ ЁШГА ТЎЛГУНГА ҚАДАР БОЛА ПАРВАРИШИ БЎЙИЧА ОЙЛИК НАФАҚАСИ	[F] БИРОН БИР ТУРДАГИ ПЕНСИЯСИ	[X] БОШҚА ТАШҚИ ЁРАМ ДАСТУРИ
ST2. Сизнинг (<i>дастурнинг номи</i>) дан хабарингиз борми?	ҲА 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> [B]	ҲА 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> [C]	ҲА 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> [D]	ҲА 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> [E]	ҲА 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> [F]	ҲА 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> [X]	ҲА 1 <input type="checkbox"/> (қайси) 1 <input type="checkbox"/> ST3 ЙЎҚ 2 <input type="checkbox"/> Яқун
ST3. Сизнинг уй хўжалигингиз ёки уй хўжалигингиздаги бирон аъзоси (<i>дастурнинг номи</i>) ни олганми?	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> [B] БМ 8 <input type="checkbox"/> [B]	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> [C] БМ 8 <input type="checkbox"/> [C]	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> [D] БМ 8 <input type="checkbox"/> [D]	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> [E] БМ 8 <input type="checkbox"/> [E]	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> [F] БМ 8 <input type="checkbox"/> [F]	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> [X] БМ 8 <input type="checkbox"/> [X]	ҲА 1 <input type="checkbox"/> ST4 ЙЎҚ 2 <input type="checkbox"/> Яқун БМ 8 <input type="checkbox"/> Яқун
ST4. Сизнинг уй хўжалигингиз ёки уй хўжалигингизнинг бирон аъзоси (<i>дастурнинг номи</i>) ни охирги марта қачон олган? <i>Агар бир ойдан кам бўлса, “1” ёзинг ва Ойларга “00” ёзинг. Агар 12 ойдан кам бўлса, “1” ёзинг ва ойлар сонини ёзинг. Агар 1 йил/12 ой ёки ундан олдинроқ бўлса, “2” ёзинг ва йиллар сонини ёзинг.</i>	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> [B] ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> [B] БМ 998 <input type="checkbox"/> [B]	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> [C] ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> [C] БМ 998 <input type="checkbox"/> [C]	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> [D] ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> [D] БМ 998 <input type="checkbox"/> [D]	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> [E] ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> [E] БМ 998 <input type="checkbox"/> [E]	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> [F] ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> [F] БМ 998 <input type="checkbox"/> [F]	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> [X] ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> [X] БМ 998 <input type="checkbox"/> [X]	ОЙ ОЛДИН 1 ___ <input type="checkbox"/> Яқун ЙИЛ ОЛДИН 2 ___ <input type="checkbox"/> Яқун БМ 998 <input type="checkbox"/> Яқун

УЙ ХЎЖАЛИГИДА ЭНЕРГИЯ ИСТЕЪМОЛИ		EU
EU1. Уй хўжалигингизда <u>овқат пишириш</u> учун <u>асосан</u> қандай пишириш мосламасидан фойдаланилади?	ЭЛЕКТР ПЕЧКА(ПЛИТА).....01	01 ⇨EU5
	ҚУЁШ ЭНЕРГИЯСИ ПЛИТАСИ02	02 ⇨EU5
	СУЮЛТИРИЛГАН ГАЗ / ПИШИРИШ ГАЗ ПЛИТАСИ.....03	03 ⇨EU5
	МАРКАЗЛАШГАН ҚУВУРЛИ ТАБИЙ ГАЗ ТИЗИМИГА УЛАНГАН ПЛИТА04	04 ⇨EU5
	БИОГАЗ ПЛИТАСИ05	05 ⇨EU5
	СУЮЛТИРИЛГАН ЁҚИЛҒИ ПЛИТАСИ06	06 ⇨EU4
	САНОАТ КОРХОНАСИ ТОМОНИДАН ИШЛАБ ЧИҚИЛГАН ҚАТТИҚ ЁҚИЛҒИ ПЛИТАСИ/ПЕЧИ.....07	
	ЯСАМА ПЛИТА/ПЕЧЬ/ ЎЧОҚ/ТАНДИР08	
	УЧ ТОШЛИ ЎЧОҚ / ОЧИҚ ОЛОВ09	09 ⇨EU4
	БОШҚА (<i>таърифланг</i>)96	96 ⇨EU4
УЙ ХЎЖАЛИГИДА ОВҚАТ ПИШИРИЛМАЙДИ.....97	97 ⇨EU6	
EU2. Унинг мўриси борми?	ҲА 1	
	ЙЎҚ 2	
	БМ..... 8	
EU3. Унинг вентилятори борми?	ҲА 1	
	ЙЎҚ 2	
	БМ..... 8	
EU4. Бу овқат тайёрлаш мосламасида қандай ёқилғи ёки энергия манбаидан фойдаланилади? <i>Агар мазкур мосламада бирдан ортиқ энергия манбаидан фойдаланилса, у ҳолда энг асосийсини қайд этинг.</i>	СПИРТ / ЭТИЛЬ.....01	
	БЕНЗИН / ДИЗЕЛ ЁҚИЛҒИСИ02	
	КЕРОСИН / ПАРАФИН03	
	КЎМИР / ЛИГНИТ04	
	ТАХТАКЎМИР05	
	ЎТИН.....06	
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	ҲАЙВОН ТЕЗАГИ.....08	
	ҚАЙТА ИШЛАНГАН БИОМАССА (ПАЛЕТЛАР) ЁКИ ЎТИНЛАР09	
	АХЛАТ / ПЛАСТИК.....10	
	ҚИРИНДИ..... 11	
	БОШҚА (<i>таърифланг</i>)96	
EU5. Овқат пишириш одатда уйнинг ичида амалга ошириладими, алоҳида бинодами ёки ташқаридами? <i>Агар уйнинг асосий биносида тайёрланадиган бўлса, алоҳида хонада эканлигини аниқлашга ҳаракат қилинг.</i> <i>Агар ташқарида бўладиган бўлса, овқат тайёрлаш верандада, усти ёпиқ айвонда ёки очиқ ҳавода бўлишини аниқлашга ҳаракат қилинг.</i>	АСОСАН УЙДА	
	АЛОҲИДА ХОНА ЙЎҚ 1	
	АЛОҲИДА ХОНАДА2	
	АЛОҲИДА БИНОДА 3	
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<p>EU6. Уй хўжалигингизда уй ичини <u>иситиш</u> керак бўлганда <u>асосан</u> нимадан фойдаланилади?</p>	<p>МАРКАЗИЙ ИСИТИШ ТАРМОҒИ01</p> <p>САНОАТ КОРХОНАСИ ТОМОНИДАН ИШЛАБ ЧИҚИЛГАН ИСИТИШ МОСЛАМАСИ02</p> <p>ЯСАМА ИСИТИШ МОСЛАМАСИ03</p> <p>САНОАТ КОРХОНАСИ ТОМОНИДАН ИШЛАБ ЧИҚИЛГАН ОВҚАТ ПИШИРИШ ПЕЧКАСИ/ПЛИТАСИ.....04</p> <p>ЯСАМА ОВҚАТ ПИШИРИШ ПЕЧКАСИ05</p> <p>УЧ ТОШЛИ ЎЧОҚ / ОЧИҚ ОЛОВ06</p> <p>БОШҚА (<i>таърифланг</i>)96</p> <p>УЙ ХЎЖАЛИГИДА УЙНИ ИСИТИШ МОСЛАМАСИ МАВЖУД ЭМАС97</p>	<p>01 ⇨EU8</p> <p>06 ⇨EU8</p> <p>96 ⇨EU8</p> <p>97 ⇨EU9</p>
<p>EU7. Унинг мўриси/ҳаво сўргичи борми?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p> <p>БМ 8</p>	
<p>EU8. Мазкур иситиш мосламасида қандай турдаги ёқилғи ёки энергия манбаидан фойдаланилади?</p> <p><i>Агар мазкур иситиш мосламасида бирдан ортиқ энергия манбаидан фойдаланилса, у ҳолда энг асосийсини қайд этинг.</i></p>	<p>ҚУЁШ ЭНЕРГИЯСИДА ИШЛОВЧИ ҲАВОНИ ИСИТИШ МОСЛАМАСИ.....01</p> <p>ЭЛЕКТР МОСЛАМАСИ02</p> <p>ТАБИЙ ГАЗ ТАРМОҒИГА УЛАНГАН МОСЛАМА03</p> <p>СУЮЛТИРИЛГАН ГАЗ / ПИШИРИШ ГАЗ ПЛИТАСИ04</p> <p>БИОГАЗ05</p> <p>СПИРТ / ЭТИЛЬ.....06</p> <p>БЕНЗИН / ДИЗЕЛ ЁҚИЛҒИСИ07</p> <p>КЕРОСИН / ПАРАФИН08</p> <p>КЎМИР / ЛИГНИТ09</p> <p>ТАХТАКЎМИР10</p> <p>ЎТИН.....11</p> <p>ЎСИМЛИК ҚОЛДИҚЛАРИ / ҲАШАКЛАР / СОМОН / БУТАЛАР.....12</p> <p>ҲАЙВОН ТЕЗАГИ.....13</p> <p>ҚАЙТА ИШЛАНГАН БИОМАССА (ПАЛЕТЛАР) ЁКИ ЎТИНЛАР14</p> <p>АХЛАТ / ПЛАСТИК.....15</p> <p>ҚИРИНДИ.....16</p> <p>БОШҚА (<i>таърифланг</i>)96</p> <p>БМ.....98</p>	

<p>EU9. Кечаси сизнинг уй хўжалигингизда уйни <u>ёритиш</u> учун <u>асосан</u> нимадан фойдаланилади?</p>	<p>ЭЛЕКТР ЭНЕРГИЯСИ01 ҚУЁШ ЭНЕРГИЯСИДА ИШЛОВЧИ ФОНАР ...02 ҚАЙТА ҚУВВАТЛАНТИРИШ МУМКИН БЎЛГАН ФОНАР, ЧИРОҚ ЁКИ ФОНУС03 БАТАРЕЯДАН ҚУВВАТЛАНУВЧИ ФОНАР, ЧИРОҚ ЁКИ ФОНУС04 БИОГАЗДА ИШЛОВЧИ ЧИРОҚ05 БЕНЗИНДА ИШЛОВЧИ ЧИРОҚ06</p> <p>КЕРОСИН ЁКИ ПАРАФИН ЧИРОҚ07 ТАХТАҚЎМИР08 ЎТИН09 ЎСИМЛИК ҚОЛДИҚЛАРИ / ҲАШАКЛАР / СОМОН / БУТАЛАР10 ҲАЙВОН ТЕЗАГИ11 МОЙ ЧИРОҚ12 ШАҒАМ13</p> <p>БОШҚА (<i>таърифланг</i>)96</p> <p>УЙ ХЎЖАЛИГИДА ЁРИТИШ ЙЎҚ97</p>	
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WS1. Уй хўжалигингиз аъзолари учун ичимлик сувининг асосий манбаи қайси?

Агар аниқ бўлмаса, ушбу уй хўжалиги аъзолари ичимлик сувини энг кўп оладиган жойни (сув манбаини) аниқлашга ҳаракат қилинг.

ВОДОПРОВОД СУВИ

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КИЧИК БАКЛИ АРАВА	71	71 ⇨WS4
ЮЗА СУВЛАРИ (ДАРЁ, СОЙ, СУВ ОМБОРИ, КЎЛ, ҲОВУЗ, КАНАЛ, ИРРИГАЦИЯ ЗОВУРИ)	81	81 ⇨WS3

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Агар аниқ бўлмаса, ушбу уй хўжалиги аъзолари ичишдан бошқа мақсадларда фойдаланиш учун сувни энг кўп оладиган жойни аниқлашга ҳаракат қилинг.

ВОДОПРОВОД СУВИ

УЙДАГИ ВОДОПРОВОД КРАНИ	11	11 ⇨WS7
УЧАСТКАДА ЁКИ ҲОВЛИДАГИ КРАН... ..	12	12 ⇨WS7
ҚЎШНИЛАРНИНГ ВОДОПРОВОДИ.....	13	
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АВТОЦИСТЕРНА/СУВ ТАШИШ

МАШИНАСИ	61	61 ⇨WS4
КИЧИК БАКЛИ АРАВА	71	71 ⇨WS4
ЮЗА СУВЛАРИ (ДАРЁ, СОЙ, СУВ ОМБОРИ, КЎЛ, ҲОВУЗ, КАНАЛ, ИРРИГАЦИЯ ЗОВУРИ).....	81	

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WS3. Ушбу сув манбаи қаерда жойлашган?	ЎЗ УЙИДА 1 ЎЗ ҲОВЛИСИДА / УЧАСТКАСИДА 2 БОШҚА ЖОЙДА 3	1 ⇨WS7 2 ⇨WS7
WS4. Уй хўжалигингиз аъзолари мазкур сув манбаигача етиб бориши, сув олиши ва орқага қайтиб келиши учун қанча вақт керак?	УЙ ХЎЖАЛИГИ АЪЗОЛАРИ СУВ ОЛИБ КЕЛМАЙДИЛАР 000 ВАҚТ ДАҚИҚАЛАР ҲИСОБИДА __ __ __ БМ..... 998	000 ⇨WS7
WS5. Одатда сизнинг уй хўжалигингиз учун ушбу манбадан сув олиб келишга ким боради? <i>Тилга олинган шахснинг исмини ёзинг ва унинг қатор рақамини “УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ” модулидан кўчириб ёзинг.</i>	ИСМИ _____ ҚАТОР РАҚАМИ __ __	
WS6. Охирги (<i>ҳафта кунининг номи</i>) дан бери бу инсон неча марта сув олиб келишга борган?	НЕЧА МАРТАЛИГИ РАҚАМДА __ __ БМ..... 98	
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<p>WS10A1. Уй хўжалигингизда сиз ёки бошқа оила аъзолари қўлларингизни қаерда кўпинча ювасизлар (ювишади).</p>	<p>ҚОТИРИЛГАН ЖИХОЗЛАР (РАКОВИНА/УМЫВАЛЬНИК/КРАН) УЙДА 1 ҲОВЛИДА/ ЕР УЧАСТКАСИДА 2</p> <p>ҚОТИРИлмаган ЖИХОЗЛАР (ЧЕЛАК/КЎЗА/ЧОЙНАК/ ОБТОВА) 3</p> <p>УЙДА/ҲОВЛИДА/ЕР УЧАСТКАСИДА ҚЎЛ ЮВИШ УЧУН ЖОЙ ЙЎҚ 4</p> <p>БОШҚАЛАР (<i>таърифланг</i>) 6</p>	
<p>WS10A2. Уйингизда қўл ювиш учун совун ёки ювиш воситалари мавжудми?</p> <p><i>Агар “Ҳа” бўлса, аниқланг: Уйингизда совун ёки ювиш воситалари мавжудми ёки иккаласи?</i></p>	<p>ҲА, ҚАТТИҚ ЁКИ СУЮҚ СОВУН.....1 ЮВИШ ВОСИТАСИ (КУКУН/СУЮҚ/ПАСТА КЎРИНИШИДА).....2 ҲАМ СОВУН ҲАМ ЮВИШ ВОСИТАСИ.....3 ЙЎҚ.....4</p>	
<p>WS11. Сизнинг уй хўжалигингиз аъзолари одатда қайси турдаги ҳожатхонадан фойдаланадилар?</p> <p><i>Агар “Унитаз” ёки “Сув билан ювилувчи” бўлса, аниқлашга ҳаракат қилинг: Қаерга ювилиб кетади?</i></p> <p><i>Агар аниқлашни иложи бўлмаса, ҳожатхонани кўриб чиқиш учун рухсат сўранг.</i></p>	<p>УНИТАЗ / СУВ БИЛАН ЮВИЛУВЧИ МАРКАЗИЙ КАНАЛИЗАЦИЯГА ОҚИЗИБ ТАШЛАНАДИ..... 11 ТИНДИРУВЧИ РЕЗЕРВУАРГА ЮВИЛАДИ . 12 ҚАЗИЛГАН ЧУҚУРГА ЮВИЛАДИ 13 ОЧИҚ ҚУВУРГА ЮВИЛАДИ..... 14 ҚАЕРГА ЮВИЛИШНИ БИЛМАЙДИ..... 18</p> <p>ЕРГА ҚАЗИЛГАН ЧУҚУР/ЎРА ВЕНТИЛЯЦИЯ БИЛАН ЖИҲОЗЛАНГАН 21 ТЎШАМАЛИ ЎРА..... 22 ТЎШАМАСИЗ/ ОЧИҚ ЎРА..... 23</p> <p>КОМПОСТЛИ ҲОЖАТХОНА (БИОҲОЖАТХОНА)..... 31</p> <p>ЧЕЛАК 41 ОСМА ҲОЖАТХОНА 51</p> <p>ҲОЖАТХОНА ЙЎҚ /БУТАЗОР / ДАЛА 95 БОШҚА (<i>таърифланг</i>) 96</p>	<p>11 ⇨ WS14 14 ⇨ WS14 18 ⇨ WS14 41 ⇨ WS14 51 ⇨ WS14 95 ⇨ Яқун 96 ⇨ WS14</p>
<p>WS12. Сизнинг (<i>WS11 га берилган жавоб</i>) ҳеч бўшатирилганми?</p>	<p>ҲА, БЎШАТИЛГАН..... 1 ЙЎҚ, ҲЕЧ ҚАЧОН БЎШАТИЛМАГАН 4 БМ..... 8</p>	<p>4 ⇨ WS14 8 ⇨ WS14</p>

<p>WS13. Охирги марта бўшатилаганида унинг ичидагилар қаерга тўкилган?</p> <p><i>Аниқлашга ҳаракат қилинг:</i></p> <p>Хизмат кўрсатувчи томонидан олиб кетилганми?</p>	<p>ХИЗМАТ КЎРСАТУВЧИ ТОМОНИДАН</p> <p>ОЛИБ КЕТИЛГАН</p> <p>ЗАРАРСИЗЛАНТИРУВЧИ КОРХОНАГА 1</p> <p>УСТИ ЁПИЛГАН ЧУҚУРГА КЎМИЛГАН 2</p> <p>ҚАЕРГА ОЛИБ КЕТИЛГАНЛИГИНИ</p> <p>БИЛМАЙМАН 3</p> <p>ЎЙ ХЎЖАЛИГИ ТОМОНИДАН</p> <p>БЎШАТИЛГАН</p> <p>УСТИ ЁПИЛГАН ЧУҚУРГА КЎМИЛГАН 4</p> <p>УСТИ ЁПИЛМАГАН ЧУҚУР, ОЧИҚ</p> <p>МАЙДОН, СУВ ҲАВЗАСИ ЁКИ БОШҚА</p> <p>ЖОЙГА БЎШАТИЛГАН 5</p> <p>БОШҚА (<i>таърифланг</i>) 6</p> <p>БМ..... 8</p>	
<p>WS14. Ҳожатхона қаерда жойлашган?</p>	<p>УЙНИНГ ИЧИДА 1</p> <p>ҲОВЛИДА/ТОМОРҚАДА 2</p> <p>БОШҚА ЖОЙДА 3</p>	
<p>WS15. Ушбу ҳожатхонадан уй хўжалигининг аъзолари бўлмаган бошқа шахслар билан бирга фойдаланасизми?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p>	2 ⇨ Яқун
<p>WS16. Сиз ушбу ҳожатхонадан фақат сизга маълум бўлган бошқа уй хўжалиқларининг аъзолари билан биргаликда фойдаланасизми ёки ушбу ҳожатхона кенг жамоатчилик фойдаланиши учун очикми?</p>	<p>ТАНИШ УЙ ХЎЖАЛИКЛАРИ БИЛАН БИРГА</p> <p>ФОЙДАЛАНИЛАДИ</p> <p>(ЖАМОАТНИКИ ЭМАС)..... 1</p> <p>ЖАМОАТ ҲОЖАТХОНАСИ 2</p>	2 ⇨ Яқун
<p>WS17. Сизнинг уй хўжалигининг қўшиб ҳисоблаганда, ушбу ҳожатхонадан жами бўлиб нечта уй хўжалиқлари фойдаланади?</p>	<p>УЙ ХЎЖАЛИКЛАРИНИНГ СОНИ</p> <p>(АГАР 10 ТАДАН КАМ БЎЛСА)..... 0 _</p> <p>ЎН ВА УНДАН КЎПРОҚ УЙ</p> <p>ХЎЖАЛИКЛАРИ..... 10</p> <p>БМ..... 98</p>	

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НН17. Мазкур саволноманинг бирон қисмида таржимондан фойдаланилдими?	ҲА, БУТУН САВОЛНОМАДА..... 1 ҲА, САВОЛНОМАНИНГ БИР ҚИСМИДА 2 ЙЎҚ, ФОЙДАЛАНИЛМАДИ 3	
НН18. “УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ” да НЛ6 ни текширинг ва 5-17 ёшлардаги болаларнинг умумий сонини ёзинг:	БОЛАЛАР ЙЎҚ 0 1 ТА БОЛА 1 2 ЁКИ УНДАН КЎПРОҚ БОЛА (СОНИ).....	0 ⇒НН29 1 ⇒НН27

НН19. 5-17 ёшдаги болаларнинг ҳар бирини “УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ” да келган тартибда ёзиб чиқинг. Уй хўжалигининг 5-17 ёшларга мансуб бўлмаган бошқа аъзоларини ёзманг. Ҳар бир боланинг қатор рақами, исми, жинси ва ёшини ёзинг.

НН20. Тартиб рақами	НН21. НЛ1 да- ги қатор рақа- ми	НН22. НЛ2 даги исми	НН23. НЛ4 даги жинси	НН24. НЛ6 даги ёши
ТАРТИ-БИ	ҚАТОР	ИСМИ	Э А	ЁШИ
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. “УЙ ХЎЖАЛИГИ ҲАҚИДА МАЪЛУМОТ” панелидаги уй хўжалигининг рақамининг сўнги сонинига қаранг (НН2). Ушбу сон қуйидаги жадвалдаги ўтишингиз керак бўладиган қатор рақамидир.

Юқорида, НН18 саволдаги 5-17 ёшли болаларнинг умумий сонига қаранг. Ушбу сон қуйидаги жадвалдаги ўтишингиз керак бўладиган устун рақамидир

Мазкур қатор ва устун учрашган катакни топинг ва ундаги рақамни қайд этинг. Бу танланган боланинг тартиб рақамидир (НН20).

УЙ ХЎЖАЛИГИ РАҚАМДАГИ СЎНГИ СОН (НН2 САВОЛДАН)	УЙ ХЎЖАЛИГИДАГИ МОС КЕЛУВЧИ БОЛАЛАРНИНГ УМУМЙ СОНИ (НН18 САВОЛИДАН)						
	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. Танланган боланинг тартиб рақами (НН20), қатор рақами (НН21), исми (НН22) ва ёшини (НН24) ёзинг.

ТАРТИБ РАҚАМИ __

ҚАТОР РАҚАМИ __ __

ИСМИ

ЁШИ

НН27. (НН18=1 тенг бўлганида ёки уй хўжалигида 5-17 ёшлардаги бола битта бўлганида): тартиб рақамига “1” ёзинг ва мазкур боланинг “УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ”даги қатор рақами (НЛ1), исми (НЛ2) ва ёшини (НЛ6) ни ёзинг.

НН28. “5-17 ЁШЛИ БОЛАЛАР УЧУН САВОЛНОМА” ни мазкур боланинг онаси/парваришловчиси учун қўллаш учун ҳозирланг.

НН29. “УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ”даги НЛ8 саволини текширинг: уй хўжаликда биронта 15-49 ёшлардаги аёллар борми?

ҲА, 15-49 ЁШЛАРДА КАМИДА БИТТА
АЁЛ БОР 1
ЙЎҚ..... 2

2 ⇒НН40

НН30. 15-49 ёшлардаги ҳар бир аёл учун “АЁЛЛАР УЧУН ШАХСИЙ САВОЛНОМА” ни қўллаш учун ҳозирланг.

НН31. “УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ”даги НЛ6 ва НЛ8 саволларни текширинг: биронта 15-17 ёшлардаги қизлар борми?

ҲА, 15-17 ЁШЛАРДАГИ КАМИДА БИТТА
ҚИЗБОЛА БОР 1
ЙЎҚ..... 2

2 ⇒НН40

НН32. “УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ”даги НЛ20 саволни текширинг: 15-17 ёшлардаги камида битта қизболани интервью қилиш учун розилик олиш керакми?

ҲА, 15-17 ЁШЛАРДАГИ КАМИДА БИТТА
ҚИЗБОЛА УЧУН НЛ20≠90 1
ЙЎҚ, 15-17 ЁШДАГИ БАРЧА ҚИЗЛАР УЧУН
НЛ20=90..... 2

2 ⇒НН40

НН33. Сўровнома доирасида биз 15-49 ёшлардаги аёллар билан ҳам интервью ўтказмоқдамиз. Интервью ўтказадиган ҳар бир инсондан рухсат сўраймиз. Бундай интервьюларни аёл интервьюерларимиз олиб боради.

15-17 ёшли қизлар билан интервью ўтказиш учун биронта катта инсондан рухсат олишимиз керак. Юқорида айтилганидай, биз оладиган ҳар бир маълумот катъий равишда маҳфий ва аноним тарзда сақланади.

Кейинроқ (**15-17 ёшли қиз(лар)нинг исм(лар)и**) интервью қилсак бўладими?

- ‘Ҳа’ барча 15-17 ёшли қизлар учун ⇒ НН40 дан давом этинг.
- Камида битта 15-17 ёшли қиз учун ‘Йўқ’ ва камида битта 15-17 ёшли қиз учун ‘Ҳа’ ⇒ катталар рухсат бермаганларнинг индивидуал саволномаларида WM17га ‘06’ ёзинг (ҳамда UF17га ва FS17га ҳам, агар қўлланилса). Кейин НН40 дан давом этинг
- ‘Йўқ’ барча 15-17 ёшли қизлар учун ⇒ катталар рухсат бермаган индивидуал саволномаларда WM17 га ‘06’ ёзинг (ва агар жоиз бўлса UF17 ва FS17 ҳам). Кейин НН40 дан давом этинг.

НН40. «УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ» даги НЛ10 саволини текширинг: 0-4 ёшидаги биронта бола борми?	ҲА, КАМИДА БИТТА 1 ЙЎҚ..... 2	2⇒НН44А
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НН41. 0-4 ёшидаги ҳар бир бола учун “БЕШ ЁШГА ТЎЛМАГАН БОЛАЛАР УЧУН САВОЛНОМА”ни ҳозирланг.

НН44А. НС7[А] ва НС12ни текширинг: Ушбу уй хўжалигида стационар телефон тармоги мавжудми ёки уй хўжалигининг бирон бир аъзоси мобил телефонга эгами?	ҲА, НС7[А]=1 ЁКИ НС12=1 1 ЙЎҚ, НС7[А]=2 ВА НС12=2..... 2	2⇒НН45
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НН44В. БОҒЛАНИШ УЧУН МЪЛУМОТЛАР ШАКЛИ ни ҳозирланг ва НН45га ўтинг.

НН45. Энди “УЙ ХЎЖАЛИГИ ҲАҚИДА МАЪЛУМОТ” жадвалига қайтинг ва,

- НН46 саволига ‘01’ни ёзинг (Уй хўжалиги интервьюси Саволномаси натижаси),
- НН47га “Уй хўжалиги саволномаси” Респондентининг исми ва қатор рақамини (“УЙ ХЎЖАЛИГИ АЪЗОЛАРИ РЎЙХАТИ”дан) ёзинг,
- НН48 – НН52 саволларни тўлдиригинг,
- БОҒЛАНИШ УЧУН МЪЛУМОТЛАР ШАКЛИни тўлдиришини бошланг ёки респондентга унинг ҳамкорлиги учун миннатдорчилик билдиригинг ва ушбу уй хўжалигида қолган бошқа индивидуал саволнома(лар)ни тўлдиришини давом этинг.

Агар ушбу уй хўжалигида биронта индивидуал саволномасини тўлдириши лозим бўлмаса, респондентга унинг ҳамкорлиги учун миннатдорчилик билдиригинг ва раҳбарингиз томонидан сизга белгиланган кейинги уй хўжалигига ўтинг.

ИНТЕРВЬЮЕРНИНГ КУЗАТИШЛАРИ

РАҲБАРНИНГ КУЗАТИШЛАРИ

БОҒЛАНИШ УЧУН МАЪЛУМОТЛАР ПАНЕЛИ		СИ
СИ1. Кластер рақами: _____	СИ2. Уй хўжалигининг рақами: _____	
СИ3. Респондентнинг исми ва қатор рақами: ИСМИ _____	СИ4. Супервайзернинг исми ва рақами: ИСМИ _____	
СИ5. Интервьюернинг исми ва рақами: ИСМИ _____	СИ6. Интервью ўтказилган кун / ой / йил: _____ / _____ / <u>2</u> <u>0</u> _____	

СИ7. Иштирок этганингиз учун раҳмат.
Ўзбекистон Республикаси Давлат статистика қўмитаси келажакда болалар, оилалар ва уй хўжаликларининг аҳволи тўғрисида телефон орқали сўров ўтказди. Сизни ушбу сўровда иштирок этишга таклиф қилмоқчимиз. Агар сиз иштирок этишга розилик билдирсангиз, биз сиз билан боғланиш мумкин бўлган телефон рақамини беришингизни сўраймиз. Ушбу телефон сўровида қатнашиш ихтиёрийдир ва ҳозир иштирок этишга рози бўлсангиз ҳам, келажакда иштирок этишдан воз кечишга қарор қабул қилишингиз мумкин. Телефон сўровида иштирок этиш учун сиз томондан ҳеч қандай харажатлар бўлмайди. Илтимос, келажакдаги телефон суҳбатларида сиз баҳам кўрадиган барча маълумотлар сир сақланиб қолишини ва сизнинг телефон рақамингиз бизнинг жамоадан ташқарида ҳеч кимга берилмаслигини ёдингизда тутинг. Иштирок этмоқчимисиз?

ҲА..... 1	2 ⇒ СИ4
ЙЎҚ..... 2	

СИ8. Шахсий телефон рақамингиз борми ёки сизнинг уй хўжалигингизда сиз билан боғланиш мумкин бўлган умумий телефон рақами борми?

ҲА..... 1	2 ⇒ СИ4
ЙЎҚ..... 2	

СИ9. Сиз шахсий телефон рақамингизни ёки уй хўжалигингиздаги умумий телефон рақамини беришингиз мумкин, лекин илтимос, фақат шахсий ёки умумий рақамини беринг, уй хўжалигининг бошқа аъзоларига тегишли шахсий телефон рақамлари керак эмас. Илтимос, сиз билан боғланиш учун энг қулай телефон рақамини айтинг.

	[P1] ҚУЛАЙ РАҚАМ	[P2] 2-РАҚАМ
СИ10. Телефон рақамини сўранг ва ёзиб олинг.		
СИ11. Тасдиқлаш учун фақат, рақам (СИ10даги рақам)ми? <i>Агар ундай бўлмаса, СИ10 га қайтинг ва ёзувни тўғриланг.</i>	ҲА..... 1 ЙЎҚ..... 2 СИ4	ҲА..... 1 ЙЎҚ..... 2 СИ4
СИ12. Бу стационар телефонми ёки мобил телефон рақамими?	СТАЦИОНАР..... 1 МОБИЛ..... 2	СТАЦИОНАР..... 1 МОБИЛ..... 2
СИ13. Эсингизда бўлсин, сиз уй хўжалигингизни умумий телефон рақамини беришингиз мумкин, лекин илтимос, уй хўжалигининг алоҳида аъзоларига тегишли шахсий телефон рақамларини берманг. Сиз билан боғланиш мумкин бўлган бошқа шахсий ёки умумий телефон рақамингиз борми?	ҲА..... 1 [P2] ЙЎҚ..... 2 СИ4	ҲА..... 1 [P3] ЙЎҚ..... 2 СИ4
		<i>Қўшимча шакл ишлатилган бўлса, бу ерга белги қўйинг:..... □</i>

СП14. *Респондентга ҳамкорлиги учун миннатдорчилик билдиринг ва мазкур уй хўжалигида бошқа индивидуал саволнома(лар)ни тўлдиришини давом этинг.*

Агар БОҒЛАНИШ УЧУН МАЪЛУМОТЛАР ШАКЛИНИ тўлдиргандан сўнг ушбу хўжалигида биронта индивидуал саволномасини тўлдириши лозим бўлмаса, респондентга унинг ҳамкорлиги учун миннатдорчилик билдиринг ва раҳбарингиз томонидан сизга белгиланган кейинги уй хўжалигига ўтинг.

ИНТЕРВЬЮЕРНИНГ КУЗАТИШЛАРИ

РАҲБАРНИНГ КУЗАТИШЛАРИ

АЁЛ ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ		WM
WM1. Кластер рақами: _____	WM2. Уй хўжалиги рақами: _____	
WM3. Аёлнинг исми ва қатор рақами: ИСМИ _____	WM4. Супервайзернинг исми ва рақами: ИСМИ _____	
WM5. Интервьюернинг исми ва рақами: ИСМИ _____	WM6. Интервью ўтказилган Кун / Ой / Йил: _____ / _____ / 2_0_2_	

<p>Аёлнинг ёшини “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” нинг УЙ ХЎЖАЛИГИ АБЗОЛАРИНИНГ РЎЙХАТИ даги HL6 саволдан текширинг. Агар ёши 15-17 ёшларда бўлса, HH33да интервью учун катта шахснинг розилиги олинганлигини текширинг ёки бунга ҳожат йўқлигига (HL20=90)ишонч ҳосил қилинг. Агар розилик олиши шарт бўлса-ю, у олинмаган бўлса, интервью ўтказилмаслиги лозим ва WM 17 қаторга “06” ёзилиши керак.</p>	WM7. Вақтни қайд этинг: СОАТ : ДАҚИҚА _____ : _____	
	WM8. Ушбу уй хўжалигида тўлдирилган саволномани кўриб чиқинг: Сиз ёки жамоангизнинг бошқа бирон аъзоси бу респондентдан бошқа саволнома бўйича интервью олганми?	<p>ҲА, АВВАЛ ИНТЕРВЬЮ ОЛГАН 1</p> <p>ЙЎҚ, БУ БИРИНЧИ ИНТЕРВЬЮ 2</p>
WM9A. Ассалому алайкум. Менинг исмим (исмингиз). Биз Ўзбекистон Республикаси Давлат Статистика Қўмитасиданмиз. Биз болалар, оилалар ва уй хўжаликларининг ҳолати бўйича сўров олиб бормоқдамиз. Мен сиз билан саломатлигингиз ва бошқа масалалар тўғрисида гаплашмоқчиман. Ушбу интервью одатда 30 дақиқага яқин вақт олади. Биз уларнинг фарзандлари тўғрисида оналар билан ҳам интервью ўтказмоқдамиз. Биз йиғадиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, марҳамат қилиб менга мурожаат қилинг. Агар ушбу сўров бўйича саволларингиз бўлса, биз Ўзбекистон Республикаси Давлат статистика қўмитасининг масъул ходимининг боғланиш учун маълумотларини тақдим этамиз. Энди, бошласам бўладими?	WM9B. Энди мен сиз билан саломатлигингиз ва бошқа масалалар тўғрисида тўлиқроқ гаплашмоқчиман. Ушбу интервью одатда 30 дақиқага яқин вақт олади. Яна бир бор таъкидлайман, биз йиғадиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, марҳамат қилиб менга мурожаат қилинг. Энди, бошласам бўладими?	
<p>ҲА..... 1</p> <p>ЙЎҚ / СЎРАЛМАДИ 2</p>	<p>1 ⇨ АЁЛНИНГ КЕЛИБ ЧИҚИШИ ТЎҒРИСИДА МАЪЛУМОТ Модули</p> <p>2 ⇨ WM17</p>	

WM17. Аёл билан ўтказилган интервьюнинг натижаси. Тўлиқ бўлмай қолган натижалар бўлса, уларни Раҳбар билан муҳокама қилинг.	<p>ЎТКАЗИЛДИ..... 01</p> <p>УЙДА ЭМАС..... 02</p> <p>РАД ЭТИЛДИ 03</p> <p>ҚИСМАН ЎТКАЗИЛДИ 04</p> <p>ЖАВОБ БЕРИШГА ҚОДИР ЭМАС (таърифланг) _____ 05</p> <p>15-17 ЁШЛИ РЕСПОНДЕНТ УЧУН КАТТА ШАХСНИНГ РОЗИЛИГИ ЙЎҚ..... 06</p> <p>БОШҚА (таърифланг) _____ 96</p>
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АЁЛ ТЎҒРИСИДА МАЪЛУМОТ		WB
WB1. “АЁЛ ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ” да респондентнинг қатор рақамини (WM3) ҳамда “ЎЙ ХЎЖАЛИГИ САВОЛНОМАСИ”даги қатор рақамини (НН47)текиширинг: Бу респондент “Ўй хўжалиги саволномаси”га ҳам респондент бўлганми?	ҲА, БУ РЕСПОНДЕНТЛАР БИТТА ИНСОН, WM3=НН47 1 ЙЎҚ, РЕСПОНДЕНТЛАР БИТТА ИНСОН ЭМАС, WM3≠НН47 2	2 ⇒WB3
WB2. Бу респондент бўйича «ЎЙ ХЎЖАЛИГИ САВОЛНОМАСИ”нинг “ТАЪЛИМ” Модулидаги ED5 саволга қаранг: таълим тизимида қатнаган энг юқори босқичи қандай бўлган:	ED5=2, 3 ЁКИ 4 1 ED5=0, 1, 8 ЁКИ БЎШ 2	1 ⇒WB15 2 ⇒WB14
WB3. Қайси йил ва ойда туғилгансиз?	ТУҒИЛИШ САНАСИ ОЙ __ __ ОЙНИ БМ..... 98 ЙИЛ __ __ __ __ ЙИЛНИ БМ 9998	
WB4. Ёшингиз нечада? Аниқлашга ҳаракат қилинг: Сўнги туғилган кунингизда неча ёшда эдингиз? Агар WB3 ва WB4 саволларга берилган жавоблар бир-бирига мос келмаса, янада аниқлик киритишга ҳаракат қилинг ва тўғирланг. Ёш ёзилиши шарт.	ЁШ (ТЎЛГАН ЁШИ ЁЗИЛАДИ) __ __	
WB5. Сиз ўқув ёки мактабгача таълим муассасасига борганмисиз?	ҲА 1 ЙЎҚ 2	2 ⇒WB14
WB6. Сиз қатнаган ўқув муассасасининг энг юқори босқичи ва синф/курси қандай?	МАКТАБГАЧА ТАЪЛИМ 000 БОШЛАНҒИЧ 1 __ __ ЎРТА 2 __ __ ЎРТА МАХСУС КАСБ-ҲУНАР 3 __ __ ОЛИЙ 4 __ __	000 ⇒WB14
WB7. Сиз шу (синф/курс)ни тамомлаганмисиз?	ҲА 1 ЙЎҚ 2	
WB8. WB4ни текширинг: Респондентнинг ёши:	15-24 ЁШ 1 25-49 ЁШ 2	2 ⇒WB13
WB9. Жорий 2020/2021 ўқув йилининг бирор вақтида ўқишга бордингизми?	ҲА 1 ЙЎҚ 2	2 ⇒WB11
WB10. Жорий 2020/2021 ўқув йилида қайси босқичига ва синф/ курсга қатнагансиз?	БОШЛАНҒИЧ 1 __ __ ЎРТА 2 __ __ ЎРТА МАХСУС КАСБ-ҲУНАР 3 __ __ ОЛИЙ 4 __ __	
WB11. Ўтган 2019/2020 ўқув йилининг бирор вақтида ўқишга бордингизми?	ҲА 1 ЙЎҚ 2	2 ⇒WB13
WB12. Ўтган 2019/2020 ўқув йилида қайси босқичига ва синф/ курсга қатнагансиз?	БОШЛАНҒИЧ 1 __ __ ЎРТА 2 __ __ ЎРТА МАХСУС КАСБ-ҲУНАР 3 __ __ ОЛИЙ 4 __ __	
WB13. WB6 ни текширинг: Таълим тизимида ўқиган энг юқори босқичи:	WB6=2, 3 ЁКИ 4 1 WB6=1 2	1 ⇒WB15

<p>WB14. Энди менга мана шу гапни ўқиб берсангиз.</p> <p><i>Карточкадаги гапни респондентга кўрсатинг.</i></p> <p><i>Агар респондент тўлиқ гапни ўқий олмаса, Аниқлашга ҳаракат қилинг: Гапни бир қисмини менга ўқиб бера оласизми?</i></p>	<p>УМУМАН ЎҚИЙ ОЛМАЙДИ..... 1</p> <p>ГАПНИНГ ФАҚАТ БАЪЗИ ҚИСМЛАРИНИ ЎҚИЙ ОЛДИ..... 2</p> <p>ГАПНИ ТЎЛИҚ ЎҚИЙ ОЛДИ 3</p> <p>ТАЛАБ ЭТИЛГАН ТИЛДА (тиллни кўрсатинг) _____ 4</p>	
<p>WB15. Сиз (<i>мазкур шаҳар, шаҳарча ёки қишлоқнинг номи</i>)да қанчадан буён узлуксиз яшаб келмоқдасиз?</p> <p><i>Агар бир йилдан кам бўлса, йилларга ‘00’ деб ёзинг.</i></p>	<p>ЙИЛЛАР..... _ _</p> <p>ДОИМО / ТУҒИЛГАНИДАН БУЁН 95</p>	<p>95 ⇔ <i>Яқун</i></p>
<p>WB16. Бу ерга кўчиб келишингиздан олдин шаҳарда яшаганмисиз, шаҳарчадами ёки қишлоқдами?</p> <p><i>Жойнинг турини аниқлашга ҳаракат қилинг.</i></p> <p><i>Агар ўша жой шаҳар, шаҳарча ёки қишлоқлигини аниқлашнинг иложи бўлмаса, айтилган жойнинг турини аниқлагунигизга қадар унинг номини ёзинг ва вақтинча “5”ни белгиланг</i></p> <p>_____</p> <p>(<i>жойнинг номи</i>)</p>	<p>ШАҲАР..... 1</p> <p>ШАҲАРЧА..... 2</p> <p>ҚИШЛОҚДА 3</p> <p>ШАҲАР/ШАҲАРЧА/ҚИШЛОҚЛИГИНИ АНИҚЛАШНИ ИЛОЖИ БЎЛМАДИ 5</p> <p>БМ / ЭСЛОЛМАЙМАН..... 8</p>	
<p>WB17. Бу ерга кўчиб келишингиздан олдин қайси худудда яшагансиз?</p>	<p>ҚОРАҚАЛПОҒИСТОН РЕСПУБЛИКАСИ 01</p> <p>АНДИЖОН ВИЛОЯТИ 02</p> <p>БУХОРО ВИЛОЯТИ 03</p> <p>ЖИЗЗАХ ВИЛОЯТИ 04</p> <p>ҚАШҚАДАРЁ ВИЛОЯТИ 05</p> <p>НАВОИЙ ВИЛОЯТИ 06</p> <p>НАМАНҒАН ВИЛОЯТИ 07</p> <p>САМАРҚАНД ВИЛОЯТИ 08</p> <p>СУРХАНДАРЁ ВИЛОЯТИ 09</p> <p>СИРДАРЁ ВИЛОЯТИ 10</p> <p>ТОШКЕНТ ВИЛОЯТИ 11</p> <p>ФАРҒОНА ВИЛОЯТИ 12</p> <p>ХОРАЗМ ВИЛОЯТИ 13</p> <p>ТОШКЕНТ ШАҲРИ 14</p> <p>ЎЗБЕКИСТОНДАН ТАШҚАРИДА (таърифланг) _____ 96</p>	

ФЕРТИЛЛИК/ТУҒРУҚ ТАРИХИ		СМ
<p>СМ1. Ҳозир мен сизда умрингиз давомида бўлган туғруқлар тўғрисида Сиз билан суҳбатлашмоқчи эдим. Сиз бирон марта туққанмисиз?</p> <p><i>Мазкур модулда ҳамда туғруқ тарихида фақат тирик туғилган болалар ҳисобга олиниши лозим. Ўлик туғилган болалар биронта саволнинг жавоб таркибига киритилмаслиги лозим.</i></p>	<p>ҲА 1 ЙЎҚ..... 2</p>	2 ⇨ СМ8
<p>СМ2. Ҳозир сиз билан бирга яшаётган ўз ўғилларингиз ёки қизларингиз борми?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	2 ⇨ СМ5
<p>СМ3. Нечта ўғлингиз сиз билан бирга яшайди?</p> <p><i>Агар ҳеч ким бўлса, '00' ёзинг.</i></p>	УЙДА ЯШАЙДИГАН ЎҒИЛЛАР — —	
<p>СМ4. Нечта қизларингиз сиз билан бирга яшайди?</p> <p><i>Агар ҳеч ким бўлса, '00' ёзинг.</i></p>	УЙДА ЯШАЙДИГАН ҚИЗЛАР — —	
<p>СМ5. Ҳаёт бўлган, лекин сиз билан бирга яшамайдиган ўз ўғилларингиз ёки қизларингиз борми?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	2 ⇨ СМ8
<p>СМ6. Нечта ўғилларингиз ҳаёт, лекин сиз билан бирга яшамайди?</p> <p><i>Агар ҳеч ким бўлса, '00' ёзинг.</i></p>	БОШҚА ЖОЙДА ЯШАЙДИГАН ЎҒИЛЛАР..... — —	
<p>СМ7. Нечта қизларингиз ҳаёт, лекин сиз билан бирга яшамайди?</p> <p><i>Агар ҳеч ким бўлса, '00' ёзинг.</i></p>	БОШҚА ЖОЙДА ЯШАЙДИГАН ҚИЗЛАР..... — —	
<p>СМ8. Тирик туғилиб, кейин ўлган ўғил ёки қиз фарзандингиз бўлганми?</p> <p><i>Агар жавоб «Йўқ» бўлса, қуйидаги савол билан аниқлашга ҳаракат қилинг:</i> Мен бу саволда бола туғилгач энг камида йиғлаган, бирон ҳаракат қилган, овоз берган ёки нафас олишга ҳаракат қилган ва ёки жуда қисқа вақт давомида бўлса ҳам тирикликнинг бошқа биронта аломатини намоён этган болани назарда тутаяпман?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	2 ⇨ СМ11
<p>СМ9. Нечта ўғлингиз ўлган?</p> <p><i>Агар ҳеч ким бўлса, '00' ёзинг.</i></p>	ЎЛГАН ЎҒИЛЛАР СОНИ..... — —	
<p>СМ10. Нечта қизингиз ўлган?</p> <p><i>Агар ҳеч ким бўлса, '00' ёзинг.</i></p>	ЎЛГАН ҚИЗЛАР СОНИ..... — —	
<p>СМ11. СМ3, СМ4, СМ6, СМ7, СМ9 ва СМ10 саволларга берилган жавобларни жамланг.</p>	ЖАЪМИ — —	
<p>СМ12. Фақат ҳаммаси тўғри ёзилганлигига ишонч ҳосил қилиш учун сўраяпман, бутун умрингиз давомида ҳаммаси бўлиб жами бўлиб (СМ11 даги умумий сон) туққансиз, тўғрими?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	1 ⇨ СМ14
<p>СМ13. СМ12 саволга жавоб “ҲА” бўлгунига қадар СМ1-СМ10 саволларга берилган жавобларни текшириб, керакли тўғирлашлар киритинг.</p>		
<p>СМ14. СМ11ни текширинг: Нечта тирик туғруқлар бўлган?</p>	<p>ТИРИК ТУҒРУҚ БЎЛМАГАН, СМ11=00 0 БИР ЁКИ УНДАН ОРТИҚ ТИРИК ТУҒРУҚ БЎЛГАН, СМ11=01 ЁКИ КЎПРОҚ..... 1</p>	0 ⇨ Яқун

ФЕРТИЛЛИК/ТУҒРУҚ ТАРИХИ														ВН			
ВН0. Энди барча туққан фарзандларингизнинг, улар ҳозир ҳам тирикми ёки йўқлигидан катъий-назар, исмларини ёзиб олмақчиман. Тўнғич фарзандингиздан бошлаймиз. Барча фарзандларингиз исмларини ВН1га ёзинг. Эгизак ёки уч эгизак фарзандларнинг исмларини алоҳида қаторларга ёзинг.																	
ВН0. ВН Қа тор ра қами	ВН1. Сизнинг (биринчи/ кейинги) фарзандингизга нима исм қўйилган?	ВН2. Ушбу туғруқ ларнинг биронтаси эгизак бўлган ми? 1 БИР 2. ЭГИ ЗАК	ВН3. (Исми) ўғил болами ёки қиз бола ми?	ВН4. (Исми) қайси йил ва қайси ойда туғилган? Аниқлашга ҳаракат қилинг: Унинг туғилган куни қачон?			ВН5. (Исми) ҳозир хаётми?		ВН6. (Исми) охирги туғилган кунида неча ёш эди? Ёшини тўлган ёши кўринишида ёзинг.	ВН7. (Исми) сиз билан яшайди ми?		ВН8. Боланинг уй хўжалиги даги қатор рақамини ёзинг (НЛ1 дан) Агар бола рўйхатда бўлмаса, '00' ёзинг.	ВН9. (фарзанднинг исми) оламдан ўтганида неча ёшда эди? Агар '1 ёш' бўлса, сўранг: (исми) неча ойлик эди? Агар 1 ойликдан кичик бўлган бўлса, кунларда ёзинг; агар 2 ёшдан кичик бўлган бўлса, ойларда ёзинг; акс ҳолда йилларда ёзинг.			ВН10. (Олдинги фарзанднинг исми) билан (фарзанднинг исми) ўртасида бошқа биронта тирик туғилиш бўлганми, туғилгач ўлган болаларни ҳам ҳисоблаганда?	
				Б	Э	Ў	Қ	Кун		Ой	Йил		Ҳ	Й	Ҳ	Й	Қатор №
01		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ Кейинги фарзанд	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	
02		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд
03		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд
04		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд
05		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзан
06		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд
07		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд
08		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд
09		1 2	1 2	___	___	___	___	1 2	___	1 2	___	___	⇒ ВН10	КУНЛАР..... 1 ОЙЛАР 2 ЙИЛЛАР 3	___	___	1 2 Фарзанд Кейинги қўшинг фарзанд

ВН0. ВН Қа тор ра қами	ВН1. Сизнинг (биринчи/ кейинги) фарзандингизга нима исм қўйилган?	ВН2. Ушбу туғруқ ларнинг биронтаси эгизак бўлган ми?		ВН3. (Исми) ўғил болами ёки қиз бола ми?	ВН4. (Исми) қайси йил ва қайси ойда туғилган?			ВН5. (Исми) ҳозир ҳаётми?	ВН6. (Исми) охирги туғилган қунида неча ёш эди?	ВН7. (Исми) сиз билан яшайди ми?	ВН8. Боланинг уй хўжалиги даги қатор рақамини ёзинг (НЛ1 дан) Агар бола руйхатда бўлмаса, '00' ёзинг.	ВН9. (фарзанднинг исми) оламдан ўтганида неча ёшда эди?		ВН10. (Олдинги фарзанднинг исми) билан (фарзанднинг исми) ўртасида бошқа биронта тирик туғилиш бўлганми, туғилгач ўлган болаларни ҳам хисоблаганда?																	
		1 БИР	2. ЭГИ ЗАК		Ў	Қ	Кун					Ой	Йил	Ҳ	Й	Ёши	Ҳ	Й	Қатор №	Бирлик	Микдори	Ҳ	Й								
10		1	2	1	2	___	___	___	___	___	1	2	___	___	___	1	2	___	___	1	2	___	___	1	2	___	___	1	2	___	___
11		1	2	1	2	___	___	___	___	___	1	2	___	___	___	1	2	___	___	1	2	___	___	1	2	___	___	1	2	___	___
12		1	2	1	2	___	___	___	___	___	1	2	___	___	___	1	2	___	___	1	2	___	___	1	2	___	___	1	2	___	___
13		1	2	1	2	___	___	___	___	___	1	2	___	___	___	1	2	___	___	1	2	___	___	1	2	___	___	1	2	___	___
14		1	2	1	2	___	___	___	___	___	1	2	___	___	___	1	2	___	___	1	2	___	___	1	2	___	___	1	2	___	___
ВН11. (Рўйхатнинг охиридаги фарзанднинг исми)дан кейин биронта тирик туғилган чақалогингиз бўлганми?									ҲА..... 1			ЙЎҚ..... 2			1 ⇒ Фарзанд(лар)ни Туғруқ тарихига киритинг																


<p>CM15. CM11 да ёзилган сонни юқоридаги Туғруқ тарихида рўйхатга киритилган фарзандлар сони билан солиштиринг ва текширинг:</p>	<p>СОНЛАР БИР ХИЛ 1 СОНЛАР ФАРҚ ҚИЛАДИ 2</p>	<p>1 ⇒ CM17</p>
<p>CM16. Аниқлик киритинг ва туғруқ тарихидаги жавобларни CM12 га берилган жавоб “Ҳа” бўлгунига қадар тўғирлаб боринг.</p>		
<p>CM17. ВН4ни текширинг: Ўтган 2 йили ичида бўлган туғруқ, яъни (интервью ўтказилган йилдан икки йил айиринг) йилнинг (интервью оий) дан буён бўлган туғруқлар?</p> <p>Агар интервью оий билан туғилиш оий бир хил бўлса ва туғилиш йили (интервью ўтказилган йилдан икки йил айиринг) бўлса, бу туғилишни ўтган 2 йил ичида бўлган туғилиш ҳисобланг.</p>	<p>ЎТГАН 2 ЙИЛ ДАВОМИДА ТИРИК ТУҒИЛИШ БЎЛМАГАН 0 ЎТГАН 2 ЙИЛ ДАВОМИДА БИР ЁКИ УНДАН КЎП ТИРИК ТУҒИЛИШ БЎЛГАН 1</p>	<p>0 ⇒ Яқун</p>
<p>CM18. ВН1 дага рўйхатнинг охирида ёзилган боланинг исмини кўчиринг.</p> <p>Агар бу фарзанд оламдан ўтган бўлса, кейинги модулларда бу фарзанднинг исмини айтишида алоҳида эҳтиёткорлик билан тилга олинг.</p>	<p>ОХИРГИ ТУҒИЛГАН ФАРЗАНДНИНГ ИСМИ</p> <p>_____</p>	

ОХИРГИ ТУҒРУҚ ИСТАГИ

ДВ

<p>ДВ1. СМ17ни текширинг: Ўтган 2 йил ичида тирик туғилиш бўлганми?</p> <p>Туғилиш тарихида рўйхатга (СМ18)киритилган сўнгги фарзанднинг исмини куйида ёзинг ва керакли жойларда қўлланг:</p> <p>Исми _____</p>	<p>ҲА, СМ17=1 1</p> <p>ЙЎҚ, СМ17=0 ЁКИ БЎШ 2</p>	<p>2 ⇨ Яқун</p>
<p>ДВ2. (Исми)га ҳомиладор бўлганингизда ўша вақтда ҳомиладор бўлишни истаганмидингиз?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	<p>1 ⇨ Яқун</p>
<p>ДВ3. СМ11 текширинг: Туғруқлар сони:</p>	<p>ФАҚАТ 1ТА ТУҒРУҚ 1</p> <p>2 ЁКИ УНДАН КЎП ТУҒРУҚ 2</p>	<p>1 ⇨ ДВ4А</p> <p>2 ⇨ ДВ4В</p>
<p>ДВ4А. Кейинроқ фарзанд кўришни истадингизми ёки умуман фарзандли бўлишни истамадингизми?</p> <p>ДВ4В. Кейинроқ фарзанд кўришни истадингизми ёки умуман бошқа фарзандли бўлишни истамадингизми?</p>	<p>КЕЙИНРОҚ 1</p> <p>БОШҚА / УМУМАН ИСТАМАГАН 2</p>	

<p>MN1. CM17ни текширинг: Ўтган 2 йил ичида тирик туғилиш бўлганми?</p> <p>Туғилиш тарихида рўйхатга (CM18)киритилган сўнгги фарзанднинг исмини куйида ёзинг ва керакли жойларда қўлланг:</p> <p>Исми _____</p>	<p>ҲА, CM17=1 1</p> <p>ЙЎҚ, CM17=0 ЁКИ БЎШ 2</p>	<p>2 ⇒ Яқун</p>
<p>MN2. (Исми)га хомиладор бўлган даврингизда туғруқча парвариш масаласи бўйича бирор кишига учрадингизми?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	<p>2 ⇒ MN19</p>
<p>MN3. Сиз кимга учрадингиз?</p> <p><i>Аниқлашга ҳаракат қилинг: Яна кимгадир мурожаат этдингизми?</i></p> <p><i>Респондент кимга учрашганлигини аниқлаш учун, сўрашни давом этинг ва у берган барча жавобларни қайд этинг.</i></p>	<p>ТИББИЁТ ХОДИМИ</p> <p>ШИФОКОР..... А</p> <p>ҲАМШИРА / ДОЯ..... В</p> <p>ФЕЛЬДШЕР С</p> <p>БОШҚА ИНСОН</p> <p>АНЪАНАВИЙ ДОЯ F</p> <p>БОШҚА (таърифланг) _____ X</p>	
<p>MN4. Ҳомилангиз бўйича биринчи марта туғишдан олдинги кузатувдан ўтганингизда ушбу ҳомилангиз неча ҳафталик ёки ойлик эди?</p> <p><i>Жавобни респондент айтганига кўра қайд этинг. Агар “9 ойлик” ёки ундан кейинроқ бўлса, “9” сифатида қайд этинг.</i></p>	<p>ҲАФТАЛАР 1 _ _ _</p> <p>ОЙЛАР..... 2 0 _ _</p> <p>БМ 998</p>	
<p>MN5. Ушбу хомиладорлик давомида неча марта туғишдан олдинги кузатувдан ўтдингиз?</p> <p><i>Туғишдан олдинги кузатувлардан неча марта ўтганлигини аниқлашга ҳаракат қилинг. Агар иккита сон интервалида айтилган бўлса, энг кичик сонни ёзинг.</i></p>	<p>НЕЧА МАРТА _ _ _</p> <p>БМ 98</p>	
<p>MN6. Ушбу хомиладорлик давомида туғишдан олдинги кузатув жараёнида куйида келтирилганларнинг қай бири ҳеч бўлмаганда бир марта сизга тақдим этилган:</p> <p>[А] Қон босимингиз ўлчанганми?</p> <p>[В] Таҳлил учун сийдик намунасини топширганмисиз?</p> <p>[С] Таҳлил қилиш учун қон топширганмисиз?</p>	<p>ҲА ЙЎҚ</p> <p>ҚОН БОСИМИ..... 1 2</p> <p>СИЙДИК ТАҲЛИЛИ 1 2</p> <p>ҚОН ТАҲЛИЛИ 1 2</p>	
<p>MN19. (Исми)ни туғаётганингизда ким сизга ёрдам берган?</p> <p><i>Аниқлашга ҳаракат қилинг: Яна кимдир ёрдам берганми?</i></p> <p><i>Туғруқни қабул қилганларнинг барчасини аниқлаш учун сўровни давом эттиринг ва у берган барча жавобларни қайд этинг.</i></p>	<p>ТИББИЁТ ХОДИМИ</p> <p>ШИФОКОР..... А</p> <p>ҲАМШИРА / ДОЯ..... В</p> <p>ФЕЛЬДШЕР С</p> <p>БОШҚА ИНСОН</p> <p>АНЪАНАВИЙ ДОЯ F</p> <p>ҚАРИНДОШ / ДЎСТ H</p> <p>БОШҚА (таърифланг) _____ X</p> <p>ҲЕЧ КИМ Y</p>	

<p>MN20. Сиз (<i>Исми</i>)ни каерда туккан эдингиз? <i>Жойнинг турини аниқлашга ҳаракат қилинг.</i></p> <p><i>Бу муассаса давлат ёки хусусий муассаса эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзиб олинг ва мос келадиган категорияни аниқлагунигизга қадар “76”ни белгиланг.</i></p> <hr/> <p style="text-align: center;"><i>(Жойнинг номи)</i></p>	<p>УЙ РЕСПОНДЕНТНИНГ УЙИ 11 БОШҚА УЙ..... 12</p> <p>ДАВЛАТ ТИББИЁТ СЕКТОРИ РЕСПУБЛИКА ТУҒРУҚХОНАСИ 21 ВИЛОЯТ ТУҒРУҚХОНАСИ 22 ТУМАН/ШАҲАР ТУҒРУҚХОНАСИ 23 БОШҚА ДАВЛАТ МУАССАСАСИ (<i>таърифланг</i>) 26</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ ТУҒРУҚ МУАССАСАСИ/ ХУСУСИЙ ТУҒРУҚХОНА 33 БОШҚА ХУСУСИЙ ТИББИЁТ МУАССАСАСИ (<i>таърифланг</i>) 36</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙМИ БМ 76</p> <p>БОШҚА (<i>таърифланг</i>) 96</p>	<p>11 ⇒ MN23 12 ⇒ MN23</p>
<p>MN21. (<i>Исми</i>) кесарева (жаррохлик) усули ёрдамида туғилганми? Яъни чақалокни чиқариш учун қорнингизни кесишганми?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	<p>2 ⇒ MN23</p>
<p>MN22. Кесарева (жаррохлик) усулини қўллаш бўйича қарор қачон қабул қилинган? <i>Лозим бўлса, аниқлашга ҳаракат қилинг: Тўлғоқларингиздан олдин бўлганми ёки кейинми?</i></p>	<p>ТЎЛҒОҚЛАР БОШЛАНИШИДАН ОЛДИН 1 ТЎЛҒОҚЛАР БОШЛАНГ АНИДАН КЕЙИН 2</p>	
<p>MN23. (<i>Исми</i>) туғилган заҳоти у очик кўкрагингизга қўйилганми? <i>Зарурат бўлса, “бевосита тери терига қўйиш”нинг суръатини кўрсатинг.</i></p> 	<p>ҲА 1 ЙЎҚ..... 2</p> <p>БМ/ЭСЛОЛМАЙМАН 8</p>	<p>2 ⇒ MN25 8 ⇒ MN25</p>
<p>MN24. Очик кўкрагингизга қўйилишидан олдин чақалок ўралганмиди?</p>	<p>ҲА 1 ЙЎҚ..... 2</p> <p>БМ/ЭСЛОЛМАЙМАН 8</p>	
<p>MN25. (<i>Исми</i>) туғилганидан қўп ўтмай қуритилган ёки артилганмиди?</p>	<p>ҲА 1 ЙЎҚ..... 2</p> <p>БМ/ЭСЛОЛМАЙМАН 8</p>	

<p>MN26. (Исми) туғилганидан сўнг қанча вақтдан кейин биринчи марта чўмилтирилди?</p> <p><i>Агар “ўша заҳоти” ёки “1 соат бўлмасдан” бўлса, ‘000’ни белгиланг.</i> <i>Агар 24 соатдан кам бўлса, соатларни ёзинг.</i></p> <p><i>Агар “1 кун” ёки “эртасига” бўлса, Аниқлашига ҳаракат қилинг: Туғилганидан сўнг тахминан неча соатдан кейин?</i></p> <p><i>Агар “24 соат” бўлса, 24 соатдан камроқ ёки 1 кунга қанчалик яқинлигини аниқлашига ҳаракат қилинг.</i> <i>Агар 24 соат ёки кўпроқ бўлса, кунларда ёзинг.</i></p>	<p>ЎША ЗАҲОТИ/1 СОАТ БЎЛМАСДАН 000</p> <p>СОАТЛАР 1 ___</p> <p>КУНЛАР 2 ___</p> <p>УМУМАН ЧЎМИЛТИРИЛМАДИ 997</p> <p>БМ / ЭСЛОЛМАЙМАН 998</p>	
<p>MN32. (Исми) туғилганда, у жуда йирик, ўртачадан йирикроқ, ўртача, ўртачадан кичикроқ ёки жуда кичкина бўлганми?</p>	<p>ЖУДА ЙИРИК..... 1</p> <p>ЎРТАЧАДАН ЙИРИКРОҚ..... 2</p> <p>ЎРТАЧА 3</p> <p>ЎРТАЧАДАН КИЧИКРОҚ..... 4</p> <p>ЖУДА КИЧКИНА..... 5</p> <p>БМ 8</p>	
<p>MN33. (Исми) туғилган заҳотиёқ унинг оғирлиги ўлчанганми?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p> <p>БМ 8</p>	<p>2 ⇒ MN35</p> <p>8 ⇒ MN35</p>
<p>MN34. (Исми)нинг оғирлиги қандай бўлган?</p> <p><i>Агар Беморнинг амбулатор картаси (Шакл 112) мавжуд бўлса, вазни картадан ёзиб олинг.</i></p>	<p>КАРТА БЎЙИЧА..... 1 (КГ) ___ . ___</p> <p>ЁДДАН 2 (КГ) ___ . ___</p> <p>БМ 99998</p>	
<p>MN35. (Исми) туғилгандан кейин сизнинг ҳайз кўришингиз тикландими?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	
<p>MN36. Сиз (Исми)ни ҳеч кўкрак сути билан эмизиб боққанмисиз?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	<p>2 ⇒ MN39B</p>
<p>MN37. (Исми) туғилганидан кейин қанча вақтдан сўнг унга илк бор кўкрак бергансиз?</p> <p><i>Агар 1 соатдан камроқ вақт ўтгандан сўнг бўлса, ‘00’ соат деб ёзинг.</i> <i>Агар 24 соатдан камроқ бўлса, соатларни ёзинг.</i> <i>Бошқа ҳолатларда кунларни ёзинг.</i></p>	<p>ДАРҲОЛ..... 000</p> <p>СОАТЛАР 1 ___</p> <p>КУНЛАР 2 ___</p> <p>БМ / ЭСЛОЛМАЙМАН 998</p>	
<p>MN38. (Исми) туғилганидан кейин дастлабки уч кун давомида унга кўкрак сутидан ташқари яна бир нима ичирилганми?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	<p>1 ⇒ MN39A</p> <p>2 ⇒ Яқун</p>

<p>MN39A. (Исми)га нима ичирилган?</p> <p><i>Аниқлашга ҳаракат қилинг: Яна бирон нима ичирилганми?</i></p> <p><i>“Ҳеч нарса ичирилмаган” – нотўғри жавоб ва шунинг учун Y вариантыдаги жавобни қайд этиши мумкин эмас.</i></p> <p>MN39B. (Исми) туғилганидан кейин дастлабки уч кун ичида унга нима ичиришга бергансиз?</p> <p><i>Аниқлашга ҳаракат қилинг: Яна бирон нима ичирилганми?</i></p> <p><i>“Ҳеч нарса ичирилмаган” жавоб варианты фақат бошқа биронта вариант белгиланмаган бўлсагина қайд этилиши мумкин.</i></p>	<p>СУТ (КЎКРАК СУТИ ЭМАС) A</p> <p>ОДДИЙ СУВ B</p> <p>ШАКАРЛИ ЁКИ ГЛЮКОЗАЛИ СУВ C</p> <p>ҚОРИН САНЧИШИГА ҚАРШИ ЭРИТМА D</p> <p>ШАКАРЛИ-ТУЗЛИ ЭРИТМА E</p> <p>МЕВАЛИ ШАРБАТ F</p> <p>БОЛАЛАР ОЗУҚАСИ G</p> <p>ЧОЙ / ЎТЛИ ШАРБАТ H</p> <p>ШИФОКОР ЁЗИБ БЕРГАН ДОРИ J</p> <p>НОВВОТ K</p> <p>КЎКРАК СУТИ (ОНАСИНИКИ ЭМАС) L</p> <p>БОШҚА (<i>таърифланг</i>) X</p> <p>ҲЕЧ НАРСА ИЧИРИЛМАГАН Y</p>	
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<p>PN1. CM17ни текширинг: Ўтган 2 йил ичида тирик туғилиш бўлганми?</p> <p>Туғилиш тарихида рўйхатга (CM18)киритилган сўнгги фарзанднинг исмини куйида ёзинг ва керакли жойларда қўлланг:</p> <p>Исми _____</p>	<p>ҲА, CM17=1 1</p> <p>ЙЎҚ, CM17=0 ЁКИ БЎШ 2</p>	<p>2 ⇒ Яқун</p>
<p>PN2. MN20 ни текширинг: Бола тиббиёт муассасасида дунёга келтирилдими?</p>	<p>ҲА, MN20=21-36 ЁКИ 76 1</p> <p>ЙЎҚ, MN20=11-12 ЁКИ 96..... 2</p>	<p>2 ⇒ PN7</p>
<p>PN3. Энди мен (исми) туғилганидан кейинги соатлар ва кунлар давомида нималар бўлганлиги юзасидан сизга саволлар бермоқчиман.</p> <p>Сиз болани (MN20 да кўрсатилган муассасанинг номи ва тури) да туққанингиз тўғрисида айтдингиз. Туққанингиздан кейин яна қанча вақт ўша ерда қолдингиз?</p> <p><i>Бир кундан камроқ бўлса, соатларни ёзинг.</i></p> <p><i>Бир ҳафтадан камроқ бўлса, кунларни ёзинг.</i></p> <p><i>Қолган барча ҳолатларда ҳафталарни ёзинг.</i></p>	<p>СОАТЛАР 1 __ __</p> <p>КУНЛАР..... 2 __ __</p> <p>ҲАФТАЛАР 3 __ __</p> <p>БМ / ЭСЛОЛМАЙМАН.....998</p>	
<p>PN4. Мен сиз билан (исми) туғилганидан кейин унинг саломатлигини текширишлар, масалан, (исми)ни кимдир кўриқдан ўтказганлиги, киндигини кўриб чиққанлиги ёки (исми)ни аҳволи жойида эканлигига ишонч ҳосил қилганлиги кабилар тўғрисида суҳбатлашмоқчи эдим.</p> <p>Сиз (MN20 да кўрсатилган муассасанинг номи ва тури)дан чиқишингиздан олдин кимдир (исми)ни соғлиги бўйича аҳволини кўриқдан ўтказдимми?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	
<p>PN5. <u>Сизнинг</u> соғлигингиз ҳам текширилдими, яъни кимдир сизнинг қанчалик саломат эканлигингизни текширдими, масалан соғлигингиз тўғрисида саволлар бериш ёки сизни текшириш орқали?</p> <p>Сиз (MN20 да кўрсатилган муассасанинг номи ва тури)дан чиқишингиздан олдин кимдир <u>сизнинг</u> соғлигингизни текширдими?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	
<p>PN6. Энди эса мен Сиз (MN20 да кўрсатилган муассасанинг номи ва тури)дан чиқиб кетганингиздан кейин нима бўлганлиги тўғрисида Сиз билан суҳбатлашмоқчи эдим.</p> <p>(MN20 да кўрсатилган муассасанинг номи ва тури)дан чиққанингиздан кейин кимдир (Исми)ни саломатлигини кўриқдан ўтказдимми ?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	<p>1 ⇒ PN12</p> <p>2 ⇒ PN17</p>

<p>PN7. MN19ни текширинг: Туғруқда сизга тиббиёт ходими ёки анъанавий доя ёрдамлашдими?</p>	<p>ҲА, А ДАН F ГАЧА ВАРИАНТЛАРНИНГ КАМИДА БИТТАСИ 1 ЙЎҚ, А ДАН F ГАЧА ВАРИАНТЛАРНИНГ БИРОНТАСИ БЎЛМАДИ 2</p>	<p>2 ⇒ PN11</p>
<p>PN8. Сиз боя (<i>MN19да қайд этилган инсон ёки инсонлар</i>) туғруқда кўмаклашганликларини айтдингиз. Энди эса мен туғруқдан кейин (<i>исми</i>)нинг саломатлигини текширишлар, масалан (<i>исми</i>)ни кўриқдан ўтказиш, киндигини текшириш, ёки (<i>исми</i>)нинг аҳволи яхши эканлигини текширишлар ҳақида гаплашмоқчиман.</p> <p>Туғруқдан кейин ва Сизнинг олдингиздан кетишдан аввал (<i>MN19да қайд этилган инсон ёки инсонлар</i>) (<i>исми</i>)нинг соғлиги бўйича аҳволини кўриқдан ўтказдиларми?</p>	<p>ҲА 1 ЙЎҚ 2</p>	
<p>PN9. (<i>MN19да қайд этилган инсон ёки инсонлар</i>) кетишдан олдин <u>Сизнинг</u> саломатлигингизни текширдими, масалан, соғлигингиз тўғрисида саволлар бериш ёки сизни кўриқдан ўтказиш орқали?</p>	<p>ҲА 1 ЙЎҚ 2</p>	
<p>PN10. (<i>MN19да қайд этилган инсон ёки инсонлар</i>) олдингиздан кетганидан кейин бирон кимса (<i>исми</i>)нинг саломатлигини текширдими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>1 ⇒ PN12 2 ⇒ PN19</p>
<p>PN11. Мен сиз билан (<i>исми</i>) туғилганидан кейин унинг саломатлигини текширишлар, масалан, (<i>исми</i>)ни кимдир кўриқдан ўтказганлиги, киндигини кўриб чиққанлиги ёки чақалоқнинг аҳволи жойида эканлигига ишонч ҳосил қилганлиги кабилар тўғрисида суҳбатлашмоқчи эдим.</p> <p>(<i>Исми</i>) туғилганидан сўнг кимдир уни тиббий кўриқдан ўтказдими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>2 ⇒ PN20</p>
<p>PN12. Бундай кўрик фақат бир мартами ёки бир неча мартаба бўлди?</p>	<p>БИР МАРТА 1 БИР МАРТАДАН КЎПРОҚ 2</p>	<p>1 ⇒ PN13A 2 ⇒ PN13B</p>
<p>PN13A. Ўша кўрик туғруқдан сўнг қанчадан кейин ўтказилди?</p> <p>PN13B. Туғруқдан кейин қанча вақт ўтгач биринчи кўрик ўтказилди?</p> <p><i>Бир кундан камроқ бўлса, соатларни ёзинг.</i> <i>Бир ҳафтадан камроқ бўлса, кунларни ёзинг.</i> <i>Қолган барча ҳолатларда ҳафталарни ёзинг.</i></p>	<p>СОАТЛАР 1 __ __ КУНЛАР 2 __ __ ҲАФТАЛАР 3 __ __ БМ / ЭСЛОЛМАЙМАН 998</p>	

<p>PN14. Ўша вақтда (<i>Исми</i>)нинг ҳолатини ким кўриқдан ўтказди?</p>	<p>ТИББИЁТ ХОДИМИ ШИФОКОРА ҲАМШИРА / ДОЯВ ФЕЛЬДШЕРС БОШҚА ИНСОН АНЪАНАВИЙ ДОЯ F ҚАРИНДОШ / ДЎСТН БОШҚА (<i>таърифланг</i>) X</p>	
<p>PN15. Бу текшириш қаерда ўтказилди?</p> <p><i>Жойнинг турини аниқлашга ҳаракат қилинг.</i></p> <p><i>Бу муассаса давлат ёки хусусий муассаса эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзиб олинг ва мос келадиган категорияни аниқлашнингизга қадар “76”ни белгиланг.</i></p> <p>_____</p> <p>(<i>Жойнинг номи</i>)</p>	<p>УЙ РЕСПОНДЕНТНИНГ УЙИ11 БОШҚА УЙ12</p> <p>ДАВЛАТ ТИББИЁТ СЕКТОРИ ДАВЛАТ ШИФОХОНА 21 ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ МУАССАСАЛАРИ 24 БОШҚА ДАВЛАТ МУАССАСАСИ (<i>таърифланг</i>) 26</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ ШИФОХОНА31 ХУСУСИЙ АМБУЛАТОР КЛИНИКА / МАРКАЗ 32 ХУСУСИЙ ТУҒРУҚ МУАССАСАСИ / ХУСУСИЙ ТУҒРУҚХОНА 33 ХУСУСИЙ АМАЛИЁТ ВРАЧИ 34 БОШҚА ХУСУСИЙ ТИББИЁТ МУАССАСАСИ (<i>таърифланг</i>) 36</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙМИ БМ 76</p> <p>БОШҚА (<i>таърифланг</i>) 96</p>	
<p>PN16. MN20ни текширинг: Бола тиббиёт муассасасида туғилганми?</p>	<p>ҲА, MN20=21-36 ЁКИ 76 1 ЙЎҚ, MN20=11-12 ЁКИ 96..... 2</p>	<p>2 ⇒PN18</p>
<p>PN17. (<i>MN20да қўрсатилган муассасанинг номи ва тури</i>)дан кетганингиздан кейин бирон кимса <u>Сизнинг</u> саломатлигингизни текширдими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>1 ⇒PN21 2 ⇒PN25</p>
<p>PN18. MN19ни текширинг: Туғруқда сизга тиббиёт ходими ёки анъанавий доя ёрдамлашдими?</p>	<p>ҲА, А ДАН F ГАЧА ВАРИАНТЛАРНИНГ КАМИДА БИТТАСИ 1 ЙЎҚ, А ДАН F ГАЧА ВАРИАНТЛАРНИНГ БИРОНТАСИ БЎЛМАДИ 2</p>	<p>2 ⇒PN20</p>
<p>PN19. (<i>MN19да қайд этилган инсон ёки инсонлар</i>) олдингиздан кетганидан кейин бирон кимса <u>сизнинг</u> саломатлигингизни текширдими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>1 ⇒PN21 2 ⇒PN25</p>
<p>PN20. (<i>Исми</i>) туғилганидан сўнг бирон кимса <u>Сизнинг</u> саломатлигингизни текширдими, масалан, соғлигингиз тўғрисида саволлар бериш ёки сизни кўриқдан ўтказиш орқали?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>2 ⇒PN25</p>
<p>PN21. Ушбу кўриқ бир ёки бир неча марта бўлганми?</p>	<p>БИР МАРТА 1 БИР НЕЧА МАРТА 2</p>	<p>1 ⇒PN22A 2 ⇒PN22B</p>

<p>PN22A. Ўша кўрик туғруқдан сўнг қанчадан кейин ўтказилди?</p> <p>PN22B. Туғруқдан кейин қанча вақт ўтгач биринчи кўрик ўтказилди?</p> <p><i>Бир кундан камроқ бўлса, соатларни ёзинг.</i></p> <p><i>Бир ҳафтадан камроқ бўлса, кунларни ёзинг.</i></p> <p><i>Қолган барча ҳолатларда ҳафталарни ёзинг.</i></p>	<p>СОАТЛАР 1 __ __</p> <p>КУНЛАР..... 2 __ __</p> <p>ҲАФТАЛАР 3 __ __</p> <p>БМ / ЭСЛОЛМАЙМАН..... 998</p>	
<p>PN23. Ўшанда <u>Сизнинг</u> ҳолатингизни ким кўриқдан ўтказди?</p>	<p>ТИББИЁТ ХОДИМИ</p> <p>ШИФОКОР A</p> <p>ҲАМШИРА / ДОЯ B</p> <p>ФЕЛЬДШЕР C</p> <p>БОШҚА ИНСОН</p> <p>АНЪАНАВИЙ ДОЯ F</p> <p>ҚАРИНДОШ / ДЎСТ H</p> <p>БОШҚА (<i>таърифланг</i>) X</p>	
<p>PN24. Ушбу кўрик қаерда ўтказилди?</p> <p><i>Жойнинг турини аниқлашга ҳаракат қилинг.</i></p> <p><i><u>Бу муассаса давлат ёки хусусий муассаса эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзиб олинг ва мос келадиган категорияни аниқлагунигизга қадар “76”ни белгиланг.</u></i></p> <p>_____</p> <p>(Жойнинг номи)</p>	<p>УЙ</p> <p>РЕСПОНДЕНТНИНГ УЙИ 11</p> <p>БОШҚА УЙ 12</p> <p>ДАВЛАТ ТИББИЁТ СЕКТОРИ</p> <p>ДАВЛАТ ШИФОХОНА 21</p> <p>ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ</p> <p>МУАССАСАЛАРИ 24</p> <p>БОШҚА ДАВЛАТ МУАССАСАСИ (<i>таърифланг</i>) 26</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ</p> <p>ХУСУСИЙ ШИФОХОНА 31</p> <p>ХУСУСИЙ АМБУЛАТОР КЛИНИКА / МАРКАЗ 32</p> <p>ХУСУСИЙ ТУҒРУҚ МУАССАСАСИ / ХУСУСИЙ ТУҒРУҚХОНА 33</p> <p>ХУСУСИЙ АМАЛИЁТ ВРАЧИ 34</p> <p>БОШҚА ХУСУСИЙ ТИББИЁТ МУАССАСАСИ (<i>таърифланг</i>) 36</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙМИ БМ..... 76</p> <p>БОШҚА (<i>таърифланг</i>) 96</p>	

<p>PN25. Туғруқдан кейинги дастлабки икки кун ичида бирон бир тиббиёт ходими қуйидагилардан биронтасини уйда ёки муассасада амалга оширдими:</p> <p>[A] (<i>Исми</i>)нинг киндигини текширдими?</p> <p>[B] (<i>Исми</i>)нинг тана ҳароратини текширдими?</p> <p>[C] Сизга кўкрак сути билан боқиш бўйича маслаҳат бердими?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>КИНДИКНИ ТЕКШИРИШ 1 2 8</p> <p>ТАНА ҲАРОРАТИНИ ТЕКШИРИШ 1 2 8</p> <p>СИЗГА КЎКРАК СУТИ БИЛАН БОҚИШ БЎЙИЧА МАСЛАҲАТ БЕРИШ 1 2 8</p>	
<p>PN26. MN36ни текширинг: Болага ҳеч кўкрак сути берилганми?</p>	<p>ҲА, MN36=1 1</p> <p>ЙЎҚ, MN36=2..... 2</p>	<p>2 ⇒PN28</p>
<p>PN27. (<i>Исми</i>)нинг кўкрак сутини эмишини кузатганми?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>КЎКРАК СУТИНИ ЭМИШИНИ КУЗАТГАНМИ..... 1 2 8</p>	
<p>PN28. MN33ни текширинг: Бола туғилганида унинг вазни ўлчандими?</p>	<p>ҲА, MN33=1 1</p> <p>ЙЎҚ, MN33=2..... 2</p> <p>БМ, MN33=8 3</p>	<p>1 ⇒PN29A</p> <p>2 ⇒PN29B</p> <p>3 ⇒PN29C</p>
<p>PN29A. Сиз (<i>исми</i>)нинг вазни туғилганида ўлчанди деб айтдингиз. Шундан сўнг (<i>исми</i>) кейинги икки кун ичида тиббиёт ходими томонидан яна вазни ўлчандими?</p> <p>PN29B. Сиз туғилганида (<i>исми</i>)нинг вазни ўлчанмади деб айтдингиз. Туғилгандан кейин икки кун ичида (<i>исми</i>)нинг вазни тиббиёт ходими томонидан умуман ўлчандими?</p> <p>PN29C. Сиз (<i>исми</i>)нинг вазни туғилганида ўлчанган ёки ўлчанмаганлигини билмаслигингизни айтдингиз. Туғилгандан кейинги икки кун ичида (<i>исми</i>)нинг вазни тиббиёт ходими томонидан умуман ўлчандими?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	
<p>PN30. (<i>Исми</i>) туғилганидан кейин дастлабки икки кун ичида биронта тиббий ёрдам кўрсатувчи сизга бемор болангиз даволаниши учун тиббий муассасага олиб бориш талаб қилинадиган аломатлар ҳақида маълумот бердими?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	

СР0. Мен сиз билан бошқа мавзуда – оилани режалаштириш мавзусида суҳбатлашсам дегандим.

Жуфтликлар ҳомиланинг олдини олиш ёки уни кечиктириш мақсадида турли хил усуллар ёки услублардан фойдаланадилар.

Сиз қуйидагилар тўғрисида эшитганмисиз:

[A] аёллар стерилизацияси?

ҲА 1
ЙЎҚ 2

Изоҳ: Аёл киши бошқа фарзанд кўрмаслиги учун махсус жарроҳлик амалиёти ўтказилиши мумкин.

ҲА 1
ЙЎҚ 2

[B] эркаклар стерилизацияси?

Изоҳ: Эркак киши бошқа фарзандли бўлмаслиги учун махсус жарроҳлик амалиёти ўтказилиши мумкин.

ҲА 1
ЙЎҚ 2

[C] бачадон ичи контрацептивлари (БИК)?

Изоҳ: Аёллар уларнинг ичига шифокор ёки ҳамшира томонидан ўрнатилувчи тугун ёки спиралдан фойдаланишлари мумкин.

ҲА 1
ЙЎҚ 2

[D] ҳомилага қарши инъекциялар?

Изоҳ: Аёлларга тиббий хизмат кўрсатувчи шундай инъекциялар қилиши мумкинки, уларнинг натижасида аёллар бир ёки бир неча ой давомида ҳомиладор бўлмайдилар.

ҲА 1
ЙЎҚ 2

[E] ҳомилага қарши имплантатлар?

Изоҳ: Аёллар бир ёки бир неча йил давомида аёл киши ҳомиладор бўлишининг олдини олувчи бир ёки бир нечта найчалардан фойдаланишлари мумкин бўлиб, бундай найчаларни шифокор ёки ҳамшира томонидан қўлнинг юқори қисмига ўрнатади.

ҲА 1
ЙЎҚ 2

[F] ҳомиладорликнинг олдини олувчи таблеткалар?

Изоҳ: Аёллар ҳомиладор бўлмаслик учун ҳар куни махсус таблетка қабул қилишлари мумкин.

ҲА 1
ЙЎҚ 2

[G] эркаклар презервативи?

Изоҳ: Эркаклар жинсий алоқадан олдин ўз олатларига резинадан қилинган ғилоф кийиб олишлари мумкин.

ҲА 1
ЙЎҚ 2

[H] аёллар презервативи?

Изоҳ: Жинсий алоқадан олдин аёлларнинг қинига химоя қилувчи ғилоф ўрнатилиши мумкин.

<p>[I] диафрагма?</p> <p><i>Изоҳ:</i> Аёллар бачадон ёки фаллоп найларига сперма тушишининг олдини олиш учун кинларига юмшоқ резина қалпоқча ўрнатишлари мумкин.</p>	<p>ҲА 1 ЙЎҚ 2</p>	
<p>[J] кўпик/гель?</p> <p><i>Изоҳ:</i> Аёллар сперматозоидларни нобуд қилиши ёки уларнинг ҳаракатланиб, тухумдонга етишининг олдини олиш қобилиятига эга бўлган спермецид воситалар (масалан, кўпик, гель, крем)дан фойдаланишлари мумкин..</p> <p>[L] даврий тийилиш /ҳайз цикли усули?</p> <p><i>Изоҳ:</i> Аёллар ҳомиладорликнинг олдини олиш учун ҳар бир ойнанинг ҳомиладор бўлиб қолиши мумкин кунлари жинсий алоқага киришмайдилар.</p> <p>[M] жинсий алоқани тўхтатиш?</p> <p><i>Изоҳ:</i> Эркаклар эҳтиёткор бўлишлари – эякуляция (уруғ отилиши)дан олдин жинсий алоқани тўхтатишлари мумкин.</p> <p>[N] тезкор/посткоитал контрацепция?</p> <p><i>Изоҳ:</i> Ҳомиладорликнинг олдини олиш учун аёллар сўнгги чора сифатида химояланмаган жинсий алоқадан кейинги уч кун ичида махсус таблеткалар қабул қилишлари мумкин.</p> <p>[X] Сиз ҳомиладорликнинг олдини олиш учун аёллар ёки эркаклар қўллашлари мумкин бўлган бошқа бирон услублар тўғрисида эшитганмисиз?</p>	<p>ҲА 1 ЙЎҚ 2</p> <p>ҲА 1 ЙЎҚ 2</p> <p>ҲА 1 ЙЎҚ 2</p> <p>ҲА 1 ЙЎҚ 2</p> <p>ҲА 1</p> <p>_____ (таърифланг) _____ (таърифланг)</p> <p>ЙЎҚ 2</p>	
<p>CP1. Сиз ҳозир ҳомиладормисиз?</p>	<p>ҲА, ҲОЗИР ҲОМИЛАДОР 1 ЙЎҚ 2 БМ ЁКИ ИККИЛАНМОҚДА 8</p>	<p>1 ⇒ CP3</p>
<p>CP2. Ҳомиладорликни кечиктириш ёки ундан сақланиш учун жуфтликлар турли воситалар ёки услублардан фойдаланадилар.</p> <p>Сиз ҳомиладорликни кечиктириш ёки ундан сақланиш учун ҳозир бир нима қиялпсизми ёки бирон услубдан фойдаланяпсизми?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>1 ⇒ CP4</p>
<p>CP3. Сиз ҳомиладорликни кечиктириш ёки ундан сақланиш учун ҳеч бирон нима қилганмисиз ёки бирон услубдан фойдаланганмисиз?</p>	<p>ҲА 1 ЙЎҚ 2</p>	<p>1 ⇒ Яқун 2 ⇒ Яқун</p>

<p>СР4. Сиз ҳомиладорликни кечиктириш ёки ундан сақланиш учун нима қиляпсиз?</p> <p>Ўзингиз айтиб ўтирманг. Агар бир неча услуб айтиб ўтилган бўлса, ҳар бирини қайд этинг.</p>	<p>АЁЛЛАР СТЕРИЛИЗАЦИЯСИ А</p> <p>ЭРҚАКЛАР СТЕРИЛИЗАЦИЯСИ В</p> <p>БАЧАДОН ИЧИГА СПИРАЛ ҚЎЙИШ С</p> <p>ИНЪЕКЦИЯЛАР D</p> <p>ИМПЛАНТАНТЛАРE</p> <p>ТАБЛЕТКАЛАР F</p> <p>ЭРҚАКЛАР ПРЕЗЕРВАТИВИ..... G</p> <p>АЁЛЛАР ПРЕЗЕРВАТИВИ..... H</p> <p>ДИАФРАГМА I</p> <p>КЎПИК / ГЕЛЛАРJ</p> <p>ЛАКТАЦИОН АМЕНОРЕЯ УСЛУБИ (ЛАМ) ... K</p> <p>ДАВРИЙ ТИЙИЛИШ/ҲАЙЗ ЦИКЛИ УСУЛИ...L</p> <p>ЖИНСИЙ АЛОҚАНИ ТЎХТАТИШ.....M</p> <p>БОШҚА (<i>таърифланг</i>) _____ X</p>	
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<p>UN1. CP1ни текширинг: Ҳозир ҳомиладорми?</p>	<p>ҲА, CP1=1..... 1 ЙЎҚ, БМ ЁКИ ИККИЛАНМОҚДА, CP1=2 ЁКИ 8..... 2</p>	<p>2 ⇒ UN6</p>
<p>UN2. Энди мен сиз билан ҳозирги ҳомиладорлигингиз тўғрисида суҳбатлашмоқчи эдим. Сиз ҳомиладор бўлиб қолганингизда ўша вақтда ҳомиладор бўлишни истаган эдингизми?</p>	<p>ҲА..... 1 ЙЎҚ..... 2</p>	<p>1 ⇒ UN5</p>
<p>UN3. CM11ни текширинг: Ҳеч туққанми?</p>	<p>ТУҒМАГАН 0 БИР ЁКИ УНДАН КЎП ТУҚҚАН 1</p>	<p>0 ⇒ UN4A 1 ⇒ UN4B</p>
<p>UN4A. Сиз кейинроқ фарзанд кўришни хоҳлаган эдингизми ёки умуман фарзандли бўлишни истамаган эдингизми? UN4B. Сиз кейинроқ фарзанд кўришни хоҳлаган эдингизми ёки бошқа фарзанд кўришни истамаган эдингизми?</p>	<p>КЕЙИНРОҚ..... 1 УМУМАН/БОШҚА ИСТАМАГАН 2</p>	
<p>UN5. Ҳозир мен келажак тўғрисида бир нечта савол бермоқчиман. Ҳозир кутаётган фарзандингиздан кейин яна бир бола туғишни хоҳлармидингиз ёки бошқа бола туғмасликни афзал кўрар эдингизми?</p>	<p>ЯНА БИР ФАРЗАНД КЎРИШ..... 1 УМУМАН/БОШҚА ИСТАМАЙДИ..... 2 ҚАРОР ҚИЛИНМАДИ/ БМ..... 8</p>	<p>1 ⇒ UN8 2 ⇒ UN14 8 ⇒ UN14</p>
<p>UN6. CP4ни текширинг: Ҳозирда “Аёллар стерилизацияси”дан фойдаланмоқдами?</p>	<p>ҲА, CP4=A..... 1 ЙЎҚ, CP4≠A 2</p>	<p>1 ⇒ UN14</p>
<p>UN7. Ҳозир мен келажак тўғрисида бир неча савол бермоқчиман. Сиз (яна бир) бола туғишни хоҳлармидингиз ёки (бошқа) бола туғмасликни афзал кўрар эдингизми?</p>	<p>(ЯНА БИР) БОЛАГА ЭГА БЎЛИШ..... 1 УМУМАН/БОШҚА ИСТАМАЙДИ..... 2 ҲОМИЛАДОР БЎЛА ОЛМАЯПМАН, ДЕБ АЙТЯПТИ 3 ҚАРОР ҚИЛИНМАДИ/ БМ..... 8</p>	<p>2 ⇒ UN10 3 ⇒ UN12 8 ⇒ UN10</p>
<p>UN8. Сиз (яна бир) болани туғишгача яна қанча вақт кутишни истар эдингиз? <i>Респондент берган жавобни қайд этинг.</i></p>	<p>ОЙЛАР1 ___ ЙИЛЛАР2 ___ КУТИШНИ ИСТАМАЙДИ (ЯҚИНДА/ҲОЗИР)993 ҲОМИЛАДОР БЎЛА ОЛМАЯПМАН, ДЕБ АЙТЯПТИ994 НИКОҲДАН ЎТГАНДАН СЎНГ995 БОШҚА.....996 БМ.....998</p>	<p>994 ⇒ UN12</p>
<p>UN9. CP1ни текширинг: Ҳозир ҳомиладорми?</p>	<p>ҲА, CP1=1..... 1 ЙЎҚ, БМ ЁКИ ИККИЛАНМОҚДА, CP1=2 ЁКИ 8..... 2</p>	<p>1 ⇒ UN14</p>
<p>UN10. CP2ни текширинг: Ҳозирда бирон услубдан фойдаланмоқдами?</p>	<p>ҲА, CP2=1..... 1 ЙЎҚ, CP2=2 2</p>	<p>1 ⇒ UN14</p>
<p>UN11. Сиз нима деб ўйлайсиз, ҳозирги вақтда ҳомиладор бўлишга жисмонан қодирмисиз?</p>	<p>ҲА..... 1 ЙЎҚ..... 2 БМ..... 8</p>	<p>1 ⇒ UN14 8 ⇒ UN14</p>

<p>UN12. Нима учун сиз ўзингизни хомиладор бўлиб қолишга жисмонан қодир эмас, деб ўйлаяпсиз?</p>	<p>ЖИНСИЙ АЛОҚАЛАР КАМ БЎЛИШИ / АЛОҚАЛАР БЎЛМАСЛИГИA МЕНОТАНАФФУСB ҲАЙЗ ҲЕЧ ҚАЧОН КЕЛМАГАНC ГИСТЕРЭКТОМИЯ (БАЧАДОН ЖАРРОҲЛИК ЙЎЛИ БИЛАН ОЛИБ ТАШЛАНИШИ)D 2 ЙИЛ ВА УНДАН КЎПРОҚ ВАҚТ ДАВОМИДА ҲОМИЛАДОР БЎЛИШ МАҚСАДИДА ҚИЛИНГАН УРИНИШЛАРИ НАТИЖА БЕРМАДИE ТУҒРУҚДАН КЕЙИНГИ АМЕНОРЕЯF КЎКРАК БИЛАН ЭМИЗИБ БОҚИШG ЖУДА ҚАРИБ ҚОЛГАНH ФАТАЛИСТИК (ТАҚДИРНИНГ МУҚАРРАРЛИГИ) КАЙФИЯТДАI БОШҚА (<i>таърифланг</i>)X БМ.....Z</p>	
<p>UN13. UN12 ни текширинг: ‘Ҳайз ҳеч қачон келмаган’ дейилдими?</p>	<p>ДЕЙИЛДИ, UN12=C 1 АЙТИЛМАДИ, UN12≠C 2</p>	<p>1 ⇒ Яқун</p>
<p>UN14. Сизнинг охириги ҳайз даврингиз қачон бошланган?</p> <p>Жавобни респондент айтган вақт бирлиги асосида ёзинг.</p> <p>Агар ‘1 йил’ бўлса, аниқлашга ҳаракат қилинг:</p> <p>Неча ой олдин?</p>	<p>КУНЛАР ОЛДИН1 ___ ҲАФТАЛАР ОЛДИН2 ___ ОЙЛАР ОЛДИН3 ___ ЙИЛЛАР ОЛДИН4 ___</p> <p>МЕНОТАНАФФУС / ГИСТЕРЭКТОМИЯ ҚИЛИНГАН.....993 СЎНГИ ТУҒРУҚДАН ОЛДИН994 ҲЕЧ ҚАЧОН ҲАЙЗ КЎРМАГАН995</p>	<p>993 ⇒ Яқун 994 ⇒ Яқун 995 ⇒ Яқун</p>
<p>UN15. UN14 ни текширинг: Сўнги марта ҳайз кўрилгани ўтган бир йил ичида бўлганми?</p>	<p>ҲА, ЎТГАН БИР ЙИЛ ИЧИДА 1 ЙЎҚ, БИР ЙИЛ ЁКИ КЎПРОҚ 2</p>	<p>2 ⇒ Яқун</p>
<p>UN16. Охириги ҳайзингиз туфайли биронта ижтимоий фаолият, ўқиш ёки иш кунларини ўтказиб юбордингизми?</p>	<p>ҲА..... 1 ЙЎҚ..... 2</p> <p>БМ / ИККИЛАНМОҚДА / БУНДАЙ ФАОЛИЯТ БЎЛМАДИ 8</p>	
<p>UN17. Охириги ҳайзингиз даврида уйдалигингизда бошқалардан холи тарзда ювиниш ва алмаштириш имконига эга эдингизми?</p>	<p>ҲА..... 1 ЙЎҚ..... 2</p> <p>БМ..... 8</p>	
<p>UN18. Сиз санитария воситалари, тампонлар ёки мато каби бирон нарсдан фойдаланасизми?</p>	<p>ҲА..... 1 ЙЎҚ..... 2</p> <p>БМ..... 8</p>	<p>2 ⇒ Яқун 8 ⇒ Яқун</p>
<p>UN19. Бу ашёлардан қайта фойдаланилса бўлардими?</p>	<p>ҲА..... 1 ЙЎҚ..... 2</p> <p>БМ..... 8</p>	

DV1. Баъзида эр ўз хотинининг ҳаракатларидан асабийлашади ёки газабланади. Сиз нима деб ўйлайсиз, эр ўз хотинини куйида кўрсатилган вазиятларда уришга ёки калтаклашга ҳақлими:

ҲА ЙЎҚ

БМ			
АЙТМАСДАН УЙДАН ЧИҚСА	1	2	8
ФАРЗАНДЛАРИГА БЕПАРВОЛИК.....	1	2	8
ЭРИГА ЭЪТИРОЗ БИЛДИРСА.....	1	2	8
ЖИНСИЙ ЯҚИНЛИКНИ РАД ЭТСА	1	2	8
ОВҚАТНИ КУЙДИРИБ ЮБОРСА.....	1	2	8
УЙ ЮМУШЛАРИНИ БАЖАРМАСА	1	2	8

- [A] Агар хотин эрига айтмасдан уйдан чиқиб кетса?
- [B] Агар хотин фарзандларига бепарво бўлса?
- [C] Агар хотин эрига эътироз билдирса?
- [D] Агар хотин эрига жинсий яқинликни рад этса?
- [E] Агар хотин овқатни тагига олдириб юборса?
- [F] Агар хотин уй юмушларини бажармаса?

<p>VT1. <i>Атрофда инсон мавжудлигини текшириб кўринг. Давом этишдан олдин респондент билан ҳоли эканлигингизга ишонч ҳосил қилинг. Энди мен сизга <u>шахсан</u> ўзингиз жабрланувчи бўлган жиноятлар тўғрисида баъзи саволлар бермоқчиман.</i></p> <p>Яна бир бор сизга шуни таъкидламоқчиманки, сизнинг жавобларингиз бутунлай махфий бўлади ва ҳеч кимга кўрсатилмайди.</p> <p>Ўтган уч йил мобайнида, яъни (<i>интервью бўлган ой</i>) (<i>интервью йилидан 3 йил айиринг</i>)дан буён, бирон кимса сизга куч ишлатиш ёки куч ишлатиш билан пўписа қилиш орқали сиздан ниманидир олдимми ёки олишга ҳаракат қилдимми?</p> <p><i>Респондент шахсан ўзи жабрланувчи бўлган ҳолларни ҳисобга олинг ва уй хўжалигининг бошқа аъзолари бошдан кечирган ҳолатларни ҳисобга олманг.</i></p> <p><i>Зарурат бўлса, респондент эслаш даврини хотирлашига имкон беринг ва бунинг учун етарлича вақт беринг. Сиз қуйидагини қайта таъкидлашингиз мумкин: Бундай ҳолатларни ёдга олиш қийин бўлиши мумкин, шундай экан жавобингизни шошмасдан ўйлаб олишингиз мумкин.</i></p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇒ VT9B 8 ⇒ VT9B</p>
<p>VT2. Бу охириги марта ўтган 12 ой ичида юз бердимми, яъни (<i>интервью бўлган ой</i>) (<i>интервью йилидан 1 йил айиринг</i>)дан буён?</p>	<p>ҲА, СЎНГИ 12 ОЙ ИЧИДА 1 ЙЎҚ, 12 ОЙДАН КЎПРОҚ БЎЛДИ 2 БМ / ЭСЛОЛМАЙМАН 8</p>	<p>2 ⇒ VT5B 8 ⇒ VT5B</p>
<p>VT3. Сўнги 12 ой ичида бу неча марта юз берди?</p> <p><i>Агар 'БМ/ЭСЛОЛМАЙМАН' бўлса, аниқлашга ҳаракат қилинг: Бу бир марта, икки марта бўлдимми ёки камида уч марта бўлганми?</i></p>	<p>БИР МАРТА 1 ИККИ МАРТА 2 УЧ ЁКИ КЎПРОҚ МАРТА 3 БМ / ЭСЛОЛМАЙМАН 8</p>	
<p>VT4. VT3ни текширинг: Бир ёки кўпроқ марта?</p>	<p>БИР МАРТА, VT3=1 1 БИР МАРТАДАН КЎП ЁКИ БМ, VT3=2, 3 ЁКИ 8 2</p>	<p>1 ⇒ VT5A 2 ⇒ VT5B</p>
<p>VT5A. Бу юз берганида сиздан нимадир ўғирландими?</p> <p>VT5B. Бу сўнги марта юз берганида сиздан нимадир ўғирландими?</p>	<p>ҲА 1 ЙЎҚ 2 БМ / ИККИЛАНАДИ 8</p>	
<p>VT6. Ўша шахс(лар)да қурол бормиди?</p>	<p>ҲА 1 ЙЎҚ 2 БМ / ИККИЛАНАДИ 8</p>	<p>2 ⇒ VT8 8 ⇒ VT8</p>
<p>VT7. Пичок, ўқотар қурол ёки қурол сифатида бошқа бирон нарса қўлланилганми?</p> <p><i>Мос келадиган барчасини қайд этинг.</i></p>	<p>ҲА, ПИЧОҚ А ҲА, ЎҚОТАР ҚУРОЛ В ҲА, БОШҚА НАРСА Х</p>	

<p>VT8. Сиз ёки бошқа кимдир ҳолат юзасидан ички ишларга мурожаат қилдими?</p> <p><i>Агар 'Ҳа' бўлса, аниқлашга ҳаракат қилинг:</i> Ҳолат сиз томонидан хабар берилганми ёки бошқа инсон томониданми?</p>	<p>ҲА, РЕСПОНДЕНТ МУРОЖААТ ҚИЛГАН ... 1 ҲА, БОШҚА ИНСОН ХАБАР БЕРГАН 2 ЙЎҚ, ХАБАР БЕРИЛМАГАН 3 БМ / ИККИЛАНАДИ 8</p>	<p>1 ⇒VT9A 2 ⇒VT9A 3 ⇒VT9A 8 ⇒VT9A</p>
<p>VT9A. Ҳозиргина тилга олинган ҳолат(лар)дан ташқари, ўтган уч йил мобайнида, яъни (интервью бўлган ой) (интервью йилидан 3 йил айиринг)дан буён, жисмонан хужумга учрадингизми?</p> <p>VT9B. Ўтган уч йилнинг худди шу даврида, яъни (интервью бўлган ой) (интервью йилидан 3 йил айиринг)дан буён, жисмонан хужумга учрадингизми?</p> <p><i>Агар 'Йўқ' бўлса, аниқлашга ҳаракат қилинг:</i> Хужум уйда ёки уйдан ташқарида, масалан, бошқа бировнинг уйида, кўчада, ўқув муассасасида, жамоат транспортида, овқатланиш жойларида ёки иш жойида содир бўлиши мумкин.</p> <p><i>Респондент шахсан ўзи жабрланувчи бўлган ҳолларни ҳисобга олинг ва уй хўжалигининг бошқа аъзолари бошдан кечирган ҳолатларни ҳисобга олманг. Респондентдан ниманидир олиши билан боғлиқ бўлган интилишларни ҳисобга олманг. Улар VT1 саволининг жавобида ёзилиши керак.</i></p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇒VT20 8 ⇒VT20</p>
<p>VT10. Бу охириги марта ўтган 12 ой ичида юз бердим, яъни (интервью бўлган ой) (интервью йилидан 1 йил айиринг)дан буён,?</p>	<p>ҲА, ЎТГАН 12 ОЙ ИЧИДА 1 ЙЎҚ, 12 ОЙДАН КўП Бўлди..... 2 БМ / ЭСЛОЛМАЙМАН 8</p>	<p>2 ⇒VT12B 8 ⇒VT12B</p>
<p>VT11. Ўтган 12 ой ичида бу ҳолат неча марта юз берди?</p> <p><i>Агар 'БМ/ЭСЛОЛМАЙМАН' бўлса, аниқлашга ҳаракат қилинг:</i> Бу бир марта, икки марта бўлдим ёки камида уч марта бўлганми?</p>	<p>БИР МАРТА..... 1 ИККИ МАРТА 2 УЧ ЁКИ КўПРОҚ МАРТА..... 3 БМ / ЭСЛОЛМАЙМАН 8</p>	<p>1 ⇒VT12A 2 ⇒VT12B 3 ⇒VT12B 8 ⇒VT12B</p>
<p>VT12A. Бу қаерда юз берди?</p> <p>VT12B. Охириги марта бу қаерда юз берди?</p>	<p>УЙДА..... 11 БЕГОНА УЙДА 12 КўЧАДА 21 ЖАМОАТ ТРАНСПОРТИДА 22 ЖАМОАТ РЕСТОРАНИ / КАФЕ / БАРДА 23 БОШҚА ЖАМОАТ ЖОЙИДА (таърифланг) 26 ЎҚИШДА 31 ИШ ЖОЙИДА 32 БОШҚА ЖОЙДА (таърифланг) 96</p>	

<p>VT13. Бу ҳуқуқбузарликни амалга оширишда неча киши иштирок этганди?</p> <p><i>Агар 'БМ/ЭСЛОЛМАЙМАН' бўлса, аниқлашга ҳаракат қилинг: У ерда бир киши, икки киши бормиди ёки камида уч киши эдиларми?</i></p>	<p>БИР КИШИ 1</p> <p>ИККИ КИШИ 2</p> <p>УЧ КИШИ ЁКИ КЎПРОҚ 3</p> <p>БМ / ЭСЛОЛМАЙМАН 8</p>	<p>1 ⇒VT14A</p> <p>2 ⇒VT14B</p> <p>3 ⇒VT14B</p> <p>8 ⇒VT14B</p>
<p>VT14A. Ҳолат юз бераётган вақтда сиз ўша инсонни танидингизми?</p> <p>VT14B. Ҳолат юз бераётган вақтда сиз ўша инсонлардан камида бирини танидингизми?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p> <p>БМ / ЭСЛОЛМАЙМАН 8</p>	
<p>VT17. Ўша инсон(лар)да қурол бормиди?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p> <p>БМ / ИККИЛАНАДИ 8</p>	<p>2 ⇒VT19</p> <p>8 ⇒VT19</p>
<p>VT18. Пичоқ, ўқотар қурол ёки қурол сифатида бошқа бирон нарса қўлланилганми?</p> <p><i>Мос келадиган барчасини қайд этинг.</i></p>	<p>ҲА, ПИЧОҚ А</p> <p>ҲА, ЎҚОТАР ҚУРОЛ В</p> <p>ҲА, БОШҚА НАРСА Х</p>	
<p>VT19. Сиз ёки бошқа кимдир ҳолат юзасидан ички ишларга мурожаат қилдимми?</p> <p><i>Агар 'Ҳа' бўлса, аниқлашга ҳаракат қилинг: Ҳолат сиз томонингиздан хабар берилганми ёки бошқа инсон томониданми?</i></p>	<p>ҲА, РЕСПОНДЕНТ МУРОЖААТ ҚИЛГАН ... 1</p> <p>ҲА, БОШҚА ИНСОН ХАБАР БЕРГАН 2</p> <p>ЙЎҚ, ХАБАР БЕРИЛМАГАН 3</p> <p>БМ / ИККИЛАНАДИ 8</p>	
<p>VT20. Қоронғу тушганидан сўнг маҳаллангизда ёлғиз юрсангиз ўзингизни қанчалик хавфсизликда хис қиласиз?</p>	<p>ЖУДА ХАВФСИЗ 1</p> <p>ХАВФСИЗ 2</p> <p>ХАВФСИЗ ЭМАС 3</p> <p>ЖУДА ХАВФЛИ 4</p> <p>ҚОРОНҒУ ТУШГАНИДАН КЕЙИН ҲЕЧ ҲАМ ЎЗИ ЁЛҒИЗ ЮРМАЙДИ 7</p>	
<p>VT21. Қоронғу тушганидан кейин уйингизда ёлғиз қолсангиз ўзингизни қанчалик хавфсизликда хис қиласиз?</p>	<p>ЖУДА ХАВФСИЗ 1</p> <p>ХАВФСИЗ 2</p> <p>ХАВФСИЗ ЭМАС 3</p> <p>ЖУДА ХАВФЛИ 4</p> <p>ҚОРОНҒУ ТУШГАНИДАН КЕЙИН ҲЕЧ ҲАМ ЎЗИ ЁЛҒИЗ ҚОЛМАЙДИ 7</p>	

НИКОХИТТИФОҚ		МА
МА1. Сиз ҳозир турмушга чиққанмисиз ёки расмий никоҳингиз бўлмаган инсон билан худди турмуш қургандай яшайсизми?	ҲА, ҲОЗИР НИКОҲДА 1 ҲА, ШЕРИК БИЛАН ЯШАЙДИ 2 ЙЎҚ, ИТТИФОҚДА ЭМАС 3	3 ⇒ МА5
МА2. (Эрингиз/шеригингиз) неча ёшда? <i>Аниқлашга ҳаракат қилинг: (Эрингиз/шеригингиз) ўтган туғилган кунида неча ёшда эди?</i>	ЁШИ ЙИЛЛАРДА __ __ БМ 98	
МА3. Сиздан ташқари, эрингиз / шеригингизнинг бошқа хотинлари ёки аёл-шериклари борми ёки у бошқа аёллар билан турмуш қургандек яшайдими?	ҲА 1 ЙЎҚ 2	2 ⇒ МА7
МА4. Унинг бошқа хотинлари ёки аёл-шериклари неча?	СОНИ __ __ БМ 98	⇒ МА7 98 ⇒ МА7
МА5. Сиз ҳеч никоҳда бўлганмисиз ёки бирон киши билан худди турмуш қургандай бирга яшаганмисиз?	ҲА, ЭРГА ТЕККАН ЭДИМ 1 ҲА, ОЛДИН ШЕРИК БИЛАН ЯШАГАН ЭДИМ 2 ЙЎҚ 3	3 ⇒ Яқун
МА6. Ҳозир сизнинг оилавий аҳволингиз қандай: бева, ажрашганмисиз ёки алоҳида яшайсизми?	БЕВА 1 АЖРАШГАН 2 АЛОҲИДА ЯШАЙДИ 3	
МА7. Сиз фақат бир марта ёки бир мартадан кўпроқ эрга текканмисиз ёки эркак киши билан норасмий никоҳда бўлганмисиз?	ФАҚАТ БИР МАРТА 1 БИР НЕЧА МАРТА 2	1 ⇒ МА8А 2 ⇒ МА8В
МА8А. Сиз қайси йилнинг қайси ойида (эрингиз/шеригингиз) билан бирга яшашни бошлагансиз?	(БИРИНЧИ) БИРГА ЯШАШ САНАСИ ОЙ __ __ ОЙНИ БМ 98	
МА8В. Сиз қайси йилнинг қайси ойида <u>биринчи</u> (эрингиз/шеригингиз) билан бирга яшашни бошлагансиз?	ЙИЛ __ __ __ __ ЙИЛНИ БМ 9998	
МА9. МА8А/Вни текширинг: 'ЙИЛНИ БМ' қайд этилди?	ҲА, МА8А/В=9998 1 ЙЎҚ, МА8А/В≠9998 2	2 ⇒ Яқун
МА10. МА7ни текширинг: Фақат бир марта бирга яшаганми?	ҲА, МА7=1 1 ЙЎҚ, МА7=2 2	1 ⇒ МА11А 2 ⇒ МА11В
МА11А. Сиз (эрингиз/шеригингиз) билан бирга яшашни бошлаганингизда неча ёшда эдингиз?	ЁШ ЙИЛЛАРДА __ __	
МА11В. Сиз <u>биринчи</u> (эрингиз/шеригингиз) билан бирга яшашни бошлаганингизда неча ёшда эдингиз?		

РЕПРОДУКТИВ САЛОМАТЛИК БЎЙИЧА ПУХТА УЙЛАБ ЧИҚАРИЛГАН ҚАРОР		ID
ID1. MA1ни текширинг: Аёл киши ҳозир турмуш қурганми ёки кимдир билан турмуш қургандек яшамоқдами?	ҲА, MA1=1 ЁКИ 2 1 ЙЎҚ, MA1=3 ЁКИ БЎШ 2	2 ⇨ Яқун
ID2. Агар жинсий алоқа қилишни истамасангиз, эрингиз/шерингизга рад жавобини бера оласизми?	ҲА 1 ЙЎҚ 2 ИШОНЧИМ КОМИЛ ЭМАС / ВАЗИЯТГА ҚАРАБ 8	
ID3. Энди мен сизга соғлиқни сақлаш масалаларига оид бир неча саволларни бермоқчи эдим. Соғлиқни сақлаш масалаларида сиз учун қарорни одатда ким қабул қилади: ўзингиз, эрингиз/шерингиз, ўзингиз эрингиз/шерингиз билан биргаликда, ёки бошқа бир киши? <i>Агар бошқа бир киши ёки бирга деган жавоб бўлса, аниқлаштиринг:</i> У ким эканини (ким билан бирга қарор қабул қилишингизни) бизга айта оласизми?	РЕСПОНДЕНТ 1 ЭРИ / ШЕРИГИ 2 БИРГАЛИКДАГИ ҚАРОР 3 БОШҚА (аниқлик киритинг) 6	
ID4. Илтимос, менга яна айта оласизми, репродуктив саломатлик бўйича сиз қачон ёрдамга мурожаат эта олишингиз мумкинлиги юзасидан ким қарор қабул қилади; масалан, бавл қилаётганингизда оғриқ ёки ачиш сезсангиз? <i>Агар бошқа бир киши ёки бирга деган жавоб бўлса, аниқлаштиринг:</i> У ким эканини (ким билан бирга қарор қабул қилишингизни) бизга айта оласизми?	АСОСАН РЕСПОНДЕНТ 1 АСОСАН ЭРИ / ШЕРИГИ 2 РЕСПОНДЕНТНИНГ ЭРИ / ШЕРИГИ БИЛАН БИРГАЛИКДАГИ ҚАРОРИ 3 БОШҚА (аниқлик киритинг) 6	
ID5A. CP1ни текширинг: Ҳозирда ҳомиладорми?	ҲА, CP1=1 1 ЙЎҚ, ИШОНЧИ КОМИЛ ЭМАС, CP1=2 Ё 8 2	1 ⇨ Яқун
ID5B. CP2ни текширинг: Ҳозирда аёл ҳомиладорликни кечиктириши ёки ҳомиладор бўлмаслик учун бирон чоралар кўрмоқдами ёки усулларни қўлламоқдами?	ҲА, CP2=1 1 ЙЎҚ, CP2=2 2	1 ⇨ ID6A
ID5C. UN12ни текширинг: (А дан Z гача) камида битта жавоб тоифаси қайд этилдими?	ҲА, КАМИДА БИТТА 1 ЙЎҚ, УМУМАН ҚАЙД ЭТИЛМАДИ 2	1 ⇨ Яқун 2 ⇨ ID6B

<p>ID6A. Сиз ҳозирда контрацептив воситалардан фойдаланаётганингизни айтдингиз.</p> <p>Сиз контрацептив воситалардан фойдаланишга асосан шахсан ўзим қарор қилдим, асосан эрим/шеригим қарор қилди, деб айта олармидингиз, ёки икковингиз биргаликда қарор қилдингизми?</p> <p>ID6B. Сиз ҳозирда контрацептив воситалардан фойдаланмаётганингизни айтдингиз.</p> <p>Сиз контрацептив воситалардан фойдаланмасликга асосан шахсан ўзим қарор қилдим, асосан эрим/шеригим қарор қилди, деб айта олармидингиз, ёки икковингиз биргаликда қарор қилдингизми?</p>	<p>АСОСАН РЕСПОНДЕНТ 1</p> <p>АСОСАН ЭРИ / ШЕРИГИ 2</p> <p>РЕСПОНДЕНТНИНГ ЭРИ / ШЕРИГИ БИЛАН БИРГАЛИКДАГИ ҚАРОРИ 3</p> <p>ТИББИЁТ ХОДИМИ 4</p> <p>БОШҚА (<i>аниқлик киритинг</i>) 6</p>	
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ВОЯГА ЕТГАН ИНСОН ФУНКЦИЯЛАРИ		AF
AF1. WB4ни текширинг: Респондентнинг ёши?	ЁШИ 15-17 ДА 1 ЁШИ 18-49 ДА 2	1 ⇒ Яқун
AF2. Сиз кўзойнак ёки контакт линзалардан фойдаланасизми? Ўқиш учун тақиладиган кўзойнақларни ҳам ҳисобга олинг.	ҲА 1 ЙЎҚ 2	
AF3. Сиз эшитиш мосламасидан фойдаланасизми?	ҲА 1 ЙЎҚ 2	
AF4. Энди сиздан турли фаолиятларда учраши мумкин бўлган қийинчиликлар ҳақида сўрайман. Ҳар бир фаолият бўйича тўртта жавоб варианти мавжуд. Сиз қуйидагиларни айтишингиз мумкин: 1) қийналмайсиз, 2) сал қийналасиз, 3) жуда қийналасиз, 4) бу фаолиятни умуман бажара олмайсиз. <i>Респондент жавоб вариантларидан биронтасини ишлатмаган ҳар бир савол учун, жавоб вариантларини қайтадан ўқиб беринг:</i> Тўртта мумкин бўлган жавоб вариантини ёдда тутинг: Сиз 1) қийналмайсиз, 2) сал қийналасиз, 3) жуда қийналасиз, 4) бу фаолиятни умуман бажара олмайсиз.		
AF5. AF2ни текширинг: Респондент кўзойнак ёки контакт линзалардан фойдаланадими?	ҲА, AF2=1 1 ЙЎҚ, AF2=2 2	1 ⇒ AF6A 2 ⇒ AF6B
AF6A. Сиз кўзойнак ёки контакт линзалардан фойдаланганингизда кўришга қийналасизми? AF6B. Сиз кўришга қийналасизми?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН КЎРМАЙДИ 4	
AF7. AF3ни текширинг: Респондент эшитиш мосламасидан фойдаланадими?	ҲА, AF3=1 1 ЙЎҚ, AF3=2 2	1 ⇒ AF8A 2 ⇒ AF8B
AF8A. Эшитиш мослама(лари)дан фойдаланганингизда эшитишга қийналасизми? AF8B. Эшитишга қийналасизми?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЭШИТМАЙДИ 4	
AF9. Сиз юришга ёки зиналардан чиқишга қийналасизми?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЮРОЛМАЙДИ / ЗИНАЛАРГА ЧИҚОЛМАЙДИ 4	
AF10. Сиз эслашга ёки эътиборингизни жамлашга қийналасизми?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЭСЛОЛМАЙДИ / ЭЪТИБОРИНИ ЖАМЛОЛМАЙДИ 4	
AF11. Ўз эҳтиёжларингизни қондиришга, масалан, чўмилиш ёки қийинишга қийналасизми?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 ЎЗ ЭЪТИЁЖЛАРИНИ УМУМАН ҚОНДИРА ОЛМАЙДИ 4	
AF12. Ўз одатий тилингиздан фойдаланган ҳолда мулоқот қилишга қийналасизми, масалан, бировларни тушунишга ёки бировлар томонидан тушунилишга?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3	

ОИВ/ОИТС		НА																
<p>НА1. Ҳозир мен сиз билан бошқа нарса юзасидан суҳбатлашмоқчиман.</p> <p>Сиз ОИТС ёки ОИВ тўғрисида эшитганмисиз?</p>	<p>ҲА.....1 ЙЎҚ.....2</p>	2 ⇒ Яқун																
<p>НА2. ОИВ – ОИТСга олиб келиши мумкин бўлган вирусдир.</p> <p>Одамлар ОИВ вирусини юктириш хавфини инфекцияга чалинмаган ва бошқа жинсий шериклари мавжуд бўлмаган фақат бир нафаргина жинсий шерикка эга бўлиш билан камайтира оладиларми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	
<p>НА3. Одамлар чивин чақиши орқали ОИВни юктиришлари мумкинми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	
<p>НА4. Одамлар ҳар бир жинсий алоқа вақтида презервативдан фойдаланиш орқали ОИВ юктириб олиш хатарини камайтира оладиларми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	
<p>НА5. Одамлар ОИВга чалинган одам билан биргаликда овқат еганларида ОИВ юктириб олишлари мумкинми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	
<p>НА6. Одамлар сеҳргарлик ёки бошқа ғайритабиий воситалар туфайли ОИВ вирусига мубтало бўлишлари мумкинми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	
<p>НА7. Соғлом кўринишдаги одам ОИВ ташувчиси бўлиши мумкинми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	
<p>НА8. ОИВ онадан унинг боласига ўтиши мумкинми:</p> <p>[А] Ҳомиладорлик даврида?</p> <p>[В] Туғруқ вақтида?</p> <p>[С] Эмизиш орқали?</p>	<table border="0"> <thead> <tr> <th></th> <th>ҲА</th> <th>ЙЎҚ</th> <th>БМ</th> </tr> </thead> <tbody> <tr> <td>ҲОМИЛАДОРЛИК ДАВРИДА.....</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>ТУҒРУҚ ВАҚТИДА</td> <td>1</td> <td>2</td> <td>8</td> </tr> <tr> <td>ЭМИЗИШ ОРҚАЛИ</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table>		ҲА	ЙЎҚ	БМ	ҲОМИЛАДОРЛИК ДАВРИДА.....	1	2	8	ТУҒРУҚ ВАҚТИДА	1	2	8	ЭМИЗИШ ОРҚАЛИ	1	2	8	
	ҲА	ЙЎҚ	БМ															
ҲОМИЛАДОРЛИК ДАВРИДА.....	1	2	8															
ТУҒРУҚ ВАҚТИДА	1	2	8															
ЭМИЗИШ ОРҚАЛИ	1	2	8															
<p>НА9. НА8[А], [В] ва [С]ни текширинг: Камида битта ‘Ҳа’ кайд этилдими?</p>	<p>ҲА.....1 ЙЎҚ.....2</p>	2 ⇒ НА11																
<p>НА10. Шифокор ёки ҳамшира томонидан ОИВ билан касалланган аёлга берилиши билан вирусни болага юктириш хавфини камайтира оладиган махсус дори воситалари борми?</p>	<p>ҲА.....1 ЙЎҚ.....2</p> <p>БМ8</p>																	

<p>HA11 CM17ни текширинг: Ўтган 2 йил ичида тирик туғилиш бўлганми?</p> <p>Туғилиш тарихида рўйхатга (CM18)киритилган сўнги фарзанднинг исмини қуйида ёзинг ва керакли жойларда қўлланг:</p> <p>Исми _____</p>	<p>ҲА, CM17=11</p> <p>ЙЎҚ, CM17=0 ЁКИ БЎШ.....2</p>	<p>2 ⇨ HA24</p>
<p>HA12. MN2ни текширинг: Туғруқдан олдинги тиббий ёрдам кўрсатилганми?</p>	<p>ҲА, MN2=11</p> <p>ЙЎҚ, MN2=22</p>	<p>2 ⇨ HA17</p>
<p>HA13. (Исми) га ҳомиладор бўлган даврингизда туғруқдан олдинги ташрифлар пайтида биронтасида сизга қуйидагилар тўғрисида бирон-бир маълумот берилганми:</p> <p>[A] Чақалоқлар оналаридан ОИВ юктириб олишлари?</p> <p>[B] ОИВ юкишининг олдини олиш учун қўллашингиз мумкин бўлган чоралар?</p> <p>[C] ОИВ бўйича текшириш тестидан ўтиш?</p> <p>Сизга:</p> <p>[D] ОИВ бўйича текшириш тестдан ўтиш таклиф этилдиими?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>ОНАДАН ОИВ ЮҚИШИ1 2 8</p> <p>ОЛДИНИ ОЛИШ ЧОРАЛАРИ.....1 2 8</p> <p>ОИВНИ ТЕКШИРИШ ТЕСТИ.....1 2 8</p> <p>ОИВНИ ТЕКШИРИШ ТЕСТИ ТАКЛИФИ.....1 2 8</p>	
<p>HA14. Мен натижасини билмоқчи эмасман, лекин сиз туғишдан олдинги кузатув олиб бориш доирасида ОИВ га тестдан ўтганмисиз?</p>	<p>ҲА.....1</p> <p>ЙЎҚ.....2</p> <p>БМ8</p>	<p>2 ⇨ HA17</p> <p>8 ⇨ HA17</p>
<p>HA15. Мен натижасини билмоқчи эмасман, лекин сиз тестнинг жавобини олдингизми?</p>	<p>ҲА.....1</p> <p>ЙЎҚ.....2</p> <p>БМ8</p>	<p>2 ⇨ HA17</p> <p>8 ⇨ HA17</p>
<p>HA16. Тест натижасини олганингиздан кейин Сизга ОИВга тааллуқли бирон тиббий маълумот ёки маслаҳат берилдиими?</p>	<p>ҲА.....1</p> <p>ЙЎҚ.....2</p> <p>БМ8</p>	
<p>HA17. MN20ни текширинг: Бола тиббиёт муассасасида дунёга келтирилганми?</p>	<p>ҲА, MN20=21-36 ЁКИ 76.....1</p> <p>ЙЎҚ, MN20=11-12 ЁКИ 962</p>	<p>2 ⇨ HA21</p>
<p>HA18. Туғишга кетган лекин бола туғилгунгача бўлган вақт оралиғида сизга ОИВга тестдан ўтиш таклиф қилиндиими?</p>	<p>ҲА.....1</p> <p>ЙЎҚ.....2</p>	
<p>HA19. Мен натижасини билмоқчи эмасман, лекин сиз ўшанда ОИВга текширилдингизми?</p>	<p>ҲА.....1</p> <p>ЙЎҚ.....2</p>	<p>2 ⇨ HA21</p>
<p>HA20. Мен натижасини билмоқчи эмасман, лекин сиз ушбу тестнинг натижаларини олдингизми?</p>	<p>ҲА.....1</p> <p>ЙЎҚ.....2</p>	<p>1 ⇨ HA22</p> <p>2 ⇨ HA22</p>
<p>HA21. HA14ни текширинг: Респондент туғруқдан олдинги тиббий кўрик доирасида ОИВга текширилганми?</p>	<p>ҲА, HA14=1.....1</p> <p>ЙЎҚ ЁКИ ЖАВОБ ЙЎҚ, HA14≠1.....2</p>	<p>2 ⇨ HA24</p>

HA22. Сиз ҳомиладорлик вақтида ОИВга текширилганингиздан кейин, яна ОИВ га тест топширдингизми?	ҲА.....1 ЙЎҚ.....2	1 ⇨HA25
HA23. ОИВга сўнги марта текширувдан ўтганингизга неча ой бўлди?	12 ОЙ БЎЛМАДИ.....1 12-23 ОЙ БЎЛДИ.....2 2 ЁКИ УНДАН КўП ЙИЛ БЎЛДИ3	1 ⇨HA28 2 ⇨HA28 3 ⇨HA28
HA24. Мен натижасини билмоқчи эмасман, лекин сиз умуман ОИВга тестдан ўтганмисиз?	ҲА.....1 ЙЎҚ.....2	2 ⇨HA27
HA25. ОИВга сўнги марта текширувдан ўтганингизга неча ой бўлди?	12 ОЙ БЎЛМАДИ.....1 12-23 ОЙ БЎЛДИ.....2 2 ЁКИ УНДАН КўП ЙИЛ БЎЛДИ3	
HA26. Мен натижасини билмоқчи эмасман, лекин сиз ОИВ тестининг натижаларини олганмисиз?	ҲА.....1 ЙЎҚ.....2 БМ8	1 ⇨HA28 2 ⇨HA28 8 ⇨HA28
HA27. Сиз одамлар ОИВ бўйича тест топшириш учун қаерга бориш кераклигини биласизми?	ҲА.....1 ЙЎҚ.....2	
HA28. Сиз ОИВга мустақил равишда тестлаш воситаси тўпламлари тўғрисида эшитганмисиз?	ҲА.....1 ЙЎҚ.....2	2 ⇨HA30
HA29. Сиз қачондир ўзингизни ОИВга мустақил равишда тестлаш воситаси тўплами ёрдамида текширганмисиз?	ҲА.....1 ЙЎҚ.....2	
HA30. Агар сотувчида ОИВ борлигини билсангиз ундан сабзавот сотиб олган бўлардингизми?	ҲА.....1 ЙЎҚ.....2 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	
HA31. Сизнинг фикрингизча ОИВ билан яшаётган болалар ОИВдан ҳоли бўлган болалар билан битта ўқув муассасасида ўқишларига рухсат берилиши керакми?	ҲА.....1 ЙЎҚ.....2 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	
HA32. Одамлар агар уларнинг ОИВ текшируви натижаси ижобий чиқадиган бўлса, бошқаларнинг уларга муносабати ўзгариши мумкинлигидан қўрқиб ОИВ тестидан ўтмайдилар деб ўйлайсизми?	ҲА.....1 ЙЎҚ.....2 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	
HA33. Одамлар ОИВ билан яшаётган ёки унга чалинган деб гумон қилинаётган инсонлар ҳақида ёмон гаплар айтадиларми?	ҲА.....1 ЙЎҚ.....2 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	
HA34. ОИВ билан яшаётган ёки унга чалинган деб гумон қилинаётган инсонлар бошқаларнинг ҳурматини йўкотадиларми?	ҲА.....1 ЙЎҚ.....2 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	
HA35. Сиз қуйидаги фикрга қўшиласизми ёки қўшилмайсизми? Агар оиламда бир кишида ОИВ бўлса, бундан уялган бўлардим.	ҚўШИЛАМАН1 ҚўШИЛМАЙМАН.....2 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	
HA36. Агар сизга ОИВ билан яшаётган инсоннинг сўлаги тегса, ОИВ юктириб олишингиздан қўрқасизми?	ҲА.....1 ЙЎҚ.....2 ЎЗИДА ОИВ БОРЛИГИНИ АЙТДИ7 БМ / ИККИЛАНАДИ / ШАРТ БИЛАН8	

WM10. Вақтни қайд этинг.	СОАТ ВА ДАҚИҚАЛАР :	
WM11. Бутун интервью бошқалардан холи тарзда ўтказилдими ёки интервьюнинг бошидан охиригача ва ёки бир қисмида яна кимдир бўлдими?	ҲА, БУТУН ИНТЕРВЬЮ ХОЛИ ТАРЗДА ОЛИБ БОРИЛДИ 1 ЙЎҚ, БУТУН ИНТЕРВЬЮ ДАВОМИДА БОШҚАЛАР ҲАМ БОР ЭДИ (таърифланг) 2 ЙЎҚ, ИНТЕРВЬЮНИНГ БИР ҚИСМИДА БОШҚАЛАР ҲАМ БОР ЭДИ (таърифланг) 3	
WM12. Саволноманинг тили.	ЎЗБЕК..... 2 РУС 3 ҚОРАҚАЛПОҚ..... 4	
WM13. Интервью ўтказилган тил.	ЎЗБЕК..... 2 РУС 3 ҚОРАҚАЛПОҚ..... 4 БОШҚА ТИЛ (таърифланг) 96	
WM14. Респондентнинг она тили.	ЎЗБЕК..... 02 РУС 03 ҚОРАҚАЛПОҚ..... 04 ТОЖИК 05 ҚИРҒИЗ 06 ҚОЗОҚ..... 07 ТУРКМАН 08 БОШҚА ТИЛ (таърифланг) 96	
WM15. Мазкур саволноманинг бирон қисмида таржимондан фойдаланилдими?	ҲА, БУТУН САВОЛНОМАДА..... 1 ҲА, САВОЛНОМАНИНГ БИР ҚИСМИДА 2 ЙЎҚ, ФОЙДАЛАНИЛМАДИ 3	

WM16. “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” нинг “УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ” даги HL10 ва HL20 саволларни текширинг: Респондент мазкур уй хўжалигида яшаётган, 0-4 ёшли боланинг онаси ёки парваришловчисими?

□ *Ҳа* ⇒ WM 17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг ўша бола учун “5 ЁШГАЧА БЎЛГАН БОЛАЛАР УЧУН САВОЛНОМА”га ўтинг ва ушбу респондент билан интервьюни бошланг.

□ *Йўқ* ⇒ “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” даги НН26-НН27 саволларни текширинг: “5-17 ЁШЛИ БОЛАЛАР УЧУН САВОЛНОМА” учун танланган 5-17 ёшли бола борми?

□ *Ҳа* ⇒ “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” нинг “УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ” даги HL20 устунни текширинг: Респондент мазкур уй хўжалигида яшаётган, “5-17 ЁШЛИ БОЛАЛАР УЧУН САВОЛНОМА” учун танланган боланинг онаси ёки парваришловчисими?

□ *Ҳа* ⇒ “АЁЛ ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ”даги WM17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг ўша бола учун “5-17 ЁШЛИ БОЛАЛАР УЧУН САВОЛНОМА”га ўтинг ва ушбу респондент билан интервьюни бошланг.

□ *Йўқ* ⇒ “АЁЛ ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ”даги WM17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг респондентга ҳамкорлиги учун миннатдорчилик билдириб, интервьюни яқунланг. Мазкур уй хўжалигида яна бошқа саволномалар ўтказиши лозим эмаслигини текшириб кўринг.

□ *Йўқ* ⇒ “АЁЛ ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ”даги WM17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг респондентга ҳамкорлиги учун миннатдорчилик билдириб, интервьюни яқунланг. Мазкур уй хўжалигида яна бошқа саволномалар ўтказиши лозим эмаслигини текшириб кўринг.

ИНТЕРВЬЮНИНГ КУЗАТИШЛАРИ

РАҲБАРНИНГ КУЗАТИШЛАРИ

5-17 ЁШ БОЛА ТЎҒРИСИДА МАЪЛУМОТ ЖАДВАЛИ		FS
FS1. Кластер рақами: _____	FS2. Уй хўжалиги рақами: _____	
FS3. Боланинг исми ва қатор рақами: ИСМИ _____	FS4. Бола онасининг/тарваришловчисининг исми ва қатор рақами: ИСМИ _____	
FS5. Интервьюернинг исми ва рақами: ИСМИ _____	FS6. Супервайзернинг исми ва рақами: ИСМИ _____	
FS7. Интервью ўтказилган Кун /Ой /Йил: _____ / _____ / <u>2 0 2</u> _____	FS8. Вақтни қайд этинг:	СОАТ : ДАҚИҚАЛАР _____ : _____

Респондентнинг ёшини “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” нинг УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ даги HL6 саволдан текширинг:
Агар респондентнинг ёши 15-17 ёшларда бўлса, интервью учун катта шахснинг розилиги олинганлигига (НН33) ёки бунга ҳожат йўқлигига (HL20=90)ишонч ҳосил қилинг. Агар розилик олиш шарт бўлса-ю, у олинмаган бўлса, интервью ўтказилмаслиги лозим ва FS17 қаторга “06” ёзилиши керак. Респондент камида 15 ёш бўлиши лозим. Жуда камдан-кам ҳолларда 15-17 ёшли респондент мазкур уй хўжалигида аниқланган она ёки боқувчисиз бўлса (HL20=90), боланинг ўзи респондент бўлади.

FS9. Ушбу уй хўжалигида тўлдирилган саволномани кўриб чиқинг: Сиз ёки жамоангизнинг бошқа бирон аъзоси бу респондентдан бошқа саволнома бўйича интервью олганми?	ҲА, АВВАЛ ИНТЕРВЬЮ ОЛГАН....1 ЙЎҚ, БУ БИРИНЧИ ИНТЕРВЬЮ.....2	1 ⇒ FS10B 2 ⇒ FS10A
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FS10A. Ассалому алайкум. Менинг исмим (исмингиз). Биз Ўзбекистон Республикаси Давлат Статистика Қўмитасиданмиз. Биз болалар, оилалар ва уй хўжаликларининг ҳолати бўйича сўров олиб бормоқдамиз. Мен сиз билан (FS3 дан боланинг исми) саломатлиги ва фаровонлиги тўғрисида гаплашмоқчиман. Ушбу интервью одатда 20 дақиқага яқин вақт олади. Биз йиғадиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, марҳамат қилиб менга мурожаат қилинг. Агар ушбу сўров бўйича саволларингиз бўлса, биз Ўзбекистон Республикаси Давлат статистика қўмитасининг масъул ходимининг боғланиш учун маълумотларини тақдим этамиз. Энди, бошласам бўладими?	FS10B. Энди мен сиз билан (FS3 дан боланинг исми)нинг саломатлиги ва фаровонлиги тўғрисида тўлиқроқ гаплашмоқчиман. Ушбу интервью одатда 20 дақиқага яқин вақт олади. Яна бир бор таъкидлайман, биз йиғадиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, марҳамат қилиб менга мурожаат қилинг. Энди, бошласам бўладими?
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ҲА 1	1 ⇒ БОЛАНИНГ КЕЛИБ ЧИҚИШИ Модули
Йўқ/сўралмади..... 2	2 ⇒ FS17

FS17 5-17 ёш бола ҳақидаги интервьюнинг натижаси	ЎТКАЗИЛДИ..... 01
Кодлар респондентга тегишли.	УЙДА ЭМАС 02
Тўлиқ бўлмай қолган натижалар бўлса, уларни Раҳбар билан муҳокама қилинг.	РАД ЭТИЛДИ 03
	ҚИСМАН ЎТКАЗИЛДИ 04
	ЖАВОБ БЕРИШГА ҚОДИР ЭМАС (таърифланг) 05
	15-17 ЁШЛИ ОНА/БОҚУВЧИ УЧУН КАТТА ШАХСНИНГ РОЗИЛИГИ ЙЎҚ..... 06
	БОШҚА (таърифланг) 96

БОЛАНИНГ КЕЛИБ ЧИҚИШИ		СВ
СВ1. “5-17 ёш БОЛА ТЎҒРИСИДА МАЪЛУМОТ ЖАДВАЛИ” дан респондентнинг қатор рақамини (FS4) ва “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” даги респондентни (НН47) текширинг: Бу респондент “Уй хўжалиги саволномаси” га ҳам респондент бўлганми?	ҲА, БУ РЕСПОНДЕНТЛАР БИТТА ИНСОН, FS4=НН47 1 ЙЎҚ, РЕСПОНДЕНТЛАР БИТТА ИНСОН ЭМАС, FS4≠НН47 2	1 ⇒ Яқун
СВ2. (Исми) қайси кун, ой ва йилда туғилган? <i>Ой ва йил ёзилиши шарт.</i>	ТУҒИЛГАН САНА ОЙ ЙИЛ.....	
СВ3. (Исми) неча ёш? <i>Аниқлашга ҳаракат қилиб кўринг: (Исми) охириги туғилган кунда неча ёшга тўлган эди?</i> Боланинг ёшини тўлган йилларида ёзинг. <i>Агар СВ2 ва СВ3 га берилган жавоблар бир-бирига тўғри келмаса, тўғриси аниқлаб, ёзинг.</i>	ЁШ (ТЎЛИҚ ЙИЛЛАРДА).....	
СВ4. (Исми) қачондир ўқув ёки мактабгача таълим муассасасига қатнаганми?	ҲА 1 ЙЎҚ..... 2	2 ⇒ Яқун
СВ5. (Исми) қачондир қатнаган энг юқори таълим даражаси ва энг юқори синф/курси?	МАКТАБГАЧА ТАЪЛИМ..... 000 БОШЛАНҒИЧ..... 1 ____ ЎРТА..... 2 ____ ЎРТА МАХСУС КАСБ-ҲУНАР 3 ____ ОЛИЙ..... 4 ____	000 ⇒ СВ7
СВ6. У ўша (синф/курс)ни тамомлаганми?	ҲА 1 ЙЎҚ..... 2	
СВ7. Жорий 2020/2021 ўқув йилининг бирор қисмида (исми) ўқув ёки бирон-бир мактабгача таълим муассасасига қатнаганими?	ҲА 1 ЙЎҚ..... 2	2 ⇒ СВ9
СВ8. Жорий 2020/2021 ўқув йилида (исми) қандай таълим даражасини олади ва қайси синф/курсга қатнамоқда?	МАКТАБГАЧА ТАЪЛИМ..... 000 БОШЛАНҒИЧ..... 1 ____ ЎРТА..... 2 ____ ЎРТА МАХСУС КАСБ-ҲУНАР 3 ____ ОЛИЙ..... 4 ____	
СВ9. Ўтган 2019/2020 ўқув йилининг бирор қисмида (исми) ўқув ёки мактабгача таълим муассасасига қатнаганими?	ҲА 1 ЙЎҚ..... 2	2 ⇒ Яқун
СВ10. Ўтган 2019/2020 ўқув йилида (исми) қандай таълим даражасига ва қайси синф/курсга қатнаган?	МАКТАБГАЧА ТАЪЛИМ..... 000 БОШЛАНҒИЧ..... 1 ____ ЎРТА..... 2 ____ ЎРТА МАХСУС КАСБ-ҲУНАР 3 ____ ОЛИЙ..... 4 ____	

<p>CL1. Энди мен сиздан (<i>исми</i>) килиши мумкин бўлган ҳар қандай иш тўғрисида сўрамоқчиман.</p> <p>Ўтган (<i>бугунги ҳафта куни</i>)дан буён (<i>исми</i>) куйидаги ишлардан биронтасини қилдим, атиги бир соат давомида қилган бўлса ҳам?</p> <p>[A] (<i>Исми</i>) ўзининг шахсий ёки уй хўжалигининг ер майдонида, томорқасида, фермасида, оғоролда, боғда, деҳқон ёки фермер хўжалигида мустақил равишда бирон бир иш қилдим ёки ёрдам кўрсатдим, ҳайвонларга қарадим? Масалан, қишлоқ хўжалиги маҳсулотларини етиштириш ёки йиғиб олиш, ҳайвонларни ўтлатиш, боқиш, ем бериш ёки соғиш билан шуғулландим?</p> <p>[B] (<i>Исми</i>) оила тадбиркорлигига ёки қариндошларнинг тадбиркорлигига ҳақ олган ёки олмаган ҳолда ёрдам бердим, ёки ўз тадбиркорлигини юритганми?</p> <p>[C] (<i>Исми</i>) товарлар, хунармандчилик маҳсулотлари, кийимлар, озиқ-овқат ёки қишлоқ хўжалик маҳсулотларини ишлаб чиқарганми ёки сотганми?</p> <p>[X] Ўтган (<i>бугунги ҳафта куни</i>)дан буён (<i>исми</i>) нақд пул ёки натура шаклида ҳақ олиш эвазига <u>бошқа</u> бирон турдаги фаолият билан шуғулландим, ҳаттоки бор-йўғи бир соатга бўлса ҳам?</p>	<p style="text-align: right;">ҲА ЙЎҚ</p> <p>ЕР МАЙДОНИДА, ТОМОРҚАДА, ФЕРМАДА, ФЕРМЕР ЁКИ ДЕҲҚОН ХЎЖАЛИГИДА ИШЛАДИ, ҲАЙВОНЛАРГА ҚАРАДИ 1 2</p> <p>ОИЛА БИЗНЕСИ/ҚАРИНДОШЛАР БИЗНЕСИГА ЁРДАМ БЕРДИ / ЎЗ БИЗНЕСИНИ ЮРИТДИ 1 2</p> <p>ТОВАРЛАР/ҲУНАРМАНДЧИЛИК МАҲСУЛОТЛАРИ/КИЙИМЛАР/ОЗИҚ-ОВҚАТ/ҚИШЛОҚ ХЎЖАЛИК МАҲСУЛОТЛАРИНИ ИШЛАБ ЧИҚАРДИ/СОТДИ 1 2</p> <p>БОШҚА БИРОН ФАОЛИЯТ 1 2</p>	
<p>CL2. CL1, [A]-[X]ни текширинг:</p>	<p>КАМИДА БИТТА “ҲА” 1</p> <p>БАРЧА ЖАВОБЛАР “ЙЎҚ” 2</p>	<p>2 ⇒ CL7</p>
<p>CL3. Ўтган (<i>бугунги ҳафта куни</i>)дан буён (<i>исми</i>) (бу фаолият/бу фаолиятлар) билан ҳаммаси бўлиб неча соат шуғулланди?</p> <p><i>Агар бир соатдан кам бўлса, ‘00’ ёзинг.</i></p>	<p>СОАТЛАР МИҚДОРИ — —</p>	
<p>CL4. (Бу фаолият/Бу фаолиятлар) оғир юкларни кўтаришни талаб қиладими?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	
<p>CL5. (Бу фаолият/Бу фаолиятлар) пичоқлар ёки шунга ўхшаш хавфли асбоблар билан ишлашни ёки оғир дастгоҳларни ишлатишни талаб қиладими?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p>	

<p>CL6. (Исми)нинг меҳнат муҳитини қандай таърифлаган бўлардингиз?</p> <p>[A] У чанг, буғ ёки газга дуч келадими?</p> <p>[B] У қаттиқ совуқ, иссиқ ёки юқори намликка дуч келадими?</p> <p>[C] У баланд шовқин ёки вибрацияга дуч келадими?</p> <p>[D] Ундан баландликларда ишлаш талаб қилинадими?</p> <p>[E] У кимёвий моддалар (масалан, пестицидлар, елимлар ёки шу кабилар) ёки портловчи моддалар билан ишлаши талаб қилинадими?</p> <p>[X] (Исми) унинг соғлигига ёки хавфсизлигига салбий таъсир қилувчи бошқа нарсалар, жараёнлар ёки шароитларга дуч келадими?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p> <p>ҲА 1</p> <p>ЙЎҚ..... 2</p> <p>ҲА 1</p> <p>ЙЎҚ..... 2</p> <p>ҲА 1</p> <p>ЙЎҚ..... 2</p> <p>ҲА 1</p> <p>ЙЎҚ..... 2</p> <p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	
<p>CL7. Ўтган (бугунги ҳафта кун)дан буён, (исми) уй хўжалиги учун сув ташиганми?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	2 ⇨ CL9
<p>CL8. Ўтган (бугунги ҳафта кун)дан буён (исми) уй хўжалиги эҳтиёжи учун сув олиб келиш учун ҳаммаси бўлиб неча соат вақт сарфлади?</p> <p><i>Агар бир соатдан кам бўлса, '00' ёзинг.</i></p>	<p>СОАТЛАР МИҚДОРИ..... __ __</p>	
<p>CL9. Ўтган (бугунги ҳафта кун)дан буён (исми) уй хўжалиги эҳтиёжи учун ўтин йиғиш билан шуғулландими?</p>	<p>ҲА 1</p> <p>ЙЎҚ..... 2</p>	2 ⇨ CL11
<p>CL10. Ўтган (бугунги ҳафта кун)дан буён (исми) ҳаммаси бўлиб неча соат давомида уй хўжалиги эҳтиёжи учун ўтин йиғиш билан шуғулланди?</p> <p><i>Агар бир соатдан кам бўлса, '00' ёзинг.</i></p>	<p>СОАТЛАР МИҚДОРИ..... __ __</p>	
<p>CL11. Ўтган (бугунги ҳафта кун)дан буён (исми) ушбу уй хўжалиги учун қуйидагиларнинг биронтасини қилдими?</p> <p>[A] Уй хўжалиги учун бозор қилиш?</p> <p>[B] Овқат пишириш?</p> <p>[C] Идишларни ювиш ёки уйни тозалаш?</p> <p>[D] Кийимларни ювиш?</p> <p>[E] Болаларга қараш?</p> <p>[F] Қари ёки касал инсонга қараш?</p> <p>[X] Уй хўжалигидаги бошқа юмушлар?</p>	<p style="text-align: right;">ҲА ЙЎҚ</p> <p>УЙ ХЎЖАЛИГИ УЧУН БОЗОР ҚИЛИШ 1 2</p> <p>ОВҚАТ ПИШИРИШ 1 2</p> <p>ИДИШЛАРНИ ЮВИШ / УЙНИ ТОЗАЛАШ 1 2</p> <p>КИЙИМЛАРНИ ЮВИШ 1 2</p> <p>БОЛАЛАРГА ҚАРАШ 1 2</p> <p>ҚАРИ / КАСАЛ ИНСОНГА ҚАРАШ 1 2</p> <p>УЙ ХЎЖАЛИГИДАГИ БОШҚА ЮМУШЛАР 1 2</p>	
<p>CL12. CL11, [A]-[X]ни текширинг:</p>	<p>КАМИДА БИТА “ҲА” 1</p> <p>БАРЧА ЖАВОБЛАР “ЙЎҚ” 2</p>	2 ⇨ Яқун

<p>CL13. Ўтган (<i>бугунги ҳафта кuni</i>)дан буён (<i>исми</i>) бу фаолият(лар) билан ҳаммаси бўлиб тахминан неча соат машғул бўлди? <i>Агар бир соатдан кам бўлса, '00' ёзинг.</i></p>	<p>СОАТЛАР МИҚДОРИ..... _ _</p>	
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БОЛАНИНГ АХЛОҚИ		FCD
FCD1. <i>CB3 ни текширинг: Боланинг ёши?</i>	5-14 ЁШ 1 15-17 ЁШ 2	2 ⇒ Яқун
FCD2. Энди сиз билан яна бир нарса хусусида гаплашмоқчиман. Катталар болаларга тўғри хулқни ўргатиш ёки бола ахлоқидаги муаммоларни хал қилиш учун баъзи усуллардан фойдаланадилар. Мен бу борада қўлланилувчи турли усулларни ўқиб, эшиттираман. Илтимос, агар ўтган ой давомида <u>Сиз ёки уй хўжалигингиздаги бошқа бирон катта инсон</u> тарафдан <u>қуйидаги</u> усулларни (<i>исми</i>)га нисбатан қўлланилган бўлса менга айтсангиз.	ХА ЙЎҚ ИМТИЁЗЛАРДАН МАХРУМ ҚИЛИНДИ 1 2 НОТЎҒРИ ХУЛҚИ ТУШУНТИРИЛДИ 1 2 У СИЛТАНДИ 1 2 УНГА БАҚИРИЛДИ, ҚИЧҚИРИЛДИ 1 2 МАШҒУЛ БЎЛИШИ УЧУН БОШҚА НАРСА БЕРИЛДИ 1 2 ДУМБАСИГА ҚЎЛ БИЛАН УРИЛДИ ЁКИ ШАПАТИЛАНДИ 1 2 КАМАР, ТАРОҚ, ЧЎП ЁКИ ШУНГА ЎХШАШ БОШҚА ҚАТТИҚ ЖИСМ БИЛАН УРИЛДИ 1 2 УНИ “ДАНГАСА” ЁКИ ШУНГА ЎХШАШ АТАЛДИ 1 2 ЮЗИ, БОШИ ЁКИ ҚУЛОҚЛАРИГА УРИЛДИ / ШАПАТИЛАНДИ 1 2 КАФТИГА, ҚЎЛИГА ЁКИ ОЁГИГА УРИЛДИ 1 2 КАЛТАКЛАНДИ, БОР КУЧ БИЛАН ҚАЙТА-ҚАЙТА УРИЛДИ 1 2	
FCD3. <i>FS4ни текширинг: Ушбу респондент 5 ёшга тўлмаган яна бошқа боланинг онаси ёки боқувчиси?</i>	ХА 1 ЙЎҚ 2	2 ⇒ FCD5
FCD4. <i>FS4 текширинг: Ушбу респондент бу саволга (UCD5) бошқа бола бўйича жавоб бериб бўлганми?</i>	ХА 1 ЙЎҚ 2	1 ⇒ Яқун
FCD5. Сизнингча болани тўғри катта қилиш ёки тарбиялаш учун уни жисмонан жазолаш керакми?	ХА 1 ЙЎҚ 2 БМ / ФИКР ЙЎҚ 8	

БОЛАНИНГ ФУНКЦИОНАЛ ХУСУСИЯТЛАРИ		FCF
<p>FCF1. Сиздан (<i>исми</i>) бошдан кечираётган бўлиши мумкин бўлган баъзи қийинчиликлар ҳақида сўрамоқчиман.</p> <p>(<i>Исми</i>) кўзойнак ёки контакт линзалар тақадими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p>	
<p>FCF2. (<i>Исми</i>) эшитиш мосламасидан фойдаланадими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p>	
<p>FCF3. (<i>Исми</i>) юришда бирон мослама ёки кимнингдир ёрдамидан фойдаланадими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p>	
<p>FCF4. Қуйидаги саволларга мавжуд бўлган тўртта жавоб вариантнинг бирини танлаш орқали жавоб беришингизни сўрайман. Ҳар бир саволга жавоб беришда Сиз (<i>исми</i>): 1) қийналмайди, 2) сал қийналади, 3) жуда қийналади, 4) у умуман бажара олмайди каби жавобларнинг бирини танлаш орқали жавоб берсангиз.</p> <p><i>Респондент жавоб вариантларидан биронтасини ишлатмаган ҳар бир савол учун, жавоб вариантларини қайтадан ўқиб беринг:</i></p> <p>Тўртта мумкин бўлган жавоб вариантини ёдда тутинг: Сиз (<i>исми</i>) тўғрисида қуйидагилардан қай бирини айтган бўлардингиз: 1) қийналмайди, 2) сал қийналади, 3) жуда қийналади, 4) у умуман бажара олмайди?</p>		
<p>FCF5. <i>FCF1</i>ни тегиширинг: Бола кўзойнак ёки контакт линзалар тақадими?</p>	<p>ҲА, FCF1=1 1</p> <p>ЙЎҚ, FCF1=2..... 2</p>	<p>1 ⇒FCF6A</p> <p>2 ⇒FCF6B</p>
<p>FCF6A. Кўзойнақларини ёки контакт линзалар таққанида (<i>исми</i>) кўришга ҳеч қийналадими?</p> <p>FCF6B. (<i>Исми</i>) кўришга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ..... 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>УМУМАН КЎРМАЙДИ 4</p>	
<p>FCF7. <i>FCF2</i>ни тегиширинг: Бола эшитиш мосламасидан фойдаланадими?</p>	<p>ҲА, FCF2=1 1</p> <p>ЙЎҚ, FCF2=2..... 2</p>	<p>1 ⇒FCF8A</p> <p>2 ⇒FCF8B</p>
<p>FCF8A. (<i>Исми</i>) ўз эшитиш мосламасидан фойдаланаётганида у инсонларнинг овозлари ёки мусиқа каби товушларни эшитишга қийналадими?</p> <p>FCF8B. (<i>Исми</i>) инсонларнинг овозлари ёки мусиқа каби товушларни эшитишга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ..... 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>УМУМАН ЭШИТМАЙДИ 4</p>	
<p>FCF9. <i>FCF3</i>ни тегиширинг: Бола юриши учун бирон мослама ёки кимнингдир ёрдамидан фойдаланадими?</p>	<p>ҲА, FCF3=1 1</p> <p>ЙЎҚ, FCF3=2..... 2</p>	<p>2 ⇒FCF14</p>
<p>FCF10. Ўзининг мосламаси ёки бировнинг ёрдамисиз (<i>исми</i>) текис ерда 100 метр юришга қийналадими?</p> <p><i>Аниқлашга ҳаракат қилинг:</i> Бу тахминан 1 та футбол майдонининг узунлиги билан тенг бўлади.</p> <p><i>Эътибор беринг:</i> “Қийналмайди” жавоб варианты йўқ, чунки бола юриш учун мосламадан ёки ёрдамдан фойдаланади.</p>	<p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>100 М УМУМАН ЮРОЛМАЙДИ..... 4</p>	<p>3 ⇒FCF12</p> <p>4 ⇒FCF12</p>

<p>FCF11. Ўзининг мосламаси ёки бировнинг ёрдамсиз (<i>исми</i>) текис ерда 500 метр юришга қийналадими?</p> <p><i>Аниқлашга ҳаракат қилинг:</i> Бу тахминан 5 та футбол майдонининг узунлиги билан тенг бўлади.</p> <p><i>Эътибор беринг: “Қийналмайди” жавоб варианти йўқ, чунки бола юриш учун мосламадан ёки ёрдамдан фойдаланади.</i></p>	<p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>500 М УМУМАН ЮРОЛМАЙДИ 4</p>	
<p>FCF12. Ўзининг мосламаси ёки бировнинг ёрдами билан (<i>исми</i>) текис ерда 100 метр юришга қийналадими?</p> <p><i>Аниқлашга ҳаракат қилинг:</i> Бу тахминан 1 та футбол майдонининг узунлиги билан тенг бўлади.</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>100 М УМУМАН ЮРОЛМАЙДИ 4</p>	<p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>
<p>FCF13. Ўзининг мосламаси ёки бировнинг ёрдами билан (<i>исми</i>) текис ерда 500 метр юришга қийналадими?</p> <p><i>Аниқлашга ҳаракат қилинг:</i> Бу тахминан 5 та футбол майдонининг узунлиги билан тенг бўлади.</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>500 М УМУМАН ЮРОЛМАЙДИ 4</p>	<p>1 ⇒ FCF16</p> <p>2 ⇒ FCF16</p> <p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>
<p>FCF14. Ўзининг ёшидаги болалар билан солиштириганда (<i>исми</i>) текис ерда 100 метр юришга қийналадими?</p> <p><i>Аниқлашга ҳаракат қилинг:</i> Бу тахминан 1 та футбол майдонининг узунлиги билан тенг бўлади.</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>100 М УМУМАН ЮРОЛМАЙДИ 4</p>	<p>3 ⇒ FCF16</p> <p>4 ⇒ FCF16</p>
<p>FCF15. Ўзининг ёшидаги болалар билан солиштириганда (<i>исми</i>) текис ерда 500 метр юришга қийналадими?</p> <p><i>Аниқлашга ҳаракат қилинг:</i> Бу тахминан 5 та футбол майдонининг узунлиги билан тенг бўлади.</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>500 М УМУМАН ЮРОЛМАЙДИ 4</p>	
<p>FCF16. (<i>Исми</i>) ўз эҳтиёжларини қондиришга, масалан, овқатланиш ёки кийинишга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>ЎЗ ЭҲТИЁЖЛАРИНИ УМУМАН ҚОНДИРА ОЛМАЙДИ..... 4</p>	
<p>FCF17. (<i>Исми</i>) гапирганида ушбу уй хўжалигида яшовчи инсонлар уни тушунишга қийналадиларми?</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>УНИ УМУМАН ТУШУНИБ БЎЛМАЙДИ 4</p>	
<p>FCF18. (<i>Исми</i>) гапирганида ушбу уй хўжалигидан ташқаридаги инсонлар уни тушунишга қийналадиларми?</p>	<p>ҚИЙНАЛМАЙДИ 1</p> <p>САЛ ҚИЙНАЛАДИ 2</p> <p>ЖУДА ҚИЙНАЛАДИ 3</p> <p>УНИ УМУМАН ТУШУНИБ БЎЛМАЙДИ 4</p>	

<p>FCF19. Ўзининг ёшидаги болалар билан солиштирганда (<i>исми</i>) нималарнидир ўрганишга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЎРГАНОЛМАЙДИ 4</p>	
<p>FCF20. Ўзининг ёшидаги болалар билан солиштирганда (<i>исми</i>) нималарнидир эшлашга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЭСЛАЙ ОЛМАЙДИ 4</p>	
<p>FCF21. (<i>Исми</i>) ўзи қилишни яхши кўрган фаолиятига эътиборини жамлашда қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 ЭЪТИБОРИНИ УМУМАН ЖАМЛАЙ ОЛМАЙДИ..... 4</p>	
<p>FCF22. (<i>Исми</i>) ҳаётидаги кундалик ўрнатилган тартибдаги фаолиятларда ўзгаришларни қабул қилишга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 ЎЗГАРИШЛАРНИ УМУМАН ҚАБУЛ ҚИЛА ОЛМАЙДИ..... 4</p>	
<p>FCF23. Ўзининг ёшидаги болалар билан солиштирганда (<i>исми</i>) ўз феъл-атворини бошқаришга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 ФЕЪЛ-АТВОРИНИ УМУМАН БОШҚАРА ОЛМАЙДИ..... 4</p>	
<p>FCF24. (<i>Исми</i>) бошқалар билан дўстлашишга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ДЎСТЛАША ОЛМАЙДИ 4</p>	
<p>FCF25. Кейинги саволлар бошқа турдаги жавоб вариантларига эга. Ҳар бир саволдан кейин уларни сизга ўқиб бераман.</p> <p>(<i>Исми</i>) жуда ташвишга тушиши, асабийлашиши ёки ҳавотирланиши қанчалик тез-тез такрорланиб туришини билишни истайман.</p> <p>Қуйидагилардан қай бирини айтган бўлардингиз: ҳар куни, ҳар ҳафтада, ҳар ойда, бир йилда бир неча бор ёки ҳеч қачон?</p>	<p>ҲАР КУНИ..... 1 ҲАР ҲАФТАДА 2 ҲАР ОЙДА..... 3 БИР ЙИЛДА БИР НЕЧА БОР 4 ҲЕЧ ҚАЧОН 5</p>	
<p>FCF26. Шунингдек мен (<i>исми</i>) жуда ғамгинликка ёки тушкунликка тушиши қанчалик тез-тез такрорланиб туришини билишни истайман.</p> <p>Қуйидагилардан қай бирини айтган бўлардингиз: ҳар куни, ҳар ҳафтада, ҳар ойда, бир йилда бир неча бор ёки ҳеч қачон?</p>	<p>ҲАР КУНИ..... 1 ҲАР ҲАФТАДА 2 ҲАР ОЙДА..... 3 БИР ЙИЛДА БИР НЕЧА БОР 4 ҲЕЧ ҚАЧОН 5</p>	

<p>PR1. СВ3ни текширинг: Боланинг ёши?</p>	<p>5-6 ЁШДА 1 7-14 ЁШДА 2 15-17 ЁШДА 3</p>	<p>1 ⇒ Яқун 3 ⇒ Яқун</p>
<p>PR3. Мактаб дарсликлари ва муқаддас китоблардан ташқари уйингизда (<i>исми</i>) ўқиши учун нечта китоб бор?</p>	<p>УМУМАН ЙЎҚ 00 КИТОБЛАР СОНИ 0 10 ТА ЁКИ УНДАН КЎП КИТОБ 10</p>	
<p>PR4. СВ7ни текширинг: Бола биронта ўқув ёки мактабгача таълим муассасасига борганми? <i>Бу бола бўйича СВ7 САВОЛ СЎРАЛМАГАНИНИ БИЛИШ УЧУН “УЙ ХЎЖАЛАГИ САВОЛНОМАСИ” НИНГ ТАЪЛИМ МОДУЛИДАГИ ED9 САВОЛНИ ТЕКШИРИБ КЎРИНГ.</i></p>	<p>ҲА, СВ7/ED9=1 1 ЙЎҚ, СВ7/ED9=2 ЁКИ БЎШ 2</p>	<p>2 ⇒ Яқун</p>
<p>PR5. (<i>Исми</i>)нинг умуман олганда уй вазифаси бўладими?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇒ PR7 8 ⇒ PR7</p>
<p>PR6. Уй вазифасини қилишида (<i>исми</i>)га кимдир ёрдам берадими?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	
<p>PR7. (<i>Исми</i>)нинг мактабида мактаб кузатув кенгаши, синф ота-оналар қўмитаси, ота-оналар йиғилиши каби ота-оналар қатнашиши мумкин бўлган мактабни бошқариш органи борми?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇒ PR10 8 ⇒ PR10</p>
<p>PR8. Ўтган 12 ой ичида сиз ёки уй хўжалигингиздан бирон катта киши мазкур мактабни бошқариш органи томонидан чақирилган мажлисда иштирок этганми?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇒ PR10 8 ⇒ PR10</p>
<p>PR9. Бундай мажлисларнинг биронтасида қуйидагиларнинг бири муҳокама қилиндими: [А] (<i>Исми</i>)нинг мактаби таълим борасида учраётган асосий муаммоларни ҳал қилиш режаси? [В] Мактаб бюджети ёки (<i>исми</i>)нинг мактаби томонидан қабул қилинаётган маблағларни ишлатиш?</p>	<p>ҲА ЙЎҚ БМ МАКТАБ МУАММОЛАРИНИ ХАЛ ҚИЛИШ РЕЖАСИ 1 2 8 МАКТАБ БЮДЖЕТИ 1 2 8</p>	
<p>PR10. Ўтган 12 ой ичида сиз ёки уй хўжалигингиздан бошқа бирон катта киши (<i>исми</i>)нинг баҳолаш табелини олганми?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	

<p>PR11. Ўтган 12 ой ичида сиз ёки уй хўжалигингиздан бирон бошқа катта киши қуйидаги сабаблардан биронтаси бўйича (<i>исми</i>)нинг мактабига борганми?</p> <p>[A] Мактабда байрам ёки спорт мусобақасига?</p> <p>[B] (<i>Исми</i>)нинг ўқитувчиси билан унинг ўзлаштиришини муҳокама қилиш?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>БАЙРАМ ЁКИ СПОРТ МАРОСИМИ 1 2 8</p> <p>ЎҚИТУВЧИСИ БИЛАН ЎЗЛАШТИРИШНИ МУҲОКАМА ҚИЛИШ 1 2 8</p>	
<p>PR12. Ўтган 12 ой ичида (<i>исми</i>)нинг мактаби ўқиш кунда қуйидаги сабаблардан биронтаси бўйича ёпик бўлдим:</p> <p>[A] Табиий офатлар, масалан, сув тошқини, zilзила, касаллик тарқалиши ёки шунга ўхшаш?</p> <p>[B] Инсон сабаб бўлган офатлар, масалан, ёнғин, бино кулаши, тартибсизликлар ёки шу каби?</p> <p>[X] Бошқа?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>ТАБИЙ ОФАТЛАР 1 2 8</p> <p>ИНСОН САБАБ БЎЛГАН ОФАТЛАР 1 2 8</p> <p>БОШҚА 1 2 8</p>	
<p>PR13. Ўтган 12 ой ичида (<i>исми</i>) ўқитувчиси йўқлиги туфайли дарсга қатнаша олмадим?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p> <p>БМ 8</p>	<p>2 ⇒ <i>Яқун</i></p> <p>8 ⇒ <i>Яқун</i></p>
<p>PR15. Ўқитувчи дарс вақтида йўқлиги сабабли, сиз ёки уй хўжалигингизнинг ёши катта аъзоларидан бири мактаб расмийлари ёки мактабни бошқариш органи вакиллари билан биронтаси билан боғландингизми?</p>	<p>ҲА 1</p> <p>ЙЎҚ 2</p> <p>БМ 8</p>	

FS11. Вақтни қайд этинг.	СОАТЛАР ВА ДАҚИҚАЛАР _ _ _ : _ _ _	
FS12. Саволноманинг тили.	ЎЗБЕК..... 2 РУС 3 ҚОРАҚАЛПОҚ..... 4	
FS13. Интервью ўтказилган тил.	ЎЗБЕК..... 2 РУС 3 ҚОРАҚАЛПОҚ..... 4 БОШҚА ТИЛ (таърифланг) 6	
FS14. Респондентнинг она тили.	ЎЗБЕК..... 02 РУС 03 ҚОРАҚАЛПОҚ..... 04 ТОЖИК..... 05 ҚИРҒИЗ 06 ҚОЗОҚ..... 07 ТУРКМАН..... 08 БОШҚА ТИЛ (таърифланг) 96	
FS15. Мазкур саволноманинг бирон қисмида таржимондан фойдаланилдимиз?	ҲА, БУТУН САВОЛНОМАДА..... 1 ҲА, САВОЛНОМАНИНГ БИР ҚИСМИДА 2 ЙЎҚ, ФОЙДАЛАНИЛМАДИ 3	

FS16. Респондентга ҳамкорлиги учун раҳмат айтинг.

5-17 ЁШЛИ БОЛА ТЎҒРИСИДА МАЪЛУМОТ ЖАДВАЛИдаги FS17 саволга натижани ёзишга ўтинг ва ундан кейин “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ”га ўтиб, НН56 қаторни тўлдиринг.

Ушбу уй хўжалигида тўлдирилиши лозим бўлган бошқа саволнома(лар)ни тўлдиришни таъминлаш учун шароитни ҳозирланг.

ИНТЕРВЬЮЕРНИНГ КУЗАТИШЛАРИ

СУПЕРВАЙЗЕРНИНГ КУЗАТИШЛАРИ

5 ЁШГАЧА БЎЛГАН БОЛА ТЎҒРИСИДА МАЪЛУМОТ ЖАДВАЛИ		UF
UF1. Кластер рақами: _____	UF2. Уй хўжалиги рақами: _____	
UF3. Боланинг исми ва қатор рақами: ИСМИ _____	UF4. Бола онасининг/ парваришловчисининг исми ва қатор рақами: ИСМИ _____	
UF5. Интервьюернинг исми ва рақами: ИСМИ _____	UF6. Супервайзернинг исми ва рақами: ИСМИ _____	
UF7. Интервью ўтказилган Кун /ой /йил: _____ / _____ / 2 0 2 _____	UF8. Вақтни қайд этинг: СОАТЛАР : ДАҚИҚАЛАР _____ : _____	

<p>Респондентнинг ёшени “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” нинг УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ даги HL6 саволдан текширинг: агар респондентнинг ёши 15-17 ёшларда бўлса, интервью учун катта шахснинг розилиги олинганлигига (НН33) ёки бунга ҳожат йўқлигига (HL20=90)ишонч ҳосил қилинг. Агар розилик олиш шарт бўлиб, лекин олинмаган бўлса, интервью ўтказилмаслиги лозим ва UF17 қаторга “06” ёзилиши керак. Респондент камида 15 ёш бўлиши лозим.</p>		
<p>UF9. Ушбу уй хўжалигида тўлдирилган саволномани текширинг: Сиз ёки жамоангизнинг бошқа бирон аъзоси бу респондентдан бошқа саволнома бўйича интервью олганми?</p>	<p>ҲА, ИНТЕРВЬЮ ОЛИНГАН 1 ЙЎҚ, БИРИНЧИ ИНТЕРВЬЮ 2</p>	<p>1 ⇨ UF10B 2 ⇨ UF10A</p>
<p>UF10A. Ассалому алайкум, менинг исмим (<i>исмингиз</i>). Биз Ўзбекистон Республикаси Давлат Статистика Қўмитасиданмиз. Биз болалар, оилалар ва уй хўжаликларининг ҳолати бўйича кузатув олиб бормоқдамиз. Мен сиз билан (<i>UF3 дан боланинг исми</i>) саломатлиги ва фаровонлиги тўғрисида гаплашмоқчиман. Ушбу интервью 15 дақиқа атрофида вақт олади. Биз оладиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, менга маълум қилинг. Агар ушбу сўров бўйича саволларингиз бўлса, биз Ўзбекистон Республикаси Давлат статистика қўмитасининг масъул ходимининг боғланиш учун маълумотларини тақдим этамиз. Бошласам бўладими?</p>	<p>UF10B. Энди мен сиз билан (<i>UF3 дан боланинг исми</i>) саломатлиги ва фаровонлиги тўғрисида тўлиқроқ гаплашмоқчиман. Ушбу интервью 15 дақиқа атрофида вақт олади. Яна бир бор таъкидлайман, биз оладиган барча маълумотлар қатъий равишда махфий ва аноним тарзда сақланади. Агар сиз бирон саволга жавоб беришни истамасангиз ёки интервьюни тўхтатишни истасангиз, менга маълум қилинг. Бошласам бўладими?</p>	
<p>ҲА 1 ЙЎҚ/Савол берилмасин 2</p>	<p>1 ⇨ “5 ЁШГАЧА БЎЛГАН БОЛА БЎЙИЧА” модуль 2 ⇨ UF17</p>	

<p>UF17. 5 ёшгача бўлган болалар бўйича интервьюнинг натижаси</p> <p>Кодлар боланинг онасига / парваришловчисига тегишли. Хар қандай тўлиқ бўлмайд қолган натижалар бўлса, уларни раҳбар билан муҳокама қилинг.</p>	<p>ЎТКАЗИЛДИ 01 УЙДА ЭМАС 02 РАД ЭТИЛДИ 03 ҚИСМАН ЎТКАЗИЛДИ 04 ЖАВОБ БЕРИШГА ҚОДИР ЭМАС (таърифланг) _____ 05 15-17 ЁШЛИ ОНАГА/ ПАРВАРИШЛОВЧИГА КАТТА ЁШЛИ ШАХСНИНГ РОЗИЛИГИ ЙЎҚ 06 БОШҚА (таърифланг) _____ 96</p>
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<p>UB0. Сўровни бошлашимдан олдин, илтимос, (исми)нинг Туғилганлик Гувоҳномасини, Эмлаш картасини (Шакл 63), Беморнинг амбулатор картасини (Шакл 112), Иммунизация паспортини ва хусусий тиббиёт муассасасидан олинган тиббий хулосасидан кўчирмаларини келтиришингизни сўрайман. Биз ушбу хужжатларга мурожаат қилишимиз керак бўлади.</p>		
<p>UB1. (Исми) қайси кун, ой ва йилда туғилган?</p> <p>Сўранг Аниқлашга ҳаракат қилиб кўринг: Унинг туғилган куни қачон?</p> <p>Агар боланинг онаси/ парваришловчиси боланинг туғилган кунини аниқ билса, кунини ёзинг; акс ҳолда “кун” деган жойга “98” ни қайд этинг.</p> <p>Ой ва йил ёзилиши <u>шарт</u>.</p>	<p>ТУҒИЛГАН САНА КУН _ _</p> <p>КУННИ БМ 98</p> <p>ОЙ _ _</p> <p>ЙИЛ <u>2 0</u> _ _</p>	
<p>UB2. (Исми) неча ёш?</p> <p>Сўранг Аниқлашга ҳаракат қилиб кўринг: (Исми) охириги туғилган кунда неча ёшга тўлган эди?</p> <p>Боланинг ёшини тўлиқ йилларида ёзинг.</p> <p>Агар 1 ёшга тўлмаган бўлса ‘0’ ёзинг.</p> <p>Агар UB1 ва UB2 га берилган жавоблар бир-бирига тўғри келмаса, аниқлаштирувчи саволлар беринг ва тўғирланг.</p>	<p>Ёш (Тўлиқ йилларда)..... _</p>	
<p>UB3. UB2ни текширинг: Боланинг ёши</p>	<p>ЁШИ 0, 1, ЁКИ 2..... 1 ЁШИ 3 ЁКИ 4..... 2</p>	<p>1 ⇨ Яқун</p>
<p>UB4. “5 ЁШГАЧА БЎЛГАН БОЛА ТЎҒРИСИДА МАЪЛУМОТ ЖАДВАЛИ”дан респондентнинг қатор рақамини (UF4) ва “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ”дан респондентнинг рақамини (НН47) текширинг: Ушбу респондент Уй хўжалиги саволномаси бўйича ҳам респондент бўлганми?</p>	<p>ҲА, РЕСПОНДЕНТ ЎША, UF4=НН47 1 ЙЎҚ, РЕСПОНДЕНТЛАР БОШҚА-БОШҚА, UF4≠НН47 2</p>	<p>2 ⇨ UB6</p>
<p>UB5. “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ” нинг “ТАЪЛИМ МОДУЛИ”даги ED10 саволига қаранг: Бола жорий 2020/2021 ўқув йилида мактабгача муассасига қатнайдими?</p>	<p>ҲА, ED10=0..... 1 ЙЎҚ, ED10≠0 ЁКИ ОЧИҚ 2</p>	<p>1 ⇨ UB8B 2 ⇨ Яқун</p>
<p>UB6. (Исми) қачондир мактабгача таълим дастурига қатнаганми, масалан, давлат ёки хусусий мактабгача таълим муассасасига, куни қисқартирилган гуруҳларга?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	<p>2 ⇨ Яқун</p>
<p>UB7. У сентябр ойдан буён бирон вақт (UB6 да кўрсатилган дастурларга) қатнайдими?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	<p>1 ⇨ UB8A 2 ⇨ Яқун</p>
<p>UB8A. У ҳозирда (UB6 да кўрсатилган дастурларга) қатнайдими?</p> <p>UB8B. Сиз (исми) ушбу жорий 2020/2021 ўқув йилида мактабгача таълим дастурига қатнаганлигини айтдингиз. У ҳозирда ўша дастурга қатнамоқдами?</p>	<p>ҲА 1 ЙЎҚ..... 2</p>	

ТУҒИЛГАНЛИКНИ РЎЙХАТДАН ЎТҚАЗИШ		ВР
ВР1. (Исми) Туғилганлик тўғрисидаги гувоҳномаси мавжудми? Агар “ҲА” бўлса, сўранг: Уни кўрсам бўладими?	ҲА, КўРСАТИЛДИ 1	1 ⇨ Яқун
	ҲА, КўРСАТИЛМАДИ..... 2	2 ⇨ Яқун
	Йўқ 3	
	БМ..... 8	
ВР2. (Исми) нинг туғилганлиги ФХДЁда қайд этилганми?	ҲА 1	1 ⇨ Яқун
	Йўқ 2	
	БМ..... 8	
ВР3. (Исми) нинг туғилганлигини қандай рўйхатдан ўтказишни биласизми?	ҲА 1	
	Йўқ 2	

<p>ЕС1. Сизда (<i>исми</i>) учун нечта болалар китобчалари ёки расмли китобчалари бор?</p>	<p>БИРОРТА ҲАМ ЙЎҚ00</p> <p>БОЛАЛАР КИТОБЛАРИ СОНИ <u>0</u> ..</p> <p>10 ТА ЁКИ УНДАН КЎП КИТОБ 10</p>	
<p>ЕС2. Мен (<i>исми</i>) уйда қандай жисмлар билан ўйнашини билмоқчи эдим.</p> <p>У қуйидагилар билан ўйнайдими:</p> <p>[А] Ясама ўйинчоқлар, масалан, латтали кўғирчоқлар, латтали коптоқлар ёки бошқа уйда ясалган ўйинчоқлар?</p> <p>[В] Дўкондан сотиб олинган ёки фабрикада ишлаб чиқарилган ўйинчоқлар?</p> <p>[С] Уй-рўзғор буюмлари, масалан, товачалар ёки кастрюлкачалар ёки кўчадан топиб олинган жисмлар масалан, таёқчалар, тошчалар, чиғаноқлар ёки барглар?</p>	<p style="text-align: right;">Х Й БМ</p> <p>ЯСАМА ЎЙИНЧОҚЛАР..... 1 2 8</p> <p>ДЎКОНДАН СОТИБ ОЛИНГАН ЎЙИНЧОҚЛАР 1 2 8</p> <p>УЙ-РЎЗҒОР БУЮМЛАРИ ЁКИ КЎЧАДАН ТОПИБ ОЛИНГАН НАРСАЛАР 1 2 8</p>	
<p>ЕС3. Баъзан болаларни парваришлайдиган катталар харид учун, кир ювиш ёки бошқа сабабларга кўра уйдан чиқишга ва кичик болаларни ёлғиз қолдиришга мажбур бўладилар.</p> <p>(<i>Исми</i>) охириги ҳафта давомида неча кун:</p> <p>[А] Бир соатдан ортиқ вақт давомида ёлғиз қолиб кетган?</p> <p>[В] 10 ёшгача бўлган бошқа боланинг қарамоғида бир соатдан ортиқ вақт давомида қолиб кетган?</p> <p><i>Агар 'ҳеч ҳам' деб жавоб берилса, '0' киритинг. Агар 'билмайман' деб жавоб берилса, '8' киритинг.</i></p>	<p>БОЛА БИР СОАТДАН ОРТИҚ ВАҚТ ДАВОМИДА БИР ЎЗИ ҚОЛИБ КЕТГАН КУНЛАР СОНИ__</p> <p>БОШҚА БОЛАНИНГ ҚАРАМОҒИДА БИР СОАТДАН ОРТИҚ ВАҚТ ДАВОМИДА ҚОЛИБ КЕТГАН КУНЛАР СОНИ.....__</p>	
<p>ЕС4. UB2 ни текширинг: Боланинг ёши</p>	<p>ЁШИ 0, ЁКИ 1 1</p> <p>ЁШИ 2, 3 ЁКИ 4 2</p>	<p>1 ⇒ Яқун</p>

<p>ЕС5. Сўнги 3 кун ичида сиз ёки сизнинг уй хўжалигингиздан 15 ёш ва ундан катта бўлган бирон киши (Исми) билан куйидагилар билан шуғулланганми:</p> <p><i>Агар ‘ҲА’ бўлса, сўранг:</i></p> <p>Ким (Исми) билан бу амалларни бажарган?</p> <p><i>Бола билан бир уй хўжалигида яшаб, у билан шуғулланаётган тутинган/ўгай она ёки ота бу саволларга “Она” ёки “Ота” коди остида белгиланиши лозим.</i></p> <p><i>Тўғри келадиган барча жавоб кодларини киритинг.</i></p> <p><i>Агар бола билан уй хўжалигининг бирор бир 15 ёш ёки ундан катта бўлган аъзоси машғулот билан шуғулланган бўлса, “Ҳеч ким” жавоб варианты киритилмайди.</i></p> <p>[А] (Исми) билан бирга китоб ўқидими ёки расмли китобларни томоша қилдими?</p> <p>[В] (Исми)га эртақлар айтиб бердими?</p> <p>[С] (Исми) учун ёки у билан бирга ашулалар, шу жумладан аллалар айтдими?</p> <p>[D] (Исми)ни уйдан ташқарига олиб чиқдими?</p> <p>[E] (Исми) билан ўйнадими?</p> <p>[F] (Исми) учун ёки у билан бирга буюмларнинг номини айтди, санади ёки расмини чиздими?</p>	<table border="1"> <thead> <tr> <th></th> <th>ОНА</th> <th>ОТА</th> <th>БОШҚА</th> <th>ҲЕЧ КИМ</th> </tr> </thead> <tbody> <tr> <td>КИТОБЛАРНИ ЎҚИДИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ЭРТАҚ АЙТИБ БЕРДИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>АШУЛА АЙТДИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>УЙДАН ОЛИБ ЧИҚДИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ЎЙНАДИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>НОМИНИ АЙТДИ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		ОНА	ОТА	БОШҚА	ҲЕЧ КИМ	КИТОБЛАРНИ ЎҚИДИ	A	B	X	Y	ЭРТАҚ АЙТИБ БЕРДИ	A	B	X	Y	АШУЛА АЙТДИ	A	B	X	Y	УЙДАН ОЛИБ ЧИҚДИ	A	B	X	Y	ЎЙНАДИ	A	B	X	Y	НОМИНИ АЙТДИ	A	B	X	Y	
	ОНА	ОТА	БОШҚА	ҲЕЧ КИМ																																	
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ЎЙНАДИ	A	B	X	Y																																	
НОМИНИ АЙТДИ	A	B	X	Y																																	
<p>ЕС21. Ҳозирги вақтда (исми) қила оладиган баъзи нарсалар ҳақида сиздан сўрамоқчиман. Илтимос, ёдда тутингки, турли болаларнинг ривожланиш ва ўрганиш даражалари турлича бўлади. Масалан, баъзилари бошқаларга қараганда эрта юришни бошлашади. Шундай қилиб (исми) мен сиздан сўрашим керак бўлган баъзи нарсаларни фақат бир қисмини қила олиши табиий ҳол.</p> <p>(Исми) нотекис сирт устида, масалан ғадир-будир ёки тик йўлда йиқилмасдан юра оладими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>																																				
<p>ЕС22. (Исми) иккала оёғини ердан узиб, сакрай оладими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>																																				
<p>ЕС23. (Исми) кийинишни, яъни шим ва қўйлакни ёрдамсиз кийишни биладими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>																																				
<p>ЕС24. (Исми) тугмачаларни ёрдамсиз қадашни ва ечишни биладими?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>																																				

ЕС25. (Исми) “Она” ёки “копток” каби камида 10 ёки ундан ортиқ сўзларни айта оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС26. (Исми) бирга ишлатиладиган 3 ёки ундан ортиқ сўзлардан фойдаланиб, масалан "Мен сув ичаман" ёки "Бу уй эса катта" каби жумлаларни ишлатиб гапира оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	2 ⇒ EC28 8 ⇒ EC28
ЕС27. (Исми) бирга ишлатиладиган 5 ёки ундан ортиқ сўзлардан фойдаланиб, масалан "Бу уй жуда катта экан" каби жумлани ишлатиб гапира оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС28. (Исми) , "мен", "сиз", ёки "у" сўзларидан бирини тўғри ишлата оладими масалан, "мен дўконга бораман" ёки "у гуруч ейди"?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС29. Агар сиз (исми) яхши билган пиёла ёки ҳайвон каби бирор нарсани унга кўрсатсангиз, (у) уни доимий равишда номлай оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС30. (Исми) алифбонинг камида 5 ҳарфини таний оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС31. (Исми) ўз исмини ёза оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС32. (Исми) 1 дан 5 гача бўлган барча рақамларни биладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС33. Агар сиз (исми)га 3 та тош ёки 3 дона ловия каби 3 та нарсани беришини сўрасангиз, (у) сизга тўғри миқдордаги нарсаларни берадими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС34. (Исми) хато қилмасдан 10 та жисми, масалан 10 та бармоқ ёки блокларни санай оладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС35. (Исми) , масалан, ранг бериш/бўяш каби фаолият билан қайта-қайта ёрдам сўрамасдан ёки жуда тез ташлаб қўймасдан шуғулланиши мумкинми?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС36. Ота-онасидан ташқари таниш одамлар тўғрисида (исми) сўрайдими, масалан, "Бувим қаерда?"	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС37. (Исми) ёрдамга муҳтож бўлиб кўринган кишига ёрдам беришни таклиф қиладими?	ХА.....1 ЙЎҚ.....2 БМ.....8	
ЕС38. (Исми) бошқа болалар билан тез киришиб кетадими?	ХА.....1 ЙЎҚ.....2 БМ.....8	

<p>ЕС39. Кейинги иккита саволга жавоб бериш учун жавобнинг беш хил варианты мавжуд. Мен ҳар бир саволдан кейин буларни сизга ўқийман.</p> <p>Қанчалик тез-тез (<i>исми</i>) жуда қайғули ёки тушкун ҳолатда кўринади?</p> <p>Сиз: ҳар куни, ҳар ҳафта, ҳар ой, ҳар йилига бир неча марта ёки ҳеч қачон деб жавоб берган бўлармидингиз?</p>	<p>ҲАР КУНИ 1</p> <p>ҲАР ҲАФТА 2</p> <p>ҲАР ОЙДА 3</p> <p>ҲАР ЙИЛИ БИР НЕЧА МАРОТАБА 4</p> <p>ҲЕЧ ҚАЧОН 5</p> <p>БМ..... 8</p>	
<p>ЕС40. Худди шу ёшдаги болалар билан таққослаганда (<i>исми</i>) бошқа болалар ёки катталарни қанчалик тез-тез тепади, тишлайди ёки уради?</p> <p>Сиз: умуман ундай қилмайди, камроқ, бир хил, кўпроқ ёки сезиларли кўпроқ деб жавоб берган бўлармидингиз?</p>	<p>УМУМАН УНДАЙ ҚИЛМАЙДИ 1</p> <p>КАМРОҚ..... 2</p> <p>БИР ХИЛ..... 3</p> <p>КЎПРОҚ 4</p> <p>СЕЗИЛАРЛИ КЎПРОҚ 5</p>	

<p>UCD1. UB2 ни текширинг: Боланинг ёши</p>	<p>ЁШИ 0 1 ЁШИ 1, 2, 3 ЁКИ 4 2</p>	<p>1 ⇒ Яқун</p>
<p>UCD2. Катталар болаларга тўғри хулқни ўргатиш ёки бола ахлоқидаги муаммоларни хал қилиш учун баъзи усуллардан фойдаланадилар. Мен бу борада қўлланилувчи турли усулларни ўқиб, эшиттираман. Илтимос, агар ўтган ой давомида Сиз ёки уй хўжалигингиздаги бошқа бирон катта инсон тарафдан куйидаги усулларни (исми)га нисбатан қўлланилган бўлса менга айтсангиз.</p> <p>[A] (Исми)ни имтиёзлардан маҳрум қилинди, ёқтирадиган ниманидир таъқиқланди ёки у уйдан ташқарига чиқишига рухсат берилмади.</p> <p>[B] (Исми)нинг ўзини тутиши нима сабабдан нотўғрилиги тушунтирилди.</p> <p>[C] У силтанди.</p> <p>[D] Унга бақариб берилди, қичқирилди.</p> <p>[E] У машғул бўлиши учун унга бошқа нарса берилди.</p> <p>[F] Яланғоч қўл билан унинг думбасига шапатиланди ёки урилди.</p> <p>[G] Унинг думбасига ёки танасининг бошқа бирон қисмига камар, тароқ, чўп ёки шунга ўхшаш бошқа қаттиқ жисм билан урилди.</p> <p>[H] Унга нисбатан ахлоқ, дангаса ёки шунга ўхшаш сўз айтилди</p> <p>[I] Унинг юзига, бошига ёки қулоқларига урилди ёки шапатиланди.</p> <p>[J] Унинг қўлига, елкасига ёки оёғига урилди ёки шапатиланди.</p> <p>[K] У қалтакланди, яъни бир киши уни бор кучи билан қайта-қайта урди.</p>	<p>ХА ЙЎҚ</p> <p>ИМТИЁЗЛАРДАН МАХРУМ ҚИЛИНДИ..... 1 2</p> <p>НОТЎҒРИ ХУЛҚИ ТУШУНТИРИЛДИ 1 2</p> <p>У СИЛТАНДИ 1 2</p> <p>УНГА БАҚИРИЛДИ, ҚИЧҚИРИЛДИ 1 2</p> <p>МАШҒУЛ БЎЛИШИ УЧУН БОШҚА НАРСА БЕРИЛДИ 1 2</p> <p>ДУМБАСИГА ҚЎЛ БИЛАН УРИЛДИ ЁКИ ШАПАТИЛАНДИ 1 2</p> <p>КАМАР, ТАРОҚ, ЧЎП ЁКИ ШУНГА ЎХШАШ БОШҚА ҚАТТИҚ ЖИСМ БИЛАН УРИЛДИ 1 2</p> <p>УНИ “ДАНГАСА” ЁКИ ШУНГА ЎХШАШ АТАЛДИ 1 2</p> <p>ЮЗИ, БОШИ ЁКИ ҚУЛОҚЛАРИГА УРИЛДИ / ШАПАТИЛАНДИ 1 2</p> <p>КАФТИГА, ҚЎЛИГА ЁКИ ОЁҒИГА УРИЛДИ 1 2</p> <p>КАЛТАКЛАНДИ, БОР КУЧ БИЛАН ҚАЙТА-ҚАЙТА УРИЛДИ 1 2</p>	
<p>UCD3. UF4ни текширинг: Ушбу респондент 5 ёшга тўлмаган яна бошқа боланинг ёки 5-17 ёшли болалар саволномаси учун танланган 5-14 ёшли боланинг онасими / парваришловчисими?</p>	<p>ХА 1 ЙЎҚ..... 2</p>	<p>2 ⇒ UCD5</p>
<p>UCD4. UF4ни текширинг: Ушбу респондент бу саволга (UCD5 ёки FCD5) бошқа бола бўйича жавоб бериб бўлганми?</p>	<p>ХА 1 ЙЎҚ..... 2</p>	<p>1 ⇒ Яқун</p>
<p>UCD5 Сизнингча болани тўғри катта қилиш ёки тарбиялаш учун уни жисмонан жазолаш керакми?</p>	<p>ХА 1 ЙЎҚ..... 2</p> <p>БМ / ФИКР ЙЎҚ..... 8</p>	

<p>UCF1. UB2 ни текширинг: Боланинг ёши</p>	<p>ЁШИ 0 ЁКИ 1..... 1 ЁШИ 2, 3 ЁКИ 4..... 2</p>	<p>1 ⇨Яқун</p>
<p>UCF2. Сиздан (<i>исми</i>) бошдан кечираётган бўлиши мумкин бўлган баъзи қийинчиликлар ҳақида сўрамоқчиман. (<i>Исми</i>) кўзойнак тақадими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	
<p>UCF3. (<i>Исми</i>) эшитиш мосламасидан фойдаланадими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	
<p>UCF4. (<i>Исми</i>) юришда бирон мослама ёки кимнингдир ёрдамидан фойдаланадими?</p>	<p>ҲА 1 ЙЎҚ 2</p>	
<p>UCF5. Куйидаги саволларга мавжуд бўлган тўртта жавоб вариантнинг бирини танлаш орқали жавоб беришингизни сўрайман. Ҳар бир саволга жавоб беришда Сиз (<i>исми</i>): 1) қийналмайди, 2) сал қийналади, 3) жуда қийналади, 4) у умуман бажара олмайди каби жавобларнинг бирини танлаш орқали жавоб берсангиз. <i>Респондент жавоб вариантларидан биронтасини ишлатмаган ҳар бир савол учун, жавоб вариантларини қайтадан ўқиб беринг:</i> Тўртта мумкин бўлган жавоб вариантини ёдда тутинг: Сиз (<i>исми</i>) тўғрисида куйидагилардан қай бирини айтган бўлардингиз: 1) қийналмайди, 2) сал қийналади, 3) жуда қийналади, 4) у умуман бажара олмайди?</p>		
<p>UCF6. UCF2 ни текширинг: Бола кўзойнак тақадими?</p>	<p>ҲА, UCF2=1 1 ЙЎҚ, UCF2=2 2</p>	<p>1 ⇨UCF7A 2 ⇨UCF7B</p>
<p>UCF7A. Кўзойнақларини таққанида (<i>исми</i>) кўришга ҳеч қийналадими? UCF7B. (<i>Исми</i>) кўришга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН КЎРМАЙДИ 4</p>	
<p>UCF8. UCF3ни текширинг: Бола эшитиш мосламасидан фойдаланадими?</p>	<p>ҲА, UCF3=1 1 ЙЎҚ, UCF3=2 2</p>	<p>1 ⇨UCF9A 2 ⇨UCF9B</p>
<p>UCF9A. (<i>Исми</i>) ўз эшитиш мосламасидан фойдаланаётганида у инсонларнинг овозлари ёки муסיқа каби товушларни эшитишга қийналадими? UCF9B. (<i>Исми</i>) инсонларнинг овозлари ёки муסיқа каби товушларни эшитишга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЭШИТМАЙДИ..... 4</p>	
<p>UCF10. UCF4ни текширинг: Бола юриши учун бирон мослама ёки кимнингдир ёрдамидан фойдаланадими?</p>	<p>ҲА, UCF4=1 1 ЙЎҚ, UCF4=2 2</p>	<p>1 ⇨UCF11 2 ⇨UCF13</p>
<p>UCF11. Ўзининг мосламаси ёки бировнинг ёрдамисиз (<i>исми</i>) юришга қийналадими?</p>	<p>САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЮРОЛМАЙДИ..... 4</p>	
<p>UCF12. Ўзининг мосламаси ёки бировнинг ёрдами билан (<i>исми</i>) юришга қийналадими?</p>	<p>ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЮРОЛМАЙДИ..... 4</p>	<p>1 ⇨UCF14 2 ⇨UCF14 3 ⇨UCF14 4 ⇨UCF14</p>

UCF13. Тенгдошлари билан солиштирганда (<i>исми</i>) юришга қийналадими?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЮРОЛМАЙДИ..... 4	
UCF14. Тенгдошлари билан солиштирганда (<i>исми</i>) қўли билан кичик жисмларни олишга қийналадими?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ОЛОЛМАЙДИ 4	
UCF15. (<i>Исми</i>) сизни тушунишда қийналадими?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ТУШУНМАЙДИ..... 4	
UCF16. (<i>Исми</i>) гапирганида уни тушунишга қийналасизми?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ТУШУНИБ БЎЛМАЙДИ..... 4	
UCF17. Тенгдошларига нисбатан (<i>исми</i>) нималарнидир ўрганишга қийналадими?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЎРГАНОЛМАЙДИ..... 4	
UCF18. Тенгдошларига нисбатан (<i>исми</i>) ўйнашга қийналадими?	ҚИЙНАЛМАЙДИ 1 САЛ ҚИЙНАЛАДИ 2 ЖУДА ҚИЙНАЛАДИ 3 УМУМАН ЎЙНОЛМАЙДИ 4	

BD1. UB2 ни текширинг: Боланинг ёши	ЁШИ 0, 1, ЁКИ 2..... 1 ЁШИ 3 ЁКИ 4..... 2	2 ⇒Яқун		
BD2. (Исми) қачондир кўкрак сути билан боқилганми?	ҲА 1 ЙЎҚ..... 2 БМ 8	2 ⇒BD3A 8 ⇒BD3A		
BD3. (Исми) ҳанузгача эмизиб боқиладимми?	ҲА 1 ЙЎҚ..... 2 БМ 8			
BD3A. UB2 ни текширинг: Боланинг ёши	ЁШИ 0 ЁКИ 1..... 1 ЁШИ 2..... 2	2 ⇒Яқун		
BD4. (Исми) кеча кундузи ёки тунда <u>сўрғичли бутилкадан бирон нарса ичдимми?</u>	ҲА 1 ЙЎҚ..... 2 БМ 8			
BD5. (Исми) кеча кундузи ёки тунда <u>орал регидратацион восита (ОРВ), яъни регидрон ёки ОРСА ичдимми?</u>	ҲА 1 ЙЎҚ..... 2 БМ 8			
BD6. (Исми) кеча кундузи ёки тунда <u>биронга витамин ёки минерал қўшимчалар ва ёки биронга дори қабул қилдимми?</u>	ҲА 1 ЙЎҚ..... 2 БМ 8			
BD7. Ҳозир сиздан (Исми) кеча кундузи ёки тунда ичган барча бошқа суюқликлар ҳақида сўрамоқчиман. Уйдан ташқарида ичилган суюқликларни ҳам ҳисобга олинг. (Исми) кеча кундузи ёки тунда (суюқлик номи) ни ичдимми:				
		ҲА	ЙЎҚ	БМ
[A] Оддий сув?	ОДДИЙ СУВ	1	2	8
[B] Шарбат ёки шарбатли ичимликлар?	ШАРБАТ ЁКИ ШАРБАТЛИ ИЧИМЛИКЛАР	1	2	8
[C] Шурванинг/бульоннинг суюқ қисми?	ШУРВАНИНГ/БУЛЬОННИНГ СУЮҚ ҚИСМИ	1	2	8
[D] Чақалоқлар учун сунъий озуқа, масалан Nan, Nutrilon, Nestogen ёки Малютка?	ЧАҚАЛОҚЛАР ОЗУҚАСИ	1	2 ♪	8 ♪
			BD7[E]	BD7[E]
[D1] (Исми) чақалоқлар озуқасини неча марта истеъмол қилди? Агар 7 ёки undan кўп марта бўлса, '7' ёзинг.	ЧАҚАЛОҚЛАР ОЗУҚАСИНИ НЕЧА МАРТА ИЧГАНЛИГИ			8
	БМ			
[E] Оддий, консерваланган ёки қуқун шаклидаги ҳайвон сути?	СУТ	1	2 ♪	8 ♪
			BD7[X]	BD7[X]
[E1] (Исми) неча марта сут ичди? Агар 7 ёки undan кўп марта бўлса, '7' ёзинг. Агар номаълум бўлса, '8' ёзинг.	НЕЧА МАРТА СУТ ИЧГАНЛИГИ			
[X] Бошқа суюқликлар?	БОШҚА СУЮҚЛИКЛАР	1	2 ♪	8 ♪
			BD8	BD8
[X1] Тилга олинган барча суюқликларни ёзинг.	(Таърифланг)			

<p>BD8. Энди мен Сиздан кеча (исми) кундуз ёки тун давомида еган <u>ҳар бир маҳсулот</u> ҳақида сўрамоқчиман.</p> <p>Уйингиздан ташқарида истеъмол қилинганларни ҳам ҳисобга олинг.</p> <p>- Кеча (исми)нинг уйғонган вақтини эсланг. Ўшанда у бирон нарса едими? Агар “Ҳа” бўлса, сўранг: Илтимос (исми) ўшанда еган ҳар бир маҳсулотни айтиб беринг. Сўранг: Яна бирон нарса едими? Жавобларни қуйидаги озиқ-овқатлар гуруҳлари асосида қайд этинг.</p> <p>- (Исми) шундан кейин нима қилди? Ўшанда у бирон нарса едими? Респондент сизга бола шундан кейин ухлашга ётиб эрталабгача ухлаганлигини айтмагунига қадар саволлар силсиласини такрорлашни ва берилган жавобларни озиқ-овқатлар гуруҳларига асосан қайд этишида давом этинг.</p>					
<p>Юқоридагини яқунланганида тилга олинмаган ҳар бир озиқ-овқат гуруҳи бўйича қуйидаги саволни беринг: Яна бир бор ишонч ҳосил қилиш учун, (исми) кеча кундузи ёки тунда (озиқ-овқат гуруҳидагилар)дан едими?</p>			ҲА	ЙЎҚ	БМ
<p>[А] Ҳайвон сүтидан тайёрланган қуюқ қатик маҳсулотлари? Эслатма: суюқ/ичиладиган қатик ундаги сутнинг миқдоридан келиб чиққан ҳолда BD7[E] ёки BD7[X]да кўрсатилиши лозим.</p>	ҚАТИҚ МАҲСУЛОТЛАРИ	1	2	8	BD8[B] BD8[B]
<p>[A1] (Исми) неча марта қуюқ қатик маҳсулотлари еди? Агар 7 ёки undan кўп марта бўлса, «7» ёзинг. Агар номаълум бўлса, ‘8’ ёзинг</p>	ҚАТИҚ МАҲСУЛОТЛАРИ НЕЧА МАРТА ИСТЕЪМОЛ ҚИЛИНГАНЛИГИ				8
<p>[B] Болалар озуқаси, масалан саноатда тўйинтирилган болалар озуқаси, масалан, Heinz ёки Nestle?</p>	ТЎЙИНТИРИЛГАН БОЛАЛАР ОЗУҚАСИ	1	2	8	
<p>[C] Нон, гуруч, лағмон, бўтқа ёки бошқа донлардан тайёрланган гречка ёки тарик каби егуликлар?</p>	ДОНЛАРДАН ТАЙЁРЛАНГАН ЕГУЛИКЛАР	1	2	8	
<p>[D] Ошқовоқ, сабзи, қизил булғор қалампири ёки ичи сариқ ё тўқ сариқ рангида бўлган қовоқ?</p>	ОШҚОВОҚ, САБЗИЛАР, ҚОВОҚЛАР ВА ҲҚЗ.	1	2	8	
<p>[E] Оқ картошка ёки оқ шолғом?</p>	ИЛДИЗ ЭКИНЛАРИДАН ТАЙЁРЛАНГАН ЕГУЛИКЛАР	1	2	8	
<p>[F] Тўқ яшил рангдаги япроқли сабзавотлар, масалан исмалоқ, Рим салати ёки хитой кароми?</p>	ТЎҚ ЯШИЛ РАНГДАГИ ЯПРОҚЛИ САБЗАВОТЛАР	1	2	8	
<p>[G] Ҳурмо, ичи қизил ёки тўқ сариқ шафтоли, туршак, ўрик, ичи тўқ сариқ қовун?</p>	ХУРМО, ШАФТОЛИ, ТУРШАК, УРИК, ҚОВУН	1	2	8	
<p>[H] Олмалар, ичи оқ ва сариқ шафтолилар, ноклар, апельсин, помидорлар, бодринглар, редискалар, тарвузлар, ичи яшил ва оқ қовунлар, узумлар, қарам каби бошқа бирон хилдаги мева ёки сабзавотлар?</p>	БОШҚА МЕВАЛАР ЁКИ САБЗАВОТЛАР	1	2	8	
<p>[I] Жигар, буйрак, юрак, тил ёки бошқа орган гўшти?</p>	БОШҚА ОРГАН ГЎШТИ	1	2	8	
<p>[J] Бошқа гўшлар, масалан, мол гўшти, чўчка гўшти, қўй гўшти, эчки гўшти, товуқ гўшти, ўрдак гўшти ёки бу гўшлардан қилинган қолбасалар?</p>	БОШҚА ГЎШТЛАР	1	2	8	
<p>[K] Тухумлар?</p>	ТУХУМЛАР	1	2	8	

[L] Янги ёки қуритилган балиқ?	ЯНГИ ЁКИ ҚУРИТИЛГАН БАЛИҚ	1	2	8	
[M] Ловия, нўхот, мош, ясиқ (чечевица), ёнғоқлар, шу жумладан улардан тайёрланган егуликлар?	ЛОВИЯ, НЎХОТ, ЁНҒОҚЛАР ВА БОШҚАЛАРДАН ҚИЛИНГАН ЕГУЛИКЛАР	1	2	8	
[N] Пишлоқ, “қурт”, бринза, творог ёки ҳайвон сутидан тайёрланган бошқа егуликлар?	ПИШЛОҚ ЁКИ СУТДАН ҚИЛИНГАН БОШҚА ЕГУЛИКЛАР	1	2	8	
[X] Бошқа мен тилга олмаган қуюқ, ярим қуюқ ёки юмшоқ егуликлар?	БОШҚА ҚУЮҚ, ЯРИМ ҚУЮҚ ЁКИ ЮМШОҚ ЕГУЛИКЛАР	1	2 ў BD9	8 ў BD9	
[X1] <i>Юқоридаги озиқ-овқатлар гуруҳларига мос келмайдиган бошқа барча қуюқ, ярим қуюқ ёки юмшоқ егуликларни киритинг.</i>	(Баёни) _____				
BD9. (Исми) кеча кундузи ёки тунда неча марта қуюқ, ярим қуюқ ёки юмшоқ егуликлар еди? <i>Агар BD8[A] ‘ҲА’ бўлса, бу ердаги жавоб BD8[A1]да қатиқ маҳсулотлари бўйича ёзилган рақамни ҳам ўз ичига олиши лозимлигига ишонч ҳосил қилинг.</i> <i>Агар 7 ёки ундан кўп марта бўлса, ‘7’ ёзинг.</i>	НЕЧА МАРТА ЕЙИЛДИ.....__ БМ.....8				

ИММУНИЗАЦИЯ **IM**

IM1. UB2 ни текширинг: Боланинг ёши	ЁШИ 0, 1, ЁКИ 2..... 1 ЁШИ 3 ЁКИ 4..... 2	2 ⇨ Якун							
IM2. Сизда боланинг Эмлаш картаси (Шакл 63), Беморнинг амбулатор картаси (Шакл 112), Иммунизация паспорти ва хусусий тиббиёт муассасасидан олинган тиббий хулосасидан кўчирма ёки (<i>исми</i>)нинг эмлашлари қайд этилган бошқа биронта ҳужжати борми?	ҲА, ФАҚАТ КАРТА(ЛАР)И БОР 1 ҲА, ФАҚАТ БОШҚА ҲУЖЖАТИ БОР 2 ҲА, КАРТА(ЛАР) ВА БОШҚА ҲУЖЖАТЛАРИ БОР 3 ЙЎҚ, КАРТАСИ ҲАМ БОШҚА ҲУЖЖАТЛАРИ ҲАМ ЙЎҚ 4	1 ⇨ IM5 3 ⇨ IM5							
IM3. Сизда қачондир (<i>исми</i>)нинг эмлашлари қайд этилган Эмлаш картаси (Шакл 63), Беморнинг амбулатор картаси (Шакл 112), Иммунизация паспорти ёки хусусий тиббиёт муассасасидан олинган тиббий хулосаси бўлганми?	ҲА 1 ЙЎҚ 2								
IM4. IM2ни текширинг:	ФАҚАТ БОШҚА ҲУЖЖАТЛАРИ БОР, IM2=2 1 КАРТАЛАРИ ЁКИ БОШҚА ҲУЖЖАТЛАРИ МАВЖУД ЭМАС, IM2=4 2	2 ⇨ IM11							
IM5. Карта(лари)си ва/ёки бошқа ҳужжатлари билан танишиб чиқсам бўладими?	ҲА, ФАҚАТ КАРТА(ЛАР) КЎРИЛДИ..... 1 ҲА, ФАҚАТ БОШҚА ҲУЖЖАТЛАР КЎРИЛДИ..... 2 ҲА, КАРТА(ЛАР) ВА БОШҚА ҲУЖЖАТЛАР КЎРИЛДИ..... 3 КАРТА(ЛАР) ҲАМ ВА БОШҚА ҲУЖЖАТЛАР ҲАМ КЎРИЛМАДИ 4	4 ⇨ IM11							
IM6. (i) Картадан ҳар бир эмлаш санасини кўчиринг. (j) Агар картада эмлаш ўтказилганлиги белгиланиб, санаси кўрсатилмаган бўлса, “Кун” катагида ‘44’ ёзинг.	ИММУНИЗАЦИЯ САНАСИ								
	КУН	ОЙ	ЙИЛ						
БЦЖ	БЦЖ					2	0		
ГепВ (туғилишда)	ВГВ0					2	0		
Полио (ОПВ) (туғилишда)	ОПВ0					2	0		
Полио (ОПВ) 1	ОПВ1					2	0		
Полио (ОПВ) 2	ОПВ2					2	0		
Полио (ОПВ) 3	ОПВ3					2	0		
Полио (ОПВ)4	ОПВ4					2	0		
Полио (ИПВ)	ИПВ					2	0		
Пентавалент (АКДСНибГепВ) 1	Пента1					2	0		
Пентавалент (АКДСНибГепВ) 2	Пента2					2	0		
Пентавалент (АКДСНибГепВ) 3	Пента3					2	0		
АКДС4	АКДС4					2	0		
Пневмокок (Бирлаштирилган) 1	ПКВ1					2	0		
Пневмокок (Бирлаштирилган) 2	ПКВ2					2	0		
Пневмокок (Бирлаштирилган) 3	ПКВ3					2	0		
Ротавирус 1	Рота1					2	0		
Ротавирус 2	Рота2					2	0		
Ротавирус3	Рота3					2	0		
Қизамиқ, қизилча ва паротитга қарши эмлаш 1	КПК1					2	0		
IM7. IM6ни текширинг: Барча вакциналар (БЦЖ дан КПК1 гача) қайд этилдими?	ҲА 1 ЙЎҚ 2	1 ⇨ IM28							

<p>IM9. Менга кўрсатган ҳужжатлардаги қайдларга қўшимча равишда (<i>исми</i>)га бошқа биронта эмлашлар ўтказилдими, жумладан хусусий тиббиёт муассасаларида?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇨ IM28 8 ⇨ IM28</p>
<p>IM10. <i>IM6</i> га қайтинг ва бу вакциналарни аниқлашга ҳаракат қилинг.</p> <p><i>Ҳар бир олинган вакцина бўйича тўғри келадиган кун устунига ‘66’ ёзинг. Олинмаган ҳар бир вакцина бўйича кун устунига ‘00’ ёзинг.</i></p> <p><i>Тамомлагач, модулни охирига ўтинг.</i></p>		<p>⇨ IM28</p>
<p>IM11. (<i>исми</i>) қачондир касалликларнинг олдини олиш учун эмланганми, шу жумладан хусусий тиббиёт муассасаларида?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇨ IM28 8 ⇨ IM28</p>
<p>IM14. (<i>исми</i>) қачондир сил касаллигига қарши БЦЖ вакцинаси қилинганми яъни билак ёки елгага одатда чандик қолдирувчи инъекция?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	
<p>IM15. (<i>исми</i>) туғилганидан кейинги 24 соат ичида В гепатитидан ҳимояланиш учун вакцина олганми – яъни соннинг юза қисмига инъекция юборилганми?</p>	<p>ҲА, 24 СОАТ ИЧИДА 1 ҲА, ЛЕКИН 24 СОАТ ИЧИДА ЭМАС 2 ЙЎҚ 3 БМ 8</p>	
<p>IM16. (<i>исми</i>) қачондир полиомиелит касаллигидан ҳимоялаш учун “оғзига томчи бериш шаклидаги эмлаш” ни олганми?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇨ IM20 8 ⇨ IM20</p>
<p>IM17. Туғилганидан кейин икки ҳафта давомида биринчи полиомиелитга қарши эмлаш қилинганми?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	
<p>IM18. Полиомиелитга қарши томчилар неча марта олинган?</p>	<p>НЕЧА МАРТАЛИГИ — БМ 8</p>	
<p>IM19. (<i>исми</i>) қачондир полиомиелит томчиларини олганида полиомелитдан ҳимоя қилиш учун унга укол ҳам қилинганми?</p> <p><i>Ҳам томчи ҳам укол қилинганлигини аниқлашга ҳаракат қилинг.</i></p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	

<p>IM20. (Исми) қачондир Пентавалент вакцинасини олганми, яъни сонига кўк йўтал, дифтерия, коқшол, Гепатит Б ва Гемофил инфекциясининг Б-типини олдини олиш учун инъекция қилинганми?</p> <p><i>Пентавалент билан эмлаш баъзан полиомелит оғиз томчиларини бериш билан бир вақтда ўтказилиши мумкинлигини айтиши орқали аниқлашга ҳаракат қилинг.</i></p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>	<p>2 ⇨ IM22</p> <p>8 ⇨ IM22</p>
<p>IM21. Пентавалент вакцинаси неча марта олинган?</p>	<p>НЕЧА МАРТАЛИГИ —</p> <p>БМ..... 8</p>	
<p>IM22. (Исми) қачондир Бирлаштирилган Пневмококк вакцинасини олганми, яъни у пневмококк инфекциясини олдини олиш, шу жумладан, пневмококк сабабидан юзага келувчи қулоқ касалликлари ва менингитни олдини олиш учун эмланганми?</p> <p><i>Бирлаштирилган Пневмококк эмлаши баъзан Пентавалент эмлаш билан бир вақтда ўтказилиши мумкинлигини айтиши орқали аниқлашга ҳаракат қилинг.</i></p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>	<p>2 ⇨ IM24</p> <p>8 ⇨ IM24</p>
<p>IM23. Пневмококк вакцинаси неча марта олинган?</p>	<p>НЕЧА МАРТАЛИГИ —</p> <p>БМ..... 8</p>	
<p>IM24. (Исми) қачондир ротавирус вакцинасини, яъни диареянинг олдини олиш учун оғиз орқали қабул қилинадиган суяқликни олганми?</p> <p><i>Ротавирус эмлаши баъзан Пентавалент эмлаш билан бир вақтда ўтказилиши мумкинлигини айтиши орқали аниқлашга ҳаракат қилинг.</i></p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>	<p>2 ⇨ IM26</p> <p>8 ⇨ IM26</p>
<p>IM25. Ротавирус вакцинаси неча марта олинган?</p>	<p>НЕЧА МАРТАЛИГИ —</p> <p>БМ..... 8</p>	
<p>IM26. (Исми)га қачондир қизамиқ, қизилча ва тепкига қарши КПК вакцинаси, яъни уни қизамиқ, тепки ва қизилчадан ҳимоя қилиш учун 12 ойлигида ёки ундан кейинроқ қўлига укол қилинганми?</p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>	
<p>IM27А. (Исми)га қачондир АҚДС-4 вакцинаси, яъни дифтерия ва коқшол касаллигига қарши иммунитетни ошириш учун сонига укол қилинганми?</p> <p><i>Тушунтиринг, дифтерия ва коқшолга биринчи ревакцинация (қучайтирувчи доза) қизамиқ, қизилча ва тепкига қарши иккинчи вакцина билан бир вақтда ўтказилади</i></p>	<p>ҲА..... 1</p> <p>ЙЎҚ..... 2</p> <p>БМ..... 8</p>	
<p>IM28. Ушбу бола учун алоҳида “ТИББИЁТ МУАССАСАЛАРИДА ЭМЛАШ ТЎҒРИСИДАГИ ҚАЙДЛАР БЎЙИЧА САВОЛНОМА”ни қўлланг. Ўша Саволномадаги “Маълумот жадвали”ни тўлдириг</p>		

<p>СА1. Сўнги икки ҳафта ичида (<i>исми</i>) да диарея (ич кетиши) кузатилдими?</p>	<p>ҲА..... 1 ЙЎҚ..... 2 БМ 8</p>	<p>2 ⇒СА14 8 ⇒СА14</p>
<p>СА2. <i>BD3</i>ни текширинг: Бола хали ҳам эмизилляптими?</p>	<p>ҲА ЁКИ БЎШ, <i>BD3=1</i> ЁКИ БЎШ..... 1 ЙЎҚ ЁКИ БМ, <i>BD3=2</i> ЁКИ 8..... 2</p>	<p>1 ⇒СА3А 2 ⇒СА3В</p>
<p>СА3А. Мен (<i>исми</i>) диареяга чалинган вақтда қанча суюқлик берилишини билмоқчиман. Бунга кўкрак сути, Оғиз регидратацион восита (ОРВ), яъни Регидрон ёки ОРСА, ва дори билан берилувчи бошқа суюқликлар киради.</p> <p>(<i>Исми</i>) диарея билан касалланган вақтда унга одатдагига нисбатан камроқ, тахминан тенг ёки кўпроқ суюқлик берилдими?</p> <p><i>Агар 'камроқ' бўлса аниқлик киритинг:</i> Унга одатдагига нисбатан анча камроқ ёки бироз камроқ суюқлик берилдими?</p> <p>СА3В. Мен (<i>исми</i>) диареяга чалинган вақтда унга қанча суюқлик берилишини билмоқчиман. Бунга Орал регидратацион восита (ОРВ), яъни Регидрон ёки ОРСА, ва дори билан бериладиган бошқа суюқликлар киради.</p> <p>(<i>Исми</i>) диарея билан касалланган вақтда унга одатдагига нисбатан камроқ, тахминан тенг ёки кўпроқ суюқлик берилдими?</p> <p><i>Агар 'камроқ', бўлса аниқлик киритинг:</i> Унга одатдагига нисбатан анча камроқ ёки бироз камроқ суюқлик берилдими?</p>	<p>АНЧА КАМРОҚ 1 САЛ КАМРОҚ 2 ТАҲМИНАН ОДАТДАГИЧА 3 КЎПРОҚ 4 ИЧИМЛИК БЕРИЛМАДИ..... 5</p> <p>БМ 8</p>	
<p>СА4. (<i>Исми</i>) диарея билан касалланган вақтда унга одатдагидан камроқ, тахминан тенг ёки кўпроқ егулик берилдими ёки умуман егулик берилмадими?</p> <p><i>Агар 'камроқ' бўлса аниқлик киритинг:</i> Унга одатдагига нисбатан анча камроқ ёки бироз камроқ егулик берилдими?</p>	<p>АНЧА КАМРОҚ 1 САЛ КАМРОҚ 2 ТАҲМИНАН ОДАТДАГИЧА 3 КЎПРОҚ 4 ЕГУЛИК ТЎХТАТИЛДИ..... 5 УМУМАН ЕГУЛИК БЕРИЛМАДИ..... 7</p> <p>БМ 8</p>	
<p>СА5. Сиз диарея масаласида ёки уни даволаш мақсадида бирон жойга мурожаат қилдингизми?</p>	<p>ҲА..... 1 ЙЎҚ..... 2 БМ 8</p>	<p>2 ⇒СА7 8 ⇒СА7</p>

<p>СА6. Маслаҳат ёки муолажа бўйича қаерга муружаат қилдингиз?</p> <p><i>Сўранг:</i> Яна қаергадир?</p> <p>Тилга олинган барча муассасаларни ёзинг, лекин бирон нарсани айтиб <u>турманг</u>.</p> <p>Маслаҳат ёки муолажа берганларни ҳар бир турини аниқлашга ҳаракат қилинг.</p> <p><u>Агар муассаса давлат ёки хусусий секторга тегишли эканлигини аниқлашнинг иложи бўлмаса,</u> муассасанинг номини ёзинг ва жавобга тўғри келадиган категорияни аниқлагунигизга қадар вақтинчалик ‘W’ ни белгилаб турунг.</p> <p>_____</p> <p>(Жойнинг номи)</p>	<p>ДАВЛАТ ТИББИЁТ СЕКТОРИ ДАВЛАТ ШИФОХОНАСИA ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ МУАССАСАЛАРИ F ДАВЛАТ ДОРИХОНАЛАРИG БОШҚА ДАВЛАТ ТИББИЁТ МУАССАСАСИ (таърифланг) _____ H</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ КАСАЛХОНА/КЛИНИКА I ХУСУСИЙ АМАЛИЁТ ВРАЧИ J ХУСУСИЙ ДОРИХОНА K БОШҚА ХУСУСИЙ ТИББИЁТ ЁРДАМИ МУАССАСАСИ (таърифланг) _____ O</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙЛИГИНИ БМ W</p> <p>БОШҚА МАНБА ҚАРИНДОШ / ДЎСТ P ДЎКОН / БОЗОР / КЎЧА Q ХАЛҚ ТАБОБАТИ ТАБИБИ R</p> <p>БОШҚА (таърифланг) _____ X БМ / ЭСЛОЛМАЙМАН Z</p>	
<p>СА7. (Исми) диареяга чалинган вақтда унга қуйида кўрсатилганларнинг биронтаси берилдими:</p> <p>[A] Регидрон деб номланувчи махсус пакетдаги моддадан тайёрланган суюқлик?</p> <p>[B] ОРСА деб номланувчи қадоқланган Орал регидратацион воситаси (ОРВ) суюқлиги?</p> <p>[C] Цинк таблеткаси ёки сиропи?</p> <p>[D] Қатик, айрон, гуруч қайнаган сув, қайнатилган сув, шўрванинг суюқ қисми ёки шарбат каби уйда тайёрланадиган суюқлик?</p>	<p style="text-align: right;">X Й БМ</p> <p>РЕГИДРОН ДЕБ НОМЛАНУВЧИ МАХСУС ПАКЕТДАГИ МОДДАДАН ТАЙЁРЛАНГАН СУЮҚЛИК1 2 8</p> <p>ОРСА ДЕБ НОМЛАНУВЧИ ҚАДОҚЛАНГАН ОРВ СУЮҚЛИГИ1 2 8</p> <p>ЦИНК ТАБЛЕТКАСИ ЁКИ СИРОПИ1 2 8</p> <p>УЙДА ТАЙЁРЛАНГАН СУЮҚЛИК1 2 8</p>	
<p>СА8. СА7[A] ва СА7[B]ни текширинг: Болага қандайдир ОРВ берилдими?</p>	<p>ҲА, “ҲА” СА7[A] ЁКИ СА7[B] ДА 1 ЙЎҚ, “ЙЎҚ” ЁКИ ”БМ” СА7[A] ВА СА7[B] ҲАР ИККИСИДА2</p>	<p>2⇒СА10</p>

<p>CA9. Сиз (CA7[A] ва/ёки CA7[B]да тилга олинган ОРВни) қаердан олдингиз?</p> <p>Ёрдам манбаи турини аниқлаштириши учун саволлар беринг.</p> <p>Агар “Уйда бор эди” бўлса, унинг манбасини аниқлашга ҳаракат қилинг.</p> <p><u>Агар манба давлат ёки хусусий секторга тегишли эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзинг ва жавобга тўғри келадиган категорияни аниқлагунигизга қадар вақтинчалик ‘W’ ни белгилаб туринг.</u></p> <hr/> <p>(Жойнинг номи)</p>	<p>ДАВЛАТ ТИББИЁТ СЕКТОРИ ДАВЛАТ ШИФОХОНАСИ А ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ МУАССАСАЛАРИ F ДАВЛАТ ДОРИХОНАЛАРИ G БОШҚА ДАВЛАТ ТИББИЁТ МУАССАСАСИ (таърифланг) Н</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ КАСАЛХОНА/КЛИНИКА I ХУСУСИЙ АМАЛИЁТ ВРАЧИ J ХУСУСИЙ ДОРИХОНА K БОШҚА ХУСУСИЙ ТИББИЁТ ЁРДАМИ МУАССАСАСИ (таърифланг) O</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙЛИГИНИ БМ W</p> <p>БОШҚА МАНБА ҚАРИНДОШ / ДЎСТ P ДЎКОН / БОЗОР / КЎЧА Q ХАЛҚ ТАБОБАТИ ТАБИБИ R</p> <p>БОШҚА (таърифланг) X БМ / ЭСЛОЛМАЙМАН Z</p>	
<p>CA10. CA7[C]ни текширинг: Болага цинк моддаси берилдими?</p>	<p>ҲА, CA7[C]=1 1 ЙЎҚ, CA7[C] ≠1 2</p>	<p>2 ⇒ CA12</p>
<p>CA11. Цинк моддасини қаердан олдингиз?</p> <p>Манбани аниқлаштириши учун саволлар беринг.</p> <p>Агар “Уйда бор эди” бўлса, унинг манбаъсини аниқлашга ҳаракат қилинг.</p> <p><u>Агар манба давлат ёки хусусий секторга тегишли эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзинг ва жавобга тўғри келадиган категорияни аниқлагунигизга қадар вақтинчалик ‘W’ ни белгилаб туринг.</u></p> <hr/> <p>(Жойнинг номи)</p>	<p>ДАВЛАТ ТИББИЁТ СЕКТОРИ ДАВЛАТ ШИФОХОНАСИ А ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ МУАССАСАЛАРИ F ДАВЛАТ ДОРИХОНАЛАРИ G БОШҚА ДАВЛАТ ТИББИЁТ МУАССАСАСИ (таърифланг) Н</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ КАСАЛХОНА/КЛИНИКА I ХУСУСИЙ АМАЛИЁТ ВРАЧИ J ХУСУСИЙ ДОРИХОНА K БОШҚА ХУСУСИЙ ТИББИЁТ ЁРДАМИ МУАССАСАСИ (таърифланг) O</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙЛИГИНИ БМ W</p> <p>БОШҚА МАНБА ҚАРИНДОШ / ДЎСТ P ДЎКОН / БОЗОР / КЎЧА Q ХАЛҚ ТАБОБАТИ ТАБИБИ R</p> <p>БОШҚА (таърифланг) X БМ / ЭСЛОЛМАЙМАН Z</p>	

CA12. Диареяни даволаш учун яна бирон бошқа нарса берилдими?	ҲА..... 1 ЙЎҚ..... 2 БМ 8	2⇒CA14 8⇒CA14
CA13. Диареяни даволаш учун яна нима берилган эди? <i>Аниқланг:</i> Яна бошқа нарса? <i>Кўрсатилган барча муолажаларни қайд қилинг.</i> <i>Айтиб ўтилган барча дори воситаларининг савдодаги ном(лар)ини ёзиб олинг.</i> <hr/> <p style="text-align: center;">(савдодаги номи)</p> <hr/> <p style="text-align: center;">(савдодаги номи)</p>	ТАБЛЕТКАЛАР ЁКИ СИРОП АНТИБИОТИК А АНТИМОТИЛИК (АНТИ-ДИАРЕЯ)..... В БОШҚА ТАБЛЕТКА ЁКИ СИРОП..... G НОМАЪЛУМ ТАБЛЕТКАЛАР ЁКИ СИРОП Н ИНЪЕКЦИЯЛАР АНТИБИОТИК L АНТИБИОТИК ЭМАС..... M НОМАЪЛУМ ИНЪЕКЦИЯЛАР N ТОМИР ИЧИГА ЮБОРИЛАДИГАН ВОСИТА O ХОНАДОН ВОСИТАСИ / ЎСИМЛИКДАН ТАЙЁРЛАНГАН ДОРИ..... Q БОШҚА(таърифланг) _____ X	
CA14. Сўнгги икки ҳафта ичида бирор марта (Исми) иситмаси чиқиб касал бўлганми?	ҲА..... 1 ЙЎҚ..... 2 БМ 8	
CA16. Сўнгги икки ҳафта ичида (исми) йўтал билан кечадиган бирон касалликка чалиндими?	ҲА..... 1 ЙЎҚ..... 2 БМ 8	
CA17. Сўнгги икки ҳафта ичида (исми) да тез-тез нафас олиш ва қисқа нафас олиш ёки қийналиб нафас олишлар кузатилдими?	ҲА..... 1 ЙЎҚ..... 2 БМ 8	2⇒CA19 8⇒CA19
CA18. Боланинг тез-тез нафас олиши ёки қийналиб нафас олиши кўкрак қисмидаги муаммо ёки бурни битиб қолиши билан боғлиқ бўлдими?	ФАКАТ КЎКРАК ҚИСМИДАГИ МУАММО 1 БУРУН ОҚИШИ ЁКИ БИТИБ ҚОЛИШИ 2 ҲАР ИККИСИ..... 3 БОШҚА (таърифланг) _____ 6 БМ 8	1⇒CA20 2⇒CA20 3⇒CA20 6⇒CA20 8⇒CA20
CA19. CA14ни текширинг: Болада иситма бўлганми?	ҲА, CA14=1 1 ЙЎҚ ЁКИ БМ, CA14=2 ЁКИ 8..... 2	2⇒CA30
CA20. Ушбу касаллик юзасидан маслаҳат ёки муолажа олиш учун бирон жойга мурожаат қилдингизми?	ҲА..... 1 ЙЎҚ..... 2 БМ 8	2⇒CA22 8⇒CA22

<p>СА21. Маслаҳат ёки муолажа учун қаерга мурожаат қилдингиз?</p> <p>Сўранг: яна қаерга мурожаат қилдингиз?</p> <p>Айтилган барча хизмат кўрсатувчиларни қайд этинг, лекин ўзингиз бирон фикр билдириши билан ёрдам <u>берманг</u>.</p> <p>Тиббий хизмат кўрсатувчини аниқлаштирувчи саволлар беринг.</p> <p><u>Агар муассаса давлат ёки хусусий секторга тегишли эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзинг ва жавобга тўғри келадиган категорияни аниқлагунигизга қадар вақтинчалик 'W' ни белгилаб туринг.</u></p> <p>_____</p> <p>(Жойнинг номи)</p>	<p>ДАВЛАТ ТИББИЁТ СЕКТОРИ ДАВЛАТ ШИФОХОНАСИА ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ МУАССАСАЛАРИ F ДАВЛАТ ДОРИХОНАЛАРИG БОШҚА ДАВЛАТ ТИББИЁТ МУАССАСАСИ (таърифланг) _____ H</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ КАСАЛХОНА/КЛИНИКА I ХУСУСИЙ АМАЛИЁТ ВРАЧИJ ХУСУСИЙ ДОРИХОНАK БОШҚА ХУСУСИЙ ТИББИЁТ ЁРДАМИ МУАССАСАСИ (таърифланг) _____ O</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙЛИГИНИ БМ W</p> <p>БОШҚА МАНБА ҚАРИНДОШ / ДЎСТ P ДЎКОН / БОЗОР / КЎЧАQ ХАЛҚ ТАБОБАТИ ТАБИБИR</p> <p>БОШҚА (таърифланг) _____ X БМ / ЭСЛОЛМАЙМАН Z</p>	
<p>СА22. (Исми) бетоблиги вақтида касаллигини даволаш учун унга биронта дори берилдими?</p>	<p>ҲА 1 ЙЎҚ 2 БМ 8</p>	<p>2 ⇒ СА30 8 ⇒ СА30</p>
<p>СА23. (Исми)га қандай дори берилди?</p> <p>Аниқланг: Яна бошқа биронта дори?</p> <p>Айтиб ўтилган барча дориларни кодини қайд этинг.</p> <p><u>Агар дори воситасининг турини аниқлай олмасангиз, унинг савдодаги номини ёзинг ва жавобга тўғри келадиган категорияни аниқлагунигизга қадар вақтинчалик 'W' ни белгилаб туринг.</u></p> <p>_____</p> <p>(савдодаги номи)</p> <p>_____</p> <p>(савдодаги номи)</p>	<p>АНТИБИОТИКЛАР АМОКСИЦИЛЛИН L КОТРИМОКСАЗОЛ M БОШҚА АНТИБИОТИК ТАБЛЕТКА/СИРОП N БОШҚА АНТИБИОТИК ИНЪЕКЦИЯЛАР/ТОМИР ИЧИГА O</p> <p>БОШҚА ДОРИ ВОСИТАЛАРИ ПАРАЦЕТАМОЛ/ПАНАДОЛ/ АЦИТОМИНОФЕН R АСПИРИНS ИБУПРОФЕН T</p> <p>ФАҚАТ САВДО НОМИ ЁЗИЛДИ W</p> <p>БОШҚА (таърифланг) _____ X БМ / ЭСЛОЛМАЙМАН Z</p>	
<p>СА24. СА23ни текширинг: Антибиотиклар тилга олиндимми?</p>	<p>ҲА, АНТИБИОТИКЛАР ЁДГА ОЛИНДИ, СА23=L-O 1 ЙЎҚ, АНТИБИОТИКЛАР ЁДГА ОЛИНМАДИ 2</p>	<p>2 ⇒ СА30</p>

<p>СА25. Сиз (СА23да, L дан O гача кодлар) дорини каердан олдингиз?</p> <p><i>Манба турини аниқлаш учун саволлар беринг.</i></p> <p><i>Агар “Уйда бор эди” бўлса, унинг манбасини аниқлашга ҳаракат қилинг.</i></p> <p><i>Агар манба давлат ёки хусусий секторга тегишли эканлигини аниқлашнинг иложи бўлмаса, муассасанинг номини ёзинг ва жавобга тўғри келадиган категорияни аниқлагунигизга қадар вақтинчалик “W” ни белгилаб туринг.</i></p> <p>_____</p> <p>(Жойнинг номи)</p>	<p>ДАВЛАТ ТИББИЁТ СЕКТОРИ ДАВЛАТ ШИФОХОНАСИА ҚИШЛОҚ ВРАЧЛИК ПУНКТИ, ҚИШЛОҚ ОИЛАВИЙ ПОЛИКЛИНИКАСИ, ОИЛАВИЙ ПОЛИКЛИНИКА, КОНСУЛЬТАЦИОН ПОЛИКЛИНИКА КАБИ БИРЛАМЧИ АМБУЛАТОР ЁРДАМИ МУАССАСАЛАРИФ ДАВЛАТ ДОРИХОНАЛАРИG БОШҚА ДАВЛАТ ТИББИЁТ МУАССАСАСИ (таърифланг) _____ Н</p> <p>ХУСУСИЙ ТИББИЁТ СЕКТОРИ ХУСУСИЙ КАСАЛХОНА/КЛИНИКА I ХУСУСИЙ АМАЛИЁТ ВРАЧИ J ХУСУСИЙ ДОРИХОНА K БОШҚА ХУСУСИЙ ТИББИЁТ ЁРДАМИ МУАССАСАСИ (таърифланг) _____ O</p> <p>ДАВЛАТ ЁКИ ХУСУСИЙЛИГИНИ БМ W</p> <p>БОШҚА МАНБА ҚАРИНДОШ / ДЎСТ P ДЎКОН / БОЗОР / КЎЧА Q ХАЛҚ ТАБОБАТИ ТАБИБИ R</p> <p>БОШҚА (таърифланг) _____ X БМ / ЭСЛОЛМАЙМАН Z</p>	
<p>СА30. UB2 ни текширинг: Боланинг ёши</p>	<p>ЁШИ 0, 1 ЁКИ 2 1 ЁШИ 3 ЁКИ 4 2</p>	<p>2 ⇒ Яқун</p>
<p>СА31. (Исми) охирги марта ҳожатини чиқарганида, унинг ахлатларини тозалаш учун нима қилинган?</p>	<p>БОЛА ҲОЖАТХОНАДАН ФОЙДАЛАНГАН 01 ҲОЖАТХОНАГА ТАШЛАНГАН / ЮВИБ ТАШЛАНГАН 02 ТАШЛАБ ЮБОРИЛГАН / АРИҚҚА ЮВИБ ТАШЛАНГАН 03 АХЛАТХОНАГА (ҚАТТИҚ ЧИҚИНДИЛАР) ТАШЛАБ ЮБОРИЛГАН 04 КЎМИБ ҚЎЙИЛГАН 05 ОЧИҚ ҲОЛАТДА ҚОЛДИРИЛГАН 06</p> <p>БОШҚА (таърифланг) _____ 96 БМ 98</p>	

ЭМЛАШГА БЎЛГАН МУНОСАБАТ		AV
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AVВ. UF4 ни текширинг: Ушбу респондент бошқа бола бўйича қуйидаги модул учун жавоб берганми?	ҲА 1 ЙЎҚ..... 2	1 ⇒ Яқун
AV1. (Исми)ни эмлаш учун қаерга олиб бориш кераклигини биласизми?	ҲА 1 ЙЎҚ..... 2	
AV2. (Исми) ни эмлаш учун шахсан бирон марта олиб борганмисиз?	ҲА 1 ЙЎҚ..... 2	
AV3. (Исми) Профилактик эмлаш календарига унинг ёши учун тавсия этилган барча вакциналарни олганми? Тавсия этилган вакциналар - бу педиатр ёки ҳамшира (исми) боланинг мамлакатдаги соғлиқни сақлаш идоралари томонидан белгиланган жадвал асосида боланинг ёши бўйича олишлари керак бўлган вакциналар.	БАРЧА ВАКЦИНАЛАРНИ ОЛГАН..... 1 АКСАРИЯТ ВАКЦИНАЛАРНИ ОЛГАН 2 БИР НЕЧА ВАКЦИНАЛАРНИ ОЛГАН 3 УМУМАН ВАКЦИНА ОЛМАГАН 4 БМ 8	2 ⇒ AV5 3 ⇒ AV5 4 ⇒ AV5 8 ⇒ AV7
AV4. (Исми) Профилактик эмлаш календарига мувофиқ унинг ёши учун тавсия этилган барча вакциналарни ўз вақтида олганми? Агар “Йўқ” бўлса, аниқлаштиринг: Сиз айтмоқчисизки, (исми) вакциналарнинг кўпини, ёки озини ўз вақтида олган ёки умуман олмаган, шундайми?	БАРЧА ВАКЦИНАЛАРНИ ЎЗ ВАҚТИДА 1 АКСАРИЯТ ВАКЦИНАЛАРНИ ЎЗ ВАҚТИДА .. 2 БИР НЕЧА ВАКЦИНАЛАРНИ ЎЗ ВАҚТИДА 3 ҲЕЧ БИР ВАКЦИНАНИ ЎЗ ВАҚТИДА 4 БМ 8	1 ⇒ AV7 2 ⇒ AV6 3 ⇒ AV6 4 ⇒ AV6 8 ⇒ AV7
AV5. Сиз (исми)ни унинг ёши учун тавсия этилган, лекин вақтида қабул қилмаган вакциналарни олиши учун олиб боришни режалаштираёсизми?	ҲА 1 ЙЎҚ..... 2 БМ 8	

<p>AV6. Баъзи болалар нима учун вакциналарни кеч қабул қилишлари ёки умуман қабул қилмасликларини тушунтирувчи бир нечта сабаблар мавжуд. Қуйидаги ҳар бир саволни ўқиганимда, илтимос айтсангиз, бу савол (<i>исми</i>) нима учун муайян тавсияланган вакцинани олмаганлиги ёки кеч олганлиги сабабини тушунтирадими?</p> <p>[A] (<i>Исми</i>) вакцинани қабул қилиш пайтида касал ёки аллергияси бўлганми?</p> <p>[B] (<i>Исми</i>) эмланиши керак пайтда, бир ёки бир нечта вакциналар мавжуд бўлмаганми?</p> <p>[C] (<i>Исми</i>)нинг вакцинаси(лари)ни олиш учун тиббий муассасага бориб-келиш масофаси узоқ бўлганми?</p> <p>[D] (<i>Исми</i>) вакцинани олиш керак бўлган кунларда бошқа вазифалар билан банд эдингизми?</p> <p>[E] Қандайдир вакцина(лар) ҳақида кўпроқ билишни хоҳлаганингиз учун сиз у(лар)ни (<i>исми</i>)га қилинишини кечиктирдигизми ёки рад қилдингизми?</p> <p>[F] (<i>Исми</i>) нега вакцина(лар)ни кеч қабул қилинганлиги ёки умуман қабул қилмаганлигини тушунтираётган бошқа сабаблар бўлганми?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>КАСАЛ ЁКИ АЛЛЕРГИЯСИ БЎЛГАН1 2 8</p> <p>ВАКЦИНАЛАР МАВЖУД БЎЛМАГАН1 2 8</p> <p>МАСОФА УЗОҚ БЎЛГАН1 2 8</p> <p>ЎТА БАНД, БОШҚА УСТУВОР ВАЗИФАЛАР БЎЛГАН1 2 8</p> <p>ВАКЦИНАЛАР ҲАҚИДА ШУБҲА1 2 8</p> <p>БОШҚА САБАБЛАР1 2 8</p>	
<p>AV7. Оилангизда (<i>исми</i>)ни эмлаш бўйича энг сўнгги сўзни ким айтади?</p>	<p>ФАҚАТ ОНА..... 1 ФАҚАТ ОТА 2 ОТА-ОНА ИККОВИ 3 БУВА-БУВИСИ 4</p> <p>БОШҚА (<i>таърифланг</i>) 6</p> <p>БМ 8</p>	
<p>AV8. Агар (<i>исми</i>) учун эмлаш вақти келган бўлса, фарзандингизни тиббий муассасасига олиб бориш учун рухсат олишингиз керак бўладими?</p>	<p>ҲА, РУХСАТ КЕРАК..... 1 ЙЎҚ, РУХСАТ КЕРАК ЭМАС 2</p> <p>БМ 8</p>	
<p>AV9. Сўнгги 12 ой ичида сиз қуйидаги фикрлар билан боғлиқ бирон бир нарсани эшитдингизми ёки қуйидаги фикрларга эга бўлган бирон бир кишини учратдингизми?</p> <p>[A] Болаларни эмлашга қарши?</p> <p>[B] Болаларни эмлаш тарафдори?</p> <p>[C] Вакциналар хавфли деб айтаётган?</p> <p>[D] Вакциналар хавфсиз деб айтаётган?</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>ҚАРШИ.....1 2 8 ТАРАФДОР1 2 8 ХАВФЛИ1 2 8 ХАВФСИЗ1 2 8</p>	

<p>AV10 Энди оилангиз, дўстларингиз ва ҳамжамиятингиз вакциналар ва эмлаш ҳақида нима деб ўйлашлари тўғрисида фикр юритиб кўришингизни истардим ва менга айтингчи, сиз қуйида қайд этилганидек ўйлашсизми ёки йўқми:</p> <p>[A] Мен билладиган ота-оналарнинг аксарияти ўз фарзандларига тавсия этилган барча вакциналарни олганлар</p> <p>[B] Менинг оилам ва дўстларимнинг аксарияти (<i>исми</i>)ни эмлатишим тарафдори</p> <p>[C] Мен яшайдиган маҳалладаги асосий дин пешволари (<i>исми</i>)ни эмлатишим тарафдори</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>ОТА-ОНАЛАР ТАРАФДОР1 2 8</p> <p>ОИЛА/ДЎСТЛАР ТАРАФДОР1 2 8</p> <p>ДИН ПЕШВОЛАРИ ТАРАФДОР1 2 8</p>	
<p>AV11. Илтимос, айтсангиз, сизнинг диний ёки маънавий эътиқодингиз фарзандингизни эмлатишни рағбатлантирадими, фарзандингизни эмлатишни рағбатлантирмайдими ёки бу сизга тегишли эмас деб айтган бўлардингизми?</p>	<p>ЭМЛАТИШНИ РАҒБАТЛАНТИРАДИ1</p> <p>ЭМЛАТИШНИ РАҒБАТЛАНТИРМАЙДИ2</p> <p>ТЕГИШЛИ ЭМАС3</p> <p>БМ8</p>	
<p>AV12. AV3 = 4 ёки 8 ни текширинг: умуман эмланмаган ёки БМ?</p>	<p>ҲА (AV3 = 4 ЁКИ AV3 = 8)1</p> <p>ЙЎҚ2</p>	<p>1 ⇒ AV13A</p> <p>2 ⇒ AV13B</p>
<p>AV13A. Сиз болаларга эмлашни амалга оширадиган тиббиёт ходимларига қанчалар ишонасиз?</p> <p>AV13B. Сиз (<i>исми</i>)га унинг сўнгги эмлашни амалга оширган тиббиёт ходимларига қанчалар ишонасиз?</p>	<p>УМУМАН ИШОНМАЙМАН1</p> <p>УНЧАЛИК ЭМАС2</p> <p>БИРОЗ3</p> <p>ЖУДА ИШОНАМАН4</p> <p>БМ8</p>	
<p>AV14. (<i>Исми</i>) эмланиши кераклиги ҳақида бирон бир тиббиёт ходими бирон бир марта тавсия берганми?</p>	<p>ҲА1</p> <p>ЙЎҚ2</p>	
<p>AV15. (<i>Исми</i>)ни эмлатишингиз керак бўлган оилавий поликлиника, қишлоқ врачлик пункти, қишлоқ оилавий поликлиникаси каби тиббий муассасасида, қуйидаги ҳолатлар тўғри келади деб айта оласизми?</p> <p>[A] Эмлаш ўтказиладиган тиббий муассасаси ҳаддан ташқари узок</p> <p>[B] Тиббий муассасасининг иш вақти қулай эмас</p> <p>[C] Тиббий муассасаси баъзан одамларни эмлаш ўтказмасдан, эмлашсиз кетишига имкон беради</p> <p>[D] Тиббий муассасасида кутишга жуда кўп вақт кетади</p>	<p style="text-align: right;">ҲА ЙЎҚ БМ</p> <p>ҲАДДАН ТАШҚАРИ УЗОҚ1 2 8</p> <p>НОҚУЛАЙ ВАҚТ1 2 8</p> <p>ҚАЙТАРИБ ЮБОРАДИ1 2 8</p> <p>ЖУДА УЗОҚ КУТИШ 1 2 8</p>	
<p>AV16. (<i>Исми</i>)ни эмланиши харажатлари қанчали имконли? Бунга тиббий муассасига ҳар қандай тўловлар, у ерга бориш харажатлари ва ишдан ажратилган вақт киймати киради. Сиз нима деб айтган бўлар эдингиз: умуман имконсиз, унчалик имконли эмас, биров имконли ёки жуда имконли?</p>	<p>УМУМАН ИМКОНСИЗ1</p> <p>УНЧАЛИК ИМКОНЛИ ЭМАС2</p> <p>БИРОЗ ИМКОНЛИ3</p> <p>ЖУДА ИМКОНЛИ4</p> <p>БМ8</p>	

<p>AV17. (<i>Исми</i>)ни эмлаш билан боғлиқ ҳар қандай маълумотни олиш учун сизнинг <u>асосий</u> ахборот манбаингиз нима?</p>	ПЕДИАТР / ҲАМШИРА 1 ДЎСТЛАР / ОИЛА 2 ДИНИЙ ГУРУҲ / ПЕШВО 3 ТЕЛЕВИДЕНИЕ /МАТБУОТ/РАДИО 4 ИНТЕРНЕТ – ИЖТИМОЙ ТАРМОҚ, ГУГЛ ВА ҲОКАЗО. 5 БОШҚА (<i>таърифланг</i>) 6 БМ 8																													
<p>AV18. (<i>Исми</i>)ни эмлаш билан боғлиқ ҳар қандай маълумотни олиш учун сиз <u>энг кўп ишонадиган</u> ахборот манбаингиз нима?</p>	ПЕДИАТР / ҲАМШИРА 1 ДЎСТЛАР / ОИЛА 2 ДИНИЙ ГУРУҲ / ПЕШВО 3 ТЕЛЕВИДЕНИЕ /МАТБУОТ/РАДИО 4 ИНТЕРНЕТ – ИЖТИМОЙ ТАРМОҚ, ГУГЛ ВА ҲОКАЗО. 5 БОШҚА (<i>таърифланг</i>) 6 БМ 8																													
<p>AV19. Энди вакциналар ва эмлашлар тўғрисида фикрларингизни билмоқчиман. Ҳар бир саволга тўртта жавоб вариантлари бор: 1) ҳеч қандай 2) унчалик эмас, 3) бир оз 4) жуда. Илтимос, менга айта оласизми:</p> <p>[А] вакциналар (<i>исми</i>)нинг саломатлиги учун қанчалик муҳим?</p> <p>[В] Сизнингча, болаларни эмлаш ҳамжамиятингиздаги бошқа одамларни касалликлардан қай даражада ҳимоя қила олади?</p> <p>[С] Сиз нима деб ўйлайсиз, (<i>исми</i>) учун вакциналар нечоғли хавфсиз?</p>	<table border="1"> <thead> <tr> <th></th> <th>ҲЕЧ ҚАНДАЙ</th> <th>ҲЕЧ ҚАНДАЙ</th> <th>УНЧАЛИК ЭМАС</th> <th>БИР ОЗ</th> <th>ЖУДА</th> <th>БМ</th> </tr> </thead> <tbody> <tr> <td>МУҲИМЛИК</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> <td></td> </tr> <tr> <td>ҲИМОЯ</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> <td></td> </tr> <tr> <td>ХАВФСИЗЛИК</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> <td></td> </tr> </tbody> </table>		ҲЕЧ ҚАНДАЙ	ҲЕЧ ҚАНДАЙ	УНЧАЛИК ЭМАС	БИР ОЗ	ЖУДА	БМ	МУҲИМЛИК	1	2	3	4	8		ҲИМОЯ	1	2	3	4	8		ХАВФСИЗЛИК	1	2	3	4	8		
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ҲИМОЯ	1	2	3	4	8																									
ХАВФСИЗЛИК	1	2	3	4	8																									
<p>AV20. Нима деб ўйлайсиз, эмлашнинг асосий фойдалари нимада?</p> <p><i>Барча тегишлисини қайд этинг.</i></p> <p><i>'Вакциналарнинг ҳеч қандай фойдаси йўқ' (Ҳ тоифаси), агар бошқа жавоблар тоифаси қайд этилмаган бўлса, белгиланиши мумкин.</i></p>	ЎЛИМНИ ОЛДИНИ ОЛАДИ А КАСАЛЛИКНИ ОЛДИНИ ОЛАДИ В НОГИРОНЛИКНИ ОЛДИНИ ОЛАДИ С КАСАЛЛИКЛАРГА ҚАРШИ ИММУНИТЕТ ШАКЛЛАНТИРАДИ..... D ИҚТИСОДИЙ САМАРАДОР E КАСАЛЛИКЛАРНИ БАРТАРАФ ЭТАДИ F БМ Z БОШҚА (<i>Таърифланг</i>) X ВАКЦИНАЛАР БОЛА САЛОМАТЛИГИ УЧУН МУҲИМ ЭМАС Y																													
<p>AV21. Вакциналар болангизда жиддий салбий реакция уйғотиши мумкинлиги сизни қай даражада хавотирга солади?</p> <p><i>Аниқлаштиринг:</i> Жиддий салбий реакциялар – бу тиббий даволаниш ёки болани касалхонага ётқизишни талаб этадиган реакциялар.</p>	УМУМАН СОЛМАЙДИ..... 1 УНЧАЛИК ЭМАС 2 БИРОЗ..... 3 ЖУДА ҲАМ..... 4 БМ 8																													

AV22. AV2 ни текширинг: Респондент болани эмлаш учун шахсан ўзи олиб борганми?	ҲА, AV2 = 1 1 ЙЎҚ, AV2 = 2 2	2 ⇒ Яқун
AV23. (Исми)ни оилавий поликлиника, қишлоқ врачлик пункти, қишлоқ оилавий поликлиникаси каби тиббий муассасасида эмлатишга уринганингизда, сизни ҳеч ҳам ортга қайтариб юборишганми?	ҲА 1 ЙЎҚ..... 2 БМ 8	
AV24. Сизнинг оилавий поликлиника, қишлоқ врачлик пункти, қишлоқ оилавий поликлиникаси каби тиббий муассасасига сўнгги ташрифингиз давомида эмлаш хизматининг сифати сизни қанчалар қониқтирди? Сиз умуман қониқмадим, унчалик эмас, биров, жуда қониқдим деб айта оласизми ?	УМУМАН ҚОНИҚМАДИМ 1 УНЧАЛИК ЭМАС 2 БИРОЗ..... 3 ЖУДА ҚОНИҚДИМ 4 БМ 8	
AV25. Сизнинг оилавий поликлиника, қишлоқ врачлик пункти, қишлоқ оилавий поликлиникаси каби тиббий муассасасига сўнгги ташрифингиз давомида сизга эмлаш ходимлари қанчалик ҳурмат кўрсатдилар? Сиз нима деб айтган бўлар эдингиз: умуман ҳеч қандай ҳурмат кўрсатилмади, унчалик эмас, биров, жуда ҳам ҳурмат кўрсатдилар?	УМУМАН ҲЕЧ ҚАНДАЙ 1 УНЧАЛИК ЭМАС 2 БИРОЗ..... 3 ЖУДА ҲАМ ҲУРМАТ КЎРСАТДИЛАР 4 БМ 8	

UF11. Вақтни қайд этинг.	СОАТЛАР ВА ДАҚИҚАЛАР : ..	
UF12. Саволноманинг тили.	ЎЗБЕК 2 РУС 3 ҚОРАҚАЛПОҚ 4	
UF13. Интервью ўтказилган тил.	ЎЗБЕК 2 РУС 3 ҚОРАҚАЛПОҚ 4 БОШҚА ТИЛ (таърифланг) 6	
UF14. Респондентнинг она тили.	ЎЗБЕК 02 РУС 03 ҚОРАҚАЛПОҚ 04 ТОЖИК 05 ҚИРҒИЗ 06 ҚОЗОҚ 07 ТУРКМАН 08 БОШҚА ТИЛ (таърифланг) 96	
UF15. Мазкур саволноманинг бирон қисми таржима қилинди?	ҲА, БУТУН САВОЛНОМА 1 ҲА, САВОЛНОМАНИНГ БИР ҚИСМИ 2 ЙЎҚ, ФОЙДАЛАНИЛМАДИ 3	

UF16. Респондентга ушбу уй хўжалигидан чиқишдан олдин боланинг вазни ва бўйини ўлчаб олишингиз кераклигини, ўлчовларни олиб бориши учун ҳамкасбингиз келишини айтинг. Ушбу бола учун “АНТРОПОМЕТРИЯ МОДУЛИ ШАКЛИ”ни расмийлаштиринг ва ўша Шаклдаги “Маълумот жадвали”ни тўлдириг.

“УЙ ХЎЖАЛИГИ САВОЛНОМАСИ”нинг “УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ”даги HL10 ва HL20 саволларни текширинг. Респондент мазкур уй хўжалигида яшаётган, 0-4 ёшли яна бир боланинг онаси ёки парваришловчисими?

ҲА ⇒ “5 ЁШГАЧА БЎЛГАН БОЛА ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ” даги UF17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг айнан шу респондент бўйича тўлдирилиши лозим бўлган кейинги “5 ЁШГАЧА БЎЛГАН БОЛАЛАР УЧУН САВОЛНОМА”га ўтинг.

ЙЎҚ ⇒ “УЙ ХЎЖАЛИГИ САВОЛНОМАСИ”нинг “УЙ ХЎЖАЛИГИ АЪЗОЛАРИНИНГ РЎЙХАТИ”даги HL6 ва HL20 устунга қаранг: Ушбу респондент мазкур уй хўжалигида яшаётган, “5-17 Ёшли болалар учун Саволнома” учун танланган 5-17 ёшли боланинг онаси ёки парваришловчисими?

ҲА ⇒ “5 ЁШГАЧА БЎЛГАН БОЛА ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ” даги UF17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг айнан шу респондент бўйича тўлдирилиши лозим бўлган кейинги “5-17 Ёшли болалар учун Саволнома”га ўтинг.

ЙЎҚ ⇒ “5 ЁШГАЧА БЎЛГАН БОЛА ТЎҒРИСИДАГИ МАЪЛУМОТ ЖАДВАЛИ” даги UF17 саволга боринг ва у ерга “01” ёзинг. Шундан сўнг респондентга ҳамкорлиги учун миннатдорчилик билдириб, интервьюни якунланг. Мазкур уй хўжалигида яна бошқа саволномалар ўтказиши лозим эмаслигини текшириб кўринг.

ИНТЕРВЬЮНИНГ КУЗАТИШЛАРИ

РАҲБАРНИНГ КУЗАТИШЛАРИ

АНТРОПОМЕТРИЯ МОДУЛИ МАЪЛУМОТ ШАКЛИ		АН
AN1. Кластер рақами: _____	AN2. Уй хўжалиги рақами: _____	
AN3. Боланинг исми ва қатор рақами: ИСМИ _____	AN4. Боланинг UB2 саволда қайд этилган ёши: ЁШИ (НЕЧА ЁШГА ТЎЛГАНЛИГИ) _____	
AN5. Онанинг/парваришловчисининг исми ва қатор рақами ИСМИ _____	AN6. Интервьюернинг исми ва рақами: ИСМИ _____	

АНТРОПОМЕТРИЯ		
AN7. Ўлчовчининг исми ва рақами:	ИСМИ _____	
AN8. Боланинг вазнини Ўлчовчи ўқиб берганига кўра қайд этинг: Ёзган рақамингизни Ўлчовчига ўқиб эшиттиринг ва у буни тасдиқлашига ишонч ҳосил қилинг.	КИЛОГРАММЛАРДА (КГ) _____ . _____ ҚАЙТА ТАШРИФЛАРДАН КЕЙИН ҲАМ БОЛА УЙДА МАВЖУД ЭМАС 99.3 БОЛА БОШ ТОРТДИ 99.4 РЕСПОНДЕНТ БОШ ТОРТДИ 99.5 БОШҚА (таърифланг) 99.6	99.3 ⇨ AN13 99.4 ⇨ AN10 99.5 ⇨ AN10 99.6 ⇨ AN10
AN9. Бола имкон қадар ечинтирилдими?	ҲА 1 ЙЎҚ, БОЛАНИ ИМКОН ҚАДАР ЕЧИНТИРИШНИНГ ИЛОЖИ БЎЛМАДИ 2	
AN10. AN4ни текширинг: Боланинг ёши	ЁШИ 0 ЁКИ 1 1 ЁШИ 2, 3 ЁКИ 4 2	1 ⇨ AN11A 2 ⇨ AN11B
AN11A. Бола 2 ёшдан кичик ва у ётқизилган ҳолатда ўлчаниши лозим. Узунлик ўлчами натижаси Ўлчовчи ўқиб берганига кўра қайд этинг: Ёзган рақамингизни Ўлчовчига ўқиб эшиттиринг ва у буни тасдиқлашига ишонч ҳосил қилинг.	УЗУНЛИГИ / БЎЙИ (СМ) _____ . _____ БОЛА БОШ ТОРТДИ 999.4 РЕСПОНДЕНТ БОШ ТОРТДИ 999.5 БОШҚА (таърифланг) 999.6	999.4 ⇨ AN13 999.5 ⇨ AN13 999.6 ⇨ AN13
AN11B. Бола 2 ва унда катта ёшда ва унинг бўйи тикка тургани ҳолатида ўлчаниши лозим. Узунлик натижасини Ўлчовчи ўқиб берганига кўра қайд этинг: Ёзган рақамингизни Ўлчовчига ўқиб эшиттиринг ва у буни тасдиқлашига ишонч ҳосил қилинг.	БОШҚА (таърифланг) 999.6	999.6 ⇨ AN13
AN12. Бола амалда қандай ўлчанди? Ётқизилган ҳолатдами ёки тик турган ҳолатидами?	ЁТҚИЗИЛГАН ҲОЛАТДА 1 ТИК ТУРГАН ҲОЛАТДА 2	
AN13. Ўлчов ўтказилган сана: Кун / Ой / Йил: _____ / _____ / <u>2 0 2</u> _____		
AN14. Ушбу уй хўжалигида хали ўлчамлари олинмаган яна 5 ёшга тўлмаган бола борми?	ҲА 1 ЙЎҚ 2	1 ⇨ Кейинги бола
AN15. Респондентга кўрсатган ҳамкорлиги учун миннатдорлик билдириш ҳамда Раҳбарингизга Ўлчовчи ва сиз ушбу уй хўжалигида барча ўлчов ишларини яқунлаганингизни маълум қилинг.		

АНТРОПОМЕТРИЯ МОДУЛИ БЎЙИЧА ИНТЕРВЬЮЕРНИНГ КУЗАТИШЛАРИ

АНТРОПОМЕТРИЯ МОДУЛИ БЎЙИЧА ЎЛЧОВЧИНИНГ КУЗАТИШЛАРИ

АНТРОПОМЕТРИЯ МОДУЛИ БЎЙИЧА РАЎБАРНИНГ КУЗАТИШЛАРИ

5 ЁШГАЧА БЎЛГАН БОЛА ТЎҒРИСИДА МАЪЛУМОТ			HF
Ушбу Шакл ҳар бир боланинг “5 ЁШГАЧА БЎЛГАН БОЛАЛАР УЧУН САВОЛНОМА” сига илова қилиниши зарур.			
HF1. Кластер рақами: _____	HF2. Уй хўжалиги рақами: _____		
HF3. Боланинг исми ва қатор рақами: ИСМИ _____	HF4. Бола онасининг /парваришловчисининг исми ва қатор рақами: ИСМИ _____		
HF9. Боланинг туғилган куни, ойи ва йили: “5 ЁШГАЧА БЎЛГАН БОЛАЛАР УЧУН САВОЛНОМА” даги “5 ЁШГАЧА БЎЛГАН БОЛА ҲАҚИДА МАЪЛУМОТ” модулининг UB1 саволидан кўчириб ёзинг _____ / _____ / 2 0 _____	HF6. Интервьюернинг исми ва рақами: ИСМИ _____		
Куйидаги матнни она ёки парваришловчига ўқинг: Маълумки, боланинг эмлаш туғрисидаги қайдномалар одатда мунтазам эмлаш дастурига бўйича болани эмлаш учун масъул бўлган клиникада ёки бошқа соғлиқни сақлаш муассасасида сақланади. Ушбу сўров доирасида, сиз берган маълумотларни тўлдириш учун болани эмланишига масъул бўлган клиникада ёки бошқа соғлиқни сақлаш муассасасида эмлаш туғрисидаги қайдномаларидан маълумот йиғамиз. Тўпланган барча маълумотлар қатъий махфий ва аноним бўлиб қолади. Клиника ёки соғлиқни сақлаш муассасасида эмлаш қайдномасидан (исми)нинг эмлаш маълумотларини тўплашимизга розилик берасизми?			
HF6A. Соғлиқни сақлаш муассасасида эмлаш қайдномасидан маълумот тўплаш учун розилик сўрови натижалари:	РОЗИЛИК БЕРИЛДИ..... 01 РОЗИЛИК БЕРИЛМАДИ 02 ОНА/ПАРВАРИШЛОВЧИ УЗОҚ ВАҚТ ДАВОМИДА ЙЎҚ 03 БОШҚА (<i>таърифланг</i>) 06	02 ⇒ HF15 03 ⇒ HF15 06 ⇒ HF15	
HF10. Клиникада ёки соғлиқни сақлаш муассасасида эмлаш туғрисидаги қайдномаларидан маълумотларни тўплаш учун бизга қўшимча маълумотлар керак бўлади. Илтимос, қуйидагиларни айтсангиз (<i>Исми</i>)нинг тўлиқ исми ва фамилияси	ИСМИ _____ ФАМИЛИЯСИ _____		
HF10A. (<i>Исми</i>)нинг эмлаш туғрисидаги қайдномалари сақланадиган тиббиёт муассасасининг номи ва манзилини айта оласизми?	ТИББИЁТ МУАССАСАСИНИНГ НОМИ _____ МАНЗИЛИ _____ _____		
HF5. Тиббиёт муассасасида қайдларни олиб бораётган жойларда ишлаётган ходимнинг исми ва рақами: ИСМИ _____	HF7. Муассасага борилган Кун / Ой / Йил: _____ / _____ / 2 0 2 1		
HF10B. Тиббиёт муассасасининг номини ёзинг: НОМИ _____	HF8. Вақтни қиритинг: _____	СОАТЛАР : ДАҚИҚАЛАР _____ : _____	⇒ HF11

HF15. Тиббий муассасасига таъриф натижаси:	ТИББИЙ МУАССАСАДА МАВЖУД ҚАЙДЛАР КЎЧИРИЛДИ 01 КЎЧИРИЛМАДИ (<i>таърифланг</i>) 02 ТИББИЙ МУАССАСАДА ҚАЙДЛАР МАВЖУД ЭМАС (<i>таърифланг</i>) 03 БОШҚА (<i>таърифланг</i>) 96
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HF11. Туғилган кун, ой ва йилни журналда /эмлаш картасида кўрсатилганидек ёзинг: Эмлаш картаси (Шакл 63), Эмлашларни қайд этиш журнали (Шакл 64), Беморнинг амбулатор картаси (Шакл 112), Эмлаш паспорти ва хусусий тиббиёт муассасасидан олинган Тиббий хулосаси:

___ / ___ / 20 ___

HF12.

(к) Картадан ҳар бир эмлаш санасини кўчиринг.

(л) Агар картада эмлаш ўтказилганлиги белгиланиб, санаси кўрсатилмаган бўлса, “Кун” катагида ‘44’ ёзинг..

ИММУНИЗАЦИЯ САНАСИ

КУН

ОЙ

ЙИЛ

БЦЖ	БЦЖ					2	0		
ГепВ (туғилишда)	ВГВ0					2	0		
Полио (ОПВ) (туғилишда)	ОПВ0					2	0		
Полио (ОПВ) 1	ОПВ1					2	0		
Полио (ОПВ) 2	ОПВ2					2	0		
Полио (ОПВ) 3	ОПВ3					2	0		
Полио (ОПВ) 4	ОПВ4					2	0		
Полио (ИППВ)	ИПВ					2	0		
Пентавалент (АҚДСНібГепВ) 1	Пента1					2	0		
Пентавалент (АҚДСНібГепВ) 2	Пента2					2	0		
Пентавалент (АҚДСНібГепВ) 3	Пента3					2	0		
АҚДС4	АҚДС4					2	0		
Пневмококк (Бирлаштирилган) 1	ПКВ1					2	0		
Пневмококк (Бирлаштирилган) 2	ПКВ2					2	0		
Пневмококк (Бирлаштирилган) 3	ПКВ3					2	0		
Ротавирус 1	Рота1					2	0		
Ротавирус 2	Рота2					2	0		
Ротавирус 3	Рота3					2	0		
Қизамиқ, қизилча ва паротитга қарши эмлаш 1	КПК1					2	0		

HF13. Қайд этилмаган ҳар бир эмлаш учун “кун” устунига “00” ёзинг.

HF14. Вақтни қайд этинг.

СОАТ ВА ДАҚИҚАЛАР :

⇒HF15

МАЪЛУМОТ ЙИГУВЧИНИНГ КУЗАТУВЛАРИ

РАҲБАРНИНГ КУЗАТУВЛАРИ

ҮЙ ХОЖАЛЫҒЫ БОЙЫНША МАҒЛЫҰМАТ ПАНЕЛИ

НН

НН1. Кластер номери: _____		НН2. Үй хожалығы номери: _____	
НН3. Интервью алыушының аты хэм номери: АТЫ _____		НН4. Басшының аты хэм номери: АТЫ _____	
НН5. Интервью өткерилген Күн / Ай / Жыл: _____ / _____ / 2 0 2		НН7 ҰАЛАЯТ: КАРАКАЛПАКСТАН РЕСПУБЛИКАСЫ 01 АНДИЖАН ҰАЛАЯТЫ 02 БУХАРА ҰАЛАЯТЫ 03 ЖИЗЗАХ ҰАЛАЯТЫ 04 ҚАШҚАДАРҒА ҰАЛАЯТЫ 05 НАҰАЙЫ ҰАЛАЯТЫ 06 САМАРҚАНД ҰАЛАЯТЫ 07 СУРХАНДАРҒА ҰАЛАЯТЫ 08 НАМАНҒАН ҰАЛАЯТЫ 09 СЫРДАРҒА ҰАЛАЯТЫ 10 ТАШКЕНТ ҰАЛАЯТЫ 11 ФЕРГАНА ҰАЛАЯТЫ 12 ХОРЕЗМ ҰАЛАЯТЫ 13 ТАШКЕНТ ҚАЛАСЫ 14	
НН6. ЖАСАҰ ОРНЫ:	ҚАЛА 1 АҰЫЛ 2		

Сораўнама басланыўынан алдын респонденттиң үй хожалығының билимли агзасы хэмде оның 18 жаста екенине исеним билдириң. 15-17 жас аралығындағы балалардан сораўнама алыў тек гана егер үй хожалығында жасы үлкен адам болмаса яки егерде барлық жасы үлкен үй хожалығы агзалары жуўап бериў қәбилетине ийе болмаса гана өткерилге рухсат етиледди. 15 жасқа толмаған балалардан сораўнама алыўға рухсат етилмейди.	НН11. Ұақытты белгилең.
	СААТ : МИНУТ ____ : ____

НН12. Ассалаўма әлейкум, мениң атым (**Сизиң атыңыз**). Бизлер Өзбекстан Республикасы Мәмлекетлик статистика комитетиненбиз. Бизлер балалар, шаңарақлар хэмде үй хожалықларының жағдайы хаққында сораўнама өткерип атырмыз. Мен сизлер менен усы темалар бойынша сөйлеспекшимен. Бул интервью әдетте 30 минутты алады. Усыдан кейин Сизден ямаса сизиң үй хожалығыңыздың басқа агзалары менен қосымша интервью алыўды сораўым мүмкин. Бизлер алатуғын барлық мағлыўматлар қатаң түрде сыр хэм аноним болып қалады. Егерде сиз бул ямаса басқа сораўға жуўап бериўди қәлемесеңиз ямаса сораўнаманы тоқтатыўды қәлесениз, маған хабарлаң. Егер сизде усы сораўнама бойынша сораўлар болса, биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиниң жуўапкер хызметкери менен байланыс мағлыўматларын беремиз. Мен басласам болама?

АҰА..... 1	1 ⇒ ҮЙ ХОЖАЛЫҒЫНЫҢ ДИЗИМИ
ЯҚ/СОРАҰ БЕРИЛМЕДИ 2	2 ⇒ НН46

НН46. Үй хожалығы сораўнамасының нәтийжеси: Хәр бир «Сораўнама өткерилмедди» тури нәтийжесин басшы менен додалаң.	ӨТКИЗИЛДИ 01 КӨРИП ШЫҒЫҰ ҰАҚТЫНДА ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫНЫҢ ЯМАСА СОРАҰНАМАҒА ЖУЎАП БЕРЕ АЛАТУҒЫН ТИЙИСЛИ ЖУЎАПКЕРШИЛИКЛИ АДАМНЫҢ БОЛМАҰЫ 02 УЗАҚ ҰАҚЫТ ДАҰАМЫНДА ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫНЫҢ УЛЫҰМА БОЛМАҰЫ 03 СОРАҰНАМАДА ҚАТНАСЫҰДАН БАС ТАРТТЫ 04 БОС ТУРҒАН ҮЙ-ЖАЙ/ЖАСАҰҒА БОЛМАЙТУҒЫН ҮЙ-ЖАЙ 05 ҮЙ-ЖАЙ БУЗЫЛҒАН 06 ҮЙ-ЖАЙ ТАБЫЛМАДЫ 07 БАСҚАЛАР (кәрсетиң) 96
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НН47. Үй хожалығы сораўнамасына жуўап берген респонденттиң аты хэм қатар номери. АТЫ _____
ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫНЫҢ УЛЫҰМА САНЫ
15-49 ЖАСТАҒЫ ҒАЯЛЛАР САНЫ
5 ЖАСҚА ШЕКЕМГИ БАЛАЛАР САНЫ
5-17 ЖАС АРАЛЫҒЫНДАҒЫ БАЛАЛАР САНЫ

Үй хожалығы сораўнамасы толтырылғаннан кейин толтырылады УЛЫҰМА САНЫ
НН48 _____
НН49 _____
НН51 _____
НН52 _____

Барлық сораўнамалар толтырылғаннан кейин толтырылады ТОЛТЫРЫЛҒАН СОРАҰНАМАЛАР САНЫ
НН53 _____
НН55 _____
НН56 НОЛЬ 0 БИР 1

ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ

HL

Бириншиден үй хожалығының барлық ағзаларының атларын HL2-HL4 графаларына жоқарыдан төменге қарай үй хожалығы басшысынан бастап киритиң. Барлық ағзалар ушын HL2 - HL4-ти толтырып болып, үй хожалығы ағзаларынан басқа киритилмей қалғанлар бар яки жоқлығын әлбетте сораң: яғный булар ҳазир үйде жоқлар, гөдек балалар, басқа кишкене балалар ҳәмде шаңарақ ағзалары болмаған (мәселен, үй хызметкерлери, дослары), бирақ әдетте усы үй хожалығында жасайтуғынлар.
 Оннан кейин ҳәр бир үй хожалығы ағзасына нәубет пенен HL5-HL20 сораўларын бериң. Егер қосымша сораўнама бланкасы пайдаланылса, усы жерге белгилеп қойың: □

HL1. Қатар номери	HL2. Бириншиден илтимас, усы жерде әдетте жасайтуғын бәрше ағзалардың атларын үй хожалығы басшысынан бастап айтың. Аты айтылмаған үй хожалығы ағзалары бар яки жоқлығын сораң.	HL3. (Аты) (үй хожалығы басшысының аты) менен ағайыншылық дәрежеси қандай?	HL4. (Аты) ер ямаса хаял жыннысыма? 1 ЕР 2 ХАЯЛ	HL5. (Аты) тууылған сәнеси? 98 БМ 9998 БМ		HL6. (Аты) неше жаста? Жасын толық жылларда көрсетиң Егер жасы 95 ямаса артықрақ болса, «95» деп жазың	HL8. Егер хаял 15-49 жаста болса, қатар номерин дөңселекшеге алың	HL10. Егер бала 0 - 4 жаста болса, қатар номерин дөңселекшеге алың	HL11. Үй хожалығы ағзасының жасы 0-17 жаста? 1 АҰА 2 ЯҚ	HL12. (Аты) тууған анасы тириме? 1 АҰА 2 ЯҚ	HL13. (Аты) тууған анасы усы үй хожалығында жасайма? 1 АҰА 2 ЯҚ	HL14. (Аты) Ананың қатар номерин жазың ҳәм HL16-ға өтиң.	HL15. (Аты) тууған анасы каерде жасайды? 1 ШЕТ ЕЛДЕ 2 СОЛ АЙМАҚТАҒЫ БАСКА ҮЙ ХОЖАЛЫҒЫНДА 3 БАСКА АЙМАҚТАҒЫ БАСКА ҮЙ ХОЖАЛЫҒЫНДА 4 УСЫ МӘМЛЕКЕТТЕГИ АРНАУЛЫ МЕКЕМЕДЕ 8 БМ	HL16. (Аты) нин тууған әкеси тириме? 1 АҰА 2 ЯҚ HL20 8 БМ HL20	HL17. (Аты) тууған әкеси усы үй хожалығында жасайма 1 АҰА 2 ЯҚ HL19	HL18. (Аты) Әкениң қатар номерин жазың ҳәм HL20-ға өтиң.	HL19. (Аты) тууған әкеси қай жерде жасайды? 1 ШЕТ ЕЛДЕ 2 СОЛ АЙМАҚТАҒЫ БАСКА ҮЙ ХОЖАЛЫҒЫНДА 3 БАСКА АЙМАҚТАҒЫ БАСКА ҮЙ ХОЖАЛЫҒЫНДА 4 УСЫ МӘМЛЕКЕТТЕГИ АРНАУЛЫ МЕКЕМЕДЕ 8 БМ	HL20. HL14-тен ананың қатар номерин киритиң. егер бос болса, сораң: (Аты) ның негизги ғамхоршысы ким? Егер 15-17 жастағы балаларға ғамхоршы болмаса, «90» деп жазың..
ҚАТАР	АТЫ	ҚАТНАСЫ*	Е Х	АЙЫ	ЖЫЛЫ	ЖАСЫ	Х 15-49	0-4	А Я	А Я БМ	А Я	АНАСЫ	А Я БМ	А Я	ӘКЕСИ			
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 ушын код: Үй хожалығы басшысы менен ағайыншылық дәрежеси:		01 ҮЙ ХОЖАЛЫҒЫ БАСШЫСЫ 02 ӨМИРЛИК ЖОЛДАСЫ/БИРГЕ ЖАСАУШЫ 03 БАЛАСЫ/ ҚЫЗЫ 04 КҮЙЕУ БАЛАСЫ / КЕЛИНИ				05 АҚЛЫҒЫ 06 АТА-АНАСЫ 07 ҚАЙЫН АТА/ҚАЙЫН АНА 08 АЖАҒАСЫ/ИНИСИ/АЖАПАСЫ/ҚАРЫНДАСЫ				09 ҚАЙЫН АҒАСЫ/ИНИСИ/ҚАЙЫН АПАСЫ/ҚАРЫНДАСЫ 10 ДАЙЫ/ЖЕНГЕ 11 ТУУҒАН ЖИЕНИ 12 БАСҚА АҒАЙЫНЫ				13 АСЫРАП АЛҒАН/ТУТЫНҒАН/ӨГЕЙ ПЕРЗЕНТИ 14 ХЫЗМЕТКЕРИ (БИРГЕ ЖАСАЙТУҒЫН) 96 БАСҚАЛАРЫ (АҒАЙЫН ЕМЕС) 98 БМ (БИЛМЕЙМЕН)				

БИЛИМЛЕНДИРИЎ 1											ED										
ED1. Қатар номери	ED2. Аты ҳам жасы. Үй хожалыгының барлық ағзаларының атлары менен жасларын HL2 ҳам HL6-дан усы модульдің төменги ҳам кейинги бет графаларына киритиң.		ED3. 3 жас ҳам оннан жоқарыма? 1 АҰА 2 ЯҚ √ Кейинги қатар		ED4. (Аты) қай уақытта болсада оқыў ямаса мектепке шекемги шөлкемге бардыма? 1 АҰА 2 ЯҚ √ Кейинги қатар		ED5. (Аты) қай уақытта болсада алған ең жоқары билимлендириў дәрежеси кандай ҳамде қайсы ең жоқарғы класс/курсқа барған? ДӘРЕЖЕ: 0 МЕКТЕПКЕ ШЕКЕМГИ √ ED7 1 БАСЛАНҒЫШ 2 ОРТА 3 ОРТА АРНАҰЛЫ КӘСИПЛИК 4 ЖОҚАРҒЫ 8 БМ					ED6. (Аты) усы (класс/курс)ты тамамлағанба? 1 АҰА 2 ЯҚ 8 БМ			ED7. 3-24 жаспа? 1 АҰА 2 ЯҚ √ Кейинги қатар		ED8. ED4-ни тексериң: қай уақытта болсада оқыў ямаса мектепке шекемги шөлкемге барғанба? 1 АҰА 2 ЯҚ √ Кейинги қатар				
ҚАТАР	АТЫ	ЖАСЫ	АҰА	ЯҚ	АҰА	ЯҚ	ДӘРЕЖЕ					КЛАСС/КУРС			А	Я	БМ	А	Я	А	Я
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	

БИЛИМЛЕНДИРИЎ 2												ED
ED1. Қатар номери	ED2. Аты ҳам жасы.		ED9. Усы 2020/2021 оқыў жылы даўамында (аты) қай ўақыт болсада билимлендириў шөлкемине ямаса мектепке шекемги шөлкемге бардыма? 1 АЎА 2 ЯҚ Ұ ED15	ED10. (Аты) усы 2020/2021 оқыў жылы даўамында қандай билим дәрежеге ямаса класс/курсқа барып атыр? ДӘРЕЖЕ: 0 МЕКТЕПКЕ ШЕКЕМГИ БИЛИМ БАҒДАРЛАМАСЫ Ұ ED15 1 БАСЛАНҒЫШ 2 ОРТА 3 ОРТА АРНАҰЛЫ КӘСИПЛИК 4 ЖОҚАРҒЫ 8 БМ КЛАСС/КУРС: 98 БМ		ED11. Ол мәмлекетлик билимлендириў шөлкемине барама? Егер “Аўа” болса, «1» деп жазың. Егер «Яқ» болса, анықлаң ҳам қайсы мекеме оны қыдағалайтуғынлығына ҳамде басқаратуғынлығына қарап, мектеп түрин код пенен киритиң 1 МӘМЛЕКЕТЛИК 2 ДИНИЙ 3 ЖЕКЕ МЕНШИК 6 БАСҚА 8 БМ	ED12. Усы 2020/2021 оқыў жылы даўамында (аты) оқыў ушын қандайда бир төлем алғанба? Егер «Аўа» болса, төлемлер шаңарақ тәрәпинен басқа ағайындар, дослар ямаса қоңсылардан алынбағанлығын анықлаң? 1 АЎА 2 ЯҚ Ұ ED14 8 БМ Ұ ED14	ED13. Оқыў ушын усы төлемлерди ким төледи? Айтылған барлық дереклерди киритиң. А МӘМЛЕКЕТЛИК В ДИНИЙ С ЖЕКЕ МЕНШИК Х БАСҚА Z БМ	ED14. Усы 2020/2021 оқыў жылы ушын (аты) аяқ кийим, китап ҳам дептерлер, мектеп формасы ҳам басқада оқыў куралларын сатып алыў ушын қандайда бир материаллық жәрдем алғанба? Егер “Аўа”, болса жәрдем шаңарақ, басқа ағайындар, дослар ямаса қоңсылардан алынбағанлығын анықлаң,? 1 АЎА 2 ЯҚ 8 БМ	ED15. (Аты) өткен 2019/2020 оқыў жылы даўамында қай ўақытта болсада билимлендириў иў шөлкемине ямаса мектепке шекемги шөлкемине бардыма? 1 АЎА 2 ЯҚ Ұ 8 БМ Ұ Кейинги қатар Кейинги қатар	ED16. (Аты) өткен 2019/2020 оқыў жылында қандай билимлендириў дәрежесин алған ҳам қайсы класс/курсқа барған? ДӘРЕЖЕ: 0 МЕКТЕПКЕ ШЕКЕМГИ Ұ Кейинги қатар 1 БАСЛАНҒЫШ 2 ОРТА 3 ОРТА АРНАҰЛЫ КӘСИПЛИК 4 ЖОҚАРҒЫ 8 БМ КЛАСС/КУРС: 98 БМ	ED
ҚАТАР	АТЫ	ЖАСЫ	АЎА ЯҚ	ДӘРЕЖЕ	КЛАСС/КУРС	МЕКЕМЕ	АЎА ЯҚ БМ	ТӨЛЕМЛЕР	АЎА ЯҚ БМ	АЎА ЯҚ БМ	ДӘРЕЖЕ	КЛАСС/КУРС
01		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
02		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
03		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
04		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
05		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
06		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
07		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
08		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
09		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
10		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
11		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
12		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
13		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
14		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___
15		___	1 2	0 1 2 3 4 8	___	1 2 3 6 8	1 2 8	A B C X Z	1 2 8	1 2 8	0 1 2 3 4 8	___

<p>НС1В. Қайсы тил (<i>HL2-деги үй хожалығы басымысының аты</i>) ушын ана тили болып есапланады?</p>	<p>ӨЗБЕК..... 01 РУС 02 ҚАРАКАЛПАҚ..... 03 ТӘЖИК..... 04 ҚЫРҒЫЗ 05 ҚАЗАҚ 06 ТҮРКМЕН 07</p> <p>БАСҚА ТИЛ (көрсетиң) _____ 96</p>	
<p>НС3. Усы үй хожалығында әдетте неше бөлме уйықлау ушын пайдаланылады?</p>	<p>БӨЛМЕЛЕР САНЫ _ _</p>	
<p>НС4. Турақ жай полиның тийкаргы материалы.</p> <p><i>Өзиңиздиң гүзетиүиңизди жазың.</i></p> <p><i>Егер гүзетиү мүмкин болмаса, респонденттен турақ жай полиның материалын анықлауды сораң.</i></p>	<p>ТӘБИЙҒЫЙ МАТЕРИАЛЛАРДАН ИСЛЕНГЕН ПОЛ ТОПЫРАҚ/ҚУМ 11 ӘПИҰАЙЫ ПОЛ АҒАШ ТАҚТАЙЛАР 21 ИСЛЕНГЕН ПОЛ ПАРКЕТ ЯМАСА ПОЛИРОВКАЛАНҒАН АҒАШ 31 ВИНИЛ/ЛИНОЛЕУМ ЯМАСА БИТУМ 32 КЕРАМИКАЛЫҚ ПЛИТКА 33 ЦЕМЕНТ/БЕТОН 34 ГИЛЕМЛИ ҚАПЛАМА 35</p> <p>БАСҚА (көрсетиң) _____ 96</p>	
<p>НС5. Турақ жай төбесиниң тийкаргы бастырыу материалы.</p> <p><i>Өзиңиздиң гүзетиүиңизди жазың.</i></p>	<p>ТӘБИЙҒЫЙ МАТЕРИАЛЛАРДАН ИСЛЕНГЕН БАСТЫРМА ШАТЫР 12 САБАНЛЫ БЛАЙДАН ИСЛЕНГЕН 14 ӘПИҰАЙЫ БАСТЫРМА АҒАШ ТАҚТАЙЛАР 23 ЖУМСАҚ БАСТЫРМА/РУБЕРОИД 25 ИСЛЕНГЕН БАСТЫРМА МЕТАЛ/МЕТАЛ ПЛИТКА 31 АҒАШ 32 КЕРАМИКАЛЫҚ ПЛИТКАЛАР 34 ЦЕМЕНТ/БЕТОН 35 ШИФЕР/ЦЕМЕНТЛИ ОНДУЛИН 37</p> <p>БАСҚА (көрсетиң) _____ 96</p>	

<p>НС6. Сыртқы дийўалдың тийқарғы материалы.</p> <p>Өзиңиздиң гүзетиўиңизди жазың.</p>	<p>ТӘБИЙҒЫЙ МАТЕРИАЛЛАРДАН</p> <p>ИСЛЕНГЕН ДИЙЎАЛЛАР</p> <p>ЫЛАЙ 13</p> <p>ӘПИЎАЙЫ ДИЙЎАЛЛАР</p> <p>ТАС ЫЛАЙ МЕНЕН 22</p> <p>ШТУКАТУРКА ҚЫЛЫНБАҒАН САБАН (ГУВАЛА)..... 23</p> <p>ФАНЕРА 24</p> <p>ҚАЙТА ПАЙДАЛАНЫЛҒАН АҒАШ 26</p> <p>ИСЛЕНГЕН ДИЙЎАЛЛАР</p> <p>ЦЕМЕНТ 31</p> <p>.....ХӘК/ЦЕМЕНТ ПЕНЕН</p> <p>ТАС 32</p> <p>БЕТОН БЛОКЛАРЫ 34</p> <p>АҒАШЛЫ ҚАПЛАМА/ЖОНЫЛҒАН ТАҚТА 36</p> <p>АҒАШ КАРКАС ЫЛАЙ МЕНЕН /ШӨПКЕР 37</p> <p>ҚАМ ГЕРБИШ 38</p> <p>ПИСКЕН ГЕРБИШ 39</p> <p>САБАН МЕНЕН (ПИШЕН МЕНЕН) ИСЛЕНГЕН ЫЛАЙ/ПАХСА 40</p> <p>ПЕНОБЛОГ 41</p> <p>СЫБАЎ/АЛЕБАСТЕР 42</p> <p>ТРАВЕРТИН 43</p> <p>МРАМОР ПЛИТАСЫ 44</p> <p>БАСҚА (көрсетиң) 96</p>	
<p>НС7. Сизиң үй хожалығыңызда барма:</p> <p>[A] Стационар телефон байланысы (домашний)?</p> <p>[B] Радио?</p> <p>[C] Сервант?</p> <p>[D] Күнделикли ас столы (келте туяқлы)?</p> <p>[E] Мийманхана ушын стол?</p> <p>[F] Кийим ушын шкаф?</p> <p>[G] Кровать?</p> <p>[H] Диван?</p> <p>[I] Механикалық тигиў машинасы?</p>	<p style="text-align: right;">АЎАҖК</p> <p>СТАЦИОНАР ТЕЛЕФОН1 2</p> <p>РАДИО1 2</p> <p>СЕРВАНТ1 2</p> <p>КҮНДЕЛИКЛИ АС СТОЛЫ1 2</p> <p>МИЙМАНХАНА УШЫН СТОЛ1 2</p> <p>КИЙИМ УШЫН ШКАФ1 2</p> <p>КРОВАТЬ1 2</p> <p>ДИВАН1 2</p> <p>МЕХАНИКАЛЫҚ ТИГИЎ МАШИНАСЫ1 2</p>	
<p>НС8. Сизиң үйиңизде электр тоғы барма?</p>	<p>АЎА, ЭЛЕКТР ТАРМАҚЛАРЫНА ЖАЛҒАНҒАН 1</p> <p>АЎА, ЭЛЕКТР ТАРМАҚЛАРЫНА ЖАЛҒАНБАҒАН (ГЕНЕРАТОР/АВТОНОМ ТАРМАҚ) 2</p> <p>ЖОҚ 3</p>	<p>3⇒НС10</p>

<p>НС9. Сизиң үй хожалығыңызда барма?</p> <p>[A] Телевизор?</p> <p>[B] Холодильник?</p> <p>[C] Вентилятор?</p> <p>[D] Кир жуўыў машинасы?</p> <p>[E] Микротолқынлы печь?</p> <p>[F] Кондиционер?</p> <p>[G] Шаң жутқыш (пылесос)?</p> <p>[H] DVD плеер?</p> <p>[I] Электр тигиў машинасы?</p>	<p style="text-align: right;">АЎАЯҚ</p> <p>ТЕЛЕВИЗОР.....1 2</p> <p>ХОЛОДИЛЬНИК1 2</p> <p>ВЕНТИЛЯТОР1 2</p> <p>КИР ЖУЎЫЎ МАШИНАСЫ.....1 2</p> <p>МИКРОТОЛҚЫНЛЫПЕЧЬ.....1 2</p> <p>КОНДИЦИОНЕР1 2</p> <p>ШАҢ ЖУТҚЫШ (ПЫЛЕСОС)1 2</p> <p>DVD ПЛЕЕР1 2</p> <p>ЭЛЕКТР ТИГИЎ МАШИНАСЫ.....1 2</p>	
<p>НС10. Сизиң үй хожалығыңыздың ағзаларында төмендеги көрсетилгенлер барма:</p> <p>[A] Қол сааты?</p> <p>[B] Велосипед?</p> <p>[C] Мотоцикл ямаса скутер?</p> <p>[D] Жанўарларға арналған арба?</p> <p>[E] Жеңил машина?</p> <p>[F] Моторы бар қайық?</p> <p>[G] Жүк машинасы ямаса фургон?</p> <p>[I] Трактор?</p>	<p style="text-align: right;">АЎА ЯҚ</p> <p>ҚОЛ СААТЫ..... 1... 2</p> <p>ВЕЛОСИПЕД..... 1... 2</p> <p>МОТОЦИКЛ ЯМАСА СКУТЕР 1... 2</p> <p>ЖАНЎАРЛАРҒА АРНАЛҒАН АРБА 1... 2</p> <p>ЖЕҢИЛ МАШИНА..... 1... 2</p> <p>МОТОРЫ БАР ҚАЙЫҚ..... 1... 2</p> <p>ЖҮК МАШИНАСЫ ЯМАСА ФУРГОН 1... 2</p> <p>ТРАКТОР..... 1... 2</p>	
<p>НС11. Сизиң үй хожалығыңыз ағзаларының биреўинде болсада компьютер ямаса планшет барма?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	
<p>НС12. Сизиң үй хожалығыңыз ағзаларының биреўинде болсада қол телефоны барма?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	
<p>НС13. Сизиң үй хожалығыңызда үйде интернетке кириў имканияты барма?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	
<p>НС14. Сиз ямаса усы үй хожалығында жасайтуғын басқа адам усы турақ жайдың ийеси болып есапланама?</p> <p><i>Егер «Як» болса, онда сораң: Бул турақ жайды сиз бул үй хожалығында жасамайтуғын кимнен болсада ижараға алып турсызба?</i></p> <p><i>Егер «басқа биреўден ижараға алған» болса, «2» деп жазың. Басқа жуўаплар ушын 'б' деп жазың хәмде анық жуўапты көрсетиң.</i></p>	<p>ИЙЕЛИК ЕТИЎ 1</p> <p>ИЖАРА..... 2</p> <p>БАСҚА (көрсетиң)..... 6</p>	

<p>НС15. Сизиң үй хожалығы ағзаларыңыздан бири жерден аўыл хожалығы мақсетинде пайдаланыў ушын ийелик етеме?</p>	<p>АЎА..... 1 ЯҚ..... 2</p>	<p>2⇒НС17</p>
<p>НС16. Бул үй хожалығы ағзалары неше гектар аўыл хожалығы жерлерине ийелик етеди?</p> <p><i>Егер 1 гектар ямаса оннан көп болса, '1' деп белгилен ҳәм неше гектар экенин жазың.</i></p> <p><i>Егер 95 гектар ямаса оннан көп болса, '1' деп белгилен ҳәм '95' деп жазың.</i></p> <p><i>Егер 1 гектардан аз болса, сораң: «Неше соток?», '2' ни дөңгелек пенен белгилен ҳәм неше соток экенин жазың.</i></p> <p><i>Егер 1 сотокдан аз болса, '2' деп белгилен ҳәм '00' деп жазың.</i></p> <p><i>Егер белгисиз болса, '998' деп белгилен.</i></p>	<p>ГЕКТАР 1 ____</p> <p>СОТОК..... 2 ____</p> <p>БМ 998</p>	
<p>НС17. Бул үй хожалығы шарўа маллары, падалар, басқа аўыл хожалық хайўанлары ямаса кусларына ийелик етеме?</p>	<p>АЎА..... 1 ЯҚ..... 2</p>	<p>2⇒НС19</p>
<p>НС18. Бул үй хожалағында неше бас үй хайўанлары бар?</p> <p>[А] Саўын сыйырлар ямаса буғалар?</p> <p>[Н] Түйелер?</p> <p>[С] Атлар, ешеклер ямаса ғашырлар?</p> <p>[D] Ешкилер?</p> <p>[Е] Қой/қошқарлар?</p> <p>[I] Таўықлар?</p> <p>[J] Қоянлар?</p> <p>[G] Шошқалар</p> <p>[К] Бал хәррелер уясы</p> <p><i>Егер жоқ болса, '00' деп жазың. Егер 95 ямаса оннан көбирек болса, '95' деп жазың.</i></p> <p><i>Егер белгисиз болса, '98' деп жазың.</i></p>	<p>САЎЫН СЫЙЫРЛАР ЯМАСА БУҒАЛАР ____</p> <p>ТУЙЕЛЕР ____</p> <p>АТЛАР, ЕШЕКЛЕР ЯМАСА ҒАШЫРЛАР?..... ____</p> <p>ЕШКИЛЕР ____</p> <p>ҚОЙ/ҚОШҚАРЛАР..... ____</p> <p>ТАЎЫҚЛАР ____</p> <p>ҚОЯНЛАР ____</p> <p>ШОШҚАЛАР ____</p> <p>БАЛ ХӘРРЕЛЕР УЯСЫ..... ____</p>	
<p>НС19. Бул үй хожалығы ағзаларының бири банкте есап бетине ийеме?</p>	<p>АЎА..... 1 ЯҚ..... 2</p>	

СОЦИАЛЛЫҚ ТӨЛЕМЛЕР

ST

ST1. Сизден үй хожалығына сырттан көрсетилетуғын ҳәр қыйлы экономикалық жәрдем программалары ҳаққында сорамақшыман. Сырттан жәрдем дегенде мен мәмлекетлик ҳәм мәмлекетлик емес шөлкемлер, мәселен, диний, қайырқомлық ямаса жергиликли жәмийетлик бирлеспелер тәрәпинен келетуғын жәрдемди нәзерде туттым. Буған шаңарақ, басқа туўысқанлар, дослар ямаса қоңсылар тәрәпинен көрсетилетуғын жәрдем кирмейди.

	[A] СОЦИАЛЛЫҚ ТӨЛЕМЛЕР ЯМАСА КЕМ ТӘМИЙИНЛЕНГЕН ШАҢАРАҚЛАРҒА МАТЕРИАЛЛЫҚ ЖӘРДЕМИ	[B] БАЛА ТУҰЫЛҒАНДА БЕРИЛЕТУҒЫН БИР МӘРТЕЛИК ТӨЛЕМИ (СҮЙИЙШИ ПУЛЫ)	[C] 16 ЖАСҚА ШЕКЕМГИ НӘГИРАНЛЫҒЫ БОЛҒАН БАЛАЛАРҒА ТӨЛЕНЕТУҒЫН ТӨЛЕМИ	[D] НӘГИРАНЛЫҒЫ УШЫН ТӨЛЕНЕТУҒЫН ТӨЛЕМИ	[E] ЖУМЫС ИСЛЕҰШИ АНАЛАРҒА ЕКИ ЖАСҚА ДЕЙИН БАЛАСЫН БАҒЫҰ УШЫН БЕРИЛЕТУҒЫН НАПАҚА (УХОД) ПУЛЫ	[F] ПЕНСИЯНЫҢ ҚӨЛЕГЕН ТУРИ	[X] БАСҚА ХӘР ҚЫЙЛЫ СЫРТТАН КӨРСЕТИЛЕТУҒЫН ЖӘРДЕМ ПРОГРАММАСЫ
ST2. Сиз (<i>программаның аты</i>) ҳаққында билесизбе?	АҰА 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> [B]	АҰА 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> [C]	АҰА 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> [D]	АҰА 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> [E]	АҰА 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> [F]	АҰА 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> [X]	АҰА (көрсетиң) _____ 1 <input type="checkbox"/> ST3 ЯҚ 2 <input type="checkbox"/> Ақыры
ST3. Сизиң үй хожалығыңыз ямаса сизиң үй хожалығыңыздан кимдир (<i>программаның аты</i>) алдыма?	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> [B] БМ 8 <input type="checkbox"/> [B]	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> [C] БМ 8 <input type="checkbox"/> [C]	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> [D] БМ 8 <input type="checkbox"/> [D]	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> [E] БМ 8 <input type="checkbox"/> [E]	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> [F] БМ 8 <input type="checkbox"/> [F]	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> [X] БМ 8 <input type="checkbox"/> [X]	АҰА 1 <input type="checkbox"/> ST4 ЯҚ 2 <input type="checkbox"/> Ақыры БМ 8 <input type="checkbox"/> Ақыры
ST4. Ақырғы мәрте қашан сизиң үй хожалығыңыз ямаса сизиң үй хожалығыңыздан кимдир (<i>программаның аты</i>) алған? Егер бир айдан аз болса, '1' деп жазың, ҳәм «Айлар» графасында '00' деп жазың. Егер 12 айдан аз болса, '1' деп жазың ҳәм «Айлар» графасында санын жазың. Егер 1 жыл/12 ай алдын ямаса оннанда алдын болса, '2' деп жазың ҳәм жыллар санын жазың.	АЙЛАР АЛДЫН 1 _____ <input type="checkbox"/> [B] ЖЫЛЛАР АЛДЫН 2 _____ <input type="checkbox"/> [B] БМ 998 <input type="checkbox"/> [B]	АЙЛАР АЛДЫН ... 1 _____ <input type="checkbox"/> [C] ЖЫЛЛАР АЛДЫН ... 2 _____ <input type="checkbox"/> [C] БМ 998 <input type="checkbox"/> [C]	АЙЛАР АЛДЫН 1 _____ <input type="checkbox"/> [D] ЖЫЛЛАР АЛДЫН 2 _____ <input type="checkbox"/> [D] БМ 998 <input type="checkbox"/> [D]	АЙЛАР АЛДЫН..1 _____ <input type="checkbox"/> [E] ЖЫЛЛАР АЛДЫН..2 _____ <input type="checkbox"/> [E] БМ 998 <input type="checkbox"/> [E]	АЙЛАР АЛДЫН 1 _____ <input type="checkbox"/> [F] ЖЫЛЛАР АЛДЫН 2 _____ <input type="checkbox"/> [F] БМ 998 <input type="checkbox"/> [F]	АЙЛАР АЛДЫН . 1 _____ <input type="checkbox"/> [X] ЖЫЛЛАР АЛДЫН . 2 _____ <input type="checkbox"/> [X] БМ 998 <input type="checkbox"/> [X]	АЙЛАР АЛДЫН 1 _____ <input type="checkbox"/> Ақыры ЖЫЛЛАР АЛДЫН 2 _____ <input type="checkbox"/> Ақыры БМ 998 <input type="checkbox"/> Ақыры

ҮЙ ХОЖАЛЫҒЫНДА ПАЙДАЛАНЫЛАТУҒЫН ЭНЕРГИЯ		EU
EU1. Сизиң үй хожалығыңызда тийкарынан қайсы газ плитасы/печи түрінен <u>ас писиріу</u> үшін қолланылады?	ЭЛЕКТР ПЛИТАСЫ01	01 ⇨EU5
	КҮН НУРЫНДА ИСЛЕЙТУҒЫН	
	ПЛИТА/ ПЕЧЬ02	02 ⇨EU5
	СУЙЫЛТЫРЫЛҒАН ГАЗДЕ/ТУРМЫСЛЫҚ	
	ГАЗДЕ ИСЛЕЙТУҒЫН ПЛИТА (СНГ)03	03 ⇨EU5
	ОРАЙЛЫҚ ТӘБИЙҒЫЙ ГАЗ ТАРМАҒЫНА	
	ЖАЛҒАНҒАН ГАЗ ПЛИТАСЫ.....04	04 ⇨EU5
	БИОГАЗ ПЛИТАСЫ.....05	05 ⇨EU5
	СУЙЫҚ ЖАНЫЛҒЫ ПЛИТА06	06 ⇨EU4
	ИСЛЕП ШЫҒАРЫЛАТУҒЫН ҚАТТЫ	
	ЖАНЫЛҒЫСЫНДА ИСЛЕЙТУҒЫН	
ПЛИТА/ПЕЧЬ07		
ҚАТТЫ ЖАНЫЛҒЫДА ИСЛЕЙТУҒЫН		
ҚОЛБАЛА УСЫЛДА ИСЛЕНГЕН		
ПЛИТА/ПЕЧЬ/ОШАҚ/ТАНДЫР08		
ҮШ ТАСТАН ИБАРАТ ОШАҚ/АШЫҚ ОТ.....09	09 ⇨EU4	
БАСҚА (көрсетің) _____96	96 ⇨EU4	
ҮЙ ХОЖАЛЫҒЫНДА АҰҚАТ		
ПИСИРИЛМЕЙДИ.....97	97 ⇨EU6	
EU2. Оның морысы барма?	АҰА1	
	ЯҚ.....2	
	БМ.....8	
EU3. Оның вентиляторы барма?	АҰА1	
	ЯҚ.....2	
	БМ.....8	
EU4. Бул плита/печьте қайсы жанылғы түри ямаса энергияның қандай түри қолланылады? <i>Егер бирден көп болса, усы плита/печьте ислетилетуғын тийкаргы деректи жазың.</i>	(ЭТИЛ) СПИРТ.....01	
	БЕНЗИН/ДИЗЕЛЬ ЖАНЫЛҒЫСЫ02	
	КЕРОСИН/ПАРАФИН.....03	
	КӨМИР/ЛИГНИТ04	
	АҒАШ КӨМИР.....05	
	АҒАШ ОТЫН06	
	ӨСИМЛИКТИҢ	
	ҚАЛДЫҒЫ/ШӨП/САБАН/ПУТАЛАР07	
	ТЕЗЕК/ҮЙ ҰАЙҰАНЛАРЫ	
	ШЫҒЫНДЫЛАРЫ08	
	ҚАЙТА ИСЛЕНГЕН БИОМАССА (БРИКЕТЛЕР)	
	ЯМАСА АҒАШ ЖОНҚАСЫ.....09	
	ТУТЫНЫҰ ШЫҒЫНДЫЛАРЫ/ПЛАСТИК10	
ОПИЛКА11		
БАСҚА (көрсетің) _____96		

<p>EU5. Аўқат әдетте үйде, бөлек ханада ямаса сыртта таярланама?</p> <p><i>Егер тийкарынан үйде болса, онда бөлек ханада таярланатуғынлығын анықлаң.</i></p> <p><i>Егер сыртта болса, онда верандада, жабық бастырма астында ямаса ашық ҳаўада пусирилетуғынын анықлаң.</i></p>	<p>ТИЙКАРЫНАН ҮЙДЕ</p> <p>БӨЛЕК ИМАРАТТА ЕМЕС 1</p> <p>БӨЛЕК ХАНАДА 2</p> <p>БӨЛЕК ИМАРАТТА 3</p> <p>СЫРТТА</p> <p>АШЫҚ ҲАЎАДА 4</p> <p>ВЕРАНДА ЯМАСА ЖАБЫҚ БАСТЫРМА АСТЫНДА 5</p> <p>БАСҚА (көрсетиң) 6</p>	
<p>EU6. Зәрур болған жағдайда Сизин үй хожалығыңызда қайсы тийкаргы <u>жылытыў</u> дерегинен пайдаланасыз?</p>	<p>ЫССЫЛЫҚ ОРАЙЫ..... 01</p> <p>ЗАВОДТА ИСЛЕНГЕН ЫСЫТҚЫШ 02</p> <p>ҚОЛДА ИСЛЕНГЕН ЫСЫТҚЫШ 03</p> <p>АЎҚАТ ТАЯРЛАЎ УШЫН ЗАВОДТА ИСЛЕНГЕН ПЛИТА/ПЕЧЬ 04</p> <p>АЎҚАТ ТАЯРЛАЎ УШЫН ҚОЛДА ИСЛЕНГЕН ПЕЧЬ 05</p> <p>ҮШ ТАСЛЫ ОШАҚ/АШЫҚ ОТ 06</p> <p>БАСҚА (көрсетиң) 96</p> <p>ҮЙ ХОЖАЛЫҒЫНДА ЫСЫТҚЫШ ЖОҚ 97</p>	<p>01 ⇨ EU8</p> <p>06 ⇨ EU8</p> <p>96 ⇨ EU8</p> <p>97 ⇨ EU9</p>
<p>EU7. Оның морысы барма?</p>	<p>АЎА 1</p> <p>ЯҚ 2</p> <p>БМ 8</p>	
<p>EU8. Бул ысытқышта қайсы жанылғы ҳәм энергия дереги түри қолланылады?</p> <p><i>Егер биреўден көп болса, усы ысытқыштың тийкаргы энергия түрин жазың.</i></p>	<p>ҚУЯШ ЭНЕРГИЯСЫ 01</p> <p>ЭЛЕКТР ТОҒЫ 02</p> <p>ОРАЙЛЫҚ ГАЗ ТАРМАҒЫНДАҒЫ</p> <p>ТӘБИЙҒЫЙ ГАЗ 03</p> <p>СУЙЫЛТЫРЫЛҒАН ГАЗ (СКГ)/ТУРМЫСЛЫҚ ГАЗ 04</p> <p>БИОГАЗ 05</p> <p>(ЭТИЛ) СПИРТИ 06</p> <p>БЕНЗИН/ДИЗЕЛЬ ЖАНЫЛҒЫСЫ 07</p> <p>КЕРОСИН/ПАРАФИН 08</p> <p>КӨМИР/ЛИГНИТ 09</p> <p>АҒАШ КӨМИР 10</p> <p>АҒАШ ОТЫН 11</p> <p>ӨСИМЛИКТИҢ ҚАЛДЫҒЫ/ШӨП/САБАН/ПУТАЛАР 12</p> <p>ЖӘНИЎАРЛАРДЫҢ ТЕЗЕГИ/ ШЫҒЫНДЫЛАРЫ 13</p> <p>ҚАЙТА ИСЛЕНГЕН БИОМАССА (БРИКЕТ) ЯМАСА АҒАШ ЖОНҚАСЫ 14</p> <p>ТУТЫНЫЎ ШЫҒЫНДЫЛАРЫ/ ПЛАСТИК 15</p> <p>ОПИЛКА 16</p> <p>БАСҚА (көрсетиң) 96</p> <p>БМ 98</p>	

ЕУ9. Сизиң үй хожалығыңызда түнги уақытта қайсы тийкаргы <u>жақтыландырыў</u> дерегинен пайдаланады?	ЭЛЕКТР ЭНЕРГИЯСЫ.....	01
	КҮН БАТАРЕЯСЫНДА ИСЛЕЙТУҒЫН	
	СВЕТИЛЬНИК.....	02
	ҚАЙТА ЗАРЯДЛАНАТУҒЫН	
	АККУМУЛЯТОРДА ИСЛЕЙТУҒЫН	
	ФОНАРИК, ФОНАРЬ,	
	ЯМАСА СВЕТИЛЬНИК	03
	БИР МӨРТЕЛИК АККУМУЛЯТОРДА	
	ИСЛЕЙТУҒЫН ФОНАРИК, ФОНАРЬ, ЯМАСА	
	СВЕТИЛЬНИК.....	04
	БИОГАЗ СВЕТИЛЬНИГИ	05
	БЕНЗИН ШАМЫ.....	06
	КЕРОСИН ЯМАСА ПАРАФИН ШАМЫ	07
	АҒАШ КӨМИР.....	08
	АҒАШ ОТЫН	09
	ӨСИМЛИКТИҢ	
	ҚАЛДЫҒЫ/ШӨП/САБАН/ПУТАЛАР	10
ЖӘНИЎАРЛАРДЫҢ ТЕЗЕГИ/		
ШЫҒЫНДЫЛАРЫ	11	
МАЙ ШАМЫ.....	12	
ШАМ	13	
БАСҚА (<i>көрсетиң</i>)	96	
ҮЙ ЖАҚТЫЛАНДЫРЫЛМАЙДЫ.....	97	

<p>WS1. Сизин үй хожалыгыңыз ушын қайсы ишимлик суў дереги <u>тийкарғы</u> болып есапланады?</p> <p><i>Егер дерек түсиниксиз болса, онда анықластырыушы сораўлар арқалы, усы үй хожалыгы ағзалары қаерден ишимлик суўын алатуғын орнын анықлаң (суўсақлагыш пункти).</i></p>	<p>ТРУБОПРОВОД СУЎ ҮЙДИҢ ИШИНЕ ЖАЛҒАНҒАН СУЎ 11 ҮЙДИҢ СЫРТЫНА ЖАЛҒАНҒАН СУЎ 12 ҚОҢСЫНЫҢ УЙИНЕ ЖАЛҒАНҒАН СУЎ 13 ҲАММЕ ПАЙДАЛАНАТУҒЫН КРАН/КОЛОНКА 14 ТРУБА ҚОЙЫЛҒАН ҚУДЫҚ/ҚАЗЫЛҒАН ҚУДЫҚ/АРТЕЗИАН ҚУДЫҚ 21 ҚАЗЫП АЛЫНҒАН ҚУДЫҚ ҚОРШАЛАНҒАН ҚУДЫҚ 31 ҚОРШАЛАНБАҒАН ҚУДЫҚ 32 БУЛАҚ ҚОРШАЛАНҒАН БУЛАҚ 41 ҚОРШАЛАНБАҒАН БУЛАҚ 42 ЖАЎЫН СУЎЫ 51 АВТОВОДОЦИСТЕРНА/АВТОВОДОВОЗ 61 ҮЛКЕН ЕМЕС ЦИСТЕРНА/БОЧКА ОРНАТЫЛҒАН АРБА 71 ЖЕР ҮСТИ СУЎЛАРЫ (ДӘРЬЯ, САЙ, СУЎ САҚЛАҒЫШ, КӨЛ, ХӘҰИЗ, КАНАЛ, СУЎҒАРЫҰ ЖАПЛАРЫ) 81 ЫДЫСЛАНҒАН СУЎ ШИЙШАЛЫ СУЎ 91 ПАКЕТЛИ СУЎ 92 БАСҚА (көрсетиң) 96</p>	<p>11 ⇨WS7 12 ⇨WS7 13 ⇨WS3 14 ⇨WS3 21 ⇨WS3 31 ⇨WS3 32 ⇨WS3 41 ⇨WS3 42 ⇨WS3 51 ⇨WS3 61 ⇨WS4 71 ⇨WS4 81 ⇨WS3 96 ⇨WS3</p>
<p>WS2. Сизин үй хожалыгыңыз ағзалары қайсы <u>тийкарғы</u> суў дерегин басқа мақсетлер ушын пайдаланады, яғный булар аўқат таярлау хәм колларды жууыу?</p> <p><i>Егер дерек түсиниксиз болса, онда анықластырыушы сораўлар арқалы, усы үй хожалыгы ағзалары қаерден басқа мақсетлер ушын пайдаланатуғын суўды алатуғын орнын анықлаң (суўдың дереги).</i></p>	<p>ТРУБОПРОВОД СУЎ ҮЙДИҢ ИШИНЕ ЖАЛҒАНҒАН СУЎ 11 ҮЙДИҢ СЫРТЫНА ЖАЛҒАНҒАН СУЎ 12 ҚОҢСЫНЫҢ УЙИНЕ ЖАЛҒАНҒАН СУЎ 13 ҲАММЕ ПАЙДАЛАНАТУҒЫН КРАН/КОЛОНКА 14 ТРУБА ҚОЙЫЛҒАН ҚУДЫҚ/ҚАЗЫЛҒАН ҚУДЫҚ/АРТЕЗИАН ҚУДЫҚ 21 ҚАЗЫП АЛЫНҒАН ҚУДЫҚ ҚОРШАЛАНҒАН ҚУДЫҚ 31 ҚОРШАЛАНБАҒАН ҚУДЫҚ 32 БУЛАҚ ҚОРШАЛАНҒАН БУЛАҚ 41 ҚОРШАЛАНБАҒАН БУЛАҚ 42 ЖАЎЫН СУЎ 51 АВТОВОДОЦИСТЕРНА/АВТОВОДОВОЗ 61 ҮЛКЕН ЕМЕС ЦИСТЕРНА/БОЧКА ОРНАТЫЛҒАН АРБА 71 ЖЕР ҮСТИ СУЎЛАРЫ (ДӘРЬЯ, САЙ, СУЎ САҚЛАҒЫШ, КӨЛ, ХӘҰИЗ, КАНАЛ, СУЎҒАРЫҰ ЖАПЛАРЫ) 81 БАСҚА (көрсетиң) 96</p>	<p>11 ⇨WS7 12 ⇨WS7 13 ⇨WS3 14 ⇨WS3 21 ⇨WS3 31 ⇨WS3 32 ⇨WS3 41 ⇨WS3 42 ⇨WS3 51 ⇨WS3 61 ⇨WS4 71 ⇨WS4 81 ⇨WS3 96 ⇨WS3</p>

WS3. Бул суў дереги қай жерде жайласқан?	ӨЗИНИҢ ҮЙ ИШИНДЕ 1 ӨЗИНИҢ ҮЙ АТЫЗЫНДА/ӨЗИНИҢ ЖЕР УЧАСТКАСЫНДА 2 БАСҚА ЖЕРДЕ..... 3	1 ⇨WS7 2 ⇨WS7
WS4. Сизиң үй хожалығы ағзаларыңыз сол суў дерегине барып, суў алып, қайтып келиў ушын қанша ўақыт керек?	ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ, СУЎ АЛЫП ҚАЙТЫҰ УШЫН БАРМАЙДЫ 000 МИНУТ САНЫ..... _ _ _ БМ 998	000 ⇨WS7
WS5. Сизиң үй хожалығыңыз ушын усы деректен суў алып келиў ушын ким барады? <i>Усы шахстың атын жазың ҳәм «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ» модулинен усы шахс қатар номерин киритиң.</i>	АТЫ _____ ҚАТАР НОМЕРИ _ _ _	
WS6. Ақырғы (<i>ҳәптениң күни</i>) бери бул шахс суўды неше рет алып келди?	НЕШЕ РЕТ БАРҒАНЛЫҒЫ _ _ _ БМ 98	
WS7. Ақырғы айда сизиң үй хожалығыңызда жеткиликли дәрежеде ишимлик суўы болмаған жағдайлар болдыма?	АЎА, АЗЫ МЕНЕН БИР РЕТ 1 ЯҚ, ҲӘР ДАЙЫМ СУЎ БОЛҒАН 2 БМ 8	2 ⇨WS9 8 ⇨WS9
WS8. Зәрүр болған ўақытта суўды жеткиликли муғдарда ала алмаўыңыздың тийкарғы себеби неде?	ДЕРЕКТЕ СУЎ ЖОҚ ЕДИ..... 1 СУЎ ЖҮДӨ ҚЫМБАТ ЕДИ..... 2 СУЎ ДЕРЕГИНЕ ЖЕТИП БАРЫҰДЫҢ ИЛАЖЫ БОЛМАДЫ..... 3 БАСҚА (<i>көрсетиң</i>) 6 БМ 8	
WS9. Суўды ишиўге қәуипсизлик етиў ушын сиз ямаса сизиң үй хожалығыңыздың басқа ағзалары тәрәпинен қандайда бир ис ҳәрекетлер әмелге асырылдыма?	АЎА..... 1 ЯҚ..... 2 БМ 8	2 ⇨WS10A1 8 ⇨WS10A1
WS10. Суўды ишиўге қәуипсизлик етиў ушын сиз әдетте қандай ис ҳәрекетлерди әмелге асырасыз? <i>Анықластырың:</i> Жоқарыдағыдан басқа не ислейсиз? <i>Айтып өтилген барлық усыларды белгилең.</i>	ҚАЙНАТЫҰ A АҒАРТҚЫШ/ХЛОП ҚОСЫҰ АРҚАЛЫB ТАЎАР АРҚАЛЫ ФИЛЬТРЛЕҰC СУЎ ФИЛЬТРИНЕН ПАЙДАЛАНЫҰ (КЕРАМИКАЛЫҚ, ҚУМЛЫ, КОМПОЗИТЛЫҚ МАТЕРИАЛЛАРДАН) D ҚУЯШ ДИЗИНФЕКЦИЯСЫE ТЫНДЫРЫҰ F БАСҚА (<i>көрсетиң</i>) X БМ Z	

<p>WS10A1. Сиз ямаса сизин үй хожалығы ағзалары көбінше қолларыңызды қай жерде жуғасыз?</p>	<p>СТАЦИОНАР ПРЕДМЕТТЕ РАКОВИНА/ УМЫВАЛЬНИК/КРАН ҮЙДЕ 1 ҮЙ АЛДЫНДА/ЖЕР УЧАСТКАСЫНДА 2</p> <p>КӨШПЕЛИ ПРЕДМЕТ ЖӘРДЕМИНДЕ (ШЕЛЕК/ҚУМАН/ШӘЙНЕК) 3</p> <p>ҮЙДЕ/ ҮЙ АЛДЫНДА/ЖЕР УЧАСТКАСЫНДА ҚОЛ ЖУҰЫҒА ЖЕР ЖОҚ 4</p> <p>БАСҚА (көрсетің) 6</p>	
<p>WS10A2. Үйде қол жуғатуғын сабын ямаса жууы затлары барма?</p> <p><i>Егер «Ауа» болса, анықтастырың: Сизин үйде сабын ямаса жууы затлары барма, ямаса екеуіде барма?</i></p>	<p>АҰА ҚАТТЫ ЯМАСА СУЙЫҚ САБЫН 1 ЖУҰЫҒА ЗАТЫ (ПОРОШОК/СУЙЫҚЛЫҚ /ПАСТА) 2 ХӘМ САБЫН ХӘМ ЖУҰЫҒА ЗАТЫ 3 ЖОҚ 4</p>	
<p>WS11. Сизин үй хожалығы ағзаларыңыз әдетте хәжетхананың қайсы түрінен пайдаланады?</p> <p><i>Егер бул «ағызып жиберилетугын ямаса жууылып кететугын хәжетхана» болса, сораң: Қай жерге ағызып жибериледи?</i></p> <p><i>Егер анықлау мүмкиншилиги болмаса, хәжетханага кирип көриуге рухсат сораң.</i></p>	<p>ТӨМЕНДЕГИЛЕРГЕ УЛАНҒАН АҒЫЗЫП ЖИБЕРИЛЕТУҒЫН/ЖУҰЫЛЫП КЕТЕТУҒЫН ХӘЖЕТХАНА</p> <p>КАНАЛИЗАЦИЯҒА 11 СЕПТИК ЫДЫСҚА 12 ҚАЗЫЛҒАН ШУҢҚЫРҒА 13 АШЫҚ ҚАЗЫЛҒАН ЖЕРГЕ 14 БЕЛГИСИЗ ЖЕРГЕ 18</p> <p>ҚАЗЫЛҒАН ШУҢҚЫР ХӘЖЕТХАНАСЫ</p> <p>ВЕНТИЛЯЦИЯҒА УЛАНҒАН 21 БАСТЫРМАСЫ БАР 22 БАСТЫРМАСЫ ЖОҚ/ ҮСТИ АШЫҚ ҚАЗЫЛҒАН ШУҢҚЫР 23</p> <p>КОМПОСТЛЫ ХӘЖЕТХАНА (БИОХӘЖЕТХАНА) 31</p> <p>ШЕЛЕК 41 ШЕРТЕК ХӘЖЕТХАНА 51</p> <p>ХӘЖЕТХАНА ЖОҚ/АТЫЗ/ДАЛА 95</p> <p>БАСҚА (көрсетің) 96</p>	<p>11 ⇒ WS14 14 ⇒ WS14 18 ⇒ WS14 41 ⇒ WS14 51 ⇒ WS14 95 ⇒ Ақыры 96 ⇒ WS14</p>
<p>WS12. Сизин (<i>WS11-деги жууған</i>) бір рет болсада тарттырылдыма?</p>	<p>АҰА, ТАРТТЫРЫЛДЫ 1</p> <p>ЯҚ, ХЕШ ҚАШАН ТАРТТЫРЫЛМАДЫ 4</p> <p>БМ 8</p>	<p>4 ⇒ WS14 8 ⇒ WS14</p>

<p>WS13. Ақырғы рет хәжетхана тарттырылған уақытта, тарттырылған шығынды қаяққа алып кетилди?</p> <p><i>Анықлаң:</i> Шығындыны алып кетиў хызмети арқалы тарттырылдыма?</p>	<p>ШЫҒЫНДЫНЫ АЛЫП КЕТИЎ ХЫЗМЕТИ ТӨРЕПИНЕН АЛЫП КЕТИЛДИ</p> <p>ТАЗАЛАЎ СТАНЦИЯСЫНА..... 1</p> <p>ЖАБЫЛҒАН ШУҢҚЫРҒА КӨМИЛГЕН 2</p> <p>ҚАЙ ЖЕРГЕ ЕКЕНИН БИЛМЕЙМЕН..... 3</p> <p>ҮЙ ХОЖАЛЫҒЫ ӨЗИ ТАРТТЫРДЫ ҲӘМ</p> <p>ЖАБЫЛҒАН ШУҢҚЫРҒА КӨМИЛДИ 4</p> <p>АШЫҚ ШУҢҚЫРҒА, ЖЕРГЕ ЯМАСА БАСҚА ЖЕРЛЕРГЕ ЖИБЕРИЛДИ 5</p> <p>БАСҚА (<i>көрсетиң</i>) 6</p> <p>БМ 8</p>	
<p>WS14. Бул хәжетхана қай жерде жайласқан?</p>	<p>ӨЗИНИҢ ҮЙИНИҢ ИШИНДЕ 1</p> <p>ӨЗИНИҢ ҮЙИНИҢ АТЫЗЫНДА/ӨЗИНИҢ ЖЕР УЧАСКАСЫНДА 2</p> <p>БАСҚА ЖЕРДЕ..... 3</p>	
<p>WS15. Сиз бул хәжетханадан сизиң үй хожалығы ағзаларынан басқа адамлар менен бирге пайдаланасызба?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	2 ⇒ <i>Ақыры</i>
<p>WS16. Сиз бул хәжетханадан биргеликте тек сиз билген басқа үй хожалығы ағзалары менен бирге пайдаланасызба, ямаса бул хәжетхана жәмийетлик хәжетхана болып есапланама?</p>	<p>БИЛЕТУҒЫН БАСҚА ШАҢАРАҚ АҒЗАЛАРЫ МЕНЕН БИРГЕ ПАЙДАЛАНАДЫ (ЖӘМИЙЕТЛИК ХӘЖЕТХАНА ЕМЕС) 1</p> <p>ЖӘМИЙЕТЛИК ХӘЖЕТХАНАДАН ПАЙДАЛАНАДЫ..... 2</p>	2 ⇒ <i>Ақыры</i>
<p>WS17. Сизиң үй хожалағыңызды қосқанда жәми неше үй хожалығы усы хәжетханадан пайдаланады?</p>	<p>ҮЙ ХОЖАЛЫҒЫ САНЫ (ЕГЕР 10-НАН КЕМ БОЛСА)..... <u>0</u> —</p> <p>ОН ЯМАСА ОННАН КӨП БОЛСА 10</p> <p>БМ 98</p>	

НН13. Ұақытты жазың	СААТ ҶӘМ МИНУТ __ __ : __ __			
НН14. Сораўнама қайсы тилде толтырылды.	ӨЗБЕК.....2 РУС3 ҚАРАҚАЛПАҚ.....4			
НН15. Сәўбет қайсы тилде алып барылды.	ӨЗБЕК.....2 РУС3 ҚАРАҚАЛПАҚ.....4 БАСҚА ТИЛ (көрсетиң) 6			
НН16. Респонденттиң ана тили.	ӨЗБЕК.....2 РУС3 ҚАРАҚАЛПАҚ.....4 ТӘЖИК.....5 ҚЫРҒЫЗ6 ҚАЗАҚ.....7 ТҮРКМЕН8 БАСҚА ТИЛ (көрсетиң) 96			
НН17. Усы сораўнаманың қандайда бир бөлегинде аўдармашыдан пайдаланылдыма?	АЎА, БАРЛЫҚ СОРАЎНАМА УШЫН..... 1 АЎА, СОРАЎНАМАНЫҢ БИР БӨЛИГИНДЕ...2 ЯҚ, ПАЙДАЛАНЫЛМАДЫ3			
НН18. ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ ДИЗИМИниң НЛ6-графасына қараң ҳәм 5-17 жас аралығындағы балалардың улыўма санын көрсетиң:	БАЛАЛАР ЖОҚ.....0 1 БАЛА.....1 2 БАЛА ЯМАСА ОННАН КӨП (САНЫ)..... __	0 ⇒НН29 1 ⇒НН27		
НН19. 5-17 жас аралығындағы бәрше балаларды ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ ДИЗИМИнде көрсетилген тәртип бойынша киритиң. 5-17 жас аралығында болмаған басқа үй хожалығы ағзаларын киритпең. Ҷәр бир баланың қатар номерин, атын, жынысын ҳәм жасын киритиң.				
НН20. Тәртип номери	НН21. НЛ1 дағы қатар номери	НН22. НЛ2 дағы Аты	НН23. НЛ4 дағы жынысы	НН24. НЛ6 дағы жасы
ТӘРТИП НОМЕР	ҚАТАР	АТЫ	Е Х	ЖАСЫ
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. *ҮЙ ХОЖАЛЫҒЫ ҲАҚҚЫНДА МАҒЛЫҰМАТ ПАНЕЛИ*нен үй хожалығы номериниң ең ақырғы санын табың (НН2). Бул төмендеги кестеге өтиў ушын қатар номери.

Жоғарыдағы НН18-графадағы 5-17 жас аралығындағы балалардың улыўма санын тексериң. Бул төмендеги кестеге өтиў ушын қатар номери.

Усы қатар ҳам устин ушырасатуғын кетекти табың ҳам усы кетекке киритилген номерди киритиң. Бул таңланған баланың тәртип саны болады (НН20).

ҮЙ ХОЖАЛЫҒЫ НОМЕРИНИҢ АҚЫРҒЫ САНЫ (НН2-ДЕН)	УСЫ ҮЙ ХОЖАЛЫҒЫНДАҒЫ КРИТЕРИЯҒА ТУҰРЫ КЕЛИҰШИ БАЛАЛАРДЫҢ ҰЛЫҰМА САНЫ (НН 18-ДЕН)						
	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. Таңланған баланың тәртип номерин (НН20), қатар номерин (НН21), атын (НН22) ҳам жасын (НН24) киритиң.

ТӘРТИП НОМЕРИ..... __

ҚАТАР НӨМЕРИ __ __

НН27. (Егер НН18 = 1 ямаса үй хожалығында 5-17 жас аралығында тек бир бала болса): *ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ*ндеги усы баланың тәртип номерине '1' деп киритиң ҳам қатар номерин киритиң (НН1), атын (НН2) ҳам жасын (НН6) киритиң.

АТЫ

ЖАСЫ..... __ __

НН28. «5-17 ЖАС АРАЛЫҒЫНДАҒЫ БАЛАЛАР ҲАҚҚЫНДА СОРАҰНАМА»ны усы баланы бағып атырған анасына рәсмийлестириң.

НН29. «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ»нде НН8-ди тексериң: 15-49 жас аралығындағы ҳаяллар барма?

АҰА, КЕМ ДЕГЕНДЕ 15-49 ЖАСТАҒЫ БИР
ҚАЯЛ БАР1
ЯҚ.....2

2⇒НН40

НН30. 15-49 жас аралығындағы ҳәр бир ҳаял ушын бөлек «ҚАЯЛЛАР УШЫН ЖЕКЕ СОРАҰНАМА»ны рәсмийлестириң.

НН31. «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ»нде НН6 ҳам НН8-ди тексериң: 15-17 жас аралығындағы қызлар барма?

АҰА, КЕМ ДЕГЕНДЕ 15-17 ЖАСТАҒЫ БИР
ҚЫЗ БАР1
ЯҚ.....2

2⇒НН40

НН32. «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ»нде НН20-ны тексериң: 15-17 жас аралығындағы кем дегенде бир қыздан сәўбет алыў ушын келесим алыў керекпе?

АҰА, КЕМ ДЕГЕНДЕ 15-17 ЖАСТАҒЫ БИР
ҚЫЗ УШЫН НН20≠90.....1
ЯҚ, 15-17 ЖАСТАҒЫ ҚӨММЕ ҚЫЗ УШЫН
НН20=90.....2

2⇒НН40

НН33 Усы сораўнама даўамында бизлер және- 15-49 жас аралығындағы ҳаяллар мененде сәўбетлесемиз.

Сәўбетлесетуғын хәр бир адамнан сораўнама өткерий ушын рухсат сораимыз. Бул сораўнаманы ҳаял интервьюер жүргизеди.

15-17 жас аралығындағы қызлар менен сораўнама өткерий ушын жасы улкен адамнан рухсат алыўымыз керек.

Жоқарыда айтылғанындай, биз алған барлық мағлыўмат қатан сыр хәмде аноним болып қалады.

Кейинрек (үй хожалығы ағзасы болған **15-17 жас аралығындағы қыз(лар)дың ат(лар)ы**) сораўнама алыўға болама?

- «Аўа» бәрше 15-17 жас аралығындағы барлық қызлар үшын ⇒ НН40-қа өтиң.
- Кеминде бир 15-17 жас аралығындағы қызға «Яқ» хәм кеминде бир 15-17 жас аралығындағы қызға «Аўа» ⇒ Жасы үлкенлер рухсат бермегенлердиң индивидуал сораўнамаларында WM17ге «06» деп киритиң (хәмде UF17ге хәм FS17ге де, егер қолланылса). Кейин НН40-қа өтиң.
- «Яқ» 15-17 жас аралығындағы барлық қызлар үшын ⇒ Жасы үлкенлер рухсаты алынбағанлар үшын индивидуал сораўнамаларда WM17-ге «06» деп киритиң (хәм егер керек болса UF17 хәм FS17). Кейин НН40-қа өтиң.

НН40. «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ»нде НЛ10-ды тексериң: 0-4 жас аралығындағы балалар барма?	АўА, КЕМИНДЕ БИР БАЛА БАР1 ЯҚ.....2	2 ⇒НН44А
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НН41. 0-4 жас аралығындағы хәр бир балаға «БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР ҲАҚҚЫНДА СОРАЎНАМА»ны рәсмийлестириң.

НН44А. НС7 [А] хәм НС12-ни тексериң: Бул үй хожалығында стационар телефон линиясы барма ямаса үй хожалығының қандайда бир ағзасында уялы телефон бар ма?	АўА, НС7[А]=1 ЯМАСА НС12=11 ЯҚ, НС7[А]=2 ХӘМ НС12=2.....2	2 ⇒НН45
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НН44В. БАЙЛАНЫС МАҒЛЫЎМАТЛАР ФОРМАСЫН рәсмийлестириң хәм НН45- ке өтиң

НН45. Енди «ҮЙ ХОЖАЛЫҒЫ ҲАҚҚЫНДА МАҒЛЫЎМАТ» панелине қайтың хәм,

- НН46 графасына (Үй хожалығы сораўнамасының нәтийжеси) '01' ди жазың;
- НН47 графасына «Үй хожалығы сораўнамасы бойынша респондентиниң атын хәм қатар номерин («ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ ДИЗИМИ»нен) жазың;
- НН48 - НН5 графаларын толтырың;
- БАЙЛАНЫС МАҒЛЫЎМАТЛАР ФОРМАСЫ толтырыўды баслаң ямаса респондентке миннетдаршылық билдириң хәм усы үй хожалығында қалған басқа сораўнама(лар)ны толтырыўды баслаң.

Егер усы үй хожалығында индивидуал сораўнама толтырыў лазым болмаса, респондентке миннетдаршылық билдириң хәм басшы тәрәпинен сизге белгиленген кейинги үй хожалығына көшиң.

ИНТЕРВЬЮ ӨТКИЗИҰШИНИҢ ПИКІРЛЕРІ

БАСШЫНЫҢ ПИКІРЛЕРІ

БАЙЛАНЫС МАҒЛЫҰМАТЛАР ПАНЕЛИ		С1
С11. Кластер номери: _____	С12. Үй хожалыгының номери: _____	
С13. Респонденттиң аты хәм қатар номери: АТЫ _____	С14. Супервайзердиң аты хәм номери: АТЫ _____	
С15. Интервьюердиң аты хәм номери: АТЫ _____	С16. Интервью Күни / Айы / Жылы: _____ / _____ / 20____	

С17. Сораўнамаға қатнасқаныңыз ушын сизден миннетдармыз.

Өзбекстан Республикасы Мәмлекетлик статистика комитети келешекте балалар, шаңарақлар хәм үй хожалықларының аўхалын баҳалаў бойынша телефон арқалы сораўнама өткереди. Сизди усы сораўнамаға қатнасыўға мирәт етемиз. Егер сиз қатнасыўға келисим берсеңиз, сиз бенен байланыса алатуғын телефон номериңизди бөлисиўди сораимыз. Телефон арқалы болып өтетуғын сораўнамаға қатнасыў ықтыярлы рәуиште кешеди. Егер сиз ҳәзир қатнасыўға келисим берсеңиз де, келешекте қатнасыўдан бас тартыўға ҳақылысыз. Телефон арқалы болып өтетуғын сораўнамаға қатнасыў барысында сизден ҳеш қандай шығынлар болмайды. Телефон сәўбетлери даўамында бөлисилетуғын барлық мағлыўматлар сыр сақланады хәм сизиң телефон номериңиз бизиң командадан басқа ҳеш ким менен бөлисилмейди. Сиз қатнасыўды қәлейсиз бе?

аўа..... 1 яқ..... 2	2⇒С114
С18. Сиз бенен байланысыўға қолай жеке телефон номериңиз ямаса үй хожалығыңыздың орталықта пайдаланатуғын телефон номери бар ма?	аўа.....1 яқ.....2 2⇒С114

С19. Сиз жеке телефон номериңиз ямаса үй хожалығыңыздағы орталықта пайдаланатуғын телефон номерин бөлиссеңиз болады, бирақ, өтиниш, жеке телефон номериңиз ямаса үй хожалығыңыздағы орталықта пайдаланатуғын телефон номерин, сизиң басқа үй хожалығы ағзаңыздың жеке өзине тийисли номери керек емес. Сиз бенен байланысыўға ең қолайлы телефон номерин айтсаңыз.

	[P1] ҚОЛАЙЛЫ НОМЕР	[P2] 2- НОМЕР
С110. Сораң хәм телефон номерлерин жазып алың.		
С111. . Анықлаў ушын сорап атырман, сиз айтқан номер (С110-де көрсетилген номер)? <i>Егер яқ болса, С110-ге қайтып, дурьис номерди жазың.</i>	АўА..... 1 Яқ..... 2⇒ С114	АўА..... 1 Яқ..... 2⇒ С114
С112. Бул үй телефонының (стационар) номери ме ямаса қол телефонының номери ме?	СТАЦИОНАР..... 1 ҚОЛ ТЕЛЕФОНЫ..... 2	СТАЦИОНАР..... 1 ҚОЛ ТЕЛЕФОНЫ..... 2
С113. Есиңизде тутың, үй хожалығыңыздағы орталықта пайдаланатуғын телефон номерин бөлиссеңиз болады. Бирақ, өтиниш бизге сизиң үй хожалығы ағзаңыздың жеке өзине тийисли болған номерин бермесеңиз. Сиз бенен байланысыў ушын басқа жеке ямаса орталықтан пайдаланатуғын телефон номери бар ма?	АўА..... 1⇒ [P2] Яқ..... 2⇒ С114	АўА..... 1⇒ [P3] Яқ..... 2⇒ С114
<i>Егер қосымша сораўнама қолланылған болса, усы жерди белгилең:..... <input type="checkbox"/></i>		

С114. Респондентке миннетдаршылық билдириң хәм усы үй хожалығында қалған басқа сораўнама(лар)ны толтырыўды баслаң.
Егер БАЙЛАНЫС МАҒЛЫҰМАТЛАР ФОРМАСЫ толтырғаннан кейин усы үй хожалығында индивидуал сораўнама толтырыў лазым болмаса, респондентке миннетдаршылық билдириң хәм басшы тәрепинен сизге белгиленген кейинги үй хожалығына көшиң.

ИНТЕРВЬЮ ӨТКИЗИҰШИНИҢ ПИКІРЛЕРІ

БАСШЫНЫҢ ПИКІРЛЕРІ

ҲАЯЛ ҲАҚҚЫНДА МАҒЛЫЎМАТ ПАНЕЛИ		WM
WM1. Кластер номери: _____	WM2. Үй хожалығы номери: _____	
WM3. Ҳаялдың аты ҳам қатар номери: АТЫ _____	WM4. Басшының аты ҳам номери АТЫ _____	
WM5. Интервью алыўшының аты ҳам номери: АТЫ _____	WM6. Интервью алынған күн/ай/жыл: _____ / _____ / 2 0 2 _____	

<p><i>ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫНДАҒЫ ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ ДИЗИМИНИҢ HL6-дағы ҳаялдың жасын тексерің: егер ҳаялдың жасы 15-17 жас аралығында болса, ННЗЗ графасын тексерің ҳам сораўнама өткеріўге жасы үлкеннен рухсат алынғанлығына ямаса шәрт емеслигине исеним билдириң (HL20=90). Егер рухсатын алыў шәрт болса, бирақ алынбаған болса, сораўнама өткерилмеўи керек ҳам WM 17-ге «06» деп киритиў керек.</i></p>	<p>WM7. Ұақытты белгилең:</p> <p style="text-align: center;">СААТ : МИНУТ</p> <p style="text-align: center;">_____ : _____</p>
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<p>WM8. Усы үй хожалығында толтырылған сораўнамаларды тексерің: сиз ямаса сизден басқа команда азгасы усы респондент пенен басқа сораўнама бойынша сәўбетлескенбе?</p>	<p>АҰА, АЛДЫН СОРАЎНАМА АЛЫНҒАН 1 1 ⇨ WM9B</p> <p>ЯҚ, БИРИНШИ СОРАЎНАМА 2 2 ⇨ WM9A</p>
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<p>WM9A. Ассалаўма әлейкум, мениң атым (<i>Сизиң атыңыз</i>). Биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиненбиз. Биз балалардың, шаңарақлардың ҳам үй хожалықларының жағдайы бойынша сораўнама өткерип атырмыз. Сизиң ден саўлығыңыз ҳам басқада темалар бойынша сөйлеспекшимен. Интервью уақты әдетте 30 минутты алады. Соның менен бирге биз аналардан олардың балалары ҳаққында сораўмыз. Биз алған барлық мағлыўмат сыр ҳам аноним болып қалады. Егерде сиз бул ямаса басқа сораўға жуўап бериўди қәлемесеңиз ямаса сораўнаманы тоқтатыўды қәлесениз маған хабарлаң. Егер сизде усы сораўнама бойынша сораўлар болса, биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиниң жуўапкер хызметкери менен байланыс мағлыўматларын беремиз. Мен басласам болама?</p>	<p>WM9B. Енди мен сиз бенен ден-саўлығыңыз ҳам басқада темалар бойынша толығырақ сөйлеспекшимен. Интервью шама менен 30 минутты алады. Қайталайман, биз алатуғын барлық мағлыўмат қатаң сыр ҳам аноним болып қалады. Егерде сиз бул ямаса басқа сораўға жуўап бериўди қәлемесеңиз ямаса сораўнаманы тоқтатыўды қәлесениз маған хабарлаң. Мен басласам болама?</p>
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<p>АҰА.....1</p> <p>ЯҚ/СОРАЎ БЕРИЛМЕДИ2</p>	<p>1 ⇨ ҲАЯЛ ҲАҚҚЫНДА МАҒЛЫЎМАТЛАР МОДУЛИ</p> <p>2 ⇨ WM17</p>
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<p>WM17. Ҳаялдан сораў алыў жуўмақлары.</p> <p>«Сораўнама өткерилмеди» деген жуўмақ пенен тамамланған барлық нәтийжелерди басшы менен додалаң.</p>	<p>ӨТКЕРИЛДИ.....01</p> <p>ҮЙДЕ ЖОҚ.....02</p> <p>БАС ТАРТТЫ.....03</p> <p>БИР БӨЛЕГИ ӨТКЕРИЛДИ.....04</p> <p>ЖУЎАП БЕРЕТУҒЫН JAҒДАЙДА ЕМЕС (кәрсетиң) _____ 05</p> <p>5-17 ЖАС АРАЛЫҒЫНДАҒЫ РЕСПОНДЕНТТЕН СОРАЎНАМА ӨТКЕРИЎГЕ ЖАСЫ ҮЛКЕН АДАМНЫҢ РУХСАТЫ ЖОҚ.....06</p> <p>БАСҚА (кәрсетиң) _____ 96</p>
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ҲАЯЛ ҲАҚҚИНДА МАҒЛЫҰМАТ		WB
WB1. Ҳ АЯЛ ҲАҚҚИНДА МАҒЛЫҰМАТ ПАНЕЛИНдеги респонденттиң (WM3) ҳәм УЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫ бойынша сәўбетлескен респонденттиң (НН47) номерин тексериң: Бул респондент Уй хожсалығы Сораўнамасындагы респондент пенен бир адамба?	АЎА, РЕСПОНДЕНТ БИР АДАМ, WM3=НН47 1 ЯҚ, РЕСПОНДЕНТ БАСҚА АДАМ, WM3≠НН47 2	2 ⇨ WB3
WB2. УЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫның БИЛИМЛЕНДИРИҰ Модулинде усы респондент бойынша ED5-ти тексериң: алынған ең жоқарғы билим дәрежеси?	ED5=2, ЗЯМАСА 4 1 ED5=0, 1, 8 ЯКИ БОС 2	1 ⇨ WB15 2 ⇨ WB14
WB3. Сиз қайсы ай ҳәм жылда туўылдыңыз?	ТУЎЫЛҒАН КҮНИ АЙ __ __ АЙДЫ БМ 98 ЖЫЛ __ __ __ __ ЖЫЛДЫ БМ 9998	
WB4. Жасыңыз нешеде? Анықлаң: Сиз ақырғы туўылған күниңизде неше жаста едиңиз? Егер WB3 ҳәм WB4 сораўларына жуўаплары сәйкес келмесе, анықластырыўшы сораў бериң ҳәм дүзетиң. Жасы мәжбүрий тәртипте киритилиўи керек.	ЖАСЫ (ТОЛЫҚ ЖЫЛЛАРДА) __ __	
WB5. Сиз қашан болсада билим бериў ямаса мектепке шекемги билим бериў бағдарламаларына барғансызба?	АЎА 1 ЯҚ 2	2 ⇨ WB14
WB6. Сиз қайсы ең жоқарғы билим дәрежесин алғансыз ямаса қайсы ең жоқарғы класс/курсқа барғансыз?	МЕКТЕПКЕ ШЕКЕМГИ 000 БАСЛАНҒЫШ 1 __ __ ОРТА 2 __ __ ОРТА АРНАЎЛЫ КӘСИПЛИК 3 __ __ ЖОҚАРҒЫ 4 __ __	000 ⇨ WB14
WB7. Сиз усы (класс/курсты) жуўмақладыңызба?	АЎА 1 ЯҚ 2	
WB8. WB4-ти тексериң: респонденттиң жасы:	15-24 ЖАС АРАЛЫҒЫ 1 25-49 ЖАС АРАЛЫҒЫ 2	2 ⇨ WB13
WB9. Сиз усы 2020/2021 оқыў жылының қандайда бир ўақыт даўамында билимлендириў мекемесине бардыңызба?	АЎА 1 ЯҚ 2	2 ⇨ WB11
WB10. Усы 2020/2021 оқыў жылы даўамында Сиз қайсы билим дәрежесин <u>алып атырсыз</u> ямаса қайсы курс/классқа <u>барып атырсыз</u> ?	БАСЛАНҒЫШ 1 __ __ ОРТА 2 __ __ ОРТА АРНАЎЛЫ КӘСИПЛИК 3 __ __ ЖОҚАРҒЫ 4 __ __	
WB11. Сиз өткен 2019/2020 оқыў жылының қандайда бир ўақыт даўамында билимлендириў мекемесине бардыңызба?	АЎА 1 ЯҚ 2	2 ⇨ WB13
WB12. Өткен 2019/2020 оқыў жылы даўамында Сиз қайсы билим дәрежесин <u>алғансыз</u> ямаса қайсы курс/классқа <u>бардыңыз</u> ?	БАСЛАНҒЫШ 1 __ __ ОРТА 2 __ __ ОРТА АРНАЎЛЫ КӘСИПЛИК 3 __ __ ЖОҚАРҒЫ 4 __ __	

WB13. WB6-ны тексерің: алынған ең жоғарғы билим дәрежесі:	WB6=2, 3 ЯМАСА 4 1 WB6=1 2	1 ⇨ WB15
WB14. Енди сиз маған мына сөз қатарын оқып бериіңізді сорайман. <i>Респондентке карточкадағы сөз қатарын көрсетиң.</i> <i>Егер респондент сөз қатарын толық оқый алмаса, анықлаң: Сөз қатарының бир бөлегин оқып бере аласызба?</i>	УЛЫЎМА ОҚЫП БИЛЕЙДИ 1 СӨЗ ҚАТАРЫНЫҢ АЙРЫМ БӨЛЕГІН ОҚЫП БИЛЕДИ..... 2 СӨЗ ҚАТАРЫН ТОЛЫҚ ОҚЫЙ АЛАДЫ 3 ТАЛАП ЕТИЛГЕН ТИЛДЕ <i>(тилди көрсетиң)</i> 4	
WB15. Сиз (хәзир респондент жасап атырған қала, аўылдың аты) неше жылдан берли турақлы жасап атырсыз? <i>Егер бир жылдан аз болса, '00' жыл деп көрсетиң.</i>	ЖЫЛЛАР САНЫ __ __ ӨМИР БОЙЫ/ТУЎЫЛҒАНЛЫ БЕРИ..... 95	95 ⇨ <i>Ақыры</i>
WB16 Бул жерге көшип келиўден алдын сиз үлкен, кишкене қалада ямаса аўыллық жерде жасадыңызба? <i>Жасаў орын түрин анықлаў ушын анықластырыўшы сораўлар бериң.</i> <i>Егер Сиз бул жердиң үлкен, кишкене қала ямаса аўыллық жер екенин анықлай алмасаңыз, жасаў пунктиниң атын киритиң, кейин бул жуўапқа тийисли категорияны анықлағанға шекем «5» деп жазың.</i> _____ <i>(Жасаў пунктиниң аты)</i>	ҮЛКЕН ҚАЛА 1 КИШКЕНЕ ҚАЛА 2 АЎЫЛЛЫҚ ЖЕР..... 3 ҚАЛА/КИШКЕНЕ ҚАЛА/АЎЫЛ ЕКЕНИН АНЫҚЛАЙ АЛМАЙМАН 5 БМ/ЕСИМДЕ ЖОҚ..... 8	
WB17. Усы жерге көшип келместен алдын сиз қайсы ўәлаятта жасадыңыз?	ҚАРАҚАЛПАҚСТАН РЕСПУБЛИКАСЫ 01 АНДИЖАН ЎӘЛАЯТЫ 02 БУХАРА ЎӘЛАЯТЫ..... 03 ЖИЗЗАХ ЎӘЛАЯТЫ..... 04 ҚАШҚАДАРЬЯ ЎӘЛАЯТЫ..... 05 НАЎАЙЫ ЎӘЛАЯТЫ 06 НАМАНГАН ЎӘЛАЯТЫ..... 07 САМАРКАНД ЎӘЛАЯТЫ 08 СУРХАНДАРЯ ЎӘЛАЯТЫ 09 СЫРДАРЬЯ ЎӘЛАЯТЫ..... 10 ТАШКЕНТ ЎӘЛАЯТЫ 11 ФЕРҒАНА ЎӘЛАЯТЫ 12 ХОРЕЗМ ЎӘЛАЯТЫ..... 13 ТАШКЕНТ ҚАЛАСЫ..... 14 ӨЗБЕКСТАННАН СЫРТТА <i>(көрсетиң)</i> 96	

ТУҰҒЫҰ ӨНИМДАРЛЫҒЫ/ТУҰҒЫЛЫҒЫ ТАРИЙХЫ	СМ	
<p>СМ1. Енди мен сизиң өмириңизде болған барлық туғыу хакқында сөйлеспекшимен. Сиз улыўма туўғансызба?</p> <p><i>Бул модульде ҳәм туғыу тарийхында тек тири туғылған балалар көрсетиледи. Өли туғылған балалар сораўға жуўап ретинде қабылланбайды.</i></p>	<p>АЎА 1 ЯҚ..... 2</p>	2 ⇨СМ8
<p>СМ2. Сиз дуньяға келтирип, өзиңиз бенен бирге жасайтуғын улларыңыз ямаса қызларыңыз барма?</p>	<p>АЎА 1 ЯҚ..... 2</p>	2 ⇨СМ5
<p>СМ3. Сиз бенен бирге неше туўған улларыңыз жасайды?</p> <p><i>Егер жоқ болса, '00' деп көрсетиң.</i></p>	ҮЙДЕ БИРГЕ ЖАСАҰШЫ УЛЛАР..... __ __	
<p>СМ4. Сиз бенен бирге неше туўған қызыңыз жасайды?</p> <p><i>Егер жоқ болса, '00' деп көрсетиң.</i></p>	ҮЙДЕ БИРГЕ ЖАСАҰШЫ ҚЫЗЛАР __ __	
<p>СМ5. Сиз дуньяға келтирип, бирақ тири ҳәм Сиз бенен бирге жасамайтуғын улларыңыз ямаса қызларыңыз барма?</p>	<p>АЎА 1 ЯҚ..... 2</p>	2 ⇨СМ8
<p>СМ6. Неше улыңыз тири, бирақ Сиз бенен бирге жасамайды?</p> <p><i>Егер жоқ болса, '00' деп көрсетиң.</i></p>	БӨЛЕК ЖАСАЙТУҒЫН УЛЛАРЫ..... __ __	
<p>СМ7. Неше қызыңыз тири, бирақ Сиз бенен бирге жасамайды?</p> <p><i>Егер жоқ болса, '00' деп көрсетиң.</i></p>	БӨЛЕК ЖАСАЙТУҒЫН ҚЫЗЛАРЫ __ __	
<p>СМ8. Сиз улыўма тири болып туғылған, бирақ кейин қайтыс болған ул ямаса қызды дуньяға келтиргенсизбе?</p> <p><i>Егер жуўап «Яқ» болса, анықтастырың:</i> Мен бала азғана ўақыт болсада жылаған, қыймылдаған, қандай да бир даўыс шығарған, дем алыўға ҳәрекет еткен ямаса өмирдиң басқа белгилерин көрсеткен баланы нәзерде тутып атырман?</p>	<p>АЎА 1 ЯҚ..... 2</p>	2 ⇨СМ11
<p>СМ9. Неше ул бала қайтыс болған?</p> <p><i>Егер жоқ болса, '00' деп көрсетиң.</i></p>	ҚАЙТЫС БОЛҒАН УЛ БАЛА САНЫ __ __	
<p>СМ10. Неше қыз қайтыс болған?</p> <p><i>Егер жоқ болса, '00' деп көрсетиң.</i></p>	ҚАЙТЫС БОЛҒАН ҚЫЗ САНЫ __ __	
<p>СМ11. СМ3, СМ4, СМ6, СМ7, СМ9 ҳәм СМ10 жуўапларын қосың.</p>	ЖӘМИ __ __	
<p>СМ12. Хәммеси туўры жазылғанлығына исеним билдириў ушын: өмириңиз даўамында сиз жәми (СМ11 улыўма саны) тири бала туўдыңыз. Бул дурыспа?</p>	<p>АЎА 1 ЯҚ..... 2</p>	1 ⇨СМ14
<p>СМ13. СМ1-СМ10 сораўларының жуўапларын тексериң ҳәм СМ12-ге «АЎА» жуўабы алынбағаниша керекли өзгертиўлерди киритиң.</p>		
<p>СМ14. СМ11-ди тексериң: неше тири балалар туғылған?</p>	<p>УЛЫЎМА ЖОҚ, СМ11 = 00 0 БИР ЯКИ БИРДЕН КӨП, СМ11 = 01 ЯМАСА КӨП..... 1</p>	0 ⇨Ақыры

ТУҰЙҰ ӨНИМДАРЛЫҒЫ/ТУҰЙЛЫҒЫ ТАРИЙХЫ

ВН

ВН0. Енди мен сиздің биринши баладан баслап, олар тири яки олай емеслигине карамастан бәрше туўылған балаларыңыздың атларын жазбақшыман.


ВН1-ге *Барлық туўылған балалардың атларын көрсетиң. Егизлердің ҳәр бирин бөлек қатарға көрсетиң.*

ВН0. ВН Қатар номери	ВН1. Сизин (биринши / кейинги) балаңызға қандай ат берилген?	ВН2. Усы туўылған бала лардың арасын-да егизлер болды ма? 1 БИРЕҰ 2 ЕГИЗЕК	ВН3. (Туўылған перзенттиң аты) улма ямаса қызба?	ВН4. (Туўылған перзенттиң аты) қайсы ай хәм жылы туўылды? Анықлаң: Оның туўылған күни қашан?			ВН5. (Туўылған перзенттиң аты) ҳәзир тирима?	ВН6. (Туўылған перзенттиң аты) ақырғы туўылған күнинде неше жаста еди? Жасын толық жылларда киритиң.	ВН7. (Туўылған перзенттиң аты) сизлер менен бирге жасайма?	ВН8. (НЛ1- ден) баланың қатар номерин көшириң. Егер бала дизимге киритилмеген болса, '00' деп көрсетиң.	ВН9. (Туўылған перзенттиң аты) қайтыс болғанда неше жаста еди? Егер «1 жас» болса, сораң: (Туўылған перзенттиң аты) неше айлық еди? Егер жуўап 1 айдан аз болса, күнлер санын киритиң; егер жуўап 2 жылдан аз болса, айлар санын киритиң; ямаса жыллар санын		ВН10. (Алдын туўылған перзенттиң аты) менен (туўылған перзенттиң аты) арасында тири туўылған балалар болдыма, туўылғаннан кейин қайтыс болған балаларды қосқан халда?							
				Б	Е	У					Қ	Күн	Ай	Жыл	А	Я	Жас	А	Я	ҚАТАР №
01		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ Кейинги туўылығ	КҮН..... 1 АЙ 2 ЖЫЛ 3	___				
02		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
03		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
04		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
05		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
06		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
07		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
08		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ
09		1 2	1 2	___	___	___	___	1 2	___	___	1 2	___	___	⇒ ВН10	КҮН..... 1 АЙ 2 ЖЫЛ 3	___	1	2	Туўылығды қосығ	Кейинги туўылығ

<p>СМ15. СМ11-деги санды жоқарыдағы «Туұылыұ тарийхы» модулинде көрсетилген туұылған балалардың саны менен салыстырың ҳәм кейингилерди тексериң:</p>	<p>САНЛАР БИРДЕЙ 1 САНЛАР БИРДЕЙ ЕМЕС 2</p>	<p>1 ⇒СМ17</p>
<p>СМ16. Анықластырыушы сораўларды бергенде, СМ12-деги жуўап «АЎА» болыу ушын, Туұылыұ тарийхындағы жуўапларды туұрылаң.</p>		
<p>СМ17. ВН4-ти тексериң: ақырғы туұыу кейинги 2 жыл ишинде болдыма, яғный (Сораўнама өткериу айы) (Сораўнама өткериу жылы минус 2) баслап?</p> <p>Егер сораўнама өткериу айы менен туұыу айы бирдей болса, ал егер туұыу жылы (сораўнама өткериу жылы минус 2) болса, онда оны ақырғы 2 жыл даўамындағы туұыу деп есаплаң.</p>	<p>АҚЫРҒЫ 2 ЖЫЛ ДАЎАМЫНДА ТИРИ ТУЎЫЛҒАНЛАР ЖОҚ..... 0 АҚЫРҒЫ 2 ЖЫЛ ДАЎАМЫНДА БИР ЯМАСА ОННАН КӨП ТИРИ ТУЎЫЛҒАНЛАР БОЛҒАН..... 1</p>	<p>0 ⇒Ақыры</p>
<p>СМ18. ВН1-де дизимнен өткен ақырғы баланың атын көшириң.</p> <p>Егер бала қайтыс болған болса, кейинги модульлерде усы баланың атын көрсеткенде итибарлы болың.</p>	<p>АҚЫРҒЫ ТУЎЫЛҒАН БАЛАНЫҢ АТЫ</p> <p>_____</p>	

КЕЙИНГИ БАЛАЛЫ БОЛЫҰДЫ ХӘҰЕС ЕТИҰ		DB
<p>DB1. CM17-ни тексерин: Ақырғы 2 жыл дауамында тири туўылғанлар болдыма?</p> <p>Туўылыў тарийхынанда (CM18) ақырғы тири туўылған баланың атын усы жерге көшириң хәм көрсетилген жерлерге оны көрсетип барың:</p> <p>Аты _____</p>	<p>АҰА, CM17=1..... 1</p> <p>ЯҚ, CM17=0 ЯМАСА БОС..... 2</p>	2 ⇨ Ақыры
<p>DB2. Сиз (<i>аты</i>) жүкли болғаныңызда, сол ўақытта жүкли болыўды қәледиңизбе?</p>	<p>АҰА..... 1</p> <p>ЯҚ..... 2</p>	1 ⇨ Ақыры
<p>DB3. CM11-ди тексерин: Туўылған балалар саны:</p>	<p>ТЕК 1 БАЛА ТУҰЫЛДЫ..... 1</p> <p>ЕКИ ЯМАСА ОННАН КӨП БАЛА ТУҰЫЛДЫ 2</p>	1 ⇨ DB4A 2 ⇨ DB4B
<p>DB4A. Сиз кейинирек балалы болыўды қәледиңизбе, ямаса басқа балалы болыўды қәлемедиңизбе?</p> <p>DB4B. Сиз кейинирек балалы болыўды қәледиңизбе, ямаса улыўма (және) балалы болыўды қәлемедиңизбе</p>	<p>КЕЙИНИРЕК..... 1</p> <p>ЕНДИ ҚӘЛЕМЕГЕН БОЛАР ЕДИМ/УЛЫҰМА ҚӘЛЕМЕДИМ..... 2</p>	

АНАНЫҢ ХЭМ ТУҰЫЛҒАН БАЛАНЫҢ ДЕН САҰЛЫҒЫ		MN
<p>MN1. CM17-ни тексерің: ақырғы 2 жыл дауамында тири тууылғанлар болдыма?</p> <p>Тууылыу тарийхынан (CM18) ақырғы тири тууылған баланың атын усы жерге көшириң хэм көрсетилген жерлерге оны көрсетип барың:</p> <p>Аты _____</p>	<p>АҰА, CM17=1 1</p> <p>ЯҚ, CM17=0 ЯМАСА БОС 2</p>	2 ⇒ Ақыры
<p>MN2. Сиз (аты) жүкли ұақтыңызда тууыудан алдын көриктен өтиу үшін кимге болсада хабарластыңызба?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p>	2 ⇒ MN19
<p>MN3. Кимге хабарластыңыз?</p> <p><i>Анықлаң: Және кимге?</i></p> <p><i>Респонденттиң кимге хабарласқанын анықлау үшін сорауды дауам етиң хэм оның берген барлық жууапларын киритиң.</i></p>	<p>ПРОФЕССИОНАЛ МЕДИЦИНА ХЫЗМЕТКЕРИ</p> <p>ШЫПАКЕР А</p> <p>МИЙИРБИКЕ/АКУШЕР В</p> <p>ФЕЛЬДШЕР С</p> <p>БАСҚА АДАМ</p> <p>ТУҰЫҰ ҰАҚТЫНДАҒЫ ЖӨРДЕМШИ F</p> <p>БАСҚА (<i>көрсетиң</i>) X</p>	
<p>MN4. Усы жүклилик бойынша дәслепки көриктен өткен ұақтыңызда, Сиз неше хәпте ямаса айлық жүкли едиңиз?</p> <p><i>Респондент берген жууапты киритиң. Егер «9 ай» ямаса оннан көп болса, «9» деп киритиң.</i></p>	<p>ХӘПТЕЛЕР 1 __ __</p> <p>АЙЛАР 2 <u>0</u> __</p> <p>БМ 98</p>	
<p>MN5. Усы жүкли болыу дауамында тууыуға дейин неше мәртебе көриктен өттиңиз?</p> <p><i>Тууыудан алдын неше мәртебе көриктен өткерилген санын анықлаң. Егер диапазон берилсе, тууыудан алдын көриктен өткерилген минимал санын киритиң.</i></p>	<p>КӨРИК САНЫ __ __</p> <p>БМ 98</p>	
<p>MN6. Усы жүкли болыу дауамында тууыуға дейинги көриктиң бир бөлеги сыпатында төмендеги аталғанлар Сизге кеминде бир мәртебе болсада ислендима:</p> <p>[A] Қан басымы өлшендима?</p> <p>[B] Сиз анализге сидигиңизди тапсырдыңызба?</p> <p>[C] Сиз анализге қан тапсырдыңызба?</p>	<p>АҰА ЯҚ</p> <p>ҚАН БАСЫМЫ 1 2</p> <p>СИДИК АНАЛИЗИ 1 2</p> <p>ҚАН АНАЛИЗИ 1 2</p>	
<p>MN19. (Аты) тууғаныңызда ким жәрдем берди?</p> <p><i>Анықлаң: Және ким?</i></p> <p><i>Тууыу ұақтында қайсы типдеги адамлар қатнасқанын анықлау үшін сорауды дауам етиң, хэм респондент берген барлық мағлыұматларды киритиң.</i></p>	<p>ПРОФЕССИОНАЛ МЕДИЦИНА ХЫЗМЕТКЕРИ</p> <p>ШЫПАКЕР А</p> <p>МИЙИРБИКЕ/АКУШЕР В</p> <p>ФЕЛЬДШЕР С</p> <p>БАСҚА АДАМ</p> <p>ТУҰЫҰ ҰАҚТЫНДАҒЫ ЖӨРДЕМШИ F</p> <p>АҒАЙЫН/ДОС H</p> <p>БАСҚА (<i>көрсетиң</i>) X</p> <p>ХЕШ КИМ Y</p>	

<p>MN20. Сиз (<i>аты</i>) қай жерде туғдыңыз?</p> <p><i>Туғуыылған орын түрін анықлау мақсетинде сораулар бериң.</i></p> <p><i>Егер мәмлекетлик ямаса меншик екенлигин анықлау мүмкин болмаган жагдайда, шөлкемнің атамасын киритиң, кейин усы жууапқа тийисли категорияны анықламаганша, '76' деп киритип турың.</i></p> <p>_____</p> <p>(Шөлкемнің аты)</p>	<p>ҮЙДЕ</p> <p>ӨЗ ҮЙИМДЕ 11 11 ⇨ MN23</p> <p>БАСҚА БИРЕҮДИҢ ҮЙИНДЕ 12 12 ⇨ MN23</p> <p>МӘМЛЕКЕТЛИК СЕКТОР</p> <p>РЕСПУБЛИКАЛЫҚ ТУҒЫҰ ҮЙИ 21</p> <p>ЎӘЛАЯТЛЫҚ ТУҒЫҰ ҮЙИ 22</p> <p>РАЙОНЛЫҚ/ҚАЛАЛЫҚ ТУҒЫҰ ҮЙИ.... 23</p> <p>БАСҚА МӘМЛЕКЕТЛИК ШӨЛКЕМ (көрсетиң) _____ 26</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР</p> <p>ЖЕКЕ МЕНШИК ТУҒЫҰ ҮЙИ/ЖЕКЕ МЕНШИК ТУҒЫҰ ШӨЛКЕМИ..... 33</p> <p>БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ ШӨЛКЕМИ (көрсетиң) _____ 36</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНЛИГИН БМ 76 96 ⇨ MN23</p> <p>БАСҚА (көрсетиң) _____ 96</p>	
<p>MN21. (<i>Аты</i>) қарынды жарып алығу жәрдемінде туғылдыма? Яғнай, баланы ажыратып алығу үшін сизің қарныңызды кестиме?</p>	<p>АҰА 1</p> <p>ЯҚ..... 2 2 ⇨ MN23</p>	
<p>MN22. Қарынды жарып алығу жәрдемінде туғдырығу ҳаққында шешим қашан қабылланды?</p> <p><i>Егер шәрт болса сораң: Толғақ басланғанға дейин ямаса кейин болғанба?</i></p>	<p>БАСЛАНҒАНҒА ДЕЙИН 1</p> <p>БАСЛАНҒАННАН КЕЙИН 2</p>	
<p>MN23. (<i>Аты</i>) туғылғаннан кейин оны бирден ашық көкиреғиңизге жатқардыма?</p> <p><i>Зәрур болса, ашық көкирекке жатқарығу көрсетилген сүўретти көрсетиң.</i></p>  <p><small>Photo Credit: Joyce Baldwin</small></p>	<p>АҰА 1</p> <p>ЯҚ..... 2 2 ⇨ MN25</p> <p>БМ/ЕСИМДЕ ЖОҚ 8 8 ⇨ MN25</p>	
<p>MN24. Ашық көкиреғиңизге жатқарығудан алдын, нәресте оралған едима?</p>	<p>АҰА 1</p> <p>ЯҚ..... 2</p> <p>БМ/ЕСИМДЕ ЖОҚ 8</p>	
<p>MN25. Туғылғаннан кейин (<i>аты</i>) қурытылып үсти сүртилдима?</p>	<p>АҰА 1</p> <p>ЯҚ..... 2</p> <p>БМ/ЕСИМДЕ ЖОҚ 8</p>	

<p>MN26. (Аты) туўылғаннан кейин қанша ўақыттан кейин дәслепки рет шомылды?</p> <p><i>Егер «сол ўақатта» ямаса 1 сааттан аз ўақытта болса, «000» деп киритиң.</i></p> <p><i>Егер 24 сааттан аз ўақытта болса, саатларды киритиң.</i></p> <p><i>Егер «1 кун» ямаса «кейинги күни» болса, сораң:</i></p> <p>Шама менен туўылғаннан кейин неше сааттан кейин?</p> <p><i>Егер 24 сааттан кейин болса, 24 сааттан ямаса 1 күннен аз болған, максимал анық саат мугдарын аныклаң.</i></p> <p><i>Егер 24 саат ямаса оннан көп болса, күнлерди киритиң.</i></p>	<p>СОЛ ЎАҚАТТА/1 СААТТАН АЗ 000</p> <p>СААТ САНЫ 1 ___</p> <p>КҮН САНЫ 2 ___</p> <p>ҲЕШ ҚАШАН ШОМЫЛТЫРМАДЫ 997</p> <p>БМ/ЕСИМДЕ ЖОҚ 998</p>	
<p>MN32. (Аты) туўылған ўақытта өлшемлери қандай еди: жүдә ири, орташадан ирилеў, орташа, орташадан киширек, ямаса жүдә кишкенемеди?</p>	<p>ЖҮДӘ ИРИ 1</p> <p>ОРТАШАДАН ИРИЛЕЎ 2</p> <p>ОРТАША 3</p> <p>ОРТАШАДАН КИШИЛЕЎ 4</p> <p>ЖҮДӘ КИШКЕНЕ 5</p> <p>БМ 8</p>	
<p>MN33. (Аты) туўылған ўақытта өлшендиме?</p>	<p>АЎА 1</p> <p>ЯҚ 2</p> <p>БМ 8</p>	<p>2 ⇒ MN35</p> <p>8 ⇒ MN35</p>
<p>MN34. (Аты) салмағы қанша болды?</p> <p><i>Егер Амбулатор картасы (Форма 112) болса, хужжеттеги салмақ маглыўматларын киритиң.</i></p>	<p>КАРТА БОЙЫНША 1 (KG) ___ . ___</p> <p>ЕСЛЕЎ БОЙЫНША 2 (KG) ___ . ___</p> <p>БМ 99998</p>	
<p>MN35. (Аты) туўылғаннан кейин Сизде етек келиўи қайта тиклендиме?</p>	<p>АЎА 1</p> <p>ЯҚ 2</p>	
<p>MN36. Сиз (аты) қашан болсада көкирек сүти менен емиздиңизбе?</p>	<p>АЎА 1</p> <p>ЯҚ 2</p>	<p>2 ⇒ MN39B</p>
<p>MN37. Туўғаннан кейин қанша ўақыттан кейин (аты) биринши мәрте көкирегиңизге қойдыңыз?</p> <p><i>Егер 1 сааттан аз болса, '00' саатын жазың.</i></p> <p><i>Егер 24 сааттан кем болса, саатты жазың.</i></p> <p><i>Басқа жағдайда, күнин жазың.</i></p>	<p>СОЛ ЎАҚЫТТА 000</p> <p>СААТЛАР 1 ___</p> <p>КҮНЛЕР 2 ___</p> <p>БМ/ЕСИМДЕ ЖОҚ 998</p>	
<p>MN38. (Аты) туўғанынан кейинги дәслепки үш күнде көкирек сүтинен басқа қандайда бир ишимлик ишкиздиңизбе?</p>	<p>АЎА 1</p> <p>ЯҚ 2</p>	<p>1 ⇒ MN39A</p> <p>2 ⇒ Ақыры</p>

<p>MN39A. (Аты) ишиў ушын не берилди?</p> <p><i>Анықлаң: Және не берилди?</i></p> <p><i>«Ишиўге ҳеш нәрсе берилмеди» деген жуўап қанықарлы жуўап емес - Ү категориясын киритиўге болмайды.</i></p> <p>MN39B. (Аты) туўылғанынан кейинги дөслепки үш күн ишинде ишиўге не берилди?</p> <p><i>Анықлаң: Және не берилди?</i></p> <p><i>«Ишиўге ҳеш нәрсе берилмеди» (Ү категориясы) жуўабы егер жуўаптың басқа ҳеш қандай категориясы киритилмеген болса гана киритиледи.</i></p>	<p>СҮТ (КӨКИРЕК СҮТИ ЕМЕС) A</p> <p>ЭПИУАЙЫ СУЎ B</p> <p>СУЎ ШЕКЕР МЕНЕН ЯМАСА ГЛЮКОЗА МЕНЕН C</p> <p>ҚАРЫННЫҢ ШАНШЫП АҰЫРЫҰЫНА ҚАРСЫ ЕРИТПЕ D</p> <p>ШЕКЕРЛИ-ДУЗЛЫ АРАЛАСПА E</p> <p>МИЙҰЕ ШЕРБЕТИ F</p> <p>БАЛАЛАР АЗЫҒЫ G</p> <p>ЧАЙ/ИНФУЗИЯЛАР/ШӨП ДЕМЛЕМЕСИ ..H</p> <p>БЕРИЛГЕН ДӘРИ-ДӘРМАНЛАР J</p> <p>НАБАТ K</p> <p>КӨКИРЕК СҮТИ (АНАСЫНЫКИ ЕМЕС) ... L</p> <p>БАСҚА (көрсетиң) X</p> <p>ИШИЎГЕ ҲЕШ НӘРСЕ БЕРИЛМЕДИ Y</p>	
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ТУҰЫҰДАН КЕЙИНГИ ДЕН САҰЛЫҚ JAҒДАЙЫНЫҢ КӨРИГИ		PN
<p>PN1. CM17-ни тексериң: Ақырғы 2 жыл даўамында тири туўылған балалар болдыма?</p> <p>Туўылыў тарийхында (CM18) ақырғы тири туўылған баланың атын усы жерге көшириң хәм көрсетилген жерлерге оны көрсетип барың.</p> <p>Аты _____</p>	<p>АҰА, CM17=1 1</p> <p>ЯҚ, CM17=0 ЯМАСА БОС 2</p>	<p>2 ⇒ Ақыры</p>
<p>PN2. MN20-ны тексериң: Бала медициналық шөлкемде туўылдыма?</p>	<p>АҰА, MN20=21-36 ЯМАСА 76 1</p> <p>ЯҚ, MN20=11-12 ЯМАСА 96 2</p>	<p>2 ⇒ PN7</p>
<p>PN3. Ҳәзир мен сизге (аты) туўылғаннан кейин саатлар ямаса күнлер даўамында не болғанлығы ҳақкында бир неше сораў бермекшимен.</p> <p>Сиз (MN20-дагы шөлкемниң аты хәм түри) туўдым деп айттыңыз. Сиз туўғаныңыздан кейин қанша ўақыт ол жерде қалдыңыз?</p> <p><i>Егер бир күннен аз болса, саатларды жазың.</i></p> <p><i>Егер бир ҳәптеден аз болса, күнлерди жазың.</i></p> <p><i>Баска жағдайларда, ҳәптелерди жазың.</i></p>	<p>СААТЛАР 1 ___</p> <p>КҮНЛЕР 2 ___</p> <p>ҲӘПТЕЛЕР 3 ___</p> <p>БМ/ЕСИМДЕ ЖОҚ 998</p>	
<p>PN4. Мен Сиз бенен (аты) туўылғаннан кейинги ден саўлығы жағдайын көриў бойынша сөйлеспекшимен, мәселен (аты) ким тексерип көрди, киндигин көрдиме, оның ден саўлығы жақсы экенине исендиме?</p> <p>Сиз (MN20-да көрсетилген шөлкемниң аты ямаса түри) кетиўден алдын ким болсада, (аты) ден саўлығы жағдайын көриктен өткиздиме?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p>	

<p>PN5. Илтимас енди <u>сизин</u> ден саўлығыңыздың көриги ҳаққында не айталасыз - сизин денсаўлық жағдайыңызды ким болсада баҳаладыма, усыны нәзерде тутып атырман, мәселен сизин ден саўлығыңыз ҳаққында сораў берип ямаса сизди көриктен өткиздиме?</p> <p>Сиз (<i>MN20-да көрсетилген шөлкемниң аты ямаса түри</i>) кетиўден алдын ким болсада, <u>сизин</u> ден саўлығыңыз жағдайын көриктен өткиздиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	
<p>PN6. Енди сиз бенен (<i>MN20-да көрсетилген шөлкемниң аты ямаса түри</i>) кеткениңизден кейин не жүз бергенлиги ҳаққында сөйлеспекшимен.</p> <p>Сиз (<i>MN20-да көрсетилген шөлкемниң аты ямаса түри</i>) кеткениңизден кейин ким болсада (<i>аты</i>) ден саўлық жағдайын көриктен өткиздиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	<p>1 ⇒PN12</p> <p>2 ⇒PN17</p>
<p>PN7. MN19-ды тексерин: Туўыўда профессионал медициналық хызметкер ямаса жергиликли туўыў ўақтындағы жәрдемши жәрдем бергенбе?</p>	<p>АўА, А- F КАТЕГОРИЯЛАРЫ АРАЛЫҒЫНДАҒЫЛАРДАН КЕМ ДЕГЕНДЕ, БИРИ БЕЛГИЛЕНГЕН..... 1</p> <p>ЯҚ, А- F КАТЕГОРИЯЛАРЫ АРАЛЫҒЫНДАҒЫЛАРДАН ҲЕШ ҚАЙСЫСЫ БЕЛГИЛЕНБЕГЕН..... 2</p>	<p>2 ⇒PN11</p>
<p>PN8. Сиз айтқаныңыздай (<i>MN19-да көрсетилген адам ямаса адамлар</i>) туўыўды қабыллады. Мен сиз бенен (<i>аты</i>) туўылғаннан кейин баланың ден саўлығын көриктен өткизгенлиги ҳаққында сөйлеспекшимен, мәселен, (<i>аты</i>) ким тексерип көрди, киндигин көрдиме, (<i>аты</i>) ден саўлығы жақсы екенлигине исендиме.</p> <p>Туўғаннан кейин ҳәм (<i>MN19-да көрсетилген адам(лар)</i>) сизин қасыңыздан кетиўден алдын, (<i>MN19-да көрсетилген адам(лар)</i>) (<i>аты</i>) денсаўлығын көриктен өткиздиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	
<p>PN9. Кетиўден алдын (<i>MN19-да көрсетилген адам(лар)</i>) <u>сизин</u> ден саўлығыңызды көриктен өткиздиме, мәселен, сизин денсаўлығыңыз ҳаққында сораўлар бердиме ямаса сизди көриктен өткердиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	
<p>PN10. (<i>MN19-да көрсетилген адам(лар)</i>) сизден кеткеннен кейин (<i>аты</i>) ким болсада ден саўлығын көриктен өткиздиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	<p>1 ⇒PN12</p> <p>2 ⇒PN19</p>
<p>PN11. Мен сиз бенен (<i>аты</i>) ден саўлығын туўылғаннан кейин көриктен өткизиў бойынша сөйлеспекшимен, мәселен, ким болсада (<i>аты</i>) көриктен өткиздиме киндигин тексерип көрдиме ямаса (<i>аты</i>) ҳәммеси кеўилдегидей екенлигине исеними жетгиме?</p> <p>(<i>Аты</i>) туўылғаннан кейин ким болсада оның ден саўлығы жағдайын тексерип көрдиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	<p>2 ⇒PN20</p>

<p>PN12. Бундай көриктен өткизиў тек бир мәртебе ямаса бир неше мәртебе өткизилдиге?</p>	<p>БИР МӨРТЕ 1</p> <p>БИР НЕШЕ МӨРТЕБЕ 2</p>	<p>1 ⇒PN13A</p> <p>2 ⇒PN13B</p>
<p>PN13A. Бул көрик туўуўдан қанша ўақыт өткеннен кейин өткизилди?</p> <p>PN13B. Туўуўдан кейин қанша ўақыт өткеннен кейин биринши көрик өткизилди?</p> <p><i>Егер бир күннен аз болса, саатларды жазың.</i> <i>Егер бир ҳәптедан аз болса, күнлерди жазың.</i> <i>Баска жағдайларда, ҳәптелерди жазың.</i></p>	<p>СААТЛАР..... 1 __ __</p> <p>КҮНЛЕР 2 __ __</p> <p>ҲӘПТЕЛЕР 3 __ __</p> <p>БМ / ЕСИМДЕ ЖОҚ..... 998</p>	
<p>PN14. (<i>Аты</i>) ден саўлық жағдайын ким көриктен өткизди?</p>	<p>ПРОФЕССИОНАЛ МЕДИЦИНА</p> <p>ХЫЗМЕТКЕРИ</p> <p>ШЫПАКЕР А</p> <p>МИЙИРБИКЕ/АКУШЕР В</p> <p>ФЕЛЬДШЕР С</p> <p>БАСҚА АДАМЛАР</p> <p>ТУЎЫЎ ЎАҚТЫНДАҒЫ ЖӨРДЕМШИ F</p> <p>АҒАЙЫН/ДОС..... Н</p> <p>БАСҚА (<i>көрсетиң</i>) X</p>	
<p>PN15. Бул көрик қай жерде өткизилди?</p> <p><i>Шөлкем түрин анықлаў мақсетинде анықластырыўшы сораўлар бериң.</i></p> <p><i>Егер мәмлекетлик ямаса жеке меншик екенин анықлай алмасаңыз, шөлкемниң атын киргизиң, кейин жуўаптың тийисли категориясын анықламағаниша, '76' деп жазып турың.</i></p> <p>_____</p> <p>(<i>Шөлкемниң аты</i>)</p>	<p>ҮЙДЕ</p> <p>РЕСПОНДЕНТТИҢ ҮЙИНДЕ 11</p> <p>БАСҚА ҮЙДЕ 12</p> <p>МӘМЛЕКЕТЛИК СЕКТОР</p> <p>МӘМЛЕКЕТЛИК ЕМЛЕЎХАНА 21</p> <p>АЎЫЛ ШЫПАКЕРЛИК ПУНКТИ, АЎЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӘСЛӘХӘТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӨРДЕМ КӨРСЕТИЎ ШӨЛКЕМИ 24</p> <p>БАСҚА МӘМЛЕКЕТЛИК ШӨЛКЕМ (<i>көрсатиң</i>) 26</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР</p> <p>ЖЕКЕ МЕНШИК ЕМЛЕЎХАНА..... 31</p> <p>ЖЕКЕ МЕНШИК АМБУЛАТОРЛЫҚ КЛИНИКА/ОРАЙ 32</p> <p>ЖЕКЕ МЕНШИК ТУЎЫЎ ҮЙИ/ЖЕКЕ МЕНШИК ТУЎЫЎ ШӨЛКЕМИ..... 33</p> <p>ЖЕКЕ ӘМЕЛИЯТ ЖҮРИТИЎШИ ШЫПАКЕР 34</p> <p>БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ ШӨЛКЕМИ (<i>көрсатиң</i>) 36</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ 76</p> <p>БАСҚА (<i>көрсетиң</i>) 96</p>	

PN16. MN20-ны тексерин: Бала медициналық шөлкемде тууылғанба?	АҰА, MN20=21-36 ЯМАСА 76 1 ЯҚ, MN20=11-12 ЯМАСА 96 2	2 ⇒PN18
PN17. Сиз (MN20-де көрсетілген шөлкемнің аты ямаса түрі) шығып кеткеннен кейін <u>сизің</u> ден саулығыңызды ким болсада көріктен өткердиде?	АҰА..... 1 ЯҚ..... 2	1 ⇒PN21 2 ⇒PN25
PN18. MN19-ды тексерин: Тууыұда профессионал медициналық хызметкер ямаса жергиликли тууыұ уақтындағы жәрдемши жәрдем бердиде?	АҰА А- F КАТЕГОРИЯЛАРЫ АРАЛЫҒЫНДАҒЫЛАРДАН КЕМ ДЕГЕНДЕ, БИРИ БЕЛГИЛЕНГЕН. 1 ЯҚ, А- F КАТЕГОРИЯЛАРЫ АРАЛЫҒЫНДАҒЫЛАРДАН ҶЕШ ҚАЙСЫСЫ БЕЛГИЛЕНБЕГЕН. 2	2 ⇒PN20
PN19. Тууғаннан кейин хәм (MN19-да көрсетілген адам(лар)) сизден кеткеннен кейін <u>сизің</u> ден саулығыңызды ким болсада көріктен өткердиде?	АҰА..... 1 ЯҚ..... 2	1 ⇒PN21 2 ⇒PN25
PN20. (Аты) тууылғаннан кейін <u>Сизің</u> ден саулығыңызды ким болсада тексерип, көрдиде мәселен, Сизің ден саулығыңыз хаққында сораулар бердиде ямаса көріктен өткеріу арқалы?	АҰА..... 1 ЯҚ..... 2	2 ⇒PN25
PN21. Бундай көріктен өткеріу тек бир мәртебе ямаса бир мәртеден көбирек өткерилдиде?	БИР МӨРТЕ 1 БИР МӨРТЕДЕН КӨБИРЕК 2	1 ⇒PN22A 2 ⇒PN22B
PN22A. Бул көрик тууыұдан қанша уақыт өткеннен кейин өткерилди? PN22B. Тууыұдан қанша уақыт өткеннен кейин биринши көрик өткерилди? <i>Егер бир күннен аз болса, саатларды жазың.</i> <i>Егер бир хәптедан аз болса, күнлерди жазың.</i> <i>Баска жағдайларда, хәптелерди жазың.</i>	СААТЛАР..... 1 ___ КҮНЛЕР 2 ___ ХӘПТЕЛЕР 3 ___ БМ/ЕСИМДЕ ЖОҚ..... 998	
PN23. Сол уақытта <u>сизің</u> ден саулығыңызды ким көріктен өткерди?	ПРОФЕССИОНАЛ МЕДИЦИНА ХЫЗМЕТКЕРИ ШЫПАКЕР А МИЙИРБИКЕ/АКУШЕР В ФЕЛЬДШЕР С БАСҚА АДАМЛАР ТУУЫҰ УАҚТЫНДАҒЫ ЖӘРДЕМШИ F АҒАЙЫН/ДОС H БАСҚА (көрсетиң) X	

<p>PN24. Бул көрик қай жерде өткизилди?</p> <p><i>Шөлкем турин анықлау мақсетинде анықластырыушы сораулар бериң.</i></p> <p><i>Егер мәмлекетлик ямаса жеке меншик екенин анықлай алмасаңыз, шөлкемнің атын киргизиң, кейин жууаптың тийисли категориясын анықламаганиша, '76' деп жазып турың.</i></p> <p>_____</p> <p>(Шөлкемнің аты)</p>	<p>ҮЙДЕ РЕСПОНДЕНТТИҢ ҮЙИНДЕ 11 БАСҚА ҮЙДЕ 12</p> <p>МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ СЕКТОР МӘМЛЕКЕТЛИК ЕМЛЕҰХАНА 21 АҰБЫЛ ШЫПАКЕРЛИК ПУНКТИ, АҰБЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӘСЛӘХӘТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӘРДЕМ КӨРСЕТИҰ ШӨЛКЕМИ 24 БАСҚА МӘМЛЕКЕТЛИК ШӨЛКЕМИ (көрсетиң) 26</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР ЖЕКЕ МЕНШИК ЕМЛЕҰХАНА 31 ЖЕКЕ МЕНШИК АМБУЛАТОРЛЫҚ КЛИНИКА/ОРАЙ 32 ЖЕКЕ МЕНШИК ТУҰБЫҰ ҮЙИ/ЖЕКЕ МЕНШИК ТУҰБЫҰ ШӨЛКЕМИ 33 ЖЕКЕ ӘМЕЛИЯТ ШЫПАКЕРИ 34 БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ ШӨЛКЕМИ (көрсетиң) 36</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ 76 БАСҚА (көрсетиң) 96</p>	
<p>PN25. Туўылғаннан кейинги дәслепки еки күн даўамында қандайда бир медицина хызметкери үйде ямаса медицина шөлкеминде төмендегилерден биреуин иследиме:</p> <p>[A] (<i>Аты</i>) киндигин тексердиме?</p> <p>[B] (<i>Аты</i>) температурасын өлшедиме?</p> <p>[C] Сизге көкирек пенен емизиу ҳаққында мәсләхәт бердиме?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>КИНДИКТИ ТЕКСЕРИҰ 1 2 8</p> <p>ТЕМПЕРАТУРАНЫ ӨЛШЕҰ 1 2 8</p> <p>КӨКИРЕК ПЕНЕН ЕМИЗИҰ ҲАҚҚЫНДА МӘСЛӘХӘТ БЕРИҰ 1 2 8</p>	
<p>PN26. MN36-ны тексериң: Баланы қашан болсада көкирек сүти менен емизгенбе?</p>	<p>АҰА, MN36=1 1 ЯҚ, MN36=2 2</p>	<p>2 ⇨ PN28</p>
<p>PN27. Көкирек сүти менен (<i>аты</i>) емизгенде гүзетип турдыма?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>КӨКИРЕК СҮТИ МЕНЕН ЕМИЗГЕНДЕ ГҮЗЕТИП ТУРДЫМА 1 2 8</p>	
<p>PN28. MN33-ти тексериң: Бала туўылған ўақытта салмағы өлшендима?</p>	<p>АҰА, MN33=1 1 ЯҚ, MN33=2 2 БМ, MN33=8 3</p>	<p>1 ⇨ PN29A 2 ⇨ PN29B 3 ⇨ PN29C</p>

<p>PN29A. Сиз (<i>аты</i>) туўылған ўақытта өлшенгенин айттыңыз. Усыдан кейин, медициналық хызмет көрсетиўши тәрәпинен еки күнниң ишинде және (<i>аты</i>) қайтадан өлшендиме?</p> <p>PN29B. Сиз (<i>аты</i>) туўылған ўақытында өлшенбегенин айттыңыз. Медициналық хызмет көрсетиўши тәрәпинен (<i>аты</i>) туўылғаннан кейинги еки күнниң ишинде улыўма өлшендиме?</p> <p>PN29C. Сиз (<i>аты</i>) туўылған ўақытта өлшенгенин билмейтуғыныңызды айттыңыз. Медициналық хызмет көрсетиўши тәрәпинен (<i>аты</i>) туўылғаннан кейинги еки күнниң ишинде улыўма өлшендиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	
<p>PN30. (<i>Аты</i>) туўылғаннан кейинги дәслепки еки күнниң ишинде медициналық хызмет көрсетиўши тәрәпинен сизге балаңызды көриктен өткерип болып, медицина шөлкемине емлениў ушын апарыўыңызды талап ететуғын белгилер ҳаққында хабар бердиме?</p>	<p>АўА..... 1</p> <p>ЯҚ..... 2</p>	

СР0. Мен сиз бенен басқа тема ҳаққында - шаңаракты жобаластырыў бойынша сөйлеспекшимен. Жубайлар жүкли болып қалыўдың алдын алыў ямаса кейинге созыў ушын ҳәр қыйлы метод ҳәм усыллардан пайдаланады. Сиз төмендегилер ҳаққында билесизбе?

<p>[A] Ҳаяллық стерилизациясы? <i>Анықлама:</i> Ҳаялларда бала көтермеу ушын операция қылыныўы мүмкин.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[B] Еркеклик стерилизациясы? <i>Анықлама:</i> Ер балаларда бала болмау ушын операция қылыныўы мүмкин.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[C] Матка ишиндеги контрацептивасы (ВМК)? <i>Анықлама:</i> Шыпакер ямаса мийирбике тәрәпинен ҳаяллардың ишине илмек ямаса спираль қойылыўы мүмкин.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[D] Шаншыўлар? <i>Анықлама:</i> Медицина хызметин көрсетиўиши тәрәпинен ҳаялларға бир ямаса бирнеше ай даўамында жүкли болмаўын тәмийинлеўиши шаншыў салыныўы мүмкин.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[E] Имплантантлар? <i>Анықлама:</i> Ҳаяллар шыпакер ямаса мийирбике тәрәпинен қолдың жоқары тәрәпине қойылатуғын бир ямаса бирнеше кишкене өзеклер салыныўы мүмкин, олар жүклиликтин бир ямаса бир неше жыл болмаўының алдын алады.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[F] Таблеткалар? <i>Анықлама:</i> Ҳаяллар жүклиликтин алдын алыў ушын ҳәр күни таблетка қабыллаўы мүмкин.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[G] Еркек презервативи? <i>Анықлама:</i> Ер адамлар жынысый қатнасықтан алдын жынысый ағзасына резина қаплама кийиўи мүмкин.</p>	<p>АЎА 1 ЯҚ..... 2</p>
<p>[H] Ҳаял презервативи? <i>Анықлама:</i> Ҳаяллар жынысый қатнастан алдын жынысый ағзасына қорғаныў қапلامасын салыўы мүмкин.</p>	
<p>[I] Диафрагма? <i>Анықлама:</i> Ҳаяллар сперматозоидты жатырға ямаса фаллопиялық түтиклерге киргизбеу ушын жынысый ағзасына жумсақ резинка салады.</p>	
<p>[J] Көбик / Геллер? <i>Анықлама:</i> Ҳаяллар спермицидди өнимлерди (мәселен, көбик, гель, крем) қолланыўы</p>	

<p><i>Жууан бериуге жәрдемлеспең.</i></p> <p>Егер бирнеше усыл айтылса, олардың хәр бирин киритиң.</p>	<p>МАТКА ИШИ СПИРАЛЫ С</p> <p>ШАНШЫҰЛАР D</p> <p>ИМПЛАНТАНТЛАР E</p> <p>ТАБЛЕТКА F</p> <p>ЕРКЕК ПРЕЗЕРВАТИВИ G</p> <p>ҲАЯЛ ПРЕЗЕРВАТИВИ H</p> <p>ДИАФРАГМА I</p> <p>КӨБИК/ГЕЛЬ J</p> <p>ЛАКТАЦИЯЛЫҚ АМЕНОРЕЯ УСЫЛЛАРЫ (LAM) K</p> <p>ДӘҰИРЛИ ӨЗИН ТУТЫҰ/РИТМ L</p> <p>ТОҚТАТЫЛҒАН ЖЫНЫСЫЙ ҚАТНАС M</p> <p>БАСҚА (<i>көрсетиң</i>) X</p>	
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ҚАНААТЛАНАРЛЫҚСЫЗ ҚӘЖЕТЛИЛІК		UN
UN1. CP1 тексерің: хәзирги ўақытта жүклиме?	АЎА, CP1=1..... 1 ЯҚ, БМ ЯМАСА АНЫҚ БИЛМЕЙМЕН CP1=2 ЯМАСА 8..... 2	2 ⇒UN6
UN2. Енди мен сиз бенен хәзирги жүклигиңиз ҳаққында сөйлеспекшимен. Сиз жүкли болған ўақытта, сиз сол гезде жүкли болыўды қәледиңизбе?	АЎА..... 1 ЯҚ..... 2	1 ⇒UN5
UN3. CM11-ди тексерің: Улыўма туўыўлар?	ЖОҚ..... 0 БИРЕЎ ЯМАСА БИРЕЎДЕН КӨП 1	0 ⇒UN4A 1 ⇒UN4B
UN4A. Сиз кейинлеў балалы болыўды қәледиңизбе ямаса улыўма балалы болыўды қәлемедиңизбе? UN4B. Сиз кейинлеў балалы болыўды қәледиңизбе ямаса улыўма (басқа) балалы болыўды қәлемедиңизбе?	КЕЙИНЛЕЎ..... 1 ЯҚ/УЛЫЎМА ЯҚ 2	
UN5. Хәзир мен Сизге келешек ҳаққында бир неше сораў бермекшимен. Сиз хәзир күтип атырған балаңыз туўылғаннан кейин және бир балалы болыўды қәлер едиңизбе ямаса басқа балалы болыўды қәлемейсизбе?	ЖӘНЕ БАСҚА БАЛАЛЫ БОЛЫЎДЫ 1 ЯҚ/УЛЫЎМА ЯҚ 2 ЕЛЕ ШЕШИМГЕ КЕЛМЕДИМ/БМ 8	1 ⇒UN8 2 ⇒UN14 8 ⇒UN14
UN6. CP4 тексерің: хәзирги ўақытта ҳаяллар стерилизациясы қолланылып атырма?	АЎА, CP4=A..... 1 ЯҚ, CP4≠A 2	1 ⇒UN14
UN7. Хәзир мен Сизге келешек ҳаққында бир неше сораў бермекшимен. Сиз (бир/басқа) балалы болыўды қәлейсизбе, ямаса улыўма (басқа) балалы болыўды қәлемейсизбе?	(БИР/БАСҚА) БАЛАЛЫ БОЛЫЎДЫ..... 1 УЛЫЎМА ЯҚ/ЯҚ 2 ЖҮКЛИ БОЛАЛМАЙМАН ДЕП АЙТЫП АТЫР..... 3 ЕЛЕ ШЕШИМГЕ КЕЛМЕДИМ/БМ 8	2 ⇒UN10 3 ⇒UN12 8 ⇒UN10
UN8. Сиз (бир/басқа) баланың дүньяға келиўине дейин қанша ўақыт күткен болар едиңиз? <i>Жуўапты респондент айтқандай етип киритиң.</i>	АЙЛАР..... 1 __ __ ЖЫЛЛАР..... 2 __ __ КҮТИЎДИ ҚӘЛЕМЕЙДИ (КЕЙИНИРЕК/ХӘЗИР) 993 ЖҮКЛИ БОЛА АЛМАЙМАН ДЕП АТЫР..... 994 НЕКЕДЕН ӨТКЕННЕН КЕЙИН..... 995 БАСҚА..... 996 БМ 998	994 ⇒UN12
UN9. CP1-ди тексерің: хәзирги ўақытта жүклима?	АЎА, CP1=1..... 1 ЯҚ, БМ ЯМАСА ИСЕНИМЛИ АЙТА АЛМАЙМАН, CP1=2 ЯМАСА 8..... 2	1 ⇒UN14
UN10. CP2-ни тексерің: хәзирги ўақытта қандайда бир усыл қолланып атырма?	АЎА, CP2=1..... 1 ЯҚ, CP2=2..... 2	1 ⇒UN14
UN11. Хәзирги ўақытта сиз физикалық түрде жүкли бола аласыз деп ойлайсызба?	АЎА..... 1 ЯҚ..... 2 БМ 8	1 ⇒UN14 8 ⇒UN14

<p>UN12. Неге сиз физикалык жақтан жүкли болуўға таяр эмеспен деп ойлайсыз?</p>	<p>СИЙРЕК ЖЫНЫСЫЙ ҚАТНАСЫҚЛАР/ ЖЫНЫСЫЙ ҚАТНАСЫҚТЫҢ ЖОҚЛЫҒЫ..... А МЕНОПАУЗА В ХЕШ ҚАШАН ЕТЕГИ (МЕНСТРУАЦИЯ) КЕЛМЕҰ С ГИСТЕРЭКТОМИЯ (МАТКАНЫ ХИРУРГИЯЛЫҚ ЖОЛ МЕНЕН АЛЫП ТАСЛАҰ) D 2 ХӘМ БИР НЕШЕ ЖЫЛ ДАҰАМЫНДА НӘТИЙЖЕСИЗ ЖҮКЛИ БОЛУҰҒА ХӘРЕКЕТ ЕТТИ E ТУҰЫҰДАН КЕЙИНГИ АМЕНОРЕЯ..... F КӨКИРЕК СУТИ МЕНЕН ЕМИЗИҰ G ХӘДДЕН ТЫС ҚАРТАЙҒАН H ТӘҒДИРДИҢ БУЙЫРҒАНЫНА ҚАЙЫЛМАН I БАСҚА (көрсетиң) _____ X БМ Z</p>	
<p>UN13. UN12-ни тексерің: «Хеш қашан етеги (менструация) келмеді» атап өтилгенбе?</p>	<p>АТАП ӨТИЛГЕН, UN12=C 1 АТАП ӨТИЛМЕГЕН, UN12≠C 2</p>	<p>1 ⇒ Ақыры</p>
<p>UN14. Сизде ақырғы етек келиу қашан басланды?</p> <p><i>Жууапты респондент айтқан бирлик бойынша киритиң.</i></p> <p><i>Егер «1 жыл» болса, сораң:</i></p> <p><i>Неше ай бұрын?</i></p>	<p>КҮНЛЕР БУРЫН..... 1 __ __ ХӘПТЕЛЕР БУРЫН..... 2 __ __ АЙЛАР БУРЫН 3 __ __ ЖЫЛЛАР БУРЫН 4 __ __ МЕНОПАУЗА/ГИСТЕРЭКТОМИЯҒА УШЫРАҒАН..... 993 АҚЫРҒЫ ТУҰЫҰДАН АЛДЫН..... 994 ХЕШ ҚАШАН ЕТЕГИМ КЕЛМЕДИ 995</p>	<p>993 ⇒ Ақыры 994 ⇒ Ақыры 995 ⇒ Ақыры</p>
<p>UN15. UN14-ти тексерің: Ақырғы етек келиу (менструация) ақырғы жыл дауамында болдыма?</p>	<p>АҰА, АҚЫРҒЫ ЖЫЛ ДАҰАМЫНДА 1 ЯҚ, БИР ЯМАСА ОННАН КӨП ЖЫЛ АЛДЫН..... 2</p>	<p>2 ⇒ Ақыры</p>
<p>UN16. Сиздеги ақырғы етек келиу қандай да бир жәмийетлик ушырасыуларға, билимлендириу шөлкемлерине ямаса жұмысқа баруға кесент еттиме?</p>	<p>АҰА..... 1 ЯҚ..... 2 БМ/ИСЕНИМЛИ АЙТА АЛМАЙМАН/ БУНДАЙ ХӘРЕКЕТЛЕР ЖОҚ..... 8</p>	
<p>UN17. Сиз үйде болған уақтыңызда, ақырғы етек келиу дәуиринде бөлек ханада жууынууға хәм кийимди өзгертиуге мүмкиншилик болдыма?</p>	<p>АҰА..... 1 ЯҚ..... 2 БМ 8</p>	
<p>UN18. Сиз гигиеналық прокладкалар, тампонлар ямаса тауар уксаған материаллардан пайдаланасызба?</p>	<p>АҰА..... 1 ЯҚ..... 2 БМ 8</p>	<p>2 ⇒ Ақыры 8 ⇒ Ақыры</p>
<p>UN19. Усы материалларды қайта пайдалануға болармеді?</p>	<p>АҰА..... 1 ЯҚ..... 2 БМ 8</p>	

<p>DV1. Арасында күйеуі өзінің хаялының хәрекетлеріне қәхәри келип ямаса ашыўланып турады. Сизиң пикириңизше, төмендеги жағдайларда күйеуі хаялын урыўға ямаса сабаўға ҳақлыма:</p>		
		АЎА ЯҚ БМ
<p>[A] Егер ол күйеуіне ҳеш зат айтпай үйден шығып кетсе?</p>	<p>АЙТПАЙ ШЫҒЫП КЕТЕДИ..... 1 2 8</p>	
<p>[B] Егер ол балаларға итибар бермесе?</p>	<p>БАЛАЛАРҒА ИТИБАР БЕРМЕЙДИ..... 1 2 8</p>	
<p>[C] Егер ол күйеуіне қарсылық көрсетсе?</p>	<p>ҚАРСЫЛЫҚ КӨРСЕТЕДИ 1 2 8</p>	
<p>[D] Егер ол жынысый қатнасықтан болыўдан бас тартса?</p>	<p>ЖЫНЫСЫЙ ҚАТНАСЫҚТАН БАС ТАРТАДЫ..... 1 2 8</p>	
<p>[E] Егер оның аўқаты күйип кететуғын болса?</p>	<p>АЎҚАТТЫ КҮЙДИРСЕ 1 2 8</p>	
<p>[F] Егер ол үй шарўасы менен шуғылланбаса?</p>	<p>ҮЙ ШАРЎАСЫ МЕНЕН ШУҒЫЛЛАНБАСА 1 2 8</p>	

<p>VT1. Басқалардың бар-жоқлығын тексерің. Дауам етпестен алдын конфиденциаллықты тәмийинлең. Енди Сизге <u>жеке</u> өзиниз қурбан болған қылмыслар ҳаққында бир неше сораўлар бермекшимен.</p> <p>Жууапларыңыз толығы менен сыр ҳәм ҳеш кимге айтылмайтуғынлығына және бир мәрте исеним билдиремен.</p> <p>Ақырғы үш жыл дауамында, яғный (сораўнама өткеріу айы) (сораўнама өткеріу жылы минус 3) жылдан, сизден биреу күш қолланып ямаса күш қолланаман деп қорқытып бир нәрсе алдыма ямаса алыуға ҳәрекет еттиме?</p> <p><i>Респондент жеке өзи қурбан болған жағдайларды есапқа алың ҳәм үй хожалагының басқа ағзалары қурбан болған жағдайларды есапқа алмаң.</i></p> <p><i>Керек болса, респондент ядқа түсириуине имканият бериң ҳәм бул ушын шәртли түрде жетерли дәрежеде уақыт бериң. Оны тынышлантырыуыңыз мүмкин: Бундай жағдайларды айрым уақытлары ядқа түсириу қыйын болады, соның ушын жууапларыңызды ойлап атырғаныңызда асықпаң.</i></p>	<p>АўА 1 ЯҚ 2 БМ 8</p>	<p>2 ⇒ VT9B 8 ⇒ VT9B</p>
<p>VT2. Бул ақырғы 12 ай дауамында болдыма, яғный (сораўнама өткеріу айы) (сораўнама өткеріу жылы минус 1) баслап?</p>	<p>АўА, АҚЫРҒЫ 12 АЙ ДАУАМЫНДА 1 ЯҚ, 12 АЙ АЛДЫН 2 БМ/ЕСЛЕЙ АЛМАЙМАН 8</p>	<p>2 ⇒ VT5B 8 ⇒ VT5B</p>
<p>VT3. Бул ақырғы 12 ай дауамында неше мәрте болды?</p> <p><i>Егер жууап «БМ/Еслей алмайман» болса, сораң: Бул бир, еки мәрте ямаса кеминде үш мәрте болдыма?</i></p>	<p>БИР РЕТ 1 ЕКИ РЕТ 2 ҮШ ОННАН КӨП РЕТ 3 БМ/ЕСЛЕЙ АЛМАЙМАН 8</p>	
<p>VT4. VT3-ти тексерің: бир ямаса бирнеше мәрте?</p>	<p>БИР РЕТ, VT3=1 1 БИР МӘРТЕДЕН КӨП ЯМАСА БМ, VT3=2, 3 ЯМАСА 8 2</p>	<p>1 ⇒ VT5A 2 ⇒ VT5B</p>
<p>VT5A. Усы жағдай болғанда сизден бир нәрсе урландыма?</p> <p>VT5B. Усы жағдай ақырғы мәрте болғанда, сизден бир нәрсе урландыма?</p>	<p>АўА 1 ЯҚ 2 БМ/ИСЕНИМЛИ АЙТА АЛМАЙМАН 8</p>	
<p>VT6. Сол адам(лар)да қурал бармеді?</p>	<p>АўА 1 ЯҚ 2 БМ/ИСЕНИМЛИ АЙТА АЛМАЙМАН 8</p>	<p>2 ⇒ VT8 8 ⇒ VT8</p>
<p>VT7. Қурал сыпатында пышақ, оқ атар қурал ямаса басқа бир нәрсе пайдаланылдыма?</p> <p><i>Барлығын киритиң.</i></p>	<p>АўА, ПЫШАҚ А АўА, ОҚ АТАР ҚУРАЛ В АўА, БАСҚА БИР НӘРСЕ Х</p>	

<p>VT8. Сиз ямаса басқа биреу бул ҳаққында ишки ислер органларына хабарладыма?</p> <p><i>Егер «АўА» болса, анықлаң: Хабарды өзиниз ямаса басқа биреу бердима?</i></p>	<p>АўА, РЕСПОНДЕНТ ХАБАРЛАДЫ 1 АўА, БАСҚА БИРЕУ ХАБАРЛАДЫ.....2 ЯҚ, ХАБАРЛАМАДЫ3 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН ...8</p>	<p>1 ⇒VT9A 2 ⇒VT9A 3 ⇒VT9A 8⇒VT9A</p>
<p>VT9A. Сиз ҳазир айтып өткен жағдайлардан тысқары, ақырғы үш жыл даўамында, яғный (сораўнама өткеріу айы) (сораўнама өткеріу жылы минус 3) жылдан баслап, физикалық хужимге ушырадыңызба?</p> <p>VT9B. Сол ақырғы үш жыл даўамында, яғный (сораўнама өткеріу айы) (сораўнама өткеріу жылы минус 3) жылдан баслап, сизге физикалық хужимге ушырадыңызба?</p> <p><i>Егер «Яқ» болса, анықластырың: Хужим үйде ямаса үйден тысқары жерде, мәселен, басқа биреудин үйинде, көшеде, билим бериу шөлкеминде, жәмийетлик транспортта, жәмийетлик аўқатланыу орынларда ямаса жумыс орнында болыуы мүмкин.</i></p> <p><i>Респондент жеке өзи қурбан болган жағдайларды есапқа алың; үй хожалагының басқа агзалары қурбан болган жағдайларды есапқа алмаң. Респонденттен бир нәрселерди урлау мақсети болган жағдайларды киритпең; олар VT1 сорау жууабында көрсетиледи.</i></p>	<p>АўА 1 ЯҚ 2 БМ 8</p>	<p>2 ⇒VT20 8 ⇒VT20</p>
<p>VT10. Бул ақырғы 12 ай даўамында болдыма, яғный (сораўнама өткеріу айы) (сораўнама өткеріу жылы минус 1) жылдан баслап?</p>	<p>АўА, АҚЫРҒЫ 12 АЙ ДАЎАМЫНДА 1 ЯҚ, 12 АЙ АЛДЫН 2 БМ/ЕСЛЕЙ АЛМАЙМАН..... 8</p>	<p>2 ⇒VT12B 8 ⇒VT12B</p>
<p>VT11. Бул ақырғы 12 ай даўамында неше мәрте болды?</p> <p><i>Егер жууап «БМ/Еслей алмайман» болса, анықлаң: Бул бир, еки мәрте ямаса кеминде үш мәрте болдыма?</i></p>	<p>БИР МӨРТЕ 1 ЕКИ МӨРТЕ 2 УШ ЯМАСА ОННАН КӨП МӨРТЕ 3 БМ/ЕСЛЕЙ АЛМАЙМАН..... 8</p>	<p>1 ⇒VT12A 2 ⇒VT12B 3 ⇒VT12B 8 ⇒VT12B</p>
<p>VT12A. Бул қай жерде болды?</p> <p>VT12B. Бул ақырғы мәрте қай жерде болды?</p>	<p>ҮЙДЕ 11 БАСҚА ҮЙДЕ..... 12 КӨШЕДЕ..... 21 ЖӘМИЙЕТЛИК ТРАНСПОРТДА 22 ЖӘМИЙЕТЛИК РЕСТОРАНДА/ КАФЕДЕ/БАРДА..... 23 БАСҚА ЖӘМИЙЕТЛИК ЖЕРДЕ (көрсетиң) 26 МЕКТЕПТЕ..... 31 ЖУМЫСТА 32 БАСҚА ЖЕРДЕ (көрсетиң) 96</p>	

VT13. Бул ҳуқуқбузарлықты әмелге асырыўда неше адам қатнасты? <i>Егер «БМ/Еслей алмайман» болса, анықлаң: Бир, еки ямаса кем дегенде үш адам болдыма?</i>	Бир 1 Еки 2 Үш ямаса оннан көп адам 3 БМ/ЕСЛЕЙ АЛМАЙМАН 8	1 ⇒VT14A 2 ⇒VT14B 3 ⇒VT14B 8 ⇒VT14B
VT14A. Ўақья жүз берген ўақытта сиз сол адамды таныдыңызба? VT14B. Ўақья жүз берген ўақытта сиз кем дегенде бир адамды таныдыңызба?	АўА 1 ЯҚ 2 БМ/ЕСЛЕЙ АЛМАЙМАН 8	
VT17. Сол адам(лар)да қурал бармеди?	АўА 1 ЯҚ 2 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН .. 8	2 ⇒VT19 8 ⇒VT19
VT18. Қурал сыпатында пышақ, оқ атар қурал ямаса басқа нәрсе пайдаланылдыма? <i>Барлығын киритиң.</i>	АўА, ПЫШАҚ А АўА, ОҚ АТАР ҚУРАЛ В АўА, БАСҚА БИР НӘРСЕ Х	
VT19. Сиз ямаса басқа биреу бул ҳаққында ишки ислер органларына хабарладыма? <i>Егер «АўА» болса, анықлаң: Хабарды өзиниз ямаса басқа биреу берди ма?</i>	АўА, РЕСПОНДЕНТ ХАБАРЛАДЫ 1 АўА, БАСҚА БИРЕЎ ХАБАРЛАДЫ 2 ЯҚ, ХАБАРЛАМАДЫ 3 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН .. 8	
VT20. Сиз күннің қараңғы ўақтында өзиниздің аймағыңызда жалғыз жүргенде өзинизди қаншелли қәўипсиз сезесиз?	ЖҮДӘ ҚӘЎИПСИЗ 1 ҚӘЎИПСИЗ 2 ҚӘЎИПЛИ 3 ЖҮДӘ ҚӘЎИПЛИ 4 ҚАРАҢҒЫДА ЖАЛҒЫЗ ЖҮРМЕЙМЕН 7	
VT21. Сиз күннің қараңғы ўақтында өзиниздің үйиңизде жалғыз болған ўақытта, өзинди қаншелли қәўипсиз сезесиз?	ЖҮДӘ ҚӘЎИПСИЗ 1 ҚӘЎИПСИЗ 2 ҚӘЎИПЛИ 3 ЖҮДӘ ҚӘЎИПЛИ 4 ҚАРАҢҒЫДА ЖАЛҒЫЗ ҚАЛМАЙМАН 7	
VT22. Ақырғы 12 ай даўамында сиз <u>өзинизди</u> төменде көрсетилген жағдайларға байланыслы кемситиўшилиқ ямаса қысылыўды сиздинизбе? [A] Этникалық келип шығыў ямаса көшип келиў бойынша? [B] Жынысқа байланыслы? [C] Жынысый бағдарға байланыслы? [D] Жасқа байланыслы? [E] Динге байланыслы? [F] Нәгиранлыққа байланыслы? [X] Басқа себеблерге байланыслы?	<p style="text-align: right;">АўА ЯҚ БМ</p> ЭТНИКАЛЫҚ КЕЛИП ШЫҒЫЎ /КӨШИП КЕЛИЎ БОЙЫНША 1 2 8 ЖЫНЫСҚА БАЙЛАНЫСЛЫ 1 2 8 ЖЫНЫСЫЙ БАҒДАРҒА БАЙЛАНЫСЛЫ 1 2 8 ЖАСҚА БАЙЛАНЫСЛЫ 1 2 8 ДИНГЕ БАЙЛАНЫСЛЫ 1 2 8 НӘГИРАНЛЫҚҚА БАЙЛАНЫСЛЫ 1 2 8 БАСҚА СЕБЕБЛЕР 1 2 8	

НЕКЕ/АЎҚАМ	МА	
МА1. Сиз ҳазир турмысқа шыққансызба ямаса ер адам менен рәсмий емес некедесизбе?	АЎА, ҲӨЗИР ТУРМЫСҚА ШЫҚҚАНМАН..... 1 АЎА, ҲӨЗИР ЕР АДАМ МЕНЕН ЖАСАЙМАН.....2 ЯҚ.....3	3 ⇒ МА5
МА2. Сизиң (күйеуиңиз/шеригиңиз) неше жаста? <i>Анықлаң:</i> Сизиң (күйеуиңиз/шеригиңиз) ақырғы туўылған күниңде неше жасқа толды?	ЖАСЫ ЖЫЛЛАРДА..... __ __ БМ.....98	
МА3. Өзиңизден басқа, сизиң (күйеуиңиз/шеригиңиз) диң басқа ҳаялы ямаса ҳаял-шериклери барма ямаса ол басқа ҳаяллар менен турмыс қурғандай болып жасайма?	АЎА..... 1 ЯҚ.....2	2 ⇒ МА7
МА4. Оның неше ҳаялы ямаса ҳаял-шериклери бар?	САНЫ..... __ __ БМ.....98	⇒ МА7 98 ⇒ МА7
МА5. Сиз қашан болсада турмысқа шықтыңызба ямаса ер адам менен рәсмий емес некеде жасадыңызба?	АЎА, БУРЫН ТУРМЫСҚА ШЫҚҚАНМАН.... 1 АЎА, БУРЫН ЕР АДАМ МЕНЕН ЖАСАДЫМ.....2 ЯҚ.....3	3 ⇒ Ақыры
МА6. Ҳәзирги шаңарақ жағдайыңыз қандай: жесирсизбе, ажырасқансызба ямаса бөлек жасайсызба?	ЖЕСИР..... 1 АЖЫРАСҚАН.....2 БӨЛЕК ЖАСАЙДЫ.....3	
МА7. Сиз алдын турмысқа шыққансызба ямаса ер адам менен рәсмий емес некеде бир мәрте ямаса бир неше мәрте жасадыңызба?	БИР МӨРТЕ..... 1 БИР МӨРТЕДЕН КӨП.....2	1 ⇒ МА8А 2 ⇒ МА8В
МА8А. Сиз қайсы айда хәм жылы (күйеуиңиз/шеригиңиз) бенен бирге жасай басладыңыз? МА8В. Сиз қайсы айда хәм қайсы жылы <u>биринши</u> (күйеуиңиз/шеригиңиз) бенен бирге жасай басладыңыз?	(БИРИНШИ) БИРГЕ ЖАСАЎ СӘНЕСИ АЙЫ..... __ __ АЙДЫ БМ.....98 ЖЫЛ..... __ __ __ __ ЖЫЛДЫ БМ.....9998	
МА9. МА8А/В-ны тексериң: 'ЖЫЛДЫ БМ' қиритилдима?	АЎА, МА8А/В=9998..... 1 ЯҚ, МА8А/В≠9998.....2	2 ⇒ Ақыры
МА10. МА7-ны тексериң: Тек бир неке/аўқам?	АЎА, МА7=1..... 1 ЯҚ, МА7=2.....2	1 ⇒ МА11А 2 ⇒ МА11В
МА11А. Сиз (күйеуиңиз/шеригиңиз) бенен бирге жасап баслағаныңызда неше жаста едиңиз? МА11В. Сиз <u>биринши</u> (күйеуиңиз/шеригиңиз) бенен бирге жасап баслағаныңызда неше жаста едиңиз?	ЖАСЫ ЖЫЛЛАРДА..... __ __	

РЕПРОДУКТИВ ДЕН САЎЛЫҚТЫ САҚЛАЎ БОЙЫНША ХАБАРЛАНДЫРЫЛҒАН ШЕШИМ ҚАБЫЛЛАЎ		ID
ID1. MA1-ди тексерің: <i>Хаял ҳәзирги ўақытта шаңарақлы ма ямаса биреў менен некесиз турмыста (гражданский брак) жасай ма?</i>	АЎА, MA1=1 ЯМАСА 2 1 ЯҚ, MA1=3 ЯМАСА ЖАЗЫЛМАҒАН 2	2 ⇒ Ақыры
ID2. Егер жынысый жақынлық қылыўды қәлемесеңиз, онда күйеўиңизге/партнериңизге яқ дей аласызба?	АЎА 1 ЯҚ 2 АНЫҚ ЖУЎАП ЖОҚ / ЖАҒДАЙҒА БАЙЛАНЫСЛЫ 8	
ID3. Енди сизден ден саўлығыңызға қараў ҳаққында сораўлар сорамақшыман. Сизиң ден саўлығыңызға қараў бойынша шешимлерди әдетте ким қабыл етеди: сиз, сизиң (күйеўиңиз/партнериңиз), сиз хәм сизиң (күйеўиңиз/партнериңиз) биргеликте, ямаса басқа биреў? <i>Егер басқа шешимди басқа биреў қабыл ететугын болса, анықластырың:</i> Айта аласыз ба шешимди ким (менен биргеликте) қабыл етеди (етесиз)?	РЕСПОНДЕНТ 1 КҮЙЕЎ / ПАРТНЕР 2 ОРТАҚ ШЕШИМ 3 БАСҚА (анықластырың) 6	
ID4. Өтиниш айта аласыз ба, сизиң репродуктив саламатлығыңызды тексертиўге барыўыңыз ушын шешимди ким қабыл етеди, мәселен, киши дәретке шыққаныңызда аўыратуғын ямаса ашыйтуғын сезим пайда болса? <i>Егер шешимди басқа биреў қабыл ететугын болса ямаса ортақ шешим болса, анықластырың:</i> Айта аласыз ба шешимди ким (менен биргеликте) қабыл етеди (етесиз)?	ТИЙКАРЫНАН РЕСПОНДЕНТ 1 ТИЙКАРЫНАН КҮЙЕЎИ / ПАРТНЕРЫ 2 РЕСПОНДЕНТ ХӘМ КҮЙЕЎИНИҢ / ПАРТНЕРЫНЫҢ ОРТАҚ ШЕШИМИ 3 БАСҚА (анықластырың) 6	
ID5A. CP1-ди тексерің: <i>Хәзирги ўақытта ҳәмиледарма?</i>	АЎА, CP1=1 1 ЯҚ, АНЫҚ ЖУЎАП ЖОҚ, CP1=2 ЯМАСА 8 ... 2	1 ⇒ Ақыры
ID5B. CP2-ни тексерің: <i>Хаял ҳәзирги ўақытта ҳәмиледарлықты кешиктириў ямаса алдын алыў ушын бир нәрсе ислеп ямаса қандай да бир усыл қолланып жүрме?</i>	АЎА, CP2=1 1 ЯҚ, CP2=2 2	1 ⇒ ID6A
ID5C. UN12-ни тексерің: <i>Ең кеминде бир жуўап категориясы жазылғанба (A дан Z га дейин)?</i>	АЎА, ЕҢ КЕМИНДЕ БИРЕЎИ 1 ЯҚ, ХЕШ БИРИ ЖАЗЫЛМАҒАН 2	1 ⇒ Ақыры 2 ⇒ ID6B

<p>ID6A. Сиз ҳазирги ўақытта контрацептива қолланып жүргениңизди айтқан едиңиз.</p> <p>Айта аласыз ба, контрацептива қолланыў тийкарынан сизиң шешилиңизбе, тийкарынан күйеўиңиздиң/партнерыңыздың шешимиме ямаса екеўиңиздиң ортақ шешилиңизбе?</p>	<p>ТИЙКАРЫНАН РЕСПОНДЕНТ 1</p> <p>ТИЙКАРЫНАН КҮЙЕҰИ/ПАРТНЕРЫ 2</p> <p>РЕСПОНДЕНТ ҲӘМ КҮЙЕҰИНИҢ/ ПАРТНЕРЫНЫҢ ОРТАҚ ШЕШИМИ..... 3</p> <p>ДЕН САҰЛЫҚТЫ САҚЛАҰ ХЫЗМЕТКЕРИ .. 4</p>	
<p>ID6B. Сиз ҳазирги ўақытта контрацептива қолланбай жүргениңизди айтқан едиңиз.</p> <p>Айта аласызба, контрацептива қолланбаў тийкарынан сизиң шешилиңизбе, тийкарынан күйеўиңиздиң/партнерыңыздың шешимиме ямаса екеўиңиздиң ортақ шешилиңизбе?</p>	<p>БАСҚА (<i>атап өтиң</i>) 6</p>	

ЕР ЖЕТКЕН ИНСАН ФУНКЦИЯЛАРЫ		AF
<p>AF1. <i>WB4-ти тексериң: Респонденттиң жасы?</i></p>	<p>ЖАСЫ 15-17 1</p> <p>ЖАСЫ 18-49 2</p>	1 ⇨ <i>Ақыры</i>
<p>AF2. Сиз көз әйнек ямаса контакт линзалардан пайдаланасызба?</p> <p><i>Оқыў ушын арналған көз әйнек ҳәм киреди.</i></p>	<p>АҰА..... 1</p> <p>ЯҚ..... 2</p>	
<p>AF3. Сиз еситиў аппаратынан қолланасызба?</p>	<p>АҰА..... 1</p> <p>ЯҚ..... 2</p>	
<p>AF4. Енди мен сизден өмирде ушырайтуғын қыйыншылықлар ҳаққында сораيمان. Ҳәр бир ҳәрекет ушын төрт жуўап бар. Сиз төмендегилерди айтыўыңыз мүмкин: 1) қыйын емес, 2) бираз қыйын, 3) жүдә қыйын ямаса 4) сиз ҳәрекетти улыўма орынлай алмайсыз.</p> <p><i>Респондент жуўап вариантларынан биреўин айтпаған жағдайда жеке сораўлардың ўақтында вариантларын қайталаң:</i></p> <p>Есиңде болсын, мүмкин болған төрт жуўап: 1) қыйын емес, 2) бираз қыйын, 3) жүдә қыйын ямаса 4) сиз ҳәрекетти улыўма орынлай алмайсыз.</p>		
<p>AF5. <i>AF2-ни тексериң: Респондент көз әйнек ямаса контакт линзаларынан пайдаланама?</i></p>	<p>АҰА, AF2=1 1</p> <p>ЯҚ, AF2=2 2</p>	1 ⇨ <i>AF6A</i> 2 ⇨ <i>AF6B</i>
<p>AF6A. Көз әйнек ямаса контакт линзалар менен пайдаланғаныңызда көриўиңиз қыйын болама?</p> <p>AF6B. Сизге көриў қыйыншылық туўдырама?</p>	<p>ҚЫЙЫН ЕМЕС..... 1</p> <p>АЗҒАНА ҚЫЙЫН 2</p> <p>ЖҮДӘ ҚЫЙЫН..... 3</p> <p>УЛЫҰМА КӨРЕ АЛМАЙМАН..... 4</p>	
<p>AF7. <i>AF3-ти тексериң: Респондент еситиў аппаратынан пайдаланама?</i></p>	<p>АҰА, AF3=1 1</p> <p>ЯҚ, AF3=2 2</p>	1 ⇨ <i>AF8A</i> 2 ⇨ <i>AF8B</i>
<p>AF8A. Еситиў аппаратынан пайдаланғаныңызда Сизге еситиў қыйын болама?</p> <p>AF8B. Сиз еситиўге қыйналасызба?</p>	<p>ҚЫЙЫН ЕМЕС..... 1</p> <p>АЗҒАНА ҚЫЙЫН 2</p> <p>ЖҮДӘ ҚЫЙЫН..... 3</p> <p>УЛЫҰМА ЕСИТЕ АЛМАЙМАН..... 4</p>	

AF9. Сизге пияда журиўге ямаса текшеге көтерилюўге қыйналасызба?	ҚЫЙЫН ЕМЕС..... 1 АЗҒАНА ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН..... 3 УЛЫҰМА ЖҮРЕ АЛМАЙМАН/ ТЕКШЕГЕ КӨТЕРИЛЕ АЛМАЙМАН 4	
AF10. Сиз еслеп қалыўға ямаса итибарды жәмлеўге қыйналасызба?	ҚЫЙЫН ЕМЕС..... 1 АЗҒАНА ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН..... 3 УЛЫҰМА ЕСЛЕП ҚАЛА АЛМАЙМАН/ ИТИБАРДЫ ЖӘМЛЕЙ АЛМАЙМАН 4	
AF11. Сиз өз мүтәжликлериңизди қандырыўға қыйналасызба, мәселен, шомылыўға ямаса қийиниўге?	ҚЫЙЫН ЕМЕС..... 1 АЗҒАНА ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН..... 3 УЛЫҰМА ӨЗИМЕ ҚАРАЙ АЛМАЙМАН..... 4	
AF12. Сиз өз әдетий тилиңизден пайдаланғанда сөйлесиўге қыйналасызба, мәселен, биреўлерди тусиниўге ямаса түсиникли болыўға?	ҚЫЙЫН ЕМЕС..... 1 АЗҒАНА ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН..... 3	

АИВ/АИЖС		НА
<p>НА1. Ҳазир мен Сиз бенен басқа нәрсе ҳаққында сөйлеспекшимен.</p> <p>Сиз АИВ ямаса АИЖС ҳаққында улыўма еситтиңизбе?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	2 ⇒ Ақыры
<p>НА2. АИВ - бул АИЖС ға алып келиўи мүмкин болған вирус.</p> <p>Басқа жынысый шериги болмаған инфекция жуқтырмаған тек бир жынысый шерикке ийе болып, адамлар АИВ вирусын жуқтырыў кәўипин кемейтиўи мүмкинбе?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>НА3. Адамлар пешшениң шағыўы арқалы АИВ жуқтыра алама?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>НА4 Адамлар ҳәр бир жынысый қатнас ўақтында презервативтен қолланыў арқалы АИВ жуқтырыў мүмкиншилигин азайта алама?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>НА5. Адамлар АИВ жуқтырған адам менен бирге аўқатланыў арқалы АИВ жуқтыра алама?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>НА6. Адамлар ғайры тәбийий жол ямаса дуўалаў менен АИВ жуқтырып алыўлары мүмкинбе?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>НА7. Дени саў көриниске ийе адамда АИВ болыўы мүмкинбе?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>НА8. АИВ анадан балаға өтиўи мүмкинбе?</p> <p>[А] Жүклилик ўақтында?</p> <p>[В] Босаныў ўақтында?</p> <p>[С] Көкирек сүти менен емизгенде?</p>	<p>АЎА ЯҚ БМ</p> <p>ЖҮКЛИЛИК ҰАҚТЫНДА..... 1 2 8</p> <p>БОСАНЫҰ ҰАҚТЫНДА..... 1 2 8</p> <p>КӨКИРЕК СҮТИ МЕНЕН ЕМИЗГЕНДЕ..... 1 2 8</p>	
<p>НА9. НА8[А], [В] хәм [С]-ны тексериң: Кем дегенде бир мәрте “АЎА” киритилгенбе?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	2 ⇒ НА11
<p>НА10. Шыпакер ямаса мийирбике АИВ менен кеселленген ҳаялға, балаға вирусты жуқтырыў кәтерин кемейтириў ушын бере алатуғын қандайда бир арналған дәри-дәрманлар барма?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	

<p>HA11. CM17-ни тексериң: Ақырғы 2 жыл дауамында тири тууылыу болдыма?</p> <p>Тууылыу тарийхында (CM18) ақырғы тири тууылган баланың атын усы жерге көшириң ҳәм көрсетилген жерлерге қолланың:</p> <p>Аты _____</p>	<p>АЎА, CM17=1 1</p> <p>ЯҚ, CM17=0 ЯМАСА БОС 2</p>	<p>2 ⇨ HA24</p>
<p>HA12. MN2-ни тексериң: Тууыу алды жәрдеми көрсетилгенбе?</p>	<p>АЎА, MN2=1 1</p> <p>ЯҚ, MN2=2..... 2</p>	<p>2 ⇨ HA17</p>
<p>HA13. (Аты) жүкли болған ўақытыңызда тууыу алды көриги дауамында төменде көрсетилгенлерден мағлыұматлардан қайсы биреуи болсада берилдима:</p> <p>[A] Балалардың өз аналарынан АИВ жуқтырып алыуы?</p> <p>[B] АИВ жуқтырыудың алдын алыу үшін Сиз тәрәпинен исленетуғын иләжлар бойынша?</p> <p>[C] АИВ ға қалай тексериуден өтиу?</p> <p>Сизге:</p> <p>[D] АИВ ға тесттен өтиу усынылдыма?</p>	<p style="text-align: right;">АЎА ЯҚ БМ</p> <p>АНАЛАРДАН АИВ ЖУҚТЫРҒАН БАЛАЛАР ҲАҚҚЫНДА 1.....28</p> <p>АИВ ЖУҚТЫРЫУДЫҢ АЛДЫН АЛЫУ ҲАҚҚЫНДА..... 1 2 8</p> <p>АИВ ҒА ТЕКСЕРИЛИУ ҲАҚҚЫНДА..... 1...2 .8</p> <p>АИВ ҒА ТЕСТ УСЫНЫУ ҲАҚҚЫНДА..... 1...2..8</p>	
<p>HA14. Мен нәтийжелерин билгим келмейди, бирақ сиз тууыу алды көриги шенберинде АИВ ға тексерилдинизба?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	<p>2 ⇨ HA17</p> <p>8 ⇨ HA17</p>
<p>HA15. Мен нәтийжелерин билгим келмейди, бирақ сиз тест нәтийжелерин алдыңызба?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	<p>2 ⇨ HA17</p> <p>8 ⇨ HA17</p>
<p>HA16. Тест нәтийжесин алғаннан кейин сизге АИВ ға байланыслы бир ден саулыққа байланыслы мағлыұмат ямаса кеңес берилдима?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>	
<p>HA17. MN20-ти тексериң: Бала медициналық мекемеде тууылдыма?</p>	<p>АЎА, MN20=21-36 ЯМАСА 76 1</p> <p>ЯҚ, MN20=11-12 ЯМАСА 96..... 2</p>	<p>2 ⇨ HA21</p>
<p>HA18. Сиз босаныу үшін медициналық мекемеге түскен ўақыт пенен бала тууылған ўақыт аралығында, Сизге АИВ ға тест тапсырыу усыныс етилдима?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	
<p>HA19. Мен нәтийжелерин билгим келмейди, бирақ сол ўақытта Сиз АИВ ға тест тапсырдыңызба?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	<p>2 ⇨ HA21</p>
<p>HA20. Мен нәтийжелерин билгим келмейди, бирақ Сиз тест нәтийжелерин алдыңызба?</p>	<p>АЎА..... 1</p> <p>ЯҚ..... 2</p>	<p>1 ⇨ HA22</p> <p>2 ⇨ HA22</p>
<p>HA21. HA14-ти тексериң: Респондент тууыу алды көриги шеңберинде АИВ ға тексерилгенбе?</p>	<p>АЎА, HA14=1 1</p> <p>ЯҚ ЯМАСА ЖУУАП ЖОК, HA14≠1 2</p>	<p>2 ⇨ HA24</p>

HA22. Сиз жуқлилик ўақтында тексеріуден өткенли берли оннан кейин АИВ ға тесттен өттиңизба?	АўА..... 1 ЯҚ..... 2	1 ⇨HA25
HA23. Сиз АИВ ға ақырғы мәрте тест тапсырғаныңызға неше ай болды?	12 АЙДАН АЗ 1 12-23 АЙЛАР АЛДЫН..... 2 ЕКИ ЯМАСА ОННАН КӨП ЖЫЛ 3	1 ⇨HA28 2 ⇨HA28 3 ⇨HA28
HA24. Мен нәтийжелерин билгим келмейди, бирақ сиз улыўма АИВ ға тест тапсырғансызба?	АўА..... 1 ЯҚ..... 2	2 ⇨HA27
HA25. Сиз АИВ ға ақырғы мәрте тест тапсырғаныңызға неше ай болды?	12 АЙДАН АЗ 1 12-23 АЙЛАР АЛДЫН..... 2 ЕКИ ЯМАСА ОННАН КӨП ЖЫЛ 3	
HA26. Мен нәтийжелерин билгим келмейди, бирақ сиз тест нәтийжелерин алдыңызба?	АўА..... 1 ЯҚ..... 2 БМ..... 8	1 ⇨HA28 2 ⇨HA28 8 ⇨HA28
HA27. Сиз АИВ ға тест тапсырыўға болатуғын жер ҳаққында билесизбе?	АўА..... 1 ЯҚ..... 2	
HA28. Сиз адамлар өзлерин жеке тартипте АИВ ға тексеріуи мумкин болған тест усыллары топламы ҳаққында еситтиңизбе?	АўА..... 1 ЯҚ..... 2	2 ⇨HA30
HA29. Сиз қашан болсада жеке тәртипте тексеріуи мумкин болған тест усылы топламы жәрдеминде өзиңизди АИВ ға тексердиңизба?	АўА..... 1 ЯҚ..... 2	
HA30. Егер сатыўшыда АИВ барлығын билетуғын болсаңыз, сиз бул адамдан палыз өнимлерин сатып алған болар едиңизба?	АўА..... 1 ЯҚ..... 2 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8	
HA31. Сиз, АИВ вирусы менен жасап атырған балалар АИВ вирусы жоқ балалар менен бирге мектепке барыўына рухсат берилиўи керек деп ойлайсызба?	АўА..... 1 ЯҚ..... 2 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8	
HA32. Сиз, адамлар егер олардың АИВ ға тексерилиў натийжеси қанаатлантырарлы шығатуғын болса, басқалардың оларға мүнәсибети өзгериўи мумкинлигинен қорқып, АИВ тестинен өтиўге екиленип қалады деп ойлайсызба?	АўА..... 1 ЯҚ..... 2 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8	
HA33. Адамлар АИВ менен жасап атырған ямаса оларға жуққан деп ойлап атырған инсанлар ҳаққында жаман гәплер айтама?	АўА..... 1 ЯҚ..... 2 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8	
HA34. АИВ менен жасап атырған ямаса оларға жуққан деп ойлап атырған инсанлар басқалардың оларға болған ҳүрметин жоғалтадыма?	АўА..... 1 ЯҚ..... 2 БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8	

<p>НАЗ5. Сиз төмендеги гәпке қосыласызба ямаса қосылмайсызба?</p> <p>Егер мениң шаңарағымның биреуінде АИВ болса, мен уялатуғын болар едим.</p>	<p>ҚОСЫЛАМАН..... 1</p> <p>ҚОСЫЛМАЙМАН..... 2</p> <p>БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8</p>	
<p>НАЗ6. Егер сизге АИВ менен жасап атырған инсанның силекейи тийсе, сиз АИВ жуқтырып қалыудан қорқасызба?</p>	<p>АҰА..... 1</p> <p>ЯҚ..... 2</p> <p>АИВ БАР ДЕП АЙТЫП АТЫР 7</p> <p>БМ/ИСЕНИМ МЕНЕН АЙТА АЛМАЙМАН/ ЖАҒДАЙҒА БАЙЛАНЫСЛЫ..... 8</p>	

WM10. <i>Ўақытты жазың.</i>	СААТ ҲӘМ МИНУТЛАР :	
WM11. <i>Сораўнама толығы менен басқалардан бөлек тәризде өткерилдима ямаса толық сораўнама өткеріу уақытында ямаса оның бир бөлегинде басқа биреу қатнастыма?</i>	АЎА, СОРАЎНАМА ТОЛЫҒЫ МЕНЕН БАСҚАЛАРДАН БӨЛЕК ӨТКЕРИЛДИ..... 1 ЯҚ, СОРАЎНАМА ТОЛЫҒЫ МЕНЕН БАСҚА АДАМЛАР ҚАТНАСЫНДА ӨТКЕРИЛДИ (көрсетиң)..... 2 ЯҚ, СОРАЎНАМАНЫҢ БИР БӨЛИГИНДЕ БАСҚА АДАМЛАР ҚАТНАСТЫ (көрсетиң)..... 3	
WM12. <i>Сораўнама қайсы тилде толтырылды.</i>	ӨЗБЕК..... 2 РУС 3 ҚАРАҚАЛПАҚ..... 4	
WM13. <i>Сәубет қайсы тилде алып барылды.</i>	ӨЗБЕК..... 2 РУС 3 ҚАРАҚАЛПАҚ..... 4 БАСҚА ТИЛ (көрсетиң)..... 96	
WM14. <i>Респонденттиң ана тили.</i>	ӨЗБЕК..... 2 РУС 3 ҚАРАҚАЛПАҚ..... 4 ТӘЖИК 5 ҚЫРҒЫЗ..... 6 ҚАЗАҚ..... 7 ТУРКМЕН..... 8 БАСҚА ТИЛ (көрсетиң)..... 96	
WM15. <i>Усы сораўнаманың қандайда бир бөлегинде аудармашыдан пайдаланылдыма?</i>	АЎА, БАРЛЫҚ СОРАЎНАМА УШЫН..... 1 АЎА, СОРАЎНАМАНЫҢ БИР БӨЛИГИНДЕ 2 ЯҚ, ПАЙДАЛАНЫЛМАДЫ 3	

WM16. «ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫ»ның «ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ ДИЗИМИ»ндеги HL10 хәм HL20 үстинлерин тексерің:

Респондент усы үй хожалығында жасап атырған, 0-4 жастағы баланың анасы ямаса тәрбияләушысыма?

- Аўа ⇒ *ҲАЯЛЛАР ҲАҚҚЫНДА МАҒЛЫЎМАТЛАР ПАНЕЛИ*ниң WM17 графасына барың хәм '01' деп киритиң. Кейин усы бала ушын «БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР ҲАҚҚЫНДА СОРАЎНАМА»га өтиң хәм усы респондент пенен сораўнаманы баслаң.
- ЯҚ ⇒ «ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫ»ндагы HH26-HH27 тексерің: «5-17 ЖАСТАҒЫ БАЛАЛАР ҲАҚҚЫНДА СОРАЎНАМА» ушын таңланған 5-17 жастағы бала барма?
 - Аўа ⇒ «ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫ»ның «ҮЙ ХОЖАЛЫҒЫ АҒЗАЛАРЫ ДИЗИМИ»ндеги HL20 үстинин тексерің: Респондент усы үй хожалығында жасап атырған «5-17 ЖАСТАҒЫ БАЛАЛАР ҲАҚҚЫНДА СОРАЎНАМА» ушын таңлап алынған баланың анасы ямаса тәрбияләушысыма?
 - Аўа ⇒ *ҲАЯЛ ҲАҚҚЫНДАҒЫ МАҒЛЫЎМАТ ПАНЕЛИ*ндеги WM17 графасына барың хәм ол жерге '01' деп киритиң. Кейин усы бала ушын «5-17 ЖАСТАҒЫ БАЛАЛАР ҲАҚҚЫНДА СОРАЎНАМА»га өтиң хәм усы респондент пенен сораўнаманы баслаң.
 - ЯҚ ⇒ *ҲАЯЛ ҲАҚҚЫНДАҒЫ МАҒЛЫЎМАТ ПАНЕЛИ*ндеги WM17 графасына барың хәм ол жерге '01' деп киритиң. Кейин респондентке миннетдаршылық билдирип, сораўнаманы жуўмақлаң. Усы үй хожалығында және басқа сораўнамалар толтырыў керек ямаса керек емеслигин тексерің.
 - ЯҚ ⇒ *ҲАЯЛ ҲАҚҚЫНДАҒЫ МАҒЛЫЎМАТ ПАНЕЛИ*ндеги WM17 графасына барың хәм ол жерге '01' деп киритиң. Кейин респондентке миннетдаршылық билдирип, сораўнаманы жуўмақлаң. Усы үй хожалығында және басқа сораўнамалар толтырыў керек ямаса керек емеслигин тексерің.

ИНТЕРВЬЮ ӨТКИЗИЎШИНИҢ ПИКИРЛЕРИ

БАСШЫНЫҢ ПИКИРЛЕРИ

5-17 ЖАСТАҒЫ БАЛАЛАР БОЙЫНША МАҒЛЫҰМАТЛАР ПАНЕЛИ		FS
FS1. Кластер номери: _____	FS2. Үй хожалығы номери: _____	
FS3. Баланың аты хәм қатар номери: АТЫ _____	FS4. Ананың/тәрбиялаушының аты хәм қатар номери: АТЫ _____	
FS5. Интервью алыушының аты хәм қатар номери: АТЫ _____	FS6. Супервайзердің аты хәм қатар номери: АТЫ _____	
FS7. Сораўнама өткерилген Күн / Ай / Жыл: _____ / _____ / <u>202</u> _____	FS8. Ұақытты жазың:	СААТ : МИНУТ _____ : _____

<p>ҮЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫНДА ҮЙ ХОЖАЛЫҒЫ ДИЗИМИНИҢ HL6 графасында респонденттиң жасын тексерин:</p> <p>Егер 15-17 жас болса, жасы үлкенлердің разылығы (НН33) алынғанына ямаса зәрүрлик жоқлығына анықлық киритиң (HL20 = 90). Егер разылық зәрүр болса, бирақ алынбаған болса, сораўнама өткерилмеуи керек, ал FS 17-ге «06» деп киритиу керек. Респондент кем дегенде 15 жаста болуы керек. 15-17 жаста болған баланың үй хожалығында анасы ямаса тәрбиялаушысы жоқ болған жүдә кем жағдайларда (HL20 = 90), респондент баланың өзи болады.</p>		
FS9. Усы үй хожалығында толтырылған сораўнамаларды тексериң: Сиз ямаса сизиң команданың басқа ағзасы усы респондент пенен басқа сораўнама ушын сәўбетлескен бе?	АҰА, СӘЎБЕТЛЕСКЕН.....1 ЯҚ, БИРИНШИ СӘЎБЕТ.....2	1 ⇒FS10B 2 ⇒FS10A
FS10A. Ассалаўма әлейкум, мениң атым (<i>сизиң атыңыз</i>). Биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиненбиз. Биз балалардың, шаңарақлардың хәм үй хожалықларының жағдайы бойынша сораўнама өткерип атырмыз. Сиз бенен (<i>FS3-теги баланың аты</i>) денсаўлығы хәмде хал-жағдайы хаққында сөйлеспекшимен. Бул сораўнама шама менен 20 минутты алады. Биз алған барлық мағлыўмат қатаң түрде сырлы хәм аноним болып қалады. Егерде сиз бул ямаса басқа сораўға жуўап бериуди қәлемесеңиз ямаса сораўнаманы тоқтатыуды қәлесеніз, маған хабарлаң. Егер сизде усы сораўнама бойынша сораўлар болса, биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиниң жуўапкер хызметкери менен байланыс мағлыўматларын беремиз. Мен басласам болама?	FS10B. Енди сиз бенен (<i>FS3-деги баланың аты</i>) денсаўлығы хәмде хал-жағдайы хаққында кеңирек сөйлеспекшимен. Бул сораўнама шама менен 20 минутты алады. Және қайталайман, биз алған барлық мағлыўмат қатаң түрде сырлы хәм аноним болып қалады. Егерде сиз бул ямаса басқа сораўға жуўап бериуди қәлемесеңиз ямаса сораўнаманы тоқтатыуды қәлесеніз, маған хабарлаң. Мен басласам болама?	
АҰА.....1 ЯҚ.....2	1 ⇒ «БАЛА ХАҚҚЫНДА МАҒЛЫҰМАТ» МОДУЛИ 2 ⇒FS17	
FS17. 5-17 жастағы балалар менен сәўбет нәтийжеси Респондентке тийисли кодлар. Хәр бир «Сораўнама өткерилмеди» түри нәтийжесин басшы менен додалаң.	ӨТКИЗИЛДИ 01 ҮЙДЕ ЕМЕС..... 02 СОРАҰНАМАДА ҚАТНАСЫҰДАН БАС ТАРТТЫ..... 03 БИР БӨЛЕГИ ӨТКИЗИЛДИ..... 04 ЖУЎАП БЕРЕТУҒЫН ЖАҒДАЙДА ЕМЕС (көрсетиң) _____ 05 15-17 ЖАСТАҒЫ БАЛАНЫҢ АНАСЫ/ТӘРБИЯЛАҰШЫНЫҢ РАЗЫШЫЛЫҒЫ ЖОҚЛЫҒЫ..... 06 БАСҚА (көрсетиң) _____ 96	

БАЛА ҲАҚҚЫНДА МАҒЛЫҰМАТ		СВ
СВ1. 5-17 ЖАСТАҒЫ БАЛАЛАР ҲАҚҚЫНДА МАҒЛЫҰМАТЛАР ПАНЕЛИ ндеги (FS4) респонденттиң хәм ҮЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫндағы (НН47) респонденттиң қатар номерин тексериң: бул респондент ҮЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫНА жууап берген респондентпа?	АҰА, РЕСПОНДЕНТ БИР АДАМ, FS4=НН47 1 ЯҚ, РЕСПОНДЕНТ БИР АДАМ ЕМЕС, FS4#НН47 2	1 ⇒ Ақыры
СВ2. (Аты) қайсы ай хәм жылы туўылды? <i>Ай менен жыл жазылыўы шарт.</i>	ТУҰЫЛҒАН СӘНЕСИ АЙ..... __ __ ЖЫЛ..... __ __ __ __	
СВ3. (Аты) неше жаста? <i>Анықлаң:</i> Ақырғы туўылған күнинде (аты) неше жаста еди? <i>Жасты толық жылларда көрсетиң.</i> <i>Егер СВ2 хәм СВ3 жууаплары сәйкес келмесе, анықластырыўшы сораўлар бериң хәм тўўрылаң.</i>	ЖАСЫ (ТОЛЫҚ ЖАСАҒАН ЖЫЛЛАР).. __ —	
СВ4. (Аты) қай ўақытта болсада билимлендириў шөлкемине ямаса мектепке шекемги шөлкемге барғанба?	АҰА 1 ЯҚ 2	2 ⇒ Ақыры
СВ5. (Аты) қай ўақытта болсада алған ең жоқарғы билим дәрежеси қандай хәм қайсы ең жоқарғы класс/курса барған?	МЕКТЕПКЕ ШЕКЕМГИ 000 БАСЛАНҒЫШ.....1 __ __ ОРТА2 __ __ ОРТА АРНАҰЛЫ КӘСИПЛИК3 __ __ ЖОҚАРҒЫ.....4 __ __	000 ⇒ СВ7
СВ6. Ол усы класс/курсты тамамлағанба?	АҰА 1 ЯҚ 2	
СВ7. (Аты) усы 2020/2021 оқыў жылының қандайда бир ўақыт даўамында билимлендириў шөлкемине ямаса мектепке шекемги билимлендириў шөлкемине барғанба?	АҰА 1 ЯҚ 2	2 ⇒ СВ9
СВ8. (Аты) усы 2020/2021 оқыў жылы даўамында қандай билим дәрежесин <u>алып атыр</u> ямаса қандай класс/курса <u>барып атыр</u> ?	МЕКТЕПКЕ ШЕКЕМГИ 000 БАСЛАНҒЫШ.....1 __ __ ОРТА2 __ __ ОРТА АРНАҰЛЫ КӘСИПЛИК3 __ __ ЖОҚАРҒЫ4 __ __	
СВ9. (Аты) алдыңғы 2019/2020 оқыў жылының қандайда бир ўақыт даўамында билимлендириў шөлкемине ямаса мектепке шекемги билимлендириў шөлкемине бардыма?	АҰА 1 ЯҚ 2	2 ⇒ Ақыры
СВ10. (Аты) алдыңғы 2019/2020 оқыў жылы даўамында қандай билим дәрежесин алды хәм қандай класс/курса <u>барды</u> ?	МЕКТЕПКЕ ШЕКЕМГИ 000 БАСЛАНҒЫШ.....1 __ __ ОРТА2 __ __ ОРТА АРНАҰЛЫ КӘСИПЛИК3 __ __ ЖОҚАРҒЫ.....4 __ __	

<p>CL1. Енди мен Сизден (<i>аты</i>) ислеуи мүмкин болған жумысы хаққында сорамақшыман. Ақырғы (<i>хәптениң күнинен</i>) баслап (<i>аты</i>) төменде көрсетилген жумыслардың қандайда бир түрлерин бир саат болсада иследиме?</p> <p>[A] (<i>Аты</i>) жер участкасында, жеке меншик тамарқа хожалығында, фермада, тамарқа жеринде, бағында, дийхан ямаса фермер хожалығында қандайда бир жумыс иследима хәм үй хайўанларына ғамхорлық қылдыма? Мәселен: аўыл хожалық өнимлерин жетистириў, оларды жыйнаў, азықландырыў, малларды жайлаўға жибериў, малларды саўыў?</p> <p>[B] (<i>Аты</i>) шаназақ ямаса туўысқанларының бизнесине пуллы ямаса пулсыз жәрдем көрсеттима ямаса өз бизнесин жүргиздиме?</p> <p>[C] (<i>Аты</i>) товарлар, өнерментшилик буйымларын, кийим-кеншек, азық- аўқат ямаса аўыл хожалық өнимлерин ислеп шығардыма ямаса саттыма?</p> <p>[X] (<i>Аты</i>) ақырғы (<i>хәптениң күнинен</i>) баслап хәттеки бир саат болсада, қандайда бир <u>басқа</u> пул төленетуғын ямаса натура көринисинде жумыс иследиме?</p>	<p style="text-align: right;">АЎА ЯҚ</p> <p>ЖЕР УЧАСТКАСЫНДА, ЖЕКЕ МЕНШИК ТАМАРҚА ХОЖАЛЫҒЫНДА, ФЕРМАДА, ТАМАРҚА ЖЕРИНДЕ, БАҒДА, ДИЙХАН ЯМАСА ФЕРМЕР ХОЖАЛЫҒЫНДА ЖУМЫС ИСЛЕДИ, ҮЙ ХАЙЎАНЛАРЫНА ҒАМХОРЛЫҚ ҚЫЛДЫ..... 1 2</p> <p>ШАҒАРАҚ ЯМАСА ТУЎЫСҚАНЛАРЫНЫҢ БИЗНЕСИНЕ ЖӘРДЕМ КӨРСЕТТИ/ӨЗ БИЗНЕСИН ЖҮРГИЗДИ. 1 2</p> <p>ӨНЕРМЕНТШИЛИК БУЙЫМЛАРДЫ/ КИЙИМ-КЕНШЕКЛЕРДИ/АЗЫҚ-АЎҚАТ ЯМАСА АЎЫЛ ХОЖАЛЫҚ ӨНИМЛЕРИН ИСЛЕП ШЫҒАРДЫ/САТТЫ 1 2</p> <p>БАСҚА ТҮРДЕГИ ХӘР ҚАНДАЙ ЖУМЫС 1 2</p>	
<p>CL2. CL1, [A] - [X]ти тексериң:</p>	<p>КЕМ ДЕГЕНДЕ БИР ЖУЎАП ‘АЎА’ 1 БАРЛЫҚ ЖУЎАП ‘ЯҚ’ 2</p>	<p>2⇒CL7</p>
<p>CL3. Ақырғы (<i>хәптениң күни</i>) баслап (<i>аты</i>) шама менен улыўма неше саат усы жумыс(лар)ты иследи? <i>Егер бир сааттан аз болса, «00» деп киритиң.</i></p>	<p>СААТЛАР САНЫ — —</p>	
<p>CL4. (Сол жумыс/Сол жумыслар) аўыр жүк көтериўди талап етеме?</p>	<p>АЎА 1 ЯҚ 2</p>	
<p>CL5. (Сол жумыс/Сол жумыслар) пышак ямаса усыған уқсас қәуипли қураллар менен жумыс ислеўди ямаса аўыр машиналарды басқарыўды талап етеме?</p>	<p>АЎА 1 ЯҚ 2</p>	

<p>CL6. (Аты) жұмыс орнын қалай бағалайсыз?</p> <p>[A] Шаң, түгін ямаса газ барма?</p> <p>[B] Қатты суыққа, ыссыға ямаса ығаллыққа ушырайма?</p> <p>[C] Қатты шаўқым ямаса дирилдиге ушырайма?</p> <p>[D] Бийикликте жұмыс ислеў талап етилеме?</p> <p>[E] Пестицидлер, желимлер ҳәм соған уқсас химикат затлар ямаса жарылғыш затлар менен жұмыс ислеў талап етилеме?</p> <p>[X] (Аты) денсаўлығына ямаса қәуипсизлигине зыян келтиретуғын басқа затлар, процесслер ямаса жағдайлар барма?</p>	<p>АўА 1 ЯҚ 2</p> <p>АўА 1 ЯҚ 2</p> <p>АўА 1 ЯҚ 2</p> <p>АўА 1 ЯҚ 2</p> <p>АўА 1 ЯҚ 2</p> <p>АўА 1 ЯҚ 2</p>	
<p>CL7. Ақырғы (хәптениң күни) баслап (аты) үй хожалығы үшін пайдаланылатуғын суўды тасыдыма?</p>	<p>АўА 1 ЯҚ 2</p>	2⇒CL9
<p>CL8. Ақырғы (хәптениң күни) баслап (аты) үй хожалығы үшін пайдаланылатуғын суўды тасыўға улыўма неше саат жумсады? <i>Егер бир сааттан аз болса, «00» деп киритиң.</i></p>	<p>СААТЛАР САНЫ _ _</p>	
<p>CL9. (Аты) ақырғы (хәптениң күни) баслап үй хожалығында пайдаланылатуғын отын жыйнаў менен шуғылландыма?</p>	<p>АўА 1 ЯҚ 2</p>	2⇒CL11
<p>CL10. Ақырғы (хәптениң күни) баслап (аты) үй хожалығы үшін пайдаланылатуғын отынды жыйнаўға улыўма неше саат жумсады? <i>Егер бир сааттан аз болса, «00» деп киритиң.</i></p>	<p>СААТЛАР САНЫ _ _</p>	

<p>CL11. (<i>Аты</i>) ақырғы (<i>хәптениң күни</i>) баслап, усы үй хожалығы ушын төмендегилерден биреўин болсада иследиме?</p> <p>[A] Үй хожалығы ушын затлар сатып алыў?</p> <p>[B] Аўқат писириў?</p> <p>[C] Ыдыс жуўыў ямаса үйдиң этирапын тазалаў?</p> <p>[D] Кир жуўыў?</p> <p>[E] Балаларға ғамхорлық қылыў?</p> <p>[F] Қартайған ямаса наўқас адамға ғамхорлық қылыў?</p> <p>[X] Үй хожалығының басқа жумыслары?</p>	<p style="text-align: right;">АЎА ЯҚ</p> <p>ҮЙ ХОЖАЛЫҒЫ УШЫН ЗАТЛАР САТЫП АЛЫЎ 1 2</p> <p>АЎҚАТ ПИСИРИЎ 1 2</p> <p>ЫДЫС ЖУЎЫЎ/ҮЙДИҢ ЭТИРАПЫН ТАЗАЛАЎ 1 2</p> <p>КИР ЖУЎЫЎ 1 2</p> <p>БАЛАЛАРҒА ҒАМХОРЛЫҚ ҚЫЛЫЎ..... 1 2</p> <p>ҚАРТАЙҒАН/НАЎҚАС АДАМҒА ҒАМХОРЛЫҚ ҚЫЛЫЎ 1 2</p> <p>ҮЙ ХОЖАЛЫҒЫНЫҢ БАСҚА ЖУМЫСЛАРЫ 1 2</p>	
<p>CL12. <i>CL11 (A) – (X)ти тексериң:</i></p>	<p>КЕМ ДЕГЕНДЕ БИР ЖУЎАП «АЎА» 1</p> <p>БАРЛЫҚ ЖУЎАП «ЯҚ» 2</p>	<p>2 ⇒ <i>Ақыры</i></p>
<p>CL13. Ақырғы (<i>хәптениң күни</i>) баслап (<i>аты</i>) шама менен улыўма неше саат усы жумыс(лар)ты иследи?</p> <p><i>Егер бир сааттан аз болса, «00» деп киритиң.</i></p>	<p>СААТЛАР САНЫ __ __</p>	

БАЛА ТӘРБИЯСЫ		FCD
FCD1. <i>SV3ти тексерің: баланың жасы нешеде?</i>	ЖАС 5-14 ЖАС АРАЛЫҒЫ 1 ЖАС 15-17 ЖАС АРАЛЫҒЫ 2	2 ⇒ <i>Ақыры</i>
FCD2. Енди мен Сиз бенен және бір нәрсе ҳаққында сөйлеспекшимен. Жасы үлкенлер балаларды өзлерин дурыс тутыўды үйретиў ямаса жаман тәрбиясын туўрылаў ушын хәр түрли усылларды қолланады. Мен қолланылатуғын сол хәр түрли усылларды оқып шығаман. Илтимас, усы усыллар (<i>аты</i>) <u>ақырғы ай даўамында Сиз ямаса Сизиң үй хожалығыңыздың басқа жасы үлкен адам тәрәпинен қолланылғанын айтсаңыз.</u>	АҰА ЯҚ ИМТИЯЗЛАРДЫ АЛЫП ТАСЛАДЫ..... 1 2 МИНЕЗ-ҚУЛҚЫНЫҢ ДУРЫС ЕМЕСЛИГИ ТҮСИНДИРИЛДИ 1 2 (ОНЫ) СИЛТЕДИ 1 2 УРЫСТЫ, ЯМАСА ОҒАН БАҚЫРДЫ 1 2 ШУҒЫЛЛАНЫҰ УШЫН БАСҚА БИР НӨРСЕ БЕРИЛДИ..... 1 2 ШАПАЛАҚ ПЕНЕН ОНЫҢ ДЕНЕСИНИҢ ТӨМЕНГИ ТӘРЕПИНЕ УРДЫ 1 2 РЕМЕНЬ, ТАРАҚ, ТАЯҚ ЯКИ БАСҚА ҚАТТЫ ПРЕДМЕТ ПЕНЕН ОНЫҢ ДЕНЕСИНИҢ ТӨМЕНГИ ТӘРЕПИНЕ ЯМАСА БАСҚА ЖЕРЛЕРИНЕ УРДЫ 1 2 ОНЫ АХМАҚ, ЖАЛҚАҰ ЯМАСА БАСҚА ДА УСЫНДАЙ СӨЗ БЕНЕН АТАҰ 1 2 ШАПАЛАҚ ПЕНЕН БАСЫНА, БЕТИНЕ ЯМАСА ҚУЛАҒЫНА УРДЫ 1 2 ШАПАЛАҚ ПЕНЕН ҚОЛЫНА, ИЙНИНЕ ЯКИ АЯҒЫНА УРДЫ. 1 2 ОНЫ УРҒАН, ЯҒНЫЙ КӨП МӨРТЕБЕ БАР КҮШИ МЕНЕН ҚАТТЫҒА УРҒАН 1 2	
FCD3. <i>FS4ти тексерің: бул респондент 5 жасқа шекемги басқа балалардың анасы ямаса гамхоршысыма?</i>	АҰА 1 ЯҚ 2	2 ⇒ <i>FCD5</i>
FCD4. <i>FS4ти тексерің: респондент басқа бала бойынша кейинги сораўға (UCD5) жуўап бердиме?</i>	АҰА 1 ЯҚ 2	1 ⇒ <i>Ақыры</i>

FCD5. Сиз баланы дурыс өсириў хэм тәрбиялаў ушын оны физикалық жактан жазалаў шәрт деп ойлайсызба?	АЎА	1	
	ЯҚ	2	
	БМ/ПИКИРИМ ЖОҚ.....	8	

БАЛАЛАРДЫҢ ФУНКЦИОНАЛЛЫҒЫ		FCF
<p>FCF1. Мен Сизден <i>(аты)</i> болыуы мүмкин болған қыйыншылықтары хаққында бирнеше сораўлар бермекшимен.</p> <p><i>(Аты)</i> көз әйнек ямаса контакт линзасын тағама?</p>	<p>АЎА.....1</p> <p>ЯҚ.....2</p>	
<p>FCF2. <i>(Аты)</i> еситиў аппаратынан пайдаланама?</p>	<p>АЎА.....1</p> <p>ЯҚ.....2</p>	
<p>FCF3. <i>(Аты)</i> жүриў ушын жәрдемши үскенеден ямаса басқа биреўдиң жәрдемнен пайдаланама?</p>	<p>АЎА.....1</p> <p>ЯҚ.....2</p>	
<p>FCF4. Сизден төмендеги хәр бир сораўға жуўап ретинде мүмкин болған төрт жуўаплардан биреўин таңлауыңызды сорайман. 1) қыйын емес, 2) бираз қыйын, 3) жүдә қыйын 4) ол улыўма орынлай алмайды.</p> <p><i>Хәр бир сораўда, барлық жағдайда, респондент жуўап вариантларынан пайдаланбаса, жуўап вариантларын қайталаң:</i></p> <p>Есиңизде болсын: мүмкин болған төрт жуўап төмендегише: Сизиңше, <i>(аты)</i> 1) қыйын емес, 2) бираз қыйын, 3) жүдә қыйын 4) ол улыўма орынлай алмайды.</p>		
<p>FCF5. <i>FCF1ди тексериң: бала көз әйнек ямаса контакт линзасынан пайдаланама?</i></p>	<p>АЎА, FCF1=11</p> <p>ЯҚ, FCF1=2.....2</p>	<p>1 ⇨FCF6A</p> <p>2 ⇨FCF6B</p>
<p>FCF6A. <i>(Аты)</i> өзиниң көз әйнеги ямаса линзасынан пайдаланғанда оған көриў қыйынба?</p> <p>FCF6B. <i>(Аты)</i> көриўи қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС 1</p> <p>БИРАЗ ҚЫЙЫН 2</p> <p>ЖҮДӘ ҚЫЙЫН 3</p> <p>УЛЫЎМА КӨРЕ АЛМАЙДЫ 4</p>	
<p>FCF7. <i>FCF2ни тексериң: бала еситиў аппаратынан пайдаланама?</i></p>	<p>АЎА, FCF2=11</p> <p>ЯҚ, FCF2=2.....2</p>	<p>1 ⇨FCF8A</p> <p>2 ⇨FCF8B</p>
<p>FCF8A. <i>(Аты)</i> өзиниң еситиў аппаратынан пайдаланғанда даўысларды еситиўи қыйынба, мәселен, адамлардың даўыслары ямаса музыка?</p> <p>FCF8B. <i>(Аты)</i> даўысты еситиўи қыйынба, мәселен, адамлардың даўыслары ямаса музыка?</p>	<p>ҚЫЙЫН ЕМЕС 1</p> <p>БИРАЗ ҚЫЙЫН 2</p> <p>ЖҮДӘ ҚЫЙЫН 3</p> <p>УЛЫЎМА ЕСИТЕ АЛМАЙДЫ 4</p>	
<p>FCF9. <i>FCF3ни тексериң: бала жүриў ушын жәрдемши үскенеден ямаса басқа биреўдиң жәрдемнен пайдаланама?</i></p>	<p>АЎА, FCF3=11</p> <p>ЯҚ, FCF3=2.....2</p>	<p>2 ⇨FCF14</p>
<p>FCF10. <i>(Аты)</i> өзиниң жәрдемши үскенесиз ямаса басқа биреўдиң жәрдемсиз тегис жерде 100 метр жүриўге қыйналама?</p> <p><i>Анықлаң: Бул шама менен 1 футбол майданының узынлығына тең болады.</i></p> <p><i>Дыққат: «Қыйын емес» категориясы жоқ, себеби бала жүргенде жәрдемши үскенеден ямаса басқа биреўдиң жәрдемнен пайдаланады.</i></p>	<p>БИРАЗ ҚЫЙЫН2</p> <p>ЖҮДӘ ҚЫЙЫН3</p> <p>УЛЫЎМА 100 МЕТР ЖҮРЕ АЛМАЙДЫ.....4</p>	<p>3 ⇨FCF12</p> <p>4 ⇨FCF12</p>

<p>FCF11. (Аты) өзиниң жәрдемши үскенесиз ямаса басқа биреўдиң жәрдемисиз тегис жерде 500 метр жүриўге қыйналама?</p> <p><i>Анықлаң:</i> Бул шама менен 5 футбол майданы узынлығына тең болады.</p> <p><i>Дыққат:</i> «Қыйын емес» категориясы жоқ, себеби бала жүргенде жәрдемши үскенеден ямаса басқа биреўдиң жәрдемшисинен пайдаланады.</p>	<p>БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА 500 МЕТР ЖҮРЕ АЛМАЙДЫ.....4</p>	
<p>FCF12. (Аты) өзиниң жәрдемши үскенеси ямаса басқа биреўдиң жәрдеми менен тегис жерде 100 метр жүриўге қыйналама?</p> <p><i>Анықлаң:</i> Бул шама менен 1 футбол майданы узынлығына тең болады.</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА 100 МЕТР ЖҮРЕ АЛМАЙДЫ.....4</p>	<p>3 ⇨FCF16 4 ⇨FCF16</p>
<p>FCF13. (Аты) өзиниң жәрдемши үскенеси ямаса басқа биреўдиң жәрдеми менен тегис жерде 500 метр жүриўге қыйналама?</p> <p><i>Анықлаң:</i> Бул шама менен 5 футбол майданы узынлығына тең болады.</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА 500 МЕТР ЖҮРЕ АЛМАЙДЫ.....4</p>	<p>1 ⇨FCF16 2 ⇨FCF16 3 ⇨FCF16 4 ⇨FCF16</p>
<p>FCF14. (Аты) өзи менен қатар жастағы балалар менен салыстырғанда тегис жерде 100 метр жүриўи қыйынба?</p> <p><i>Анықлаң:</i> Бул шама менен 1 футбол майданы узынлығына тең болады.</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА 100 МЕТР ЖҮРЕ АЛМАЙДЫ.....4</p>	<p>3 ⇨FCF16 4 ⇨FCF16</p>
<p>FCF15. (Аты) өзи менен қатар жастағы балалар менен салыстырғанда тегис жерде 500 метр жүриўи қыйынба?</p> <p><i>Анықлаң:</i> Бул шама менен 5 футбол майданы узынлығына тең болады.</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА 500 МЕТР ЖҮРЕ АЛМАЙДЫ.....4</p>	
<p>FCF16. (Аты) өз мүтәжликлерин қандырыўға қыйналама, мәселен, аўқатланғанда ямаса кийингенде?</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА ӨЗИНЕ ҚАРАЙ АЛМАЙДЫ.....4</p>	
<p>FCF17. (Аты) сөйлескен ўақытта (оны) үй хожалығындағы адамларға түсиникли болыўы қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА ҲЕШ КИМ ОНЫ ТҮСИНБЕЙДИ.....4</p>	
<p>FCF18. (Аты) сөйлескен ўақытта (оның) үй хожалығынан басқа адамларға түсиникли болыўы қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА ҲЕШ КИМ ОНЫ ТҮСИНБЕЙДИ.....4</p>	
<p>FCF19. (Аты) өзи менен қатар жастағы балалар менен салыстырғанда затларды үйрениўи қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС1 БИРАЗ ҚЫЙЫН2 ЖҮДӘ ҚЫЙЫН3 УЛЫҰМА ҲЕШ НӘРСЕ ҮЙРЕНЕ АЛМАЙДЫ4</p>	

<p>FCF20. (<i>Аты</i>) өзи менен қатар жастағы балалар менен салыстырғанда затларды есте сақлауы қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӨ ҚЫЙЫН 3 УЛЫҰМА ХЕШ НӨРСЕНИ ЕСТЕ САҚЛАЙ АЛМАЙДЫ 4</p>	
<p>FCF21. (<i>Аты</i>) өзине шұғылланыуы үшін унайтуғын қандайда бір ис-хәрекетке итибар қылыуы қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӨ ҚЫЙЫН 3 УЛЫҰМА ИТИБАР ҚЫЛА АЛМАЙДЫ 4</p>	
<p>FCF22. (<i>Аты</i>) өзинің күнделикли тәртіптеги өзгерислерди қабыллауы қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӨ ҚЫЙЫН 3 УЛЫҰМА ӨЗГЕРИСЛЕРДИ ҚАБЫЛЛАЙ АЛМАЙДЫ 4</p>	
<p>FCF23. (<i>Аты</i>) өзи менен бір қатар жастағы балалар менен салыстырғанда өз минез-құлқын басқаруы қыйынба?</p>	<p>ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӨ ҚЫЙЫН 3 УЛЫҰМА МИНЕЗ-ҚУЛҚЫН БАСҚАРА АЛМАЙДЫ 4</p>	
<p>FCF24. (<i>Аты</i>) дослар табыўда қыйналама?</p>	<p>ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӨ ҚЫЙЫН 3 УЛЫҰМА ДОСЛАР ТАБА АЛМАЙДЫ 4</p>	
<p>FCF25. Кейинги сораўлардың хәр түрли жуўап вариантлары бар. Мен сизге хәр сораўдан кейин оларды оқып бермен.</p> <p>Мен (<i>аты</i>) қаншелли жүдә кәўетерленерге түсиўин, жий мазасыз ямаса қорқынышта болатуғынын билгим келеди.</p> <p>Қаншелли тез-тез: хәр күни, хәр хәпте, хәр айда, жылына бир неше рет ямаса хеш қашан?</p>	<p>ХӘР КҮНИ 1 ХӘР ХӘПТЕ 2 ХӘР АЙДА 3 ЖЫЛЫНА БИР НЕШЕ РЕТ 4 ХЕШ ҚАШАН 5</p>	
<p>FCF26. Мен сондай-ақ (<i>аты</i>) қаншелли жүдә қайғылы ямаса депрессиялық жағдайда болып туратуғынын билгим келеди.</p> <p>Қаншелли тез-тез: хәр күни, хәр хәпте, хәр ай, жылына бир неше рет ямаса хеш қашан?</p>	<p>ХӘР КҮНИ 1 ХӘР ХӘПТЕ 2 ХӘР АЙДА 3 ЖЫЛЫНА БИР НЕШЕ РЕТ 4 ХЕШ ҚАШАН 5</p>	

ТӘЛИМ АЛЫҰЫНДА АТА-АНАЛАРДЫҢ ҚАТНАСЫҰЫ		PR
PR1. СВ3ти тексерің: баланың жасы нешеде?	ЖАС 5-6 ЖАС АРАЛЫҒЫ 1 ЖАС 7-14 ЖАС АРАЛЫҒЫ 2 ЖАС 15-17 ЖАС АРАЛЫҒЫ 3	1 ⇨ Ақыры 3 ⇨ Ақыры
PR3. Мектептегі оқылықлар хәм диний китаплардан тысқары, (аты) ушын үйде неше китап бар?	ЖОҚ 00 КИТАПЛАР САНЫ 0 ОН КИТАП ЯМАСА ОДАН КӨП 10	
PR4. СВ7ни тексерің: бала қандайда бир билимлендириу шөлкемине ямаса мектепке шекемги билимлендириу шөлкемине бардыма? ЕГЕР СВ7 сорауы берилмеген болса, усы бала бойынша ҰЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫНЫҢ «БИЛИМЛЕНДИРИУ» МОДУЛИНДЕГИ ED9-ды ТЕКСЕРИҢ.	АҰА, СВ7/ED9=1 1 ЯҚ, СВ7/ED9=2 ЯМАСА БОС 2	2 ⇨ Ақыры
PR5. (Аты) үй тапсырмасы берилеме?	АҰА 1 ЯҚ 2 БМ 8	2 ⇨ PR7 8 ⇨ PR7
PR6. (Аты) үй тапсырмасын орынлауда биреу жәрдемлесеме?	АҰА 1 ЯҚ 2 БМ 8	
PR7. (Аты) мектебинде мектептин бақлау кеңеси, класстың ата-аналар комитети, ата-аналар жыйналысы сыяқлы ата-аналар қатнаса алатуғын мектепти басқару органы барма?	АҰА 1 ЯҚ 2 БМ 8	2 ⇨ PR10 8 ⇨ PR10
PR8. Ақырғы 12 ай дауамында усы мектептин басқару органы тәрпинен шақырылған жыйналысқа Сиз ямаса Сизин үй хожалығыңыздың басқа жасы үлкен адамы қатнастыма?	АҰА 1 ЯҚ 2 БМ 8	2 ⇨ PR10 8 ⇨ PR10
PR9. Усы жыйналыслар дауамында төмендеги мәселелер көрип шығылдыма: [А] (Аты)ның мектеби дус келетуғын тийкарғы билимлендириу машқалаларын шешиу планы? [В] Мектеп бюджети ямаса (аты)ның мектеби тәрпинен алынған қәрежетлердин ислетилиуи?	АҰА ЯҚ БМ МЕКТЕП МАШҚАЛАЛАРЫН ШЕШИУ ПЛАНЫ 1 2 8 МЕКТЕП БЮДЖЕТИ 1 2 8	
PR10. Ақырғы 12 ай дауамында Сиз ямаса Сизин үй хожалығыңыздың басқа жасы үлкен адамлары (аты)ның сабаққа үлгеру табелин алдыма?	АҰА 1 ЯҚ 2 БМ 8	

<p>PR11. Ақырғы 12 ай дауамында Сиз ямаса Сизин үй хожалығыңыздың басқа жасы үлкен адамлары төмендеги себеплерге байланыслы (<i>аты</i>)ның мектебине барғанба?</p> <p>[А] Мектеп байрамы ямаса спорт жарыслары?</p> <p>[В] (<i>Аты</i>) муғаллими менен оның үлгерий дәрежесин додалау?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>БАЙРАМ ЯМАСА СПОРТ ЖАРЫСЛАРЫ 1 2 8</p> <p>МУҒӘЛЛИМИ МЕНЕН ҮЛГЕРИҰ ДӘРЕЖЕСИН ДОДАЛАУ 1 2 8</p>	
<p>PR12. Ақырғы 12 ай дауамында (<i>аты</i>)ның мектеби оқыу күнлери төмендеги себеплерге байланыслы жабылдыма:</p> <p>[А] Тәбийғый апатлар, мәселен, суу тасқыны, жер силкиниуйи, эпидемия хэм т.б.?</p> <p>[В] Техногенлик апатлар, мәселен, өрт, имараттың кулауы, массалықтәртипсизликлер хэм т.б.?</p> <p>[Х] Басқалар?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>ТӘБИЙҒЫЙ АПАТЛАР 1 2 8</p> <p>ТЕХНОГЕНЛИК АПАТЛАР 1 2 8</p> <p>БАСҚА 1 2 8</p>	
<p>PR13. Ақырғы 12 ай дауамында муғаллим болмағанлығы себепли (<i>аты</i>) сабақларға қатнаса алмаған халатлары болғанба?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p> <p>БМ 8</p>	<p>2 ⇨ <i>Ақыры</i></p> <p>8 ⇨ <i>Ақыры</i></p>
<p>PR15. Муғаллим болмаған уақытта Сиз ямаса Сизин үй хожалығыңыздың басқа адамы мектеп басшылары ямаса мектептин басқару органының уәкиллери менен байланыстыма?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p> <p>БМ 8</p>	

FS11. <i>Ўақытты жазың.</i>	СААТ ПЕНЕН МИНУТ __ : __	
FS12. <i>Сораўнама қайсы тилде толтырылды.</i>	ӨЗБЕК..... 2 РУС 3 ҚАРАҚАЛПАҚ..... 4	
FS13. <i>Сәўбет қайсы тилде алып барылды.</i>	ӨЗБЕК..... 2 РУС 3 ҚАРАҚАЛПАҚ..... 4 БАСҚА ТИЛ (көрсетиң) 6	
FS14. <i>Респонденттиң ана тили.</i>	ӨЗБЕК..... 02 РУС 03 ҚАРАҚАЛПАҚ..... 04 ТӘЖИК..... 05 ҚЫРҒЫЗ 06 ҚАЗАҚ..... 07 ТҮРКМЕН 08 БАСҚА ТИЛ (көрсетиң) 96	
FS15. <i>Усы сораўнаманың қандайда бир бөлегинде аўдармашыдан пайдаланылдыма?</i>	АЎА, БАРЛЫҚ СОРАЎНАМА УШЫН..... 1 АЎА, СОРАЎНАМАНЫҢ БИР БӨЛЕГИНДЕ 2 ЯҚ, ПАЙДАЛАНЫЛМАДЫ 3	

FS16. *Респондентке миннетдаршылық билдириң.*

5-17 ЖАС АРАЛЫҒЫНДАҒЫ БАЛАЛАР ҰАҚҚЫНДА МАҒЛЫҰМАТЛАР ПАНЕЛИниң FS17 графасында нәтийжени толтырыўға өтиң, кейин ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫНА өтиң ҳәм НН56 графасын толтырың.

Усы үй хожалығында қалған сораўнамаларды өткеріўди шөлкемлестириң.

ИНТЕРВЬЮ ӨТКЕРИҰШИНИҢ ПИКІРЛЕРІ

БАСШЫНЫҢ ПИКІРЛЕРІ

БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР БОЙЫНША МАҒЛЫҰМАТЛАР ПАНЕЛИ		UF
UF1. Кластер номери: _____	UF2. Үй хожалығы номери: _____	
UF3. Баланың аты хәм қатар номери: АТЫ _____	UF4. Ананың/тәрбиялаушының аты хәм қатар номери: АТЫ _____	
UF5. Интервью алыушының аты: АТЫ _____	UF6. Супервайзердің аты хәм қатар номери: АТЫ _____	
UF7. Сораунама өткерилген Күн / Ай / Жыл: _____ / _____ / <u>2 0 2</u> _____	UF8. Ұақытты жазың: СААТ : МИНУТ _____ : _____	

ҮЙ ХОЖАЛЫҒЫ СОРАҰНАМАСЫНДА ҮЙ ХОЖАЛЫҒЫ ДИЗИМИНИНҢ HL6 графасында респонденттің жасын тексерің:

Егер 15-17 жас болса, жасы үлкенлердің сораунама өткеріуге разылығы (HL33) алынғанына ямаса зәрүрлік жоқлығына анықлық киритің (HL20 = 90). Егер разылық зәрүр болса, бирақ алынбаған болса, сораунама өткерилмеуі керек, ал UF 17-ге «06» деп киритиу керек. Респондент кем дегенде 15 жаста болыуы керек.

UF9. Усы үй хожалығында толтырылған сораунамаларды тексерің: Сиз ямаса сизиң команданың басқа агзасы усы респондент пенен басқа сораунама бойынша сәубетлескенбе?	АҰА, СӘҰБЕТЛЕСКЕН 1 ЯҚ, БИРИНШИ СӘҰБЕТ 2	1 ⇒ UF10B 2 ⇒ UF10A
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UF10A. Ассалаума әлейкум, мениң атым (сизиң атыңыз). Биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиненбиз. Биз балалардың, шаңарақларының хәм үй хожалықларының жағдайы бойынша сораунама өткерип атырмыз. Мен Сиз бенен (UF3-теги баланың аты) ден саулығы хәм хал-жағдайы хаққында сөйлеспекшимен. Бул сораунама шама менен 15 минутты алады. Биз алған барлық мағлыұмат қатаң түрде сырлы хәм аноним болып қалады. Егерде сиз бул ямаса басқа сорауға жууап бериуди қәлемесеңиз ямаса сораунаманы тоқтатыуды қәлесеніз, маған хабарлаң. Егер сизде усы сораунама бойынша сораулар болса, биз Өзбекстан Республикасы Мәмлекетлик статистика комитетиниң жууапкер хызметкери менен байланыс мағлыұматларын беремиз. Мен басласам болама?	UF10B. Енди мен сиз бенен (UF3-деги баланың аты) денсаулығы хәм хал-жағдайы хаққында кеңирек сөйлеспекшимен. Бул сораунама шама менен 15 минутты алады. Және қайталайман, биз алған барлық мағлыұмат қатаң түрде сырлы хәм аноним болып қалады. Егерде сиз бул ямаса басқа сорауға жууап бериуди қәлемесеңиз ямаса сораунаманы тоқтатыуды қәлесеніз, маған хабарлаң. Мен басласам болама?
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АҰА 1	1 ⇒ БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР БОЙЫНША МАҒЛЫҰМАТ МОДУЛИ
ЯҚ/СОРАЛМАДЫ 2	2 ⇒ UF17

UF17. 5 жасқа шекемги балалар менен сәубет нәтийжеси	ӨТКИЗИЛДИ..... 01
Ана/тәрбиялаушыға тийисли кодлар.	ҮЙДЕ ЕМЕС..... 02
Хәр бир «Сораунама өткерилмеди» түри нәтийжесин басшы менен додалаң.	СОРАҰНАМАДА ҚАТНАСЫҰДАН БАС ТАРТТЫ..... 03
	БИР БӨЛЕГИ ӨТКЕРИЛДИ 04
	ЖУҰАП БЕРЕТУҒЫН ЖАҒДАЙДА ЕМЕС (көрсетиң) _____ 05
	15-17 ЖАСТАҒЫ БАЛАЛАРДЫҢ АНАСЫ/ ТӘРБИЯЛАУШЫНЫҢ РАЗЫШЫЛЫҒЫ ЖОҚЛЫҒЫ..... 06
	БАСҚА (көрсетиң) _____ 96

5 ЖАСҚА ШЕКЕМ БОЛҒАН БАЛА ҲАҚҚЫНДА МАҒЛЫҰМАТ		UB
<p>UB0. Сораўнаманы басламастан алдын, Сизден (аты) туўылғанлық ҳаққында гуўалығын, вакцинация карточкасын (63-форма), баланың амбулаториялық картасын (112-форма), иммунизация паспортын хәмде егер бар болса жеке медициналық мекемелер тәрәпинен берилген көширмелерди алып келиўди сорасам болама? Биз бул ҳужжетлерди көриўимиз керек.</p>		
<p>UB1. (<i>Аты</i>) қайсы күни, айда хәм жылы туўылды?</p> <p><i>Анықлаң:</i> Оның туўылған күни қашан?</p> <p><i>Егер анасы/тәрбиялаўшысы оның туўылған күнин билсе, сол күнди де жазың; басқа жағдайда «Күн» графасына «98» деп киритиң.</i></p> <p><i>Ай менен жыл жазылыўы шарт.</i></p>	<p>ТУЎЫЛҒАН КҮНИ КҮН __ __</p> <p>КҮНИН БМ 98</p> <p>АЙ __ __</p> <p>ЖЫЛ <u>2</u> <u>0</u> __ __</p>	
<p>UB2. (<i>Аты</i>) неше жаста?</p> <p><i>Анықлаң:</i> (<i>Аты</i>) акырғы туўылған күнинде неше жаста еди?</p> <p><i>Жасын толық жылларда көрсетиң.</i></p> <p><i>Егер 1 жылдан аз болса, '0' деп киритиң.</i></p> <p><i>Егер UB1 хәм UB2 жуўаплары сәйкес келмесе, анықластырыўшы сораўлар бериң хәм туўрылаң.</i></p>	<p>ЖАСЫ (ТОЛЫҚ ЖАСАҒАН ЖЫЛЛАР) __</p>	
<p>UB3. UB2 тексериң: Баланың жасы нешеде?</p>	<p>0, 1, ЯМАСА 2 1</p> <p>3 ЯМАСА 4 2</p>	<p>1 ⇒ Ақыры</p>
<p>UB4. БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР БОЙЫНША МАҒЛЫҰМАТ ПАНЕЛИНДЕГИ (UF4) респонденттиң хәм ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫНДАҒЫ (НН47) респонденттиң қатар номерин тексериң: бул респондент ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫНА жуўап берген респондентпа?</p>	<p>АҰА, РЕСПОНДЕНТ БИР АДАМ, UF4=НН47 1</p> <p>ЯҚ, РЕСПОНДЕНТ БИР АДАМ ЕМЕС, UF4≠НН47 2</p>	<p>2 ⇒ UB6</p>
<p>UB5. ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫНДАҒЫ «БИЛИМЛЕНДИРИҰ» МОДУЛИНДЕ ED10-ды тексериң: Бала усы 2020/2021 оқыў жылында мектепке шекемги билимлендириў шөлкемине барып атырма?</p>	<p>АҰА, ED10=0 1</p> <p>ЯҚ, ED10≠0 ЯМАСА БОС 2</p>	<p>1 ⇒ UB8B</p> <p>2 ⇒ Ақыры</p>
<p>UB6. (<i>Аты</i>) қашан болсада қандайда бир мектепке шекемги билимлендириў шөлкемине барғанба, мәселен, мәмлекетлик ямаса жеке меншик мектепке шекемги билимлендириў шөлкеми, қысқа ўақытқа келип кетиў группасына бардыма?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p>	<p>2 ⇒ Ақыры</p>
<p>UB7. Ол сентябрь айынан баслап қандайда бир ўақыт болсада (UB6-да көрсетилген бағдарламалар) бардыма?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p>	<p>1 ⇒ UB8A</p> <p>2 ⇒ Ақыры</p>

<p>UB8A. Ол ҳазирги ўақытта (<i>UB6-да кўрсетилген бағдарламалар</i>) барып атырма?</p> <p>UB8B. Сиз (<i>аты</i>) усы 2020/2021 оқыў жылында мектепке шекемги билимлендириў шөлкемине қатнап атырғанын айтқансыз. Ҳазирги ўақытта (ол) усы шөлкемге барып атырма?</p>	<p>АўА 1</p> <p>ЯҚ..... 2</p>	
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ТУЎЫЛҒАНЛИҚТЫ ДИЗИМНЕН ӨТКЕРИЎ		BR
BR1. (<i>Аты</i>) туўылғанлығы ҳаққында гуўалығы барма? <i>Егер бар болса сораң:</i> Мен оны көрсем болама?	АЎА, ГУЎАЛЫҒЫН КӨРДИМ 1	1 ⇨ <i>Ақыры</i>
	АЎА, ГУЎАЛЫҒЫН КӨРМЕДИМ 2	
	ЯҚ 3	
	БМ 8	
BR2. (<i>Аты</i>) туўылғанлығы ҳаққында ПХАЖда дизимге алындыма?	АЎА 1	1 ⇨ <i>Ақыры</i>
	ЯҚ 2	
	БМ 8	
BR3. Сиз (<i>аты</i>) туўылғанлығын қалай дизимге алыўды билесизбе?	АЎА 1	
	ЯҚ 2	

ПЕРЗЕНТТИҢ ДЭСЛЕПКИ РАЎАЖЛАНЫЎЫ		ЕС
<p>ЕС1. (Аты) ушын сизде неше балалар китапшасы ямаса сўўретлери бар китапшалары бар?</p>	<p>БИРЕЎИДЕ ЖОҚ..... 00</p> <p>БАЛАЛАР КИТАБИНЫҢ САНЫ..... 0</p> <p>ОН ҲӘМ ОННАНДА КӨБИРЕК 10</p>	
<p>ЕС2. Мени (аты) үйде қандай буйымлар менен ойнайтуғыны қызықтырады.</p> <p>(Ол) усылар менен ойнайма:</p> <p>[А] Қолдан исленген ойыншықлар менен, мәселен, таўардан исленген куўыршақ, таўардан исленген топ ямаса үйде исленген басқа ойыншықлар?</p> <p>[В] Магазиннен алынған ойыншықлар ямаса фабрикада таярланған ойыншықлар?</p> <p>[С] Үй буйымлары менен, мәселен, табак ямаса кастрюллер, ямаса көшеден таўып алынған буйымлар менен, мәселен таяқлар, таслар, бақаншақлар ямаса жапырақлар?</p>	<p>АЎА ЯҚ БМ</p> <p>ҚОЛДАН ИСЛЕНГЕН ОЙЫНШЫҚЛАР.....1 2 8</p> <p>МАГАЗИННЕН АЛЫНҒАН ОЙЫНШЫҚЛАР.....1 2 8</p> <p>КҮНДЕЛИКЛИ БУЙЫМЛАР ЯМАСА КӨШЕ БУЙЫМЛАРЫ1 2 8</p>	
<p>ЕС3. Айрым жағдайларда балаларға қарап турған жасы үлкенлер затлар сатып алыў ушын, кир жуўыў ушын ямаса басқа себеплерге байланыслы үйден шығыўға хәм кишкене балаларды таслап кетиўге мәжбүр болады.</p> <p>(Аты) өткен хәпте даўамында неше күн :</p> <p>[А] Бир сааттан хәм оннанда артық ўақыт бир өзи қалдырылды?</p> <p>[В] жасы 10 жастан кишкене болған басқа баланың қараўында бир сааттан артық ўақыт қалдырылды?</p> <p><i>Егер «Яқ» болса «0» деп киритиң. Егерде «Билмеймен» десе, «8» деп киритиң.</i></p>	<p>БАЛА БИР СААТТАН АРТЫҚ ЎАҚЫТ ДАЎАМЫНДА ҚАЛДЫРЫЛҒАН КҮНЛЕР САНЫ ___</p> <p>БИР СААТТАН АРТЫҚ ЎАҚЫТ ДАЎАМЫНДА БАСҚА БАЛА МЕНЕН ҚАЛДЫРЫЛҒАН КҮНЛЕР САНЫ ___</p>	
<p>ЕС4. UB2-ни тексериң: баланың жасы нешеде?</p>	<p>ЖАСЫ 0 ЯМАСА 1.....1</p> <p>ЖАСЫ 2, 3 ЯМАСА 4.....2</p>	1 ⇔ Ақыры

<p>ЕС5. Кейинги 3 күн дауамында Сиз ямаса үй хожалыгыңызда 15 жастан үлкен болған басқа бир ағзасы (аты) менен төмендеги шыныгыуларды иследиме?</p> <p><i>Егер 'Аўа' болса, сораң:</i> (Аты) менен усы шыныгыуларды ким шуғылланды?</p> <p><i>Бала менен шуғылланган үй хожалыгында жасаушы тутынган/өгей анасы ямаса әкеси, анасы ямаса әкеси ретинде кодланады.</i></p> <p><i>Тийисли барлық жууапларды дөнгелекке алың.</i></p> <p><i>Егер 15 жас хәм оннан үлкен болған үй хожалыгының қандайда бир ағзасы бала менен шуғылланган болса, 'Хешким' варианты киритилмейди.</i></p> <p>[A] (Аты) менен бирге китап оқыдыма ямаса сүүретлери бар китапларды көрдиме?</p> <p>[B] (Аты) ертеклер айтып бердиме?</p> <p>[C] (Аты) ушын қосықлар айтылдыма ямаса қосықлар бирге айтылдыма, соның ишинде бесик қосықлары?</p> <p>[D] (Аты) көшеге алып шығардыма?</p> <p>[E] (Аты) менен бирге ойнадыма?</p> <p>[F] (Аты) ушын ямаса бирге буйымларды санады, атап көрсетти хәм сүүретин салдыма?</p>	<table border="1"> <thead> <tr> <th></th> <th>АНАСЫ</th> <th>АКЕСИ</th> <th>БАСҚА</th> <th>ХЕШКИ М</th> </tr> </thead> <tbody> <tr> <td>КИТАП ОҚЫДЫ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ЕРТЕК АЙТТЫ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>ҚОСЫҚ АЙТТЫ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>КӨШЕГЕ АЛЫП ШЫҚТЫ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>БИРГЕ ОЙНАДЫ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> <tr> <td>АЙТТЫ / САНАДЫ</td> <td>A</td> <td>B</td> <td>X</td> <td>Y</td> </tr> </tbody> </table>		АНАСЫ	АКЕСИ	БАСҚА	ХЕШКИ М	КИТАП ОҚЫДЫ	A	B	X	Y	ЕРТЕК АЙТТЫ	A	B	X	Y	ҚОСЫҚ АЙТТЫ	A	B	X	Y	КӨШЕГЕ АЛЫП ШЫҚТЫ	A	B	X	Y	БИРГЕ ОЙНАДЫ	A	B	X	Y	АЙТТЫ / САНАДЫ	A	B	X	Y	
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<p>ЕС21. Сизден (аты) ның хәзирги уақытта ислей алатуғын айырым нәрселер хәққында сорамақшыман. Өтиниш есиңизде тутың, балалардың раўажланыў хәм үйрениў дәрежеси хәр қыйлы болыуы мүмкин. Мәселен, гейпара балалар басқаларға қарағанда ертелеў жүрип баслаўы мүмкин. Сонлықтан, (аты) ның мен сорамақшы болған нәрселердин тек айырымларын ислей алыўы тәбийий жағдай.</p> <p>(Аты) тегис емес жерде, мәселен ойлы-бәлент ямаса тик көтерилетуғын жолларда қуламай жүре алама?</p>	<p>АўА 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>																																				
<p>ЕС22. (Аты) турған жеринде еки аяқлап жоқарыға секире ала ма?</p>	<p>АўА 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>																																				
<p>ЕС23. (Аты) кийимлерин өзи, яғный шалбарын хәм көйлегин биреудин жәрдемисиз кийе ала ма?</p>	<p>АўА 1</p> <p>ЯҚ..... 2</p> <p>БМ..... 8</p>																																				

EC24. (<i>Аты</i>) сәдеплерин өзи илдирип хәм шеше ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC25. (<i>Аты</i>) «апа» ямаса «топ» сыяклы 10 ямаса одан көбирек сөзлерди айта ала-ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC26. (<i>Аты</i>) «Мен суў ишемен» ямаса «Бул үй үлкен» сыяклы 3 ямаса одан көбирек сөзлерди бирлестирип, гәп курап сөйлей ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	2 ⇒EC28 8 ⇒EC28
EC27. (<i>Аты</i>) «Бул үй жүдә үлкен екен» сыяклы 5 ямаса одан көбирек сөзлерди бирлестирип, гәп курап сөйлей ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC28. (<i>Аты</i>) «Мен», «сен» ямаса «ол» сыяклы сөзлерди дурыс қоллана ала ма? Мәселен, «мен суў ишемен» ямаса «ол гүриш жейди»	АўА 1 ЯҚ..... 2 БМ..... 8	
EC29. Егер (<i>Аты</i>)га оның жақсы танытуғын затын, яғный чашка ямаса ҳайўанды көрсетсеңиз, оның атамасын дурыс айта ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC30. (<i>Аты</i>) ең кеми әлипбениң 5 хәрибин таный ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC31. (<i>Аты</i>) өзениң атын жаза ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC32. (<i>Аты</i>) 1 ден 5 ке шекемги санлардың бәрин билеме?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC33. Егер сиз (<i>Аты</i>) дан 3 затты, яғный 3 тас ямаса 3 лобия бериўин сорасаңыз, ол сизге сол затларды дурыс муғдарда бере ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC34. (<i>Аты</i>) 10 затты, яғный 10 бармағын ямаса 10 кубикти қәтелеспей санай ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC35. (<i>Аты</i>) сүүретлерди бояў сыяклы шынығыўларды қайта-қайта жәрдем сорамастан ямаса тез ўаз кешпестен ислей ала ма?	АўА 1 ЯҚ..... 2 БМ..... 8	
EC36. (<i>Аты</i>) ата-анасынан басқа таныс адамлар ҳаққында сорай ма (егер олар сол этирапта болмаса), мәселен «Кемпир апам қай жерде?»	АўА 1 ЯҚ..... 2 БМ..... 8	

<p>ЕС37. (Аты) жәрдемге мүтәж болып көринген адамға өзиниң жәрдемин усынама?</p>	<p>АҰА 1 ЯҚ..... 2 БМ..... 8</p>	
<p>ЕС38. (Аты) басқа балалар менен жақсы шығыса алама?</p>	<p>АҰА 1 ЯҚ..... 2 БМ..... 8</p>	
<p>ЕС39. Кейинги сораўлардың ҳәр түрли жуўап вариантлары бар. Мен сизге ҳәр сораўдан кейин оларды оқып беремен.</p> <p>(Аты) қәншелли тез-тез жүдә қапа ямаса түскинликке түскен жағдайда көринеди?</p> <p>Сиз қайсы жуўапты берген болар едиңиз: ҳәр күни, ҳәр хәпте, ҳәр айда, жылына бир неше рет ямаса ҳеш қашан?</p>	<p>ХӘР КҮНИ..... 1 ХӘР ХӘПТЕ 2 ХӘР АЙДА..... 3 ЖЫЛЫНА БИР НЕШЕ РЕТ 4 ХЕШ ҚАШАН 5 БМ..... 8</p>	
<p>ЕС40. (Аты) өзи менен жаслы балаларға салыстырғанда басқа балаларды ямаса үлкен жастағы адамларды қай қурақым тез-тез тебеди, тислейди ямаса урады?</p> <p>Айта аласызба: Хеш қашан, кемлеў, бирдей, көп, жүдә көп?</p>	<p>ХЕШ ҚАШАН 1 КЕМЛЕҰ 2 БИРДЕЙ 3 КӨП 4 ЖҮДӨ КӨП 5</p>	

БАЛА ТӘРБИЯСЫ		UCD
UCD1. UB2-ни тексериң: баланың жасы нешеде?	0 ЖАСТА 1 ЖАСЫ 1, 2, 3 ЯКИ 4 2	1 ⇨ Ақыры
UCD2. Жасы үлкенлер балаларды өзлерін дурыс тугыұды үйретиў ямаса жаман тәрбиясын туўрылаў ушын хәр түрли усылларды қолланады. Мен қолланылатуғын сол хәр түрли усылларды оқып шығаман. Илтимас, усы усыллар (аты) ақырғы ай даўамында Сиз ямаса Сизің үй хожалығыңыздың басқа жасы үлкен адам тәрәпинен қолланылғанын айтсаңыз.	АҰА ЯҚ ИМТИЯЗЛАРДЫ АЛЫП ТАСЛАДЫ 1 2 МИНЕЗ-ҚУЛҚЫНЫҢ ДУРЫС ЕМЕСЛИГИ ТҮСИНДИРДИ 1 2 (ОНЫ) СИЛТЕДИ. 1 2 УРЫСТЫ, ЯМАСА ОҒАН БАҚЫРДЫ 1 2 ШУҒЫЛЛАНЫҰ УШЫН БАСҚА БИР НӨРСЕ БЕРИЛДІ. 1 2 ШАПАЛАҚ ПЕНЕН ОНЫҢ ДЕНЕСИНИҢ ТӨМЕНГИ ТӘРЕПИНЕ УРДЫ 1 2 РЕМЕНЬ, ТАРАҚ, ТАЯҚ ЯКИ БАСҚА ҚАТТЫ ПРЕДМЕТ ПЕНЕН ОНЫҢ ДЕНЕСИНИҢ ТӨМЕНГИ ТӘРЕПИНЕ ЯМАСА БАСҚА ЖЕРЛЕРИНЕ-УРДЫ 1 2 ОНЫ АХМАҚ, ЖАЛҚАҰ ЯМАСА БАСҚА ДА УСЫНДАЙ СӨЗ БЕНЕН АТАҰ 1 2 ШАПАЛАҚ ПЕНЕН БАСЫНА, БЕТИНЕ ЯМАСА ҚУЛАҒЫНА УРДЫ 1 2 ШАПАЛАҚ ПЕНЕН ҚОЛЫНА, ИЙНИНЕ ЯМАСА АЯҒЫНА УРДЫ. 1 2 ОНЫ УРҒАН, ЯҒНЫЙ КӨП МӨРТЕБЕ БАР КҮШИ МЕНЕН ҚАТТЫҒА УРҒАН. 1 2	
UCD3. UF4-ти тексериң: бул респондент 5 жасқа шекемги басқа балалардың анасыма ямаса 5-17 жас аралығындағы балалар бойынша сораўнама ушын танланған 5-14 жас аралығындағы баланың анасыма ямаса усындай балалардың (баланың) тәрбиялаўшысыма?	АҰА 1 ЯҚ 2	2 ⇨ UCD5
UCD4. UF4-ти тексериң: бул респондент басқа бала бойынша кейинги сораўга (UCD5 ямаса FCD5) жуўап бердиме?	АҰА 1 ЯҚ 2	1 ⇨ Ақыры
UCD5. Сиз баланы дурыс өсириў хәм тәрбиялаў ушын оны физикалық жақтан жазалаў шәрт деп ойлайсызба?	АҰА 1 ЯҚ 2 БМ/ПИКИРИМ ЖОҚ 8	

БАЛАЛАРДЫҢ ФУНКЦИОНАЛЛЫҒЫ		UCF
UCF1. UB2-ни тексерің: баланың жасы нешеде?	ЖАСЫ 0 ЯКИ 1 1 ЖАСЫ 2, 3 ЯКИ 4 2	1 ⇨ Ақыры
UCF2. Мен Сизден (<i>аты</i>) болыуы мүмкін болған қыйыншылықтары хаққында бирнеше сораулар бермекшимен. (<i>Аты</i>) көз әйнек тағама?	АҰА 1 ЯҚ 2	
UCF3. (<i>Аты</i>) еситиу аппаратынан пайдаланама?	АҰА 1 ЯҚ 2	
UCF4. (<i>Аты</i>) жүриу үшін жәрдемши үскенеден ямаса басқа биреудің жәрдемшенен пайдаланама?	АҰА 1 ЯҚ 2	
UCF5 Сизден төмендеги хәр бир сорауға жууап ретинде мүмкін болған төрт жууаптардан биреуін таңлауыңызды сорайман. 1) қыйын емес, 2) бираз қыйын, 3) жүдә қыйын 4) ол улыуа орынлай алмайды. <i>Хәр бир сорауда, барлық жагдайда, респондент жууап вариантларынан пайдаланбаса, жууап вариантларын қайталаң:</i> Есиңизде болсын: мүмкін болған төрт жууап төмендегише: Сизиңше, (<i>аты</i>) 1) қыйын емес, 2) бираз қыйын, 3) жүдә қыйын 4) ол улыуа орынлай алмайды.		
UCF6. UCF2-ни тексерің: бала көз әйнек тағама?	АҰА, UCF2=1 1 ЯҚ, UCF2=2 2	1 ⇨ UCF7A 2 ⇨ UCF7B
UCF7A. (<i>Аты</i>) өзиниң көз әйнегин таққанда оған көриу қыйынба? UCF7B. (<i>Аты</i>) көриу қыйынба?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫҰМА КӨРЕ АЛМАЙДЫ 4	
UCF8. UCF3-ти тексерің: бала еситиу аппаратынан пайдаланама?	АҰА, UCF3=1 1 ЯҚ, UCF3=2 2	1 ⇨ UCF9A 2 ⇨ UCF9B
UCF9A. (<i>Аты</i>) өзиниң еситиу аппаратынан пайдаланғанда дауысларды еситиу қыйынба, мәселен, адамлардың дауысы ямаса музыка? UCF9B. (<i>Аты</i>) дауысты еситиу қыйынба, мәселен, адамлардың дауыслары ямаса музыка?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫҰМА ЕСИТЕ АЛМАЙДЫ 4	
UCF10. UCF4-ти тексерің: бала жүриу үшін жәрдемши үскенеден ямаса басқа биреудің жәрдемшенен пайдаланама?	АҰА, UCF4=1 1 ЯҚ, UCF4=2 2	1 ⇨ UCF11 2 ⇨ UCF13
UCF11. (<i>Аты</i>) өзиниң жәрдемши үскенесиз ямаса басқа биреудің жәрдемсиз жүриуге қыйналама?	БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫҰМА ЖҮРЕ АЛМАЙДЫ 4	
UCF12. (<i>Аты</i>) өзиниң жәрдемши үскенеси ямаса басқа биреудің жәрдеми менен жүриуге қыйналама?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫҰМА ЖҮРЕ АЛМАЙДЫ 4	1 ⇨ UCF14 2 ⇨ UCF14 3 ⇨ UCF14 4 ⇨ UCF14
UCF13. (<i>Аты</i>) өзи менен қатар жастағы балалар менен салыстырғанда жүриуге қыйналама?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫҰМА ЖҮРЕ АЛМАЙДЫ 4	

UCF14. (Аты) өзи менен қатар жастағы балалар менен салыстырғанда қолы менен кишкене затларды алыўда қыйналама?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫЎМА ЖҮРЕ АЛМАЙДЫ 4	
UCF15. (Аты) Сизди түсиниўге қыйналама?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫЎМА ТҮСИНБЕЙДИ 4	
UCF16. (Аты) сөйлеген ўақытта, оны түсиниўге қыйналасызба?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫЎМА ТҮСИНБЕЙМЕН 4	
UCF17. (Аты) өзи менен қатар жастағы балалар менен салыстырғанда затларды үйрениўге қыйналама?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫЎМА ЖҮРЕ АЛМАЙДЫ 4	
UCF18. (Аты) өзи менен қатар балалар менен салыстырғанда ойнаўға қыйналама?	ҚЫЙЫН ЕМЕС 1 БИРАЗ ҚЫЙЫН 2 ЖҮДӘ ҚЫЙЫН 3 УЛЫЎМА ОЙНАЙ АЛМАЙДЫ 4	

КӨКИРЕК СҮТИ МЕНЕН АҰҚАТЛАНДЫРЫҰ ХӘМ АҰҚАТЛАНЫҰ				BD
BD1. UB2-ни тексериң: баланың жасы нешеде?	ЖАСЫ 0, 1, ЯКИ 2 1 ЖАСЫ 3 ЯКИ 4 2			2 ⇒ Ақыры
BD2. (Аты) көкирек сүти менен қашан болсада емизгенсизбе?	АҰА 1 ЯҚ 2 БМ 8			2 ⇒ BD3A 8 ⇒ BD3A
BD3. (Аты) хәзирге шекем емизилип атырма?	АҰА 1 ЯҚ 2 БМ 8			
BD3A. UB2-ни тексериң: баланың жасы нешеде?	ЖАСЫ 0 ЯКИ 1 1 2 ЖАСДА 2			2 ⇒ Ақыры
BD4. (Аты) кеше күн ямаса түн дауамында <u>соскасы бар шийшеден қандай да бир сұйықлықлар иштиме?</u>	АҰА 1 ЯҚ 2 БМ 8			
BD5. (Аты) кеше күн ямаса түн дауамында <u>орал регидратацион дәрилик затын, яғный регидрон ямаса ОРСА иштиме?</u>	АҰА 1 ЯҚ 2 БМ 8			
BD6. (Аты) кеше күн ямаса түн дауамында <u>витамилик ямаса минерал қосымталары бар ямаса қандайда бир дәрилерди иштиме?</u>	АҰА 1 ЯҚ 2 БМ 8			
BD7. Енди сизден (Аты) кешегі күн ямаса түн дауамында ишкен басқа барлық ишимликлер хакқында сорамақшыман. Үйден сыртта ишилген ишимликлердиде қосың. (Аты) кешегі күн ямаса түн дауамында (ишимлик Аты) иштиме:				
[A] Әпиұайы суу?	ӘПИҰАЙЫ СУҰ	1	2	8
[B] Сок ямаса мийүеден таярланған ишимликлер?	СОК ЯМАСА МИЙҰЕДЕН ТАЯРЛАНҒАН ИШИМЛИКЛЕР?	1	2	8
[C] Сорпа/бульон сорпасы?	СОРПА/БУЛЬОН СОРПАСЫ	1	2	8
[D] Балалар аұқаты, мәселен, NAN, Nutrilon, Nestogen ямаса «Малютка»?	БАЛАЛАР АҰҚАТЫ	1	2 ∅	8 ∅
[D1] (Аты) балалар аұқатын неше рет ишти? <i>Егер 7 ямаса оннан көп болса, '7' деп киритиң.</i>	БАЛАЛАР АҰҚАТЫН НЕШЕ РЕТ ИШКЕН САНЫ БМ 8			
[E] Үй хайұанларының таза сауылған, консерваланған ямаса құрғақ (порошок) сүти?	СҮТ	1	2 ∅	8 ∅
[E1] (Аты) неше рет сүт ишти? <i>Егер 7 ямаса оннан көп болса, '7' деп киритиң.</i> <i>Егер белгисиз болса, '8' деп киритиң.</i>	СҮТТИ НЕШЕ РЕТ ИШКЕН САНЫ.....			
[X] Басқа ишимликлер?	БАСҚА ИШИМЛИКЛЕР	1	2 ∅	8 ∅
[X1] Айтылған басқа барлық ишимликлерди киритиң.	(Көрсетиң) _____			

<p>BD8. Енди Сизден (аты) кешеги күн ямаса түн дауамында не жеген болса <u>бәршеси</u> ҳаққында сорамақшыман. Көшеде желингенлерди де қоссаңыз.</p> <p>- Кеше (аты) қашан ояңғанын ядыңызға салың. Сол гезде ол (ол) бир зат жедиме? <i>Егер «Аўа» болса сораң:</i> сол гезде (аты) не жеген болса бәршесин айтсаңыз. <i>Анықлаң:</i> Тағы бир нәрсе барма? Төмендеги көрсетилген азық-аўқат топарларын қолланған ҳалда жууапларды киритиң.</p> <p>- (Аты) усыдан кейин не иследи? Сол гезде (ол) бир зат жедиме? <i>Респондент баланың кейинги күни азанга шекем уйқыға кеткенин айтпаганиша, төмендеги көрсетилген азық-аўқат топарларына жууапларды кириткен ҳалда, усы сораулар кетпе-кетлигин қайталаң.</i></p>				
<p>Жоқарыда көрсетилген графалар толтырылғаннан кейин айтылмаған ҳәр бир азық-аўқат топары ушын усыларды сораң: Тек анықластырыу ушын: (аты) кешеги күн ямаса түн дауамында (азық-аўқат топарындағы азықтықлар) жедиме?</p>		АҰА	ЯҚ	БМ
<p>[A] Үй хайўанлары сүтинен таярланған койыў сүт өнимлери? <i>Еслетпе: сүт қурамына байланыслы суйық/ишимлик сүт өнимлери BD7 [E] ямаса BD7 [X]ға киритиледи.</i></p>	СҮТ ӨНИМЛЕРИ	1	2 ы BD8[B]	8 ы BD8[B]
<p>[A1] (Аты) неше рет сүт өнимлерин ишти? <i>Егер 7 ямаса оннан көп болса, '7' деп киритиң.</i></p>	СҮТ ӨНИМЛЕРИН НЕШЕ РЕТ ИШКЕН САНЫ.....			8
<p>[B] Санаатта байытылған қандайда бир балалар аўқатлары, мәселен, Heinz ямаса Nestle?</p>	БАЙЫТЫЛҒАН БАЛАЛАР АҰҚАТЛАРЫ	1	2	8
<p>[C] Нан, гүриш, кеспе, ботқалар ямаса гречка ямаса тары сыяқлы дәннен исленген басқа аўқатлар?</p>	ДӘННЕН ИСЛЕНГЕН АҰҚАТЛАР	1	2	8
<p>[D] Асқабақ, гешир, мазалы қызыл бурыш ямаса иши сары ямаса тоқ сары қабақ?</p>	АСҚАБАҚ, ГЕШИР ХӘМ БАСҚАЛАР.	1	2	8
<p>[E] Ақ картошка ямаса түрпи?</p>	ТАМЫРЛЫ ЕГИНЛЕРДЕН ТАЯРЛАНҒАН АҰҚАТЛАР	1	2	8
<p>[F] Шпинат жапырақлары (исмалок), Рим салаты ямаса қытай капуста сыяқлы ҳәр түрли койыў-жасыл жапырақлы палызлар?</p>	ҚОЙЫҰ-ЖАСЫЛ, ЖАПЫРАҚЛЫ ПАЛЫЗЛАР	1	2	8
<p>[G] Қурма, иши қызыл ямаса тоқ сары шабдал, қақ ерик, ерик, иши тоқ сары қаўын?</p>	ҚУРМА, ШАБДАЛ, ҚАҚ ЕРИК, ЕРИК, ҚАҰЫН	1	2	8
<p>[H] Басқа ҳәр қыйлы мийўе хәм палызлар, мәселен, алма, иши ақ ямаса сары шабдал, алмурт, апельсин, помидор, қыяр, редиска, ғарбыз, иши жасыл ямаса ақ қаўын, жүзим, капуста.</p>	БАСҚА МИЙҰЕЛЕР ЯМАСА ПАЛЫЗЛАР	1	2	8
<p>[I] Баўыр, бүйрек, жүрек, тил ямаса басқа органлардың гөшлери?</p>	ОРҒАНЛАРДЫҢ ГӨШЛЕРИ	1	2	8
<p>[J] Басқа гөшлер, мәселен, мал гөши, шошқа гөши, қой гөши, ешки гөши, таўық гөши, үйрек гөши ямаса усы гөшлерден таярланған колбаса өнимлери?</p>	БАСҚА ГӨШЛЕР	1	2	8
<p>[K] Мәйеклер?</p>	МӘЙЕКЛЕР	1	2	8
<p>[L] Таза ямаса қурытылған балық?</p>	ТАЗА ЯМАСА ҚУРЫТЫЛҒАН БАЛЫҚ	1	2	8

[M] Ловия, горох, мэш, чечевица ямаса ғоза, хэм олардан таярланған аўқатларды қосып?	ЛОВИЯ, ГОРОХ ХЭМ БАСҚАЛАРДАН ТАЯРЛАНҒАН АҰҚАТЛАР	1	2	8
[N] Сыр, курт, брынза, творог ямаса хайўанлар сүтинен таярланған басқа аўқатлар?	СЫР ЯМАСА БАСҚА СҮТТЕН ТАЯРЛАНҒАН АҰҚАТЛАР	1	2	8
[X] Мен айтып өтпеген басқа қатты, орташа қаттылаў ямаса жумсақ аўқатлар?	БАСҚА ҚАТТЫ, ОРТАША ҚАТТЫ ЯМАСА ЖУМСАҚ АҰҚАТЛАР	1	2 <i>с</i> <i>BD9</i>	8 <i>с</i> <i>BD9</i>
[X1] Жоқарыдағы азық-аўқат топарына сәйкес келмейтуғын басқа барлық қатты, орташа қатты ямаса жумсақ аўқатларды киритиң.	(Көрсетиң) _____			
<p>BD9. Кешеги күн ямаса түн даўамында (<i>аты</i>) қандайда бир қатты, орташа қатты ямаса жумсақ аўқатларды неше рет жеди?</p> <p><i>Егер BD8 [A]-га жууап «Аўа» болса, онда усы жууап BD8 [A1] ишине сүт өнимлери ушын киритилген санды есапқа алатуғынын тексериң.</i></p> <p><i>Егер 7 ямаса оннан көп болса, '7' деп киритиң.</i></p>	<p>НЕШЕ РЕТ ЖЕГЕН САНЫ __</p> <p>БМ..... 8</p>			

ИМ1. UB2-ни тексериң: баланың жасы нешеде?	ЖАСЫ 0, 1, ЯМАСА 2 1 ЖАСЫ 3 ЯМАСА 4 2	2 ⇒ Ақыры						
ИМ2. Сизде төменде көрсетилген медициналық карталар барма: Профилактикалық прививкалар картасы (63-форма), Наўқастың амбулатор картасы (112-форма), Иммунизация паспорты хэм жеке меншик медицина мекемесиниң көширмелери ямаса (аты) вакцинациялары жазылған басқа қандайда бир хужжетлери барма?	АЎА, ТЕК КАРТА(ЛАР) БАР 1 АЎА, ТЕК БАСҚА ХҮЖЖЕТ 2 АЎА, КАРТА(ЛАР) БАСҚА ХҮЖЖЕТ 3 ЯҚ, КАРТАЛАР ХЭМ ХҮЖЖЕТЛЕР ЖОҚ 4	1 ⇒ ИМ5 3 ⇒ ИМ5						
ИМ3. Сизде улыўма төменде көрсетилген медициналық карталар болдыма: Профилактикалық прививкалар картасы (63-форма), Наўқастың амбулатор картасы (112-форма), Иммунизация паспорты хэм (аты) вакцинациялары жазылған басқа жеке меншик медицина мекемесиниң көширмелери?	АЎА 1 ЯҚ 2							
ИМ4. ИМ2-ни тексериң:	ТЕК БАСҚА ХҮЖЖЕТ БАР, ИМ2=2 1 МҮМКИН БОЛҒАН БАСҚА КАРТАЛАР ХЭМ ХҮЖЖЕТЛЕР ЖОҚ, ИМ2=4 2	2 ⇒ ИМ11						
ИМ5. Мен карта(лар)ны (хэм/ямаса) басқа хужжетти көрсем болама?	АЎА, ТЕК КАРТА(ЛАР)НЫ КӨРДИМ 1 АЎА, ТЕК БАСҚА ХҮЖЖЕТТИ КӨРДИМ 2 АЎА, КАРТА(ЛАР)НЫ ХЭМ БАСҚА ХҮЖЖЕТЛЕРДИ КӨРДИМ 3 ЯҚ КАРТАЛАРДЫ ХЭМ БАСҚА ХҮЖЖЕТТИ КӨРМЕДИМ 4	4 ⇒ ИМ11						
ИМ6. (m) Хужжеттен барлық вакцинация күнлерин көширип алың. (n) Егер хужжетте вакцинация өткизилген деп белгиленип, бирақ сәнеси көрсетилмеген болса, күн графасына «44» деп жазың.	ИММУНИЗАЦИЯ СӘНЕСИ							
	КҮН	АЙ	ЖЫЛ					
БЦЖ	БЦЖ				2	0		
Гепатит В (туўылған ўақтында)	ВГВ0				2	0		
Полиомиелит (ОПВ) (туўылған ўақтында)	ОПВ0				2	0		
Полиомиелит (ОПВ) 1	ОПВ1				2	0		
Полиомиелит (ОПВ) 2	ОПВ2				2	0		
Полиомиелит (ОПВ) 3	ОПВ3				2	0		
Полиомиелит (ОПВ) 4	ОПВ4				2	0		
Полиомиелит (ИПВ)	ИПВ				2	0		
Пентавалент (АКДС-Хиб-ГепВ)1	Пента1				2	0		
Пентавалент (АКДС-Хиб-ГепВ)2	Пента2				2	0		
Пентавалент (АКДС-Хиб-ГепВ)3	Пента3				2	0		
АКДС4	АКДС4				2	0		
Пневмокок (Бирлестирилген) 1	ПКВ1				2	0		
Пневмокок (Бирлестирилген) 2	ПКВ2				2	0		
Пневмокок (Бирлестирилген) 3	ПКВ3				2	0		
Ротавирус 1	Рота1				2	0		
Ротавирус 2	Рота2				2	0		
Ротавирус 3	Рота3				2	0		
Қызамық, қызылша хэм паротитқа қарсы емлеў1	КПК1				2	0		

IM7. <i>IM6-ны тексериң: барлық вакциналар (БЦЖ-дан КПК1-ге шекем) белгиленгенбе?</i>	АҰА 1 ЯҚ..... 2	1 ⇒IM28
IM9. Сиз маған көрсеткен хужжет(лер)де көрсетилгенлерге қосымша, (аты) басқа қандайда бір вакцинациялар қылындыма, жеке меншик медициналық мекемелерин қосқан халда?	АҰА 1 ЯҚ..... 2 БМ 8	2 ⇒IM28 8 ⇒IM28
IM10. <i>IM6-ға қайтың хәм усы вакциналар хаққында сораң.</i> <i>Хәр бир алынған вакцина ушын тийисли «Күн» үстинине '66' деп киритиң. Хәр бир алынбаған вакцинация ушын «Күн» үстинине «00» деп киритиң.</i> <i>Жуумақланғаннан кейин, модулдиң ақырына өтиң.</i>		⇒IM28
IM11. (Аты) қашан болсада кеселликтің алдын алыу ушын вакцинация алғанба, сондай-ақ жеке меншик медициналық мекемелерден алған вакциналарын қосқан халда?	АҰА 1 ЯҚ..... 2 БМ 8	2 ⇒IM28 8 ⇒IM28
IM14. (Аты) қашан болсада туберкулезге қарсы БЦЖ вакцинациясын алғанба – қолы ямаса ийнинен, әдетте оннан тыртық қалады?	АҰА 1 ЯҚ..... 2 БМ 8	
IM15. (Аты) туўылғаннан кейинги 24 саат ишинде Гепатит В ауырыуының алдын алыу ушын Гепатит В вакцинациясын алғанба, – жамбасқа ямаса балтырға алынатұғын укол?	АҰА, 24 СААТ ИШИНДЕ 1 АҰА, БИРАҚ 24 СААТ ИШИНДЕ ЕМЕС 2 ЯҚ..... 3 БМ 8	
IM16. (Аты) полиомиелит кеселлигинен сақланыу ушын қашан болсада аузына тамшы ретинде вакцинация алғанба?	АҰА 1 ЯҚ..... 2 БМ 8	2 ⇒IM20 8 ⇒IM20
IM17. Полиомиелитке қарсы биринши вакцинация туўылғаннан кейин дәслепки еки хәпте ишинде алындыма?	АҰА 1 ЯҚ..... 2 БМ 8	
IM18. Полиомиелит тамшылары неше рет алынды?	САНЫ — БМ 8	
IM19. (Аты) Полиомиелиттің алдын алыушы вакцинация тамшыларын ақырғы мәрте алған гезде, оған және полиомиелитке қарсы инъекцияда алдыма? <i>Тамшылар хәм инъекцияның екеуинде алғанлығын анықлау ушын анықластырыушы сораулар бериң.</i>	АҰА 1 ЯҚ..... 2 БМ 8	
IM20. (Аты) қашан болсада сиреспе, көк жөтел, дифтерия, Гепатити В хәм Гемофилус инфекциясының В типинен сақлау ушын жанбасына салынатұғын инъекция - пентавалентлик вакцинациясын алғанба?	АҰА 1 ЯҚ..... 2 БМ 8	2 ⇒IM22 8 ⇒IM22

<p><i>Түсіндириң: гейде Пентавалент вакцинасы полиомиелит тамшылары менен бирге қосып бериледи.</i></p>		
<p>IM21. Пентавалент вакцинасы неше рет алынды?</p>	<p>САНЫ — БМ 8</p>	
<p>IM22. (<i>Аты</i>) қашан болсада Бирлестирілген Пневмококк вакцинасын алғанба, яғный пневмокок инфекциясының алдын алыушы инъекциясы, соның ишінде пневмокок себебинен келип шығатуғын кулак ауырыулары хэм менингитте бар?</p> <p><i>Түсіндириң: гейде Бирлестирілген Пневмококк вакцинасы Пентавалентли вакцинация менен бир ұақытта салынады.</i></p>	<p>АҰА 1 ЯҚ..... 2 БМ 8</p>	<p>2 ⇨IM24 8 ⇨IM24</p>
<p>IM23. Пневмококка қарсы вакцина неше рет алынды?</p>	<p>САНЫ — БМ 8</p>	
<p>IM24. (<i>Аты</i>) қашан болсада ротавирус вакцинациясын алғанба – бул диарейдан сақлайтуғын ауыз аркалы алынатуғын суйықлық?</p> <p><i>Түсіндириң: гейде ротавируслы инфекцияға қарсы вакцинация Пентавалент вакцинациясы менен бирге алынады.</i></p>	<p>АҰА 1 ЯҚ..... 2 БМ 8</p>	<p>2 ⇨IM26 8 ⇨IM26</p>
<p>IM25. Ротавирус вакцинасы неше рет алынды?</p>	<p>САНЫ — БМ 8</p>	
<p>IM26. (<i>Аты</i>) қашан болсада КПК вакцинасын алғанба – бул 12 ай ямаса оннан үлкен жасында оны қызылша, паротит хэм қызамықтан сақлайтуғын қолына салынатуғын инъекция?</p>	<p>АҰА 1 ЯҚ..... 2 БМ 8</p>	
<p>IM27A. (<i>Аты</i>) қашан болсада АҚДС4 вакцинасын алғанба – бул 16 ямаса оннан үлкен жасында оны дифтерия хэм сиреспеден сақлайтуғын жамбасына салынатуғын инъекция?</p> <p><i>Түсіндириң: Биринши АҚДС вакцинасы Полиомелитке қарсы салынатуғын төртинши вакцинасы менен бирге салынады.</i></p>	<p>АҰА 1 ЯҚ..... 2 БМ 8</p>	
<p>IM28. Бул балаға «МЕДИЦИНАЛЫҚ МЕКЕМЕЛЕРДЕ ВАКЦИНАЦИЯЛАР ҰАҚҚЫНДА МАҒЛЫҰМАТЛАР ЖЫЙНАҰ БОЙЫНША СОРАҰНАМА ФОРМА»сын толтырың. Бул сораұнаманың мағлыұматлар Панелин толтырың.</p>		

НАЎҚАС БАЛАҒА ҚАРАЎ		СА
<p>СА1. (Аты) ақырғы еки хәпте даўамында диарея болдыма?</p>	<p>АЎА.....1 ЯҚ.....2 БМ.....8</p>	<p>2⇒СА14 8⇒СА14</p>
<p>СА2. ВD3-ти тексериң: Бала еле емизилип атырма?</p>	<p>АЎА ЯМАСА БОС, ВD3=1 ЯМАСА БОС1 ЯҚ ЯМАСА БМ, ВD3=2 ЯМАСА 82</p>	<p>1⇒СА3А 2⇒СА3В</p>
<p>СА3А. Мен (Аты) диарея болған ўақтында қанша суйықлық берилгенин билмекшимен. Буған көкирек сүти, Орал регидратацион дәрилик заты (ОРВ), яғный Регидрон ямаса ОРСА хәм басқа дәри-дәрман менен бирге берилетуғын суйықлықлар киреди.</p> <p>(Аты) диарея болған ўақтында, оған әдеттегиден аз, шама менен әдеттегидей ямаса әдеттегиден көп ишимлик берилдима?</p> <p><i>Егер “аз” болса анықлаң:</i> Оған әдеттегиден көп аз ишимлик берилдима ямаса бирнеше аз берилдима?</p>	<p>КӨП АЗ1 БИРНЕШЕ АЗ2 ӘДЕТТЕГИДЕЙ.....3 КӨП.....4 ИШИЎГЕ ХЕШ ЗАТ БЕРИЛМЕДИ.....5 БМ.....8</p>	
<p>СА3В. Мен (Аты) диарея болған ўақтында қанша суйықлық берилгенин билмекшимен. Буған Орал регидратацион дәрилик заты (ОРВ), яғный Регидрон ямаса ОРСА хәм басқа дәри-дәрман менен бирге берилетуғын суйықлықлар киреди.</p> <p>(Аты) диарея болған ўақтында, оған әдеттегиден аз, шама менен әдеттегидей ямаса әдеттегиден көп ишимлик берилдима?</p> <p><i>Егер “аз” болса анықлаң:</i> Оған әдеттегиден көп аз ишимлик берилдима ямаса бирнеше аз берилдима?</p>		
<p>СА4. (Аты) диарея болған ўақтында, оған әдеттегиден аз, шама менен әдеттегидей, әдеттегиден көп аўқат берилдима ямаса улыўма берилмедима?</p> <p><i>Егер “Аз” болса анықлаң:</i> Оған әдеттегиден көп аз ямаса бирнеше аз берилдима?</p>	<p>КӨП АЗ1 БИРНЕШЕ АЗ2 ӘДЕТТЕГИДЕЙ.....3 КӨП.....4 АЎҚАТ БЕРИЎ ТОҚТАТЫЛДЫ5 ХЕШ ҚАНДАЙ АЎҚАТ БЕРИЛМЕДИ.....7 БМ.....8</p>	
<p>СА5. Сиз диареяға қарсы қандайда бир дерекке мәсләхәт ямаса ем алыў ушын хабарластыңызба?</p>	<p>АЎА.....1 ЯҚ.....2 БМ.....8</p>	<p>2⇒СА7 8⇒СА7</p>

<p>СА6. Сиз мەслەхәт ямаса емлеў бойынша қай жерге хабарластыңыз?</p> <p><i>Анықлаң: Және қай жерге?</i></p> <p><i>Барлық айтылғанларды жазып алың, бірақ хешқандай усыныслар киритпең.</i></p> <p><i>Дерек түрин анықлаў ушын анықластырыўшы сораўлар бериң.</i></p> <p><i>Егер мәмлекетлик ямаса жеке меншик сектор екенин анықлаў мүмкин болмаса, жердиң атын жазың, кейин усы жуўапқа туўры келетугын категориянын анықламаганиа «W» деп ўақытшиа киритиң.</i></p> <p>_____</p> <p>(Медицина шөлкеминиң аты)</p>	<p>МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ СЕКТОР МӘМЛЕКЕТЛИК ЕМЛЕЎХАНА A АЎЫЛ ШЫПАКЕРЛИК ПУКНТИ, АЎЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӘСЛӘХАТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӨРДЕМ КӨРСЕТИЎ ШӨЛКЕМИ F МӘМЛЕКЕТЛИК ДӘРИХАНАСЫ..... G БАСҚА МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ H</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР ЖЕКЕ МЕНШИК ЕМЛЕЎХАНА/КЛИНИКА I ЖЕКЕ ӘМЕЛИЯТ ШЫПАКЕРИ..... J ЖЕКЕ МЕНШИК ДӘРИХАНА K БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНА МЕКЕМЕСИ (көрсетиң) _____ O</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ..... W</p> <p>БАСҚА ДЕРЕК</p> <p>АҒАЙЫН/ДОС P ДҮКӘН/БАЗАР/КӨШЕДЕ Q ЖЕРГИЛИКЛИ ТӘЎИП..... R</p> <p>БАСҚА (көрсетиң) _____ X БМ/ЕСЛЕЙ АЛМАЙМАН Z</p>	
<p>СА7. (Аты) диарея ўақтында төмендеги аты көрсетилгенлерден ишиўге берилдиме:</p> <p>[A] Регидрон деп аталатуғын арнаўлы пакеттен таярланған суйықлық?</p> <p>[B] ОРСА деп аталатуғын алдыннан таярланған Орал регидратацион дәрилик заты (ОРВ) суйықлығы?</p> <p>[C] Цинк таблеткасы ямаса сиропы?</p> <p>[D] Үйде таярланған суйықлық, мәселен, қатық, айран, гүриш-суў, қайнатылған суў, суйық халдағы сорпа хәм сок?</p>	<p style="text-align: right;">А Я БМ</p> <p>РЕГИДРОН ДЕП АТАЛАТУҒЫН АРНАЎЛЫ ПАКЕТТЕН ТАЯРЛАНҒАН ИШИМЛИК..... 1 2 8</p> <p>ОРСА ДЕП АТАЛАТУҒЫН АЛДЫННАН ТАЯРЛАНҒАН ОРВ СУЙЫҚЛЫҒЫ 1 2 8</p> <p>ЦИНК ТАБЛЕТКАСЫ ЯМАСА СИРОПЫ..... 1 2 8</p> <p>ҮЙДЕ ТАЯРЛАНҒАН СУЙЫҚЛЫҚ..... 1 2 8</p>	
<p>СА8. СА7 [A] хәм СА7 [B] тексериң: Балаға ОРВ берилгенбе?</p>	<p>АЎА, АЎА СА7[A] ЯМАСА СА7[B]ДЕ..... 1</p> <p>ЯҚ, ‘ЯҚ’ ЯМАСА ‘БИЛМЕЙМЕН’ ХӘМ СА7[A] ХӘМ СА7[B] ЕКЕЎИНДЕДЕ 2</p>	<p>2 ⇒ СА10</p>

<p>CA9. Сиз (CA7 [A] ҳам/ямаса CA7 [B] -де көрсетилген ОРВ) қаяқтан алдыңыз?</p> <p>Дерек түрін анықлау үшін анықластырыушы сораулар бериң.</p> <p>Егер «Үйде бұрыннан бар болса», дереги қаяқтан экенин билиуге ҳарекет етиң.</p> <p><u>Егер мәмлекетлик ямаса жеке меншик сектор экенин анықлау мүмкин болмаса, жердиң атын жазың, кейин усы жууапқа тууры келетугын категориясын анықламаганиа «W» деп ўақытшиа киритиң.</u></p> <p>_____</p> <p>(Медицина шөлкеминиң аты)</p>	<p>МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ СЕКТОР МӘМЛЕКЕТЛИК ЕМЛЕЎХАНА A АЎЫЛ ШЫПАКЕРЛИК ПУНКТИ, АЎЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӘСЛӘХАТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӨРДЕМ КӨРСЕТИЎ ШӨЛКЕМИ..... F МӘМЛЕКЕТЛИК ДӘРИХАНАСЫ..... G БАСҚА МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ H</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР ЖЕКЕ МЕНШИК ЕМЛЕЎХАНА/КЛИНИКА I ЖЕКЕ ӘМЕЛИЯТ ШЫПАКЕРИ..... J ЖЕКЕ МЕНШИК ДӘРИХАНА K БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ МЕКЕМЕСИ (көрсетиң) _____ O</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ..... W</p> <p>БАСҚА ДЕРЕК АҒАЙЫН/ДОС P ДҮКӨН/БАЗАР/КӨШЕДЕ Q ЖЕРГИЛИКЛИ ТӘҰИП..... R</p> <p>БАСҚА (көрсетиң) _____ X БМ/ЕСЛЕЙ АЛМАЙМАН Z</p>	
<p>CA10. CA7 [C]-ны тексериң: балага цинк берилгенбе?</p>	<p>АЎА, CA7[C]=1 1 ЯҚ, CA7[C] ≠1 2</p>	<p>2 ⇒ CA12</p>
<p>CA11. Цинкти қай жерден алдыңыз?</p> <p>Дерек анықлау үшін анықластырыушы сораулар бериң.</p> <p>Егер «Үйде бұрыннан бар болса», дереги қаяқтан экенин билиуге ҳарекет етиң.</p> <p><u>Егер мәмлекетлик ямаса жеке меншик сектор экенин анықлау мүмкин болмаса, жердиң атын жазың, кейин усы жууапқа тууры келетугын категориясын анықламаганиа «W» деп ўақытшиа киритиң</u></p> <p>_____</p> <p>(Медицина шөлкеминиң аты)</p>	<p>МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ СЕКТОР МӘМЛЕКЕТЛИК ЕМЛЕЎХАНА A АЎЫЛ ШЫПАКЕРЛИК ПУНКТИ, АЎЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӘСЛӘХАТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӨРДЕМ КӨРСЕТИЎ ШӨЛКЕМИ F МӘМЛЕКЕТЛИК ДӘРИХАНАСЫ..... G БАСҚА МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ H</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР ЖЕКЕ МЕНШИК ЕМЛЕЎХАНА/КЛИНИКА I ЖЕКЕ ӘМЕЛИЯТ ШЫПАКЕРИ..... J ЖЕКЕ МЕНШИК ДӘРИХАНА K БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ O</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ..... W</p> <p>БАСҚА ДЕРЕК АҒАЙЫН/ДОС P ДҮКӨН/БАЗАР/КӨШЕДЕ Q ЖЕРГИЛИКЛИ ТӘҰИП..... R</p> <p>БАСҚА (көрсетиң) _____ X БМ/ЕСЛЕЙ АЛМАЙМАН Z</p>	

<p>CA12. Диареяны емлеу үшін тағы бір нәрсе берилдима?</p>	<p>АҰА.....1 ЯҚ.....2 БМ.....8</p>	<p>2⇒CA14 8⇒CA14</p>
<p>CA13. Диареяны емлеу үшін тағы не берилди?</p> <p><i>Анықлаң: Және не?</i></p> <p><i>Берілген барлық емлерди жазып алың. Айтып өтилген барлық дәри-дәрмақтың саудадағы атын жазып алың.</i></p> <p>_____</p> <p style="text-align: center;">(Саудадағы аты)</p> <p>_____</p> <p style="text-align: center;">(Саудадағы аты)</p>	<p>ТАБЛЕТКА ЯМАСА СИРОП АНТИБИОТИК.....A АНТИПЕРИСТАЛЬТИКА (ДИАРЕЯҒА ҚАРСЫ)B БАСҚА ТАБЛЕТКА ЯМАСА СИРОП.....G БЕЛГИСИЗ ТАБЛЕТКАЛАР ЯМАСА СИРОПH</p> <p>ИНЪЕКЦИЯ АНТИБИОТИК.....L АНТИБИОТИК БОЛМАҒАНM БЕЛГИСИЗ ИНЪЕКЦИЯ ТҮРИN</p> <p>ТАМЫРДАН САЛЫНАТУҒЫН ИНЪЕКЦИЯ (IV).....O</p> <p>ҮЙДЕ ЕМЛЕУ/ШӨП ПЕНЕН ЕМЛЕУQ</p> <p>БАСҚА (көрсетиң) _____ X</p>	
<p>CA14. (Аты) ақырғы екі хәпте ишинде қандайда бір уақыт дауамында жоқары дене ыссылығы болдыма?</p>	<p>АҰА.....1 ЯҚ.....2 БМ.....8</p>	
<p>CA16. (Аты) ақырғы екі хәпте ишинде қандайда бір уақыт дауамында жөтел менен аұырдыма?</p>	<p>АҰА.....1 ЯҚ.....2 БМ.....8</p>	
<p>CA17. (Аты) ақырғы екі хәпте ишинде қандайда бір уақыт дауамында тез-тез, қысқа, тез дем алыу ямаса қыйналып дем алыулар болдыма?</p>	<p>АҰА.....1 ЯҚ.....2 БМ.....8</p>	<p>2⇒CA19 8⇒CA19</p>
<p>CA18. Тез ямаса қыйналып дем алыуы көкирек органларының аұырыуы ямаса мурынның пителиуи ямаса ағыуы менен байланыссы болғанба?</p>	<p>ТЕК КӨКИРЕК ОРГАНЛАРЫНЫҢ АҰЫРЫҒЫНА БАЙЛАНЫСЛЫ1 ТЕК МУРЫННЫҢ ПИТЕЛИҰИ ЯМАСА АҒЫП КЕТИҰИ2 ЕКЕҰИ БИРДЕН.....3 БАСҚА (көрсетиң) _____6 БМ.....8</p>	<p>1⇒CA20 2⇒CA20 3⇒CA20 6⇒CA20 8⇒CA20</p>
<p>CA19. CA14-ти тексерің: Балада жоқары ыссылық болдыма?</p>	<p>АҰА, CA14=11 ЯҚ ЯМАСА БИЛМЕЙМЕН, CA14=2 ЯМАСА 8....2</p>	<p>2⇒CA30</p>
<p>CA20. Усы кеселлик жүзесинен Сиз қайдайда бір дерекке мәсләхәт ямаса емлениу үшін хабарластыңызба?</p>	<p>АҰА.....1 ЯҚ.....2 БМ.....8</p>	<p>2⇒CA22 8⇒CA22</p>

<p>СА21. Сиз мەслаҳат ямаса емлениў ушын қай жерге хабарластыңыз?</p> <p><i>Анықлаң: Және қай жерге?</i></p> <p>Барлық айтылғанларды жазып алың, бирақ хешқандай усыныслар <u>бермең</u>.</p> <p><i>Дерек түрін анықлаў ушын анықластырыўшы сораўлар бериң.</i></p> <p><u>Егер мәмлекетлик ямаса жеке меншик сектор екенин анықлаў мүмкин болмаса, жердиң атын жазың, кейин усы жуўапқа туўры келтуғын категориясын анықламағанша «W» деп ўақытша киритиң.</u></p> <p>_____</p> <p>(Медицина шөлкеминиң аты)</p>	<p>МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ СЕКТОР МӘМЛЕКЕТЛИК ЕМЛЕЎХАНА А АЎЫЛ ШЫПАКЕРЛИК ПУНКТИ, АЎЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӘСЛӘХАТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӘРДЕМ КӨРСЕТИЎ ШӨЛКЕМИ..... F МӘМЛЕКЕТЛИК ДӘРИХАНА..... G БАСҚА МӘМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ H</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР ЖЕКЕ МЕНШИК ЕМЛЕЎХАНА/КЛИНИКА I ЖЕКЕ МЕНШИК ӘМЕЛИЯТ ШЫПАКЕР J ЖЕКЕ МЕНШИК ДӘРИХАНА K БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ O</p> <p>МӘМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ..... W</p> <p>БАСҚА ДЕРЕК АҒАЙЫН/ДОС P ДҮКӨН/БАЗАР/КӨШЕДЕ Q ЖЕРГИЛИКЛИ ТӘЎИП..... R</p> <p>БАСҚА (көрсетиң) _____ X БМ/ЕСЛЕЙ АЛМАЙМАН Z</p>	
<p>СА22. (Аты) аўырған ўақтында қандайда бир ўақыт болсада кеселликке қарсы қандайда бир дәри берилдима?</p>	<p>АЎА..... 1 ЯҚ..... 2 БМ..... 8</p>	<p>2 ⇒ СА30 8 ⇒ СА30</p>
<p>СА23. (Аты) қандай дәри берилди?</p> <p><i>Анықлаң: Басқа қандай дәри берилди?</i></p> <p><i>Берилген барлық дәрилерди жазып алың.</i></p> <p><u>Егер дәри түрін анықлаў мүмкин болмаса, оның саўдадағы атын жазың хәм кейин жуўаптың туўры категориясын анықлағанша «W» деп ўақтыниша киритиң.</u></p> <p>_____</p> <p>(Саўдадағы аты)</p> <p>_____</p> <p>(Саўдадағы аты)</p>	<p>АНТИБИОТИКЛЕР АМОКСИЦИЛЛИН L КОТРИМОКСАЗОЛ M БАСҚА АНТИБИОТИКЛЕР ТАБЛЕТКА/СИРОП N БАСҚА АНТИБИОТИКЛЕР ИНЪЕКЦИЯ/ТАМЫР АРҚАЛЫ O</p> <p>БАСҚА ДӘРИЛЕР ПАРАЦЕТАМОЛ/ПАНАДОЛ/ АЦЕТАМИНОФЕН R АСПИРИН S ИБУПРОФЕН T</p> <p>ТЕК САЎДАДАҒЫ АТЫ КӨРСЕТИЛГЕН..... W</p> <p>БАСҚА (көрсетиң) _____ X БМ/ЕСЛЕЙ АЛМАЙМАН Z</p>	
<p>СА24. СА23-ти тексериң: антибиотиклер көрсетилгенбе?</p>	<p>АЎА, АНТИБИОТИКЛЕР КӨРСЕТИЛГЕН, СА23=L-O 1 ЯҚ, АНТИБИОТИКЛЕР КӨРСЕТИЛМЕГЕН 2</p>	<p>2 ⇒ СА30</p>

<p>СА25. Сиз (СА23-теги дәри-дәрмақлар аты, L-дан O-га дейинги кодлар) қай жерден алдыңыз?</p> <p><i>Дерек түрін анықлау үшін анықластырылушы сораулар бериң.</i></p> <p><i>Егер «Үйде алдыннан бар болса», дерегин анықлауға ҳарекет етиң.</i></p> <p><i>Егер мамлекетлик ямаса жеке меншик сектор экенин анықлау мүмкин болмаса, жердиң атын жазың, кейин усы жууапқа тууры келетугын категориясын анықламаганиа «W» деп уақытшиа киритиң.</i></p> <p>_____</p> <p>(Медицина шөлкеминиң аты)</p>	<p>МӨМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ СЕКТОР МӨМЛЕКЕТЛИК ЕМЛЕЎХАНА А АЎЫЛ ШЫПАКЕРЛИК ПУНКТИ, АЎЫЛ ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, ШАҢАРАҚ ПОЛИКЛИНИКАСЫ, МӨСЛӘХАТ ПОЛИКЛИНИКАСЫ СЫЯҚЛЫ БАСЛАНҒЫШ АМБУЛАТОРЛЫҚ ЖӨРДЕМ КӨРСЕТИЎ ШӨЛКЕМИ..... F МӨМЛЕКЕТЛИК ДӘРИХАНА..... G БАСҚА МӨМЛЕКЕТЛИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ Н</p> <p>ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ СЕКТОР ЖЕКЕ МЕНШИК ЕМЛЕЎХАНА/КЛИНИКА I ЖЕКЕ ӘМЕЛИЯТ ШЫПАКЕРИ..... J ЖЕКЕ МЕНШИК ДӘРИХАНА K БАСҚА ЖЕКЕ МЕНШИК МЕДИЦИНАЛЫҚ МЕКЕМЕ (көрсетиң) _____ O</p> <p>МӨМЛЕКЕТЛИК ЯМАСА ЖЕКЕ МЕНШИК ЕКЕНИН БМ..... W</p> <p>БАСҚА ДЕРЕК АҒАЙЫН/ДОС P ДҮКӨН/БАЗАР/КӨШЕДЕ Q ЖЕРГИЛИКЛИ ТӘУИП..... R</p> <p>БАСҚА (көрсетиң) _____ X БМ/ЕСЛЕЙ АЛМАЙМАН Z</p>	
<p>СА30. UB2-ни тексериң: баланың жасы нешеде?</p>	<p>ЖАСЫ 0, 1 ЯМАСА 2 1 ЖАСЫ 3 ЯМАСА 4 2</p>	<p>2 ⇒ Ақыры</p>
<p>СА31. (Аты) ақырғы рет қашан үлкен дәретке шыққан, оның дәретин тазалау үшін не исленди?</p>	<p>БАЛА ҲӘЖЕТХАНАҒА ШЫҚТЫ 01 ҲӘЖЕТХАНАҒА ТАСЛАНДЫ/ АҒЫЗЫП ЖИБЕРИЛДИ 02 КАНАЛИЗАЦИЯҒА ЯМАСА ЖАПҚА ТАСЛАНДЫ/ АҒЫЗЫП ЖИБЕРИЛДИ 03 МУСОҒА ТАСЛАНДЫ (ҚАТТЫ ШЫҒЫНДЫЛАР) 04 КӨМИЛДИ 05 АШЫҚЛЫҚ ЖЕРДЕ ҚАЛДЫРЫЛДЫ 06</p> <p>БАСҚА (көрсетиң) _____ 96 БМ..... 98</p>	

ВАКЦИНАЦИЯҒА КӨЗ-ҚАРАС		AV
AVA. UF4 тексериң: Бул респонденттиң басқа, жасы 5 тен төмен болған баласы бар ма?	АҰА..... 1 ЯҚ..... 2	2 ⇨ AV1
AVB. UF4 тексериң: Бул респондент төмендеги модуль бойынша басқа баласы қаққында жууап берди ме?	АҰА..... 1 ЯҚ..... 2	1 ⇨ Ақыры
AV1. Сиз (аты) ға вакцина салдырыу үшін қай жерге бару кереклигин билесиз бе?	АҰА 1 ЯҚ..... 2	
AV2. Сиз жеке өзиңиз (аты) ды вакцина салдырыуға алып барып көрдиңиз бе?	АҰА 1 ЯҚ..... 2	
AV3. (Аты) миллий иммунизация календарында, оған жасы бойынша усынылған барлық вакциналарды алып болды ма? <i>Усынылған вакциналар – булар (аты) га бекитилген педиатр ямаса мийирбийке тәрепинен айтылатугын, мәмлекеттеги жәмийетлик ден саулықты сақлау уйымы тәрепинен ислеп шығылған кестеге тийкарланып, жасы бойынша алыныуы керек болған вакциналар.</i>	БАРЛЫҚ ВАКЦИНАЛАРДЫ АЛҒАН..... 1 КӨПШИЛИК ВАКЦИНАЛАРДЫ АЛҒАН 2 АЙЫРЫМ ВАКЦИНАЛАРДЫ АЛҒАН 3 УЛЫҰМА ВАКЦИНА АЛМАҒАН 4 БМ 8	2 ⇨ AV5 3 ⇨ AV5 4 ⇨ AV5 8 ⇨ AV7
AV4. (Аты) Миллий иммунизация календарында оған жасы бойынша усынылған барлық вакциналарды <u>өз уақтында</u> алды ма? <i>Егер жууап «Яқ» болса, онда анықластырың: Сизиңше (аты) вакциналардың көпшилигин өз уақтында алдыма, ямаса айырымларын өз уақтында алдыма, ямаса хеш қайсысын өз уақтында алмады ма?</i>	БАРЛЫҚ ВАКЦИНАЛАРДЫ ӨЗ ҰАҚТЫНДА 1 КӨПШИЛИК ВАКЦИНАЛАРДЫ ӨЗ ҰАҚТЫНДА 2 АЙЫРЫМ ВАКЦИНАЛАРДЫ ӨЗ ҰАҚТЫНДА 3 ХЕШ ҚАЙСЫ ВАКЦИНАЛАР ӨЗ ҰАҚТЫНДА 4 БМ 8	1 ⇨ AV7 2 ⇨ AV6 3 ⇨ AV6 4 ⇨ AV6 8 ⇨ AV7
AV5. Сиз (аты) ға оның жасы бойынша усынылған, бирак өз уақтында алмаған вакциналарын алыуды режелестирдиңизбе?	АҰА 1 ЯҚ..... 2 БМ 8	

<p>AV6. Айырым балалардың вакциналарды кеш алыуының ямаса улыуа алмауының бир неше себеплери бар. Этиниш, төменде берилген сораулардың қайсылары, усынылған вакциналардың айырымларын (<i>аты</i>) алмауының ямаса кеш алыуының себепин түсіндирип бере алады?</p> <p>[A] (<i>Аты</i>) вакцина салыныуы тийис уақытта кеселлиги ямаса аллергиясы бармеди?</p> <p>[B] (<i>Аты</i>) ға вакцина(лар) салыныуы керек уақытта, олардың биреуи ямаса бир нешеси жоқ пайыт болдыма?</p> <p>[C] (<i>Аты</i>) вакцина(лар)ды салдыратуғын орын дым узак аралықта жайласқанба?</p> <p>[D] (<i>Аты</i>) вакцина(лар)ды салдыратуғын күн(лер)де, сиз басқа жұмыслар менен бәнт едіңизбе?</p> <p>[E] Сиз (<i>аты</i>) дың вакцина(лар)ы хаққында кеңирек мағлыуатқа ийе болыу ушын, оны/оларды кейинге қалдырдыңыз ба ямаса салдырыудан бас тарттыңызба?</p> <p>[F] (<i>Аты</i>) вакцина(лар)ды кеш салдырғанын ямаса улыуа салдырмағанлығын түсіндирип беретугын басқа себеп(лер) болдыма?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>КЕСЕЛЛИГИ ЯМАСА АЛЛЕРГИЯ 1 2 8</p> <p>ВАКЦИНАЛАР ЖОҚ ЕДИ 1 2 8</p> <p>УЗАҚ АРАЛЫҚ..... 1 2 8</p> <p>ЖҮДӘ БӘНТ, БАСҚА ЖҮМЫС 1 2 8</p> <p>ВАКЦИНА Б-ША ЕКИЛЕНИУ 1 2 8</p> <p>БАСҚА СЕБЕПТЕР 1 2 8</p>	
<p>AV7. Сизиң шаңарағыңызда, (<i>аты</i>) ға вакцина салдырыу бойынша тийкарғы шешимди ким қабыл етеди?</p>	<p>ТЕК АНАСЫ..... 1 ТЕК ӘКЕСИ 2 АНАСЫ ХӘМ ӘКЕСИ БИРГЕ 3 АТАСЫ/КЕМПИР АПАСЫ 4</p> <p>БАСҚА (<i>көрсетиң</i>) 6 БМ 8</p>	
<p>AV8. Егер (<i>аты</i>) вакцина салдырыу уақты келген болса, перзентиңизди ден саулықты сақлау мекемесине алып барыу ушын рухсат алыуыңыз керек пе?</p>	<p>АҰА, РУХСАТ АЛЫУ КЕРЕК 1 ЯҚ, РУХСАТ АЛЫУ КЕРЕК ЕМЕС..... 2 БМ 8</p>	
<p>AV9. Соңғы 12 ай дауамында, төменде берилген пикирлерди еситтиңиз бе ямаса айтып жүргенлерди ушыраттыңыз ба?</p> <p>[A] Балалар вакцинациясына қарсыман?</p> <p>[B] Балалар вакцинациясы тәрепдарыман?</p> <p>[C] Вакцинация қәуипли деушилер?</p> <p>[D] Вакцинация қәуипсиз деушилер?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>ҚАРСЫ 1 2 8 ТӘРЕПДАР 1 2 8 ҚӘУИПЛИ 1 2 8 ҚӘУИПСИЗ 1 2 8</p>	

<p>AV10. Енди сиз шаңарағыңыз, досларыңыз хэм жәмийетшилик - вакциналар хэм вакцинация хаққында қандай пикирде екенлигин ойлап көриң, хэм өзиниз төменде берилгенлер бойынша не айтасыз:</p> <p>[А] Мен танытуғын көпшилик ата-аналар, усынылған вакциналардың барлығын перзентлерине салдырған?</p> <p>[В] Шаңарақ ағзаларымның хэм досларымның көпшилиги, перзентим (<i>аты</i>) ға вакцинация қылдырыуымның тәрепдары?</p> <p>[С] Мәхәллемдеги жоқарғы диний басшылар, перзентим (<i>аты</i>) ға вакцинация қылдырыуымның тәрепдары?</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>АТА-АНАЛАР ТӘРЕПДАР 1 2 8</p> <p>ШАҢАРАҚ/ДОСЛАР ТӘРЕПДАР 1 2 8</p> <p>ДИНИЙ БАСШЫЛАР ТӘРЕПДАР 1 2 8</p>	
<p>AV11. Өтиниш, сизин диний ямаса руұхый исенимиңиз балаңызды вакцинация қылыуда сизди <u>қоллайтуғынын</u>, <u>қолламайтуғынын</u> ямаса бул жағдайдың сизге <u>қатнасы жоқ екенлигин</u> атап өтиң?</p>	<p>ВАКЦИНАЦИЯНЫ ҚОЛЛАЙДЫ 1</p> <p>ВАКЦИНАЦИЯНЫ ҚОЛЛАМАЙДЫ 2</p> <p>ҚАТНАСЫ ЖОҚ 3</p> <p>БМ 8</p>	
<p>AV12. AV3 тексерің = 4 ямаса 8: улыўма вакцина алмаған ямаса билмедим (БМ)?</p>	<p>АҰА (AV3 = 4 ЯМАСА AV3 = 8) 1</p> <p>ЯҚ 2</p>	<p>1 ⇨ AV13A</p> <p>2 ⇨ AV13B</p>
<p>AV13A. Балаларға вакцина салатуғын <u>ден саўлық хызметкерлерине</u> қаншелли исенесиз?</p> <p>AV13B. (<i>Аты</i>) ға ақырғы вакцинаны салған <u>ден саўлық хызметкерлерине</u> қаншелли исенесиз?</p>	<p>УЛЫЎМА ИСЕНБЕЙМЕН 1</p> <p>ОНША ЕМЕС 2</p> <p>АЙТАРЛЫҚТАЙ 3</p> <p>ЖҮДӨ (КӨП) 4</p> <p>БМ 8</p>	
<p>AV14. (<i>Аты</i>) вакцинация қылыныуы керек деп мәсләхәт берген <u>ден саўлық хызметкери</u> болдыма?</p>	<p>АҰА 1</p> <p>ЯҚ 2</p>	

<p>AV15. (<i>Аты</i>) ды вакцинация қылдырыу үшін алып баратуғын ден саўлықты сақлау мекемеси, мәселен, шаңарақ поликлиникасы, аўыллық шыпакерлер пункти, аўыллық шаңарақ поликлиникасы ҳаққында төменде берилген жағдайлар ушырап турама?</p> <p>[A] Вакцинация қылдыратуғын ден саўлықты сақлау мекемеси жүдә узақта жайласқан</p> <p>[B] Ден саўлықты сақлау мекемесиниң жумыс уақытлары туўры келмейди</p> <p>[C] Ден саўлықты сақлау мекемеси арасында адамларды вакцинация қылмай қайтарып жибереди</p> <p>[D] Ден саўлықты сақлау мекемесиндеги күтиу уақты жүдә узақ</p>	<p style="text-align: right;">АҰА ЯҚ БМ</p> <p>ЖҮДӘ УЗАҚТА ЖАЙЛАСҚАН 1 2 8</p> <p>УАҚТЫ ТУҰРЫ КЕЛМЕЙДИ..... 1 2 8</p> <p>ҚАЙТАРЫП ЖИБЕРЕДИ 1 2 8</p> <p>ЖҮДӘ УЗАҚ КҮТИУ УАҚТЫ..... 1 2 8</p>	
<p>AV16. (<i>Аты</i>) ды вакцинация қылдырыуға қанша кәрежет керек болады? Буған ден саўлықты сақлау мекемесине төленетуғын хәр қандай төлем, жол ҳақысы хәм жумыстан алынған рухсат киреди. Сиз не деп жууап берген болар едиңиз: хеш қандай, жүдә көп емес, аз-маз ямаса жүдә көп?</p>	<p>ХЕШ ҚАНДАЙ 1</p> <p>ОНША ЕМЕС 2</p> <p>АЙТАРЛЫҚТАЙ..... 3</p> <p>ЖҮДӘ КӨП 4</p> <p>БМ 8</p>	
<p>AV17. (<i>Аты</i>) ға вакцинация қылдырыуға байланыслы болған хәр қандай мағлыұматтың <u>тийкарғы</u> дереги не?</p>	<p>ПЕДИАТР/МИЙИРБҮЙКЕ 1</p> <p>ДОСЛАР/ШАҢАРАҚ АҒЗАЛАРЫ 2</p> <p>ДИНИЙ ТОПАР/БАСШЫ 3</p> <p>ТЕЛЕВИДЕНИЕ/БАСПА СӨЗ/РАДИО 4</p> <p>ИНТЕРНЕТ-СОЦИАЛ ТАРМАҚ, GOOGLE, Х.Т.Б. 5</p> <p>БАСҚА (<i>кәрсетиң</i>) 6</p> <p>БМ 8</p>	
<p>AV18. Сиз ушын (<i>аты</i>) ға вакцинация қылдырыуға байланыслы болған хәр қандай мағлыұматтың <u>ен исенимли</u> тийкарғы дереги қайсы?</p>	<p>ПЕДИАТР/МИЙИРБҮЙКЕ 1</p> <p>ДОСЛАР/ШАҢАРАҚ АҒЗАЛАРЫ 2</p> <p>ДИНИЙ ТОПАР/БАСШЫ 3</p> <p>ТЕЛЕВИДЕНИЕ/БАСПА СӨЗ/РАДИО 4</p> <p>ИНТЕРНЕТ-СОЦИАЛ ТАРМАҚ, GOOGLE, Х.Т.Б. 5</p> <p>БАСҚА (<i>кәрсетиң</i>) 6</p> <p>БМ 8</p>	
<p>AV19. Келиң енди сизиң вакцина хәм вакцинацияға болған көз-қарасыңыз хаққында сөйлесейик. Хәр бир сорауға жууап ретинде мүмкин болған төрт варианттың бирин таңлаң: 1) хеш қандай, 2) онша емес, 3) айтарлықтай емес 4) жүдә. Өтиниш, жууап берсеңиз:</p> <p>[A] Вакциналар (<i>аты</i>) дың ден-саўлығы ушын қандай әхмийетке ийе?</p> <p>[B] Сизиңше балаларға вакцинация қылыу жәмийеттеги басқа адамларды кеселликлерден қаншелли дәрежеде қорғайды?</p> <p>[C] Вакциналар (<i>аты</i>) ушын қаншелли дәрежеде қәуипсиз деп ойлайсыз?</p>	<p style="text-align: center;">ХЕШ ҚАНДАЙ ОНША ЕМЕС АЙТАРЛЫҚТАЙ ЖҮДӘ БМ</p> <p>ӘХМИЙЕТ 1 2 3 4 8</p> <p>ҚОРҒАҰ 1 2 3 4 8</p> <p>ҚӘУИПСИЗ 1 2 3 4 8</p>	

<p>AV20. Вакцинацияның тийкаргы пайдалары нелер деп ойлайсыз?</p> <p><i>Тийисли жууаплардың хэммесин жазып алың.</i></p> <p><i>«Вакциналардың пайдасы жоқ» жууабы (У категориясы), егер басқа жууап категорияларының ҳеш қайсысы айтылмаған болса гана жазылады.</i></p>	<p>БАЛАЛАР ӨЛИҰШИЛИГИНИҢ АЛДЫН АЛАДЫA</p> <p>БАЛАЛАРДЫҢ АҰЫРЫҰЫНЫҢ АЛДЫН АЛАДЫB</p> <p>БАЛАЛАРДЫҢ МАЙЫП БОЛЫП ҚАЛҰЫНЫҢ АЛДЫН АЛАДЫ.....C</p> <p>КЕСЕЛЛИКЛЕРГЕ ҚАРСЫ ИММУНИТЕТ ПАЙДА ЕТЕДИ.....D</p> <p>ЭКОНОМИКАЛЫҚ ТӘРЕПТЕН ПАЙДАЛЫ ..E</p> <p>КЕСЕЛЛИКЛЕРДИ ЖОҚ ЕТЕДИ.....F</p> <p>БМ.....Z</p> <p>БАСҚА (көрсетиң)X</p> <p>ВАКЦИНАЛАРДЫҢ ПАЙДАСЫ ЖОҚY</p>	
<p>AV21. Сиз қай дәрежеде вакциналар сизиң балаңызға үлкен кері реакция бериуі мүмкин деген қәуәтердесиз?</p> <p><i>Анықлама:</i> Үлкен кері реакция – бул балаға медициналық емлениуин ямаса емлеуҳанаға жатқызылыуын талап ететуғын реакция.</p>	<p>ХЕШ ҚАНДАЙ.....1</p> <p>ОНША ЕМЕС2</p> <p>АЙТАРЛЫҚТАЙ.....3</p> <p>ЖҮДӘ.....4</p> <p>БМ.....8</p>	
<p>AV22. AV2 тексерің: Респондент жеке өзи баласын вакцинация қылдырыуға алып барғанба?</p>	<p>АҰА, AV2 = 11</p> <p>ЯҚ, AV2 = 2.....2</p>	2 ⇒Ақыры
<p>AV23. Сиз (аты) ды ден саулықты сақлау мекемесине, мәселен шаңарақ поликлиникасы, ауыллық шыпакер пункти ямаса ауыллық шаңарақ поликлиникасына вакцина салдырыуға алып барғаныңызда, вакцина салмай қайтарып жиберген уақытлар болдыма?</p>	<p>АҰА1</p> <p>ЯҚ.....2</p> <p>БМ.....8</p>	
<p>AV24. Сиз соңғы мәрте ден саулықты сақлау мекемесине, мәселен шаңарақ поликлиникасы, ауыллық шыпакер пункти ямаса ауыллық шаңарақ поликлиникасына барғаныңызда, вакцинация хызметиниң сапасына қаншелли кеулициз толды? Жууабыңыз қайсы бири: хеш қандай, онша емес, айтарлықтай ямаса жүдә?</p>	<p>ХЕШ ҚАНДАЙ.....1</p> <p>ОНША ЕМЕС2</p> <p>АЙТАРЛЫҚТАЙ.....3</p> <p>ЖҮДӘ.....4</p> <p>БМ.....8</p>	
<p>AV25. Сиз соңғы мәрте ден саулықты сақлау мекемесине, мәселен шаңарақ поликлиникасы, ауыллық шыпакерлик пункти ямаса ауыллық шаңарақ поликлиникасына барғаныңызда, вакцинация қылатуғын хызметкер сизге қай дәрежеде сыйласықлы еди? Жууабыңыз қайсы бири: хеш қандай, онша емес, айтарлықтай ямаса жүдә?</p>	<p>ХЕШ ҚАНДАЙ.....1</p> <p>ОНША ЕМЕС2</p> <p>АЙТАРЛЫҚТАЙ.....3</p> <p>ЖҮДӘ.....4</p> <p>БМ.....8</p>	

UF11. Ўяқытты жазың.	СААТ ХӘМ МИНУТ :	
UF12. Сораўнама қайсы тилде толтырылды.	ӨЗБЕК.....2 РУС3 ҚАРАҚАЛПАҚ.....4	
UF13. Сәўбет қайсы тилде алып барылды.	ӨЗБЕК.....2 РУС3 ҚАРАҚАЛПАҚ.....4 БАСҚА ТИЛ (көрсетиң).....6	
UF14. Респонденттиң ана тили.	ӨЗБЕК.....02 РУС03 ҚАРАҚАЛПАҚ.....04 ТАЖИК05 ҚЫРҒЫЗ.....06 ҚАЗАҚ.....07 ТУРКМЕН.....08 БАСҚА ТИЛ (көрсетиң).....96	
UF15. Усы сораўнаманың қандайда бир бөлеги басқа тилге аўдарылдыма?	АЎА, СОРАЎНАМА ТОЛЫҚ АЎДАРЫЛДЫ1 АЎА, СОРАЎНАМАНЫҢ БИР БӨЛЕГИ АЎДАРЫЛДЫ2 ЯҚ, АЎДАРЫЛМАДЫ3	
<p>UF16. Үй хожалығынан шықпастан алдын, сиз баланың салмағы менен бойын өлшеў керек екенлигин хәм усы өлшеўди әмелге асырыў ушын кәсиплесиңиз келетугынлығын респондентке айтың. Усы бала ушын «АНТРОПОМЕТРИЯ» МОДУЛИ ФОРМАСЫН рәсмийлестириң хәм усы формадағы «Мағлыўмат Панелин» толтырың.</p> <p>«ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫ»ның «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ»ндеги HL10 хәм HL20 үстинлерин тексериң: Респондент усы үй хожалығында жасаўшы 0-4 жас аралығындағы <u>басқа</u> баланың анасы ямаса тәрбиялаўшысы болып есапланама?</p> <p><input type="checkbox"/> Аўа ⇒ «БЕС ЖАСҚА ШЕКЕМГИ БАЛА БОЙЫНША МАҒЛЫЎМАТ ПАНЕЛИ»ндеги UF17-ке өтиң хәм «01» деп киритиң. Кейин усы респондент тәрәпинен толтырылатугын кейинги «БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР БОЙЫНША СОРАЎНАМА»га өтиң.</p> <p><input type="checkbox"/> Яқ ⇒ «ҮЙ ХОЖАЛЫҒЫ СОРАЎНАМАСЫ»ның «ҮЙ ХОЖАЛЫҒЫ ДИЗИМИ»ндеги HL6 хәм HL20 үстинин тексериң: Респондент усы үй хожалығында «5-17 ЖАС АРАЛЫҒЫНДАҒЫ БАЛАЛАР БОЙЫНША СОРАЎНАМА» ушын таңланган баланың анасы ямаса тәрбиялаўшысы болып есапланама?</p> <p><input type="checkbox"/> Аўа ⇒ «БЕС ЖАСҚА ШЕКЕМГИ БАЛА БОЙЫНША МАҒЛЫЎМАТ ПАНЕЛИ»ндеги UF17-ге өтиң хәм«01» деп киритиң. Кейин усы респондент тәрәпинен толтырылатугын кейинги «5-17 ЖАС АРАЛЫҒЫНДАҒЫ БАЛАЛАР БОЙЫНША СОРАЎНАМА»га өтиң.</p> <p><input type="checkbox"/> Яқ ⇒ «БЕС ЖАСҚА ШЕКЕМГИ БАЛА БОЙЫНША МАҒЛЫЎМАТ ПАНЕЛИ»ндеги UF17-ге өтиң хәм «01» деп киритиң. Кейин усы респондентке миннетдаршылық билдирип, сораўнаманы жууўмақлаң. Усы үй хожалығында өткерилиўи лазым болган басқа сораўнамалар бар ямаса жоқлығын тексериң.</p>		

ИНТЕРВЬЮ ӨТКЕРИЎШИНИҢ ПИКИРЛЕРИ

БАСШЫНЫҢ ПИКИРЛЕРИ

АНТРОПОМЕТРИЯ МОДУЛИ МАҒЛЫҰМАТ ПАНЕЛИ		АН
AN1. Кластер номери: _____	AN2. Үй хожалығы номери: _____	
AN3. Баланың аты хәм қатар номери: АТЫ _____	AN4. UB2-да көрсетилген баланың жасы: ЖАСЫ (ТОЛЫҚ ЖАСАҒАН ЖЫЛЛАРДА) _____	
AN5. Анасының/тәрбиялаушысының аты хәм қатар номери: АТЫ _____	AN6. Интервью алыушының аты хәм номери: АТЫ _____	
АНТРОПОМЕТРИЯ		
AN7. Өлшеуішینیң аты хәм номери:	АТЫ _____	
AN8. Салмақты өлшеу нәтижесин Өлшеуіш и айтқанындай етип анық жазың: Жазғаныңызды Өлшеуіш иге қайтарып оқып берің хәм оның сизиң жазғаныңызды тексергенине исеним билдириң.	КИЛОГРАММ (КГ) _____ . _____ БАЛА ҚАЙТА ТЕКСЕРИҰҒЕ КЕЛГЕНДЕ ҰЙДЕ ЕМЕС..... 99.3 БАЛА БАС ТАРТТЫ 99.4 РЕСПОНДЕНТ БАС ТАРТТЫ 99.5 БАСҚА (көрсетиң) _____ 99.6	99.3 ⇨ AN13 99.4 ⇨ AN10 99.5 ⇨ AN10 99.6 ⇨ AN10
AN9. Бала имкан болғанша шешинтирилдима?	АҰА..... 1 ЯҚ, БАЛАНЫ МАКСИМАЛ ДӘРЕЖЕДЕ ШЕШИНТИРИҰ МҰМКИНШИЛИГИ БОЛМАДЫ 2	
AN10. AN4-ти тексерің: баланың жасы нешеде?	ЖАСЫ 0 ЯМАСА 1 1 ЖАСЫ 2, 3 ЯМАСА 4 2	1 ⇨ AN11A 2 ⇨ AN11B
AN11A. Бала 2 жастан кем болса оны жатқызып өлшеу керек. Өлшеу нәтижесин өлшеген адам айтқаны бойынша анық жазың: Жазғаныңызды Өлшеуіш иге қайтарып оқып берің хәм оның сизиң жазғаныңызды тексергенине исеним билдириң.	УЗЫНЛЫҒЫ/БОЙЫ (СМ) _____ . _____ БАЛА БАС ТАРТТЫ 999.4 РЕСПОНДЕНТ БАС ТАРТТЫ 999.5 БАСҚА (көрсетиң) _____ 999.6	999.4 ⇨ AN13 999.5 ⇨ AN13 999.6 ⇨ AN13
AN11B. Бала кем дегенде 2 жаста болса оны турғызып өлшеу керек. Өлшеу нәтижесин өлшеген адам айтқаны бойынша анық жазың: Жазғаныңызды Өлшеуіш иге қайтарып оқып берің хәм оның сизиң жазғаныңызды тексергенине исеним билдириң.		
AN12. Бала расында қалай өлшенди? Жатқызыпна ямаса турғызыпна?	ЖАТҚЫЗЫП 1 ТУРҒЫЗЫП 2	
AN13. Өлшеу өткерилген сәне: Кун / Ай / Жыл: _____ / _____ / 2 0 2 _____		
AN14. Үй хожалығында еле өлшенбеген 5 жасқа шекемги тағы басқа бала барма?	АҰА..... 1 ЯҚ..... 2	1 ⇨ Кийинги бала
AN15. Респондентке миннетдаршылық билдириң хәм Басшыңызга Өлшеуіш и хәм сиз усы үй хожалығында барлық өлшеулерди жуу мақлағаныңызды хабарлаң.		

АНТРОПОМЕТРИЯ МОДУЛИ БОЙЫНША ИНТЕРВЬЮЕРШИНИҢ ПИКИРЛЕРИ

АНТРОПОМЕТРИЯ МОДУЛИ БОЙЫНША ӨЛШЕҰШИНИҢ ПИКИРЛЕРИ

АНТРОПОМЕТРИЯ МОДУЛИ БОЙЫНША БАСШЫНЫҢ ПИКИРЛЕРИ

БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР ҲАҚҚЫНДА МАҒЛЫҰМАТ ПАНЕЛИ		HF
Бул форманы ҳәр бир баланың БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР ҲАҚҚЫНДА СОРАҰНАМАсына қосыў керек.		
HF1. Кластер номери: _____	HF2. Үй хожалығы номери: _____	
HF3. Баланың аты ҳәм қатар номери: АТЫ _____	HF4. Ананың/Тәрбиялаўшының аты ҳәм қатар номери: АТЫ _____	
HF9. Баланың туўылған күни, айы ҳәм жылы: БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР ҲАҚҚЫНДА СОРАҰНАМАның БЕС ЖАСҚА ШЕКЕМГИ БАЛАЛАР ҲАҚҚЫНДА МАҒЛЫҰМАТ Модулиндеги UB1ден көширип жазың _____ / _____ / <u>20</u> _____	HF6. Интервью алыўшының аты ҳәм номери: АТЫ _____	
Төмендеги текстти анасына ямаса тәрбиялаўшысына оқып бериң:		
Сиз билгениңиздей, балалардың вакцинациясы ҳаққындағы жазыўлар әдетте турықлы вакцинация бағдарламаларынан кейин балалардың вакцинациясына жуўапкер болған клиника ямаса басқа медициналық шөлкемде сақланады. Усы сораўнама шеңберинде бизлер, Сиз ҳәзир айтып өткен мағлыўматларды толықтырыў ушын, клиника ямаса медициналық шөлкемдеги вакцинация ҳаққындағы жазыўлардан мағлыўмат жыйнап атырмыз. Барлық жыйналған мағлыўматлар қатаң түрде сыр ҳәм аноним болып қалады. Сиз клиника ямаса медициналық шөлкемнен (аты) ның вакцинация жазыўларынан мағлыўмат жыйнаўға рухсат бересизбе?		
HF6A. Медициналық шөлкемнен вакцинация жазыўларын жыйнаўға рухсат алыў нәтийжеси:	РУХСАТ БЕРИЛГЕН..... 01 РУХСАТ БЕРИЛМЕГЕН..... 02 АНАСЫ/ТӘРБИЯЛАҰШЫСЫ УЗАҚ ҰАҚЫТ ДАҰАМЫНДА ЖОҚ..... 03 БАСҚА (көрсетиң) _____ 06	02 ⇒ HF15 03 ⇒ HF15 06 ⇒ HF15
HF10. Клиника ямаса медициналық шөлкемдеги вакцинация ҳаққындағы жазыўлардан мағлыўмат жыйнаў ушын бизлерге қосымша мағлыўмат керек. Илтимас Сиз маған айта аласызба: (Аты) ның толық аты ҳәм фамилиясы?	АТЫ _____ ФАМИЛИЯСЫ _____	
HF10A. Сиз маған (аты) ның вакцинация ҳаққындағы жазыўлары сақланатуғын медициналық шөлкемнің атын ҳәм мәнзилин айта аласызба?	МЕДИЦИНАЛЫҚ ШӨЛКЕМНИҢ АТЫ _____ МӘНЗИЛИ _____ _____	

HF5. Медициналық шөлкемде рәсмийлестіріуші жазыуларды жүргізіп атырған орынларда ислеп атырған хызметкердиң аты ҳәм номери: АТЫ _____	HF7. Шөлкемге келген Күн / Ай / Жыл: _____ / _____ / <u>2 0 2 1</u>		
HF10B. Медициналық шөлкемниң аты: АТЫ _____	HF8. Ұақытты жазың: _____	СААТ: МИНУТ ____ : ____	⇒HF11

HF15. Медициналық шөлкемге барыу нәтийжеси:	ШӨЛКЕМДЕ БАР ЖАЗЫҰЛАРДАН НУСҚА АЛЫНДЫ01 НУСҚА АЛЫНБАДЫ (көрсетиң) _____02 ШӨЛКЕМДЕ ЖАЗЫҰЛАР ЖОҚ ЕДИ (көрсетиң) _____03 БАСҚА (көрсетиң) _____06
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ИММУНИЗАЦИЯ

HF

HF11. Туўылган күнин, айын ҳәм жылын вакцинация жазыўлардан/картасынан жазың:
 Профилактикалық прививкалар картасы (63-форма),
 Прививкаларды дизимге алыў журналы (64-форма),
 Наўқастың амбулатор картасы (112-форма),
 Иммунизация паспорты ҳәм жеке меншик медициналық шөлкемниң жазыў көширмелери.

___ / ___ / 20 ___

HF12.
 (o) Хәр бир вакцинация ушын сәнелерди картадан көшириң.
 (p) Егер картада вакцинация ҳаққында жазылған болса, бирақ сәнеси болмаса «Күн» үстинине ‘44’ деп жазың.

ИММУНИЗАЦИЯ ҰАҚТЫ

		КҮН		АЙ		ЖЫЛ			
БЦЖ	БЦЖ					2	0		
Гепотит В (туўылған гезинде)	ВГВ0					2	0		
Полиомиелит (ОПВ) (туўылған	ОПВ0					2	0		
Полиомиелит (ОПВ) 1	ОПВ1					2	0		
Полиомиелит (ОПВ) 2	ОПВ2					2	0		
Полиомиелит (ОПВ) 3	ОПВ3					2	0		
Полиомиелит (ОПВ) 4	ОПВ4					2	0		
Полиомиелит (ИПВ)	ИПВ					2	0		
Пентавалент (АКДС-Хиб-ГепВ) 1	Пента1					2	0		
Пентавалент (АКДС-Хиб-ГепВ) 2	Пента2					2	0		
Пентавалент (АКДС-Хиб-ГепВ) 3	Пента3					2	0		
АКДС4	АКДС4					2	0		
Пневмококк (Бирлестирилген) 1	ПКВ1					2	0		
Пневмококк (Бирлестириген) 2	ПКВ2					2	0		
Пневмококк (Бирлестирилген) 3	ПКВ3					2	0		
Ротавирус 1	Рота1					2	0		
Ротавирус 2	Рота2					2	0		
Ротавирус 3	Рота3					2	0		
Қызамық, қызылша ҳәм паротитке қарсы емлеў 1	КПК1					2	0		

HF13. Хәр бир жазылмаған вакцинация ушын “күн” үстинине ‘00’ деп киритиң.

HF14. Ұақытты жазың.

СААТ ҲӘМ МИНУТ :

⇒HF15

МАҒЛЫҰМАТ ЖЫЙНАҰШЫНЫҢ ПИКІРЛЕРІ

БАСШЫНЫҢ ПИКІРЛЕРІ

WB14. Образцы предложений для чтения (RUS):

1. Ребенок читает книгу.
2. В этом году дожди начались поздно.
3. Родители должны любить своих детей.
4. У фермера тяжелая работа.

WB14. Ўқиш учун гап намуналари (UZ-кирилча):

1. Бола китоб ўқияпти.
2. Бу йил ёғингарчилик кеч бошланди.
3. Ота-оналар ўз фарзандларини яхши кўришлари керак.
4. Фермерни иши оғир.

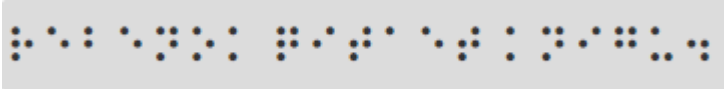
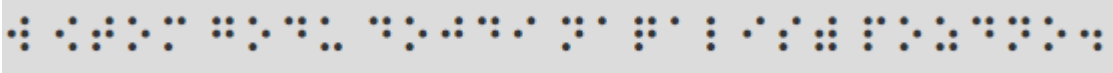


WB14. O'qish uchun gap namunalari (UZ-lotincha):

1. Bola kitob o'qiyapti.
2. Bu yil yo'g'ingarchilik kech boshlandi.
3. Ota-onalar o'z farzandlarini yaxshi ko'rishlari kerak.
4. Fermerni ishi o'gir.

WB14. Оқыў ушын сөзлер (КК):

1. Бала китап оқып атыр.
2. Бул жылы жаўын-шашын кеш басланды.
3. Ата-аналар өз перзентлерин жақсы көрийўи керек.
4. Фермердиң жумысы аўыр.

WB14. Образцы предложений для чтения (Брайль/Braille)

1. 
2. 
3. 
4. 

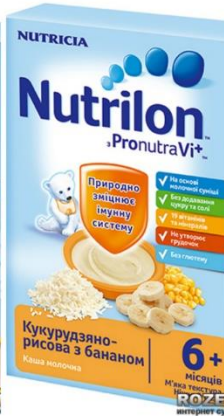
E.5.2 PHOTOS OF INFANT FORMULA AND BABY FOOD

Карточка для вопросника BD7 (D): детские молочные смеси
BD7 (D) савол учун карточка: сунъий сут



Карточка для вопросника BD8 (B): промышленно обогащенное
детское питание

BD8 (B) савол учун карточка: саноатда бойитилган болалар озуқаси



The Uzbekistan Multiple Indicator Cluster Survey (MICS) was carried out in 2021-2022 by the State Committee on Statistics as part of the global MICS programme. Technical support was provided by the United Nations Children's Fund (UNICEF). The State Committee on Statistics, UNICEF and the Global Alliance for Vaccines and Immunization (GAVI) provided financial support.

Further statistical snapshots and the Summary Findings Report for this and other surveys are available on mics.unicef.org/surveys.

